NCAD DUBLIN

National College of Art and Design
A Recognised College of University College Dublin

PROGRAMME SPECIFICATION FORM

Programme Title:	Professional Master of Education (Art and Design)	**Programme Type:**	Postgraduate full-time
Level (NQAI Framework):	9	**Total no. of credits**	120
University award	Master of Education		
Programme Leader:	Professor Dervil Jordan	**School**	Education
Programme Team (Modular Coordinators)	Professor Dervil Jordan Dr Isobelle Mullaney Fiona King Patsey Bodkin Tony Murphy	**Head of School**	Professor Dervil Jordan
External Examiner and institution	Professor Glen Coutts Fernando Hernandez (tbc)	**Internal Examiner**	Professor Dervil Jordan
Projected Student Numbers	Year 1: 20 students Year 2: 17 students		

1. Aims and Objectives of the Programme

The PME in Art and Design Education (PME) aims to enable art and design graduates develop as professional educators, though the application of their own art and design practices, insights and modes of learning to the requirements of teaching, with specific reference to the requirements of the Irish second-level education system. The PME facilitates the personal, social, intellectual and practical growth of students, preparing them for professional careers as teachers and fostering the necessary skills and dispositions of research, analysis, evaluation and critique to enable them to become reflective practitioners.

2. Programmes Outcomes

At the end of the PME programme, students will have:
- Developed an understanding of their own art and design practice so as to enable them apply their art/design practice in a professional teaching context;
- Developed an integrated understanding and appreciation of the unique qualities of an arts education;
- Achieved the capacity to perform as an educator in a variety of settings and contexts, with particular reference to second-level teaching.

3. Stage Outcomes

Year 1:

- To plan and implement the approved school syllabus in 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 demonstrate a commitment to democracy, social justice, equality and inclusion and to promote and accommodate diversity;
- 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;

Year 2:
- 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;
- To develop and sustain one's personal art and design practice in order to complement and enhance best practice in education;
- To provide opportunities for the development of awareness and appreciation of cultural values in the Irish, European and Global contexts

4. Admission requirements for the programme

Educational Standard

Applicants must hold a Level 8 Bachelors (Hons) degree or equivalent in art and/or design recognised b
Teaching Council of Ireland for entry to initial teacher education programmes for second level school.

Portfolio

The presentation of a portfolio of 10 pieces of recent work at interview is obligatory. The portfolio of a
applicant to this course should be carefully selected and should include 10 pieces of recent work and /
teaching work.

Interview

Short listing will apply, based on the application forms. Shortlisted applicants will be sent a brief for
a drawing project that they must complete and bring with them to interview. There is a short written
assignment on the day of the interview.

5. Further educational opportunities that may arise during or upon completion of the programme
e.g. Transition to Masters level study (+2)

The Professional Master of Education (Art and Design) programme aims to facilitate graduates in becoming self-directed and motivated artists or designers, committed to teaching art and design with a passion for social justice and an appreciation of the developmental potential that art and design can provide for all learners. Successful graduates are eligible to register as post-primary teachers with the Teaching Council of Ireland. Graduates of this programme can progress to further doctoral research or masters study.

6. Major Teaching and Learning Methodologies: please specify the rationale for these.
e.g. Group Critiques in order to develop peer learning, communication skills, critical analysis and self-reflection

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

Major features of the methods of learning on the PME include; peer teaching and learning, group group critique, self directed research and collaborative learning.

7. Methods of Assessment: please specify the forms of assessment used on the programme and the rationale for these including how these forms of assessment align to programme outcomes

The essential teaching and learning and assessment strategies of the Initial teacher Education programmes in NCAD rely on the integration of the visual arts education experience with the ITE experience. Assessment of classroom practice 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.

The School Placement (Classroom Practice) experience is progressive over the 2 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 a student teacher must show his/her 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 PME programme is divided into three main areas: Subject Discipline and Visual Arts Pedagogy, Foundation and Professional Studies and School Placement

Assessment is carried out in three main subject areas on the PME; Subject Discipline and Visual Arts Pedagogy, Foundation and Professional Studies and School Placement. Assessment of Subject Discipline and Visual Arts Pedagogy and Foundation and Professional Studies are carried out through written assignments, examination, peer presentation and portfolio of work.

School Placement (Classroom Practice) is assessed through a process of formative assessment. This 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 with at least four observation

visits, continued through Year 2 with at least a further three visits. A team of experienced and qualified teachers is used in the assessment process. Each student is visited by at least two different classroom practice tutors each year. At the end of the process, summative assessment is implemented through the allocation of marks based on assessment of the following set of components

- Observation of student on at least seven occasions in classroom setting, over the two years;
- Assessment of accompanying material including teaching schemes, lesson plans and student evaluations;

Presentation by student to panel of staff at a 'viva voce' session at the end of the two teaching blocks of Year 1/ 2.

The process of summative assessment is carried out through the following stages:

1. Initial marks are generated by the assessment panel at the end of each viva: evidence for these marks is gleaned from the accumulated CP visit reports, including assessment of the notebooks, evaluative commentaries and accompanying material and from the performance at the viva itself;
2. A full meeting of all CP staff is then held to process these marks in relation to the full class and to confirm or adjust rank order and grade bands for CP;
3. The third stage of the marking process involves the extended Faculty staff, with Studio Practice staff participating and the full suite of marks for all component elements of the course combined for the overall marks;
4. Finally, the External Examiner, who has already seen a representative cross-section of students on CP placement as well as meeting the entire group of students in person while examining their studio work, attends the formal staff internal assessment board where the marks for submission to the NCAD Exam Board are adopted. At this meeting, the External examiner is invited to question or to comment upon individual or collective mark/grade allocations.

8. Modular provision: please list modules available to students indicating which are core and which optional

Indicative Module List	Level	Semester	Credits
Year 1			
PME1 – 1A Visual Arts pedagogy and methodologies (Lesson Plans-3 Credits, AHM- 1 Credit, Viva- 1 Credit). **PME1 – 2 School Placement 1A** SP Visits- 5 Credits (Students must pass both modules to proceed)	9 9	1 1	10
PME1 -1B Visual Arts pedagogy and methodologies (Lesson Plans- 3 Credits, Evaluation- 1 Credit, Viva- 1 Credit) **PME1 -2 School Placement 1B**	9	2	15

SP Visits- 10 Credits (Students must pass both modules to proceed)	9	2		
PME1 – 3 Psychology of Education	9	1	5	
PME1 – 4 History & Philosophy of Education	9	2	5	
PME1 - 5 Curriculum Studies	9	1	5	
PME1 – 6 Sociology of Education	9	2	5	
PME1 – 7 Visual Arts for Classroom (VAC's)				
a. Drawing & Painting incl Life Drawing	9	1	5	
b. Digital Media	9	1	3	
a. Clay	9	1	2	
b. Dev. Ed (Print, Calligraphy mandatory- no credits	9	2	5	
Summary of PME Year 1 School Placement 25 Credits Foundation & Professional Studies 20 Credits Subject Discipline & Visual Arts Pedagogies 15 Credits Total Credits Year 1- 60 Credits				
Year 2				
PME2 – 1 Visual Arts pedagogy and methodologies 2 (Syllabus planning with emphasis on assessment)	9	2	5	
PME2 – 2 School Placement 2 Block 1	9	1	5	
PME2 – 2 School Placement 2 Block 2 (School placement and Viva)	9	2	10	
PME2 – 3 Professional Studies (Reflective essay, (artist /teacher) Action Research Prep)	9	2	5	
PME2 – 4 Pedagogical Studies (SEN Special Education Needs)	9	1	5	
PME2 – 5 Collaborative Teaching and Learning	9	2	5	

(Peer Teaching)			
PME2 – 6 Visual Arts Curriculum and Assessment	9	2	5
PME2 – 7 Action Research Project (Thesis 8,000-10,000 words)	9	2	15
PME2 – 8 Professional Portfolio (Digital based portfolio)	9	2	5
Summary of PME Year 2 Subject Discipline & Visual Arts Pedagogy 25 Credits Foundation & Professional Studies 15 Credits School Placement 20 Credits Total Credits Year 2- 60 Credits			

Credits	School Placement	Foundation and Professional Studies	Subject Discipline and Visual Arts Pedagogy	Total
Year 1	**25**	**20**	**15**	**60**
Year 2	**20**	**15**	**25**	**60**
Total	**45**	**35**	**40**	**120**

	(1) final year only
	(2) final and penultimate years, stage-weighted. *(Please give details)*

	(1) final year only
x	**(2) final and penultimate years**