



Art & Design: Enabling Part Time Tutors

110/02

Transferability Year Project Report

September 2006

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Project Information

Project No: 110/02

Project Title: ADEPTT: Art and Design: Enabling Part Time Tutors

Transferability Phase Completion Date: 30 September 2006

Report Date: September 2006

Project Website: <http://www.adeptt.ac.uk>

1. What in outline was the intended purpose and scope of your transferability project? Include details of which core outcomes were transferred to which end users.

The bid for transferability funding stated the objectives as:

- (1) To train and support nominated staff to undertake the ADEPTT facilitator role at a maximum of six new Art & Design departments within separate HEIs
- (2) To support the implementation of the use of ADEPTT materials and approaches with part time staff within these new departments
- (3) To support implementation of ADEPTT material use with 3 part-time lecturers on an individual basis in order to evaluate the impact on student learning and provide case-study material for new partners
- (4) An additional objective was to provide on-going support to the wider network of users

The intended purpose of the transferability year was therefore for the ADEPTT team to provide tailored support to six named institutions to work with facilitators and ensure the take up, adaptation and embedding of the materials and ADEPTT approach within these institutions in ways that are relevant to their particular settings. The new institutions were:

Norwich School of Art & Design
Bristol School of Art, media and Design at UWE
The Arts Institute of Bournemouth
University College for the Creative Arts
Kingston University, Faculty of Art, Design & Architecture
London Metropolitan University, Sir John Cass Dept Art Media and Design

In parallel with this work was an opportunity to work closely with part-time tutors to use the lecturer pack to develop their knowledge and skills and use the approaches directly in their work as a platform for developing their academic practice. These experiences with five part-time tutors have provided lecturer case studies that help exemplify and evaluate impact within student learning environments

Support has also been available to the wider network as HEIs start using the packs within their institutions.

The aim of the main ADEPTT Project period had been to enhance the teaching of part time lecturers in Art and Design in order to effect change in learning and teaching in HE,

leading to enhanced student learning, meeting diverse learning needs of students, enhanced student retention and improved professional knowledge transfer.

The main project produced both a set of flexible, easy to use support materials for facilitators and part-time staff, adaptable to the needs of new and experienced staff and able to accommodate local components and alongside this developed the “ADEPTT approach” which stresses the importance of recognising, valuing and developing the experience and expertise of part-time lecturers in professional development provision for lecturers.

2. Who were the staff delivering the transferability phase?

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3. How did your approach differ from that taken during the main project?

In the main project period the team worked with four partners but were always working to produce materials and develop approaches that were then distributed to institutions on a national basis. It was outwardly focused on using networks to develop the resources and their applications. This was accompanied by training for facilitators and other key members of academic departments which was also offered nationally. The project always placed great importance on the need to engage the audience and work with part-timers who would be the end users of the materials.

The transferability year gave us the opportunity to work much more closely with six new institutions and their hourly paid lecturers and directly with five part-time members of staff. We focused on the specific application and transfer of the project outcomes and knowledge to particular faculties and departments in various stages of development.

The work with individuals gave us the chance to test the materials more thoroughly and over a longer period of time, providing additional evaluation of the resources. During the transferability period our focus has been supporting the implementation of resources and outcomes within the 6 institutions, providing tailored support for their management of change.

Partners process

Initial meetings were held at each of the Institutions during October and November 2005. At these meetings current and previous activities as well as key areas for potential change were identified and advice / negotiation took place as to where best ADEPTT knowledge and outcomes might be used. The professional development of the staffing body was considered in terms of the overall strategic development and organisational arrangements within the department or faculty. The tool enabling evaluation of the current position was used prior to arrival.

It was very important for us to go to their main site and to take the resources in enough volume for all present at the set up meetings to have a copy as we talked through the content and tools included in the materials. This enabled staff to see the material,

recognise the value that it had and to be able to identify staff professional development events and meetings where they could take that section or even those few pages to discuss or to raise an issue. We can appreciate that when packs are sent out to people they can look imposing and this process of personal visits made key personnel take time to look and think about how they could benefit from what the project had produced and share the experiences based on previous users activities and effectiveness.

Notes from each set up meeting were agreed with the partners. A summary of outcomes of all the visits was circulated to all partners so that institutions could see how the materials were to be used in various settings (Annex A)

The new partners were then asked to run three sessions with part-time staff using the packs during the academic year. The first was scheduled for November/December 2005, the second by March 2006 and the third by May 2006. Standard forms were given for feedback on these events including both content of the sessions, numbers attending and evaluations from those present.

A meeting was held on 17 March 2006 for all the partners at the SCOP headquarters in Tavistock Square, London. This was a strategic point in the year when partners should have carried out at least their first activity so that they would have something to share but hopefully be motivated by hearing what others had done or were planning.

Support was provided throughout the year through telephone, email or website enquiries to the new partners and to other institutions on request.

Part-timers process

Five individual lecturers were approached from two institutions to work closely with the team during the year. They met together as a group to agree the process and also to share their thoughts and hopes for the year before they actually engaged with the material.

"I want to enhance the learning experience for my students by being better prepared in a number of areas"

Each lecturer then worked through the personal diagnostic from the pack and completed a skills analysis of where they thought they were in terms of their knowledge of and the importance they gave to a number of key criteria to provide a baseline assessment (Annex B)

The lecturers then selected three sections from the resources which related to areas they were interested in or felt they needed to develop their knowledge and understanding of and agreed to work through these sections by January 2006. Initial feedback was provided on those sections and how they may be able to use the material in practice. An opportunity was offered to talk through the sections afterwards with a facilitator with additional email support from the ADEPTT office as required. The lecturers also met as a group to share experiences and discuss the sections from the packs.

"I will change my approach. The material in this section has made me realise that I am on the right track and a lot of the changes that I have made in my teaching style are right. It has given me tips on other ways of improving my teaching, especially with the first years."

"Overall, generally found this useful and enlightening. The structure of the materials I found appropriate to my lack of experience and therefore found it engaging and interesting."

"I found the case study most useful. It enables me to consider my teaching in context rather than just being bombarded with generic guidelines and no practice based examples. It was also useful to consider the example supplied and how I may relate that to my own experiences."

Over the next five months the lecturers tested the resources in their teaching and completed reflective logs of how they had tried to introduce skills and ideas from the sections into their practice and the successes they had. In June 06 they completed a final overall review of the process and also repeated the skills analysis to see if their views of where their teaching was in terms of knowledge and skill had changed over the period of involvement with the project.

This independent use of the material by individual lecturers has allowed us to test its effectiveness and has produced excellent case study material that will be used to give further evidence of the potential and effective of the ADEPTT outcomes. In addition the five individuals were supported in their professional development.

4. What have been your achievements during the transferability period?

- Direct and tailored support in the management of change in the operation of 6 faculties / departments in their provision of professional development for their part time lecturers
- Participants were drawn from many levels from the lecturer to leaders of learning and teaching and heads of school. This led to the take up of ADEPTT knowledge and ideas across all levels of the faculties
- Part time lecturers at the 6 institutions directly engaged with the resources through recommended structures and formats of the project
- Those leading professional development activities were supported and were able to adopt and adapt the resources from the project
- The meeting / seminar held in March 2006 resulted in strong engagement in the issues. Participants were able to hear the strategies and tactics of 6 other normally rival institutions in detail and to gain information and potential avenues of development from these conversations (the notes from this meeting are attached as Annex C)
- The resources were tested in depth and detail by 5 individuals who proved the material and approaches were effective – using both the analysis of their present state of professional development, selection of areas for development and then analysing areas where development had been achieved
- A new network for continuing this work was established and the project is currently working with the Subject Centre to further disseminate this work

The team worked directly with subject managers, leaders of teaching and learning, staff development, quality managers, programme leaders and lecturers and secured significant change on all levels through working with such mixed teams. The achievements were made due to a process of constructive dialogue and consultation ensuring that project findings and resources were adapted and appropriate routes forward identified and progressed in collaboration with each partner.

Specific feedback from the hourly paid lecturers has also been positive as they reflect on the impact of the work over the last year.

“I have realised that there are ways and means of solving what might appear to be complex problems. That I am not isolated in feeling overwhelmed at times, by the teaching of a diverse group. “

“Generally, I have become more confident in my approach to teaching since working with the ADEPTT project.”

“The ADEPTT handbook, and in particular the case studies, helped me clarify what is required at each stage of development.”

“Hourly Paid Lecturers are sometimes terrified prior to teaching a new group. There are no instructions for us. It is nice to have something to leaf through”

“I wish that I had been given this pack a couple of years ago.”

Annex D (attached) shows an overview graph of the changing perceptions of part-time lecturers at the end of the period of engagement with the project materials.

5. Have there been any unanticipated outcomes during the transferability period?

The agreed need amongst the existing and new partners for a forum for institutions to meet and focus on the needs of part-time staff and maintain the momentum of the work carried out with VLs. ADM has been approached to house the ADEPTT resources with a view to them being the site for the ADEPTT legacy.

The HEA, which had a mandate for all Higher Education, had agreed to restart the part time teacher's network initiative with Judy Glasman attending meetings. This should prove to be a useful instrument for ensuring the needs and value of our part time staff remain on the agenda.

Dissemination to a wider audience through PG Cert, academic centres, university staff development sessions at both the University of Hertfordshire and the other partners. In a number of cases the resources have informed the PG Certificate teaching and learning. In addition the Centre for Learning in Art and Design has adopted many of the materials for their development sessions and PG Certificate.

Other concerns and emerging aspects included:

- Pressure to try to set up an infrastructure for hourly paid lecturers, through our HR departments.
- Adopt a flexible approach to delivering of PGCE courses. Better to consolidate course on 3-4 days rather than timetabling once a week.
- Knowledge transfer in both directions – a two way exchange with many hourly paid lecturers being highly experienced.
- Continue professional development of hourly paid lecturers to enable them to fill fractional posts.
- Ensure hourly paid lecturers receive feedback on their performance, appraisal, peer review and teaching.
- Hourly paid lecturers should be encouraged to deliver staff development instead of just receiving it.

- All relevant material for hourly paid lecturers should also be available to support staff.

6. What have you learnt from the transferability process (e.g. at the disciplinary or institutional level)?

That taking the time to carry out an initial visit and talking senior staff through the resources and approaches that had been developed ensured that we had 'buy in'. Once the staff could see what they were and how flexibly they could be used in a variety of settings, momentum was gained to utilise them and see the benefits for themselves.

The need to involve teams from a variety of levels of seniority to successfully implement the project.

The importance of implementation which is context-supportive and specific – this takes time and a degree of trust, so that mistakes and problems can be aired.

7. What modes of delivery helped you achieve your objectives?

- The personal touch – face to face consultation
- Focus on specific partners
- Small scale compared to original period of project
- Hearing the voices of actual users within the team and in the resources
- Do-ability for the partners and action planning early in the cycle

8. Did you experience any particular difficulties or frustrations?

As with all projects the priorities of the project have to be balanced with partners workloads so we had to be focussed on what we were expecting in terms of feedback from the start.

It was a short- term project with limited funding which meant we could only have six new partners. The frustration was having seen all the institutions engage with the material once given a level of support you wanted to replicate that same support to all institutions to ensure that the work of the project became embedded elsewhere and that the support and consideration given to the needs and development of part-time staff could be increased in all institutions.

9. What one piece of advice would you give to a project about to start its transferability phase?

To be realistic about what you can achieve in a small timescale. You only have one year and limited funding. It is better to do something well on a small scale than try and work with more people and not be able to give the level of support required. This approach is likely to support more permanent change for those involved.

10. Are there any other comments that you would like to make?

Continuation of activities at UH

Throughout this transferability year the University of Hertfordshire continued to take this work forward through small scale tailored workshops for hourly paid lecturers, delivered within the Schools in the Faculty for the Creative and Cultural Industries. Sessions have been run by facilitators trained during the initial project period and have looked at subjects such as teaching at the right level, teaching large groups and assessment.

Induction and communication arrangements were completely revamped to recognise the perspectives of users, and the issue appears regularly at various meetings with the effect of more recognition of visiting lecturers' needs.

Beyond the Project

Access to the products and expertise will now be directed to the Faculty for the Creative and Cultural Industries at the University of Hertfordshire. Contact details are available on the packs of materials which have been distributed to all HEIs and via the website, which will be supported until at least 2010.

Support was available from the **Art Design Media subject centre** for the transferability year in terms of publishing of announcements, newsletter/website and dissemination activities including a joint FDTL4 final event currently scheduled for October 2006.

Summary points

There are now some 46 institutions across the country who have participated in the project and have facilitators trained to take this work forward.

The project has received enthusiastic take-up at all levels: from strategic-level participation in the facilitator training events (attended by a number of Deans and Heads of Department), through to the part-time lecturers themselves who contributed to the needs analysis, attended workshops at the four partner institutions, volunteered case-studies, and reviewed the revised materials, the response has been very encouraging.

As we discovered in the first three years the project is rolled out differently within each of the new partner institutions, and was again one of the reasons for involving contrasting HEIs. Widely varying levels of previous provision for part-time lecturers, different agendas, and the contrasts between traditional and new universities, as well as a single-subject university and an art and design institute, have given the opportunity to develop varied models for the implementation of ADEPTT and consequently diverse but positive impacts in each case.

To summarise – the project has affected policy at both institutional and local level; departments have set in place new or revised professional development events and activities, and individual staff are using the material in the design and practice of their teaching and in interactions with students.

Budget

The draft financial statement for the transferability year of the project has been completed and is attached as Appendix E.

A final approved budget will be forwarded by the end of November as requested.

Declaration

I certify on behalf of the Institution that the attached report and the financial report, and the information contained therein is correct, and that the funds allocated have been applied to the purpose for which they were made available.

Project Name: ADEPTT Art & design: Enabling Part Time Tutors

Project Number 110/02

Head of Institution or Nominated Deputy

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Signed

Date:

Project Director

Name (print) Judy Glasman

Signed

Date: