



An Chomhairle Mhúinteoireachta
The Teaching Council

Report of the Review Panel to the Teaching Council following a review of the reconceptualised Initial Teacher Education Programme at Galway-Mayo Institute of Technology (GMIT)

Bachelor of Science (Honours) in Design and Technology Education

March 2014

Contents

1. Background	1
1.1 The Teaching Council’s review and accreditation function	1
1.2 Review and accreditation strategy	1
1.3 National policy framework	2
1.4 Accreditation criteria	2
1.5 Particular requirements for post-primary programmes	3
1.6 Programme overview	3
2. The Review Process	5
3. Publication of this Report	5
4. Documentation	6
4.1 Inputs	6
4.2 Processes	6
4.3 Outcomes	6
5. Overall Findings	7
6. Commendations	8
6.1 Engagement with the review process	8
6.2 Inputs	8
6.2.1 Conceptual framework	8
6.2.2 Programme design	8
6.2.3 Areas of study	8
6.2.4 Teaching, learning and assessment strategies	9
6.2.5 School placement	9
6.2.6 Student intake	9
6.2.7 Student support	9
6.2.8 Facilities	10
6.2.9 Staff development	10
6.2.10 Collaboration with NUIG	10
6.3 Outcomes	11
6.3.1 National and international recognition	11
6.3.2 Learning outcomes	11
7. Recommendations	12
7.1.1 Areas of study	12
7.1.2 Timeframe for implementation of reconceptualised programme	12

8. Stipulation	13
8.1.1 Change title of programme	13
9. National Issue	13
9.1 Curriculum design and assessment	13
Appendix 1 - Review Panel Membership	14
Appendix 2 - Visit Schedule	15
Appendix 3 - Teaching Council Registration: Curricular Subject Requirements (Post-primary) Effective for registration on or after 1 January 2017	16
Construction Studies	16
Design and Communication Graphics (DCG)	18

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 November 2011, the Council published *Teaching Council Requirements for Entry onto a Programme of Initial Teacher Education*, which set out the Council's revised subject criteria in draft form. Following a wide ranging consultation process involving all the major education stakeholders, a final set of proposals were developed. 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 will also guide providers of such consecutive programmes in matching students appropriately to methodology modules.

1.6 Programme overview

This report relates to a review of the Bachelor of Science (BSc) (Honours) Degree in Design and Technology Education (hereinafter referred to as 'the programme') that is provided by the Galway-Mayo Institute of Technology (hereinafter also referred to as 'GMIT' or 'the institute').

It is a four-year 240 ECTS (European Credit Transfer and Accumulation System) credit programme. Students attend for the first two years at the GMIT campus in Letterfrack and for the subsequent two years at the GMIT campus in Galway. The programme prepares graduates to teach the following post-primary curriculum subjects:

- Design and Communication Graphics (to Higher Leaving Certificate Level)
- Construction Studies (to Higher Leaving Certificate Level)

An applicant who meets the registration criteria for Design and Communications Graphics will also be deemed to have acquired the competency to teach the Junior Cycle curricular subject "*Technical Graphics*." An applicant who meets the registration criteria for Construction Studies will also be deemed to have acquired the competency to teach the Junior Cycle curricular subject "*Materials Technology (Wood)*".

GMIT is a Higher Education Institution (HEI) which has five campuses at various locations in Galway and Mayo including a campus in Letterfrack in north-west Connemara. The Letterfrack campus was initially established in 1987 in partnership with Connemara West (a rural development company) to provide specialised programmes in the design, manufacture and marketing of furniture. In 2006, in response to a perceived need for teachers with the specialised skills and knowledge to teach wood-technology subjects in post-primary schools, GMIT developed a four-year concurrent initial teacher education programme based in Letterfrack. The programme was designed to incorporate from the outset the new subjects of Design and Communication Graphics (DCG) and Architectural Technology.¹

Following the publication by the Teaching Council of its criteria and guidelines for ITE programmes in 2011, GMIT set about reconceptualising the BSc in Design and Technology Education programme. All elements of the programme were examined and the period of school placement was extended to comply with the Council's criteria. The programme now has a school placement module in each of the four years with extended school placements in years three and four. Programme modules were individually reviewed and modifications were made in compliance with the criteria where necessary. Because the programme was relatively new (the first cohort of students graduated in 2010), the institute reported that the process of reconceptualisation was relatively straightforward. Many of the new components in the Teaching Council's criteria were already in place. The reconceptualised programme was approved by the GMIT Academic Council on 3 May 2013.

Sixteen students are accepted each year on to the programme with entry administered through the CAO system. Demand for places is high and over 400 points are required to gain entry in any year (The cut-off point in 2012 was 445 and in 2013 it was 420). Mature applicants, under the institute's policy of recognition of prior learning (RPL), may enter in year two following completion of a practical assignment and interview, both of which must be passed. To date four mature students have entered through the RPL route. To gain entry to the programme, students must, at a minimum, acquire: a grade D3 or above in six Leaving Certificate subjects including maths, English or Irish; a C3 grade or above in two subjects at higher level, one of which must be either Construction Studies or Design and Communication Graphics.

¹ Following a revision by the NCCA of the syllabi for the technological subjects, the "*Technical Drawing*" syllabus incorporated a greater emphasis on design, creativity and the use of computer-aided design software. To reflect these changes, the title was changed to "*Design and Communication Graphics*." Similarly, the "*Construction Studies*" syllabus was revised to include a greater emphasis on the building sciences, environmental planning, energy resources and conservation issues and the title was changed to "*Architectural Technology*." However, while "*Design & Communication Graphics*" was introduced to the Leaving Certificate curriculum in 2006, "*Architectural Technology*" did not become a Leaving Certificate subject and the original "*Construction Studies*" subject is still taught.

2. The Review Process

The review of the BSc (Honours) in Design and Technology Education programme took place between August 2013 and December 2013, 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 Professor Áine Hyland as Chairperson.² To assist and support the work of the panel, Risteard Ó Broin was appointed as Rapporteur. His functions included liaison with the Galway-Mayo Institute of Technology, maintaining records of meetings, and drafting and finalising the panel's report in conjunction with the panel Chairperson. The panel was supported in its deliberations by an external subject assessor for Design and Communication Graphics and for Construction Studies. Valuable assistance was also provided by the Director and staff of the Teaching Council.

Documentation relating to the application was submitted to the Teaching Council by GMIT in August, 2013. The documentation was furnished electronically and in hard copy to the panel. The members of the panel were asked to review the documentation and submit their observations, comments or concerns to the rapporteur. In the course of reviewing the documentation, the panel maintained contact on a systematic basis both by e-mail and phone. The views of the panel were collated and submitted to GMIT prior to a meeting with institute personnel on Tuesday, 1 October 2013 at the GMIT campus in Letterfrack. At the meeting, further information was provided on issues raised by the panel in the following areas:

- the features of the programme,
- institute structures,
- school placement,
- details about staffing and students.

Institute personnel made a presentation at the meeting providing information about the background to the programme, programme design and delivery, the process of internal review and reconceptualisation, school placement, teaching methodologies and assessment. The panel also toured the institute and observed classes in session, reviewed facilities and resources, and examined some of the practical projects and written dissertations completed by the students. The visit schedule is included in Appendix 2.

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.

² Details of the Review Panel membership are included in Appendix I

4. Documentation

The documentation submitted in August 2013 by GMIT 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 material that was provided by GMIT, the report of the subject assessor for Construction Studies and Design and Communication Graphics and the meeting with programme staff, the panel adjudges that the programme satisfies the criteria set down by the Teaching Council in its *Criteria and Guidelines* and in its curricular subject requirements in respect of the curricular subjects: (a) Construction Studies and (b) Design and Communication Graphics. Accordingly, it recommends to the Teaching Council that the programme be granted accreditation, subject to the stipulation which is set out in Section 8 (below).

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 institute to set out, within twelve months of receiving the final review report, its proposals for implementing the recommendations³. It further recommends that the Teaching Council should accord particular attention to the issues raised in 7.1.1. when the programme falls due for re-accreditation.

