

1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	Bachelor of Education in Art, Design and Graphics
2.	NFQ Level(s)/ No. ECTS:	8 240 ECTS
3.	Duration:	4 Years
4.	ISCED Code:	0114
5.	School / Centre:	School of Design and Creative Arts
6.	Department:	National Centre for Excellence in Furniture Design and Technology
7.	Type of Review:	New Programme
8.	Date of Review:	10 th February 2020
9.	Delivery Mode:	Full-time
10.	Panel Members:	Dr Joe McGarry, Higher Education Consultant (Chair) Mr Martin McGinn, University of Ulster Dr Cornelia Connolly, NUI Galway Ms Margaret O'Shea, Team Leader for Visual Art, Junior Cycle for Teachers Ms Carmel Brennan, Assistant Registrar (GMIT) (Secretary)
11.	Proposing Staff:	Dr Patrick Tobin Mr Dermot O'Donovan Ms Celine Curtin Mr Paul Leamy Mr Des Kelly Dr Pauline Logue Mr Ben Geoghegan Mr John Langan Ms Vivienne Martin
12.	Programme Rationale:	The proposed programme is a full-time four-year Level 8 concurrent Initial Teacher Education (ITE) programme aligned with the professional requirements mandated by the Teaching Council, Ireland. The programme is designed for applicants who wish to pursue a professional teaching qualification in the two post-primary subjects, Art and Design and Communication Graphics.

		It promotes an inclusive STEAM philosophy of education, innovatively combining education theory and practice with fields of art, design, technology, graphics and science. It is aligned to the latest developments in educational policy, curriculum reform and research from the Teaching Council, NCCA and Department of Education and Skills. Students will be trained according to the New Junior and Leaving Cycle reforms/specifications. In addition, this programme responds to the national challenge of teacher supply by offering for the first time a teaching qualification for Art combined with another post-primary subject. It will enhance teacher employability, from the perspectives of employers and newly qualified teachers.
13.	Potential Demand for Entry:	20 students per annum.
14.	Stakeholder Engagement:	<p>Much of the research, consultation and engagement between GMIT staff and stakeholders was qualitative in methodology and happened on several levels including:</p> <ul style="list-style-type: none"> • Internal GMIT staff meetings and discussion; • Regional, National, and International Arts and Educational networks and partners; • Centre of Creative Arts and Media extended networks, students, alumni and friends; • Individual lecturers' connections and networks; • Regional Primary and Post-Primary Schools networks; • Engagement with ETB and FETAC providers in the region; • CUA Networks and strategic alliances; • Teaching Council and DES stakeholder meetings on policy and Teacher Supply.
15.	Graduate Demand:	Graduates will be qualified to apply for post-primary teaching positions in Art and/or DCG. This qualification is internationally recognised and allows for teaching in European and other jurisdictions. Having a second subject qualification (along with Art) will offer graduates a unique selling point when applying for post-primary teaching positions. Graduates may also pursue positions in Further Education settings, Higher Education and in areas within the creative economy (design, graphics, CAD etc.).
16.	Entry Requirements, Access, Transfer & Progression:	The minimum entry requirements are those stated by the Institution in its Access, Transfer and Progression Policy at any given time. At present they are a Grade O6/H7 or better in six Leaving Certificate subjects including English or Irish and Mathematics. Two of the six Leaving Certificate subjects must be passed in higher level papers at Grade H5 or higher, with one of those subjects being either Art or Design and Communication Graphics.

		<p>Mature Applicants: Applications from mature applicants (aged 23 on or before 1st January of the course commencement year) are welcomed by GMIT. A quota of places is reserved for mature applicants. These applicants do not have to meet the Leaving Certificate entry requirements and are considered on an individual basis (previous education, work experience, and demonstration of ability and competence to undertake the programme). Mature applicants will be invited for interview. This will be used to rank applicants where demand exceeds the available places on a programme.</p> <p>Alternative Entry Routes: Equivalent qualifications and scores from other countries which will be assessed and scored by the Institute.</p> <p>Recognised Prior Learning: Applicants with relevant prior learning, skills and experience may also apply via myexperience.ie and be considered for Recognised Prior Learning as per the GMIT RPL Policy.</p> <p>Direct Applications: Applications are also welcome from candidates who have successfully completed cognate programmes at a lower level, and who wish to apply for entry beyond year one of the programme. Candidates who wish to apply for advanced entry to this programme apply directly to the Institution, providing documentation relating to results and programme content. These candidates will be interviewed and if deemed appropriate and places available, applicants may be admitted at a level appropriate to their prior learning (in line with the Institute's Recognised Prior Learning policy).</p> <p>Part-Time: Individuals may also apply to study the programme on a part-time basis choosing individual modules as desired where capacity exists. This may be facilitated for candidates with short-falls in their Teaching Council registration requirements.</p>
17.	<p>Programme Structure:</p>	<p>In order to meet the requirements of the Teaching Council, the programme design follows the criteria for undergraduate programmes as laid out in the Ceil: Standards for Initial Teacher Education, including School Placement (Draft Nov 2019). This requires that the programme be the equivalent to 240 ECTS and that it addresses specified components related to professional studies, school placements, art curriculum and DCG curriculum. School Placement (SP) is an integral part of ITE programmes and is integrated within each stage of this programme.</p>

18.	Learning, Teaching & Assessment Strategies:	<p>Teaching strategies and syllabi are student-centred throughout the programme. In practice, students are exposed to a large variety of teaching and learning methodologies throughout the programme, informed by both contemporary educational theories and a commitment to integrating theory and practice in all modules. As teacher educators GMIT academic staff seek to model a range of best practice teaching methodologies and to match an appropriate mode of instruction with a student activity. For example, when giving technical instruction, small group teaching is employed which incorporates peer demonstration and peer teaching activities, and when exploring pedagogic theory active learning and problem-based Learning (PBL) strategies are used. Collaborative Learning (CL) and Inquiry-Based Learning (IBL) learning is strongly encouraged across the programme. Advanced use of technology is promoted in all modules and is employed to aid teaching, promote student engagement and develop creative learning opportunities. The teaching and learning strategy endeavours to promote varying modes of instruction and including a variety of student learning styles.</p> <p>Module assessment strategies are designed to provide flexibility and innovation for lecturers. This enables on-going action research improvements, the development of new modes of assessments and the design of assessment methodologies that reflect emerging educational issues and concerns and new technologies. A progressive learning and assessment strategy is employed with formative and summative assessment strategies continually evolving. A wide variety of assessment methodologies are employed.</p>
19.	Resource Implications:	<p>Some new lecturing expertise, estimated at 1.5 lecturer posts, will be required to support the programme and will be recruited with an emphasis on qualified art teachers with classroom experience.</p> <p>Some additional facilities, equipment and technology will be required to support the programme which include:</p> <ul style="list-style-type: none"> • Dedicated 'Teaching' space with integrated technology • Equipment to support dedicated DCG drawing room • Library reading and research materials (books, subscriptions to journals, assistive technologies etc.) • Guests lectures (e.g. practicing teachers, teaching policy experts, international experts).

20.	Synergies with Existing Programmes:	Many modules are common with the BSc (Hons) Education (Design Graphics & Construction), and there will be some common delivery.	
21.	Findings and Recommendations:	General:	
		The panel were convinced of the rationale for the programme and were complimentary of the standard of documentation produced by the proposing team. The programme was approved subject to the recommendations below (5):	
		Special conditions attaching to approval (if any):	
		None	
Recommendations of the panel in relation to award sought:		<ol style="list-style-type: none"> 1. Review the programme document to ensure that the language which underpins the Junior Cycle framework and the Junior and Senior Cycle specifications is evident throughout. 2. Edit the document to ensure that there is no legacy terminology used. 3. Consider reviewing the dissertation assessment strategy to provide an opportunity for students to produce a more practice-based dissertation. 4. Ensure that visual culture and critical studies are embedded throughout the programme, perhaps including them through student activities such as trips and guest lecturers. 5. Consider developing exit awards for students who may wish or need to leave the programme at a range of points. 	
22.	FAO: Academic Council:	Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary