

# What can we learn from the experiences of Ireland regarding the implementation of the Bologna Process in our University?



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Lithuania.

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# Three Key Areas



1. Quality Promotion Unit in University College Cork (UCC)
2. Setting up a Teaching and Learning Centre (Ionad Bairre) in UCC
3. National Academy for Integration of Research and Teaching and Learning based in UCC.

# 1. Quality Promotion Unit

# University College Cork (UCC)

- University College Cork – one of 7 in the Republic of Ireland. Located in Cork City in the province of Munster – a southern port city with a population of 200,000.
- UCC founded in 1845.
- Strong research profile.
- Student population of 15,000 approx. 20% of whom are graduate students.
- Vision: To be a research-led university of international standing with impact in Munster, Ireland, Europe and the world

# University College Cork

## – a case study

- One of the highest annual research income of all the Irish Universities – in the heart of the pharmaceutical industry.
- Has a particular focus on Teaching and Learning and lifelong learning
- The 1997 Universities Act established all Irish Universities as independent autonomous Institutions.
- This act requires all Irish Universities to put in place quality assurance procedures.

# Importance role of Education in the University

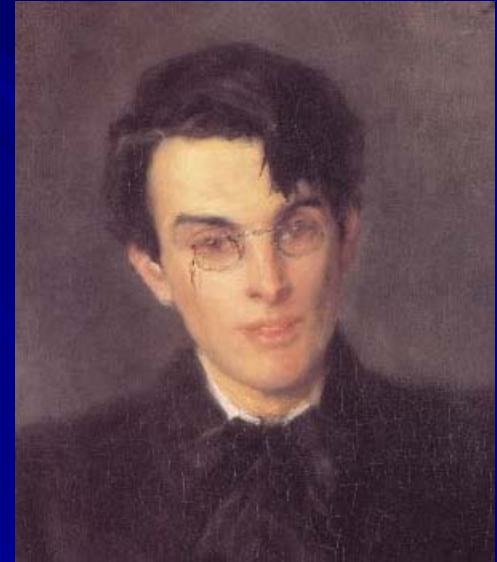
- **“Education is not the filling of a pail but the lighting of a fire”**

(W. B Yeats)

- **Developing the enquiring mind.**

- **“Universities should treat learning as not yet wholly solved problems and hence always in research mode”**

(von Humboldt, 1790, *On the Spirit and Organisational framework of intellectual institutions in Berlin*)



# Scholarship of teaching & learning

- **“The integration of the experience of teaching with the scholarship of research. It is the ongoing and cumulative intellectual enquiry, through systematic observations and ongoing investigations, by academic staff, into the nature of learning and the impact of teaching upon it.”**

(Hutchings & Shulman, 1999)



# Research-led teaching

- **“Research and teaching are essential and intertwined characteristics of a university ... it is becoming clearer that those students who are not learning in a Higher Education environment that is informed by research, and in which it is not possible to access research-related resources, are at a disadvantage compared to those who are”**

*(Research Forum: England 2004)*



# European Context

- Since the signing of the Bologna Declaration (1999) there has been considerable development in harmonisation of university education throughout Europe. The move from an elite to a mass system of higher education has significant implications for teaching and learning within universities



# Challenges for academic staff

- Requirement to develop new pedagogies to suit diverse array of students and their needs
- Identify how best to support the achievement of high level graduate attributes through teaching and research to inform
  - the curriculum;
  - teaching, learning and assessment activities;
  - the learning environment

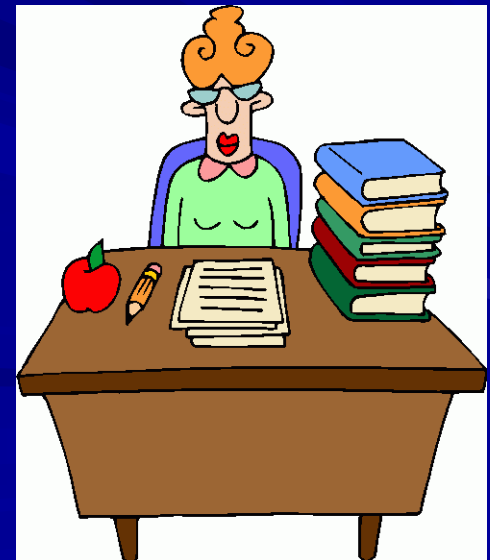


# Challenges for academic staff

- Research into discipline
- Research into scholarship of teaching
- Need for good support structures for Teaching and Learning
- Recognition
  - Reward
  - Promotion
  - Workload allocation
- Parity of esteem for teaching & learning with research

