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: **Dublin City University (DCU) & Technological University of the Shannon: Midlands and Mid-West (TUS)**

Name of Programme: **Bachelor of Education in Technology, Engineering & Graphics**

Date: **November 2022**

Contents

Programme Overview

This report relates to the review of the following programme, which is awarded by Dublin City University (DCU) but is provided jointly through a partnership with the Technological University of the Shannon: Midlands and Mid-West (TUS):

Bachelor of Education in Technology, Engineering & Graphics, 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.

DCU & TUS 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 Technology, Engineering & Graphics** at DCU & TUS took place between February 2022 and November 2022 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	The Council were informed by DCU & TUS of a proposed new degree; Bachelor of Education in Technology, Engineering & Graphics in January 2022.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and DCU & TUS on 26 January 2022 to provide an overview of the submission documentation and answer queries from DCU & TUS.
Step 3 Submission of Pro Forma	DCU & TUS submitted the proforma and supporting documentation for the Bachelor of Education in Technology, Engineering & Graphics on 1 February 2022.
Step 4 Desk-based Review	A desk-based review was conducted by the Council staff on 23 May 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 Dr Mary Fleming as chairperson and Mr Patrick McVicar and Mr Kenneth Muir as panel members. The Panel was briefed by Teaching Council staff.
Rapporteur	The panel were supported in their role by Tríona Cleary as rapporteur. The rapporteur's functions included liaison with DCU & TUS, maintaining records of meetings, and drafting and finalising the panel's report in conjunction with the panel Chair. The panel was also supported in its deliberations by external subject advisors and by the Acting Director of the Teaching Council and her executive staff nominees.
Step 6 Review panel meeting 1	The panel met on 14 July 2022 to consider the submission. They requested clarifications from DCU & TUS on 29 July 2022. DCU & TUS responded to this request on 24 August 2022.
Step 7 Engagement with the HEI	The panel chair and rapporteur held a pre-meet with the Programme Directors on 23 August 2022 to discuss arrangements for a site visit.

Site Visit	The full review panel conducted a site visit to TUS Athlone Campus on 21 September 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 both University Management Teams and the Programme Directors and their teams. The panel met the following: DCU ○ Executive Dean ○ Deputy Dean & Programme Chair ○ Associate Dean for Teaching & Learning ○ Programme Team TUS ○ President ○ Registrar ○ Dean of Faculty ○ Programme Chair ○ Programme Team
Step 8 Review panel meeting 2	The panel met to discuss the site visit and consider the clarifications received from DCU & TUS and finalise 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 DCU & TUS on 8 November 2022.
Step 10 Education Committee	The chair will present the report to 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 quality and excellent standard of the submission, and the professional and deep engagement with the process of the University Leadership and staff from both Dublin City University (DCU) and Technological University of the Shannon (TUS). The submitted documentation and the subsequent discussion at the site visit to TUS Athlone reflected deep consideration of and attention to Céim standards by the programme leadership and team.

The institutional level support and commitment for the BEd TEG programme from both University Leadership Teams is significant and commendable, as is the articulated vision for the programmes' evolvement and its potential as a conduit for further partnership in the area of TEG pedagogical research. The quality and standard of the facilities, collaborative spaces and resources viewed by the panel and available to the students on the TUS campus is exceptional and demonstrated appreciation of the student teachers' learning and professional developmental needs.

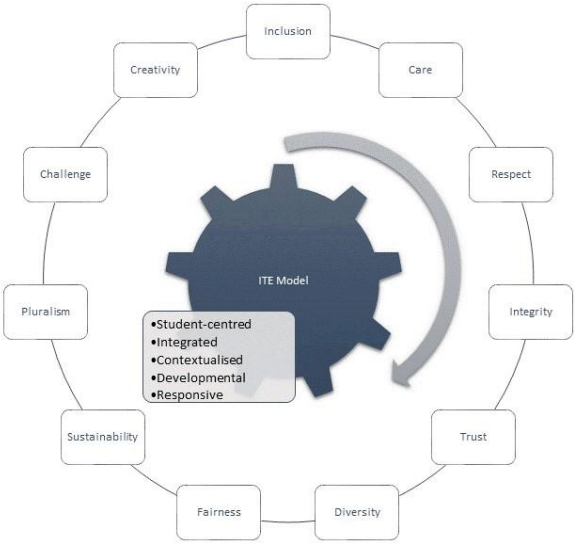
The partnership, collaboration and synergy demonstrated by the teams and leadership from both Universities was admirable and authentic. In particular, the members of the programme team demonstrated impressive enthusiasm, passion and proactive engagement with the programme's design and implementation.

The proforma and other documentation submitted to the Teaching Council was excellently presented with clear and coherent links throughout to the different elements of the programme; modules, design structures, and school placement guidelines. There is a strong emphasis on 'teachers as researchers' and evidence-based practitioners, diversity, and inclusion throughout the programme. The BEd TEG programme is integrative, interdisciplinary and spiral in design with the focus of 'mirroring best practice' representing an innovative response to the Céim accreditation standards and process. The programme's design demonstrates a clear alignment with the student teacher's trajectory of learning, identity and professional growth into the profession.

A particular feature of the programme is the provision of a wide range of experiences through industry contacts, international visits, STEM summer internship (STINT) and enabling connections with other Technology, Engineering and Graphics students in both institutions. This furthers the potential for the student teachers to embrace and apply learning within 'real life' situations and contexts.

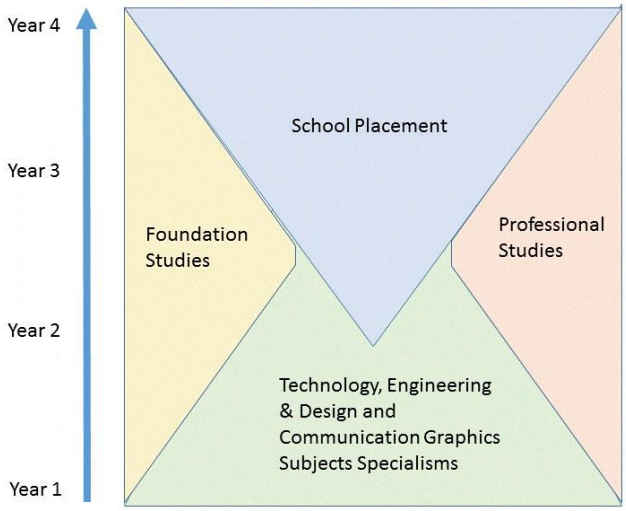
The panel considers the programme to be a valuable and innovative addition to the suite of Initial Teacher Education (ITE) programmes available. This is particularly important considering the geographical spread of current provision of Technology, Engineering and Graphics (ITE) in Ireland.

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The programme received academic accreditation in December 2021 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. *"As a community of teacher educators across two institutions, we want our student teachers and newly qualified teachers to share our commitment to education as a public good, a human right and a force for transformation particularly in relation to equality, inclusion, social justice, global citizenship, and sustainability."*  *Appendix Figure 7.1* In the application, DCU & TUS 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* by encouraging students to *"begin their teaching careers believing in the potential of every learner (European Commission 2017), highly knowledgeable, caring, competent and critically reflective in designing, evaluating and improving teaching, learning and assessment, engaging with and in research and in their own personal and career long professional development…"* 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*	Yes

"Graduates of this programme will become first and foremost professional educators. They will be known ….for their commitment to continual professional development, social transformation and global solidarity in line with the ethos of both institutions."

The application demonstrated how the conceptual framework provides a rationale for the model of ITE which has been adopted, and which is illustrated using an envelope:



Appendix 7.2

"On the bottom fold are the TEG subject specialisms of Technology, Engineering, and Design and Communication Graphics", which are concentrated in the first two years of the programme and are delivered in the TUS campus.

On the sides of the envelope are the education related modules (foundation studies and professional studies) which are delivered on a phased basis, being gently introduced in the first two years *"and revisited over time in increasingly more complex ways"* with particular focus on these areas on the DCU campus in the final two years of the programme.

The upper fold of the envelope is school placement where the programme seeks to promote *"the interaction between school-based practice…. and other dimensions of initial teacher education."*

The application showed how school placement is the fulcrum of the continuum of teacher education.

"student teachers experience situated learning, explore knowledge connected to practice, engage in professional learning communities and begin learning to "think… to know…and to feel like a teacher" (Feiman-Nemser, 2008)."

	The application demonstrated a *"gradual development of student teachers' knowledge, skills and competencies through spiralling of thematic areas, specialisms and placements"* and showed how student teachers are given the opportunity to actively learn from practising teachers through the DCU Teacher Fellows Initiative which *"acts as a bridge between HEI and school".*	
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. The programme aims are demonstrated in learning outcomes such as *"critically appraising a diverse post primary student population" and "propose policy development".* The application demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities. *".....the programme team keeps abreast of developments in terms of policy and research at national and international levels."* DCU & TUS have shown 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 practice, and assessment in their schools, and prepares them for entry to their professional role. *"…the cultures of reflective practice and research-informed practice fostered within this ITE programme across foundation studies, professional studies and school placements, will ensure that all graduates have positive dispositions towards ensuring the quality of learning for all pupils, and furthermore, actively seek to evaluate their own practice, and address any gaps therein through relevant professional development."* *"This spiralling of subject specialisms, foundation and professional studies allows student teachers to gradually build adaptive expertise."* The application demonstrated how the programme aims to 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	Yes

	that of their pupils, and to support their pupils in achieving their full potential. *"This ITE programme supports the development of agency and mindsets open to ongoing professional growth and learning through the deployment of student-centred pedagogical approaches."*	
1.1.4 Programme Duration & Balance	The review process determined that this concurrent programme meets the criterion of a minimum of four years duration. The submission showed how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure. Bachelor of Education in Technology, Engineering & Graphics 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, meets 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. 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. DCU & TUS 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. Modules such as the *"IEXX3 Microteaching and Teaching Preparation module, which focus on areas like designing, planning and teaching, and reflective practice in class-based settings"* and the *"IEXX5 Introduction to Inclusive Practice, where student teachers learn about principles and practices that underpin inclusive forms of teaching, learning and assessment"* prepare student teachers for life in the classroom and for active engagement in teaching within a professional learning community.	Yes
1.1.6 Integration and Diversity of Programme Content	DCU & TUS 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	Yes

	programme allows student teachers to experience a variety of teaching, learning and assessment modes. *"Within the spiral design, this programme seeks to simultaneously develop student teachers' subject content knowledge, and to promote conscious interaction with pedagogical knowledge and application in the classroom."* Students are afforded the opportunity to engage *"with individual, peer and group assessments"*, *"individual and collective reflection on theory and / or practice"* and *"online feedback sessions where student teachers come together in groups to receive feedback on their performance from peers and from academic staff".*	
Aptitude test	DCU & TUS 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
1.1.7 Required Areas of Study	The submission demonstrated how the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard. <u>Foundation Studies</u> 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. The programme includes six foundation study modules. The programme, enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it. *"The six foundational modules as a whole enable student teachers to develop better understanding of the historical contexts and influences on the educational system in Ireland, learning theories and approaches, and current issues in relation to diversity, inclusion, equality, access, and sustainable development."* DCU & TUS indicated that *"student teachers are encouraged to critically consider questions such as "What does it mean to be educated?" with a view to enabling them to identify influences on their own outlooks, mindsets and values-bases on education, and to further articulate their personal mission*	Yes

	and vision for education, and corresponding values-bases, and how these will inform their practice of education." <u>Professional Studies</u> DCU & TUS demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge. *"Pedagogical approaches specific to the teaching of the Technology, Engineering, and Design and Communication Graphics subjects, such as project-based learning and design-based learning, are modelled by lecturers delivering the sixteen subject specific modules in the first two years of the programme."* 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. *"In both pedagogies modules, student teachers further familiarise themselves with the technologies and communicative tools that can support teaching and learning (technological pedagogical content knowledge), with a focus in the second module on enabling student teachers to facilitate blended and online modes of learning, using synchronous and asynchronous information and communication technologies/ tools."* Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise. *"student teachers learn from the literature, from practising teachers, and for themselves through reflective practice about relevant and innovative pedagogies, research methodologies and classroom strategies, that help to support quality learning for all."* <u>School Placement</u> DCU & TUS demonstrated how the school placement model on the programme provides opportunities for student teachers to experience a high support/high challenge model of placement. *"A developmental approach allows for appropriate scaffolding and support to be made available to students as required from year two of the programme."*	

