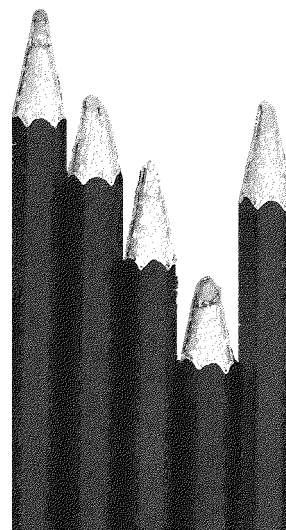


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# The ADEPTT Approach

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THE ADEPTT APPROACH





# The ADEPTT Approach

Our initial consultation<sup>1</sup> with part-time lecturers and managers showed that academic development for part-time staff is most likely to be effective if it is seen as:

- ❖ RELEVANT AND SPECIFIC TO ART AND DESIGN
- ❖ FLEXIBLE IN APPROACH
- ❖ DELIVERED WITHIN THE DEPARTMENT OR FACULTY
- ❖ PARTICIPATIVE, SHARING EXPERIENCES AND KNOWLEDGE, RATHER THAN "TOP DOWN"
- ❖ PRACTICAL IN APPROACH
- ❖ ENCOURAGING REFLECTIVE PRACTICE

The ADEPTT approach is different in each institution, as you can see from the examples below, but each one aimed to incorporate these key features.

1 *Widening the Circle: a study of part-time lecturers in art and design and their working context, 2003*

UNIVERSITY OF HERTFORDSHIRE  
The ADEPTT Approach

At the University of Hertfordshire we decided to take a mixed approach to working with part-time lecturers, which combined faculty-level workshops, programme-level sessions, and a more interactive approach to existing induction provision. We had been running induction sessions for visiting lecturers at the start of Semester A for a couple of years, but these mainly involved a briefing by heads of department and key staff on areas that new visiting lecturers would need to know about. Involvement in the project seemed a good opportunity to try an "ADEPTT slot" at the start of the session, which would give the participants a chance to share their experience, questions and anxieties, and to discuss approaches to teaching and learning with a facilitator who was not their "boss". This opportunity for discussion at the start of the session helped to engage the lecturers, who were then more involved and more likely to ask questions during the rest of the briefing.

Programme-level sessions for the Graphics Design team were arranged at the request of the programme leader, who had heard about the ADEPTT Project from one of his team. The response rate was much higher than for faculty-level workshops, with a majority of lecturers in the team attending. For a large team of part-timers, some of whom rarely got to meet each other, having a full day's interactive session together was much appreciated. Practical information about the faculty was combined with discussion about the course and where each person's contribution fitted into it. The programme leader reported at the end of the year that his team had been far more engaged and pro-active as a result of this small investment, doing more work at home and understanding how they fitted into the "big picture". The team requested another day's session the following year.

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Finally, workshops were arranged at faculty level for small groups of 6-8 part-time lecturers to look at specific learning and teaching and student support topics. These covered such topics as teaching large groups, and supporting students with disabilities, and all had been requested during the initial needs analysis. The workshops were facilitated by programme leaders who had a particular interest in the topic, and again the feedback was good although it was harder to recruit people for these than for the programme-level sessions. A key aspect of these sessions was again the interactive approach, with an emphasis on sharing questions, experience and good practice, and the response to this was far better than to more conventional "top-down" staff development.

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### SURREY INSTITUTE OF ART & DESIGN UNIVERSITY COLLEGE The ADEPTT Approach

Our approach shares common elements with that of the University of Hertfordshire in terms of a multi-level implementation of engagement with ADEPTT materials and strategies. Our ADEPTT approach has also been fostered in tandem with audits of undergraduate and FE curriculae for accessibility to students with learning difficulties and disabilities. This has led to engagement with ADEPTT materials for part time tutors who are not familiar with the characteristics of diverse needs and conditions. Mostly this engagement has taken the form of paid participation in inclusive learning and teaching days which have included activities both on planning and preparation and also on alternative learning styles and needs. These have built on pre-existing provision for teaching and learning staff development for lecturers who are not full time. This involvement has also extended to one to one mentoring by facilitators. Short, programme-focussed sessions for part time tutors have also been run on assessment procedures, on request. One outcome of sessions which have been run specifically for staff on part time or hourly paid contracts has been the desire to attend such workshops in the company of permanent staff rather than independently.

UNIVERSITY OF THE ARTS, LONDON  
LONDON COLLEGE OF FASHION  
**The ADEPTT Approach**

The ADEPTT approach that was developed at London College of Fashion was flexible and involved piloting innovative ways of working with part timers, refining communication networks as well as integrating within existing practices at college, department and programme level.

**INNOVATIVE WAYS OF WORKING**

Regular Associate Lecturer events were set up on a termly basis. These were held in the staff administration weeks and all staff were invited. They often had a theme such as 'Student Support' or 'Managing Large Groups' and the ADEPTT materials provided were used and evaluated. They were positively received as they have an Art & Design focus and are based on case studies, which discuss how teachers, often part timers themselves, deliver teaching & learning effectively. The social occasion of these events was also extremely important as staff met and discussed similar challenges and shared practices in an informal setting.

One to one support or small group support was also piloted using the ADEPTT materials. Often this support was face-to-face, but also included on line or phone support. This enabled staff to reflect on areas they needed to develop and discuss strategies to try out and then evaluate in a non-threatening environment. This was very useful for some staff who had their own professional practices or little time outside of their contractual teaching to be involved in any staff development as the timing of the support was flexible and individually focused.

Developing a staff development database of all members of staff, including associate lecturers has been key to ensuring better communication and a clearer understanding of their personal development needs. This has been put in place at the final stage of the project but is essential to ensure part time members of staff know about the training that is on offer and how they may access it.

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### **INTEGRATING INTO EXISTING STRUCTURES WITHIN THE COLLEGE, DEPARTMENT AND COURSE TEAM**

A staff intranet has been developed (see London College of Fashion, The Facilitator Role). The ADEPTT materials are available on line so that staff need to be encouraged to use the specific materials they would find valuable in combination with discussions from a more experienced staff member (mentor) or staff development co-ordinator.

Course team level staff development has been an extremely successful strategy for encouraging better communications within a team and sharing good practices as well as an opportunity to include associate lecturers into the wider picture of the course and the overall delivery of the curriculum. Again these have been social events and the part time members of staff have felt valued and encouraged. These events are always planned and delivered in collaboration with the course director to ensure the session is relevant to the specific team (with specific material from within the ADEPTT pack chosen) to meet the need of the course team. These events have been well attended and have proved to be a highly effective way of encouraging part timers to become involved in staff development. This is because it is relevant and immediate. It will be useful in delivering the classes they are teaching on tomorrow, next week or next term. Motivation is high and team cohesiveness is encouraged.

LOUGHBOROUGH UNIVERSITY  
SCHOOL OF ART & DESIGN  
The ADEPTT Approach

At Loughborough University the first step taken was to consult with 'Professional Development', the central support service unit committed to providing development and training opportunities for all staff across the university. One point of discussion was the danger in projects such as this of merely providing research that would sit on a shelf! It is clear that excellent knowledge lies within the Professional Development team, the main problem being that whilst there are many interesting courses that part-time lecturers could benefit from, the fact that many part-time lecturers live a long way from the University, and would not normally receive payment to undertake staff development means that they frequently do not benefit from the expertise available.

The first event organised was a session that combined staff development topics such as the Quality Assurance Process (it was shortly before a possible QAA review), and working with Dyslexic students. It served to give part-time lecturers a taste of the kind of support available. The event also featured several workshop sessions that sought to identify the issues that part-time lecturers felt impacted on their teaching. Through this and subsequent meetings with part time staff it was decided that energies should be directed at improving the channels of communication for part-time staff, and developing an induction pack to give to all part-time staff.

Subsequent outcomes have been the development of a website on the Loughborough University Intranet, and also a discussion board exclusive to part-time staff. These in themselves highlighted another problem: not all part-time lecturers had signed up for a University e-mail address, preferring to use their own personal/business addresses and therefore could not access these. The ADEPTT team has therefore been proactive in encouraging part-time staff to apply for University e-mail accounts. The School of Art & Design is fairly unique within the University in that it employs a large number of part-time lecturers. The School of Art & Design has relied on more informal lines of communication at programme level and the University therefore has not identified the need to

## The ADEPTT Approach

develop an infrastructure to support the part-time staff. The Director of School has agreed that after the ADEPTT project finishes one of the facilitators will retain administrative responsibility for co-ordinating contact with part-time lecturers, ensuring that all part-time staff will receive an induction pack, etc. This role will eventually be assigned to another lecturer with fewer administrative responsibilities; both ADEPTT facilitators are Programme Leaders.

In summary the Loughborough approach has been to identify the topics produced by ADEPTT with the aim of incorporating these into a tailor made package that will specifically address the needs of part-time lecturers working at Loughborough University and will therefore range from national issues and techniques that relate to teaching through to more University-specific information such as how to access the intranet, or how to book a lecture theatre, etc.

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THINK ABOUT THESE CASE-STUDIES IN THE CONTEXT OF YOUR OWN DEPARTMENT OR INSTITUTION.  
WHAT IS GOING TO BE THE MOST APPROPRIATE APPROACH IN THIS CONTEXT?

IN WHAT AREAS DO YOU THINK PART-TIME LECTURERS  
WOULD BENEFIT FROM MORE KNOWLEDGE OR TRAINING?

WHAT DO YOU THINK WOULD BE THE MOST PRACTICAL  
WAY TO DO THIS?

WHAT APPROACH COULD WORK IN YOUR  
ORGANISATION: BUILD ON STRENGTHS AND HELP BRIDGE  
THE GAPS YOU HAVE IDENTIFIED?

WHAT POSSIBLE BARRIERS OR RISK FACTORS COULD  
THERE BE?

CAN YOU THINK OF ANYTHING OR ANYONE THAT  
WOULD HELP TO OVERCOME THESE BARRIERS AND  
ENCOURAGE THE PART-TIME LECTURER TO TAKE UP  
TRAINING THAT IS AVAILABLE?