# Challenges for academic staff

- Engagement with learners and of learners
- Facilities in teaching spaces
- Support for engaging with new technologies
- 'Time to do a good job'



- **Interdisciplinary programmes**
- **Fostering discussions**
- **Supporting development of pedagogies for the times in which we live.**
  - **For lifelong learning**
  - **For distance learning**
  - **For facilitating access to higher education by all those who wish it**

# Challenges for students

- **Quality of teaching**
- **Flexibility in curriculum**
  - Interdisciplinary programmes
- **Flexibility in delivery**
- **Assessment methodologies**
- **Recognition of prior learning**
- **Recognition of experiential learning**
- **Access to new technologies**
  - Moodle, Blackboard, etc.
  - Podcasts, etc.



# Quality Promotion Unit

- UCC has a very dynamic and hard working Quality Promotion Unit.
- Established by the Governing Body of UCC in 1999.
- To promote the improvement of the quality of education of students and all related activities
- Responsibility for process rests with the University.
- Director is Dr Norma Ryan, formerly of Biochemistry Department, who is also one of Ireland's Bologna experts.
- Director works with all areas of the University and assisted by administrative staff in the Quality Promotion Unit.



# Director of Quality Promotion Unit

## ■ Ex Officio

- Member of University Management Team
- Member of Academic Council and of Academic Board
- Member of a number of University academic committees
- Member and Secretary of Quality Promotion Committee

<http://www.ucc.ie/quality>

# Strategy of University for Quality Assurance

- To review/evaluate all departments/academic support units/academic programmes over a 6 year period
- To involve students, employers, past graduates, staff.

# Work of Quality Promotion Unit

- Facilitate the implementation of Quality Improvement/Quality Assurance (QI/QA) procedures in UCC
- Assists in the Follow-Up procedures following a QI/QA review of a unit
- Leads on Implementation of quality activities. e.g. Implementation of a learning outcomes approach to teaching in UCC

# Quality Promotion Unit

- To develop guidelines and procedures for conduct of quality reviews
- To brief and guide all units in the preparation for quality review
- To make all logistical arrangements for the reviews
- To conduct follow-up reviews ensuring implementation of recommendations for improvement arising from quality reviews

# National Agenda

- In 2003 Irish Universities Association published:

*A Framework for Quality in Irish Universities*

- In 2007 second edition published
- Principles outlined in Framework compatible with the European Standards and Guidelines for Quality Assurance in Higher Education

# Reviews and reports on Teaching & Learning issues in Irish Universities

- **Quality Reviews**
- **EUA Review of Quality in Irish Universities**
- **Irish Universities Quality Board Interim Report on Good Practice in Quality Improvement in Teaching & Learning**



# Performance indicators in UCC

- **Employment and study destinations of new first degree graduates**
- **Perceived teaching quality – course experience questionnaire**
- **Subject load pass rate**
- **Estimated programme completion rate**
- **Research higher degree enrolments as a percentage of total enrolments**

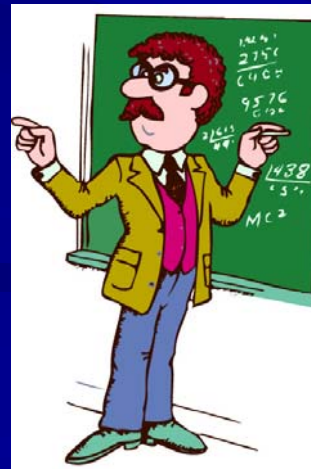


# Quality Promotion Committee

- Committee of Governing Body with executive authority
- Chaired by President of UCC
- Has representatives of
  - Academic Staff
  - Administrative and Support Staff
  - Governing Body external members
  - Students

# Teaching Quality

- Good Teaching
- Clear Goals and Standards
- Appropriate Assessment
- Appropriate Workload
- Overall Satisfaction



# Strategies adopted in UCC

- **Development of a learning community of teaching & learning practitioners**
- **Sharing of case studies of discipline-specific practice and department policies as an valuable way of developing effective practice**
- **Accreditation of teaching**
  - **Postgraduate Certificate in Teaching and Learning in Higher Education**
  - **Postgraduate Diploma in Teaching and Learning in Higher Education.**
  - **Masters in Teaching and Learning in Higher Education.**

# Recognition of good teaching

- **Excellence in Teaching Awards**
- **Awards for Research into Innovative Forms of Teaching**
- ***Research Supervisor of the Year Award***
- ***Promotion to senior lecturer position.***
- ***Teaching Assistant of the Year Award***
  - *Researchers*
  - *Postgraduate teachers*

# Links to international organisations



## ■ CASTL

- Carnegie Academy for the Advancement of Scholarship of Teaching & Learning

## ■ Institutional Leadership Programme: Graduate Education Network

- UCC Lead partner
- Meetings of representatives of partners – EU, USA
- Colloquia and symposia

# European University Association

**EUA Quality Culture projects**

**EUA QC III Network 4: Implementing a learning outcomes approach to teaching & learning**



- UCC was a participant in EUA Quality Culture III Network IV project on *Implementing a Learning Outcomes approach to Teaching & Learning - 2005*
- Hosted an international conference in UCC 2006
- Implementation of Learning Outcomes approach across UCC over a 2 year period



# Staff training seminars on Bologna Process in UCC

- Held at lunch time – informal and light refreshments provided.
- Presented by Bologna expert and staff of Education Department.
- Additional resources developed by staff undertaking Post Grad Cert in Teaching and Learning at Higher Education.
- Publication of Handbook “Writing and Using Learning Outcomes: A Practical Guide”

## 2. The Teaching and Learning Centre (Ionad Bairre) in University College Cork

# Crest of University College Cork



# The four Colleges of UCC

## *Four Colleges*

- College of Arts, Celtic Studies and Social Sciences
- College of Business and Law
- College of Science, Engineering and Food Science and Technology
- College of Medicine and Health Sciences

# Extract from UCC's Strategic Plan

**“There should be parity of esteem between teaching and discipline-based research, which should be formalised and validated by recognising effective and innovative teaching and learning practices by giving them the same status as research. Research into the teaching and learning process should itself be recognised and rewarded in the same way as all other forms of scholarship. There is a necessity to encourage and support academic staff in the scholarship and practice of effective teaching”.**

# Research and Teaching

“We need our best scholars to be our teachers, and we need them to give the same creative energy to teaching as they give to scholarship. We need to identify, support, and reward those who teach superbly. There is no antithesis between teaching and research. Great teaching can in fact be a form of synthesis and scholarship”.

*(Frank Rhodes “The University and its Critics” in W.G. Bowen and H.T. Shapiro (Eds) Universities and Their Leadership Princeton, 1998)*

# Support for Teaching and Learning

- Setting up “Ionad Bairre” – The Teaching and Learning Centre
- Appointment of Teaching and Learning Team under Vice President for Teaching and Learning
- Reporting academically to the ‘Staff Enhancement and Professional Development Committee’
- Reporting administratively to the President’s Office



# Support for Teaching in UCC

*Practical steps taken in UCC to demonstrate parity of esteem between teaching and discipline-based research:*

- President's Awards for Excellence in Teaching
- Awards for research into Innovative Forms of Teaching
- Explicit recognition of teaching in Promotions
- Regular "Quality Review" of Teaching by Departments
- Support sessions on T&L lunchtime seminars 'open to all'.
- Postgraduate Certificate, Diploma and Masters in T&L
- Module for postgraduate students who teach (5 credits)
- Dissemination of research on teaching and learning from faculties.
- Setting up of National Academy for the Integration of Research and Teaching and Learning

# Support for Teaching and Learning - Lunchtime seminars



# Examples of Teaching and Learning Initiatives

1. Learning Outcomes project
2. Certificated courses
3. Lunchtime seminars 'open to all'
4. Enhancement of Graduate Education training
5. Integrative Learning Project
6. NAIRTL (National Academy for the Integration of Research and Teaching and Learning).
7. Organise international conference on Learning Outcomes in 2006 – poster session on Learning Outcomes by UCC staff.



