



Project Title: Professional Development Capacity Building in Higher Education: Extending Provision for National Impact through a Flexible Pathways Approach

Project Deliverables

Key Strategic Activities	Constituent Activities	Key Performance Deliverables	Timeframe (Identify the projected completion - year and quarter in following format e.g., 2019/Q2)	Status (This column to be filled in, in advance of each project review) ¹
WP1: PD needs analysis and REPL guidelines	<p>Activity 1.1</p> <p>Needs analysis on the PD preferences for potential academic students, with a focus on</p> <ul style="list-style-type: none"> - Flexibility of delivery - Flexibility of content - Routes/Pathways 	<ul style="list-style-type: none"> • National Forum insight bulletin • Conference Presentation 	End of Q2/2019	Complete

¹ Please use the following cell colour to indicate progress –
Green (progressing as planned or mark completed)
Orange (delay in achieving deliverable but it will be delivered. Please enter a comment to explain delay)
Red (Deliverable will not be achieved. Please enter explanatory comment)

	<p>Activity 1.2</p> <p>Follow up consultation session/discussion at institutional/inter-institutional level with staff and students to identify the common teaching and learning challenges.</p>	<ul style="list-style-type: none"> National Forum insight bulletin on the teaching and learning challenges facing lecturers and students in HE 	End of Q2/2019	In progress: interviews ongoing; will be completed by Q4/2019
	<p>Activity 1.3</p> <p>Review of best practice models of flexible learning and accrediting work based learning (in academic practice and other sectors) e.g. FLEX programme in MMU, MAP delivered by the HEA</p>	<ul style="list-style-type: none"> PD session via webinar on flexible learning in academia 	End of Q3/2019	Complete
	<p>Activity 1.4</p> <p>Institutional analysis of the academic administration systems (including RPL guidelines) and how they can be adapted for inter institutional flexible accreditation .</p>	<p>Common framework for:</p> <ul style="list-style-type: none"> Entry and exit of students RPL The registration of students on flexible modules to allow credit accumulation VLE will be agreed by all SC institutes 	End of Q3/2019	In progress: have completed analysis of institutional regulations and structures. Awaiting outcome of interviews to finalise Shannon Consortium approach to inter-institutional flexible accreditation

WP2. Development and Design of flexible programmatic pathways to accredit both formal and informal academic practice	Activity 2.1 Based on findings, developing flexible professional development routes through the following potential pathways for example: <ul style="list-style-type: none"> - a. Provision of credits for prescribed informal professional development activities - b. Formal accredited professional development through flexible delivery modes such as online and blended formats and modular delivery of formal PD. - c. Expansion of the current Recognition of prior and experiential learning guidelines. - d. Formalising a process to gather evidence and gain credit for the (informal and non-formal) non-accredited activities completed by faculty. 	<ul style="list-style-type: none"> • A suite of informal and formal PD activities for which academics can receive accreditation • Pathways for recognising these PD activities will be drafted i.e. how credits will be awarded, how credits can be accrued and the use of RPL guidelines in entry and exit of flexible accredited programmes up to level 10. • Process for evidencing the (informal and non-formal) non-accredited activities 	End of Q4/2019	In progress: project team to develop shared modules, to run alongside local PD offerings
	Activity 2.2 Aligning the flexible programme to the NPD framework , and potential national and international fellowship	<ul style="list-style-type: none"> • Map the flexible PD model to the NF framework • The development of a potential professional recognition framework which aligns to the 	End of Q4/2019	In progress

	recognition programmes to ensure the model can be transferred nationally.	flexible PD pathways vis-a-vis the alignment to a national or international fellowship programme.		
WP 3 Redesign of Current SC Graduate Diploma & MA with scalability to level 10 PhD for flexibility and blended delivery	Activity 3.1 Incorporation of non-formal accredited flexible pathways up into a certificate in academic practice curriculum (including entry and exit points)	<ul style="list-style-type: none"> A curriculum for a graduate certificate in academic practice though flexible learning that allows learners to accrue credits for a suite of informal and formal PD. 	End of Q4/2019	In progress
	Activity 3.2 Providing a ladder of progression up to level 10 that encourages wide staff engagement by facilitating initial commitment to smaller bundles with Certificate options.	<ul style="list-style-type: none"> A structured pathway to level 10 that provides credits for informal and non-formal PD in addition to formal PD 	End of Q4/2019	In progress
	Activity 3.3 Increasing accessibility of the provision of formal PD elements of program by 1. Unbundle current certificate programme for modular delivery.	<ul style="list-style-type: none"> Blended/online modules compiled which can be offered to staff either individually or as part of a programme. The delivery of programmes online will enhance accessibility as well as develop digital skills and capacity 	End of Q1/2020	Not yet started

	<p>2. Diversify the formal PD offerings by extending the module portfolio.</p> <p>3. Develop syllabus for each of the modules which will be delivered via online/blended formats</p> <p>4. Incorporation of innovative pedagogical approaches to learning into the syllabus in order model academic excellence</p>	<ul style="list-style-type: none"> • A pedagogical model for the delivery of the formal modules of the flexible curriculum using transformative pedagogies. The modules will model best pedagogical practice for delivering academic PD. Research has illustrated that academics base their teaching styles on their student experience. Therefore it is expected by modelling best practice in PD this will be transferred to an academics everyday teaching. 		
WP 4 . Online Content Development	<p>Activity 4.1</p> <p>Selection of the digital platform/VLE for hosting the new programme</p>	<ul style="list-style-type: none"> • VLE will be agreed by all SC institutes • VLE will be hosted for content population 	End of Q1/2020	Not yet started
	<p>Activity 4.2</p> <p>Content development of online modules</p>	<ul style="list-style-type: none"> • Online learning material for online modules (available via creative commons) 	End of Q3/2020	Not yet started
WP5. Mainstreaming and dissemination of PD & RPEL	<p>Activity 5.1</p> <p>Developing a mainstreaming model to determine how flexible pathways can be adopted through a professional recognition framework.</p>	<ul style="list-style-type: none"> • Mainstreaming Model of PD and RPEL which will be used to stimulate discussion in workshops and roadshows • Draft guidelines to inform professional recognition framework 	End of Q2/2020	Not yet started

	Activity 5.2 Disseminating the results of the project at a national and international level	<ul style="list-style-type: none"> • Programme brochures • Dissemination of the flexible pathways – Webinars, regional and national workshops and roadshows • Journal and conference papers 	End of Q3/2020	In progress

Project Team

Team Member Role and Responsibility (Please reflect the role and responsibility of all team members)			
Staff Name	Institution	Role	Description of Responsibility
Dr Gwen Moore	Mary Immaculate College	Project Lead	Principal Investigator of the project. Oversee the strategic direction of the project and ensure it achieves its overall objectives, aligning to the needs of the NF, SC and academic staff within these institutes. <ul style="list-style-type: none"> • Ensure the project aligns to the needs of Colleges and academic staff within these institutes. • Collaborating with NF staff to ensure the project reaches maximum impact in across HEIs
Dr Emma O Brien	Mary Immaculate College	Project Team	Academic developer TEL– will be responsible for conducting the day to day research activities in the following work packages <ul style="list-style-type: none"> • WP 1 Needs Analysis & RPEL Guidelines • WP 2 Developing flexible pathways • WP 3 Redesign of programmes – online and blended element • WP 4 Coordinating online content development work • WP 5 Mainstreaming and dissemination

Dr Laura Costelloe	Mary Immaculate College	Project Team	Academic developer – will be responsible for conducting the day to day research activities in the following work packages <ul style="list-style-type: none"> • WP 1 Needs Analysis & RPEL Guidelines • WP 2 Developing flexible pathways • WP 3 Redesign of programmes – PD element • WP 5 Mainstreaming and dissemination WP 1
Anne Ryan	Mary Immaculate College	Project team	Academic developer – will be responsible for conducting the day to day research activities in the following work packages <ul style="list-style-type: none"> • WP 1 Needs Analysis & RPEL Guidelines • WP 2 Developing flexible pathways • WP 3 Redesign of programmes – PD element • WP 5 Mainstreaming and dissemination WP 1
Jean Reale	Mary Immaculate College	Project Team	Educational Technologist - Will be largely responsible for the implementation of Work package 4 <ul style="list-style-type: none"> • Blended/online content design and development including ensuring accessibility and UDL • Maintaining and administrating the VLE. Assist in the development pf the online learning material for the modular delivery of accredited programmes under the coordination of one of the academic developers.
Margaret Phelan	Mary Immaculate College	Project Team	Educational Technologist - Will be largely responsible for the implementation of Work package 4 <ul style="list-style-type: none"> • Blended/Online content design and development • Supporting and maintaining and administrating the VLE.
Dr Mary Fitzpatrick	University of Limerick	Project Partner	Overseeing the implementation of the project in the University of Limerick.

			<ul style="list-style-type: none"> - Ensuring the project aligns to the needs of Universities and academic staff within these institutes. - Collaborating with NF staff to ensure the project reaches maximum impact in the University sector
Dr Ide O Sullivan	University of Limerick	Project Team	<p>Conducting core research work from a University perspective in the following work packages</p> <ul style="list-style-type: none"> • Wp1 Developing flexible pathways particularly RPL • WP2 Supporting the lead partner in the redesign of programmes for the needs of the University sector • WP 5 Mainstreaming and dissemination
Dr Brendan Murphy	Limerick IT	Project Partner	<p>Overseeing the implementation of the project in Limerick Institute of Technology.</p> <ul style="list-style-type: none"> - Ensuring the project aligns to the needs of IOTs and academic staff within these institutes. - Collaborating with NF staff to ensure the project reaches maximum impact in the IOT sector -
Sarah O'Toole	Limerick IT	Project Team	<ul style="list-style-type: none"> • Development of online learning materials in partnership with MIC Ed Techs
Dr Martin Fitzgerald	Limerick IT	Project team	<p>Conducting core research work from an IoT perspective in the following work packages</p> <ul style="list-style-type: none"> • Wp1 Developing flexible pathways • WP2 Supporting the lead partner in the redesign of certificate for the needs of the IoT sector • WP 5 Mainstreaming and dissemination
Dr Michael Ryan	Limerick IT	Project Team	<p>Conducting core research work from an IOT perspective in the following work packages</p> <ul style="list-style-type: none"> • Wp1 Developing flexible pathways particularly RPL • WP2 Supporting the lead partner in the redesign of certificate for the needs of the IOT sector

			• WP 5 Mainstreaming and dissemination
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Signed Dr Gwen Gibbons

Date 11/10/2019

Project Leader