	The IEXX3 Micro-Teaching and Teaching Preparation module in year 2 *"affords student teachers opportunities to plan and practice different modes of teaching, learning and assessment in technology education in a clinical setting within micro teaching laboratories on campus"* which can then be *"extended to school-based sites of practice in the third and fourth years of the programme".* Students are given the opportunity to plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels and to also observe experienced teachers. *"Within these placements, student teachers are afforded opportunities to teach pupils at different levels and with differing learning needs across the TEG subject domains."* Health and safety are particularly important in the technology domain and the school placement model of the programme requires students to *"articulate the health and safety protocols to be implemented within lesson plans created for school placement".* The student teacher 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. *"In order to scaffold and capture student teachers' development, a placement professional portfolio, Taisce, is maintained throughout the duration of the programme, and reviewed with placement tutors in relevant years of the programme."* *"The Taisce further includes schemes of work, lesson plans, resources and critical reflections on the student teachers' own learning, including future professional learning for Droichead, and resources used to study/ research own practice whilst on placements."* <u>Core elements of programmes of ITE</u> The review process determined that the following elements underpin all aspects of the programme. 1.<u>Inclusive Education</u> The application demonstrated that inclusive education is a core element of the BEd TEG programme. *"In this programme, inclusive education has been integrated in a structured way to scaffold student teachers'*	

	conceptualisation, development and enactment of inclusive teaching, learning and assessment." DCU & TUS have also highlighted the gender imbalance amongst technology educators and pupils and have indicated a desire to address this issue in the marketing strategy of the programme and encourage graduates to *"champion the recruitment of young women for technology education subjects at post-primary level"* which is welcome in the context of inclusivity. 2. <u>Global Citizenship Education</u> DCU & TUS evidenced how global citizenship education and education for sustainable development is ingrained in the programme. *"Within this course, student teachers initially encounter sustainability principles and practices through course content and projects within Technology, Engineering, and DCG specialist modules in the first two years of the programme."* In the module IEXX5 *"…student teachers develop the capacity to engage with issues of diversity and inclusion, well-being and interculturalism".* 3. <u>Professional Relationships and working with parents</u> The application demonstrated that the core element of developing professional relationships and working with parents is incorporated into the BEd TEG programme. *"…student teachers are encouraged to engage with pupils, professional learning communities, communities of practice, parents and stakeholders across a range of settings when undertaking the school placement in the latter two years of the programme."* *"student teachers develop skills and competencies in fostering parental collaboration and on-going parental engagement in their children's learning."* Student teachers are encouraged throughout their placement to *"engage with the eco-systems that support pupils within and beyond the school."* 4. <u>Professional identity and agency</u> DCU & TUS established that support for the development of the teacher as a self-reflective autonomous professional is a core element of the programme.	

	"This programme facilitates the process of teacher identity-construction through integrative approaches that serve to enable student teachers to 'author their own identities' (Rodgers and Scott, 2008) as technology teachers." *"The student teacher develops adaptive expertise through placements in school-based sites of practice and continuous cycles of reflection (supported by treoraí and HEI placement tutors) in the latter two years of the programme."* 5. <u>Creativity and Reflective practice</u> DCU & TUS have demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators, and researchers as *"they make, craft, implement, or otherwise bring their creative ideas into life in a purposeful way……"* and *"by engaging students in designedly activities across a range of modules".* In relation to reflective practice within the programme, DCU & TUS have adopted a *"developmental approach enabling student teachers to reflect critically, moving from descriptive and comparative reflection in the initial years to critical reflection on actual practice in the latter two years."* 6. <u>Literacy and Numeracy</u> The programme design showed 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. *"This teacher education degree programme is unique in that it seeks to directly contribute to the enhancement of student teachers' literacy and numeracy through its subject specialisms."* *"Student teachers learn about ways to enhance and critically assess the development of pupils' literacy and numeracy within the context of technology education in the post-primary settings."* 7. <u>Digital Skills</u> DCU & TUS demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students. *"the student teachers on this degree programme learn how to use existing (and emerging) technologies and software specified within the post-primary syllabi for the three subject*	