# Certificated Courses for Staff

- Postgraduate Certificate in Teaching and Learning in Higher Education
- Postgraduate Diploma in Teaching and Learning in Higher Education
- M.A. in Teaching and Learning in Higher Education



# Support for Teaching and Learning in UCC

## Awards for Excellence in Teaching



## Awards for Research into Innovative Teaching



# Certificated courses for staff

## Since 2004

- 200 staff have completed the Postgraduate Certificate in Teaching and Learning in Higher Education.
- 100 have completed the Postgraduate Diploma in Teaching and Learning in Higher Education.
- 18 have completed the MA in Teaching and Learning in Higher Education with dissertations on a wide range of topics e.g. integrative learning; legal education; the use of ICT in language learning, effect of introducing Learning Outcomes in Engineering Faculty.
- Staff who completed the various courses are from all disciplines— Medicine, Law, Business, Arts, Science, Engineering etc. and at all levels – Professors, Senior Lecturers, Tutors etc.



# Support for Teaching and Learning

“This support often takes quite small forms as well as large ones: setting aside spaces where faculty from within and across fields can convene and exchange ideas and practices .... ; providing modest budgets for food and drink that can nurture the bodies as well as the souls of participants; finding ways to make the collaborative intellectual and creative work of team teaching an attractive option; providing recognition and reward for scholars of teaching that are comparable to those afforded more traditional scholars; setting the expectation that teachers gather evidence of their students’ learning that goes beyond the students’ responses to end-of-course evaluations”.

*(Lee Shulman’s Foreword in Mary Huber and Pat Hutchings The Advancement of Learning San Francisco: Jossey-Bass, 2005).*



# Universities as Learning Organisation

*The challenge for universities as learning organisations, in a period of change and transformation, is*

- To demonstrate their ability to respond and adapt to new situations;
- To be open to trying new ways of doing things;
- To reflect on successes and failures, and
- To learn from mistakes.

