



An Chomhairle Mhúinteoireachta
The Teaching Council

**Final Report of the Review Panel to the Teaching Council
following a review of reconceptualised Initial Teacher Education
Programmes at the National College of Art and Design, Dublin.**

BA (Joint Hons) in Fine Art and Education

BA (Joint Hons) in Design and Education

May 2014

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1. Background

1.1. The Teaching Council's review and accreditation function

The Teaching Council is the statutory body charged with setting the standards for entry to the teaching profession and ensuring that these standards are upheld.

In accordance with Section 38 of the Teaching Council Act, 2001, the Council shall:

- (a) review and accredit the programmes of teacher education and training provided by institutions of higher education and training in the State,
- (b) review the standards of education and training appropriate to a person entering a programme of teacher education and training, and
- (c) review the standards of knowledge, skill and competence required for the practice of teaching,

and shall advise the Minister and, as it considers appropriate, the institutions concerned.

The Teaching Council's role in relation to the review and accreditation of programmes of Initial Teacher Education (ITE) is distinct from the academic accreditation which programmes also undergo. Academic accreditation is based on the suitability of a programme for the award of a degree/diploma, whereas professional accreditation for any profession is a judgement as to whether a programme prepares one for entry into that profession.

The review and accreditation of programmes of ITE by the Teaching Council provides an opportunity for Higher Education Institutions (HEIs) to demonstrate that they offer quality programmes of teacher education. It is expected that the graduates of such programmes will achieve programme aims and learning outcomes which are aligned with the values, professional dispositions, and the standards of teaching, knowledge, skill and competence that are central to the practice of teaching.

1.2. Review and accreditation strategy

In order to guide its review of programmes, the Teaching Council has published Initial Teacher Education: Strategy for the Review and Accreditation of Programmes (hereinafter referred to as the Council's review strategy). That document sets out the process by which programmes are reviewed.

1.3. National policy framework

In carrying out reviews, the Council is mindful of its *Policy on the Continuum of Teacher Education* which sets out its vision for teacher education at all stages of the continuum – ITE, Induction, and Continuing Professional Development. Published in 2011, the policy highlights the evolving and dynamic context for teaching and the increasingly complex role of teachers in Ireland today. The policy states (p.6) that “...the time is now right for a thorough and fresh look at teacher education to ensure that tomorrow’s teachers are competent to meet the challenges that they face and are life-long learners, continually adapting over the course of their careers to enable them to support their students’ learning.” It further states that innovation, integration and improvement should underpin all stages of the continuum.

In parallel with the development by the Council of its *Policy on the Continuum of Teacher Education*, the Minister for Education and Skills initiated a national consultation process on the theme of improving literacy and numeracy. This culminated in 2011 with the publication of *Literacy and Numeracy for Learning and Life* as the national strategy to improve literacy and numeracy standards among children and young people in the education system. The strategy emphasised teachers’ professional development and proposed that the duration of initial teacher education (ITE) programmes should be extended and that programme content should be reconceptualised.

1.4. Accreditation criteria

The Teaching Council, having established an Advisory Group on Initial Teacher Education, developed criteria to be observed and guidelines to be followed by providers in reconceptualising programmes of initial teacher education at primary and post-primary levels. They were approved by the Council and published in June 2011 as *Initial Teacher Education: Criteria and Guidelines for Programme Providers* (hereinafter referred to as the Council’s criteria). These relate to a range of areas, including programme design, areas of study, the duration of programmes, the numbers and qualifications of staff, facilities and resources. As such, they form the bridge between the Council’s policy and the development and implementation of reconceptualised programmes. Significantly, the criteria:

- prescribe those areas of study which will be mandatory in programmes, including numeracy and literacy, behaviour management, parents in education, ICT and inclusive education
- set out for the first time the expected learning outcomes for graduates of all ITE programmes
- propose raising the minimum requirements for persons entering programmes of ITE at primary level and a literacy and numeracy admissions test for mature entrants

- require a 15:1 student-staff ratio
- call for the development of new and innovative school placement models, involving active collaboration between HEIs and schools, and an enhanced role for the teaching profession in the provision of structured support for student teachers
- require that student teachers should spend at least 25% of the programme on school placement, and that such placements should be in a minimum of two schools
- require increased emphasis on research, portfolio work and other strategic priorities.

