An Chomhairle Mhúinteoireachta
The Teaching Council

Report of the Review Panel to the Teaching Council following a review of an Initial Teacher Education programme

Name of HEI: **University of Limerick (UL)**

Name of Programme: **Bachelor of Education in Graphics Engineering and Technology**

Date: **March 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.

Contents

Programme Overview

This report relates to the review of the following programme provided by University of Limerick:

Bachelor of Education in Graphics, Engineering and Technology*,* 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.

University of Limerick 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.*

Particular requirements for post-primary programmes

In November 2020, the Council published *The Teaching Council Registration Curricular Subject Requirements (Post-Primary),* which set out the Council's revised subject criteria requirements for approved curricular subjects. The requirements may be met through studies incorporated into a concurrent programme of initial teacher education or may be met through undergraduate studies prior to completing a consecutive programme of initial teacher education. This also guides providers of post-primary consecutive programmes in determining suitability of entrants, outlining which curricular subjects, entrants can ultimately be registered to teach, as well as matching students to appropriate methodology modules.

The Review Process

The review of the **Bachelor of Education in Graphics, Engineering and Technology** at University of Limerick (UL) took place between July 2022 and March 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	The Council notified UL of its intention to review the Bachelor of Education in Graphics, Engineering & Technology, on 17 February 2022.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and UL on 9 March 2022 to provide an overview of the submission documentation and answer queries from UL.
Step 3 Submission	UL submitted the proforma and supporting documentation for the Bachelor of Education in Graphics, Engineering & Technology on 6 July 2022.
Step 4 Desk-based Review	A desk-based review was conducted by the Council staff on 20 July 2022 and a letter requesting clarifications was sent to UL on the 28 July 2022. UL submitted their response on 2 September 2022.
Step 5 Appointment of Review Panel	The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's acting director, with Prof Sheelagh Drudy as Chairperson and Mr Patrick McVicar and Prof Margery McMahon as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	The review panel was supported in their role by Tríona Cleary as rapporteur. The rapporteur's functions included liaison with UL, 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 external subject experts and by the acting director of the Teaching Council and her executive staff nominees.
Step 6 Review panel meeting 1	The panel met on 27 October 2022 to consider the submission. They requested clarifications from UL on 7 November 2022. UL responded to this request on 18 November 2022.
Step 7 Engagement with the HEI	The panel chair and rapporteur held a pre-meet with UL on 8 November 2022 to discuss arrangements for a site visit.
Review panel meeting 2	The full panel met on 1 December 2022 to discuss the schedule for the site visit and consider the clarifications received from UL.

Site Visit	The panel conducted a site visit to University of Limerick on 8 December 2022. This was also attended by the rapporteur and Teaching Council staff. The panel had a tour of the facilities and met with representatives from the university management team, the programme teams, the school placement team and some students and recent graduates of the programmes. The following attended on behalf of the university. • Prof Shane Kilcommins (Provost) • Prof Rachel Msetfi (Dean, Faculty of Education & Health Sciences) • Prof Sean Arkins (Dean, Faculty of Science & Engineering) • Dr Sandra Joyce (Dean, Faculty of Arts, Humanities & Social Sciences) • Mr John Field (Director of Finance at UL) • Mr Declan Hannan (Financial Controller) • Mr Brian Hartigan (Finance Business Partner) • Prof Paul Conway (Professor of ITE & Deputy Head of School of Education) • Dr Donal Canty (Deputy Head of School of Education) • Ms Ann-Marie Kennedy (Accreditation & Quality Officer) • Ms Nicola Kelly (Project Manager) • LM094 Programme Team: Dr Keelin Leahy, Dr Donal Canty, Dr Diarmaid Lane & Mr Trevor Hickey • LM095 Programme Team: Dr Jason Power, Dr Nicolaas Blom, Mr Paddy Rowsome & Dr Diarmaid Lane • LM091 Programme Team: Dr Jennifer Hennessy, Dr Marie Therese Batardier, Dr Aengus Finnegan, Dr Jean Conacher, Ms Ana María Sanchez, Dr Liam Murphy • PME: Dr Diarmaid Lane, Dr Orla McCormack, Mr Dan O'Sullivan, Dr Laura Regan, Dr Jean Conacher, Dr Patrick Johnson, Ms Jean Downey, Dr Antonio Calderon & Dr Aishling Flaherty • School Placement Director & Tutors: Dr Ann Marie Young, Ms Michaela Hayes, Dr Rachel Lenihan, Dr Orla McCormack, Ms Aoife Clancy, Mr Patrick Keays • Students / Recent Graduates: Mark Coughlan, Padraig Mulcahy, Daragh Taylor, Liam Macquet, Lauren Walsh, Phove Gavin, Emma Flores Prof Kerstin Mey, UL President and Prof Patricia Mannix McNamara, Head of School of Education were unable to attend the site visit but were represented by the UL Provost and the Deputy Heads of the School of Education.
Step 8 Review panel meeting 3	The panel sought some further clarifications from UL following the site visit and then compiled their overall findings.
Step 9 Reporting	The report was drafted and issued to the HEI for the 30-day feedback period. It was finalised when the final response was received from UL.

