

# PROFESSIONAL MASTER OF EDUCATION (ART AND DESIGN)

## Overview

NFQ Level 9, Major Award

(Joint Degree between University College Cork and Munster Technological University)

The Professional Master of Education (Art and Design) is a full-time programme running for two academic years from the date of first registration for the programme and is jointly awarded by UCC and MTU.

## School Placement

As per Teaching Council guidelines, the programme includes a requirement for two separate mentored and supervised school placements (one in PME Year 1 and one in PME Year 2) in recognised cooperating post-primary schools. School placements are designed to give student teachers opportunities to gain professional experience in classrooms and schools, to learn about teaching and learning in a variety of situations, to participate fully in the life of the school and to gain an in-depth understanding of the role of the teacher and the school more generally. In both Years 1 and 2, students must obtain teaching hours only in cooperating post-primary schools normally within a 50km radius of Cork City, which will facilitate their attendance at the required lectures, workshops and other commitments on campus on specific days and times during the teaching week. The list of approved cooperating schools for the Professional Master of Education (Art and Design) placement will be sent to successful applicants when they formally accept their place on the programme.

For Year 1 the responsibility for securing a placement school rests with the student. A school placement should not be secured until students have been offered a place on the programme. After interview by the school, students are contracted until the end of the school year to carry out their teaching placement in the school where their school placement forms were signed. Students must ensure that there is a minimum of twelve students in their placement class groups for supervision purposes.

To proceed to School Placement in Year 2 students must have passed the Year 1 placement. Each student is expected to have a contrasting school placement experience in a different school context for Year 2. The placement school for Year 2 will again be selected by the student but the choice will be mediated and approved by the Head of Arts in Health and Education (MTU).

Students are required to spend a minimum of 100 hours of personal experience of directly teaching a class or classes in one or more approved subjects (6 classes per week) in Year 1 and 150 hours (9 periods per week) in Year 2. In both years, placement must be undertaken on specific days and during specific times for the entire school year from late August until the following June. In both Years 1 and 2, students are required to prepare and maintain a School Placement Portfolio with evidence of long- and short-term planning, daily and weekly reflections, resources and other relevant data for all their class groups for the duration of their placements. During both placements, students are also required to engage in non-teaching school activities for a specified number of hours. This experience will normally include lesson planning,

preparation and reflection, opportunities for some classroom observation of experienced teachers, team teaching, participation in school meetings and other collaborative work with school staff and the extended school community. During these non-teaching activities, students in Year 1 will also be required to complete a variety of reflective research tasks related to their placement (e.g. pertaining to classroom management, teacher questioning and assessment, ICT, learning theories, supporting students with English as an Additional Language), which all form part of a School Placement Research and Professional Experiences Portfolio. Year 2 students will engage in more school activities commensurate with their evolving school experience and increased time in school and will also conduct research related to their classroom or school context, which will form part of their required Professional Research Paper in Art and Design Education.

**Note:** To be eligible for appointment to an incremental salaried teaching position in a secondary school, a teacher must be registered. It is the Teaching Council alone which has the authority to determine what constitutes adequate qualifications for registration purposes. See <http://www.teachingcouncil.ie> for registration details.

## Irish Language Requirement

While the Irish requirement has been removed for the generality of second-level teachers who do not use Irish in their everyday work, teachers of Irish and teachers employed in Gaeltacht schools and in other schools where Irish is the medium of instruction will be required to be fully proficient in Irish. A special course in spoken Irish, run by An Gaeilge Labhartha, UCC, will be available to students during their Professional Master of Education (Art and Design) studies.

## Programme Requirements

For information about modules, module choice, options and credit weightings, please go to Programme Requirements (p. 1).

## Programme Requirements

Code	Title	Credits
<b>Year 1</b>		
Students take <b>60</b> credits as follows:		
<i>Core Modules</i>		
ED6301	Philosophy and History of Education	5
ED6302	Introduction to Psychology and Sociology of Education	5
ED6303	Curriculum and Assessment	5
ED6306	Inclusion - Special Educational Needs and Intercultural Education	5
ED6322	School Placement 1	20
ED6323	The Teaching of Art and Design	5
ED6324	Curriculum-Related Art and Design Practice	5
ED6331	School Placement: Research and Professional Experiences Portfolio A	5
ED6332	School Placement: Research and Professional Experience Portfolio B	5
<b>Year 2</b>		
Students take <b>60</b> credits as follows:		
<i>Core Modules</i>		
ED6341	Collaborative Seminar: Contemporary Issues in Irish Schools	5
ED6353	The Teaching of Art and Design 2	5

ED6354	Literacy and Numeracy Development in the Post-Primary Classroom	5
ED6358	PME (Art & Design) School Placement 2	30
ED6359	PME Professional Research Paper	10
ED6362	Designing Curriculum and Assessment for the Contemporary Classroom	5

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**Total Credits** **120**

## Examinations

Full details and regulations governing Examinations for each programme will be contained in the *Marks and Standards Book* and for each module in the *Book of Modules*.

## Programme Learning Outcomes

### Programme Learning Outcomes for Professional Master of Education (Art and Design) (NFQ Level 9, Major Award)

On successful completion of this programme, students should be able to:

- Behave in a professional manner with members of the teaching placement school communities and with all other professionals in the context of the Teaching Council's Code of Practice;
- Critically evaluate the various theories of Teaching and Learning, including curriculum design, and apply these theories to assist in teaching effective and inspiring lessons in the classroom;
- Select from complex and advanced skills in the field of Education and develop new skills including those of pedagogy and assessment practices to a high level;
- Synthesise the key components of some areas of current research in the field of Education and carry out a small scale research project to a professional standard;
- Develop comprehensive portfolios that chart their progress as reflective practitioners carrying out research in the areas of professional tasks and experiences in their placements schools and at university;
- Discuss topics in the field of Education to demonstrate a critical awareness of current problems and new insights informed by development in this area;
- Appraise the role of the teacher in the modern classroom to help manage their own learning and professional development;
- Foster an interest in and enthusiasm for their specialist subject among their pupils;
- Display a willingness to participate in all aspects of the programme in a spirit of co-operation and enthusiasm;
- Communicate effectively key aspects of knowledge and understanding in the field of Education to specialist and non-specialist audiences;
- Demonstrate self-efficacy in professional development including evidence of ongoing personal art practice.