While recognising the inter-related nature of all aspects of programmes of teacher education, the criteria and guidelines are categorised under Inputs, Processes and Outcomes. All three dimensions have an important bearing on the quality of teacher education. The required Inputs and Outcomes are clearly elaborated in the document, while the Processes are less prescriptive to allow HEIs the freedom to develop the processes which best suit their individual situations.

In 2012, the Council published its *Guidelines on School Placement* as an addendum to its accreditation criteria. These guidelines provide a clear blueprint for all involved in facilitating quality school placement experiences and act as an important point of reference for the Council's review panels and the HEIs with whom they engage.

Providers of existing programmes have been asked to reconceptualise their programmes in line with the Council's criteria and to submit them for accreditation.

1.5. Particular requirements for post-primary programmes

In November 2011, the Council published Teaching Council Requirements for Entry onto a Programme of Initial Teacher Education, which set out the Council's revised subject criteria in draft form. Following a wide ranging consultation process involving all the major education stakeholders, a final set of proposals were developed. These were approved by Council in December 2012, and the Minister for Education and Skills has conveyed his agreement with the Council's views in this area. They have guided providers of post-primary concurrent programmes in determining the subject content coverage which is appropriate. They also guide providers of post-primary consecutive programmes in determining suitability of entrants and which curricular subjects entrants can ultimately be registered to teach. They will also guide providers of such consecutive programmes in matching students appropriately to methodology modules.

1.6. Programme overview

Providers of existing programmes have been asked to reconceptualise their programmes in line with the revised criteria and to submit them for accreditation. This report relates to the review of the following programme(s) provided by the National College of Art and Design (NCAD):

- BA (Joint Hons) in Fine Art and Education
This is a 240 credit programme offered over four years, which prepares student teachers to teach Art (including craft) to Higher Leaving Certificate level in the post-primary school.
- BA (Joint Hons) in Design and Education
This also is a 240 credit programme offered over four years, which prepares student teachers to teach Art (including craft) to Higher Leaving Certificate level in the post-primary school.

Both programmes set out above will be hereinafter referred to collectively as ‘the programmes’.

The roots of the programmes can be directly traced to the 1980s when NCAD introduced the first of its post-primary teacher education programmes. Initially, there were two programmes: one was the one-year, full-time Diploma in Art and Design Teaching (Dip ADT) which was redesignated the Higher Diploma in Art and Design Education (HDipAEd) in 1999, and subsequently, in 2007, this became the Postgraduate Diploma in Art and Design (a consecutive model); the other, in parallel with the DipADT, was a full-time four-year undergraduate degree in art and design education (a concurrent model). These were superseded following a process of reconceptualisation in Autumn 2013, and the BA (Joint Hons) in Fine Art and Education and the BA (Joint Hons) in Design and Education emerged, each catering for students with a particular orientation toward either fine art or design. The two degrees now constitute the NCAD undergraduate programmes that lead to a professional qualification to teach art in post-primary schools [the consecutive programme has become a two-year programme provided at Master level]. They are validated through the UCD Academic Council with which NCAD has a growing relationship in keeping with the evolving rationalisation of third level education provision in Ireland.

A key new feature of the two BA (Joint Hons) programmes is seen in a closer alignment between the specific teacher education components of the programme and the disciplinary base of the fine art, design and visual culture faculties of the college. This is seen in a closer intermingling of all students from the growing spectrum of programmes in the college than in the past when those who aspired to be teachers were located off campus.

A cohort of average size twenty-five students is enrolled on the two programmes and in

addition to satisfying the CAO requirements in respect of Leaving Certificate subjects and grades, candidates are required to present a portfolio that is required to meet a higher minimum threshold than that required for entry to all other NCAD degree programmes.

2. The Review Process

The review of BA (Joint Hons) in Fine Art and Education and BA (Joint Hons) in Design and Education took place between October 2013 and May 2014, in accordance with the Council's review strategy. The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's Director, with Professor Sheelagh Drudy as Chairperson¹. To assist and support the work of the panel, Dr Patrick O'Connor was appointed as Rapporteur. His functions included liaison with NCAD, maintaining records of meetings, and drafting and finalising the panel's report in conjunction with the panel Chairperson. The panel was also supported in its deliberations by external subject experts and by the Director and staff of the Teaching Council.

Documentation relating to the application was submitted to the Teaching Council by NCAD August 2013. The panel met initially on 10 December 2013 to give preliminary consideration to the NCAD submission. Following this meeting, individual members of the panel focused on specific aspects of the submission and circulated their comments and questions to other members of the panel. Issues for further clarification were identified by the panel and were communicated by the Rapporteur to NCAD.

On 18 December 2013, following consideration of the documentation and a collation of the initial views of the members of the panel, the panel met and engaged with staff of NCAD who made a presentation embracing the several elements of the programmes². Subsequently, arising from this meeting, NCAD provided additional documentation that served both to develop and clarify issues highlighted by the panel.

3. Publication of this Report

The Teaching Council routinely makes information available to the public in relation to its functions and activities and, in line with that practice, this report will be available on the Council's website, www.teachingcouncil.ie.

¹ Details of the Review Panel membership are included in Appendix I

² A list of the staff member presenters is included in Appendix II

4. Documentation

The documentation submitted in August 2013 by NCAD was in accordance with the template provided by the Teaching Council in the Pro Forma and Guidelines which accompany the Council's review strategy. Key areas of focus were:

4.1. *Inputs*

- Conceptual Framework
- The Programme
- Programme Aims
- Programme Design
- Areas of Study
- Teaching, Learning and Assessment Strategies
- School Placement
- The Duration and Nature of the Programme
- Student Intake
- Staffing
- Facilities
- Student Support and Guidance Systems
- Communication and Decision-Making Structures
- Financial Resources

4.2. *Processes*

- Teaching, Learning and Assessment Approaches
- Engagement of Student Teachers with the Programme
- Engagement of Student Teachers with Staff and with other Student Teachers
- Progression within the Programme
- Personal and Social Development
- Development of Professional Attitudes, Values and Dispositions
- Lifelong Learning
- Reflective Processes

4.3. *Outcomes*

- Knowledge-Breadth/Knowledge-Kind
- Know-How & Skill-Range/Know-How & Skill-Selectivity
- Competence-Context/Competence-Role
- Competence-Learning to Learn
- Competence-Insight

5. Overall Findings

Having regard to the documentation that was initially submitted, together with the supplementary documentation that was provided pursuant to the meeting with programme staff, and having regard also to the clarifications that followed in the course of conversations with Head of Faculty/ Professor of Education, the panel adjudges that both programmes satisfy the criteria set down by the Teaching Council in its *Criteria and Guidelines* and in its curricular subject requirements. With particular regard to the latter criteria, the panel makes the following overall findings:

5.1. *Programme 1: BA (Joint Hons) in Fine Art and Education*

The programme meets the Teaching Council's accreditation requirements, including the specific requirements for art as set out in Appendix 3. On that basis, the panel is happy to recommend that graduates may have the subject Art (including Crafts) recorded on the Register of Teachers.

5.2. *Programme 2: BA (Joint Hons) in Design and Education*

The programme meets the Teaching Council's accreditation requirements including the specific requirements for art as set out in Appendix 3. On that basis, the panel is happy to recommend that graduates may have the subject Art (including Crafts) recorded on the Register of Teachers.

The commendations in section 6 below relate to areas of particular strength which the panel has identified.

With regard to the recommendations in section 7, the panel suggests that the Teaching Council should require the college to set out and submit, within twelve months of receiving the final review report, its proposals for implementing the recommendations.

In the case of the national issues raised in section 8 of this report, the panel recommends that the Council engage in dialogue on those issues at national level.

The panel proposes that accreditation of the programmes would have a lifespan of five years.

6. Commendations

Having regard to;

- a) the pro forma documentation which was submitted,
- b) the supplementary material provided,
- c) the report of the subject assessor for art and
- d) the information gleaned during the visit to NCAD,

the panel notes a number of particular strengths of the programmes as follows:

6.1. *Engagement with the review process*

From the outset, programme staff at all levels demonstrated an enthusiastic commitment to the work of the Council in reviewing and accrediting the programmes. It was patently clear that they looked on the review as a valuable opportunity to engage with others whose perspective on the programmes might lead them to further and more refined reflection on their planning. This was reflected in the warm welcome accorded the panel and in their wholehearted engagement with the visitors throughout the meeting and in subsequent telephone discussions seeking higher level clarification on a number of issues.

6.2. *Conceptual framework*

Essentially, both programmes share a conceptual framework that is characterised by the concept of the teacher as a reflective practitioner who engages in activities peculiar to the professional practices of teaching and, in tandem with this, those activities that are centred on artists and designers in their work. This perspective is richly facilitated by the location of the programmes within the college, thereby more effectively imbuing students with the essential practices and ways of working and thinking that distinguish the artist/ designer. Crucially, while viewing the learner as a thinking artist, the three programmes are all the while alert to arts education in school and community and to the vital notion of accountability for learning outcomes. In this regard, students are systematically exposed to the powerful insights of Dewey, Vygotsky, Schon, Lave and Wenger as they are inducted into the concept of art education as an express commitment to teaching *through* art (rather than, merely, *of art* or *about art*). All this is commendable.

6.3. Programme aims

The panel commends the faculty for a submission that expresses programme aims in a clear and concise manner. In broad outline, it is envisaged that graduates of the two programmes will have developed their art and design practice to a high level and will have acquired the capacity to perform as competent art teachers. Further, they will exhibit certain desirable dispositions and capacities that put a premium on maintaining professional growth in communities where mutual respect is valued, and they will all the time seek to develop and sustain their personal art and design practice. And, importantly, they will demonstrate a commitment to democracy, social justice, equality, inclusion and diversity. All this is admirable and to the extent that NCAD succeeds in achieving these aims across both programmes, it will be held in high regard by the education community.

6.4. Innovative approach

The panel commends the faculty for an innovative approach that is characterised by an interweaving of studio practice and visual culture with the development of professional practice directly orientated to the promotion of teacher competence. Initially the Education Joint Honours BA is largely a common programme shared with all Year 1 entrants to NCAD. It is to be welcomed that NCAD achieves this level of institution-wide integration, while still maintaining an appropriate focus on education modules for students of these teacher education programmes and facilitating a monthly meeting with an Education tutor.

6.5. Cross-curricular links and integrated learning

Cross-curricular strategies and the promotion of integrated learning are central features of both programmes, and this is commendable. Students follow a generic, open curriculum, but a distinct Education orientation to pedagogical practice is introduced from the start and this is systematically built upon and more comprehensively applied as students progress through the four years. The spiral nature of the curriculum strategy across the two programmes facilitates the integration of education studies and school placement with the disciplinary base of art and design, and within this scenario cross-curricular learning is promoted. The panel is pleased to note that all this enables students reflect upon and begin to apply their art and design learning to the pedagogic role that they will ultimately undertake.

6.6. Personal and social values

Across the two programmes, the panel commends the faculty for its promotion of an understanding of the teacher as both educator and moral agent, someone who serves both the individual and society. Personal and social values are placed at the forefront of student consciousness and a favourable disposition towards the promotion of democracy, social justice, equality and inclusion is methodically inculcated across the two programmes.

6.7. ICT

The panel commends the faculty for its embedding of ICT across both programmes and this is reflected in the equipping of students to use digital technologies as an integral part of their teaching. The panel notes that students send their lesson schemes and plans to tutors digitally and in this way they receive timely feedback while on school placement in different parts of the country. Further, they are required to document their teaching schemes (including visual aids) and their reflections on experience digitally, and they are guided to maintain a blog that incorporates their evaluations. In addition, students are digitally recorded in micro-teaching and authentic teaching situations so that reflection and analysis can be enhanced. Finally, it is noted that *Moodle* as a virtual collaborative, learning environment is a significant feature and it is understood that negotiations are in train with UCD to extend the e-learning platform, *Blackboard*. This is a welcome initiative that is set to further enhance the quality of the two programmes.

6.8. Teaching, learning and assessment strategies

As students progress through the programmes they are engaged in various teaching, learning and assessment approaches and a key emphasis is placed on mapping these with the Teaching Council's *Code of Professional Conduct for Teachers* and the programmes' conceptual framework. At the heart of both programmes is a process of teaching *through* art rather than *of* or *about* art and this is characterised by a balanced integration of the practical and theoretical, with self-directed learning, peer learning, engagement with artist practitioners and self-evaluation featuring strongly. All this is geared to leading students to attach due importance to matching learning activities to defined outcomes within a systematic process of formative, summative and continuous assessment that includes the completion of regular assignments. This is commendable.

6.9. Strategies to develop Visual Literacy, Literacy and Numeracy

The panel commends the HEI for its commitment to promoting literacy and numeracy in the classroom in accordance with the national priorities set out by the Department of Education and Skills. In its submission and in follow-up clarification documents, NCAD outlines detailed strategies geared towards the development of oracy and literacy, including visual literacy, in all their connotations, and numeracy too is treated in a similar level of detail. Lectures in literacy and numeracy are delivered by faculty staff and visiting lecturers, and practising Art teachers also participate by exhibiting and discussing examples of their pupils' work in this area. The panel is particularly pleased to learn that students are required to indicate numeracy and/or literacy learning outcomes for pupils in their schemes of work and lesson plans, and it shares a confidence that this will make a worthy contribution to the development of a life-long awareness among NCAD graduates of the centrality of literacy and numeracy across all subjects.

6.10. *Mentoring arrangements*

In both programmes, NCAD has established a community welfare group that involves trained third years interacting with first years and mentoring them as they progress through the programmes. This is commendable.

6.11. *Strategies for differentiation in an Art class*

Across both programmes a commendable emphasis is placed on developing students' competence to deal with the wide range of achievement that they will encounter in their classrooms. The two programmes feature seminars on differentiation, learning styles and the spectrum of special needs, and within this scenario outside experts on SEN, together with art teachers who work in SEN settings, will play a major role in leading the learning. Further, students are also required to make provision for differentiation in their schemes of work and lesson plans, and a perusal of the wide range of strategies for differentiation in an Art class provided in the documentation gives eloquent testimony to the college's determination to ensure that its graduates are ably equipped to make due provision for pupils of varying abilities.

6.12. *School placement*

The panel views the organisation and assessment of the school placement component of the two programmes as a particular strength (it goes clearly beyond minimum requirements, particularly in respect of time spent in school) and share a confidence that graduates will have been sensitively led to see themselves as lifelong reflective practitioners, collaborative staff members and agents responsive to the whole school community.

The classroom experience is designed to be progressive in nature over the four years of the two programmes, with a focus on lower level objectives illuminated by observation in the first year and systematically developing to a synthesis of all that has been learned that includes more creative methodologies in the final year. The two programmes are characterised by an extensive range of placement experiences that exceed the Teaching Council requirements : there are seven one-day per week placements in primary school (Year 1), there is a fifteen-day placement in an Arts mentoring project in a post-primary school (Year 2), there is a ten-day placement in a special needs setting (Year 2) and there are the crucial ten-week fulltime placements in Years 3 and 4; and there are college based practical workshop sessions too. In respect of supervision of placements, there is a carefully regulated set of arrangements that include announced and unannounced visits and the panel is happy to note that each student is visited by at least two tutors on every placement and that detailed qualitative written and oral reports on progress follow. As for assessment of student competence, the college has devised a carefully regulated set

of procedures that incorporate a well-balanced blend of the formative and summative. A notable feature is the individual reflective presentation made by each Year 4 student to a panel of at least two staff members who examine lesson notebooks, a sample of visual aids and a sample of supporting pupil artwork. The panel finds all of this impressive and worthy of commendation.

6.13. *Exit mechanisms*

The panel also wishes to commend the existence of an exit mechanism that allows those who in the light of experience decide not to proceed towards obtaining a teaching qualification, at the end of Year 1 or Year 2, or at mid-point in Year 3, to leave the Education programme and transfer to a single discipline degree in either Fine Art or Design.

7. Recommendations

Having regard to;

- a) the pro forma documentation which was submitted,
- b) the supplementary material provided,
- c) the report of the subject assessor for art and
- d) the information gleaned during the visit to NCAD,

the panel has noted the following areas of the programmes which it recommends be developed by NCAD:

7.1. *An additional year*

While readily acknowledging the advantage of providing just one specialist subject in terms of providing a high quality, comprehensive programme in art that fits comfortably and effectively within 240 ECTS credits, the panel recommends that NCAD favourably considers developing the programme by the addition of a further year that would allow its graduates, on an optional basis, to proceed to a masters qualification and a fifth year of study. This would be of considerable advantage in increasing the marketability of its students at a time of keen competition for scarce teaching positions. (The panel is, of course, aware that the NCAD currently provides masters programmes and it is also aware that the NCAD's current postgraduate ITE programme will be at masters level.)

Accordingly, in order to extend opportunities to BA graduates, and to permit them to achieve a masters level qualification at an early stage of their teaching careers, the panel recommends that the NCAD explore the feasibility of adding a one-year full-time programme which would enable participants to proceed more speedily to a professional masters qualification.

7.2. *Staffing*

The panel recognises the admirable commitment of NCAD to teacher education through all phases of the teaching continuum, as reflected in a spectrum of new and innovative programmes. The panel also acknowledges that the two programmes are currently close to the Teaching Council's recommended staff-student ratio of 1:15. However, given the significant expansion of these programmes, the panel recommends that the Faculty makes due provision for a highly desirable increase in its staff complement.

8. National Issues

Having regard to;

- a) the documentation that was submitted,
- b) the supplementary material provided,
- c) advice received from the subject specialist who advised the panel,
- d) and information gleaned during the meeting with the programme providers,

the panel has noted the following issues which it believes merits further attention by the Teaching Council and/or other national stakeholders.

8.1. *Length of programmes*

The panel is impressed with the way in which the BA in Fine Art and the BA in Art and Design meet all of the criteria for post-primary concurrent four-year programmes very comfortably with 240 ECTS credits and a Level 8 designation. In the opinion of the panel this success is related not only to the quality and standards achieved by the programme team but also to the fact that just one major subject specialism is taken by students along with the expanded education components. (Nevertheless, the panel is recommending that the programme team explore the feasibility of an additional year to bring the programme to professional masters level.)

Accordingly, the Panel recommends that the accreditation criteria for concurrent post-primary programmes be reviewed. Formerly, four-year concurrent programmes at post- primary were assumed to have an equivalence with an undergraduate degree followed by a postgraduate diploma in education (i.e. 180/240 ECTS credits, followed by 60 credits). From September 2014 onwards, the consecutive route will consist of 180/240 ECTS credits (undergraduate degree) and 120 ECTS credits (postgraduate teaching qualification, henceforth normally at masters level). However, concurrent post-primary programmes will normally consist of 240 ECTS, of which 120 will comprise of education components and 120 of subject discipline components (in the case of degrees in which there are two subject disciplines each subject must amount to the minimum Teaching Council requirement of 60 credits, or 90 credits in respect of certain subjects).

While the panel warmly endorses the increase in education components in both concurrent and consecutive programmes, it is concerned that equivalence can no longer be automatically assumed with regard to the coverage of subject disciplines. This is particularly relevant in respect of concurrent post-primary ITE programmes that combine preparation for two disciplinary degree subjects with the mandatory 120 education credits: here the current allocation of 120 credits to the disciplinary areas can be quite restrictive. This problem is even more acute where a minimum of 90 credits for one of the subject specialisms are required by the Council. These issues create difficulties for HEIs when they endeavour to meet the Teaching Council criteria, align with Leaving and Junior Certificate curricula and map to the Bologna Framework with regard to recommended ECTS credits.

These are major issues which must be addressed by the Teaching Council and the HEIs. These have already been raised by the Council in a letter to the HEIs of 15 June 2012 under the heading of *Balance of Programme Components*. The issue of anomalies is also raised therein, and as an overall comment the Council notes that some HEIs are planning to develop innovative five year programmes.

8.2. *Market demand for graduates*

Given current economic circumstances and the allied reduction of teaching positions, the panel advises that a study be undertaken to determine with some precision the market demand for graduates of a spectrum of programmes. The panel welcomes the fact that the Teaching Council is planning to establish a working group to inform its deliberations in relation to the issue of teacher supply so that a rationalisation of the supply of post-primary subject methodologies across institutions may emerge.

8.3. *Allocation of appropriate level of resources*

The panel wishes it to be clearly understood that teacher education providers must be adequately resourced so that they can continue to provide quality programmes of teacher education at all stages of the continuum, but particularly so at this crucial foundation stage of initial teacher education.

8.4. *Curriculum design and assessment*

In the context of international best practice, all teacher education programmes should be required to make visible their approach to curriculum design and assessment. In practical terms, this requires a greater emphasis on the processes by which curriculum is designed, the theory and practice of formative and summative assessment and on the uses and limitations of testing. Arising from this, the Teaching Council's criteria and associated Pro Forma and Guidelines should be kept under review, having regard to the evolving context for the junior cycle and other areas of the curriculum at national level.

Appendix 1 – Review Panel Membership

Chair – Professor Sheelagh Drudy

Professor Drudy is Professor Emeritus of Education at University College Dublin. She is a former teacher, educational researcher and teacher educator. She was a member of the first Teaching Council appointed by the Minister in 2005. She is currently an external examiner at a number of Higher Education Institutions and has been involved in quality assurance reviews in various HEIs. She chaired the panels which reviewed the Higher Diploma in Art for Art and Design Teachers provided by Limerick Institute of Technology (LIT) in 2011, the four ITE degree programmes provided by St. Patrick's College, Thurles in 2012, and a series of teacher education programmes submitted by UCC, DCU and LIT in 2013.

Teaching Council Member – Ms Elaine Devlin

Elaine Devlin is a teacher of Mathematics in De La Salle College, Dundalk. She is a member of the Teaching Council since 2009, as an ASTI nominated representative. She serves as a member of the Investigative Committee, the Audit Committee and is on the Evidence of Character panel. She chaired the panel which reviewed the UL/ NUIG Professional Diploma in Mathematics for Teaching.

Teacher Education Expert – Dr Jacqueline Lambe

Dr Lambe is a Lecturer in Education at the University of Ulster. She is Coordinator for all Post-primary Post Graduate Certificate in Education Programmes and is Course Director for Post-primary PGCE Art and Design with further responsibility for developing Special Needs and Inclusion Education provision across all post-primary PGCE programmes. Her research interests relate to pre-service education and issues around Special Needs Education and inclusion, the pedagogical use of ICT and Art and Design Education. Formerly, Dr Lambe was a post-primary teacher of Art and Design for more than twenty years.

Department of Education and Skills Inspector – Ms Maria Lorigan

Maria Lorigan, is a Senior Inspector in the Department of Education and Skills. Maria's work includes subject inspection in post-primary schools, evaluation of the Delivering Equality of Education in our School (DEIS) programme and whole-school evaluation. Maria has also worked in policy units of the Inspectorate on developing new models of whole school evaluation, incidental inspections and follow through inspections. Most recently she has worked with colleagues on developing the School Self Evaluation (SSE) Guidelines and in supporting schools on the implementation of SSE in schools.

Dr Hazel Stapleton, Teacher Education expert

Dr Stapleton was an Examinations and Assessment Manager (EAM) in the State Examinations Commission and, previously, a DES Inspector for art. Her doctorate centred on the assessment of visual arts in state examinations. An art teacher for many years, she worked in special education, in secondary education and in the Post-Leaving Certificate sector. She served as a member of the NCVA Art and Design Board of Studies, on the National Council for Curriculum and Assessment (NCCA) course committees for Art and as a teacher educator in Uzbekistan. She was a member of the panel which reviewed the Higher Diploma in Art for Art and Design Teachers at Limerick Institute of Technology (LIT) in 2011.

Rapporteur – Dr Patrick O’Connor

Dr Patrick O'Connor was an inspector with the Department of Education and Skills (DES) for over thirty years. During this time he worked on the development of whole school evaluation, and when attached to the policy unit was centrally involved in the monitoring of teacher education. For over ten years he was editor of the DES academic journal *Oideas*. A former primary school principal and associate lecturer on the Open University (OU) MA (Ed), he is a graduate of St Patrick's College, Drumcondra, and UCD and holds masters degrees in Education from University College Cork (UCC) and OU, and an OU doctorate centred on school inspection.

Appendix 2 – NCAD Education Faculty in attendance at Accreditation Review Team Meeting, 18 December 2014

Name	Title	Functions/Responsibilities
Professor Gary Granville	Head of Faculty	Education programmes director Education Studies (History, Philosophy, Curriculum) Teaching Practice
Dervil Jordan	Lecturer in Education	Course Leader PDE Visual Arts education Professional Practice Teaching Practice
Dr. Patsey Bodkin	Lecturer in Education	BA Year 2 Co-ordinator CPD Co-ordinator Professional Practice Education Studies (Curriculum) Teaching Practice
Dr. Isobelle Mullaney	Lecturer in Education	BA Year 3 co-ordinator, Schools Liaison Special Education Needs Education Studies, (Psychology, Sociology) Teaching Practice
Tony Murphy	Lecturer in Education	BA Year 4 Co-ordinator Visual Arts education Digital Media, Development Education Teaching Practice
Mary Avril Gillan	Contract Lecturer	Studio Practice (Drawing and Painting) Teaching Practice
Nuala Hunt	Head of Continuing Education	Further Education co-ordinator Part-time and adult education RPL

Appendix 3 – Teaching Council Registration Regulations, 2013, Regulation Four: Post-primary Subject Criteria

Art (including Crafts)

In order to meet the registration requirements set down in the [Teaching Council \[Registration\] Regulations](#) in respect of the curricular subject of Art, an applicant must meet **all** of the following criteria:

1.
 - (a) Applicants must hold a degree-level qualification, with Art and/or Design studied up to and including third-year level or higher (or modular equivalent).
 - (b) The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass³ result in all examinations pertinent to the subject of Art.
 - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Art and/or Design comprising at least 90 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).
2. The study of Art and/or Design during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Art syllabus⁴ to the highest level in post-primary education (see www.curriculumonline.ie). To meet this requirement the degree must include the study of all of the following:
 - (a) Drawing, 2D and 3D Visual Studies in Art/Craft/Design
 - (b) Engagement with Digital Media
 - (c) Art/Design History and Critical Studies/Visual Cultural Studies.
3. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) in which the theory, methodology and practice of teaching Art forms the central aspect. This course must be equivalent^{5 6} to a minimum of 120 ECTS credits (or equivalent)^{5 6}.

³ which includes pass by compensation.

⁴ as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

⁵ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.

⁶ Applicants who have completed a specialist concurrent degree in Art must meet all of the requirements as detailed above. This course should be equivalent to a minimum of 240 ECTS credits.