

QIP Implementation Summary Report

Department/Service:		Department of Arts Education and Physical Education		
Head of Department/Service:		Professor Déirdre Ní Chroinín		
Date of ET approval of QIP		September 2025		
Date of Submission of QIP Interim Report to Quality Committee		October 2025		
Date of Submission of QIP Final Report to Quality Committee		May 2026		
Summary of status of recommendation implementation:				
Rec/ Action	Recommendation	Closed	Open	Commentary
1.2.1	Map departmental subjects onto the College values, articulating ways in which each subject area contributes to the building of these values (such as community, social justice). Use this as a meeting point to understand the synergies in the subjects and how the subjects collectively contribute to the values.	✓		
2.2.1	Physical space: Address resource needs in terms of accommodation. For example, expand visual arts spaces, find spaces for artists in residence, restore tennis courts, and staff workspaces (see below).		✓	The College’s Master Plan sets out a coordinated development strategy for the College’s campuses over the lifetime of the plan (2022-2042).
2.2.2 (a)	Staffing resource: a) Building on cross-faculty teaching, consider different possibilities for drawing on staff	✓		

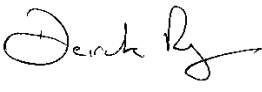
	resources across the Institution. This could include colleagues in the Arts faculty, as well as managerial / administrative / technical colleagues with teaching backgrounds, ensuring that workload is properly allocated.			
2.2.2 (b)	Staffing resource: b) Maintain existing technical support and identify innovative ways to provide increased technical support.	✓		Resource allocation does not fall within the Department's remit. This recommendation is outside the scope of the Department's Quality Improvement Plan.
2.2.3	Strategic Planning: As a department, carry out a horizon scanning planning exercise in relation to: a) The impact that an imposed increase in numbers would have on the quality and ability to deliver the programme b) The new national curriculum c) The new teacher education framework d) The national teacher shortage and imposed changes regarding the amount of time students have in school e) The institutional strategy for reducing teaching staff and increasing managerial and administrative staff f) The opportunities provided by a closer relationship with University of Limerick	✓		
2.2.4	Financial Planning: Devise a departmental academic planning cycle that feeds into business planning and ensures timely allocation of teaching and managing timetabling.	✓		Not actionable by the Department
2.2.5 (a)	Departmental Structures and Processes: Institutional level: Promote implementation of the staff code of conduct and disciplinary policy to ensure respectful and professional	✓		

	interactions and working relationships.			
2.2.5 (b)	Departmental Structures and Processes: Departmental level: Interpret and apply the code of conduct.	✓		
2.2.5 (c)	Departmental Structures and Processes: Consider models of practice for departmental meetings, which may include formal meetings and informal fora, and connect to academic voice and representation at all levels of governance.	✓		
2.2.5 (d)	Departmental Structures and Processes: Develop staff induction and mentoring for all teaching staff regardless of contractual status.	✓		All new staff in AEPE have completed induction. No formal mentoring programme exists at present.
3.2.1	Assessment: Review of the relationship between the Creative Arts curriculum and the assessment points, providing regular interim assessment points for all three arts throughout the duration of the programme (this could be peer assessment).	✓		
3.2.2	Planning: Establish planning points throughout the year that are inclusive of all staff regardless staff contract status.	✓		
3.2.3	Course development: Devise a clear and inclusive departmental process for developing new courses and curriculum, aligned to the underlying academic principles of the department (practice-based, applied learning, confidence building, inclusive practice)	✓		The Department will engage with the Academic and Business Programme Appraisal Workflow and Process when designing new programmes.
4.2.1 (a)	Assessment: Carry out an assessment audit, mapping assessment to learning outcomes with a view to reducing assessment and relieving both staff and student workload.	✓		

4.2.1 (b)	Assessment: Review the Creative Arts assessment (see chapter 3).	✓		
4.2.2 (a)	Teaching and Workload Allocation: Doctoral supervision needs to be classified as teaching and included in the teaching allocation.		✓	CPP framework approved in February 2026. Process for implementation currently in development.
4.2.2 (b)	Teaching and Workload Allocation: School Experience needs to be classified as teaching and included in the teaching allocation.		✓	CPP framework approved in February 2026. Process for implementation currently in development.
4.2.2 (c)	Teaching and Workload Allocation: Institutional: Expediate the development of the workload allocation model, incorporating school experience visits as professional activity that can be accounted for in staff workloads.		✓	CPP framework approved in February 2026. Process for implementation currently in development.
4.2.2 (d)	Teaching and Workload Allocation: Departmental: Carry out a workflow audit, articulating the full set of duties and responsibilities related to teaching and assessment, using this to help devise an institutional approach to work streams (research and professional practice, teaching, assessment, management, administration etc.).		✓	CPP framework approved in February 2026. Process for implementation currently in development.
4.2.3	Student Choice: Consider the mechanisms for student choice in the programme, including reviewing the model of allocation of electives.	✓		
4.2.4	Planning: Devise a mechanism for peer observations of teaching in order to understand modules outside of the specialist subjects, with a view to building a collaborative planning process.	✓		

5.2.1	Student Voice: Listen to the student voice – consider staffing models that start with the student experience and provide solutions to the existing tensions regarding who carries out different activities such as teaching, school experience visits, etc.	✓		
5.2.2	Technical infrastructure: Devise a system for prioritisation of IT support, ensuring that support for teaching ‘in the moment’ is immediate (i.e., class support).	✓		This is ongoing due the nature of the spaces as multi-use venues that is being addressed and we acknowledge the work of ICT to remedy this.
6.2.1 (a)	Research Planning: Conceptualise all professional practice as staff development, including research at all levels.	✓		
6.2.1 (b)	Research Planning: Formalise process for planning for research activity, identifying responsibilities in terms of continuity of teaching (teaching and all associated responsibilities) during staff absence and approval processes in a timely manner prior to research leave being taken.		✓	Formalised process for planning research activity will fall under CPP framework approved in February 2026. Process for implementation currently in development. Continuity of Teaching falls under the remit of the Education Faculty Management Committee.
6.2.2	Building a research community: Devise a mechanism for sharing research and professional practice to enrich the curriculum and raise visibility and understanding of each other’s practice and strengths and build relationships.	✓		
6.2.3	Departmental Research Structure: Prepare for the forthcoming investment in research	✓		

	centres with a view to bidding for funding to develop a collaborative, inclusive research centre as a site to develop both internal and external research and practice relationships.			
6.2.4	Enriching the Research Environment: Build on the artist in residence programme across all areas.	✓		

Signed: 

Director of Quality

Date: 5th June 2026