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| 1.  | <b>Title of Programme(s):</b><br>(incl. Award Type and Specify Embedded Exit Awards) | BEd (Hons) in Art and Design & Graphics <sup>i</sup>  |
| 2.  | <b>NFQ Level(s)/</b><br><b>No. ECTS:</b>   | 8<br>240 ECTS   |
| 3.  | <b>Duration:</b>   | 4 Years   |
| 4.  | <b>ISCED Code:</b>   | 0114  |
| 5.  | <b>School / Centre:</b>  | School of Design & Creative Arts  |
| 6.  | <b>Department:</b>   | Creative Education  |
| 7.  | <b>Type of Review:</b>   | Differential Validation   |
| 8.  | <b>Date of Review:</b>   | 9 <sup>th</sup> February 2022   |
| 9.  | <b>Delivery Mode:</b>  | Full-time   |
| 10. | <b>Panel Members:</b>  | Dr Joe McGarry, Educational Consultant, (Chair)<br>Prof Gerry MacRuairc, Head of School of Education, NUI Galway<br>Dr Moira Maguire, Head of Learning and Teaching , Dundalk IT<br>Mr. Eamon Madden, Teacher, St Mary's College, Ballygar, Galway<br>Ms Carmel Brennan, Assistant Registrar (Quality), (Secretary)     |
| 11. | <b>Proposing Staff:</b>  | Dr Patrick Tobin<br>Dr Dermot O'Donovan<br>Ms Celine Curtin<br>Mr Paul Leamy<br>Mr John Langan<br>Ms Vivienne Martin<br>Ms Katherine West<br>Dr Susan Rogers<br>Dr Marion McEnroy<br>Mr John McGuinness<br>Dr Kevin Maye<br>Mr Des Kelly<br>Ms Anne Foley<br>Dr Pauline Logue<br>Mr Thomas Shepherd<br>Dr Marie English |

| 12.                                   | <b>Rationale for Changes:</b>  | <p>The proposed changes to this programme result from:</p> <ul style="list-style-type: none"> <li>- Feedback from the Teaching Council during the original accreditation process</li> <li>- Requirement to comply with Teaching Council Céim Standards for initial teacher education programmes, commencing September 2022</li> <li>- Changes to the BSc in Education (Design, Graphics and Construction) with which this programme shares modules.</li> </ul> <p>Where modules have been revised, a specific focus has been on core areas identified by the Teaching Council, including:</p> <ul style="list-style-type: none"> <li>- Inclusive Education</li> <li>- Global Citizenship Education</li> <li>- Professional Relationship and Working with Parents</li> <li>- Professional Identity and Agency</li> <li>- Creativity and Reflective Practice</li> <li>- Literacy and Numeracy</li> <li>- Digital Skills</li> </ul>  |  |                        |                  |                        |  |   |                             |  |   |                |  |  |                                       |  |  |                           |                               |   |
|---------------------------------------|--|---|--|------------------------|------------------|------------------------|--|---|-----------------------------|--|---|----------------|--|--|---------------------------------------|--|--|---------------------------|-------------------------------|---|
| 13.                                   | <b>Overview of Changes:</b>  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;"></th> <th style="width: 33%; text-align: center;"><b>Proposed Change</b></th> <th style="width: 33%; text-align: center;"><b>Rationale</b></th> </tr> </thead> <tbody> <tr> <td>Programme title change</td> <td>Change title to Bachelor of Education (Honours) in Art and Design &amp; Communication Graphics</td> <td>Recommended by the Teaching Council to more explicitly denote leaving certificate subjects.</td> </tr> <tr> <td>Programme Learning Outcomes</td> <td>The programme learning outcomes have been reviewed to ensure alignment with the Teaching Council Standards pertaining to:<br/>Professional Values<br/>Professional Skills and Practice<br/>Professional Knowledge and Understanding</td> <td>Ensure alignment with the Teaching Council Standards.</td> </tr> <tr> <td colspan="3"><b>Stage 1</b></td> </tr> <tr> <td><i>Learning and Innovation Skills</i></td> <td>Changed to <i>Academic and Professional Skills</i></td> <td>Institute-wide module that has been reviewed and updated</td> </tr> <tr> <td><i>Technical Graphics</i></td> <td>Change from 5 ETCS to 10 ECTS</td> <td>Transfer of Junior Cycle content from year 3 <i>Applied Graphics</i> to first year in response to feedback from students, staff and</td> </tr> </tbody> </table> |  | <b>Proposed Change</b> | <b>Rationale</b> | Programme title change | Change title to Bachelor of Education (Honours) in Art and Design & Communication Graphics | Recommended by the Teaching Council to more explicitly denote leaving certificate subjects. | Programme Learning Outcomes | The programme learning outcomes have been reviewed to ensure alignment with the Teaching Council Standards pertaining to:<br>Professional Values<br>Professional Skills and Practice<br>Professional Knowledge and Understanding | Ensure alignment with the Teaching Council Standards. | <b>Stage 1</b> |  |  | <i>Learning and Innovation Skills</i> | Changed to <i>Academic and Professional Skills</i> | Institute-wide module that has been reviewed and updated | <i>Technical Graphics</i> | Change from 5 ETCS to 10 ECTS | Transfer of Junior Cycle content from year 3 <i>Applied Graphics</i> to first year in response to feedback from students, staff and |
|                                       | <b>Proposed Change</b>   | <b>Rationale</b>  |  |                        |                  |                        |  |   |                             |  |   |                |  |  |                                       |  |  |                           |                               |   |
| Programme title change                | Change title to Bachelor of Education (Honours) in Art and Design & Communication Graphics   | Recommended by the Teaching Council to more explicitly denote leaving certificate subjects.   |  |                        |                  |                        |  |   |                             |  |   |                |  |  |                                       |  |  |                           |                               |   |
| Programme Learning Outcomes           | The programme learning outcomes have been reviewed to ensure alignment with the Teaching Council Standards pertaining to:<br>Professional Values<br>Professional Skills and Practice<br>Professional Knowledge and Understanding | Ensure alignment with the Teaching Council Standards.   |  |                        |                  |                        |  |   |                             |  |   |                |  |  |                                       |  |  |                           |                               |   |
| <b>Stage 1</b>                        |  |   |  |                        |                  |                        |  |   |                             |  |   |                |  |  |                                       |  |  |                           |                               |   |
| <i>Learning and Innovation Skills</i> | Changed to <i>Academic and Professional Skills</i>   | Institute-wide module that has been reviewed and updated  |  |                        |                  |                        |  |   |                             |  |   |                |  |  |                                       |  |  |                           |                               |   |
| <i>Technical Graphics</i>             | Change from 5 ETCS to 10 ECTS  | Transfer of Junior Cycle content from year 3 <i>Applied Graphics</i> to first year in response to feedback from students, staff and   |  |                        |                  |                        |  |   |                             |  |   |                |  |  |                                       |  |  |                           |                               |   |

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|  |  |   | graduates. This provides better balance to the programme.   |
|  |  | <i>Design Elements</i>  | Change to <i>Design Process 1</i> and from 10 ECTS to 5 ECTS.   |
|  |  | <i>Art Elements &amp; Design Principles (Drawing - 2D &amp; 3D)</i> | Increase in contact hours from 6 to 8   |
|  |  | <b>Stage 2</b>  |   |
|  |  | <i>Graphics and Computer Applications</i>                           | Change from 5 ECTS to 10 ECTS   |
|  |  | <i>School Placement 2</i>   | Change from 1 day-per-week to 3-week block  |
|  |  | <i>Education Projects 2 (Art)</i>                                   | Change to <i>Education Projects 2 (Art, Design and Technology)</i> with revised learning outcomes and syllabus content  |
|  |  | <b>Stage 3</b>  |   |
|  |  | <i>Applied Graphics</i>   | Change from 15 ECTS to 10 ECTS  |
|  |  | <i>Education for Inclusivity and Diversity</i>                      | New module  |
|  |  | <i>Education Projects 3 (Art)</i>                                   | Changed to <i>Education Projects 3 (Art, Design and Technology)</i> with revised learning outcomes and syllabus content   |
|  |  |   | Module learning outcomes and content aligned with new Junior Cycle standards in <i>Wood Technology</i> and <i>Graphics</i> . Removal of content not considered relevant to teachers. Eco-design introduced as the basis for the design process.   |
|  |  |   | Additional time needed for students to engage with core foundational skills and knowledge introduced in this module.  |
|  |  |   | Enable further development of digital ( <i>Solid Works</i> ) skills and programming for CNC, Laser and 3D printing technologies.  |
|  |  |   | In response to stakeholder and student feedback.  |
|  |  |   | This change was proposed in response to the TC accreditation process and affords students an opportunity to engage with elements of design, art and technology through the use of additive technologies (e.g. laser, 3D printer). The module assessment strategy is also aligned with <i>Graphics and Computer Applications</i> |
|  |  |   | Some Junior Cycle content moved to <i>Technical Graphics</i> in stage 1   |
|  |  |   | Places a greater emphasis on education for diversity and inclusion, an important subject for emerging teachers and a core area of the Céim Standards.   |
|  |  |   | This change was proposed in response to the TC accreditation process. This module provides students a further opportunity to research the nexus between art, design and technology.   |

|                     |  | <table border="1"> <tr> <th colspan="3">Stage 4</th> </tr> <tr> <td><i>Dissertation</i></td> <td>Changed module to <i>Practitioner Research</i></td> <td>Designed to develop student skills in academic research, academic writing, action research, research presentations and practitioner reflection.</td> </tr> </table>  | Stage 4 |  |  | <i>Dissertation</i> | Changed module to <i>Practitioner Research</i> | Designed to develop student skills in academic research, academic writing, action research, research presentations and practitioner reflection. |
|---------------------|--|---|---------|--|--|---------------------|--|---|
| Stage 4             |  |   |         |  |  |                     |  |   |
| <i>Dissertation</i> | Changed module to <i>Practitioner Research</i> | Designed to develop student skills in academic research, academic writing, action research, research presentations and practitioner reflection.   |         |  |  |                     |  |   |
| 14.                 | <b>Resource Implications:</b>                  | The proposed changes will result in a 2-hour increase in contact hours in stage 1 of the programme.   |         |  |  |                     |  |   |
| 15.                 | <b>Findings and Recommendations:</b>           | <p><b>General:</b></p> <p>The proposed changes outlined in this document were reviewed by the Programmatic Review panel who also reviewed the BSc (Hons) in Education (Design, Graphics and Construction). In some instances, changes were proposed to modules common with that programme and were reviewed simultaneously.</p> <p>The panel approve the proposed changes with the commendations listed below and subject to the following condition(s) and recommendation(s):</p> <p><b>Commendations:</b></p> <ol style="list-style-type: none"> <li>1. This is a well-structured and coherent programme.</li> <li>2. There is strong evidence of good use of feedback and feedforward throughout the programme.</li> <li>3. Groupwork is used to enhance student learning and teach group learning techniques.</li> <li>4. There was enthusiastic engagement by the programme team with the panel, and it is evident that they have a shared philosophy.</li> </ol> <p><b>Special conditions attaching to approval (if any):</b></p> <p>None.</p> <p><b>Recommendations of the panel in relation to award sought:</b></p> <ol style="list-style-type: none"> <li>1. Review Programme Learning Outcomes to identify if there is room to utilise merging to reduce the overall number.</li> <li>2. Review the timing of the school placements in years 3 and 4 so that they are better aligned with school year structures.</li> <li>3. Review assessment strategies documented in each module to ensure that they capture the good practice that is ongoing in relation to assessment feedback and groupwork.</li> <li>4. Review the content balance between stages 1 and 2 to identify whether the workload balance could be more evenly spread across both stages from a student perspective.</li> <li>5. Consider using one primary method of communication with students on all matters pertaining to their programme, so that all communication is easily located in one spot.</li> <li>6. Ensure that assessments schedules are communicated in a timely manner and that any changes are recorded on it. Any</li> </ol> |         |  |  |                     |  |   |

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|     |                        | <p>necessary changes to assessment dates and assignment deadlines should give due consideration to other deadlines.</p> <p>7. Assist students in identifying how programme content aligns to the specifications of the second level curricula.</p> <p>8. Classes where skills are taught could also usefully clarify with students how they in turn could teach those skills to second level students.</p> <p>9. Ensure that students receive the material specified for the programme handbook annually.</p> <p>10. Take measures to aid the student transition at the start of stage 3 to their new base in the Centre for Creative Arts and Media (CCAM) ensuring that students feel a sense of belonging in their new campus whilst still retaining their connection to Letterfrack and their programme.</p> |           |
| 16. | FAO: Academic Council: | Approved:  |           |
|     |                        | Approved subject to recommended changes:   | X         |
|     |                        | Not approved at this time:   |           |
|     | Signed:                |  |           |
|     |                        | Chair  | Secretary |

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<sup>i</sup> One of the proposed changes of the Differential Validation is to amend the title of the programme. BEd (Hons) in Art Design and Communication Graphics