Step 10 Education Committee	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.

Overall Findings

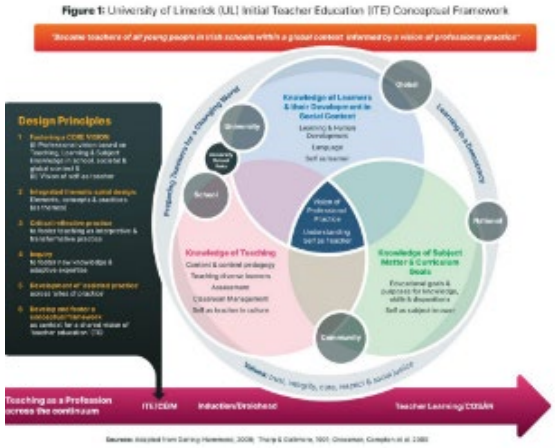
The panel commends the very detailed and thorough submission by University of Limerick (UL). The proforma, toolkits and appendices were comprehensive and easy to navigate and demonstrated a significant effort to align the programme to the *Céim Standards for Initial Teacher Education*.

The panel appreciated the deep engagement by UL with the review and accreditation process and the willingness to clarify any queries sought and take on board any constructive feedback.

The panel were impressed with the quality and qualifications of the UL School of Education staff, particularly the significant number of staff with notable International research profiles. The interfaculty collaboration and university wide commitment to high quality and research informed teacher education was evident throughout the submission and during our conversations with representatives from UL's senior management, School of Education and programme teams on the site visit.

Graduates of the LM095 Bachelor of Education in Graphics, Engineering and Technology will be eligible to register with the Teaching Council for three curricular subjects: - Design & Communication Graphics (DCG), Engineering and Technology.

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The programme received academic accreditation on 2 March 2022 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	The programme is supported by a clearly defined conceptual framework. In the application, UL 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 *Policy on the Continuum of Teacher Education.* *"Underpinning UL's ITE programmes is the mission statement of enabling student teachers to "become teachers of all young people in Irish schools in a global context informed by a vision of professional practice."*  *Appendix 6(a)* They demonstrated the core idea that being and becoming a teacher is a lifelong process involving knowledge and skills as well as the development of teacher voice and agency and a commitment to the needs of all learners and the *Code of Professional Conduct for Teachers* *"UL's ITE provision is informed by both in a number of ways: (i) commitment to fostering life-long learning of prospective teachers through a focus on `adaptive expertise' (Timperley et al., 2007; Anthony et al., 2015), (ii) undertaking research on teacher education across the continuum of teacher education with a particular focus on ITE, (iii) commitment to the values underpinning the profession of teaching. Central to our programme design (see design principle 2) is our*	Yes

	adoption of an integrated thematic spiral design across core elements, key concepts, and core practices." The application demonstrated how the conceptual framework provides a rationale for the model of ITE which has been adopted and how it enables student teachers while on placement to demonstrate the link between the sites of practice (HEI and School) *"In the case of our concurrent programmes, the development of subject knowledge in the disciplines is undertaken in collaboration with relevant faculties to support student teachers' integration of knowledge within the context of educational studies and school placement."* *"The adoption of an integrated and thematic approach to UL's ITE programme design is intended to support students demonstrating links between `sites of practice' in learning to teach."* The application showed how school placement is the fulcrum of the continuum of teacher education and how keys themes are revisited over the programme. *"A well implemented spiral curriculum facilitates sequencing of content moving to greater complexity overtime in revisiting focal topics."* It demonstrated how the professional studies aspect of the programme gives student teachers sufficient opportunities to actively learn from practising teachers about relevant and innovative methodologies, appropriate to their practice in using a variety of strategies, such as *"case studies, "micro-teaching", "reality chats", "video cases" etc.*	
1.1.3 Programme Aims	The application 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. *"to develop knowledge of learners and their development in social context, teaching, Graphics, Engineering, Technology and curriculum goals (including national priorities)."* The application demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities. *"As noted in the context of the integrated thematic spiral curriculum underpinning the programme design there are multiple opportunities in which students engage with*	Yes

	curriculum, outcome based curriculum planning and national priorities." UL demonstrated how the programme will enable newly qualified teachers to facilitate quality teaching and learning for all pupils, how it prepares student teachers for teaching, learning, reflective practices, and assessment in their schools, and prepares them for entry into their professional role. *"…the programme enables newly qualified teachers to facilitate quality teaching learning for all pupils based on the knowledge, skills and dispositions developed through the course of the programme with an appropriately broad framing of inclusion encompassing education for pupils with special needs, students from educationally disadvantaged settings and or students from diverse cultural backgrounds."* 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. *"The programme actively fosters student teachers agency and mindset to be open to professional growth and learning over the course of their careers in a number of ways including (i) framing the initial teacher education experience in the context of the continuum of teacher education, (ii) focus on teaching as a practice and a role that can be learned and developed across the professional life cycle*	
1.1.4 Programme Duration & Balance	The submission demonstrated that this concurrent programme meets the criterion of a minimum of four years duration, and how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure. Bachelor of Education in Graphics, Engineering & Technology is a four year, 240 ECTS concurrent degree. It comprises 120 ECTS of Education, of which School Placement comprises 60 ECTS, and Foundation and Professional Studies comprise 60 ECTS. There are 120 ECTS credits allocated for the subject discipline modules which due to an overlap of the subject content in many of the modules meet the 60 ECTS credits requirement for each of the three subject disciplines. The programme meets the Teaching Council Subject Requirements (Post-Primary) for Technology, Engineering and Design and Communication Graphics (DCG).	Yes

	As evident in Toolkit A, the programme is structured in a manner which ensures that there is a balance between all areas of study over the course of the four years. UL 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. *"Students are encouraged to address their personal and professional development both through reflecting on the content of modules as well as reflecting on other cultural, community and wider national/international experiences."*	
1.1.6 Integration and Diversity of Programme Content	UL 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. *"The strategic placement of the modules allow the spiral curriculum to actually work providing the wider programme architecture to support the thematic focus in teaching, learning and, assessment, modalities."* The application referenced the integration of *"a more blended model of initial teacher education"* from Autumn 2022 *"to support greater integration and connection between coursework and placement"* and opportunities for *"small group work including small group discussions, peer feedback and some group-based assessments."* Students are given opportunities for individual and collective reflection *"through written reflections and dialogue with school placement tutors"* and *"online school placement tutorials"*	Yes
Aptitude test	UL 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
<u>1.1.7 Required Areas of Study</u>	The review process determined that the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard. <u>Foundation Studies</u>	Yes

	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. *"…students are supported in systematically engaging with insights from research through lectures, tutorials involving readings, in many instances peer-reviewed journal articles, multimedia and their own written reflections."* The programme, enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it *"…historical elements of the Irish education system are frequently used as a lens to understand current policy and practice in education as evidenced across a number of other modules."* <u>Professional Studies</u> UL demonstrated that the Professional Studies elements of the programme develops the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge. *"…the pedagogical expertise of student teachers is developed through providing multiple opportunities for students to engage with their disciplinary content knowledge (CK) and how they might best teach this with a specific focus on pedagogical content knowledge (PCK)."* 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. *"Students have the opportunity across multiple modules to engage with these new and emerging technologies through individual and collaborative activities."* Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise. *"…adaptive expertise will be presented as a hallmark of their professionalism as they work and develop from a position of novice in the teaching profession and develop their practice across the continuum of teacher education."*	

