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## Introduction

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## INTRODUCTION

# The ADEPTT Project

ART AND DESIGN: ENABLING PART TIME TUTORS

Ask any art and design student what they remember about their education, and they'll mention the part-time lecturers: professional artists and designers who encouraged and inspired them.

In many departments part-time staff deliver over 25% of teaching, yet barriers on both sides can exclude them from knowledge networks, staff development and appraisal.

The ADEPTT Project aims to help bridge this gap for part time and hourly paid lecturers. After consulting with part-time lecturers and exploring current good practice, the project has produced:

- ❖ The *Widening the Circle* Report on the experience of part time lecturers
- ❖ A set of flexible training resources for part time lecturers and those supporting them
- ❖ A project website: [www.adeptt.ac.uk](http://www.adeptt.ac.uk)
- ❖ Practical training for departmental facilitators working to support part time lecturers

If you would like more information, please contact the ADEPTT Project Office at the University of Hertfordshire on 01707 285300, or email [adeptt@herts.ac.uk](mailto:adeptt@herts.ac.uk).

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# The Impact of ADEPTT

"Overall, this is a very useful resource and one that I would have welcomed when I began teaching. At this precise moment in time, it has helped me focus more readily on planning for next year - thank you."

*(Comment on ADEPTT Pack by part-time lecturer)*

"The relationship started off differently with us investing time into bringing the visiting lecturers on line therefore they have, from the start, been more involved. They are preparing sessions well in advance and producing hand-outs at home. There has been a real attitude change."

*(Programme Leader following ADEPTT workshop)*

"There is no substitute for meeting people face to face, rather than through notes and memos. It is good to have a forum to discuss approaches to teaching, and listen to other people's experiences, and points of view."

"The most successful ADEPTT meetings for me have involved interaction between participants, enabling us to share experiences and advice on a variety of subjects, such as teaching students with disabilities, or teaching in large groups."

## The Impact of ADEPTT

"Being aware of other people's methods, approaches, and experiences is reassuring and confidence building. This is particularly relevant to visiting lecturers, whose expertise is not necessarily teaching, but professional practice of their specialist subject."

(Part-time lecturer taking part in a number of ADEPTT workshops)

# The ADEPTT Facilitator Pack

## Overview

Welcome to the ADEPTT Facilitator Pack. Along with the accompanying Lecturer Pack this provides a set of resources for you to use and refer to when working with part-time lecturers.

Before we began to plan it we talked to lecturers, programme leaders and managers in art and design departments to see what they felt would be useful. The elements of this pack come from those discussions.

The idea and role of the facilitator is key to providing locally tailored academic staff support. The facilitator role could be what you and your colleagues want to make of it, but is likely to include aspects of mentoring, staff development, the evaluation of part-time lecturer's needs and support for academic practice.

Working through the *Facilitator Pack* will take you from the first elements of identifying needs and planning support activities through to running and evaluating workshops on a range of topics.

- ❖ *The Facilitator Role* will help you think about your own goals and your role in organising and facilitating support for part-time lecturers
- ❖ *The Organisational Diagnostic* looks at the current situation in your department or institution; which elements work and which you might want to change
- ❖ *Planning Staff Development* is a practical section that takes you through the process of planning and implementing

development and support activities. It includes ideas on tailoring induction for part-time lecturers, payment and communication issues

- ❖ *The ADEPTT Approach* shows how the approaches developed by the project partners have worked out in practice, giving you a chance to think how best to implement the ideas within your own organisational context
- ❖ *Using the ADEPTT Pack* is the central section, linking with the *Lecturer Pack* to give you all the information and handouts you need to run workshops for groups of part-time lecturers
- ❖ *Outcomes and Evaluation* considers what changes you hope to achieve by using the ADEPTT approach, and how you will know when you have achieved them. It also gives practical advice on approaches to evaluating your support activities
- ❖ *Developing an action plan* will help you plan how best to use these ideas and materials, what other resources you might need, and what your next steps will be
- ❖ *Appendices* on setting up a Mentoring Scheme and Developing a Reflective Stance provide additional material for your use

A NOTE ON LANGUAGE:

There are many different titles used for the lecturers that were the focus of ADEPTT – associates, visiting lecturers, hourly paid staff etc. so we have tended to use the phrase ‘part time lecturer’ to describe both hourly paid and those working on short term contracts. In fact, as the project developed, the approaches were viewed by participants as just as relevant to part time permanent staff and sometimes to the needs of full time lecturers too.

## **YOUR AIMS AND GOALS**

**TAKE A FEW MINUTES TO COMPLETE THIS MATRIX AND THINK ABOUT YOUR REASONS FOR SUPPORTING PART-TIME LECTURERS**

**WHAT IS YOUR GOAL IN USING THE ADEPTT MATERIAL?**

**WHY DO YOU WANT TO ACHIEVE THIS GOAL?**

**WHAT DIFFERENCE WILL IT MAKE AND TO WHOM?**

**HOW WILL YOU KNOW WHEN YOU HAVE ACHIEVED THIS?  
HOW WILL YOU RECOGNISE IT?**

