

Report of Validation Panel for a Special Purpose, Minor or Supplemental Award

Date of Meeting: 3rd March 2017

Named Award: Certificate
Programme Title: Creativity and Change
Award Type: Special Purpose Award
NFQ Level: 9
Intakes Commencing: September 2017
ECTS/ACCS Credits: 20

PANEL MEMBERS

Name / Function / External Institution or CIT Academic Unit
Katherine Keane, Head of Department of Architecture, CIT
Tim Horgan, Head of Department of Computer Science, CIT
Justine Foster, West Cork Arts Centre
Mike FitzGibbon, Lecturer, International Development, UCC
Dr Zoë Pool, UKCP Registered Psychotherapist, DAA Service Director

IN ATTENDANCE

Name / Function / External Institution or CIT Academic Unit

PROPOSING TEAM MEMBERS

Name / Function / Academic Unit
Catherine Fehily, Head of School, Crawford College of Art and Design
Edward Kuczaj, Head of Department of Arts in Health and Community Practice.
Jessica Carson, Lecturer, Crawford College of Art and Design

BACKGROUND TO THE PROPOSED PROGRAMME

A level 8, 10 Credit award already exists and has been running in CIT CCAD for 7 years originally called Arts Participation and development: Creative Approaches to Development Education. The course then became known as Creativity & Change. The programme has been part funded by Irish Aid since 2008, with annual grants of €40,000+ towards the cost of running the course. The intention is to phase out this award and replace it with the Creativity and Change level nine, 20 credit award.

The 2 level 9, 20 credit modules have not been reviewed by the module moderator and these 2 large credit modules will require Registrar's office approval.

Most of the participants in the existing level 8 programme have been coming with prior level 8 and often additional level nine qualifications. This indicates that it is appropriate to offer a level nine programme to the target groups of this programme. There has been regular annual feedback that students wish for a longer programme with more in depth engagement. This has led to the proposal of this new 20 credit award at level 9.

The proposed course aligns with the overall focus of the department and CIT/CCAD in relation to offering creative methodologies as an approach to working in health and community settings and that of engagement within the community/ social contexts aligning itself with CIT CCAD focus of community engagement and interaction. The Irish Aid Development Education Synthesis Review points to a lack of engagement with the fields of arts and sports. This SPA addresses this need. The SPA responds directly to the fourth aim of the most recently developed strategy: Development Education in the Adult and Community Sector: Draft Strategy 2014-2017, prepared by the IDEA Community Sector Working Group. The proposal also responds to the Irish Aid Development Education Synthesis Review, which indicates "that there is little or no support available for the ongoing professional development for educators both in the non-formal and formal settings.

The existing course attracts a large number of individuals who are already engaging in community contexts and who are looking to broaden their own skill range in working with groups. Additionally, it is increasingly attracting arts graduates who are looking beyond their own intentions of being a practicing artist to that of developing a second career to support this. The course also attracts interest from art teachers within education who are looking to broaden their own curriculum skills when working with children/ adolescents.

FINDINGS OF THE PANEL

*NOTE: In this report, the term “Requirement” is used to indicate an action or amendment which in the view of the Panel **must** be undertaken prior to validation and commencement of the Programme. The term “Recommendation” indicates an item which the Course Board (or other relevant Institute unit) should implement at the earliest stage possible, and appropriate implementation of which should be the subject of ongoing monitoring.*

The panel wishes to thank the proposing team for their thorough presentation and explanation of the details related to this Special purpose Award.

On consideration of the documentation provided and discussion of the programme with the proposers, the Panel has arrived at the following Findings, Requirements and Recommendations:

1. Validation Criteria

1.1 Is there a convincing need for the programme with a viable level of applications?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations.

Finding(s):

The proposing team has evidenced that there is a convincing need for the programme with a viable level of applications. A level 8, 10-Credit award in this subject area already exists and has been running in CIT CCAD for 7 years. The existing programme, which has consistent enrollment, has been part funded by Irish Aid since 2008, with annual grants of more than €40,000. The intention is to phase out this existing award and replace it with the Creativity and Change level nine, 20-credit award. Most of the participants in the existing level 8 programme have prior level 8 and often additional level nine qualifications. There has been regular annual feedback that students wish for a longer programme with more in-depth engagement. This indicates that it is appropriate to offer a level nine programme to the target groups of this programme and has led to the proposal of this new 20 credit award at level 9.