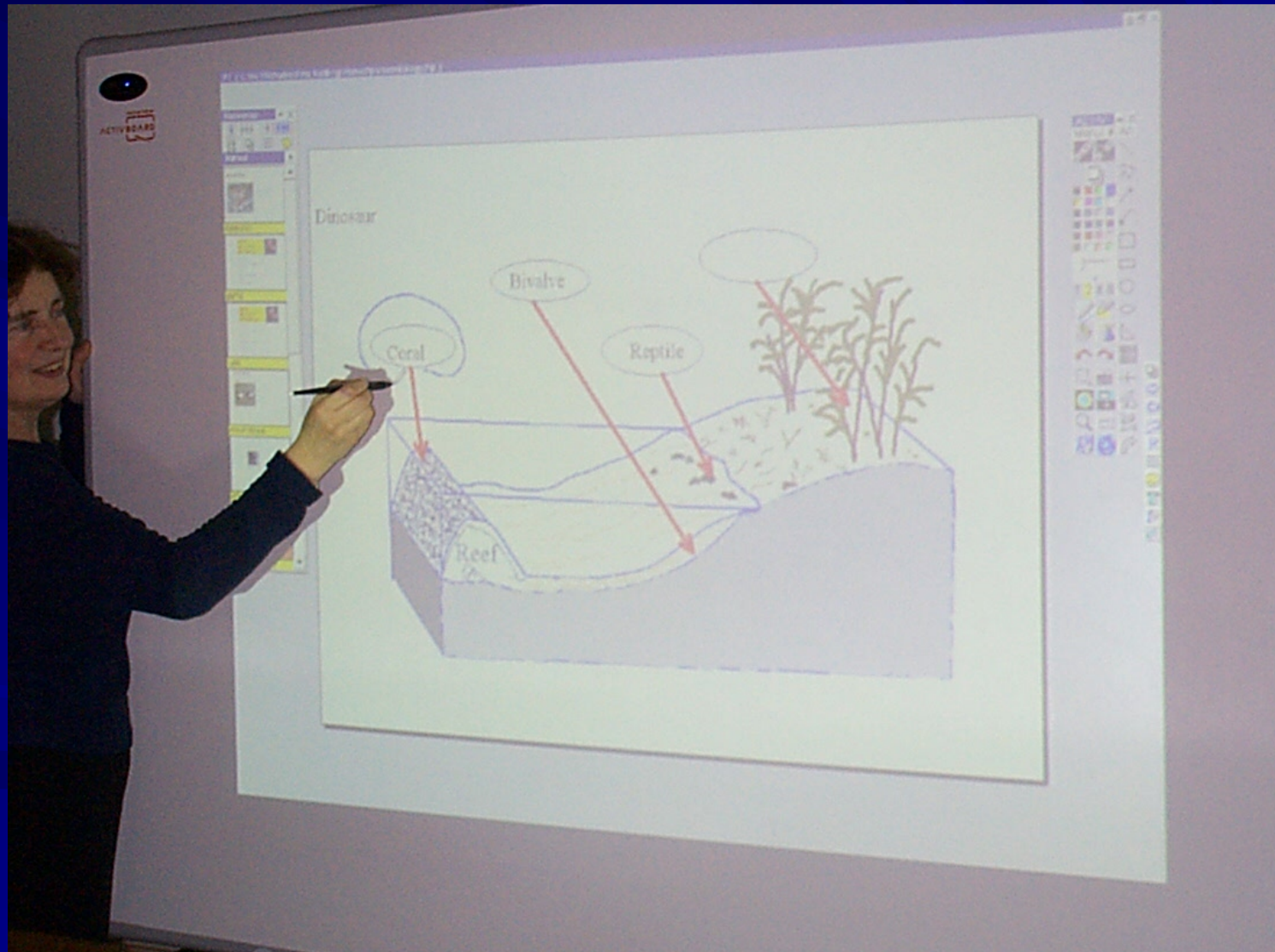
# Courses for Postgraduate students

- PG6003 – 5 Credits: “Teaching and Learning for Graduate Studies”
- SIF grants from the Government to extend this provision – collaboratively with two other higher education institutions

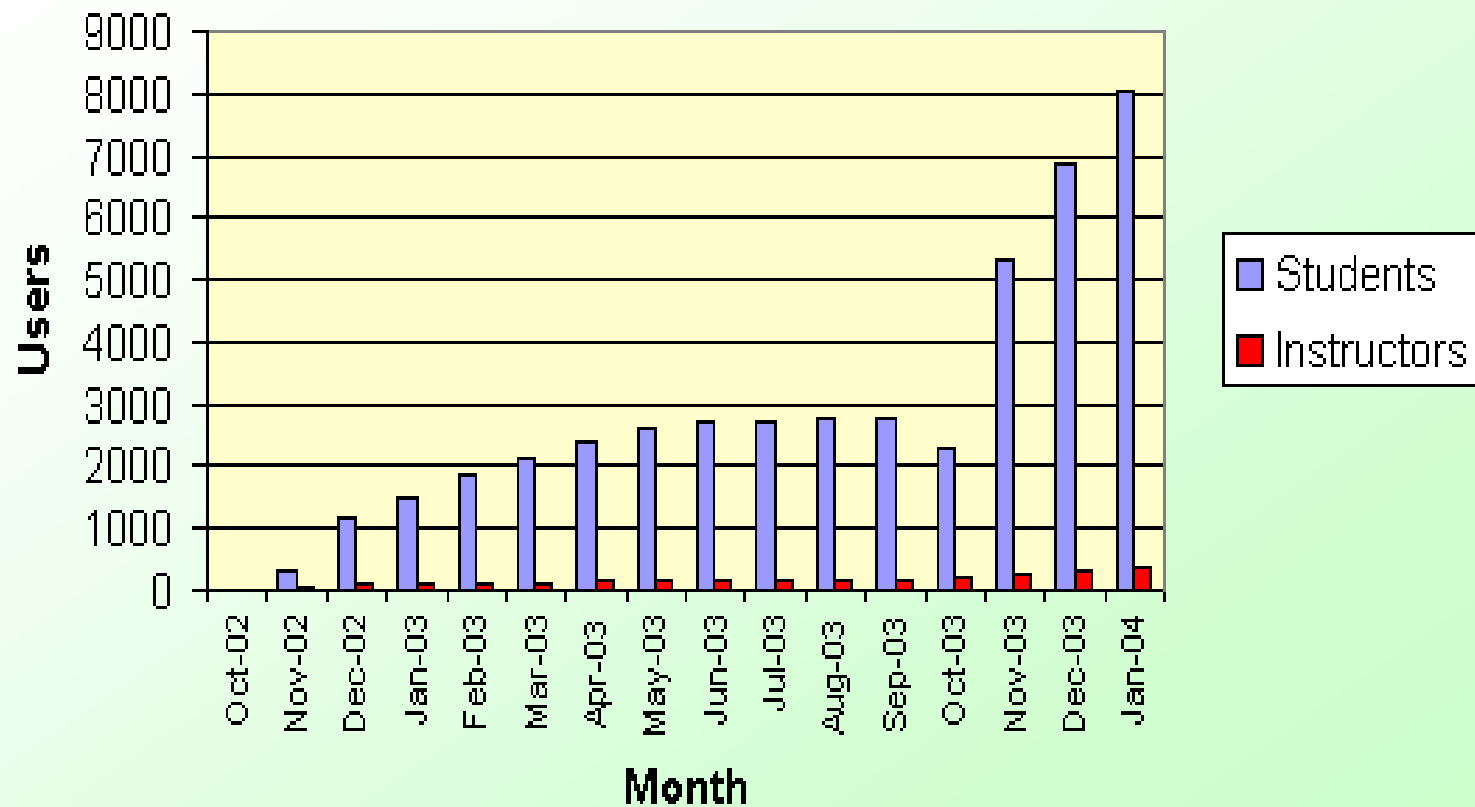
# Learning Technologies: Mobile IT classrooms



