

Bachelor of Arts in Education and Design or Fine Art AD202

PROGRAMME SPECIFICATIONS

Programme title	BA (Joint Hons) in Education and Design or Fine Art	School	School of Education
Resulting awards	BA in Education and Design BA in Education Studies with Design ¹ BA in Education and Fine Art BA in Education Studies with Fine Art ¹	Head of School	Professor Dervil Jordan
Level	Level 8 on the National Framework of Qualifications	ECTS credits²	240 credits
University award	Honours Bachelor Degree	Programme type	Undergraduate degree delivered fulltime over four years
Programme Co-ordinator	Dr Patsey Bodkin	External Examiner	Dr Madeleine Sclater Glasgow School of Art
Programme team	Professor Dervil Jordan, Dr Patsey Bodkin, Dr Isobelle Mullaney, Aoife Keogh, Brenda O Reilly Hughes, Tony Murphy, Fiona King, Admin: Catherine Creagh		

1. Programme Aims and Objectives: Purpose Vision and Values

The BA in Education and Design or Fine Art programme aims to provide an integrated programme in art and design and initial teacher education, to facilitate the personal, social, intellectual and practical growth of students, preparing them for professional careers as teachers, artists, designers.

The Teaching Council of Ireland recognises this programme as a professional qualification to teach art and design at second level. On successful completion of the programme students are eligible to apply to the Teaching Council of Ireland for registration.

The undergraduate programme is facilitated by a close integration of the disciplinary base of art and design within the Schools of Fine Art and Design, the systematic provision of contextual studies through the School of Visual Culture and the incremental provision of education studies and of professional studies and teaching practicum (school placements) from within the School of Education.

The 240-credit Joint Honours model of education with Design or Fine Art is provided over a four-year period to allow for sufficient exposure to both the subject disciplines and the professional formation in teaching. The programme is designed to fulfil the requirements for accreditation by the Teaching Council as a qualification for employment in the post-primary and further education sectors in Ireland.

¹ Exit award only, does not qualify graduates for applying for registration with the Teaching Council of Ireland, see specific requirements in section 12.

² European Credit Transfer and Accumulation System, where 60 ECTS credits equate to the workload of a full-time academic year

2. Programme Outcomes

With specific reference to teaching at second level, students will have achieved the capacity and disposition:

- To plan and implement the approved specification Art and Design at second level.
- To work effectively as an individual, in teams and in a cross-curricular capacity within the school.
- To establish and maintain mutual respect for all participants in the school community, including colleagues, co-professionals and parents.
- To extend their own professional growth and understanding through continuing professional development and through lifelong learning.
- To participate in professional associations in the furtherance of best practice in Art and Design education.

On successful completion of the programme, graduates will be able to:

- Develop their own art and design practice to an appropriate level of expertise and specialisation.
- Develop an integrated understanding and appreciation of the unique qualities of an art and design education.
- Achieve the capacity to perform as an educator in a variety of settings and contexts.
- To develop and sustain one's personal art and design practice in order to complement and enhance best practice in education.
- To foster the holistic development of learners, with reference to their personal growth, to their development of key skills and competencies such as literacy and numeracy, and to their awareness of and engagement with civil society.
- To provide opportunities for the development of awareness and appreciation of cultural values in the Irish, European and Global contexts.
- To demonstrate a commitment to democracy, social justice, equality and inclusion and to promote and accommodate diversity.

2a. Stage Outcomes

Year 1

The first year of the BA in Education and Design or Fine Art includes both the common first year programme and education-specific modules across the Autumn and Spring Trimesters. Joint Education students follow common studio modules of an interdisciplinary nature (art and design) across both trimesters. They will also take modules in the School of Visual Culture designed to develop their critical engagement with art and design in a historical context and in contemporary practice.

In the Autumn Trimester, Joint Education students take a module in Learning and Professional Practice that is designed to facilitate the transition from second-level examination-centred learning to the more student-centred and autonomous learning required of students in NCAD. Also, in the Autumn Trimester, students will continue to build on their learning and professional practice in an education context with modules in History and Philosophy of Education, Sociology, and Foundational Pedagogy. The Spring Trimester, will

draw links between student's studio work and educational studies, with modules in pedagogy and a placement in a primary school.

