

Professional Master of Education (Art & Design) AD459

PROGRAMME SPECIFICATIONS

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|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------|
| Programme title | Professional Master of Education (Art and Design) | School | School of Education |
| Resulting awards | Professional Master of Education (Art and Design) | Head of School | Prof Nuala Hunt |
| Level | Level 9 on the National Framework of Qualifications | ECTS credits¹ | 120 |
| University award | Master's Degree (taught) | Programme type | Postgraduate degree delivered full time over 2 years |
| Programme Co-ordinator | Fiona King | External Examiner | Prof Raphael Vella, University of Malta |
| Programme team | Fiona King, Tony Murphy, Dr Isobelle Mullaney, Noel Guilfoyle, Dr Patsey Bodkin, Aoife Keogh, Brenda O Reilly Hughes, Admin: Catherine Creagh | | |

1. Programme Aims and Objectives: Purpose, Vision and Values

The PME in Art and Design 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 art teachers. 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 120 credit Professional Master of Education is delivered over a two-year period and provides a professional formation in teaching. The course 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.

The rationale for the programme structure and allocation of credits is contained in the conceptual framework of ITE provision in NCAD (See section 10: Programme Structure). Central to this, is the understanding of art and design as essentially educative and pedagogic processes in themselves. The programme aims to form professional educators who teach through art and design, rather than merely teaching of or about the subject. Thus, a distinguishing feature of the PME is the centrality of subject-based learning in art and design. This overlaps considerably with the Foundation and Professional studies component of the programme, as well as with the School Placement component. Thus, for example, the Research Project in Year 2, a key feature of the PME, is located within the Subject Discipline domain as a point of emphasis on the visual arts pedagogy that the PME is predicated upon. In a more generic context, this component might be presented within the

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

Foundation and Professional Studies component. It is also of course, intimately connected to the School Placement component of the programme.

The aims of the Professional Master of Education programme are to:

- Develop an integrated understanding and appreciation of the unique qualities of an art education.
- Achieve the capacity to perform as an artist educator in a variety of settings and contexts.
- 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.
- Provide opportunities for the development of awareness and appreciation of cultural values in the Irish, European and Global contexts.
- Demonstrate a commitment to democracy, social justice, equality and inclusion and to promote and accommodate diversity.

2. Programme Outcomes

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

1. Plan and implement the approved school specification Art and Design at second level.
2. Work effectively as an individual, in teams and in a cross-curricular capacity within the school.
3. Establish and maintain mutual respect for all participants in the school community, including colleagues, co-professionals and parents.
4. Extend their own professional growth as artist educators and to expand their understanding of art education through continuing professional development and through lifelong learning.
5. Participate in professional associations in the furtherance of best practice in Art and Design education.

Stage Outcomes

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

- Professionally plan, teach, assess and modify units of learning within the approved school syllabus in Art and Design.
- Work effectively as an individual, in teams and in a cross-curricular capacity within the school.
- Establish and maintain mutual respect for all participants in the school community, including colleagues, co-professionals and parents.
- Promote and accommodate diversity.
- 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.

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

- Undertake school placement in a sequential experience within a 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 and Foundation Studies with a focus on practice-based research within an educational context.
- Demonstrate a commitment to democracy, social justice equality and inclusion.
- Integrate educational theory and practice by undertaking extended school placement in a post-primary school with a long (10-week) placement in a single school where they bring their teaching practice to professional entry level. T
- Undertake a reflective assignment on their teaching practice complemented by the design and construction of a professional portfolio to demonstrate a critical understanding of their practice and pedagogy.
- Consolidate and synchronise their total learning experience and be able to develop a clear style and an authoritative direction in their art/design practice.
- Develop an independent and proficient work ethos.
- Carry out all teaching duties to a professional level of achievement.
- Critically reflect upon both their professional and art/design practice.

3. Admission Requirements

Applicants must have successfully completed a recognised level 8 degree in Art or Design from a recognised college. Application is through an application process; short-listed candidates are called to interview with a portfolio and a drawing assignment. Offers are made on a competitive basis to applicants who reach the portfolio standard and have a good standard of art practice (some teaching experience is desirable)

College RPL policy applies for mature and other non-standard applicants will be considered. Appropriate equivalent formal or informal learning will be recognised. Students should apply to the School with evidence of previous successful qualifications, statements of work-related achievement etc. Applications should be received PRIOR to registering on the programme.

Garda vetting requirements

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

Garda vetting is mandatory as part of the Child Protection Act. 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.

Garda vetting will be required for students on placements, or working on projects where they may come into contact with children or vulnerable persons. It particularly applies where NCAD students

are coaching, mentoring, counselling, teaching or training children. For example, PME students on placements MUST be Garda vetted.

4. Further Educational Opportunities

Graduates of the PME Art and Design will be eligible to apply for Level 9 or 10 postgraduate programmes in Education and in the appropriate disciplinary areas of art and design, as well as other relevant level 9 or 10 programmes.