Recommendation(s):

Develop a template for legacy students required to repeat components or modules of the existing level 8 course.

1.2 Are the level and type of the proposed award appropriate?

Overall Finding: Yes

Finding(s):

The review panel has established that the level and type of the proposed award is in demand. The existing level 8, 10-credit course, that this SPA will replace, is attracting an audience, that already has level 8 and often level 9 qualifications. The proposed level 9 award will address this situation and provide a challenging learning experience at expert level.

1.3 Is the learning experience of an appropriate level, standard and quality?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations.

Finding(s):

The learning experience is of an appropriate level and quality. The two 10-credit level 9 modules are judged by the panel to be of an appropriate level and quality. The programme sits within the field of Development Education and Education for Global Citizenship supporting the development of critically engaged Global citizens in environments where learning takes place. Learners will engage with a range of global justice themes and topics related to local and global interconnectedness requiring a deep critical personal engagement and self-reflection.

Requirement(s):

Module: Experiential Learning

Revise LO2 verb “Understand” to comply with Blooms Taxonomy

Course Work: Revise text to better fit with non-standard delivery timing and continuous assessment method, which is not weekly.

Workload: Clarify workload to better fit the non-standard delivery timing, which is not weekly. Clarify individual and group tutorial hours.

Registrar’s office approval is required for inclusion of large credit modules

Correct all minor errors in text.

Module: Application to Practice

Description: Update description to include current module title Experiential Learning.

Pre-requisite learning: include pre-requisite module Experiential Learning.

Course Work: Revise course work text to better fit with nonstandard delivery timing and continuous assessment method, which is not weekly.

Workload: Clarify workload to better fit the non-standard delivery timing, which is not weekly. Clarify individual and group tutorial hours.

Resources: Include publication dates.

Registrar’s office approval is required of inclusion of large credit modules.

Correct minor errors in text.

1.4 Is the programme structure logical and well designed (including procedures for access, transfer and progression)?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations.

Finding(s):

The programme structure is logical and well designed. The Special Purpose Award is composed of two 10-credit modules delivered part-time and in sequence over seven 2-day or 3-day blocks from October to May. The programme has a number of strands of learning within the context of global citizenship and global and local justice themes. The pedagogical approach to delivery is in line with Irish Aid's definition, which seeks to engage people in analysis, reflection and action for local and global citizenship. While a level 8 qualification is required for entry, applicants with significant relevant experience will be considered through recognition of prior learning. The block delivery will provide opportunity for students engaged in employment to participate. There is no existing progression path in Ireland.

Recommendation(s):

The panel suggests that it would be very beneficial to develop a matrix, which illustrates how this level 9 award relates with other relevant existing and future level 9 awards and lay out a clear pathway of potential career development.

1.5 Are the programme management structures adequate?

Overall Finding: Yes

Finding(s):

The programme management structures are adequate. This programme falls within the management of the Head of Department of Arts in Health and Community Practice. The course leader and tutor(s) will be part of the normal department structure and organization including department meetings and supervision forums.

1.6 Are the resource requirements reasonable?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations.

Finding(s):

The sponsors confirm that resources approval for this programme has been received from the faculty.

The resource requirements are reasonable. This programme will be housed in the new CIT Grand Parade facility. Over eight weekends it will utilize the MA space, when not in use at weekends delivering an efficiency in resource utilization. Students will have access to CCAD library and the range of art(s) materials and equipment already existing. No additional resources are anticipated except additional reading material in the library. Existing Part-time staff and visiting practitioners will provide teaching expertise.

Recommendation(s):

The panel recommends that consideration should be given to the provision of appropriate administration support to appropriately support, develop and promote the programme.

1.7 Will the impact of the programme on the Institute be positive?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations.

Finding(s):

The impact of the programme on the institute will be positive. The proposed course aligns with the overall focus of the department and CIT CCAD in relation to offering creative methodologies as an approach to working in health and community settings and that of engagement within community and social contexts aligning itself with the CIT CCAD focus of community engagement and interaction. It will provide a visible and efficient use of space in the new Grand Parade location. This SPA addresses the lack of engagement with the fields of arts and sports identified by the Irish Aid Development Education Synthesis Review and will provide the only offering of this kind in Ireland. It will be a unique activity for CIT and Cork.

Recommendation(s):

The panel recommends vigorous promotion of this unique programme.

