

## VALIDATION REPORT

1.	<b>Title of Programme(s):</b> (incl. Award Type and Specify Embedded Exit Awards)	Bachelor of Arts (Honours) in Ceramics Skills and Design Diploma in Ceramics Skills and Design (Exit Award)
2.	<b>NFQ Level(s)/</b> <b>No. ECTS:</b>	180 ECTS (Degree) 120 ECTS (Diploma)
3.	<b>Duration:</b>	3 Years (2 years Diploma)
4.	<b>ISCED Code:</b>	0212
5.	<b>School / Centre:</b>	School of Design and Creative Arts
6.	<b>Department:</b>	Centre for Creative Arts and Media
7.	<b>Type of Review:</b>	New Programme
8.	<b>Date of Review:</b>	04.02.2022
9.	<b>Delivery Mode:</b>	Full Time
10.	<b>Panel Members:</b>	Dr Joe McGarry, Higher Education Consultant (Chair) Dr Sian Hindle, Associate Director for Doctoral Researchers, Birmingham Institute of Jewellery, Fashion and Textiles, Course Leader, MA Jewellery and Related Products Dr Christopher McHugh, Lecturer in Ceramics School Belfast School of Art Research Art and Design Research Ms Mia Mullen, Jewellery Designer and Goldsmith Ms Isobel Egan, Ceramicist Ms Carmel Brennan (GMIT Head of Academic Quality / Secretary to Panel)
11.	<b>Proposing Staff:</b>	Dr. Patrick Tobin, Mr. Kenneth Nevin, Ms. Marion McEnroy, Ms. Tina Byrne, Ms. Celine Curtin, Ms. Anne McGlynn, Ms. Eimear Conyard, Ms. Karen Morgan Ms. Aisling Clancy.
12.	<b>Programme Rationale:</b>	The design and craft sector has a strong regional footprint in Ireland, and over the years, there has been a rise in the quality and quantity of creative and contemporary products designed and made in Ireland. The increased interest in the design and craft sector by national enterprise, state agencies and Government needs to be met with positive actions to ensure the design and craft community benefit.  Research shows the market is there for Irish ceramics and jewellery and the drive to buy local and buy Irish has been driven home by the recent pandemic. The exponential

		<p>increase in purchasing across digital channels has also helped the Irish craftsman/woman along with a range of campaigns by DCCI and its partners.</p> <p>There is a dearth of higher-level academic programmes in Ireland that are studio-based and provide the intensity of practical skills-based learning that is required to succeed as a skilled professional designer-maker. The proposed BA (Hons) in Ceramics, Skills &amp; Design will help fill this void and bring together the vast expertise and networks of GMIT and DCCI to create a centre of excellence for those wishing to work as skilled makers.</p> <p>The proposed programme will involve teaching by GMIT and DCCI staff and will be delivered in the DCCI's premises in Kilkenny. Delivery of the programme will be governed by a consortium agreement signed by both parties.</p>
13.	<b>Proposed Student Intake:</b>	12 - 16
14.	<b>Stakeholder Engagement:</b>	<p>Consultation with key stakeholders influenced the co-operation and development of the BA (Hons) in Ceramics Skills &amp; Design by GMIT/ DCCI.</p> <p>A scoping exercise was conducted with employers (Ceramicists/Designers) where they were asked to identify the skills, knowledge and competencies they deemed to be required by a graduate for a career in Ceramics. The information gained informed the range of modules and depth of content of the programme. A survey was conducted with respondents being asked for input on a range of issues including the proposed duration of the programme and the extent of work placement required.</p> <p>The findings of both processes influenced the content and structure of the programme.</p>
15.	<b>Graduate Demand/Employment:</b>	Initially the programme will be offered every 3 years. An analysis of the destination of graduates shows that graduates from the existing programme have consistently found employment or have set up their own businesses and become registered members of DCCI client enterprises.
16.	<b>Entry Requirements, Access, Transfer &amp; Progression:</b>	Entry Requirements will be compliant with the Institute's Code of Practice 4 (Access, Transfer, and Progression) which currently stand at Grade O6/H7 or better in six Leaving Certificate subjects including English or Irish, and

		<p>Mathematics. Two of the six Leaving Certificate subjects must be passed in higher level papers at Grade H5 or higher with a minimum of 160 points. GMIT and DCCI will jointly assess applications.</p> <p>Entry to the BA (Hons) Ceramics Skills and Design will be by direct entry through the Design &amp; Crafts Council Ireland. After completing an application form, applicants are invited to an interview and asked to bring a portfolio/image of their works. A panel consisting of the Course Coordinator, one other external interviewer, and a GMIT staff member will shortlist applicants based on this interview. A shortlist of candidates will then attend a bench test held at the Design &amp; Crafts Council Ireland's Ceramics Centre of Excellence in Thomastown, Kilkenny. 12 - 16 students will be selected for the Course.</p>
17.	<p><b>Programme Structure:</b></p>	<p>The BA (Hons) in Ceramics Skills and Design is delivered over 3 stages. The Diploma in Ceramics Skills and Design is delivered over 2 stages.</p> <p>The programme emphasises directed learning, negotiated project work, and individual research enabling learners to design and produce innovative, beautifully designed hand-crafted ceramics. The practical nature of the programme promotes and enables learners to gain knowledge and understanding of a wide variety of approaches and contexts that contemporary ceramists operate in. The inclusion of work placement in the second-year module Design Project ensures learners experience a commercial workplace and the allocation of an industry mentor in third year supports the learning environment in which innovation, originality, and excellence are encouraged and developed. Students undertake a dissertation which informs their capstone project in their final year.</p>
18.	<p><b>Learning, Teaching &amp; Assessment Strategies:</b></p>	<p>The BA (Hons) in Ceramics Skills and Design will promote a student-centred approach that recognises learner experience as a firm basis for further learning and active learner engagement as necessary for effective learning. The strategy is concerned with supporting learners in developing their practice, which is informed by personal, critical and professional contexts, current debates in art and design, and challenges their understanding of processes required to undertake innovative and complex projects. The main teaching strategy for the practice-based modules emphasises peer learning through demonstrations and</p>

		<p>critiques, supported by workshops and individual tutorial provision.</p> <p>Ongoing formative assessment is a major feature of this programme. A variety of summative assessment methodologies are used, with students being exposed to written submissions, practical examinations, projects and ongoing course work.</p> <p>Learners are entitled to progress from one stage to the next once they have fulfilled all conditions specified on the Approved Programme Schedule and have been awarded the requisite number of credits at the stage. Learners are fully informed about the assessment strategy for the programme, what examinations or other assessment methods they will undertake, what will be expected of them, and the criteria that will be applied to the assessment of their performance.</p>
19.	<b>Resource Implications:</b>	The resources required to deliver the programme are currently in place and available.
20.	<b>Synergies with Existing Programmes:</b>	The new programme will be co-delivered by DCCI and GMIT's Centre for Creative Arts and Media. DCCI will take the lead on the delivery of studio-based practice teaching, which will be delivered by the DCCI at the Kilkenny Campus, where the learners will be based. GMIT will deliver modules at each stage via online learning and in-person lectures.
21.	<b>Findings and Recommendations:</b>	<p><b>Commendations:</b></p> <ol style="list-style-type: none"> <li>1. The proposed programme is an excellent initiative and the panel welcomed this as helping secure the future of the relevant crafts.</li> <li>2. The team was complimented on the development of the programme, particularly doing so remotely during the pandemic.</li> <li>3. The programme is unique in terms of the high-level skills it develops in parallel with business skills, and these are complemented and supported by strong industry linkages.</li> <li>4. The programme is builds on past provision which has been very successful. The development of a level 8 degree will enhance opportunities for graduates.</li> </ol> <p><b>Conditions:</b> None.</p>

		<p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>1. Develop an indicative student timetable on a weekly basis and ensure that students receive this at the start of each term so that they have clear expectations as to their workload.</li> <li>2. Specify the academic entry requirements to provide clarity to the document.</li> <li>3. Further articulate the management and assessment of work placement. Ensure that all students receive a work placement handbook and that both students and employers are clear on the expectations for the work placement.</li> <li>4. Consider international placement opportunities including Erasmus placements.</li> <li>5. Review the assessment criteria for both the work placement and the alternative live projects ensuring that students are not disadvantaged by their choice.</li> <li>6. Consider the word count for the dissertation given its supporting role for the final project, perhaps allowing student submissions to fall within a specified band.</li> <li>7. Consider the establishment of a mechanism between GMIT and DCCI to facilitate communication and management of issues that may arise during the first cycle of delivery, ensuring these are resolved in a timely manner.</li> <li>8. Ensure that funding is ringfenced to recruit guest lecturers and industry experts to participate in the delivery of this programme.</li> <li>9. Identify relevant shows/exhibitions annually and organise trips to these where possible. These will help inspire students as they progress through their programme of study.</li> <li>10. In the future, consideration should be given to the development of a masters/integrated masters.</li> </ol>	
22.	FAO: Academic Council:	Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary

