

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

University of Limerick

Bachelor of Education in Languages (LM091)

September, 2020

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1. Background

1.1 The Teaching Council's Review and Accreditation Function

The Teaching Council is the statutory body charged with setting the standards for entry to the teaching profession and ensuring that these standards are upheld.

In accordance with Section 38 of the Teaching Council Act, 2001, the Council shall:

- (a) review and accredit the programmes of teacher education and training provided by institutions of higher education and training in the State,
- (b) review the standards of education and training appropriate to a person entering a programme of teacher education and training, and
- (c) review the standards of knowledge, skill and competence required for the practice of teaching,

and shall advise the Minister and, as it considers appropriate, the institutions concerned.

The Teaching Council's role in relation to the review and accreditation of programmes of Initial Teacher Education (ITE) is distinct from the academic accreditation which programmes also undergo. Academic accreditation is based on the suitability of a programme for the award of a degree/diploma, whereas professional accreditation for any profession is a judgement as to whether a programme prepares one for entry into that profession.

The review and accreditation of programmes of ITE by the Teaching Council provides an opportunity for Higher Education Institutions (HEIs) to demonstrate that they offer quality programmes of teacher education. It is expected that the graduates of such programmes will achieve programme aims and learning outcomes which are aligned with the values, professional dispositions, and the standards of teaching, knowledge, skill and competence that are central to the practice of teaching.

1.2 Review and Accreditation Strategy

In order to guide its review of programmes, the Teaching Council has published *Initial Teacher Education: Strategy for the Review and Accreditation of Programmes* (hereinafter referred to as the Council's review strategy). That document sets out the process by which programmes are reviewed.

1.3 National Policy Framework

In carrying out reviews, the Council is mindful of its *Policy on the Continuum of Teacher Education* which sets out its vision for teacher education at all stages of the continuum – ITE, Induction, and Continuing Professional Development. Published in 2011, the policy highlights the evolving and dynamic context for teaching and the increasingly complex role of teachers in Ireland today. The policy states that "...the time is now right for a thorough and fresh look at teacher education to ensure that tomorrow's teachers are competent to

meet the challenges that they face and are life-long learners, continually adapting over the course of their careers to enable them to support their students' learning." It further states that innovation, integration and improvement should underpin all stages of the continuum.

In parallel with the development by the Council of its *Policy on the Continuum of Teacher Education*, the Minister for Education and Skills initiated a national consultation process on the theme of improving literacy and numeracy. This culminated in 2011 with the publication of *Literacy and Numeracy for Learning and Life* as the national strategy to improve literacy and numeracy standards among children and young people in the education system. The strategy emphasised teachers' professional development and proposed that the duration of initial teacher education (ITE) programmes should be extended and that programme content should be reconceptualised.

1.4 Accreditation Criteria

The Teaching Council, having established an Advisory Group on Initial Teacher Education, developed criteria to be observed and guidelines to be followed by providers in reconceptualising programmes of initial teacher education at primary and post-primary levels. They were approved by the Council and published in June 2011 as *Initial Teacher Education: Criteria and Guidelines for Programme Providers* (hereinafter referred to as the Council's criteria). These relate to a range of areas, including programme design, areas of study, the duration of programmes, the numbers and qualifications of staff, facilities and resources. As such, they form the bridge between the Council's policy and the development and implementation of reconceptualised programmes. Significantly, the criteria:

- prescribe those areas of study which will be mandatory in programmes, including numeracy and literacy, behaviour management, parents in education, ICT and inclusive education
- set out for the first time the expected learning outcomes for graduates of all ITE programmes
- propose raising the minimum requirements for persons entering programmes of ITE at primary level and a literacy and numeracy admissions test for mature entrants
- require a 15:1 student-staff ratio
- call for the development of new and innovative school placement models, involving active collaboration between HEIs and schools, and an enhanced role for the teaching profession in the provision of structured support for student teachers
- require that student teachers should spend at least 25% of the programme on school placement, and that such placements should be in a minimum of two schools
- require increased emphasis on research, portfolio work and other strategic priorities.

