

BA in Fine Art AD101 • AD202 • AD204 • AD206

PROGRAMME SPECIFICATIONS

Programme title	BA Fine Art	School	School of Fine Art
		Head of School	Professor Philip Napier
Programme codes and resulting awards	AD204 AD204I AD202 AD206 AD206I Code TBC Code TBC N/A	BA Fine Art BA Fine Art (International) BA Education and Fine Art BA Fine Art with Critical Cultures BA Fine Art with Critical Cultures (International) BA Fine Art and Visual Culture BA Fine Art and Visual Culture (International) Higher Diploma in Fine Art	
Level	Level 8 on the National Framework of Qualifications	ECTS credits¹	180 or 240 credits depending on options and degree
University award	Honours Bachelor Degree	Programme type	Undergraduate degree delivered fulltime over 3 or 4 years, depending on options and degree.
Programme Co-ordinator	Professor Philip Napier		
Programme team	Heads of Department: Mark O’Kelly (Painting); Dr Andrew Folan (Print); Feargal Fitzpatrick (Media); Brian Hand (Sculpture & Expanded Practice); lecturers and technical officers in Fine Art		

External Examiner	Media	Elizabeth Price, PhD Fine Art, University of Leeds, Professor of Film and Photography, Kingston School of Art, Kingston University, Surrey, UK
	Sculpture & EP	
	Print	Michael Wegerer, practicing artist, artist in residence in 2018 in Wharepuke Gallery New Zealand, and University of Sunderland
	Painting	Neil Gall, practicing artist, formerly lecturer in Fine Art at Gray’s School of Art Aberdeen, and University of Sunderland

1. Programme Aims and Objectives

The BA (Hons) Fine Art Programme represents an alignment with a (European) Bologna model of educational structure allowing for greater transferability of learning through a modular structure. We judge this as important for an island nation with a powerful cultural inheritance and potential. This traces an educational offer as three or four undergraduate years, two postgraduate years (masters) and potentially three PhD years.

¹ European Credit Transfer and Accumulation System, where 60 ECTS credits equate to the workload of a full-time academic year

Alumni of this programme are successfully and actively contributing to a creative culture and are prize, award and grant-winning and are successful in undertaking further masters or postgraduate study. The programme supports students to become practicing artists and to be able to apply artists' thinking and knowledge to known and alternative circumstances and situations.

This undergraduate programme has been further evolved to offer a choice of an optional additional year of study, 60 credits, to be carried out between Years 2 & 3 at BA level providing the student further time to experiment and evolve:

- The Studio + year offers an expanded year of study in different contemporary contexts beyond NCAD.
- The BA International can be carried out with partner art institutions abroad.

The Fine Art degree programme is conceived as a level 8, 3-4 year, modular programme, studied over two 15-week trimesters each year. The programme requires practical and intellectual experiential engagement in studio, in relation to inhabiting different and evolving models of art practice. It has a parallel Critical Cultures engagement and a range of professional practice learning challenges and experiences to support students in locating their thinking and action. The common 1st year experience is delivered by our colleagues in 1st Year Studies, along with staff from Schools of Fine Art, Design and Visual Culture.

The School of Fine Art delivers Year 1 with colleagues from School of Design. The School of Fine Art has built sequential modules of teaching and learning outlined in this document.

The 3-year programme moves from a common learning period to specific School and discipline perspectives, facilitating the emergence of a perspective to share in interdisciplinary modules. The programme is intended to produce both depth and breadth of knowledge. There is an expansion of models and sites of art practice consistent with contemporary art practices. These include formats for joint projects, collaborative working, *real world* engagement and interdisciplinary working. Learning is evented through exhibition which is a central component of these years of study.

The School also offers its modules in relation to two separate Joint Programmes - between Fine Art and Visual Culture - and - between Fine Art and (Art Teacher) Education.

The programme aims to enable students to:

- Conduct their research and practice in an independent and innovative manner.
- Explore a range and depth of discipline framing concurrent with contemporary practice.
- Develop a working and research methodology that both informs and resources a professional practice.
- Develop appropriate verbal, written and practice based communication skills.
- Identify reflection, self-criticism and evaluation of the individual's practice.
- Identify and locate a practice within critical, theoretical, historical and cultural contexts.
- Develop self-discipline, self-motivation and effective time management.
- Develop a rationale as to how and when to work collaboratively or individually.
- Develop an applied knowledge of materials, processes and technical skills as appropriate.

- Foster the ability to take and defend positions regarding the meaning and values of artistic expression.