On successful completion of Year 1 of the programme, students will be able to:

- Demonstrate an evolving and effective use of a range of the learning resources and information sources both within and outside of the College environment.
- Show evidence of an emerging capacity to research and communicate effectively as students of art and design education.
- Recognise the characteristics of art education in an educational setting and engage appropriately in that area.
- Become familiar with recurring themes in education and society.

Year 2

The second year of the BA in Education and Design or Fine Art aims to deepen and extend the student's art and design practice and to orient the student towards an understanding of the teaching of art and design. Year 2 constitutes an important stage in establishing a base upon which the student's professional practice as a teacher and as an artist/designer will be developed.

On completion of this Year 2, it is expected that the students will be able to:

- Understand the theory and principles underlying foundation Education Studies subjects including Curriculum Studies and Differentiation in Special Education and Disadvantage.
- Explore the relationship between professional practice in art and design and ways of teaching and learning in art and design education.
- Demonstrate knowledge of important themes in Critical Culture gained through an integrated course in the history and appreciation of art and design.
- Articulate their individual identities as an artist or designer.

Year 3

The third year of the BA in Education and Design or Fine Art aims to develop the students' competence and confidence in educational and art/design practices. Students are already assigned to particular studio practices which they will pursue to the end of their degree programme. Students are also provided with extended teaching practice arrangements in schools, in formal 2nd level settings.

On completion of Year 3, it is expected that the students will be able to:

- Explore and identify personal directions and work methods and underpin this with a broad appreciation of contemporary art/design practice.
- Undertake school placement in a sequential experience within a mainstream second level school. This experience will further the development of positive and effective teacher attitudes and encourage students to be self-appraising.
- Further pursue Education Studies with a focus on Curriculum Studies and Educational Psychology.
- Engage in courses in Critical Culture appropriate to their studio specialism and contextualise and deepen their awareness and understanding of 20th century and contemporary art and design.
- Explore the relationship between classroom practice and studio practice further supported by a programme of Art History Methods and Professional Practice.

Year 4

The fourth year of the BA in Education with Design or Fine Art aims to provide students the opportunity to pursue further their studio practice with a greater focus on a self-directed approach to learning and to deepen their professional involvement as student teachers of art, craft and design, including the history of art, design and visual culture, by undertaking extended school placement in a different post-primary school. Year 4 extends the education concentration, with a long (10-week) placement in a single school where they bring their teaching practice to professional entry level. They also engage in a reflective assignment on their teaching practice complemented by a final Professional Practice (Education) module. For the final trimester they return full-time to College to complete their studio practice to degree level exhibition.

On completion of this stage, it is expected that Year 4 students will be able to:

- Consolidate and synchronise their total learning experience and develop a clear style and an authoritative direction in their art/design practice.
- Develop an independent and proficient work ethos and carry out all teaching duties to a professional level of achievement.
- Critically reflect upon both their professional and art/design practice.
- Present an exhibition of their studio work to a professional level, which will be open to the public.

3. Admission Requirements

General admission to College by successful portfolio and minimum matriculation requirement. All first year applications are through the Central Applications Office (CAO). Offers are made on a competitive basis to applicants who reach the portfolio standard and meet the minimum academic entry requirements through the Irish Leaving Certificate examination (6 passes, 2 at Higher Level, passes to include Irish, English and Art or a third language) or equivalent result in other country school leaving certificate examinations (www.nui.ie).

Offers are also made on a competitive basis to holders of FETAC awards with a minimum qualification of 5 distinctions from a full award in a cognate area of study.

College RPL policy applies for mature and other non-standard applicants.

Appropriate equivalent formal or informal learning will be recognised. Students should apply to the School of Education with evidence of previous successful qualifications, statements of work-related achievement etc.

Contact the School of Education for further information.

4. Garda vetting requirements-Fitness to Practise

All Joint Education students are Garda vetted in the first trimester of Year 1.

Garda vetting is mandatory as part of the Children First Act (2015) and Children First: National Guidance for the Protection and Welfare of Children (2017). The purpose of this Act is to provide a legislative basis for the vetting of persons who seek positions of employment relating to children or vulnerable persons. The National Vetting Bureau provides Garda Vetting online using an eVetting facility. This process is administered through the College.

Joint Education students are required to sign a Fitness to Practise Statement before undertaking School Placement. Fitness to Practise means students having the skills, knowledge, health and character necessary to undertake and complete a programme with professional practice, experiential learning or teaching safely

and effectively, fulfilling their responsibilities within their scope of practice in their chosen field. The purpose of the Fitness to Practice Statement is:

- To protect learners, placement providers and the College when working with young people;
- To instil in students the qualities and competencies required for professional practice and to support and guide students who experience issues that may affect their ability to practise.

5. Further Educational Opportunities

Graduates of the BA (Joint Hons) in Education and Design or Fine Art will be eligible to apply for Level 9 postgraduate programmes in Education and in the appropriate disciplinary areas of Art and Design, as well as other relevant level 9 programmes.

6. Careers and skills

Graduates of the BA (Joint Hons) in Education and Design or Fine Art will have a professional qualification which enables them to teach art in a second level school or further education setting. Graduates of this programme have a recognised teaching qualification which enables them to teach abroad: Europe, Australia or the USA. Many Joint Education graduates take up teaching positions all over the world.

Graduates can build successful careers as artists, designers or educators in a wide range of fields including museums, galleries, educational institutions, hospitals, therapeutic and community settings. Graduates have taken up leadership roles as principals, vice-principals, managers of arts organisations. Graduates have gone on to take up further study at Masters and Doctorate level in the fields of education, therapeutic settings, as practitioners in art and design and as advocates of the arts.

Graduates of this programmes have excellent communication skills, analytical and research skills, flexibility and adaptability, interpersonal skills, decision-making and problem-solving skills, ability to plan, organise and prioritise, leadership and management skills, attention to detail, self-confidence, creativity, work ethics, etc.

7. Teaching and Learning Methodologies

Students experience three main forms of teaching and learning over the course of the four years, broadly within the relative proportions described below:

1. Studio-based classes: the studio base of art and design is experienced both as a disciplinary practice in its own right, and as a process of learning *through* art and design – not *of or about* art and design) (40%)
2. Practice-based: the practice of learning to teach in authentic settings (recognised primary and secondary schools, special needs settings, community / museum education settings etc.) is central to the programme and adheres to the professional specifications set out by the Teaching Council of Ireland (40%)
3. Academic studies: the Visual Culture and Education Studies components of the programme are taught and assessed in adherence to Level 8 requirements of academic rigour (20%).

Throughout the Joint Education programmes students are given the opportunity to engage in individual tutorials, paired learning and group critiques in order to develop peer learning, communication skills, critical analysis and self-reflection.

8. Methods of Assessment

Assessment modes are continuous and incorporate formative and summative assessments carried out by staff members working in collaborative teams. Assessments are recorded on student files in an on-going manner and feedback is provided to students both verbally, digitally and in documented form.

Assessment techniques include individual practical assignments, group assignments, written essays, viva-voce presentations and terminal examinations.

9. Programme Review and Evaluation

All programmes are subject to College-wide evaluation tools and events. The annual online student evaluation takes place in May or June, asking all College students to provide feedback. Results are sent to each School to respond to and to report to Programmes Board on what changes or developments will be implemented in response to the evaluations.

Additionally, a student forum for each programme takes place in the autumn and spring trimesters. These are opportunities to discuss any issues with students, staff and an external neutral person.

External examiners contribute considerably to the quality review process in relation to evaluation and assessment of programmes.

In addition, informal feedback is gathered from discussions with students, staff and management.

Students of this programme get one-on-one feedback from experienced teachers and school placement tutors while undertaking a school placement on their classroom practice observations. Students are observed regularly in their classrooms and will get constructive feedback and tutorial advice on how to improve their classroom practice. After each supervisory visit students will get a tutorial and feedback in a written report.

NCAD students also participate in the Irish Survey of Student Engagement, which takes place in the middle of Trimester 2. This international project measures students' engagement with their studies.

In addition, you students are invited to discuss their experience on the module with their lecturers at any point during the year. Students can also relay their comments to the class student representative who will communicate their comments to the staff.