While recognising the inter-related nature of all aspects of programmes of teacher education, the criteria and guidelines are categorised under Inputs, Processes and Outcomes. All three dimensions have an important bearing on the quality of teacher education. The required Inputs and Outcomes are clearly elaborated in the document, while the Processes are less prescriptive to allow HEIs the freedom to develop the processes which best suit their individual situations.

Providers of existing programmes have been asked to reconceptualise their programmes in line with the revised criteria and to submit them for accreditation.

1.5 Particular requirements for post-primary programmes

In January 2017, the Council implemented the *Teaching Council Requirements for Entry onto a Programme of Initial Teacher Education*. These were approved by Council in December 2012, and the Minister for Education and Skills has conveyed his agreement with the Council's views in this area. They have guided providers of post-primary concurrent programmes in determining the subject content coverage which is appropriate. They also guide providers of post-primary consecutive programmes in determining suitability of entrants and which curricular subjects entrants can ultimately be registered to teach. They also guide PME providers in matching students appropriately to methodology modules.

1.6 Programme overview

This report relates to the review of the following programme provided by **The University of Limerick – Bachelor of Education in Languages (LM091)**- hereinafter referred to as 'the programme'.

2. *The Review Process*

The review of Bachelor of Education in Languages (LM091) took place between December 2019 and September 2020 in accordance with the Council's review strategy. The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's director, with Prof Anne O'Gara as Chairperson and Panel members Dr Mary Fleming and Ms Joan Russell. The Review panel was supported by a Rapporteur. The Rapporteur's functions included liaison with The University of Limerick, 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 Director of the Teaching Council and his executive staff nominees.

Documentation relating to the application was submitted to the Teaching Council by the University of Limerick (hereinafter also referred to as 'UL' or 'the university') in December 2019. The panel met initially on 10 March 2020 to give preliminary consideration to the submission. Issues for further clarification were identified by the panel and were communicated by the Rapporteur to UL on 01 May 2020. Following consideration of the supplementary documentation received on 10 June 2020 and a collation of the initial views of the members of the panel, a further meeting of the panel was held on 24 June 2020 and a letter requesting additional clarifications was issued to UL. The report was drafted and finalised when the final response was received from UL on 31 August 2020.

3. *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.

4. *Documentation*

The documentation submitted in December 2019 by University of Limerick was in accordance with the template provided by the Teaching Council in the Pro Forma and Guidelines which accompany the Council's review strategy. Key areas of focus were:

4.1 *Inputs*

- Conceptual Framework
- The Programme
- Programme Aims
- Programme Design
- Areas of Study
- Teaching, Learning and Assessment Strategies
- School Placement
- The Duration and Nature of the Programme
- Student Intake
- Staffing
- Facilities
- Student Support and Guidance Systems
- Communication and Decision-Making Structures
- Financial Resources

4.2 *Processes*

- Teaching, Learning and Assessment Approaches
- Engagement of Student Teachers with the Programme
- Engagement of Student Teachers with Staff and with other Student Teachers
- Progression within the Programme
- Personal and Social Development
- Development of Professional Attitudes, Values and Dispositions
- Lifelong Learning
- Reflective Processes

4.3 *Outcomes*

- Knowledge-Breadth/Knowledge-Kind
- Know-How & Skill-Range/Know-How & Skill-Selectivity
- Competence-Context/Competence-Role
- Competence-Learning to Learn
- Competence-Insight

5. Overall Findings

Having regard to the documentation that was initially submitted, together with the supplementary documentation that was provided the panel adjudges that the programme satisfies the criteria set down by the Teaching Council in its Initial Teacher Education: *Criteria and Guidelines 2017* and in its *Curricular Subject Requirements (Post-Primary) 2017* in respect of the curricular subjects Gaeilge, French, German, Spanish & Japanese. Accordingly, it recommends to the Teaching Council that the programme be considered for accreditation.

The commendations in Section 6 below relate to areas of particular strength which the panel has identified.

With regard to the recommendations in Section 7, the panel submits that the Teaching Council should require the Higher Education Institution to set out, within twelve months of receiving the final review report, its detailed proposals for implementing the recommendations. It further recommends that the Teaching Council should prioritise those areas to be accorded particular attention when the programme falls due for re-accreditation.

In the case of the national issues raised in Section 8 of this report, the panel recommends that the Council engage in dialogue on those issues at national level.

The panel proposes that accreditation of the programme would have a lifespan of five years.

6. Commendations

Having regard to:

1. the Pro Forma documentation which was submitted
2. the supplementary material which was submitted
3. advice received from the curricular subject specialists who supported the review process.

the panel has noted a number of particular strengths of the programme, as follows:

6.1 Engagement with the review process

The University of Limerick (UL) co-operated fully with the review process. The panel were satisfied with the response to clarifications sought.

6.2 Inputs

6.2.1 Programme Design

Student teachers at UL engage with both subject content knowledge and teacher professional development over the four-year programme allowing time for professional competencies such as a rich knowledge-base, a deeply informed pedagogy and a commitment to social justice to be developed.

6.2.2 School Placement

The panel commends the Placement elements of the programme in particular the clarity of the respective roles of the student teacher, the co-operating teacher, the school principal and the HEI placement tutor as outlined in the Guidelines on School Placement.

6.2.3 Student Intake

The panel commends the range of supports provided to encourage diversity which are underpinned by the UL Access and Widening Participation Policy.

6.2.4 Facilities

The panel commends the facilities and supports in place for the B. Ed in Languages in particular the provision of a purpose built Languages Building, which houses two multi-media laboratories, suitable teaching rooms and other resources. The provision of a Language Learning hub is noted, together with specific library and IT support services.

6.3 Processes

6.3.1 Teaching, Learning and Assessment Approaches

The panel notes that the engagement of student teachers with the programme is enhanced by ongoing revision of the course content and processes based on data collated from previous quality reviews.

6.3.2 Development of Professional Attitudes, Values and Dispositions

The manner in which the Teaching Council's Code of Professional Conduct for Teachers (2012) informs the programme's professional vision of enabling student teachers to become professional teachers of young people in Irish schools is noteworthy.

6.3.3 Reflective Processes

The panel commends the model of reflection grounded in critical reflection and inquiry which underpins the programme. The elements to support student teachers to develop the capacity to reflect on their practice is commended.

7. Recommendations

Having regard to:

1. the Pro Forma documentation which was submitted
2. the supplementary material which was submitted
3. advice received from the curricular subject specialists who supported the review process.

the panel has noted a number of areas of the programme which it believes should be developed. They are as follows:

7.1 Inputs

7.1.1 Programme Design

The panel notes the inclusion of an additional 6 credits within the programme structure, consistent with other teacher education programmes at UL. It recommends this practice be reviewed to ensure credit alignment with other accredited HEI post primary concurrent programmes in the country.

7.1.2 Areas of Study

The panel requests that as language competence and pedagogy is central to this programme, consideration be given to integrating the requirement for a residential experience more explicitly with the professional teacher development of the student.

7.1.3 Teaching, Learning and Assessment Strategies

The panel commends the inclusion of the core module Educational Technology for Teaching and Learning in the programme. It recommends that the experience of students of blended learning within the programme be reviewed and that enhanced preparation and training in the use of IT in teaching, learning and assessment be provided.

7.1.4 School Placement

The panel recommends that the Co-operative Education Office at UL proactively supports students in accessing a broad range of school placement experiences.

7.1.5 Staffing

The Panel acknowledges the commitment contained in the Pro Forma submission to engaging a Lecturer in Languages Pedagogy to provide enhanced support for the programme.

In the context of this additional initial teacher education programme, the panel recommends that academic staffing levels be reviewed on an ongoing basis to ensure compliance with the maximum staff student ratio 15:1 stipulated by The Teaching Council.

8. *National Issues*

Having regard to:

1. the Pro Forma documentation which was submitted
2. the supplementary material which was submitted
3. advice received from the curricular subject specialists who supported the review process.

the panel has noted the following issues which it believes merit further attention by the Teaching Council and/or other national stakeholders.

8.1 Covid 19 Implications for Initial Teacher Education

In light of the responsibilities placed on teachers during the current pandemic, opportunities for student teachers to engage in the theory and practice of remote and blended learning should be enhanced. In this regard, further consideration of alternative and varied methods of assessment should also be considered.

Appendix 1 - Review Panel Membership

Professor Anne O’Gara (Chair)

Professor O’ Gara is Adjunct Professor, School of Education, Trinity College Dublin. Formerly President of Marino Institute of Education from 2006-2018, Anne had a long and distinguished career in education as an Inspector of Schools with the Department of Education and Skills, Assistant National Coordinator of the Home School Community Liaison Scheme and as a primary teacher serving schools in designated areas of disadvantage for twenty years. She was a member of the Teaching Council on two occasions from 2007-2012 and 2016-2018. Anne is currently Deputy Chair of the Board of the Child and Family Agency (TUSLA) and a Board member of The Ark.

Dr Mary Fleming

Dr Fleming is Adjunct 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.

Ms Joan Russell

Joan Russell is Director of Schools, Education & Training Board Ireland (ETBI). She was a member of the Teaching Council 2010 -2014 and was a member of the National Council for Special Education (NCSE) 2010 - 2015. She has also served on a number of NCCA committees for curriculum development and review. Joan is the National Coordinator for the *Instructional Leadership Programme*, a professional development programme, which focuses on the enhancement of the pedagogical practice of teachers.

Appendix 2 - Teaching Council Registration: Curricular Subject Requirements(Post-primary) Effective for registration on or after 1 January 2017

Gaeilge/Irish

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

1. (a) Applicants must hold a degree-level qualification, with Irish 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 pass¹ result in all examinations pertinent to the subject of Irish.

(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Irish comprising at least 60 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).

2. The study of Irish during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Irish syllabus²(www.curriculumonline.ie). To meet this requirement the degree must include the study of: ² to the highest level in post-primary education (see

(a) Irish Language Studies

and

(b) Irish Literature

The degree must incorporate the study of Literature through the medium of Irish comprising of at least 20 ECTS credits and should incorporate at least two of the following areas:

- i. Poetry
- ii. Prose
- iii. Media/Film Studies
- iv. Drama.

3. Applicants must have verifiable residential experience of at least two months in an area designated as a Gaeltacht area.

4. Applicants must provide evidence of linguistic competence in the language. This can be demonstrated by:

(a) Applicants for whom the language is their mother tongue

Or

(b) Providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed. Alternatively applicants can provide certification of successful completion of an independent language competency test.

5. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) carrying a minimum of 120 ECTS credits (or equivalent)³.

¹ which includes pass by compensation.

² as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

³ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.

French

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

1. (a) Applicants must hold a degree-level qualification, with French 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 pass¹ result in all examinations pertinent to the subject of French.

(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of French comprising at least 60 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).

2. The study of French during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the French syllabus² (www.curriculumonline.ie). To meet this requirement the degree must include: ² to the highest level in post-primary education (see

(a) French Language Studies

and

(b) French Literature

The degree must incorporate the study of Literature through the medium of French, comprising at least 15 ECTS credits and should incorporate the study of at least two of the following areas:

i. Drama

ii. Poetry

iii. Fiction

iv. Media/Film Studies or Communications

v. History of Ideas (Philosophical works in French).

3. Applicants must have verifiable residential experience of at least two months in France or a country where French is the vernacular (spoken language).

4. Applicants must provide evidence of linguistic competence in the language. This can be demonstrated by:

(a) Applicants for whom the language is their mother tongue

Or

(b) Providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed. Alternatively applicants can provide certification of successful completion of an independent language competency test.

5. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) carrying a minimum of 120 ECTS credits (or equivalent)³.

¹ which includes pass by compensation.

² as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

³ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.

German

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

1. (a) Applicants must hold a degree-level qualification, with German 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 pass¹ result in all examinations pertinent to the subject of German.

(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of German comprising at least 60 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third year level or higher (or modular equivalent).

2. The study of German during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the German syllabus² (www.curriculumonline.ie). To meet this requirement the degree must include: ² to the highest level in post-primary education (see

(a) German Language Studies

and

(b) German Literature

The degree must incorporate the study of Literature through the medium of German, comprising at least 15 ECTS credits and should incorporate the study of at least two of the following areas:

i. Drama

ii. Poetry

iii. Fiction

iv. Media/Film Studies or Communications

v. History of Ideas (Philosophical works in German)

3. Applicants must have verifiable residential experience of at least two months in Germany or a country where German is the vernacular (spoken language).

4. Applicants must provide evidence of linguistic competence in the language. This can be demonstrated by:

(a) Applicants for whom the language is their mother tongue

Or

(b) Providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed. Alternatively applicants can provide certification of successful completion of an independent language competency test.

5. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) carrying a minimum of 120 ECTS credits (or equivalent)³.

¹ which includes pass by compensation.

² as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

³ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.

Spanish

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

1. (a) Applicants must hold a degree-level qualification, with Spanish 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 pass¹ result in all examinations pertinent to the subject of Spanish.

(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Spanish comprising at least 60 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).

2. The study of Spanish during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Spanish syllabus² (www.curriculumonline.ie). To meet this requirement the degree must include: ² to the highest level in post-primary education (see

(a) Spanish Language Studies

and

(b) Spanish Literature

The degree must incorporate the study of Literature through the medium of Spanish, comprising at least 15 ECTS credits. The study of Literature should incorporate the study of at least two of the following areas:

i. Drama

ii. Poetry

iii. Fiction

iv. Media/Film Studies or Communications

v. History of Ideas (Philosophical works in Spanish).

3. Applicants must have verifiable residential experience of at least two months in Spain or a country where Spanish is the vernacular (spoken language).

4. Applicants must provide evidence of linguistic competence in the language. This can be demonstrated by:

(a) Applicants for whom the language is their mother tongue

Or

(b) Providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed. Alternatively applicants can provide certification of successful completion of an independent language competency test.

5. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) carrying a minimum of 120 ECTS credits (or equivalent)³.

¹ which includes pass by compensation.

² as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

³ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.

Japanese

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

1. Applicants must hold a degree-level qualification, which must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent), with the specific study of Japanese Language and Culture comprising at least 60 ECTS credits (or equivalent). The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass¹ result in all examinations pertinent to the subject of Japanese.

OR

The study of Japanese Language as a Major qualification at Level 9 or 10 on the Irish National Qualifications Framework (NQF).

OR

A degree in a language or in a related discipline such as linguistics or language pedagogy studied through the language of Japanese, in addition to Certification in at least Level 2, of the Japanese Language Proficiency Test.

OR

Native speaker of Japanese with a degree in a language or in a related discipline studied through the language of Japanese such as linguistics or language pedagogy.

2. The study of Japanese during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Japanese syllabus (www.curriculumonline.ie) To meet this requirement the degree must include: ² to the highest level in post-primary education. (

(a) Language Studies

(b) Cultural Studies.

3. Applicants must have linguistic competence in the language. Applicants must have worked, lived or studied for at least six months in a country in which Japanese is the vernacular. If this requirement is not part of the qualifying degree programme and certified on the degree transcript, applicants must provide certified evidence of residency. The period of six months must either be consecutive or in blocks of at least four weeks and can be completed prior to, during or after the third-level degree.

4. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) carrying a minimum of 120 ECTS credits (or equivalent)³.

¹ which includes pass by compensation.

² as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

³ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.