	specialisms in Technology, Engineering, and Design and Communication Graphics." *"Student teachers on this programme also develop the digital literacies and competencies to effectively integrate ICTs across a range of learning contexts."*	
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 subjects of Technology, Engineering and Design and Communication Graphics. Each subject meets the minimum subject specific requirements for registration from January 2023 and meets the minimum requirement of 60 ECTS each.	Yes
	The review process determined that subject discipline components do include subject specific curricular studies and pedagogies (methodologies). *"The TT08001 Technology Subjects Pedagogy 1 module, has a particular emphasis on design and the communication of design together with the associated technological knowledge and skills. The TT08002 Technology Subjects Pedagogy 2 builds on core knowledge and skills to advance thinking on complex concepts, abstractions and design activity."* *"Development of safe practice is amplified by the dual consideration of safe practice, safe execution of process within the module, but also the translation of safe practices to the post-primary setting where awareness, dexterity, skill level, maturity and experience are considerably more diverse."*	
1.1.8 Learning and Assessment Strategies	DCU & TUS 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. They 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. *"The relationship between the learning opportunities, outcomes and assessment has been constructively aligned to ensure that student teachers can experience and explore, before demonstrating their knowledge, skills and/ or competencies within assessment exercises."*	Yes

	"With respect to this ITE programme, student teachers are introduced to the many and varied ways in which post-primary pupils' learning and development in technology education can be assessed and supported in a range of modules."	

Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	The review process determined that the programme meets this standard by providing: •programme staff qualifications and experience •evidence that from September 2022 at least 50% of all School Placement Tutors will be registered as teachers with the Teaching Council, with 50% of their existing placement tutors either registered or seeking registration with the Teaching Council. DCU & TUS indicated that any additional occasional placement tutors appointed in 2024 (when school placement begins on this new programme) will be registered with the Teaching Council and in the event that student in-take increases, they commit to ensuring that at least 50% of staff engaged in placement are registered with the Teaching Council. The application 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 demonstrated how the required student: staff ratio of 15:1 is currently achieved, with the programme demonstrating a ratio average of 14.4:1, based on a student intake average of 20 students in each of the first four years of the programme. The revised Toolkit D, submitted at the request of the panel, to reflect the maximum student intake allowed, increases the SSR to 15.3:1. The panel will require DCU & TUS to ensure that the required SSR prescribed by *Céim: Standards for Initial Teacher Education* continues to be met in the event that student intake on the programme is increased. DCU & TUS demonstrated the staff development policies that are in place, to ensure that staff continue to enhance their knowledge and expertise. They provided links to policies relating to learning and development opportunities, educational (fee) supports, study leave, mentoring, buddying and coaching schemes etc.	Yes subject to requirement below

1.2.3 Facilities	DCU & TUS showed that appropriate facilities are available to support research, teaching and learning, providing the following: libraries, language laboratories, digital technology resources, technology, engineering and design facilities, materials and resources, silent and group research spaces, workshops, microteaching labs and specialist labs and learning centres. As this is a new programme and a new collaboration between two institutions, the review panel conducted a site visit to TUS and were impressed with the level of facilities to support students' study of TEG subject content.	Yes
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. DCU & TUS have a wide range of student supports and services. *"Student teachers on the BEd TEG programme have access to clubs and societies, and state-of-the-art health and recreational facilities in both DCU and TUS at all times during their registration for this programme."* DCU & TUS 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 HEIs *"In common with other DCU teacher education awards, a BA in Education Studies is available as an exit award for those students unable to perform to the standards required within the placement component of the final year, but who have successfully completed all other modules on the programme."*	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. *"This degree programme is managed by a Programme Board, as follows: Programme Chair (DCU), Programme Co-ordinator (TUS), academic staff who are module coordinators, and student representatives from each year of the programme."* It was also noted that a Programme Steering Committee is to be appointed to oversee this cross-institutional programme in the first four years of the programme and	Yes

	there are academic staff from the Education Department represented on the Academic Council of both institutions.	
1.2.6 Financial Resources	DCU & TUS showed 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 DCU & TUS 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. *"School placement on-site in schools is structured and orientated within a spirit of systematic partnership with schools."*	Yes
1.3.2 Duration	The submission demonstrated that the duration of the 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.	Yes
1.3.3 Elements of School Placement	The review process determined that 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 school placement model for this concurrent degree programme is a spiral model that recognises the developmental nature of student teachers becoming educators."*	Yes
1.3.4 School Placement Models	School placement models are developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement.	Yes
1.3.5 Securing of Placement	The submission demonstrated that DCU assumes overall responsibility for the placement of student teachers. *"Student teachers can propose sites of practice but ultimately the DCU Institute of Education takes*	Yes

	responsibility for the placement of student teachers within post-primary school settings."	
1.3.6 Diversity of Placement Settings	The review process determined 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. *"student teachers are encouraged to avail of opportunities to team teach, and to teach with mixed ability groups, and with pupils at Junior and Senior levels"*	Yes
1.3.7 Taisce in School Placement	The submission provided evidence of the approaches DCU & TUS are using to enable the student teacher to demonstrate, using their Taisce: o an understanding of inclusive education as applicable to that context; and o an understanding of working with parents. *"Student teachers pilot and deliver inclusive and differentiated approaches using technological and non-technological media within school preparation …. and the school placement modules……in the latter two years of the programme."* *"Through placement, the student teachers also engage with the eco-systems that support pupils within and beyond the school."*	Yes
1.3.8 Research in School Placement	DCU & TUS demonstrated that 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. *"Student teachers execute the extended school-based research study in the second school site of practice liaising with the Treoraí and research supervisors to ensure alignment with the needs of the school, learning needs of pupils, and the requirements for research articulated by the HEI."*	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

	"An early warning system is in place during school placement to identify student teachers who are underperforming to the extent that they are likely to fail the module." DCU & TUS detailed the extra supports available to students who are struggling: *"additional support visits and resources are provided to help the student teachers remediate ineffective planning and/ or practice"* and *"access is provided to dedicated teaching enrichment supports in the form of a module on teaching strategies and specialist tutor support in the TEG subjects domain".*	

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 requirement:

Programme Accreditation Requirement

1. That in the event that student intake on the programme increases as projected, DCU & TUS shall ensure that the SSR is brought into line with the *Céim: Standards for Initial Teacher Education* within the lifespan of this accreditation cycle.

Appendix 1 - Review Panel Membership

Chair: **Dr Mary Fleming**

Dr Mary Fleming Emeritus Senior Lecturer in NUI Galway. She was Head of the School of Education, NUI Galway from 2013-2016 and member of the Teaching Council 2016-2018. As Director Teacher Education within the School of Education from 2012, she had primary responsibility for the development and accreditation of Initial Teacher Education (ITE) Programmes and was academic Director of the Professional Master of Education. Mary lectured and taught modules in the areas of Leadership and Policy development, Curriculum Studies, and Professional Practice. Her research interest areas are concerned with the dynamics of teaching and learning within classrooms, leading learning and policy developments within the system and leadership practices within educational contexts.

Panel Member: **Mr 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: **Mr Kenneth Muir**

Ken Muir was Chief Executive and Registrar of the General Teaching Council for Scotland between 2013 and 2021. Similar to the Teaching Council in Ireland, GTC Scotland has the responsibility for registering and regulating the Scottish teaching profession as well as for accrediting all teacher education programmes. Prior to this, he worked for Her Majesty's Inspectorate of Education and was Chief Inspector of Education in Scotland. Ken began his teaching career as a teacher of Geography and Geology and has held various senior posts over his career, working in schools and local authority education departments. He has been a member of many national and international education groups and has a particular interest in the Finnish education system where he has worked with Helsinki University and the Finnish National Board of Education. On his retiral in 2021, he was commissioned as independent Adviser to the Scottish Government to produce his report, *Putting Learners at the Centre: Towards a Future Vision for Scottish Education*, which was published in February 2022. Ken holds an Honorary Professorship at the University of the West of Scotland and was made a Commander of the British Empire (CBE) in the 2021 Queen's Birthday Honours List for his services to education.

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