# Learning Technologies: Interactive whiteboards



## UCC Blackboard: Users per Month





# European and International Collaboration

- UCC is involved in European and international collaborations on teaching and learning
- UCC was a member of the European University Association's Quality Culture initiative on Teaching and Learning – (Learning Outcomes) in 2005/6.
- UCC is a member of the U.S. based Carnegie Foundation's CASTL (Carnegie Academy for the Scholarship of Teaching and Learning) Institutional Leadership programme.
- UCC works with researchers in Project Zero in the Harvard Graduate School of Education on projects such as Multiple Intelligences, Teaching for Understanding etc.

### 3. National Academy for the Integration of Teaching and Learning (NAIRTL)





# NAIRTL

National Academy for Integration of  
**Research & Teaching & Learning**

*Acadamh Náisiúnta um Chomhtháthú  
Taighde & Teagaisc & Foghlama*

## Promoting and Supporting Excellence in Undergraduate and Postgraduate Education





**NAIRTL**

National Academy for Integration of  
Research & Teaching & Learning  
*Acadamh Náisiúnta um Chomhtháthú  
Taighde & Teagaisc & Foghlama*

# National Academy *for the* Integration *of* Research & Teaching & Learning





# NAIRTL

National Academy for Integration of  
Research & Teaching & Learning

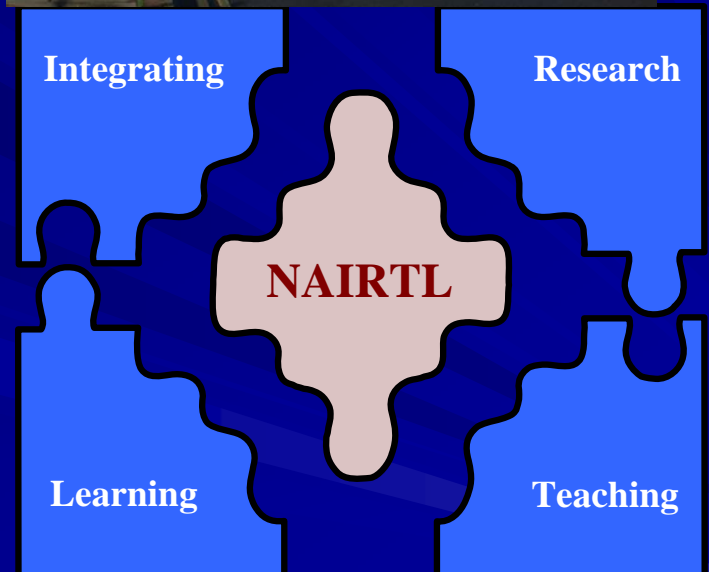
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## NAIRTL Activities

**Continuing Professional  
Development**

**Support Structures**

**Dissemination of best  
practice**



# Objectives

- To create tools and strategies to enable teaching staff to use and improve best practice in research-informed teaching and learning
- To create learning communities that promote, support and sustain improvement of research-informed teaching and learning practices
- To develop and implement strategies for expanding the Academy's professional development programme in teaching and learning across the 3rd and 4th level sectors
- To up-skill cohorts of graduate students and post-doctoral researchers for careers as teachers and researchers in higher education institutions

# Working with 38 Higher Education Institutions



**NAIRTL**

National Academy for Integration of  
Research & Teaching & Learning

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# Awards for Excellence in Teaching



# National Research Grants



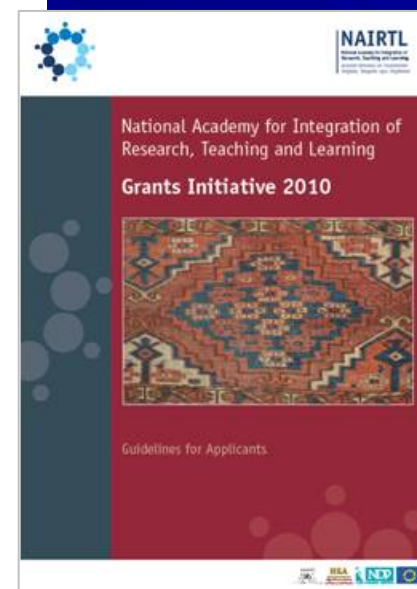
**NAIRTL**

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~ €1 million  
disbursed

>150 Research Projects supported  
involving ~300 named researchers  
across 18 HEIs





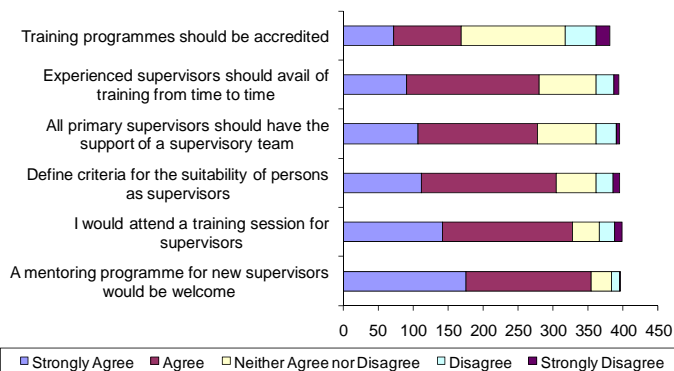
# Supervisor Training



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Start

Project planned 2008

Surveyed supervisors spring 09

Collected good practice spring 09

Roll out nationally from spring 2010

Developed resources summer 09

Evaluate, disseminate, revise spring 10

Drafted training curriculum summer 09

Piloting workshops winter 09/10

Revised and finalised curriculum autumn 09

Supervisor Training Catalogue- FIRST Materials

Section 1: The Art of Supervision

Section 2: Assisting Candidates through their Candidature

Supporting literature reviews

PhD Diaries: an archive of accounts of your experience by doctoral students, supervisors and examiners

PhD Diaries

Supervising Caroline

Episode 1

Caroline had started at the laboratory before I arrived. She had done her final year project there and from what I could gather it had not been entirely easy, though this was history. I did, however, think it a little odd that she had started her PhD with a completely new project and a new supervisor.

When I took up my position in the laboratory I was starting my first teaching appointment. I was two years on from the completion of my own PhD and had supervised before only in the sense of being a source of information on how to do something or on where that information might be found. I had not had the responsibility of looking after a student's project before. For the first 9 months of my appointment I had few responsibilities beyond getting my research project started. As far as I was concerned, Caroline was one of nine or ten graduate students in the laboratory. I did, however, become generally aware of the people that things were not well with her project. In fact, it seemed to me to be an odd and not a disaster. The impression I got was that the original premises had not been thought through carefully enough. The result was that the whole project was falling apart because Caroline was not getting anywhere with her research. There did not seem to be any 'fall-back' and she had been left to founder. Her previous supervisor seemed to have little to do with the project any more and could not deal with the problems that Caroline posed either at the scientific level or at the level of general support.

Caroline spent some months trying to find another project to work on, and, although the original impetus for the collaboration seemed unclear to me, she had developed a project between her laboratory and another at a nearby university. She had spent about 6 months working in the collaborator's laboratory learning the techniques she thought she would need to use in her laboratory. On her return the Chair of the Departmental Graduate Committee suggested that I was the most obvious person to supervise her work because I had some experience in the same area. Because I did not work on exactly the same theoretical model as Caroline, the link to the other laboratory was maintained with the head of that department acting as adviser.



# Contact NAIRTL

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# NAIRTL - Leading the way for the implementation of Bologna Process in UCC and in other universities in Ireland.

- NAIRTL International Symposium and Launch 2 May 2007
- Conference 9/10 November 2007
- Publication of *Writing and Using Learning Outcomes: A Practical Guide*
- 6,000 copies in English distributed worldwide

[www.nairtl.ie](http://www.nairtl.ie)

