 

**Irish World Music Academy**

**QIP Implementation Summary Report**

**Unit: Irish World Music Academy**

**Head of Unit: Sandra Joyce**

**(*responsible for QIP implementation*)**

1. Date on which QIP received from QSU: 19 March 2019
2. Date on which unit met to discuss and ratify the QIP:
3. Date on which interim self-assessment of progress on level 1 recommendations (sections 5 and 6 in table) was returned to QSU: September 2019
4. Date on which QIP progress was presented to VPAASE: 13 November 2019
5. Date on which implementation review meeting was held: 23rd November 2021
6. Summary status of recommendation implementation

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| **Rec no. (level)** | **Recommendation** | **Closed** | **Open** | **Commentary** |
| 1 (1) | Proactively build a strategic approach to the work and goals of the Irish World Academy that encompasses:  a) teaching and learning;  b) assessment and feedback;  c) research; and  d) internationalisation and outreach. |  | **√** | Completion of strategies delayed due to Covid. Strategies to be completed in a/y 2022-2023 |
| 2 (1) | Ensure that the teaching and learning strategy includes creative entrepreneurial skills appropriate to the graduate capabilities of performing artists and encourages sustainable connections with civic organisations and the creative arts industries. |  | **√** | Completion of this strategy scheduled for a/y 2022-2023 |
| 3 (1) | Develop an additional layer of management to enable the Director’s Group to delegate responsibilities in the key areas of research, teaching and learning, and student and community engagement. | **√** |  | These roles are now well established |
| 4 (1) | Strengthen the artistic vision of the Academy through drawing upon the expertise and public profile of the Chair, defining a distinct role in leadership and innovation that complements the role of the Director and supports practice-led research aspirations. | **√** |  | Chair and Director continue to meet regularly on areas of strategic importance to the Academy |
| 5 (1) | Align and rationalise postgraduate curriculum development with teaching and learning priorities by encouraging more collaborative teaching and cross-curricular modules. |  | **√** | Much progress has been made in this area. Strategic Plan for teaching and learning to be finalised in a/y 2022-2023, which will specifically address this. |
| 6 (1) | Develop a student performance company that provides real-world experience in creation, devising, production, performance and touring and that can also be a hub for research and experimentation. |  | **√** | Paused due to Covid, but now revitalised – two particular opportunities have been identified through Breandan De Gallai’s youth traditional dance company as well as for contemporary dance through Academy artists-in-residence, Liz Roche Company |
| 7 (1) | Strengthen the relationship with the Cooperative Education & Careers Division (CECD) in order to improve advice given to students and to devise innovative opportunities for Co-op placements that ensure appropriate exposure within the arts. | **√** |  | Regular meetings and monitoring has and will continue to take place |
| 8 (1) | Make greater and more consistent use of Sulis for communication with, and feedback to, students to facilitate ownership and navigation of their learning journey. | **√** |  | All staff now use and avail of training for Sulis – this has become particularly critical during the pandemic |
| 9 (1) | In addition to the current mentoring of PhD candidates by Academy staff, ensure that all postgraduates who teach are formally trained and supported to do so, in line with the expectations set by the Postgraduate Students’ Charter. | **√** |  | Regular induction happens before the beginning of each teaching semester |
| 10 (1) | In partnership with Buildings & Estates and architectural design consultants, conduct an audit of the use of space in the current building, with a view to optimising teaching spaces and enhancing social and informal study spaces for students. | **√** |  | Academy spaces are regularly audited, including before semester 1 and 2 of a/y 2021-2022 |
| 11 (1) | Continue to work with the Research Strategy Board and other forums to develop a reporting and categorising system with internationally recognised research quality benchmarks that are appropriate to the modes of research undertaken by the Academy. |  | **√** | Finalisation of recommendations and implementation once they have been signed off on by UL Executive Committee |
| 12 (2) | Review the memorandum of understanding between the Irish World Academy and the Faculty of Arts, Humanities and Social Sciences (AHSS) on a regular basis so that it can evolve and be adapted to the Academy's changing needs and priorities over time. | **√** |  | This relationship continues to be monitored and developed |
| 13 (2) | Consider ways in which integration with AHSS can most advantageously promote the growth and sustainability of the Academy's work, autonomy and strategic vision. | **√** |  | The Academy continues to be supported by the Dean and other relevant offices in AHSS |
| 14 (2) | Create a staff induction and development programme that provides all teaching staff with the necessary resources for the design and delivery of course programmes including their coordination and direction; use of learning management systems (Sulis); and expectations around assessment criteria, processes and feedback/feedforward. | **√** |  | This continues to be monitored at weekly staff meetings, and supports are regularly addressed |
| 15 (2) | Develop a more strategic approach to planning and support for research funding applications and research cluster formation and impact. | **√** |  | Regular engagements with research support systems, the ADR and other relevant offices |
| 16 (2) | Work with senior management to facilitate sabbatical leave for Academy staff within Ireland, including rolling out the Special Research Leave as an opportunity for all academic staff. |  | **√** | Delayed due to Covid, but one staff member has had a successful application for sabbatical starting January 2023. To continue to seek opportunities and support staff in applying for sabbatical leave |
| 17 (2) | Develop collaborative practice tools to enhance student employability. |  | **√** | Much progress has already been made. Will be specifically targeted in the review of Academy programmatic offerings in 2022-2023 a/y |
| 18 (2) | Develop and implement a methodology to review at regular intervals the purpose, efficacy and strategic value of community links and civic engagement. |  | **√** | Section of Academy website specifically deals with community links and civic engagement. Systematic capturing of these activities on media (especially social media) especially over the past year means there is much more visibility and accounting for this activity. This will be further addressed in the forthcoming Academy strategic plan |
| 19 (2) | Articulate a more coherent strategy to promote wellness, injury prevention and care for students. |  | **√** | Much work has and continues to be done in this area. Strategy to be finalised in AY 21/22 |

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Director of Quality Date: March 2022