

*Report of the Review Panel to the
Teaching Council following a review
of an Initial Teacher Education
programme*

Name of HEI: **National College of Art and Design (NCAD)**

Name of Programme: **BA (Joint Hons) in Education and
Design or Fine Art**

Date: 10 November 2023

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.

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Programme Overview

This report relates to the review of the following programme provided by the National College of Art and Design (NCAD):

BA (Joint Hons) in Education and Design or Fine Art, hereinafter referred to as ‘the programme’.

Background

Céim: Standards for Initial Teacher Education sets out the standards which programmes of initial teacher education in Ireland must meet in order to gain accreditation from the Teaching Council. It is also a benchmark for anybody seeking to register as a teacher in Ireland.

The Teaching Council’s *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education* (hereinafter referred to as the *Procedures*) sets out the process by which programmes are reviewed.

The National College of Art and Design (NCAD) submitted a completed pro forma, toolkits and appendices which mapped the programme against each of the standards outlined in *Céim: Standards for Initial Teacher Education*. The programme was reviewed by the Review Panel following the *Procedures*.

The Review Process

The review of the **BA (Joint Hons) in Education and Design or Fine Art** at the **National College of Art and Design (NCAD)** took place between March 2023 and October 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

<p>Step 1 Notification</p>	<p>The Council notified the National College of Art and Design of its intention to review the BA (Joint Hons) in Education and Design or Fine Art on 12 October 2022.</p>
<p>Step 2 Preliminary Meeting</p>	<p>A preliminary meeting was held between the Council executive staff and NCAD on 9 November 2022 to provide an overview of the submission documentation and answer queries from NCAD.</p>
<p>Step 3 Submission of Pro Forma</p>	<p>NCAD submitted the proforma and supporting documentation for the BA (Joint Hons) in Education and Design or Fine Art on 29 March 2023.</p>
<p>Step 4 Desk-based Review</p>	<p>A desk-based review was completed by the Council staff on 8 May 2023.</p>
<p>Step 5 Appointment of Review Panel</p>	<p>The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's director, with Dr Mary Fleming as Chairperson and Ms Valerie Lewis and Dr Charlaine Simpson as panel members. The panel was briefed by Teaching Council staff.</p>
<p>Rapporteur</p>	<p>The review panel was supported in their role by Jean Harrington as rapporteur.</p> <p>The rapporteur's functions included liaison with National College of Art and Design, 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 the Director of the Teaching Council and her executive staff nominees.</p>
<p>Step 6 Review panel meeting 1</p>	<p>The panel met on 29 June 2023 to consider the submission. They issued a letter on 12 July 2023 to request that a site visit take place in the National College of Art and Design in September 2023.</p>
<p>Step 7 Engagement with HEI</p>	<p>The panel chairperson and Teaching Council staff held a pre-meet with the Head of Education on 7 September 2023 to discuss the personnel the panel wished to meet and to arrange a schedule for the site visit.</p>

<p>Site Visit</p>	<p>The review panel conducted a site visit to NCAD on 29 September 2023. This was also attended by the rapporteur and Teaching Council staff.</p> <p>The following attended on behalf of the NCAD:</p> <ul style="list-style-type: none"> • Director of NCAD • Head of Academic Affairs • Head of Corporate Services/Registrar • Head of School of Education • Programme Directors • Heads of School (Fine Art, Design and Visual Culture) • Programme Teams – BA and PME • Module leaders (Selection from subject discipline & education) • Head of School Placement & School Placement Tutors • Host schools Treoraithe and school principals • Student teachers from both programmes • Recent Graduates
<p>Step 8 Review panel</p>	<p>The panel met to consider the clarifications and agree recommendations on 3 October 2023, following the site visit.</p>
<p>Step 9 Reporting</p>	<p>The report was drafted and issued to the HEI for the 30-day feedback period.</p> <p>It was finalised when the final response was received from the National College of Art and Design.</p>
<p>Step 10 Education Committee</p>	<p>The Chair will present the report at the next meeting of the Education Committee. They may decide to; accredit the programme, accredit the programme with requirements or not accredit the programme.</p>

Overall Findings

The Panel acknowledges the professional and deep engagement with the process of accreditation by the National College of Art and Design's programme team and the excellent standard of the submission.

The institutional level support and commitment for the Initial Teacher Education programme from the College's Leadership is significant and laudable, as is the articulated vision for the programme's evolution and its potential as a conduit for achievement of NCAD's strategic development goals. There is deep appreciation and recognition of the College's positioning within the landscape of teacher education provision in Ireland, and associated obligations were clearly articulated and reflected upon.

The submitted documentation and the subsequent discussion at the site visit reflected deep consideration of, and attention to, the Céim standards. The documentation was excellently presented with clear and coherent links throughout to the different elements of the programme; modules, design structures, and school placement guidelines. There is a strong emphasis on supporting the student to develop their unique identity within a dynamic triad of artist, teacher, and inquiry practitioner.

Overall, the programme's design is integrative, interdisciplinary and spiral in design with the focus of 'mirroring and modelling best practice' and represents an innovative response to the Céim accreditation standards. There is clear alignment with the student teacher's trajectory of learning, identity, and professional growth into the profession.

A particular feature of the BA (Joint Hons) in Education and Design or Fine Art is peer learning within all disciplines, and the students reflected on its value to their deepening knowledge and understanding as collaborative practitioners.

The 'one voice' synergy demonstrated by the programme teams and staff during the site visit was admirably authentic. In particular, the panel observed impressive enthusiasm, passion for learning, and proactive engagement with the programme's design and implementation. Coherence, deliberation and understanding of purpose underpinning teacher education and professional learning was also reflected in the conversations with all groups during the visit: College and Faculty leadership (Visual Culture, Design and Fine Art and Education), Programme teams, School Placement Tutors, and recent and current students. This approach has resulted in an impressive, flexible, responsive, and agile teacher education programme.

Programme Design

	Comment	Standard addressed?
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1.1.1 The Programme	The programme received academic accreditation prior to being submitted to the Teaching Council for professional accreditation and is in line with the Council's Registration Regulations 2016.	Yes
1.1.2 Conceptual Framework	<p>The review process determined that the conceptual framework is supported by a clearly defined conceptual framework.</p> <p>In the application, the National College of Art and Design demonstrated how the conceptual framework is developed in the context of the providers' mission and ethos and how it is informed by research and the Council's <i>Policy on the Continuum of Teacher Education</i>.</p> <p>The application evidenced how the conceptual framework provides a rationale for the model of ITE which has been adopted.</p> <p>'NCAD offers the only undergraduate concurrent model of art teacher education in the country. What further distinguishes the NCAD concurrent model of initial teacher education is that it is situated within a college of art and design rather than in a university (as with most international models of a concurrent model of initial teacher education in art and design). The NCAD concurrent model of ITE situates the student's learning at the heart of "bold and curious, thinking, making and doing" within a college of art and design education. Lave (1991) states that learning is recognised as a social phenomenon constituted in the experienced, lived-in world, through legitimate peripheral participation in ongoing social practice; the process of changing knowledgeable skill is subsumed in processes of changing identity in and through membership in a community of practitioners; and mastery is an organisational, relational characteristic of communities of practice (pg.64).'</p> <p>The review process determined that the submission demonstrated that school placement is at the fulcrum of the continuum of teacher education.</p> <p>The application evidenced how key themes are revisited over the programme.</p> <p>The review process determined that the submission demonstrated that student teachers are given the opportunity to actively learn from practising teachers.</p> <p>'Professional Practice for the Classroom sessions are delivered by practising teachers. Topics covered include: Working with Parents, Working with Stakeholders, Teaching Council documents and</p>	Yes

	<p>Professional Code of Conduct, Planning School Tours and Exhibitions, SSE and subject inspections and Staying Well. BA 4 students also take part in Mock-Interviews where the interview panels are devised of Secondary School Principals and Deputy Principals.</p> <p>‘Our students have many opportunities to learn relevant and innovative methodologies, appropriate to art and design teaching from practising teachers.’</p>	
1.1.3 Programme Aims	<p>The review process determined that the submission clearly defined the aims of the programme, demonstrating how the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes.</p> <p>‘The BA (JH) In Education and Design or Fine Art programme aims to provide an integrated programme in art and design education and initial teacher education facilitating the personal, social, intellectual and holistic growth of students and preparing them for professional careers as teachers, researchers, artists and designers. The structure of the four-year programme is designed to facilitate the incremental achievement of the programmes aims and outcomes in alignment with the conceptual framework and NCAD’s Vision and Values (Strategic Plan 2019-24).’</p> <p>The review process determined that the submission demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.</p> <p>‘The learning outcomes-based curricula of the BA (JH) Education and Design or Fine Art programme are designed to align with the NCAD Vision, Values, Strategy 2019–2024: Futures, Bold and Curious; Céim: Standards for Initial Teacher Education; the Code of Professional Conduct for Teachers, and the Teaching Council Registration: Curricular Subject Requirements (Post-Primary) for teachers of Art (including crafts). NCAD implements a quality assurance system to assure the College and the public of the quality of our learning, teaching, research and support services (accountability), as well as to provide insight and recommendations on how we might improve what we are doing (enhancement) (see NCAD Quality Assurance & Quality Enhancement Handbook).’</p> <p>The review process determined that the submission demonstrated that the programme will enable newly qualified teachers to facilitate quality teaching and learning for all pupils, how it prepares student teachers for teaching, learning, reflective practice, and</p>	Yes

	<p>assessment in their schools, and prepares them for entry to their professional role.</p> <p>The application demonstrated how the programme aims foster student teachers' agency and mind-set to be open to professional growth and learning over the course of their careers, to reflect on their own professional learning and that of their pupils, and to support their pupils in achieving their full potential.</p> <p>'Newly qualified teachers are enabled to facilitate quality teaching and learning for all pupils through their engagement in scaffolded learning in Pedagogy and Foundation Studies over their four years in the programme. The knowledge gained in these modules can be applied in the variety of school placements students engage in with the added support of School Placement (SP) tutors, Treoraí and peer support groups. Through a spiral curriculum, student teachers are exposed to the Primary School Curriculum, Junior Cycle Curriculum and Senior Cycle Curriculum in Post Primary Schools.'</p>	
<p>1.1.4 Programme Duration & Balance</p>	<p>The review process determined that this consecutive programme meets the criterion of a minimum of two years duration, and how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure.</p> <p>The BA (Joint Hons) in Education and Design or Fine Art is a four year, 240 ECTS concurrent programme.</p> <p>The submission demonstrated that the programme is structured in a manner which ensures that there is a balance between all areas of study over the course of the four years.</p> <p>NCAD demonstrated that all areas of study are relevant to students' future work as teachers, that the programme will facilitate student teachers' personal development and their growth and wellbeing into their professional role, enabling them to become responsible, trustworthy, and reflective practitioners who are prepared for life in the classroom.</p> <p>'All modules within the BA (JH) Education and Design and Fine Art programme have been designed to ensure that the programme equips the graduate teacher with sufficient knowledge, skills and understanding to teach the Art (including Crafts) syllabus/specification to the highest level in post-primary education (www.curriculumonline.ie) and to meet all the programme standards.'</p>	<p>Yes</p>

	<p>The Panel is satisfied that the submission demonstrated that the programme prepares student teachers for life in the classroom and for active engagement in teaching within a professional learning community, reflecting the core values of trust, care, respect and integrity.</p> <p>'The role of the teacher is to educate (Code of Professional Conduct for Teachers, 2016, p.6). Students on the BA (JH) Education and Design or Fine Art programme are enabled to fulfil this role in their preparation for and participation in school placement blocks in each year of the programme. The standards of Teaching, Knowledge, Skill, Competence and Conduct are conveyed to the students in their Pedagogy modules and Professional Preparation for the Classroom lectures (delivered by practicing teachers). The Code of Professional Conduct for Teachers is delivered each year to students before their engagement in School Placement utilising a spiral learning approach.'</p>	
1.1.6 Integration and Diversity of Programme Content	<p>NCAD has demonstrated that foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice; that the programme design follows a spiral learning approach, and that the programme allows student teachers to experience a variety of teaching, learning and assessment modes whilst providing for small group work and tutorials.</p> <p>Students engage in reflective activities and are given opportunities for individual and collective reflection.</p> <p>'Throughout the BA (JH) Education & D/FA programme and across the four schools in the NCAD, students are constantly engaged in individual, pair and/or collaborative projects. In BA1 and BA2 the students team-teach in pairs or groups and research, plan and deliver teaching and learning activities together. In the Schools of Design and Fine Art many of the projects are group projects and students work, present and exhibit in teams. In the School of Education, students often work in groups for their VACs, Micro-Teaching and Peer-Learning modules. There is also the opportunity to work in groups during pedagogy modules and in planning for School Placement.'</p>	Yes
Aptitude Test	<p>The National College of Art and Design completed an 'Aptitude Test' declaration form, confirming that the programme design allows for the provision of 'aptitude tests' for teachers who have qualified outside of the State.</p>	Yes