10. Modular Provision

Year 1 Autumn Trimester

ED1-2 History & Philosophy of Education	5 credits
CE1001 Learning and Professional Practice (Education) 1A	5 credits
CE1-4 Art, Design & Education Studio 1A-1	10 credits
CE1-5 Art, Design & Education Studio 1A-2	10 credits

Year 1 Spring Trimester

VC1-2 Introduction to Key Concepts in Art & Design 1B	5 credits
ED1-1 Professional Practice Education 1B	5 credits
CE1-6 Art, Design and Education Studio 1B-1	10 credits
CE1-7 Art, Design and Education Studio 1B-2	10 credits

Year 2 Autumn Trimester

ED2-3 Special Education Needs 2	5 credits
<i>ED20XX Education Pedagogical Studies 2A NEW</i>	10 credits
<i>DES20XX Design Studio & Research: Education 2A NEW (Option)</i>	15 credits
<i>FA20XX Discipline Projects: Education 2A NEW (Option)</i>	15 credits

Year 2 Spring Trimester

VC2-5 Contemporary Theories and Practices 2C	5 credits
ED2-2 Education Professional Studies 2B	5 credits
ED2-4 School Placement & Artist Mentoring 2	5 credits
<i>DES200X Design Studio & Research: Education 2B NEW (Option)</i>	15 credits
<i>FA20XX Art Practices and Dissemination Strategies: Education NEW (Option)</i>	15 credits

Year 3 Autumn Trimester

ED3-1 Professional Practice: Education 3A	5 credits
ED3-3 Professional Practice: Education 3B	5 credits
VC3-9 Visual Culture Research Project Education 3	5 credits
DES3-1 Design Research 3A (Option)	10 credits
DES3-2 Design Studio 3A (Option)	10 credits
FA3-2 Fine Art Studio Research (Option)	(10 credits)
FA3-3 Fine Art Practice Resolution (Option)	(10 credits)

Year 3 Spring Trimester

ED3-4 Professional Practice: Education 3C	5 credits
ED3-2 School Placement Block 1	20 credits

Year 4 Autumn Trimester

ED4-3 Education Professional Practice 4B	5 credits
ED4-4 Education Professional Practice 4C	5 credits
ED4-2 School Placement Block 2	20 credits

Year 4 Spring Trimester

VC4-1 Visual Culture Research Project 4	5 credits
ED4-1 Education Professional Practice 4A	5 credits
DES4-1 Design Research 4A (Option)	10 credits
DES4-2 Design Studio 4A (Option)	10 credits
FA3-2 Fine Art Studio Research (Option)	(5 credits)
FA3-3 Fine Art Practice Resolution (Option)	(15 credits)

11. Programme Structure

Year 1: Autumn Trimester				
ED1-2 History & Philosophy of Education 5 credits	CE1001 Learning and Professional Practice: Education 1A 5 credits	CE1-4 Art, Design & Education Studio 1A-1 10 credits		CE1-5 Art, Design & Education Studio 1A-2 10 credits
Year 1: Spring Trimester				
VC1-2 Introduction to Key Concepts in Art & Design 1B 5 credits	ED1-1 Professional Practice: Education 1B 5 credits	CE1-6 Art, Design and Education Studio 1B-1 10 credits		CE1-7 Art, Design and Education Studio 1B-2 10 credits
Year 2: Autumn Trimester				
ED2-3 Special Education Needs 2 5 credits	ED20XX Education Pedagogical Studies 2A 10 credits NEW	DES 20XX-Design Studio & Research: Education 2A 15 credits NEW		
		OR		
		Discipline Projects: Education 2A 15 credits NEW		
Year 2: Spring Trimester				
VC2-5 Contemporary Theories and Practices 2C 5 credits	ED2-2 Education Professional Studies 2B 5 credits	ED2-4 School Placement & Artist Mentoring 2 5 credits	DES200X Design Studio & Research: Education 2B 15 credits NEW	
			OR	
			Art Practices and Dissemination Strategies: Education 2B 15 credits NEW	
Year 3: Autumn Trimester				
ED3-1 Education Professional Practice 3A 5 credits	ED3-3 Education Professional Practice 3B 5 credits	VC3-9 Visual Culture Research Project Education 3 5 credits	DES3-1 Design Research 3A 10 credits	
			OR	
			FA3-2 Fine Art Studio Research (10 credits)	FA3-3 Fine Art Practice Resolution (10 credits)
Year 3: Spring Trimester				
ED3-4 Education Professional Practice 3C 5 credits	ED3-2 School Placement Block 1 20 credits			
Year 4: Autumn Trimester				
VC4-1 Visual Culture Research Project 4 5 credits	ED4-3 Education Professional Practice 4B 5 credits	ED4-2 School Placement Block 2 20 credits		
Year 4: Spring Trimester				
ED4-1 Education Professional Practice 4A 5 credits	ED4-4 Education Professional Practice 4C 5 credits	DES4-1 Design Research 4A 10 credits		DES4-2 Design Studio 4A 10 credits
		OR		
		FA3-2 Fine Art Studio Research (5 credits)	FA3-3 Fine Art Practice Resolution (15 credits)	

12. Exit Points and Credit Requirements

At the end of Year 1 or Year 2 of the Joint Education programme, students have an opportunity to transfer to the Fine Art or Design (3-year degree) without penalty, on condition they have received their appropriate credits.

BA in Education Studies with Design or Fine Art

Students who exit the programme after successfully completing Years 1, 2 and 3 of the BA in Education and Design or Fine Art may, by exception, submit for a BA in Education Studies with Fine Art or BA in Education Studies with Design (180 credits, level 8), dependent on their studio specialisation. Specific criteria for the award must be met:

- The applicant must have successfully completed all modules in Years 1, 2 and 3.
- If the applicant has already commenced study of Year 4 (Final Year), and wishes to exit with the BA in Education Studies with D/FA award, they will be considered only under extenuating circumstances, such as leaving the programme due to unforeseen events beyond their control.
- The Head of School of Education must recommend any applicants to the NCAD Exam Board, which then decides the merits of each application before agreeing or refusing the applicant to be awarded the Education Studies degree.

13. Final Award Calculation

The grade for the final award for Education modules (School Placement and Education Professional Practice) will be calculated in Year 4 only. The grade for Year 3 modules will not be calculated in the final 4th year mark as these are seen as formative assessments.

The grade for the final award in Fine Art Studio modules will be calculated in year 4 only.

The grade for the final award in Design Studio modules will be calculated using aggregated grades in year 3 and year 4.

The grade for final award in Visual Culture modules will be calculated using aggregated grades in year 3 and year 4.

BA in Education Studies with Design/Fine Art

The grades for final award in BA in Education Studies with Design or Fine Art will be calculated only on the third (final) year modules of the programme.

14. Programme Accreditation

The BA (Joint Hons) in Education and Design or Fine Art is designed to meet the requirements of the Teaching Council in relation to a professional qualification to teach art in post primary schools. Graduates of this programme are eligible to register as post primary teachers with the Teaching Council of Ireland.

The Teaching Council of Ireland was established on a statutory basis in March 2006, as the professional standards body for the teaching profession. The Teaching Council of Ireland works within the framework of the Teaching Council Act, 2001.

Students exiting with a BA in Education Studies with Design or Fine Art are not eligible to apply for Teaching Council registration.

15. Resources

Staffing

	Name	Role
Teaching Staff	Professor Dervil Jordan Dr Patsey Bodkin Dr Isobelle Mullaney Aoife Keogh Fiona King Tony Murphy Brenda O Reilly Hughes Noel Guilfoyle David Cotter	Head of School of Education Programme Coordinator School Placement Director Tutor Tutor Tutor Tutor Tutor Tutor Tutor
Administrative Staff	Catherine Creagh	Administrator for School of Education
Technical Support Staff	None	

Space

Rooms 210 and 211 in Education are the main rooms used by BA in Education and Design/Fine Art programme.

Facilities

The programme needs a double classroom with two digital projectors and two sinks as the numbers are 35 in each year group. The rooms need to accommodate lectures, seminar space and practical workshops.

For further information on this programme contact Professor Dervil Jordan Head of School of Education: jordand@staff.ncad.ie