Careers and skills

Graduates of the PME Art and Design 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 PME graduates take up teaching positions all over the world.

Graduates have taken up leadership roles as principals, vice principals, managers of arts organisations. Graduates have gone on to take up further study (MA and PhD) in the fields of education, therapeutic settings, as practitioners in art and design and as advocates of the arts.

Graduates of this programme 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.

5. Teaching and Learning

Students experience three main forms of teaching and learning over the course of the two years.:

1. **Practice-based:** The practice of learning to teach in authentic settings (recognised primary and secondary schools, additional 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. A range of studio art & design-based workshops facilitate the students to learn and teach through the context of their art and design practice.
2. **Academic studies:** The Education Studies and Professional components of the programme are taught and assessed in adherence to Level 9 requirements of academic rigour.
3. Throughout the PME programmes students are given the opportunity to engage in individual tutorials, paired learning, collaborative and group critiques to develop peer learning, communication skills, critical analysis and self-reflection.

6. Methods of Assessment

NCAD School of Education operates on the principle that art teacher education is not centrally concerned with the teaching of art, or teaching about art but rather is expressly committed to teaching through art.

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.

School Placement (see *School Placement Handbook* for detailed requirements)

The School Placement (Classroom Practice) experience is progressive over the two years of the programme. Year 1 focuses on the application of the graduate students' disciplinary knowledge and expertise to a teaching context. Year 2 has its focus on synthesis where student teachers must show their ability to display planning for differentiation and multiple layers of learning. Year 2 encourages the use of more creative methodologies and students are rewarded for trying a new approach and for incorporating multiple layers of learning and cross-curricular links within their lesson schemes.

The School of Education staff works closely with a number of schools around Dublin (and a wider catchment area of outlying counties) and with co-operating teachers with whom we have built up a relationship over time. Staff take time to plan schemes with students and to mentor them in a very positive way in the schools. They are always available to meet the supervisor when the supervisor visits. We operate a system of announced and unannounced visits and this gives a very clear picture of how the student teacher is coping on the ground. Students receive visits from at least two supervisors on every placement.

Assessment of School Placement is a process of formative assessment for the most part. Students are assessed and feedback is offered as a means to improve the professional competence and performance of student teachers. Early placements focus on the ability to deliver a lesson displaying basic teaching skills, while later placements focus on effective planning and evaluation and ultimately on imaginative, innovative and creative teaching practices.

This process of formative assessment incorporates evidence towards summative judgement and students are given overall indicative grading on their work at each stage. The assessment of Classroom Practice is a qualitative process that involves the professional judgement of the team of experienced supervisor and lecturers. The process of assessment of classroom practice is initiated in Year 1 and continued through to Year 2, with at least four supervised visits in total. A team of experienced and qualified tutors is used in the assessment process. At the end of the process, summative assessment is implemented through the allocation of grades based on assessment of the following set of components:

- Observation of students in classroom setting, over the two years.
- Assessment of accompanying material including teaching units of learning and resources.
- Presentation by student to a panel of staff at an SP assessment at the end of Year 1, and a *viva voce* session at the end of teaching blocks in Year 2.

The assessment grade is not calculated from specific mark allocation in respect of any single assessment point. Such an aggregation of marks has the effect of levelling out performance, and would tend to depress student performance. Allowance is made in the assessment process for student under-performance on specific occasions, and for evidence of a trajectory of improvement, which would be depressed if marks were allocated on the basis of arithmetical accumulation and

aggregation. Thus, later visits carry bigger weighting to allow the student to benefit from improvement.

Student feedback is a feature of the assessment system. In respect of each individual school visit, students are given a pre-visit tutorial on their first visit and are always given a post-visit tutorial. At the latter session, students are briefed verbally and a detailed report is provided to the student. Copies of that written report are kept on file by the School of Education Administrator. The nature of these reports is qualitative, serving to narrate the process and the different components on which the student is assessed. The assessment form contains some indicative descriptors against which students can note their progress: Excellent, Very Good, Good, Satisfactory, Problems to Address, Student at Risk of Failure.

7. 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. External Examiners contribute considerably to the quality review processes.

Programmes are reviewed as soon as one cohort has completed, and then on a regular basis. 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.

Additionally, a student forum for each programme takes place each year. This is an opportunity to discuss any issues with students, staff and an external neutral person.

The School of Education, in 2022, has undergone a review as part of the quality assurance process.

The Teaching Council (TC) conduct a review of the Professional Master of Education across the ITE sector programmes at regular intervals. The PME programme in NCAD is scheduled for a Teaching Council review in 2023.

The PME programme is due for a programme review in 2025 as part of the NCAD quality insurance cycle.

8. Modular Provision

| Module | Credits | Core or Option | Trimester |
|-------------------------------------------------------|-----------|----------------|-----------|
| Year 1 | | | |
| PGED1002 Psychology of Education | 5 | Core | 1 |
| PGED1003 Curriculum Studies | 5 | Core | 1 |
| PGED1004 Visual Arts for the Classroom 1A | 5 | Core | 1 |
| PGED1013 Classroom Practice including Methodologies 1 | 25 | Core | 1 & 2 |
| PGED1006 History & Philosophy of Education | 5 | Core | 2 |
| PGED1011 Visual Arts for the Classroom 1B | 5 | Core | 2 |
| PGED2009 Change Lab: Global Citizenship Education | 10 | Core | 2 |
| Total Credits in PME1 | 60 | | |
| Year 2 | | | |
| PGED2004 Collaborative Teaching & Learning | 5 | Core | 1 |
| PGED1007 Sociology of Education | 5 | Core | 1 |
| PGED1012 Pedagogical Studies: SEN/Inclusive Education | 5 | Core | 1 |
| PGED2003 Classroom Practice including Methodologies 2 | 20 | Core | 1 & 2 |
| PGED2006 Action Research Project | 15 | Core | 1 & 2 |
| PGED2005 Professional Studies | 5 | Core | 2 |
| PGED2007 Professional Portfolio | 5 | Core | 2 |
| Total Credits in PME2 | 60 | | |

9. Programme Structure

| Year 1: Autumn Trimester | | | | |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------|
| PGED1002 Psychology of Education 5 credits | PGED1003 Curriculum Studies 5 credits | PGED1004 Visual Arts for the Classroom 1A 5 credits | PGED1013 Classroom Practice including Methodologies 1 25 credits | |
| Year 1: Spring Trimester | | | | |
| PGED1006 History & Philosophy of Education 5 credits | PGED2009 Change Lab: Global Citizenship Education 10 credits | PGED1011 Visual Arts for the Classroom 1B 5 credits | | |
| Year 2: Autumn Trimester | | | | |
| PGED1012 Pedagogical Studies: SEN/Inclusive Education 5 credits | PGED1007 Sociology of Education 5 Credits | PGED2004 Collaborative Teaching & Learning 5 credits | PGED2006 Action Research Project 15 credits | PGED2003 Classroom Practice including Methodologies 2 20 credits |
| Year 2: Spring Trimester | | | | |
| PGED2005 Professional Studies 5 credits | PGED2007 Professional Portfolio 5 credits | | | |

10. Exit Points and Credit Requirements

On successful completion of Year 1 of the PME programme, students can exit the programme and graduate with a Graduate Diploma in Education Studies (60 credits). This is only awarded in exceptional and extenuating circumstances. This qualification does not permit registration with the Teaching Council.

On successful completion of seven 5-credit modules (35 credits) of Year 1 of PME programme, students may exit the programme and graduate with a Graduate Certificate in Education (level 9, 25 credits). This is only awarded in exceptional circumstances, with the approval of the Programme Co-ordinator and Head of School, and the approval of the Exams Board. This qualification does not permit registration with the Teaching Council.

On successful completion of the 2-year programme (120 credits), students will qualify for the Professional Master of Education (Art & Design), a level 9, 120-credit postgraduate taught master degree qualification.

11. Programme Accreditation

This programme is accredited by the Teaching Council of Ireland. On meeting any Teaching Council requirements, graduates of the programme will be qualified to teach Art at second-level. The programme is subject to periodic review by the Teaching Council.

12. Student Fitness to Practice

Fitness to Practice Statement

Fitness to Practice 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, students, placement providers and the College when working with young people.
- 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.
- Provide a suitable framework for the effective management of Fitness to Practice issues that may arise, either prior to or during a student's programme of study.

Prior to students commencing School Placement the Student Fitness to Practice is communicated and taught as part of a suite of lectures delivered in professional practice in Year 1 of the PME Programme. Student Fitness to Practice is addressed under the professional code of conduct for registration and membership of the Teaching Council. PME students are required to sign a Fitness to Practice Statement before undertaking School Placement.

13. Resources

Staffing

| | Name | Description |
|-----------------------|------------------------|----------------------------------------------------|
| Teaching | Professor Nuala Hunt | Head of School |
| | Fiona King | PME Programme Coordinator/Programme lecturer |
| | Tony Murphy | Lecturer: Professional Digital Portfolio lecturer |
| | Noel Guilfoyle | PME 1 Lead tutor/ Visual Studies Coordinator |
| | Dr Isobelle Mullaney | School Placement Director, Psychology/SEN lecturer |
| | Anne Gallagher | History & Philosophy lecturer |
| | Dr Andrew Wall | Sociology of Education lecturer |
| | Aoife Keogh | Professional Practice, Visual Studies lecturer |
| | Brenda O'Reilly Hughes | Collaborative Teaching & Learning lecturer |
| | Anne Marie Keaveney | Studio lecturer |
| Administrative | Catherine Creagh | School of Education Administrator |

Space

The PME (Art and Design) students occupy rooms 207 and 212 in the School of Education on the second floor of the Design Building. They have access to the library and the other facilities in the College such as the Luncheonette. Students are placed in 2nd level schools for block placement in Year 1 & 2 of the programme.

For further information on this programme, contact

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