2. Programme Outcomes

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

- Engage in independent research and practice.
- Critically engage with contemporary discourses within Fine Art practice.
- Produce resolved work to exhibition standard.
- Synthesise conceptual, technical and material forms.
- Consider audience, frames of reference and contexts.
- Make informed decisions on the basis of research.
- Produce dynamic relationships between the subject matter of art work and the way it is proposed, in practice.
- Communicate art methods of enquiry to others through exhibition, verbal and written forms.
- Construct relevant knowledge that is new to the student.
- Comprehend a spectrum of contemporary art practices.
- Work effectively as an artist.
- Connect with different knowledge domains.
- Apply for postgraduate programmes and further educational opportunities.
- Seek and apply for opportunities within the contemporary art field.
- Apply their learning by utilising art knowledge in a range of contexts and situations.

Stage Outcomes

Year 1

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

- Identify a personal direction for their practice.
- Articulate the focus of their practice in relation to other specialisms.
- Locate their practice within a critical, theoretical and historical context.
- Work Independently.
- Locate themselves and their work within broader issues and aspects of contemporary practice.

Year 2

On successful completion of Year 2 of the programme, students should be able to:

- Employ an appropriate range of sources that relate current practices in art or design to broader cultural and critical issues, and demonstrate the capacity to integrate research and personal interests in the development and production of artwork.
- Demonstrate a critical understanding of several areas of contemporary practice in art or design that enable evaluation and critical reflection on own work and field.
- Evidence the ability to develop and build on ideas through creative experimentation, analysis, and critical reflection in the resolution of work.
- Demonstrate the ability to professionally and responsibly participate with a range of opportunities and contexts within and beyond the College.
- Establish an approach to studio practice that demonstrates an understanding of methodologies and processes appropriate to your concerns.
- Successfully communicate research, analysis and initiative in coherent and relevant forms, and evidence an understanding of the relationship between art and audience by devising work for exhibition, situating work in the public domain and demonstrating decision making based on critical analysis.

Studio+ Year

Within *Studio+* students have the opportunity to:

- Work in real world contexts through an individual and group dynamic, developed with partners by NCAD.
- Undertake study abroad.
- Develop self arranged internships in contexts of interest to them.
- Undertake study in inter-disciplinary frames with other departments, programmes or Schools, as approved beforehand.

Through their choices they can:

- Experience engaging with people and professionals in relation to a wide variety of contexts.
- Experience art research, thinking and action in 'real world' professional environments.
- Develop experience that is complementary to their existing skills and learning.
- Test expanded forms of communication.
- Recognise their more agile ability to respond to known and unexpected inquiries.
- Recognise complexity and alternative forms of working, beyond their immediate experience.
- Learn to recognise artists' practices that have resonance.

On successful completion of the *Studio+* year students will be able to:

- Recognise potentials and opportunity and create actions in relation to it.
- Create new networks of people working in related fields of interest.

- Prosper creatively and critically in contexts of individual and collaborative working and authorship.
- Communicate and respond more particularly to contextual frames of reference.
- Self organise and engage effectively and appropriately individually and in relation to teaching.
- Generate knowledge and resources that are new to the student.
- Critically reflect on their processes, transferable skills, and those of others.

Final Year

On successful completion of Year 3 of the programme, students should be able to:

- Work effectively as an artist.
- Clarify and resolve the direction of the individual practice.
- Demonstrate coherent practice methodologies.
- Evidence a process of reflection through practice.
- Develop a critical and self-directed practice
- Demonstrate independent thinking
- Use creative modes of enquiry to present a coherent body of work via professional exhibition.

3. Admission Requirements

General admission to the College is 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.

Students may enter the 1st year of BA Fine Art by one of the following paths:

- First Year Common Entry
- First Year BA Fine Art

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.

The College's Recognition of Prior Learning (RPL) policy applies for mature and other non-standard applicants. Applicants who can demonstrate their relevant prior knowledge and experience may be considered for entry at a point after Year 1.

Graduates of the NCAD CEAD programme Higher Diploma in Art may apply to be considered for entry to the Final Year of the BA in Fine Art programme.

4. Further Educational Opportunities that may arise during or upon completion of the programme

Upon successful completion of the BA in Fine Art, students can progress to applying for MA programmes offered in School of Fine Art, or to apply to other postgraduate programmes.

Careers and Skills

Fundamental to Fine Art learning is the ability to research, plan and communicate in expanded visual terms through presentation, display, exhibition, application and other means. This results in a suite of skills that are a component of making good our expanding public rhetoric in relation to creative ability and capacity in practice.

Graduating Fine Art students are able to work materially and digitally or both. This relates to the production and distribution of commodities and in relation to new ideas of utility and service that are opportunity seeking in their outlook. These are the fundamentals of new agility and adaptability that is entrepreneurial.

Key skills include managing joint and individual responsibilities, analysis and decision making informed by an ethical keel and a series of contemporary critical co-ordinates that build credible informed platforms. Graduate Fine Art student capacities support our culture and society to be informed internationally, aware of an inheritance, transforming for the future, contributing toward a nuanced, knowing, differentiated and self-confident society.

Graduate career destinations have included art and culture industries, the significant pillars of education, health, wellbeing, the wider public service and private industry. Other forms of self-employment, consultancy, and invention are consistent areas of engagement.

Consider 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.

5. Teaching and Learning Methodologies

The Fine Art School is nuancing an educational culture of Constructive Alignment drawn from the Australian educationalist John Biggs. This model involves the integration of a clear statement of learning goals (outcomes), choosing appropriate teaching and learning activities to deliver those learning outcomes, and developing assessment and feedback which is sited in relation to the learning outcomes and assesses the level of understanding achieved.

This requires the student to be active in building and constructing knowledge. Thus the student learns from what they do rather than being the passive recipient of knowledge transmitted to them.

Teaching and learning in the School of Fine Art is predicated on the experiential learning. This is enabled through studio and through contextual and situated learning. Students learn by doing and through testing relationships to materials, forms and context. The studio is a site of tutorials, seminars and crits, offering platforms for lecturer and peer critique, discussion, and debate. Through a suite of lecture-based delivery, theoretical and historical co-ordinates are communicated and debated.

6. Methods of Assessment

Guiding Principles of Assessment

Assessment of student work is required for the following reasons:

For students:

- to provide feedback to the student regarding their progress and to support and guide their further learning;
- to describe student attainment and inform decisions on progression and awards.

For staff:

- to determine that the intended learning outcomes of the programme are being achieved and how well;
- to inform programme design and further curriculum development.

For the School and NCAD as a whole:

- to demonstrate to external agencies that quality standards are being assured and maintained;
- to demonstrate that the College is achieving its educational mission.

Assessment procedure

Our assessment procedure aims to assist the student to understand a transparent assessment process and enables them to understand their own levels of achievement against explicit grade criteria and learning outcomes and how and where they need to improve.

Modules and their components are assessed by awarding grades. This provides students with clear feedback to promote self-evaluation and self-reflection in their own learning processes. Staff are experienced in assessing to a range of grading in line with student construction of knowledge and demonstration of understanding. Assessment is mainly carried out by a team of staff who examine and review students' art work or art-related inquiries.

The assessment procedure aims to:

- Grade the student's level of achievement in relation to the learning outcomes.
- Provide students with clear feedback to promote self-evaluation and self-reflection in their own learning processes.
- Illustrate that the required learning outcomes and competencies have been achieved, to allow for progression to the next level.

Assessment methods

Formative assessment

Typically involves feedback (oral or written) to students on their progress. Based on evidence of their work, it does not contribute to the final grade for the overall module, but provides valuable feedback to a student on their progress.

Summative assessment

Typically takes place at the end of a module and usually will take the form of an exam or exhibition or other significant end point of presentation.

Assessment evidence

The evidence for assessment within a Fine Art module may be related to:

Artworks	Artefacts	Site specific engagements
Evolved proposals	Notebooks	Lectures
Journals	Presentations	Field work
Documents	Exhibition	Experiential forms
Events	Actions	Discursive forms
Situated forms	Contexts	Collaborative forms
Study visits and field trips	Expanded practices	Participatory practices

Assessment approaches

Assessments are undertaken by a team of teachers who are examining the learning outcomes. Assessment may occur or may be required on or off campus.

Assessments will be timetabled well in advance. This might require specific negotiation of the 'micro' assessment timing in relation to the organisation or very specific timing of assessment evidence.

Assessments can occur with the learner present or absent, depending on the nature and level of the assessment.

Assessments in the Final Year are formative at mid-year and summative at end of year.

7. Programme Review and Evaluation

a) Programme and modular review processes

Review of the programme occurs at the end of each academic year and ahead of the commencement of the new academic year. This involves all staff members from across the departments. The results and actions of these meetings are circulated to all academic staff and enacted in documents, departmental briefings, school boards, Quality Assurance meetings, and in other fora as appropriate. The results are felt across our studio environments, technical, and academic provision.

