

*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: **Professional Master of Education**

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](http://www.teachingcouncil.ie).

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# Programme Overview

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

**Professional Master of Education**, 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 **Professional Master of Education** at **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 (NCAD) of its intention to review the Professional Master of Education 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>The National College of Art and Design submitted the proforma and supporting documentation for the Professional Master of Education 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 Charlene 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 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 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 National College of Art and Design on 29 September 2023. This was also attended by the rapporteur and Teaching Council staff.</p> <p>The following attended on behalf of NCAD:</p> <ul style="list-style-type: none"> <li>• Director of NCAD</li> <li>• Head of Academic Affairs</li> <li>• Head of Corporate Services/Registrar</li> <li>• Head of School of Education</li> <li>• Programme Directors</li> <li>• Heads of School (Fine Art, Design and Visual Culture)</li> <li>• Programme Teams – BA and PME</li> <li>• Module leaders (Selection from subject discipline &amp; education)</li> <li>• Head of School Placement &amp; School Placement Tutors</li> <li>• Host schools Treoraithe and school principals</li> <li>• Student teachers from both programmes</li> <li>• Recent Graduates</li> </ul>
<p>Step 8 Review panel</p>	<p>The panel met to consider the clarifications and agree recommendations following the site visit on 3 October 2023.</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.

In particular, the panel were impressed by the innovative approach to teaching and learning, especially in the area of sustainable development and global citizenship in the change laboratory on the PME.

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?
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, NCAD 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>'The NCAD teacher education programmes are designed around the concept of the teacher as a reflective practitioner (Schon, 1983; Candy, 2019); where "Practice" refers to both the professional practice of teaching and the disciplinary knowledge and practice of the teacher, be that as an artist, designer, or practitioner of a cognate discipline.</p> <p>'The School of Education operates on the principle that art education is not centrally concerned with the teaching of art, or teaching about art but rather is expressly committed to teaching with and through art. While this necessarily involves developing learners' understandings and applications of visual arts education curricular and pedagogical forms and approaches, the essential orientation of the ITE programmes in NCAD are towards the understanding of art practice as inherently pedagogical in itself. A critical engagement with contemporary visual culture and art and design practice is the context within which art education in NCAD is developed and delivered.'</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 practicing teachers.</p>	Yes

	<p>‘The professional studies aspects of the PME programme offers our student teachers numerous opportunities to authentically engage with practicing teachers/educators.</p> <p>‘Practicing second level teachers design and contribute to both PGED 1004 and PGED 1011 in PME1; These Visual Art for the Classrooms (VAC) modules encompass the disciplines of Painting, Drawing, Printmaking; Design; Clay and Digital Media. A unique aspect of these modules is that teaching methodologies are embedded within the delivery of the studio modules themselves - affording student teachers the opportunity to gain invaluable and practical advice and support from practicing teachers and experienced educators.’</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 rationale for the programme structure and allocation of credits is contained in the conceptual framework of ITE provision in NCAD. Central to this, is the understanding of art and design as essentially educative and pedagogic processes in themselves. The programme aims to form professional educators who teach through art and design, rather than merely teaching of or about the subject. Thus, a distinguishing feature of the PME is the centrality of subject-based learning in art and design.’</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 PME 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 for teachers of Art (including crafts).</p> <p>‘As a result of the Quality Assurance and Quality Enhancement process the School of Education has been able to adapt and improve the programme since its inception, to ensure that national priorities in education are core elements of the programme.’</p> <p>The review process determined that the submission demonstrated that the programme will enable newly qualified teachers to facilitate quality teaching and</p>	Yes



	<p>learning for all pupils, how it prepares student teachers for teaching, learning, reflective practice, and 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>'Student teachers are encouraged to be reflective practitioners through the design and delivery of their UoLs (where they must fill in a reflection on their teaching and pupil learning after every lesson). After each tutorial and school visit, students are required to reflect on what they have heard and to complete and return a tutorial form.</p> <p>'Student teachers are encouraged to self- identify as teacher/researchers as they embark on their professional careers.</p> <p>'Student teachers also engage with other bodies such as PDST; Teaching Unions and NCAD Alumni association. As artist/designer/teacher/researchers, students also bring their own prior experience of ongoing professional development within their professional practice/studio areas.'</p>	
<p>1.1.4 Programme Duration &amp; 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 Professional Master of Education is a two year, 120 ECTS consecutive 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 two 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 PME programme have been designed to ensure that the programme equips the</p>	<p>Yes</p>