The stipulation in section 8 relates to an area which the panel believes to be of such significance that accreditation should be subject to that stipulation being met. Therefore, the panel recommends that the Teaching Council should require GMIT to set out, and submit to the Teaching Council within two months of receiving the final review report, its proposals for implementing the stipulation. The panel welcomes the assurances given by GMIT during the course of the review process that the issue in question will be appropriately addressed.

In the case of the national issue raised in Section 9 of this report, the panel recommends that the Council engage in dialogue on that issue at national level.

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

³ With the exception of recommendation 7.1.2 to which the institute should respond within two months of receiving the final report.

6. Commendations

Having regard to the pro forma documentation which was submitted, the supplementary material provided, the report of the subject assessor for Construction Studies and Design and Communication Graphics and the information gleaned during the visit to GMIT Letterfrack, the panel notes a number of particular strengths of the programme as follows:

6.1 Engagement with the review process

The panel appreciates the professional approach taken by the staff of GMIT Letterfrack to all aspects of the review process. Documentation submitted to the Teaching Council was designed, printed and presented to a very high standard. The panel members who visited the campus were given full access to all the institute facilities and were taken to see classes in progress, all of which greatly informed the review process.

6.2 Inputs

6.2.1 Conceptual framework

The panel commends the institute for the clear and concise way the conceptual framework underpinning the programme is set out. The educational principles and philosophies informing programme design and content are soundly based and informed by up-to-date and relevant international research in teacher education. The aims and guiding principles of the programme are closely aligned to the values set out by the Teaching Council in its criteria and policy documents.

6.2.2 Programme design

The programme is designed appropriately with workload demands on students carefully regulated. Students' skills and knowledge are progressively developed over the four years. The programme schedules and timetables are skilfully compiled achieving a balance between lectures, project work, practical sessions and discretionary study time for students. The programme is designed to achieve 60 ECTS credits in each of the four years allowing for foundation studies, professional studies, school placement, and a study of the two curriculum subjects Design and Communication Graphics and Construction Studies.

6.2.3 Areas of study

The panel notes that the reconceptualised programme effectively incorporates all of the mandatory areas of study prescribed in the Council's criteria and includes an emphasis on areas such as numeracy and literacy; differentiation; the new Junior Cycle curriculum framework, etc. The panel welcomes the way in which these key areas are integrated into school placement preparation and reflection as well as into relevant modules. It welcomes the explicit linking of modules in Year 1 and the Final Design Project as well as the linking of the Professional Studies module and other modules in Year 4 (page 22 of the pro forma submission). The reading lists (including online and web-based resources) are comprehensive and up-to-date. There is a strong emphasis on ensuring that students are aware of, and follow, best practice in relation to health and safety in all aspects of technology education and this is highly commended.

6.2.4 Teaching, learning and assessment strategies

There is a commendable emphasis on problem-solving and the production of e-portfolios of students' work. Collaborative and peer-learning approaches are strongly emphasised and encouraged. The Moodle virtual learning environment is used by both staff and students to facilitate teaching and learning using the most up-to-date equipment. A spiral approach, building on the knowledge, skills and competences developed in previous years, is adopted and the programme is designed to ensure a progressive development of students' learning. There is a judicious balance in the programme between continuous assessment and terminal examinations. The elements of the programme to be assessed by each mode are set out and assessment aims and assignment instructions are concisely articulated for both students and examiners.

6.2.5 School placement

The panel commends the manner in which the school placement experience for students is organised and implemented. The time spent on school placement meets the Council's criteria. Students in first year spend five weeks on school placement. The time in schools gradually increases each year with final, fourth-year students having a block of ten weeks on school placement in recognised post-primary schools. Students are also provided with opportunities to teach in non-mainstream educational settings including post-Leaving Cert and outreach programmes. The school placement handbook guides all aspects of the experience and the panel was particularly impressed with the assessment procedures and templates used by the institute to evaluate students on placement. The Nurturing Excellence in Student Teachers (NEST) project in which fourth-year students mentor their first-year colleagues together with the use of the Moodle forum for collaborative critical reflection, are both exemplary features of the institute's school-placement system.

The panel commends the practice whereby regular feedback is sought from the principals of the schools where the student teachers are placed, and notes the positive comments made by the principals in relation to the students on placement, e.g., "an asset to any school"; "dedicated"; "friendly and courteous"; "always available to help when requested".