<p><u>1.1.7 Required Areas of Study</u></p>	<p>The review process determined that the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u> The foundation studies element of the programme provides research informed insights to support student teachers' understanding of the practices of teaching, learning and assessment for all pupils, provides the basis of a strong professional ethic in teaching and learning and includes curriculum studies, the history and policy of education, philosophy of education, psychology of education and sociology of education.</p> <p>'The Professional Studies modules in the BA (JH) Education and Design or Fine Art programme are directly informed by the Foundation Studies elements of the programme in a scaffolded manner. A spiral curriculum approach has been developed so that students can explore, develop and reflect on their understanding of the fundamental themes and concepts in each foundation discipline in order to apply the knowledge and understanding achieved to their experience in schools. There are multiple sites of practice for teachers and interact within a complex system that has many stakeholders. Foundation Studies in the School of Education explores the complex system from multiple perspectives.'</p> <p>The programme enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it, and explores key dimensions of the professional context in which the thinking and actions of teachers are carried out.</p> <p><u>Professional Studies</u> The National College of Art and Design demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.</p> <p>'The aim of the pedagogy modules is to develop student's understanding of their pedagogical practices in the contexts of art and design education at second level. Students explore subject matter (content) knowledge, general knowledge of instructional methods (pedagogical knowledge), and pedagogical content knowledge (knowledge that is unique to teachers and is based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach) (Cochran, 1997).'</p>	<p>Yes</p>
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	<p>The programme ensures that opportunities are provided for students to experiment with and explore new and emerging technologies for teaching and learning and that their communication skills are advanced.</p> <p>Further, it demonstrated how the Professional Studies elements of the programme ensure that teaching itself is understood and practised as a form of self-critical learning by student teachers, with ample opportunities for individual and collaborative reflection, and engagement in and with research.</p> <p><u>School Placement</u></p> <p>The National College of Art and Design demonstrated how the school placement model on the programme provides opportunities for student teachers to experience a high support/high challenge model of placement:</p> <p>‘Students’ exposure and participation in teaching deepens throughout the four years on the BA Education and Design or Fine Art programme. The students carry out their placement in a range of school types and levels of challenge e.g. Primary, DEIS, Voluntary Secondary, Community School etc. Students visit the host school, meet with the Treoraí/ cooperating teacher/s and observe teaching and learning in situ before they start their placement. In BA1 and BA2 the students engage in Team-Teaching (a variety of models taught in Pedagogy) so they support each other also. In BA 1 and BA2 students are placed in host schools in pairs.’</p> <p>Students are given the opportunity to observe experienced teachers and to plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels.</p> <p>The student teacher will be encouraged to reflect critically on their practice and programme of study through their Taisce, reflecting on feedback and identifying areas for further professional learning for Droichead.</p> <p>‘Students’ exposure and participation in teaching deepens throughout the four years on the BA Education and Design or Fine Art programme. The students carry out their placement in a range of school types and levels of challenge e.g. Primary, DEIS, Voluntary Secondary, Community School etc. Students visit the host school, meet with the Treoraí/ cooperating teacher/s and observe teaching and learning in situ before they start their placement. In BA1 and BA2 the students engage in Team-Teaching (a variety of models taught in Pedagogy) so they support each other also. In</p>	
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	<p>BA 1 and BA2 students are placed in host schools in pairs.'</p> <p><u>Core elements of programmes of ITE</u> The review process determined that the following elements underpin all aspects of the programme.</p> <p><u>1. Inclusive Education</u></p> <p>The submission demonstrated that inclusive education is an important aspect of the programme.</p> <p>'Students on the BA (JH) in Education and Design or Fine Art programme explore a variety of differentiated instruction strategies (including digital) suitable for pupils with diverse learning needs in a sequential learning manner over Years 2, 3 and 4 of the programme in their Pedagogy modules.'</p> <p><u>2. Global Citizenship Education</u></p> <p>NCAD evidenced how global citizenship education, education for sustainable development, wellbeing (personal and community), social justice, interculturalism are integrated into the programme.</p> <p>'The BA2 students have been guided through a number of different presentations exploring Global Citizenship and how to embed this concept within their planning of a Unit of Learning. As part of their assessment for pedagogy module in Trimester 1, students are required to select one of the UN Sustainable Development Goals and to design a Lino Printmaking Unit of Learning for the classroom.'</p> <p><u>3. Professional Relationships and working with parents</u></p> <p>The review process determined that the submission evidenced how the programme supports and encourages student teachers to establish working relationships with parents and other stakeholders in the education sphere.</p> <p>'The level of interaction between the student teacher and parents/guardians is determined by the host school and guided by their policy on communication with parents/guardians. However, BA Education and DFA student teachers are encouraged to communicate with parents/guardians under the guidance of their Treoraí using the official school protocols and communication channels e.g. School Journal, email (from school email address only); school phone (under supervision of Treoraí) or school Communication/Teaching & Learning Platform advised by the guidelines provided in the Code</p>	
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of Professional Conduct for Teachers. Working with parents/guardians is a topic covered in the Professional Preparation for the Classroom (PPC) module. Students are encouraged to attend meetings with parents/guardians accompanied by their Treoraí or a member of school staff.'