The results of online student evaluation, formally scheduled student forums, External Examiner feedback, input from technical staff, and all academic staff, as well as informal feedback from students and staff during the year, are recorded together and are all part of the evolution and enrichment of the programme offer. In addition, the results of the graduate survey and the nationally-run Student Survey (measuring students' engagement) are also considered in the annual programme review.

Half way through each trimester formal student forum feedback sessions in studio are undertaken and capture detail and responses to modules underway. In considering what you might advise of someone following you sitting the same module require we can collate findings and enrich the programme offer.

Each department and pathway can elect Student Representatives as an ongoing means of channelling student queries. These may be requests, clarifications, observations or complaints or encouragement, for example. Student reps elect representatives to sit on the School Board. It is important to NCAD that

students inform the development of teaching and learning at NCAD. We encourage all students to communicate their concerns and their observations about their study to members of staff so that any changes can be made in a timely manner.

b) College-wide quality review processes

A major Quality Assurance review of this programme will be carried out in 2021.

An institutional Quality Assurance Review at NCAD took place in 2016-17 and the results and recommendations through Quality Improvement and Quality Enhancement are being carried out through the Schools of Fine Art, Education, Design and Visual Culture. The next institutional review is in progress: the self-assessment report was submitted to UCD in August 2019; a visit from an expert panel is expected in October 2020.

A sequence of Quality Review Engagements will be unrolled across the Fine Art Schools and in relation to the whole school

These reviews examine our educational offer, arrangements and philosophies through self authored reports in relation to the Questions:

- What are you trying to do?
- How are you trying to do it?
- How do you know it works?
- How do you change in order to improve?

This report incorporates student and external examiner feedback. The report is reviewed by an external expert panel and following a visit and their findings, a quality improvement plan (QIP) is developed that may encompass departmental, school or college provisions.

8. Modular Provision

Module title	Code	Module Co-ordinator	Trimester	Credits	Core Option
Year 1					
Learning & Professional Practice 1A	CE1-2	Mary Avril Gillan	Autumn	5	C
Art, Design & Education Studio 1A 1	CE1-4	Mary Avril Gillan	Autumn	10	C
Art, Design & Education Studio 1A 2	CE1-5	Mary Avril Gillan	Autumn	10	C
Introduction to Key Concepts in Art & Design 1A	VC1-1	David Crowley	Autumn	5	C
Art, Design & Education Studio 1B-1	CE1-6	Mary Avril Gillan	Spring	10	C
Art, Design & Education Studio 1B-2	CE1-7	Mary Avril Gillan	Spring	10	C
Professional Practice II (Design or Fine Art)	CE1-8	Mary Avril Gillan	Spring	5	C
Introduction to Key Concepts in Art & Design 1B	VC1-2	David Crowley	Spring	5	C
Year 2					
<i>Professional Practice 3</i>	FA2-3	Philip Napier	Autumn	5	O
<i>Contemporary Theories and Practices 2A</i>	VC2-1	David Crowley	Autumn	5	O
Discipline Projects	FA2-1	Philip Napier	Autumn	20	C
<i>Contemporary Theories and Practices 2B</i>	VC2-1	David Crowley	Autumn	5	O
<i>Writing Cultures NEW</i>	TBC	H O'Kelly	Either	5	O
<i>Contemporary Theories and Practices 2D</i>	VC2-8	H O'Kelly	Spring	5	O
Professional Practice 4	FA2-4	Philip Napier	Spring	5	O
<i>Contemporary Theories and Practices 2C</i>	VC2-5	H O'Kelly	Spring	5	O
Art Practices and Dissemination Strategies	Code TBC	Philip Napier	Spring	20	C
Studio + Year (option)					
Studio + Art & Design Environmental Practice Minor		Philip Napier	Autumn or Spring	15	O
Studio + Art & Design Environmental Practice Major		Philip Napier	Autumn or Spring	15	O
Studio + Art & Design Environmental Practice Extended 1		Philip Napier	Autumn or Spring	15	O
Studio + Art & Design Environmental Practice Extended 2		Philip Napier	Autumn or Spring	15	O
Studio + Fine Art Placement Internship Minor		Philip Napier	Autumn or Spring	15	O
Studio + Fine Art Placement Internship Major		Philip Napier	Autumn or Spring	15	O
Studio + Fine Art Placement Internship Extended 1		Philip Napier	Autumn or Spring	15	O
Studio + Fine Art Placement Internship Extended 2		Philip Napier	Autumn or Spring	15	O
Other Studio+ modules within NCAD, as approved beforehand			Autumn or Spring	15 or 30	O
BA Fine Art and Visual Culture (option)					
Modules from Year 2 and Final Year of BA Visual Culture	Various	David Crowley	Autumn or Spring	60 total	O
Final Year					
Fine Art Professional Practice 5	FA3-1	Brian Hand	Autumn or Spring	10	O
Fine Art Studio Research	FA3-2	Philip Napier	Autumn & Spring	15	O
Fine Art Practice Resolution	FA3-3	Philip Napier	Autumn & Spring	25	O
Visual Culture Research Project 3	VC3-10	Emma Mahony	Autumn & Spring	10	C