	<p>graduate teacher with sufficient knowledge, skills and understanding to teach the Art (including Crafts) syllabus/specification to the highest level in post-primary education (<a href="http://www.curriculumonline.ie">www.curriculumonline.ie</a>) and to meet all the programme standards.'</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 PME programme are enabled to fulfill 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>'Foundation studies are integrated into the PME programme in numerous and varied ways. A key example of this synergy is the Change Lab (PGED 2009) in PME2. Change Lab is a critical, immersive space for exploring how student teachers' practice as artist/designers is inherently pedagogical. Change Lab fosters a space where student teachers' art practice has a social and ethical dimension as they collaboratively create work that investigates complex, real-world problems through a Global Citizenship Education (GCE) lens.'</p>	Yes
Aptitude Test	NCAD 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.	Yes

<p><u>1.1.7 Required Areas of Study</u></p>	<p>The review process determined that the Foundation Studies, Professional Studies &amp; 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>'Particular attention is given to contemporary issues in education, including equality, gender, disability and inclusion, identity, culture and subcultures. How the above may be considered in the context of art and design education is particularly emphasised and students are required to critically engage with core principles of and practices of sociology as a discipline. Students are also required to demonstrate practical application of some sociological investigation and analytic processes and analyse at least one school-based issue through a sociological lens.'</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> NCAD 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 pedagogical studies modules in the Professional Studies elements of the PME programme have been developed using a spiral learning approach. The aim of the pedagogy modules is to develop students' 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>

	<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>  NCAD 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 two years on the PME 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 PME1 and PME2 the students engage in Team-Teaching (a variety of models taught in Pedagogy), so they support each other also.’</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>‘All students who engage in School Placement are required to create a Digital School Placement folder. This portfolio captures their teaching and learning through each stage of the programme. Students are required to reflect on each lesson delivered and to identify and plan for areas of improvement. In PGED 2007 the students are required to create a Professional Digital Portfolio in preparation for a professional career as a teacher and for the continuation of their professional development throughout their career. The digital professional portfolio can be adapted for use as a Taisce and/or as a digital art portfolio. As part of the students’ final SP Assessment, they are required to</p>	
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complete an NQT Evaluation form which identifies their strengths and areas for development which moves forward with them to the Droichead process.'

#### Core elements of programmes of ITE

The review process determined that the following elements underpin all aspects of the programme.

#### 1. Inclusive Education

The submission demonstrated that inclusive education is an important aspect of the programme.

'PGED 1012 (Pedagogical Studies- Special Education Needs and Disadvantage/Inclusive Education), takes place in Trimester 2 of PME1. The learning content covers the following:

- Special Education Needs
- Inclusion and Inclusive Practice in Schools (SENO & Home School Liaison)
- Autism Spectrum Disorder
- Collaborative Learning
- Dyslexia, Dyspraxia and Dyscalculia
- Individual Education Plans
- ESL teaching
- Role of mainstream teacher and Special Needs Assistant'

#### 2. Global Citizenship Education

NCAD evidenced how global citizenship education, education for sustainable development, wellbeing (personal and community), social justice, interculturalism are integrated into the programme.

'The Change Lab, (PGED 2009) is a pedagogical initiative that seeks to locate Global Citizenship Education (GCE) within the heart of learning in year two of the Professional Master of Education (PME) programme in the National College of Art and Design (NCAD). Global Citizenship Education supports the learner to open their eyes and minds to issues of injustice, inequality and unsustainability in our world today. As an educational process it builds awareness and understanding of complex and interdependent issues such as poverty, inequality, production, consumption, climate change, migration, environmental destruction, conflict and human rights.

The Change Lab was designed as a model of practice to embed concepts of GCE into the PME programme in a way that instills in our student teachers a strong commitment and motivation to teach for social justice, climate change and sustainability. Funded and

supported by the Ubuntu network, the `Lab' experience encourages the student artist-teachers to re-imagine and conceptualise the Post Primary Art curriculum through a GCE perspective.'

### 3. Professional Relationships and working with parents

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.

'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.

'As post graduate students coming from a range of art and design related disciplines, and with a wide range of professional and life experience, the PME programme promotes their identity as Teachers/ Artists/Designers/ Researchers.

'This identity formation is central to the PME programme and commences in PME1 with the VACs (PGED 1004/PGED 1011); where the idea that artist's practice is essentially pedagogical is explored, and students relate and map their own studio process, including reflection, on to teaching and learning methodologies.'

### 5. Creativity and Reflective practice

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

'As the PME 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. Building on their own practice, which is inherently pedagogical in nature, the creative mindset is further fostered across the PME programme. Whether it be through the aforementioned VACs (PGED 1004; PGED 1011), Change Lab (PGED 2009) Collaborative Teaching and Learning (PGED

	<p>2004), the creative mindset is effectively a prerequisite to student success.'</p> <p><u>6. Literacy and Numeracy</u></p> <p>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> <p>'To effectively plan for differentiated teaching of literacy and numeracy in the Visual Art at post-primary level, student teachers on PME programme are enabled to enhance their own literacy and numeracy across all modules. The students engage with and learn about teaching strategies that develop oracy, literacy, numeracy and visual literacy through arts integrated learning. Students learn how to apply them in their classroom practice in the Pedagogy and School Placement modules (PGED 1013; PGED 2003) in the School of Education.'</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 PME 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 Placement. 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>	
<p>1.1.7 Post-primary Programme Requirements</p>	<p>The programme is Level 9 on the National Framework of Qualifications (NFQ) with 120 ECTS. The entry selection processes are aligned with the Council's curricular subject specific registration requirements.</p> <p>The review process determined that the subject discipline components include subject specific curricular studies and pedagogies (methodologies) in the following subject: Art (including Crafts).</p>	<p>Yes</p>

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>‘A particular focus in the programme is on building reflective practice and innovation with regards to assessment of student teacher’s learning, adopting Summative and Formative strategies, and embedding a thorough knowledge and understanding of the relevant curricula and developments in education policy and practice, including assessment.</p> <p>‘The conceptual framework addresses a series of ‘tensions’ in five key domains; the most pertinent in the context of the assessment of student teachers is that which ‘captures the tension between non-judgmental celebration of creativity on the one hand, and accountability for learning outcomes on the other’.</p> <p>The above key principles, beliefs and values about teaching, learning and assessment in an art and design setting, which are set out in NCAD’s conceptual framework, are evident in the broad range of teaching, learning and assessment modes used across the PME 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"> <li>• programme staff qualifications and experience</li> <li>• evidence that from September 2022 at least 50% of all School Placement Tutors are registered as teachers with the Teaching Council, with 73% of their existing placement tutors registered with the Teaching Council.</li> </ul> <p>The application demonstrated the staff distribution mechanisms they have in place to show that prior to qualification, while on school placement, a student</p>	No – see requirements



	<p>teacher will be summatively assessed at least once by a registered teacher.</p> <p>It demonstrated that the student: staff ratio on the programme is a current ratio average of 15.4:1. As this ratio is greater than the required standard of 15.1, NCAD should comply with the plan outlined in the Requirement section below.</p> <p>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.</p>	
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, fourteen 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 of 24 weeks and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard.	Yes
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"> <li>• an understanding of inclusive education as applicable to that context</li> <li>• an understanding of working with parents</li> </ul>	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 subject to the following requirement:

### **Programme Accreditation Requirement**

Not later than six months from the date of accreditation, the Teaching Council requires NCAD to submit a clear plan that details the recruitment measures being undertaken and associated timelines involved to ensure that sufficient staff members have been recruited to bring the programme in line with the Céim Standard 1.2 Programme Resourcing, Student: Staff ratio of 15:1.

## 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.