	<u>School Placement</u> UL demonstrated how the school placement model on the programme provide opportunities for student teachers to experience a high support/high challenge model of placement and engage in research on their own practice, making connections between the sites of practice. *"…our programmes are both ambitious and challenging, as well as providing extensive support and scaffolding, all premised on the development of thoughtful, competent and agentic teachers."* Students are given the opportunity to observe experienced teachers and plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels, to assist them in establishing classroom management strategies. *"Observation, along with planning, professional conversation and reflective practice, comprise our programme core practices."* As one of the six design principles of the ITE programme at UL, student teachers 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. *"Preparation for further professional learning during the ITE programme centres on provision of SP tutor feedback to students where key areas for development for the Droichead programme are highlighted."* <u>Core elements of programmes of ITE</u> The review process determined that the following elements underpin all aspects of the programme. 1.Inclusive Education UL demonstrated that inclusive education is *"a core component"* of the programme. *"EN4045: 'Diversity and Social Justice in Education: Sociological Perspectives' supports students to learn and reflect on intersectional dimensions of diversity — 'race', ethnicity, national identity, language, socio-economic status, gender, sexuality, religion, ability."* 2. Global Citizenship Education The application evidenced how global citizenship education and education for sustainable development, wellbeing,	

	social justice and interculturalism are ingrained in the programme. *"Our programme enables pre-service teachers to develop critical consciousness about issues pertaining to social justice and sustainability, an active appreciation of the importance of interrogating these issues, and the capacity and commitment to incorporate them in an appropriate and effective manner into their teaching and professional practice."* 3. Professional Relationships and working with parents UL showed that the core element of establishing professional relationships and working with parents and other stakeholders is integrated into the programme "in a spiral manner" *"Students are expected to evidence an awareness of professional relationships and working with parents in their reflective writings and they are also afforded opportunities to develop their understanding of professional relationships and working with parents through engagement with non-direct periods and extra-curricular activities during the school placement experience."* 4. Professional identity and agency The application demonstrated that the programme includes support for the development of the teacher as a self-reflective autonomous professional, integrating the core values outlined in the Code of Professional Conduct for Teachers into their teaching practice and the continuum of their teacher education. *"The principles of professional identity and agency are inculcated across all initial teacher education programmes in UL within our foundation studies, school placement and professional studies modules. Furthermore, this core element is deliberately anchored in several core modules and supported by others."* 5. Creativity and Reflective practice UL demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators and researchers through core and support modules: *"EN4018 affords students the opportunity to critically reflect on their professional learning experiences to identify and question assumptions they hold about the nature of*	

	teaching, learning and schooling in cooperative groups that model collegial learning and cultivate research capacity." *"In EN4046 students are required to draw together equality, diversity and inclusion theory and practice insights to construct a sociological reflection on their school placement period."* 6. Literacy and Numeracy 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. The application referenced *"the key anchor module EN4033 (Planning for Learning)"* which *"will provide students with opportunities to plan and develop lesson plans and a unit of learning that reflect their evolving understanding of literacy and numeracy."* 7. Digital Skills UL demonstrated that digital skills are incorporated into the programme to support teaching and learning for all learners and that student teachers have the opportunity to explore new and emerging technologies. *"Housed with the Educational Technology Centre, a dedicated learning laboratory for student teachers, students also learn how to develop multi-media-rich digital educational resources for teaching and explore wider educational debates in relation to digital technology use in schools as part of this module."*	
Post-primary: Curricular subject criteria registration requirements	The programme is Level 8 on the National Framework of Qualifications (NFQ) with a minimum pass result in all examinations pertinent to the three subjects of Engineering, Technology and Design and Communication Graphics (DCG). Each subject meets the minimum subject specific requirements for registration from January 2023. There are 120 ECTS credits allocated for the subject discipline modules. Due to an overlap of the subject content the 60 ECTS credits and content requirement for each of the three subject disciplines has been met. At the request of the panel, UL have submitted revised module descriptors to make the DCG content in modules PN4021; ET4003; ET4006, PN4068, PH4032 & MA4701 more explicit and demonstrate the required 60 ECTS credits and content for DCG. The panel notes that the amended module	Yes

	descriptors will go through an Academic Programme Review Committee module approval process in Spring before being finalised and included in a revised book of modules.	
	The submission demonstrated that subject discipline components include subject specific curricular studies and pedagogies (methodologies) for three subjects. *"The pedagogy module acts as a focusing point where engineering theory, educational theory and the context of the classroom meet in order to prepare students for their upcoming school placement in Sem 4."* *"Sem 6 represents a culmination of pedagogical content knowledge acquisition. Students engage in an advanced design project that requires them to draw on previously developed coding, design, manufacturing, technical component specification/integration and rapid prototyping technology."*	
1.1.8 Learning and Assessment Strategies	UL 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. *"An example of strategies to support student teachers engagement include use of peer and self-assessment across a broad range of modules to facilitate students in monitoring the quality of their work as it progresses through reflection and evaluation."* *"…student teachers establish how to balance between assessment as a quality assurance mechanism and assessment as a learning orientated tool. With this understanding student teachers plan and develop strategies and resources for the integration of assessment in their practice as teachers."*	Yes

Programme Resourcing

	Comment	**Standard addressed?**
1.2.2 Staffing	The review process determined that the programme meets the following staffing standards: •appropriate programme staff qualifications and experience	No, see requirement below

	•evidence that the programme meets the Céim standard of at least 50% of all School Placement Tutors to be registered with the Teaching Council, with the submission demonstrating that 71% of the programme's School Placement Tutors are registered. The application also demonstrated the staff distribution mechanisms they have in place to show that prior to qualification, while on school placement, a student teacher will be summatively assessed at least once by a registered teacher. It also established that the student:staff ratio of 15:1 is not currently being achieved, with the programme demonstrating a ratio average of 17.06:1. As the Céim required student:staff ratio of 15:1 has not been met on this programme, accreditation will be subject to UL submitting, within 6 months of the date of this report, a clear plan that details the measures being undertaken to address the SSR and the timelines involved. UL provided evidence of the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including policies relating to Early Career supports, Sabbatical and Special Research Leave, Further Study, Mentoring, Professional Development Leave, Research Grants etc.	
1.2.3 Facilities	UL demonstrated that there are appropriate general facilities, however, the LM095 programme specific facilities are not appropriate to support research, teaching and learning for today's technology teachers. During the site visit to UL the Panel noted that the building in which the technology teaching spaces and workshops are located is congested (with evidence of spaces having been incrementally subdivided to serve additional demands) which could present health and safety risks, in an environment where practical work and potentially dangerous machining would be ongoing. Obselete and outdated machinery also occupy valuable space. The current layout of the learning spaces for technology teacher education does not meet students' needs. The spaces do not reflect modern second level learning environments for these curricular subjects and in many instances are not suitable for the required design and make activities. Programme directors could not identify dedicated space(s) where student-teachers could individually/ independently work on their design/ modelling/ make	No, see requirement below

	projects, or facilitate their teacher resource development and lesson preparation. These spaces must be equipped with up-to-date, and appropriately sized, specialist equipment such as CNC machines, laser-cutters, 3D-printers, electronics/robotics lab etc, to properly prepare graduates to teach DCG, Technology & Engineering in second-level schools. The panel require UL to conduct an audit of the LM095 programme specific facilities, to ensure appropriate facilities as required by Céim to support research, teaching and learning for technology teacher education. The panel will require UL to submit a plan to modernise the LM095 facilities within six months of the date of this report.	
1.2.4 Student Support and Guidance Systems	The review process determined that provisions are in place for the personal and social development and pastoral care of student teachers. UL have a wide range of student supports and services in their Student Affairs Division such as *"Disability Support Services, Chaplaincy Service, Counseling Service, Mature Student Office, Student Health Centre, First Year Support Coordinator, Access Office and Arts Officer."* *"The Division also operates the SilverCloud programme for personal wellbeing which is available 24/7 to all students and staff in the university."* UL demonstrated how a student teacher might transfer to an alternative programme, where feasible, and to carry credits in so doing, with due regard to the exit award arrangements already in place in the HEI. *"In supporting individual progression students may seek to exit the programme based on accumulated credits. Students already enrolled at UL can transfer onto a different programme through internal transfer, and students from other higher education institutions (HEIs) can transfer onto a UL programme through external transfer."*	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 and that the *"The Head of Education is a member of Academic Council."*	Yes
1.2.6 Financial Resources	UL demonstrated that the programme is adequately resourced to ensure that programme aims are met through student fee income and state grants.	Yes