9. Programme Structure

Year 1: Autumn Trimester			
CE1-2 Learning & Professional Practice 1A 5 credits	VC1-1 Introduction to Key Concepts in Art & Design 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			
CE1-8 Professional Practice II (Design or Fine Art) 5 credits	VC1-2 Introduction to Key Concepts in Art & Design 1B 5 credits	CE1-6 Art, Design & Education Studio 1B-1 10 credits	CE1-7 Art, Design & Education Studio 1B-2 10 credits
Year 2: Autumn Trimester			
VC2-1 Contemporary Theories and Practices 2A OR Writing Cultures 5 credits	FA2-3 Professional Practice 3 5 credits	FA2-1 Discipline Projects 20 credits FA2-1 Discipline Projects 15 credits	
Year 2: Spring Trimester			
VC2-5 Contemporary Theories and Practices 2C OR Writing Cultures 5 credits	FA2-4 Professional Practice 4 5 credits	Code TBC Art Practices and Dissemination Strategies 20 credits Code TBC Fine Art and Education Art Practice and Dissemination Strategies 15 credits	
Studio + Year (Option): Autumn Trimester			
Studio + modules from Fine Art or Design (and International options) OR Visual Culture modules 30 credits			
Studio + Year (Option): Spring Trimester			
Studio + modules from Fine Art or Design (and International options) OR Visual Culture modules 30 credits			
Final Year: Autumn and Spring Trimester(Full Year)			
FA3-2: Fine Art Studio Research 15 credits	FA3-3: Fine Art Practice Resolution 25 credits	VC3-10: Visual Culture Research Project 3 10 credits	FA3-1: Fine Art Professional Practice 5 10 credits

10. Exit Points and Credit Requirements

On this three-year or four-year programme students must achieve 60 credits each academic year to have successfully passed and to progress to the next year.

Higher Diploma in Fine Art

Students who exit the programme after successfully completing Year 1 and 2 of the BA in Fine Art may, by exception, submit for a Higher Diploma in Fine Art (120 credits, level 8). Specific criteria for the award must be met:

- The applicant must have successfully completed all modules in Year 1 and Year 2.
- If the applicant has already commenced study of Studio+ or VC + or Final Year, and wishes to exit with the Higher Diploma 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 Fine Art 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 Higher Diploma.

BA Fine Art

Students successfully completing all core and required option modules in Year 1, 2 and 3, gaining 180 credits may submit for the level 8 award of BA (Hons) in Fine Art (180 credits).

Students successfully completing all core and required option modules in Year 1, 2 and 3, and successfully completing sufficient optional modules in the Studio + year (60 credits), gaining 240 credits in total, may submit for the level 8 award of BA (Hons) in Fine Art (240 credits).

BA Fine Art with Critical Cultures

Students who complete 35 credits or more in Critical Cultures by studying additional Critical Cultures modules in Year 2 or Final Year, OR by completing a Visual Culture project in their Studio + year, may submit for the level 8 award of BA (Hons) in Fine Art with Critical Cultures (180 or 240 credits).

BA Fine Art and Visual Culture

Students who complete 50 credits or more in Critical Cultures by studying additional Critical Cultures modules in Year 2 or Final Year AND completing 30 or 60 credits in Visual Culture + in their Studio + year, OR by studying Year 2 of BA Visual Culture during their third (option) year of study, may submit for the level 8 award of BA (Hons) in Fine Art and Visual Culture (240 credits).

International designation

Students who successfully complete 30 credits or more by successfully completing a course at an overseas institution (usually through Erasmus), or successfully completing an internship or work experience overseas, which must be approved by Head of Department PRIOR to commencement, may submit for the additional award designation (International).

11. Final Award Calculation

The grade for the final award will be calculated using the grades and credits from the modules in the Final Year of the programme only.

The Higher Diploma is calculated using the credits from all of the Year 2 modules.

12. Resources

Staffing

	Name	Role
Teaching Staff	Philip Napier	Head of School, Fine Art
	Kristina Huxley	1 st year staff and Painting Tutor
	Kirsty McGhie	1 st year staff and Sculpture Tutor
	N McCann	1 st yr Staff Sculpture and Media
	Taffina Flood	Half Time Studio + Tutor
	Mary Fitzgerald	EPL 1 st year staff and Print Tutor
	Yvonne Cullivan	EPL 1 st year staff and Media
	Chloe Brenan	CID Tutor
	Mark Reilly	1 st Year staff
	Mark O'Kelly	Head of Department of Painting
	Neil Carroll	FT Painting Tutor
	M Moore	EPL Painting Tutor
	D Copperwhite	EPL Painting Tutor
	P Nugent	CID Painting Tutor
	Susan MacWilliam	EPL Tutor
	Brian Hand	Head of Department of Sculpture & Expanded Practice
	TBC	EPL Sculpture Tutor
	Louise Walsh	FT Sculpture Tutor
	M Browne	Jobshare Sculpture Tutor
	G Kennedy	Jobshare Sculpture Tutor
	Dr Feargal Fitzpatrick	Head of Department of Media
	Cliona Harmey	Media Tutor Career Break Autumn Trimester 2019
	Claire Nidecker	EPL Media Tutor
	Elaine Hoey	PT Media
	Leah Hilliard	EPL Media Tutor
	Colin Martin	PT Media Tutor
	Dr Andrew Folan	Head of Department of Print

	Margaret O'Brien	FT Fine Art Tutor
	Aoife Scott	PT Print
	Catriona Leahy	FT AL Print Tutor
	E Finucane	PT Print Tutor
	A Scott	PT Print Tutor
Admin Staff	Angela Dennis, Secretary Fine Art	To support the administration of the BA programme
	Breda Culhane Dept Secretary	Ceramics & Glass (Hard Materials) administrative support
Technical Support Staff	Mickey Smyth FT	The role of the technical staff is to support students to make work, and to support the School in its delivery of the programme to students
	Brendan Begley. FT	
	Collette O'Sullivan FT	
	Sinead Glynn FT	Technical Staff are organised in Departments.
	Isabelle Peyrat FT	The Staff have expertise across different forms of general and specialised material manipulation and digital forms including lens based , printed matter, ceramics and glass
	Painting Tech TBC	
	Michelle Byrne PT	
	Julia Kemperman EPTO	
	Mark Jones EPTO	
	Denise Beck EPTO	
	Mark Ferguson CID	
	Maria Santos CID	

Space

Granary Building and other locations

Floor Ground Floor & Resin Room	Sculpture and Expanded Practice Studios
Floor 1	Print Studio
Floor 3	Painting studios
Noel Sheridan Room	Media Video Studios
Glass Studio Floor 1	Media Studios
Floor 2 Admin Building	TAA Studios
Ground Floor & Floor 1 off main Granary	Ceramics and Glass Studios and Workshops
Solomons Drawing Room	Bookable
NCAD Atrium	
NCAD Annexe	Studio +

Facilities

The Facilities on the Programme are Spatial, Technical and Academic Support.

Spatial

Every student has a studio base. The contemporary conception of studio as a place of making, producing, a place of discussion and critical reflection and sometimes exhibition. It is also a place of participation and communication are central to contemporary construction of 'studio' able to shape shift to a variety of propositions as the year evolves. There are common spaces pop-up spaces and exhibition spaces inside and outside the college available through negotiation.

There is a suite of appropriate and differently scaled lecture and seminar rooms for presentation and discursive contexts that are bookable

Technical

In Technical terms there is equipment and technical support available to be utilized and equipment borrowed. Lecture and other rooms are bookable. Where appropriate you have access to technical, ceramic, glass, video and print workshops and other technical facilities. These facilities are supported by technical staff. Each department has computer and video capacity.

Academic Support

Academic supports include the Library which is of national standing, NIVAL an artist's research resource.

NCAD Gallery, which is front of house, on campus.

There is an Artist's Talk delivery on successive weeks.

You will learn by becoming aware, resourceful and thoughtful about your use of the supports, facilities and possibilities open to you through department and discipline framing, through your project work and through your initiative and curiosity

For further information on this programme contact dennisa@staff.ncad.ie