6.2.6 Student intake

The panel commends the institute for its policy on the recognition of prior learning in relation to the admission of mature students.

6.2.7 Student support

The panel commends the supportive and caring approach which the institute takes to student welfare. One of the benefits of the relatively low student numbers on the programme and the favourable student-staff ratio is that individual support for students is available throughout the programme. The institute maintains a close professional interest in its graduates and has identified a network of schools where they teach. This network forms the basis of a supportive environment for students on school placement.

6.2.8 Facilities

The panel was impressed by the range of facilities and technological supports and the sophistication of resources and equipment available to both students and staff at the Letterfrack campus. The institute has developed considerable expertise in the creative use of ICT in the area of digital pedagogy. This dimension of the institute's work is highly commended, particularly in light of the fact that ICT is one of the strategic priorities identified by the Council in its *Policy on the Continuum of Teacher Education*.

6.2.9 Staff development

The panel notes that the academic staff are actively engaged in ongoing staff development. Some have completed the Higher Diploma in Teaching and Learning (in Higher Education) provided by the Centre for Excellence in Learning and Teaching (CELT) in NUIG; others have undertaken short courses provided by LIN (Learning Innovation Network in Institutes of Technology). Staff are also active in relevant professional bodies and attend appropriate educational conferences and events.

6.2.10 Collaboration with NUIG

The panel notes that GMIT has entered into a formal collaborative agreement with NUIG and has committed to engaging fully with NUIG in order to explore the means by which both institutions will collaborate in the area of ITE provision. The panel commends the decision of GMIT to focus on the provision of its concurrent Level 8 programme (B.Sc. (Hons.) in Design and Technology Education) and to transfer its consecutive programme (the H.Dip. in Arts in Education (Technology)) to NUIG.

The panel commends the progress made in regard to collaboration and notes that in relation to the B.Sc. in Design and Technology, GMIT:

- has further developed the Teacher Educators Together (TET) network with colleagues from NUIG's Education Department;
- has aligned its Years 3 and 4 school placement blocks with NUIG as and from September 2014;
- is developing a collaborative approach with NUIG to engagement with cooperating schools and is now participating as a partner in NUIG dialogue with school principals and mentor teachers;
- is placing Years 3 and 4 students on the NUIG campus one day per week (outside of School Placement) as and from September 2014;
- will, along with NUIG, co-deliver the year 3 module Curriculum and Assessment to both GMIT and NUIG students;
- will deliver seminars on Nurturing Excellence in Student Teachers (NEST) and will facilitate NUIG staff to observe with a view to adapting NEST to their specific needs.
- will facilitate, with NUIG, an annual joint student presentation of final year research outputs from Final Year Symposium (NUIG) and Dissertation (GMIT) modules;
- lecturing staff (Programme Chair and Head of Department) have been appointed as Adjunct Lecturers to the NUIG School of Education (January 2014)

- students and staff on the education programme will be provided with full access to the NUIG library.

These developments will ensure that student teachers from GMIT are exposed to a wider education community and that a wider research and expertise base will be available for staff from both institutions.

6.3 Outcomes

6.3.1 National and international recognition

Students from GMIT Letterfrack have won both national and international awards for design and manufacture of furniture. The panel reviewed some of the written dissertations and practical projects completed by students on the programme and were impressed by the exceptionally high standards achieved.

6.3.2 Learning outcomes

The panel commends the clarity of the programme learning outcomes and their alignment with the Teaching Council's expected outcomes, as well as the alignment of various module learning outcomes with the programme learning outcomes. The focus on higher order thinking skills and competencies in the module learning outcomes is commended as well as the alignment of module learning outcomes with appropriate assessment methodologies.

7. Recommendations

Having regard to the pro forma documentation which was submitted, the supplementary material provided, the report of the subject assessor for Construction Studies and Design and Communication Graphics and the information gleaned during the visit to GMIT Letterfrack, the panel has noted the following areas of the programme which it recommends be developed by GMIT:

7.1.1 Areas of study

During the visit to the campus in Letterfrack, the members of the panel noted that the topics of design and innovation are core features of the programme and observed the high standard of the students' work in this regard. Design and innovation are specifically referenced in the modules for Years 1 and 2 but are not explicitly included in the modules for Years 3 and 4. In order to avoid misunderstanding, it is recommended that the institute should explicitly state where design and innovation will be further developed in the modules in Years 3 and 4.

7.1.2 Timeframe for implementation of reconceptualised programme

The panel is aware that GMIT's Academic Council did not finalise its approval for the reconceptualised programme until May 2013 and that it was not possible for the institute to introduce the reconceptualised programme *ab initio* in October 2013. However, the current First Year students will be required as a condition of their registration by the Teaching Council to have met the Council's subject specific and Education criteria which will be effective from 2017. For that reason, the panel recommends that GMIT should submit to Council, within two months of receiving this final report, a statement that students who commenced the programme in October 2013 will have met the Council's revised requirements when they graduate. For absolute clarity, GMIT should also convey this to the current first year students.

8. Stipulation

Having regard to the pro forma documentation which was submitted, the supplementary material provided, the report of the subject assessor for Construction Studies and Design and Communication Graphics and the information gleaned during the visit to GMIT Letterfrack, the panel has noted the following area of the programme which it considers must be addressed prior to the admission of a second intake to the programme in September 2014, as follows:

8.1.1 Change title of programme

Given that the institute does not prepare students to teach the subject “*Technology*” at Leaving Certificate Level, the title of the programme “*Bachelor of Science in Design and Technology Education*” has the potential to confuse. Therefore, the panel stipulates that the title of the programme should be reviewed and amended by the institute, in consultation with the Teaching Council, to reflect more accurately the course content.

9. National Issue

Having regard to the documentation that was submitted, advice received from the subject specialist who advised the panel, and information gleaned during the meeting with the programme providers, the panel has noted the following issue which it believes merits further attention by the Teaching Council and/or other national stakeholders.

9.1 Curriculum design and assessment

In the context of the proposed changes to the Junior Certificate programme, and of international best practice, all teacher education programmes should be required to make visible their approach to curriculum design and assessment. In practical terms, this requires a greater emphasis on the processes by which curriculum is designed, the theory and practice of formative and summative assessment and on the uses and limitations of testing. Arising from this, the Teaching Council’s criteria and associated Pro Forma and Guidelines should be kept under review, having regard to the evolving context for the junior cycle and other areas of the curriculum at national level.

Appendix 1 - Review Panel Membership

Independent Review Panel Chair

Professor Áine Hyland is Emeritus Professor of Education and former Vice-President of University College Cork. She is a member of the European Universities Association Institutional Evaluation team and has been involved in reviews of universities in Italy, Turkey, North Cyprus, Bosnia-Herzegovina, Slovakia, Portugal and Romania. She is author of A Review of the Structure of Teacher Education Provision in Ireland, a Background Paper published in June 2012, and Transition from Second to Third Level, published in September 2011.

Teacher Education Expert

Professor Seán Farren is a retired member of the School of Education at the University of Ulster, where he is currently a Visiting Professor. He is also a former Member of the Northern Ireland Assembly and former Minister of Higher and Further Education in the NI Executive. In recent years he has been involved in developing research partnerships with universities in East Africa through the Irish-Africa Research Capacity Building project. He has published widely on curriculum development and the history of Irish education.

Teaching Council Member

Patrick Mc Vicar was nominated to the Teaching Council by the post-primary school management organisations of ACCS, JMB and ETBI. He recently retired from his position as Principal of Pobalscoil Chloich Cheannfhaola, Falcarragh, Co. Donegal. He is a previous member of the Association of Community & Comprehensive Schools (ACCS) Executive Committee, where he chaired the Education sub-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. He is a member of the Teaching Council's Education, Registration and Disciplinary sub-committees and serves on the Post-primary Applications Panel.

Inspector from the Department of Education and Skills

Amanda Geary is currently a post-primary inspector with the Department of Education and Skills. This role involves undertaking various types of evaluations. In addition, she is currently the Department's representative for the Arts at post primary level and is a member of an inspectorate curriculum advisory group for the revised Junior Cycle Framework. Prior to this, Amanda taught in a number of post-primary and primary schools.

Rapporteur

Risteard Ó Broin was, until recently, a member of the Inspectorate of the Department of Education and Skills. Initially he worked as a District Inspector and later at Divisional level. In addition to conducting whole-school evaluations, he contributed to policy formulation and implementation in a variety of settings throughout the education system including the area of initial teacher education. Prior to being appointed an inspector, he taught at primary level in a number of schools and also served as a principal teacher of a large school for a period of seven years.

Appendix 2 - Visit Schedule

Teaching Council Review Panel

01 October 2013

GMIT Letterfrack

Schedule

09.30	Tour of campus
10.10	Overview of Programme
10.30	Consultation with GMIT Team
11.30	Tea / Coffee with all staff
12.00	Consultation with GMIT Team
13.30	Lunch
14.15	Consultation with GMIT Team
16.00	End

The following personnel attended the meeting with the Review Panel:

Mr Michael Hannon	Registrar, GMIT
Mr Dermot O'Donovan	Head of Department, GMIT
Dr Pauline Logue Collins	Programme Chair
Mr Kevin Maye	Programme Secretary/Lecturer
Mr Des Kelly	Lecturer GMIT
Mr Joey O'Shea	Lecturer GMIT

Appendix 3 - Teaching Council Registration: Curricular Subject Requirements (Post-primary) Effective for registration on or after 1 January 2017

Construction Studies

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

1.
 - a) Applicants must hold a degree-level qualification, with Construction Studies 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 pass⁴ result in all examinations pertinent to the subject of Construction Studies.
 - c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Construction Studies 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 Construction Studies during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Construction Studies and Materials Technology (Wood) syllabi⁵ 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) Architectural Awareness & Heritage
 - (b) Construction Technology⁶
 - (c) Building Services and Environmental Technologies⁷
 - (d) Product Design and Realisation⁸
 - (e) Materials Technology and Processing (Wood and other Materials)⁹.

⁴ which includes pass by compensation.

⁵ as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

⁶ This must have a significant focus on the study of constructions methods and practices applicable to residential units.

⁷ This must include consideration of control systems applicable to residential units.

⁸ This must include engagement with the design of artefacts, the use of associated graphic communication techniques and Computer-Aided Design.

3. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) in which the theory, methodology and practice of teaching Construction Studies forms the central aspect. It must include a detailed knowledge of the Health & Safety requirements and associated pedagogical approaches. The course must be equivalent to a minimum of 120 ECTS credits (or equivalent)^{9 10}.

Materials Technology (Wood)

An applicant who meets the registration criteria for **Construction Studies** will also be deemed to have acquired the competency to teach the Junior Cycle curricular subject **Materials Technology (Wood)**.

⁹ 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.

¹⁰ Applicants who have completed a specialist concurrent degree in Construction Studies must meet all of the requirements as detailed above. This course should be equivalent to a minimum of 240 ECTS credits.

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 Technological/Engineering degree-level qualification, which includes the study of graphical communications and design techniques 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 pass¹¹ result in all examinations pertinent to the subject of DCG.
 - c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of the application of graphical communications and design 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 DCG during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the DCG syllabus¹² at all levels up and including 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 Geometry¹³
 - (b) Applied Graphics¹⁴
 - (c) Design Communication¹⁵ (d) Computer-Aided Design¹⁶.

¹¹ which includes pass by compensation.

¹² as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

¹³ This may include the use of projective systems.

¹⁴ This may include Dynamic Mechanisms, Structural Forms, Geological Geometry, or Surface Geometry.

¹⁵ This may include Graphic Illustration and Information and Communications Technology.

¹⁶ This may include Assembly Drawing.

3. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) in which the theory, methodology and practice of teaching DCG forms the central aspect. The course must be equivalent to a minimum of 120 ECTS credits (or equivalent)^{17 18}.

Technical Graphics

An applicant who meets the registration criteria for **Design and Communications Graphics** will also be deemed to have acquired the competency to teach the Junior Cycle curricular subject **Technical Graphics**.

¹⁷ 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.

¹⁸ Applicants who have completed a specialist concurrent degree in DCG must meet all of the requirements as detailed above. This course should be equivalent to a minimum of 240 ECTS credits.