

**Institiúid Teicneolaíochta Luimnigh  
Limerick Institute of Technology**

**Scoil Ealaíne agus Deartha  
School of Art and Design**

**Report of Peer Review Panel**

**Programmatic Review**

**of the**

**Limerick School of Art & Design**

**17<sup>th</sup> & 18<sup>th</sup> May 2017**

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## 1. INTRODUCTION

This report outlines, in summary form, the proceedings of the programmatic review in the School of Art and Design, and the findings of the External Peer Review Group in May 2017. The programmatic review was undertaken in accordance with Section 3.8 of the LIT document 'Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2016/2017: Part 1'. The report of the Programmatic Review Panel is the academic judgement of a peer group on the academic standard and quality of the programmes of the School. It confirms to the Institute the standard of the programmes in a publicly accountable manner.

## 2. GENERAL INFORMATION

### 2.1. Higher Education Provider

Institute:	Limerick Institute of Technology
School:	School of Art & Design
Date of Review/Visit:	May 17 <sup>th</sup> & 18 <sup>th</sup>
Venues:	Boardroom, Clare Street Campus

### 2.2. Programmes Evaluated

Bachelor of Arts (Honours) in Fine Art Painting (Level 8)

Bachelor of Arts (Ordinary) in Fine Art Painting (Level 7) - Embedded

Higher Certificate in Fine Art Painting (Level 6) - Embedded

Bachelor of Arts (Honours) in Fine Art Photography, Film, Video (Level 8)

Bachelor of Arts (Ordinary) in Fine Art Photography, Film, Video (Level 7) - Embedded

Higher Certificate in Fine Art Photography, Film, Video (Level 6)- Embedded

Bachelor of Arts (Honours) in Fine Art Print Contemporary Practice (Level 8)

Bachelor of Arts (Ordinary) in Fine Art Print Contemporary Practice (Level 7) - Embedded

Higher Certificate in Fine Art Print Contemporary Practice (Level 6) - Embedded

Bachelor of Arts (Honours) in Fine Art Sculpture and Combined Media (Level 8)

Bachelor of Arts (Ordinary) in Fine Art Sculpture and Combined Media (Level 7) - Embedded

Higher Certificate in Fine Art Sculpture and Combined Media (Level 6) - Embedded

Bachelor of Arts (Honours) in Design Animation and Motion Design (Level 8)

Bachelor of Arts (Ordinary) in Design Animation and Motion Design (Level 7) - Embedded

Higher Certificate in Design Animation and Motion Design (Level 6) - Embedded

Bachelor of Arts (Honours) in Design Ceramics (Level 8)

Bachelor of Arts (Ordinary) in Design Ceramics (Level 7) - Embedded

Higher Certificate in Design Ceramics (Level 6) - Embedded

Bachelor of Arts (Honours) in Design Fashion Design (Level 8)

Bachelor of Arts (Ordinary) in Design Fashion Design (Level 7) - Embedded

Higher Certificate in Design Fashion Design (Level 6) - Embedded

Bachelor of Arts (Honours) in Design Graphic Design Communication (Level 8)

Bachelor of Arts (Ordinary) in Design Graphic Design Communication (Level 7) - Embedded

Higher Certificate in Design Graphic Design Communication (Level 6) - Embedded

Bachelor of Arts (Honours) in Design Fashion and Textiles for Product and Costume (Level 8)  
Bachelor of Arts (Ord) in Design Fashion and Textiles for Product and Costume (Level 7) - Embedded  
Higher Certificate in Design Fashion and Textiles for Product and Costume (Level 6) - Embedded

Bachelor Science (Honours) in Creative Multimedia (Level 8)  
Bachelor of Science (Ordinary) in Creative Multimedia (Level 7) - Embedded  
Higher Certificate in Science in Creative Multimedia (Level 6) - Embedded

Bachelor Science (Honours) in Digital Animation Production (Level 8)  
Bachelor of Science (Ordinary) in Digital Animation Production (Level 7) - Embedded  
Higher Certificate in Science in Digital Animation Production (Level 6) - Embedded

Bachelor Science (Honours) in Game Art & Design (Level 8)  
Bachelor of Science (Ordinary) in Game Art & Design (Level 7) - Embedded  
Higher Certificate in Science in in Game Art & Design (Level 6) - Embedded

Master of Arts in Art and Design Education (Level 9)

Master of Arts/Master of Fine Art in Social Practice and the Creative Environment (Level 9)

### 2.3. External Programmatic Review Panel of Expert Assessors

Dr. David Ryan,  
Chairperson – Assistant Registrar IT Carlow  
Professor Olwen Mosley,  
Cardiff Metropolitan University, Wales  
Dr. Varsha Gupta,  
National Institute of Fashion Technology, India  
Dr. Aoife McNamara,  
Simon Fraser University, Vancouver, Canada  
Ms. Una Burke,  
Fashion Designer, London, UK  
Mr. Gary Granville,  
Former Head of Education NCAD, Dublin  
Mr. Padraic Lynch,  
Letterkenny Institute of Technology, Donegal  
Ms. Mary McCarthy,  
National Sculpture Factory, Cork  
Mr. Paul McKeivitt,  
Ulster University, Northern Ireland  
Mr. Frank Rafter,  
Student Representative, Thurles, Tipperary

### 2.4. Institute Staff

Prof. Vincent Cunnane, Institute President  
Mr. Terry Twomey, Vice President Academic Affairs & Registrar  
Mr. Mike Fitzpatrick, Head of School of Art and Design  
Dr. Tracey Fahey, Head of Department of Fine Art  
Mr. James Greenslade, Head of Department of Design

*Lecturing Staff*

Dr. David Brancalone  
Dr. Kieran Cashell  
Dr. Marilyn Lennon  
Dr. Nigel Oxley  
Dr. Sercan Sahin  
Dr. Dara Waldron  
Ms. Aideen Barry  
Mr. Arturo Borrego  
Ms. Fiona Bourke  
Mr. Aidan Byrne  
Ms. Helen Byrne  
Mr. Michael Canning  
Ms. Martina Cleary  
Mr. Andrew Crotty  
Mr. Alan Crowley  
Mr. Eamon Dalton  
Ms. Ruth Duignan  
Ms. Amanda Dunsmore  
Ms. Maria Finucane  
Mr. Mike Fox  
Mr. Paul Gardiner  
Mr. Richard Gavin  
Ms. Giordana Giache  
Ms. Dearbhla Glynn  
Ms. Bernard Goldbach  
Ms. Patricia Greene  
Ms. Christina Guiry  
Ms. Susan Halvey  
Ms. Siobhan Hanley  
Mr. John Hannafin  
Ms. Pamela Heaney  
Mr. Barry Holian  
Ms. Edel Hogan  
Ms. Joanne Hogan  
Mr. Alan Keane  
Mr. Alan Kelly  
Mr. Michael Kiely  
Ms. Caoimhe Kilfeather

Mr. Joe Lane  
Ms. Roisin Lewis  
Ms. Breda Lynch  
Mr. Des Mac Mahon  
Ms. Katrina Maguire  
Mr. Mathew Maher  
Ms. Louise Masterson  
Mr. Richard McEnteggart  
Ms. Anne Melinn  
Ms. Michelle Molloy  
Ms. Sandra Murphy  
Mr. Cormac Morrison  
Ms. Mary Nagle  
Ms. Lorraine Neeson  
Ms. Aine Nic Giolla Coda  
Ms. Noelle Noonan  
Ms. Sarah O'Flaherty  
Mr. Mark O'Kelly  
Mr. Mark O'Leary  
Ms. Mandy Parslow  
Mr. David Phelan  
Ms. Fiona Quill  
Mr. Owen Quinlan  
Ms. Linda Quinn  
Ms. Elaine Riordan  
Ms. Sylvia Shorthall  
Ms. Grainne Smyth-Higgins  
Mr. Eamon Spelman  
Ms. Liz Spillane  
Ms. Yvonne Sweeney  
Ms. Paul Tarpey  
Mr. Sean Taylor  
Ms. Clodagh Twomey  
Ms. Marie Walsh  
Mr. Kieran Whitelaw  
Ms. Fiona Woods  
Ms. Tamlyn Young

## 2.5. Selected Stakeholders

### 2.5.1. Employers/Industry & Alumni Representatives

Jack Bowler	AMD	Pirana Bar
Niamh Brown	Painting	Ormston House
Michael Cleary	MA SPACE and SCM	Artist
Mary Conroy	Ceramics	
Jim Furlong	Painting	
Sophie Gough	SCM	
Laura Hobson	CM	Icon / Firecrest
Kevin King	Graphics	Piquant
Naomi O’Nolan		Hunt Museum
Kate O’Shea	Print	
Cliff Parrot	AMD	Salty Dog
Liadán Scott-Keogh	Fashion	
Jess Tobin		Limerick Printmakers

### 2.5.2. Current Students

David Carroll	AMD
Elizabeth Cleary	Print
Seana Conway	SCM
Joan Crowley	MASPACE
Cindy Fogarty	Painting
Debbie Harrington	Ceramics
Linda Maxwell	DAP
Isabelle McCarthy	Graphics
Richard Naughton	GAD
Andrew O’Toole	Photography
Laura Piggot	CM
Siobhan / Aisling	FTPC
Grainne Wilson	Fashion

## 2.6. Documentation

- 2.6.1. Critical Self-Study, School of Art and Design
- 2.6.2. Stage One, Common Core Year for Fine Art and Design programmes
- 2.6.3. Critical and Contextual Studies Modules 1 – 7
- 2.6.4. Bachelor of Arts (Honours) in Fine Art Painting (Level 8)  
Bachelor of Arts (Ordinary) in Fine Art Painting (Level 7) - Embedded  
Higher Certificate in Fine Art Painting (Level 6) - Embedded
- 2.6.5. Bachelor of Arts (Honours) in Fine Art Photography, Film, Video (Level 8)

- Bachelor of Arts (Ordinary) in Fine Art Photography, Film, Video (Level 7) - Embedded  
Higher Certificate in Fine Art Photography, Film, Video (Level 6) - Embedded
- 2.6.6. Bachelor of Arts (Honours) in Fine Art Print Contemporary Practice (Level 8)  
Bachelor of Arts (Ordinary) in Fine Art Print Contemporary Practice (Level 7) - Embedded  
Higher Certificate in Fine Art Print Contemporary Practice (Level 6) - Embedded
- 2.6.7. Bachelor of Arts (Honours) in Fine Art Sculpture and Combined Media (Level 8)  
Bachelor of Arts (Ordinary) in Fine Art Sculpture and Combined Media (Level 7) - Embedded  
Higher Certificate in Fine Art Sculpture and Combined Media (Level 6) - Embedded
- 2.6.8. Bachelor of Arts (Honours) in Design Animation and Motion Design (Level 8)  
Bachelor of Arts (Ordinary) in Design Animation and Motion Design (Level 7) - Embedded  
Higher Certificate in Design Animation and Motion Design (Level 6) - Embedded
- 2.6.9. Bachelor of Arts (Honours) in Design Ceramics (Level 8)  
Bachelor of Arts (Ordinary) in Design Ceramics (Level 7) - Embedded  
Higher Certificate in Design Ceramics (Level 6) - Embedded
- 2.6.10. Bachelor of Arts (Honours) in Design Fashion Design (Level 8)  
Bachelor of Arts (Ordinary) in Design Fashion Design (Level 7) - Embedded  
Higher Certificate in Design Fashion Design (Level 6) - Embedded
- 2.6.11. Bachelor of Arts (Honours) in Design Graphic Design Communication (Level 8)  
Bachelor of Arts (Ordinary) in Design Graphic Design Communication (Level 7) - Embedded  
Higher Certificate in Design Graphic Design Communication (Level 6) - Embedded
- 2.6.12. Bachelor of Arts (Honours) in Design Fashion and Textiles for Product and Costume (Level 8)  
Bachelor of Arts (Ord) in Design Fashion and Textiles for Product and Costume (Level 7) - Embedded  
Higher Certificate in Design Fashion and Textiles for Product and Costume (Level 6) - Embedded
- 2.6.13. Bachelor Science (Honours) in Creative Multimedia (Level 8)  
Bachelor of Science (Ordinary) in Creative Multimedia (Level 7) - Embedded  
Higher Certificate in Science in Creative Multimedia (Level 6) - Embedded
- 2.6.14. Bachelor Science (Honours) in Digital Animation Production (Level 8)  
Bachelor of Science (Ordinary) in Digital Animation Production (Level 7) - Embedded  
Higher Certificate in Science in Digital Animation Production (Level 6) - Embedded
- 2.6.15. Bachelor Science (Honours) in Game Art & Design (Level 8)  
Bachelor of Science (Ordinary) in Game Art & Design (Level 7) - Embedded  
Higher Certificate in Science in in Game Art & Design (Level 6) - Embedded
- 2.6.16. Master of Arts in Art and Design Education (Level 9)
- 2.6.17. Master of Arts/Master of Fine Art in Social Practice and the Creative Environment (Level 9)

### 3. FINDINGS AND RECOMMENDATIONS OF EXTERNAL PROGRAMMATIC REVIEW PANEL

#### 3.1. Main Findings

The External Validation Panel of Assessors recommends the on-going approval and re-validation for a further five years of the submitted programmes and associated amendments in the School of Art and Design, subject to the following condition and recommendations.

#### 3.2. Conditions

3.2.1 The Bachelor of Arts (BA) programme learning outcomes need to be customised to describe the intended programme learning outcomes in order to distinguish the Award.

#### 3.3. Recommendations

##### 3.3.1. **Strategy**

- 3.3.1.1. A School based framework to address existing and proposed Internationalisation in terms of student and staff mobility as well as the internationalisation of the curriculum and international collaborations could be considered.
- 3.3.1.2. A School plan to extend and embed an entrepreneurial culture including the provision of Continuing Professional Development (CPD) programmes should be developed.
- 3.3.1.3. The work with students carried out by staff, particularly in first year, in terms of transitioning to third level, induction, integration and student focus could be captured in a description of the first year experience.
- 3.3.1.4. In terms of Flexible Learning provision opportunities there are a number of modules across programmes which could be considered for accreditation.
- 3.3.1.5. Opportunities to expand both CAO and other access opportunities for Limerick School of Art & Design could be considered.
- 3.3.1.6. The Limerick School of Art & Design vision could be more reflective of the true dynamism evident in the School.
- 3.3.1.7. Communication and Campus identity and integration issues need to be considered, particularly resulting from the successful Tipperary Institute merger.
- 3.3.1.8. Advertising internationally for the MA Art and Design Education as a non-physical presence programme is recommended.
- 3.3.1.9. As a sustainable strategy, wherever possible, the Limerick School of Art & Design should make the digital shift.



### 3.3.2. **Resources**

- 3.3.2.1. The impressive growth and expansion of Limerick School of Art & Design has resulted in some resource challenges. In terms of physical space this appears to be a particular issue in the Clonmel campus and plans to address this should be implemented.
- 3.3.2.2. There is an opportunity to optimise the use of Moodle to support teaching and communication with and between students and to highlight, for example, opportunities for student feedback on assessments or the availability of access to counselling and other student services. Clonmel campus is example of good practice in the use of this technology - additional training in Moodle may be needed for staff and students to support this.
- 3.3.2.3. Review access to and availability of Student Services including language support and counselling services at each campus.

### 3.3.3. **Programmes**

- 3.3.3.1. Credits assigned to modules in the BA and MA programme schedules do not align to contact hours for the student, rather they align to total lecturer contact time. These should be revised to reflect student contact time per module and, as much as possible, standardised to reflect ~100-120 total effort hours per credit.
- 3.3.3.2. Module teaching and learning strategies should be module specific rather than generic or programme strategy.
- 3.3.3.3. Learning Outcomes descriptors should be revised to describe learning at the appropriate level.
- 3.3.3.4. The description of module assessment strategy is a key element particularly for continuous assessment based programmes. This descriptor should detail the high levels of formative assessment which is undertaken reflecting the huge effort by staff evident in discussions but currently not captured in many cases.
- 3.3.3.5. The special regulations for progression which differentiates between Critical and Contextual Studies (CCS) and 'Main modules' in terms of requirements must be clearly highlighted and explained to students.
- 3.3.3.6. Module learning resources should include current reading lists and that other resources including relevant URLs.
- 3.3.3.7. In a number of cases the same Learning Outcomes are used in more than one module.
- 3.3.3.8. In a number of modules the assessment strategy or Teaching and Learning strategy contains a list of module Learning Outcomes.
- 3.3.3.9. Developing learning skills and transferrable skills should be clearly highlighted and represented in Module Learning Outcomes and Assessment strategies.
- 3.3.3.10. The clear articulation of Professional Practice is a welcome development and could be further enhanced by embedding career planning and graduate opportunities across all modules.
- 3.3.3.11. Programme titles need to be kept under consideration.

3.3.3.12. The weighting of continuous assessment in the School Self Study document should be corrected.

#### 3.4. Commendations

- 3.4.1. The panel commends all participants involved in the Limerick School of Art & Design review process at LIT for their open engagement in all sessions. The commitment of staff, students, alumni, management and employers to the Limerick School of Art & Design, its continued growth and success was clearly evident. The strong ethos of the Limerick School of Art & Design, its sense of identity and place within LIT and the region and its ongoing commitment to the creation of cross disciplinary and collaborative creative opportunities was evidenced throughout the visit.
- 3.4.2. Of particular note are: the focus on widening participation; strong student retention rates; the first year undergraduate and overall student experience; the cross pollination of peer support through open plan studios; the Limerick School of Art & Design links with industry; the visiting guest lecturer and residency schemes; the portfolio admission process; the creative and innovative use of software across different constituencies particularly in the MA Art and Design Programme; the actively practicing staff.
- 3.4.3. The strong local and regional community engagement should continue to be nurtured - a supportive ecosystem and space for Artists are important.
- 3.4.4. The continued development of level 9 and 10 research opportunities in the Limerick School of Art & Design, while outside of the scope of this review, is also to be commended.

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Signature of Chairperson and Date