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	The UL 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. *"Our partnerships with schools are underpinned by the effective implementation of a peer-support network, where teacher-educators and classroom-based practitioners can communicate better, learn from each other and support student teachers in terms of assistance and assessment."*	Yes
1.3.2 Duration	The review process determined that the duration of school placement is in compliance with the Teaching Council's requirements and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard. *"The school-based element incorporates direct teaching experience of a minimum of 200 hours across School Placement 1 and School Placement 2."*	Yes
1.3.3 Elements of School Placement	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. *"The two 10-week block placements are strategically placed to allow students the opportunity to engage in a spiral curriculum and build and develop through four key practices."*	Yes
1.3.4 School Placement Models	The submission showed that school placement models are developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement. School Placement *"is at the core of all ITE programmes and is driven by a collaborative partnership between UL, schools and students."*	Yes
1.3.5 Securing of Placement	The submission established that UL's School Placement Office in consultation with other faculty staff assumes overall responsibility for the placement of student teachers and uses an online placement system 'TUS' to manage school placements.	Yes

	"The School Placement Office use an online placement system `TUS' which manages the sourcing of student placements and the assignment of tutors in a highly effective and professional manner."	
1.3.6 Diversity of Placement Settings	The review process determined that the submission demonstrated that the programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts, including Irish medium schools. *"The School Placement Office strive to place students in a variety of school settings to experience diversity of teaching contexts."*	Yes
1.3.7 Taisce in School Placement	The submission provided evidence of the approaches UL is utilising to enable the student teacher to demonstrate, using their Taisce: o an understanding of inclusive education as applicable to that context o an understanding of working with parents	Yes
1.3.8 Research in School Placement	UL showed how 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. In Year 4, Semester 1, students are required to carry out a Taisce / portfolio research project in relation to their *"cycle of inquiry"* in the *"TP4027: School Placement 2 module."*	Yes
1.3.9 School Placement: Evaluation and Assessment	The review process determined 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 and in The Teaching Council Registration Curricular Subject Requirements (Post-Primary).

Accordingly, it recommends to the Teaching Council that the programme be granted accreditation subject to the following requirements being complied with, **within 6 months of the date of this report**:

Programme Accreditation Requirements

Matter	Requirement
SSR	That UL shall submit a clear plan that details the measures being undertaken and associated timelines involved to bring the student:staff ratio (SSR) in line with the *Céim: Standards for Initial Teacher Education* requirement of 15:1.
Facilities	That UL shall submit a plan with clear timelines to upgrade and modernise facilities, machinery and spaces to ensure they are appropriate to adequately support research, teaching and learning in the subject discipline areas.

Appendix 1 - Review Panel Membership

Chair: **Professor Sheelagh Drudy**

Prof Sheelagh Drudy is Professor Emeritus of Education at University College Dublin and former Head of the School of Education and Director of the Postgraduate Diploma in Education. Professor Drudy is a former teacher, educational researcher, and teacher educator. She was a member of the first Teaching Council appointed by the Minister in 2005 and has also been a Council member of the National Council for Special Education (NCSE). She is the author and co-author of books and papers on education, including *Education in Ireland: Challenge and Change* (2009), Dublin: Gill and Macmillan. She is currently an external reviewer for a number of international journals and an assessor for international research organisations. She has been involved in quality assurance reviews in various HEIs.

Panel Member: **Patrick McVicar**

Patrick McVicar was nominated to the Teaching Council by the post-primary school management organisations and served as a member of the Education, Registration and Disciplinary sub-committees and on the Post-primary Applications Panel until his term of office ended in March 2016. He was previously Principal of Pobalscoil Chloich Cheannfhaola, Falcarragh, Co. Dhún na nGall. He is a current member of the Association of Community & Comprehensive Schools (ACCS)and of Donegal Education and Training Board, where he chairs the Finance Committee. He served on a number of NCCA committees including Course Committees for Technical Graphics, Design & Communication Graphics, and the Board of Studies for Technological Subjects.