4. Professional identity and agency

The application demonstrated how the programme supports the development of the teacher as a self-reflective autonomous professional and a life-long learner.

'The BA (JH) Education and Design/Fine Art programme promotes and supports the development and growth of the personal identity of its undergraduate students as teachers/artists/designers and researchers in the various modules offered on the programme. Students' artistic identity is developed in their Studio Department (School of Design or Fine Art), while their artist/designer teacher identity is developed in the School of Education. Their teacher-researcher identity is developed in all schools (Design, Education, Fine Art and Visual Culture.'

5. Creativity and Reflective practice

NCAD demonstrated how the programme fosters a creative disposition among student teachers as reflective practitioners, innovators and researchers.

'Students on the BA(JH) Education and Design or Fine Art programme are enabled and aided in developing a creative mindset in every module they undertake at NCAD due to the nature of their area of study. Erik Moga, Kristin Burger, Lois Heltand and Ellen Winner (2000) claim, "the view that studying the arts makes people more creative and imaginative is part of our folklore" (p.91). Students are educated to be a creative force who learn using imagination and action, through "bold and curious thinking, through making and doing". As the BA (JH) Education and Design or Fine Art programme recognises and promotes student identity as that of the teacher/artist/designer/researcher, the fostering of a "creative mindset" is integral to that identity.'

6. Literacy and Numeracy

The programme design shows a commitment to enhance students' own literacy and numeracy while also ensuring that they learn techniques to develop their future pupils' literacy and numeracy skills in their future teaching careers.

	<p>'The School of Education's engagement with Literacy and Numeracy takes many forms. For instance, students study the DES (2011) publication, <i>Literacy and Numeracy for Learning and Life: The National Strategy to improve Literacy and Numeracy among Children and Young People 2011-2020</i> and the definitions of Literacy and Numeracy therein (p.8). However, given the particularities of art and design, the concepts of visual Literacy (Kędra and Žakevičiūtė, 2019) and digital literacies (Summey, 2013) are also covered in teaching and learning content of the programme. Kędra and Žakevičiūtė (2019) note that there are many definitions of visual literacy but they suggest that visual literacy encompasses visual reading, visual writing, and other visual literacy skills.'</p> <p><u>7. Digital Skills</u></p> <p>NCAD demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.</p> <p>'Over the course of the BA programme, students' digital literacy skills develop in proficiency and confidence. Staff use Classroom as an integrated content management system to present, share and archive resources for the purpose of teaching programme modules. Students use a range of Google apps (Slides, Forms, Meet, Hangout, Jamboard and Photos) to prepare and deliver digital content during School Placements and in their Studio Departments. In addition, a variety of third-party apps are employed such as Miro, Canva and Prezi. Kahoot is widely used as a teaching resource and mode of assessment of learning by student teachers.'</p>	
1.1.7 Post-primary Programme Requirements	<p>The programme is Level 8 on the National Framework of Qualifications (NFQ) with a minimum pass result in all examinations pertinent to the programme.</p> <p>The subject of Art (including Crafts) subject meets the minimum subject specific requirements for registration from January 2023 and meets the minimum requirement of 60 ECTS.</p> <p>The review process determined that the subject discipline components include subject specific curricular studies and pedagogies (methodologies).</p>	Yes

1.1.8 Learning and Assessment Strategies	<p>In the submission, the National College of Art and Design demonstrated how the principles, beliefs and values about teaching, learning and assessment which are set out in the conceptual framework are evident in the teaching, learning and assessment modes used in the programme. It demonstrated the relationship (constructive alignment) between the learning opportunities and the assessment criteria which student teachers are expected to meet, and how the assessment processes and procedures are coherent and integrated using a variety of assessment modes.</p> <p>Student teachers are introduced to a wide variety of assessment modes.</p> <p>‘Constructive alignment is evident across the BA (JH) Education and Design or Fine Art programme. Learning outcomes and success criteria are clearly articulated and shared with students while teaching is designed to maximise student engagement and optimise achievement potential. To this end, the School of Education is increasingly adopting Universal Design for Learning strategies (UDL), and lecturers/tutors are being afforded the opportunity to upskill in this area. Formative Assessment is a particular feature of the assessment model used across the BA (JH) Education and Design or Fine Art programme.’</p>	Yes
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Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	<p>The review process determined that the programme meets this standard by providing:</p> <ul style="list-style-type: none"> • programme staff qualifications and experience • evidence that from September 2022 at least 50% of all School Placement Tutors are registered as teachers with the Teaching Council, with 70.6% of their existing placement tutors registered with the Teaching Council. <p>The application demonstrated the staff distribution mechanisms they have in place to show that prior to qualification, while on school placement, a student teacher will be summatively assessed at least once by a registered teacher.</p> <p>It also demonstrated how the student: staff ratio of 15:1 is achieved, with the programme demonstrating a current ratio average of 11.71:1.</p>	Yes

	NCAD evidenced the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including those relating to learning and development and continuing education.	
1.2.3 Facilities	<p>The application established that there are appropriate facilities available to support research and teaching and learning, providing the following: three libraries, individual and group study spaces and a helpdesk, digital technology resources, a microteaching lab and other specialist facilities. The school has access to two libraries, 14 studio spaces and teaching rooms.</p> <p>The quality and standard of the studio facilities and collaborative spaces viewed by the panel and available to the students on the NCAD campus is exceptional and demonstrated appreciation of the student teachers' developmental needs as professionals.</p>	Yes
1.2.4 Student Support and Guidance Systems	The submission demonstrated the provisions that are in place for the personal and social development and pastoral care of student teachers.	Yes
1.2.5 Communication and Decision-making Structures	The submission demonstrated the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes.	Yes
1.2.6 Financial Resources	The review process determined that the programme is adequately resourced to ensure that programme aims are met.	Yes

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	The National College of Art and Design school placement model supports the shared vision for school placement. The review process determined that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners.	Yes
1.3.2 Duration	The review process determined that the submission demonstrated that the duration of the school placement is in compliance with the Teaching Council's requirements and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard.	Yes

	Over the full programme, school placement incorporates direct teaching experience of a minimum of 221 hours.	
1.3.3 Elements of School Placement	The application showed that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the Guidelines on School Placement and regarding the stage the student teacher is at on the programme.	Yes
1.3.4 School Placement Models	The review process determined that school placement models are developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement.	Yes
1.3.5 Securing of Placement	The review process determined that the submission demonstrated that NCAD assumes overall responsibility for the placement of student teachers.	Yes
1.3.6 Diversity of Placement Settings	The programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts.	Yes
1.3.7 Taisce in School Placement	The submission provided evidence of the approaches NCAD is utilising to enable the student teacher to demonstrate, using their Taisce <ul style="list-style-type: none"> • an understanding of inclusive education as applicable to that context • an understanding of working with parents 	Yes
1.3.8 Research in School Placement	The review process determined that the student teacher engages in research on their own practice that demonstrates the connection between the sites of practice during at least one school placement module.	Yes
1.3.9 School Placement: Evaluation and Assessment	The submission demonstrated that all student teachers are supported and assessed by two or more placement Tutors, and at least once by a registered teacher. It outlined the teaching enrichment and mentoring support offered to students who fail a module of school placement.	Yes

Recommendation

Having regard to the documentation that was submitted, the panel adjudges that the programme meets the standards set down by the Teaching Council in *Céim: Standards for Initial Teacher Education*.

Accordingly, it recommends to the Teaching Council that the programme be granted accreditation.

Appendix 1 - Review Panel Membership

Chair: Dr Mary Fleming

Dr Mary Fleming is Emeritus Senior Lecturer in NUI Galway. She was Head of the School of Education, NUI Galway from 2013-2016 and member of the Teaching Council 2016-2018. As Director Teacher Education within the School of Education from 2012, she had primary responsibility for the development and accreditation of Initial Teacher Education (ITE) Programmes and was academic Director of the Professional Master of Education. Mary lectured and taught modules in the areas of Leadership and Policy development, Curriculum Studies, and Professional Practice. Her research interest areas are concerned with the dynamics of teaching and learning within classrooms, leading learning and policy developments within the system and leadership practices within educational contexts.

Panel Member: Ms Valerie Lewis

Valerie Lewis is a qualified teacher with over twenty years of experience in Irish education at post primary and tertiary level. She is currently Director of the Take 1 Programme, which has been designed to support post primary schools to communicate, raise awareness of, and embed Education for Sustainable Development in learning and teaching, as part of a 'whole school' curriculum approach. Valerie also holds the position of Assistant Professor in Education for Sustainability in the School of STEM Education, Innovation and Global Studies at Dublin City University as part of its Institute of Education. Outside of formal education Valerie sits as Chairperson of 80:20 Educating and Acting for a Better World, an independent non-governmental organisation.

Panel Member: Dr Charlaine Simpson

Dr Charlaine Simpson is the Head of Postgraduate (Taught) and Professional Learning in the School of Education in the University of Aberdeen, where she co-ordinates the postgraduate portfolio and leads and manages a team of academics. She teaches in the area of leadership, in particular school leadership.

Prior to joining the School of Education in 2022, Charlaine taught in a secondary school in Scotland for more than 20 years, including in leadership and local authority roles. As a Senior Education Officer for GTC Scotland, she worked across various remits including, ITE accreditation, Research and Professional Learning, and was primary investigator for the refreshed Professional Standards for teachers. While employed by GTC Scotland, she was also seconded to the Scottish Government to support data collection for the National Improvement Framework. She is a life-long learner and has a deep love of learning. Throughout her career, she has demonstrated an absolute commitment to the development of the teaching profession and teacher professionalism. Her research is focused on educational policy and teacher professionalism, and she is particularly interested in how teachers engage with and enact policy through the lens of teacher professionalism.

Appendix 2

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 (including crafts) an applicant must meet all of the following criteria:

1. (a) Applicants must hold a degree-level qualification, with Art (Including Crafts) 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 pass result in all examinations pertinent to the subject of Art (Including Crafts).
- (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Art (Including Crafts) comprising at least 60 ECTS credits (or equivalent).
2. The study of Art (Including Crafts) during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Art (Including Crafts) syllabus/specification to the highest level in post-primary education (see www.curriculumonline.ie).
3. 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) Media
 - c) Art/Design History and Critical Studies/Visual Cultural Studies