2. Other Findings

The proposed Special Purpose Award will be a unique offering in Ireland and the only available in this field in Ireland.

CONCLUSION

Based on the above findings, the Panel recommends to Academic Council:

That the Programme be validated for five academic years, or until the next programmatic review, whichever is soonest, subject to implementation of the Requirements above, and with due regard to the Recommendations made.

Implementation of Requirements and Recommendations
Requiring Registrar's Office Sign-Off:
<p>1.1 Recommendation(s): Develop a template for legacy students required to repeat components or modules of the existing level 8 course. Response: <i>The department & course team is actively engaged in developing a template for legacy students through RPL structure.</i></p>
<p>1.3 Module Requirements: Experiential Learning (retitled to Thematic Creative Engagement) and Application to Practice. All requirements complete.</p>
<p>1.4 Recommendation(s): The panel suggests that it would be very beneficial to develop a matrix, which illustrates how this level 9 award relates with other relevant existing and future level 9 awards and lay out a clear pathway of potential career development. Response: <i>This will be considered and developed in the light of ongoing discussions and developments within the department and CIT CCAD regarding a proposal for an MA in Inclusive/ Participatory Arts which is actively being considered.</i></p>
<p>1.6 Recommendation(s): The panel recommends that consideration should be given to the provision of appropriate administration support to appropriately support, develop and promote the programme. Response: <i>This is an ongoing issue within the CIT CCAD and will be reviewed in the light of the impending move to the Grand Parade site in September 2017.</i></p>
<p>1.7 Recommendation(s): The panel recommends vigorous promotion of this unique programme. Response: <i>The course team (and department) are aware of the constant need for promotion of all courses and given the move from level 8 to 9 is keen to advertise this fact. CIT CCAD is also developing its own website which will be operational later this year and this will give the courses) greater visibility and potential applicants a more informative experience than they have currently. The course will (and currently does) through its support from Irish Aid, use the various projects the course team are involved in, to promote the course.</i></p>

Appendix 1: Programme Outcomes **Certificate in Creativity and Change**

Programme Outcomes

Upon successful completion of this programme the graduate will be able to demonstrate... :

PO1	Knowledge - Breadth	
	(a)	Knowledge of the context of Development Education/ Global Citizenship Education and of range of global justice topics. Knowledge of range of processes and exercises to engage learners in Development Education/ Global Citizenship Education and how to access and research resources.
PO2	Knowledge - Kind	
	(a)	Understanding of the role and use creative methodologies when engaging learners with Global Justice/ Citizenship themes
PO3	Skill - Range	
	(a)	Ability to work with range of creative exercises and processes in a range of formal or non-formal learning environments
PO4	Skill - Selectivity	
	(a)	Ability to design appropriate creative learning experiences, selecting and designing appropriate exercises and processes, with ability to adapt to range of contexts, learning environments and learning needs
PO5	Competence - Context	
	(a)	Ability to work with Development education, Global citizenship themes in formal or non-formal learning settings, any environment where learning and making of meaning takes place.
PO6	Competence - Role	
	(a)	to be able to work in a confident and professional manner designing and delivering learning experiences meeting needs, interests and learning styles of the learners in formal or non-formal learning context.
PO7	Competence - Learning to Learn	
	(a)	Ability to critically reflect on own personal practice reflectively and reflexively and to understanding of the importance of Continuing Professional Development and its implication for personal learning and practice
PO8	Competence - Insight	
	(a)	Ability to reflect on concept of global citizenship an interconnected, interdependent and unequal world and consider personal role in actions towards transformation

Appendix 2 – Approved Programme Schedule **Certificate in Creativity and Change**

Semester Schedules

Stage 1 / Semester 1

Mandatory								
Mod Code	Module Title	Co-ordinator	Level	Credits	FT Contact Hours	PT Contact Hours	Course Work	Formal Exam
EDUC9051	Thematic Creative Engagement (Approved)	EDWARD KUCZAJ	Expert	10.0	0.00	4.00	100.0	0.0

Stage 1 / Semester 2

Mandatory								
Mod Code	Module Title	Co-ordinator	Level	Credits	FT Contact Hours	PT Contact Hours	Course Work	Formal Exam
EDUC9052	Application to Practice (Approved)	EDWARD KUCZAJ	Expert	10.0	0.00	4.00	100.0	0.0