Panel Member: **Professor Margery A. McMahon**

Professor Margery A McMahon is Head of the School of Education at the University of Glasgow and Professor of Educational Leadership. She is a former teacher of History and Politics and has been involved in teacher education, career-long professional learning, and leadership education since joining University of Glasgow. She is the author and co-author of a range of books and articles focusing on professional learning and leadership including, Forde, C., and McMahon, M., (2019) *Teacher Quality, Professional Learning and Policy*, London: Palgrave MacMillan. She is UK Representative for the International Study Association for Teachers and Teaching (ISATT).

Appendix 2 - Teaching Council Registration: Curricular Subject Requirements (Post-primary) Effective for registration on or after 1 January 2023

Design and Communication Graphics (DCG)

In order to meet the registration requirements, set down in the Teaching Council (Registration) Regulations in respect of the curricular subject of Design and Communication Graphics (DCG) an applicant must meet all of the following criteria

1. (a) Applicants must hold a degree-level qualification, with Design and Communication Graphics (DCG) studied up to and including third-year level or higher (or modular equivalent).

   (b) The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass result in all examinations pertinent to the subject of Design and Communication Graphics (DCG).

   (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Design and Communication Graphics (DCG) comprising at least 60 ECTS credits (or equivalent).

2. The study of Design and Communication Graphics (DCG) during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Design and Communication Graphics (DCG) syllabus/specification to the highest level in post- primary education (see www.curriculumonline.ie).

To meet this requirement the degree must include the study of all of the following:

a) The Application of Plane and Descriptive Geometry (this may include the use of projective systems)

b) Applied Graphics (this may include dynamic mechanisms, structural reforms, geological geometry, or surface geometry)

c) Design Communication (this may include graphic illustration and information and communication technology)

d) Computer-Aided Design (this may include assembly drawing)

Engineering

In order to meet the registration requirements, set down in the Teaching Council (Registration) Regulations in respect of the curricular subject of Engineering an applicant must meet all of the following criteria:

1. (a) Applicants must hold a degree-level qualification, with Engineering studied up to and including third-year level or higher (or modular equivalent).

(b) The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass result in all examinations pertinent to the subject of Engineering.

(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Engineering comprising at least 60 ECTS credits (or equivalent).

2. The study of Engineering during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Engineering syllabus/specification to the highest level in post-primary education (see www.curriculumonline.ie).

   To meet this requirement the degree must include the study of all of the following:

   a. Health & Safety (this must include the development of knowledge and skills in relation to identification of hazards, assessment of risk and the safe management of a classroom / work environment)

   b. Product Design and Realisation (this must include engagement with the design and realisation of artefacts to include the integration of mixed technologies, and the use of associated graphic communication techniques and computer-aided design)

   c. Materials Technology and Processing (this must include the development of skills and best practice in the safe processing of a variety of materials. Particular focus should be placed on materials properties, performance, and processing requirements. The study of computer aided manufacture should be included.

   d. Power, Energy and Control (this must include engagement with control systems which incorporates electronic, pneumatic and computer control)

   e. Information and Communications Technology (as applicable to Engineering)

   f. Structural & Mechanical Systems.

Technology

In order to meet the registration requirements, set down in the Teaching Council [Registration] Regulations in respect of the curricular subject of Technology an applicant must meet all of the following criteria:

1. (a) Applicants must hold a degree-level qualification, with Technology studied up to and including third-year level or higher (or modular equivalent).

   (b) The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass result in all examinations pertinent to the subject of Technology.

(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Technology comprising at least 60 ECTS credits (or equivalent).

2. The study of Technology during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Technology syllabus/specification to the highest level in post- primary education (see www.curriculumonline.ie).

   To meet this requirement the degree must include the study of all of the following:

   a. Health & Safety (this must include the development of knowledge and skills in relation to identification of hazards, assessment of risk and the safe management of a classroom / work environment)

   b. Product Design and Manufacture (this must include engagement with the design of artefacts to include the integration of mixed technologies, the development of knowledge and skills, and the use of associated graphic communication techniques and computer-aided design)

   c. Materials Technology and Processing (this must include the development of skills and best practice in the safe processing of a variety of materials. Particular focus should be placed on material properties, performance, and processing requirements, The study of computer aided manufacture should be included.)

   d. Applied Electronic and Control Systems (this must include engagement with applied electronic and control systems suitable for use in the second level educational system.

   e. Information and Communications Technology

   f. Manufacturing Systems (this must include project and quality management).

   g. Structural & Mechanical Systems