



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

Name of HEI: **University College Cork**

Name of Programme: **Bachelor of Education Gaelige**

Date: **May 2023**

Publication of this Report

The Teaching Council routinely makes information available to the public in relation to its functions and activities and, in line with that practice, this report will be available on the Council's website, [www.teachingcouncil.ie](http://www.teachingcouncil.ie).

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## Programme Overview

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

**Bachelor of Education Gaelige**, hereinafter referred to as ‘the programme’.

## Background

*Céim: Standards for Initial Teacher Education* sets out the standards which programmes of initial teacher education in Ireland must meet in order to gain accreditation from the Teaching Council. It is also a benchmark for anybody seeking to register as a teacher in Ireland.

The Teaching Council’s *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education* (hereinafter referred to as the *Procedures*) sets out the process by which programmes are reviewed.

University College Cork 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 **Bachelor of Education Gaelige** at **University College Cork** took place between June 2022 and February 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	The Council notified University College Cork of its intention to review the <b>Bachelor of Education Gaelige</b> , on 16 December 2021.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and University College Cork on 28 January 2022 to provide an overview of the submission documentation and answer queries from University College Cork.
Step 3 Submission	University College Cork submitted the proforma and supporting documentation for the <b>Bachelor of Education Gaelige</b> , on 10 June 2022.
Step 4 Desk-based Review	A desk-based review was conducted by the Council staff on 17 June 2022 and a letter requesting clarifications was sent to University College Cork on the 22 June 2022. University College Cork submitted their response on 16 September 2022.
Step 5 Appointment of Review Panel	The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's acting director, with Dr Mary Fleming as Chairperson and Dr Louise Campbell and Mr Ciaran Flynn as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	The review panel was supported in their role by Ms Niamh Harkin as rapporteur.  The rapporteur's functions included liaison with University College Cork, 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 their executive staff nominees.
Step 6 Review panel meeting 1	The panel met on 6 December 2022 to consider the submission. They requested clarifications from University College Cork on 13 January 2023. University College Cork responded to this request on 30 January 2023.
Step 7 Engagement with the HEI	The Panel Chair and Rapporteur held a pre-meet with Head of Education and the Manager of School Education along with a number of programme managers on 18 January 2023 to discuss arrangements for a site visit.

<p>Site Visit</p>	<p>The panel conducted a site visit to University College Cork on 21 February 2023. This was also attended by the Rapporteur and Teaching Council staff. The panel had a tour of the facilities and met with representatives from the University management team, the programme teams, the school placement team and some students and recent graduates of the programmes.</p> <p>The following attended on behalf of the university:</p> <ul style="list-style-type: none"> <li>• President</li> <li>• Deputy President and Registrar</li> <li>• Chief Financial Officer</li> <li>• Head of School Education</li> <li>• Registrar and Vice President for Academic Affairs</li> <li>• Programme Director PME</li> <li>• Deputy Programme Director PME</li> <li>• Programme Staff</li> <li>• School Placement Tutors</li> <li>• Students and Graduates from the programme</li> </ul>
<p>Step 8: Review panel meeting 2 &amp; 3</p>	<p>The panel met immediately after the site visit on 21 February 2023. And also met on 5 May 2023 to discuss correspondence of 1 April 2023 and agree recommendations.</p>
<p>Step 8 Reporting</p>	<p>The report was drafted and issued to the HEI for the 30-day feedback period.</p> <p>It was finalised when the final response was received from University College Cork.</p>
<p>Step 9 Education Committee</p>	<p>The Chair will present the report at the next meeting of the Education Committee. They may decide to: accredit the programme, accredit the programme with requirements or not accredit the programme.</p>

## Overall Findings

The Panel recognises and acknowledges the professional and deep engagement of the UCC Leadership, School of Education and members of the programme team with the accreditation process. The institutional level support and commitment to Initial Teacher Education (ITE) is significant, as is the articulated vision for ITE as a strategic entity in the university.

The submitted documentation and the subsequent discussions at the onsite meeting in UCC demonstrate that the programme's design is driven by a clear conceptual framework as well as a considered integration and alignment with Céim standards. There is an admirable emphasis on evaluation and continuous review in the interest of programme improvement by the programme team supported by the University.

The Bachelor of Education Gaeilge is a very welcome addition to ITE provision nationally as it directly responds to current needs in the system. The inclusion of Gaeilge with Modern Languages enhances the potential for future Teachers' understanding of language pedagogical practices and content and language integrated learning (CLiL).

## Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The Programme received academic accreditation from UCC and was 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	<p>The programme is supported by a clearly defined conceptual framework.</p> <p>In the application, University College Cork demonstrated how the conceptual framework is developed in the context of the providers' mission and ethos and that the UCC programme promotes 'the belief that learning is a sociocultural, systematic and adaptive process where teaching encompasses a wide set of evidence-based, policy-driven and culturally responsive practices necessary to provide positive student experiences towards personal and academic fulfilment.'</p> <p>University College Cork demonstrated how the programme is informed by research and the Council's <i>Policy on the Continuum of Teacher Education</i>, through 'six components of connected curriculum (research-based teaching, employability, sustainability, inter- and transdisciplinarity, global reach, civic and community engagement)' the programme aims to develop 'the UCC Graduate Values of respect, ambition, compassion, resilience, and integrity'.</p> <p>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 <i>Code of Professional Conduct for Teachers</i>.</p> <p>The application demonstrated how the conceptual framework provides a rationale for the model of ITE which has been adopted and how it enables student teachers while on placement to demonstrate the link between the sites of practice (HEI and School). 'Variety within school placement modules and sites ensures that student-teachers experience debates around learning and teaching from national and international research, policy and practice perspectives. This is scaffolded by a community of university and school-based teacher educators, directly connected with and supported by the programme.'</p> <p>The application shows how school placement is the fulcrum of the continuum of teacher education and how key themes</p>	Yes

	<p>are revisited over the programme. Specifically ‘the school placement portfolio within School Placement asks student-teachers to evidence their reflection, and engage with school professionals through dialogue and observations.’</p> <p>The review process determined that the submission demonstrates how the professional studies aspect of the programme gives student teachers sufficient opportunities to actively learn from practising teachers about relevant and innovative methodologies, appropriate to their practice.</p> <p>‘For example, throughout the programme, the professional studies modules in the early stages expose student-teachers to real-life cases for learning and assessment experiences along with guest talks with practising teachers and school leaders to learn about the enactment and development of the teaching profession.’</p>	
1.1.3 Programme Aims	<p>The review process determined that the submission clearly defines the aims of the programme, demonstrating where the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes. ‘Programme Aims prioritise a lifelong journey of personal and professional development to meet UCC graduate attributes and values, along with the Céim Graduate Teacher Standards framework in its three broad headings of Professional Values, Professional Skills and Practice, and Professional Knowledge and Understanding.’</p> <p>The application demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities. ‘Throughout modules, student-teachers are introduced to, and are challenged to positively critique, new curricular and assessment policy developments in Ireland. Student-teachers critically examine: the Transition Year Programme (TYP); the new Junior Cycle Framework; the Leaving Certificate Vocational Programme; the Leaving Certificate Applied Programme; Digital Learning 2020; the early revised Senior Cycle developments; and other relevant curriculum and assessment policies.’</p> <p>University College Cork have demonstrated how the programme will enable newly qualified teachers to facilitate quality teaching and learning for all pupils, how it prepares student teachers for teaching, learning, reflective practices, and assessment in their schools, and prepares them for entry to their professional role.</p> <p>The application demonstrates how the programme aims foster student teachers’ agency and mind-set to be open to professional growth and learning over the course of their careers, to reflect on their own professional learning and that</p>	Yes

	<p>of their pupils, and to support their pupils in achieving their full potential.</p> <p>‘Over the course of the four-year programme, expectations are communicated by staff that critical reflection will be an enduring feature of their lifelong development in the profession and that they need to be proactive and self-reflective in relation to their own professional development.’</p>	
1.1.4 Programme Duration & Balance	<p>The review process determined that the submission demonstrated that the concurrent programme meets the criterion of a minimum of four years duration, and demonstrates how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure.</p> <p>Bachelor of Education Gaelige is a four-year concurrent 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. The subject disciplines comprise 60 ECTS credits each.</p> <p>The programme meets the Teaching Council Subject Requirements (Post-Primary) for Gaelige, French, German, Spanish, Italian and Mathematical Studies. 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 two years.</p> <p>University College Cork 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.</p> <p>The panel is satisfied that the submission demonstrated the programme prepares students for life in the classroom and active engagement in teaching within a professional learning community, reflecting the core values of trust, care, respect and integrity. ‘By providing regular opportunities for group work and group assessment, student teachers get into the spirit of working as part of a community, and specific school placement tasks or assignments (e.g., interviews or observations) push the student teachers to become part of the school learning community from an early stage.’</p>	Yes
1.1.6 Integration and Diversity of Programme Content	<p>University College Cork have demonstrated that foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice; that the programme design follows a spiral learning approach and that the programme allows student teachers to experience a variety of teaching, learning and assessment modes.</p>	Yes

	<p>The submission demonstrated that ‘Engaging in school settings with support from treoraithe and placement tutors on School Placement modules facilitates student exploration of key foundational dimensions of these professional contexts in ways that enhance a broader understanding of the Irish education system and encourage deeper and more critical thinking in student teachers.’ Other programme modules ‘also serve to provide a strong basis in foundational studies for student teachers from which a strong professional ethic in teaching and learning is scaffolded.’</p>	
Aptitude test	<p>University College Cork 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.</p>	Yes
<u>1.1.7 Required Areas of Study</u>	<p>The review process determined that the submission demonstrated how the Foundation Studies, Professional Studies &amp; School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u></p> <p>The programme provides research informed insights to support student teachers’ understanding of the practices of teaching, learning and assessment for all pupils. The ‘programme offers students a rigorous, rounded, integrated and holistic grounding in foundational studies as required by Teaching Council regulations. While all modules on our four-year programme aim to provide research-informed insights for our student teachers, the Foundation Studies are a core element of this in disciplines such as history, philosophy and sociology of education.’</p> <p>The Panel is satisfied that the programme 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.</p> <p>The programme, enhances students’ understanding of the Irish education system, locates it in context and enables students to think critically about it.</p> <p>The submission states the ‘learning outcomes clearly showcase the interlinking nature of theory and practice which is promoted by the programme. While simultaneously on school placement, our student teachers are afforded the space to access and reflect upon the theoretical and disciplinary knowledge that explores key dimensions of the professional context and challenges any deep-seated beliefs</p>	Yes

or assumptions regarding the teaching profession. This foundation studies knowledge base strengthens professionalism, enhances understanding, and helps our student teachers to critically analyse, inform and, ultimately, improve their school placement practice.'

#### Professional Studies

University College Cork demonstrated in the submission that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.

'A common objective of the set of modules on the chosen subject, is for the students to learn about the foundational and advanced elements as content knowledge (e.g. language acquisition and development, immersive pedagogies, curricular developments, discipline planning) that can then be integrated, developed and deepened when entering the set of subject pedagogies (between second and fourth years) to tap into the pedagogical content knowledge.'

Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise.

#### School Placement

University College Cork demonstrated how the school placement model on the programme provide opportunities for student teachers to experience a high support/high challenge model of placement and engage in research on their own practice, making connections between the sites of practice.

Students are given the opportunity to observe experienced teachers and plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels, to assist them in establishing classroom management strategies.

School placement is very structured and supported within the programme. The placement handbooks for students, tutors and school personnel (Treorai and other personnel) provide focus and clarity on each stakeholder's requirements and responsibilities.

'Each student works in collaboration with a treoraí who provides the support and mentoring needed by each student. Typically, in the initial stages of school placement, students are involved in observing, co-teaching, team teaching and then graduating to whole class teaching under the guidance of the treoraí. Students are encouraged to make a positive

	<p>contribution to the school by getting involved in various activities both within the school and outside the school.’</p> <p>University College Cork demonstrated that student teachers are encouraged to reflect critically on their practice and programme of study, reflecting on feedback from discussions and identify areas for further professional learning for Droichead through their electronic portfolio or “Taisce”.</p> <p>‘Each student on school placement must maintain a Taisce which documents all their work. An important aspect of the Taisce is that students must provide evidence of engaging in and reflecting on their own practice. This area helps to make the connection between theory and practice. The weekly tutorials provided in years 2, 3 and 4 help students to make firm connections between the sites of practice and their work in UCC.’</p> <p><u>Core elements of programmes of ITE</u></p> <p>The review process determined that the submission demonstrated that the following elements underpin all aspects of the programme.</p> <p>1. Inclusive Education</p> <p>University College Cork demonstrated that inclusive education permeates their ITE programme.</p> <p>‘Eschewing notions of inclusion as centring only on narrowly defined ‘SEN expertise’, the conception of inclusion permeating UCC ITE programmes is, instead, one based on broadly defined components occurring along many identity dimensions. Accordingly, insights are generated into the role of culture, socioeconomic status, language background, religion, sexual orientation and ability in teaching &amp; learning processes. A deliberate focus on the intersectionality of these identity dimensions helps our student teachers to avoid essentialised, reductionist notions of culture, difference and belonging (Artiles 2019).’ ‘A focus on the interplay which occurs between individuals and their social circumstances, opens a space where student teachers can be emboldened to act, not by replicating deficit or other partial accounts of individuals, but by focusing on the ‘conditions’ necessary for students to achieve learning and change in complex social circumstances (Thomas 2013; Billington 2017). A central value of the programme is that student learning is best served when these ‘conditions’ are informed by the principles of inclusivity.’</p>	
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	<p>2. Global Citizenship Education</p> <p>The application evidenced how global citizenship education and education for sustainable development is integrated into the programme.</p> <p>‘The intercultural reality of Irish classrooms – and the strengths and challenges that this context presents to student teachers – is theoretically explored and, through methodological and practical investigation, classroom and school interventions are continually co-constructed. Student teachers also interact and engage with representatives from minority groups including the Traveller Cultural Awareness Training (TCAT) initiative and post-primary schools demonstrating best practice within the Yellow Flag and School of Sanctuary inclusion initiatives. These engagements are designed to expose and challenge bias and privilege as students shape their identity as teachers.’</p> <p>3. Professional Relationships and working with parents</p> <p>University College Cork showed that the core element of establishing professional relationships and working with parents is integrated into the programme.</p> <p>‘Within student-teacher learning experience, is the recognition of the parent / guardian as a stakeholder in their child’s experience of school and the classroom. Within ED4105, Conceptual Foundations in the Psychology and Sociology of Education module, context and family experience feature in discussion and reflection in relation to the student’s relationships with school and within the classroom. Discussions relating to motivation and classroom management highlight the need for appropriate understanding of family context and appropriate methods of contact between parent and teacher / home and school.’</p> <p>4. Professional identity and agency</p> <p>The application demonstrated that the programme includes support for the development of the teacher as a self-reflective autonomous professional.</p> <p>‘The concept of the teacher as a lifelong learner is also central to the programme. The emphasis on the personal and the inter-linking of the personal, the professional and academic start the process in initial teacher education of conceptualising teaching as a profession requiring ongoing learning and development, and of the commitment and willingness to identify and address one’s learning needs in the context of changing policies and practices, learner needs and</p>	
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	<p>challenges, and changing professional roles and school demands.'</p> <p>5. Creativity and Reflective practice</p> <p>University College Cork have demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators, and researchers:</p> <p>'The understanding of the importance of reflection and self-evaluation permeate learning outcomes across all education modules within this degree. These outcomes facilitate overall the effective linking and integration of foundational and professional aspects into practical experiences on school placement and is an explicit feature of the assessment of school placement and the school placement portfolio.'</p> <p>6. Literacy and Numeracy</p> <p>The programme design shows a commitment to enhance students' own literacy and numeracy while also ensuring that they learn techniques to develop their future pupils' literacy and numeracy skills.</p> <p>'Literacy and numeracy permeate all subject-specific pedagogic modules and assignments set in these modules often require analysis of pedagogic approaches for the promotion of literacy and numeracy across the post-primary curriculum. In the supporting school placement modules students are further afforded opportunity to reflect on, develop and adapt these skills in their own practice alongside the related skills of their students based on learning developing in conceptual and foundational modules.'</p> <p>7. Digital Skills</p> <p>University College Cork have demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.</p> <p>'A range of material is covered so as examining the manner in which ICT is used in schools as a teaching, assessment and administration tool. The various types of educational software, mobile technologies and virtual learning environments are discussed and the manner in which they may be integrated into classroom and school use by critically examining ICT integration models (such as Technological Pedagogical and Content Knowledge – TPACK). The digital learning framework and digital planning techniques are also explored.'</p>	
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Post-Primary: Curricular subject criteria registration requirements	<p>The programme is Level 8 on the National Framework of Qualifications (NFQ). The entry selection processes are aligned with the Council's curricular subject specific registration requirements.</p> <p>The review process determined that the programme includes subject specific curricular studies and pedagogies (methodologies) for Gaelige, German, French, Spanish, Italian and Mathematics.</p>	Yes
1.1.8 Learning and Assessment Strategies	<p>University College cork 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.</p> <p>The submission 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.</p>	Yes

## Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	<p>The review process determined that the submission demonstrated that the programme meets this standard by providing:</p> <ul style="list-style-type: none"> <li>•programme staff qualifications and experience</li> <li>•evidence that currently 100% of school placement tutors on this University College Cork programme are registered with the Teaching Council.</li> </ul> <p>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.</p> <p>The application demonstrated that the programme meets the Céim student: staff ratio (SSR) of 15:1 with the programme demonstrating a SSR of 17:1</p> <p>University College Cork demonstrated the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise.</p>	Yes Subject to requirement below

1.2.3 Facilities	University College Cork demonstrated that appropriate facilities are available to support research, teaching, and learning, providing the following: Libraries including Ionad na Gaeilge Labhartha and Language Laboratory, Digital Technological resources including ICT laboratory, Sports facilities such as the Mardyke centre and Arts facilities, Silent and Group research areas such as the Teaching Research Laboratory at Fernhurst, Science Labs including the Eureka Centre UCC, microteaching rooms and specialist facilities in the Early Years Outdoor Teaching space.	Yes
1.2.4 Student Support and Guidance Systems	<p>The review process determined that the submission demonstrated that provisions are in place for the personal and social development and pastoral care of student teachers.</p> <p>University College Cork have a wide range of student supports and services including the following services and provision:</p> <ul style="list-style-type: none"> <li>• Accommodation and Student Activities</li> <li>• Careers Service</li> <li>• Chaplaincy</li> <li>• Access Programme comprising: Disability Support Service; Mature Students; UCC Plus+</li> <li>• Office of Sport and Recreation</li> <li>• Student Counselling and Development</li> <li>• Student Health and Welfare</li> <li>• Students Union Administration</li> <li>• Student Advisor and Ombudsman</li> </ul> <p>UNIVERSITY COLLEGE CORK have demonstrated how a student teacher might transfer to an alternative programme in line with the University's policies and procedures.</p>	Yes
1.2.5 Communication and Decision-making Structures	<p>The review process determined that the submission demonstrated the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes.</p> <p>'Two Class Reps. attend the Course Board at the end of each semester. They are also encouraged to address any and all issues that are arising during the semester. Both positive and negative experiences are welcomed to be addressed by the students with the aim of supporting students and improving the course overall.'</p>	Yes
1.2.6 Financial Resources	University College Cork demonstrated that the programme is adequately resourced to ensure that programme aims are met through student fee income and state grants.	Yes

## School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	University College Cork's school placement model supports the shared vision for school placement. The review process determined that the submission demonstrated that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners.	Yes
1.3.2 Duration	<p>The review process determined that 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.</p> <p>'The UCC 'placement model focuses on supporting students as they move through their second, to third and finally fourth year school placement.' 'Second and third-year school placement consists of a ten-week block wherein student teachers complete two hours of in class observation and teaching and one hour mentoring activities per week.' 'Fourth year school placement is a year-long one, corresponding with the school year August to May. During this time, student teachers teach under the guidance of a Treoraí in each subject.'</p>	Yes
1.3.3 Elements of School Placement	<p>The review process determined that the submission demonstrated that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the <i>Guidelines on School Placement</i> and regarding the stage the student teacher is at on the programme.</p> <p>'STs conduct observations of other teachers' practice during each of the ten-week placements.' 'STs also receive two visits by a placement tutor (PT) in each ten week placement block.' 'Fourth year school placement is a year-long one, corresponding with the school year August to May. During this time, student teachers teach under the guidance of a Treoraí in each subject. At this stage STs are encouraged to move towards more independent teaching, but always with access to a Treoraí as required.'</p>	Yes
1.3.4 School Placement Models	The review process determined that the submission demonstrated that school placement models are developed using a partnership approach, whereby the	Yes

	<p>HEI and schools actively collaborate in the organisation of the school placement.</p> <p>‘The programme enjoys a very positive relationship with approx. 40 partner schools in Cork city and county. We have regular communication with school principals, deputy principals and Treoraithe. We provide School Placement information for our Treoraithe and our placement tutors endeavour to meet with the Treoraithe during their supervision visits to discuss the progress of the STs. The School of Education also offers CPD for supporting teachers, aiming particularly at those who engage as Treoraithe.’</p>	
1.3.5 Securing of Placement	The review process determined University College Cork assumes overall responsibility for the placement of student teachers.	Yes
1.3.6 Diversity of Placement Settings	The review process determined that the submission demonstrated that the programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts, including Irish medium schools.	Yes
1.3.7 Taisce in School Placement	<p>The review process determined that the submission provided evidence of the approaches University College Cork is using to enable the student teacher to demonstrate, using their Taisce</p> <ul style="list-style-type: none"> <li>• an understanding of inclusive education as applicable to that context</li> <li>• an understanding of working with parents</li> </ul> <p>Taisce is a core activity threading across all aspects of the programme and particularly school placement. The professional identity and agency development of the student teacher is clearly articulated in Taisce. It supports and enables the student teachers’ incremental understanding and appreciation of the practice of teaching and the importance of reflection as a professional learning and development endeavour.</p> <p>‘STs conduct observations of other teachers’ practice during each of the ten-week placements. Students complete a Taisce of planning, teaching and assessment and reflection upon their teaching practice, during each placement. This taisce moves with them as they progress from second to third and eventually fourth year school placement. In this way it is a valuable record of the STs’ developing practice’.</p>	Yes

<p>1.3.8 Research in School Placement</p>	<p>University College Cork 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.</p> <p>The design of the programme is research driven and led with a strong and consistent emphasis on enabling and supporting the student teacher as an evidence-based practitioner. Research development is creative and opportunistic and spans across many modules culminating with a practice orientated research study in final year.</p>	<p>Yes</p>
<p>1.3.9 School Placement: Evaluation and Assessment</p>	<p>The review process determined that the submission demonstrated 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.</p> <p>‘Assessment of STs is continuous with the final grade decided on the basis of the consistency and the quality of the sustained standard of a STs' performance across the school placement year. The final grade is determined bearing in mind core elements of SP (for example Pedagogy, Reflection, Professionalism and ESPP).’</p>	<p>Yes</p>

## 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 (Post-Primary)*.

Accordingly, it recommends to the Teaching Council that the programme be granted accreditation subject to the following requirement:

Matter	Requirement
SSR	That UCC shall submit, within 6 months of the date of this report, a clear plan that details the measures being undertaken and associated timelines involved to bring the staff: student ratio (SSR) in line with the <i>Céim: Standards for Initial Teacher Education</i> requirement of 15:1.

## 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 Ciaran Flynn**

Ciarán Flynn, Educational Consultant, retired from his eight-year tenure as General Secretary of the Association of Community and Comprehensive Schools (ACCS), where he advised and supported the Boards of Management and Principals of the 96 post-primary schools in the Association. He acted as a Management nominee on the Teaching Council for a three-year term, chairing the Audit and Risk Committee. He chaired the joint research project of the Teaching Council and the Department of Education and Skills on “Teacher Supply” and also chaired the Placement System Working Group. He was Principal of Navan Community College and the founding Principal in 1994 of Ashbourne Community School. In his 30 year teaching career he worked in a number of Dublin and Meath schools as a Science and Career Guidance teacher, then as a Deputy Principal and completed his Masters in Education Management in the University of Ulster in 1994. He worked for an eight-year period as a Part-Time Lecturer in DCU on the M.Sc. in Educational Training and Management programme in areas such as Action Research and Leadership and supervising Masters students.

He was a member of the national Leadership Development for Schools Team for a three-year period working with newly appointed Principal and Deputy Principal teachers countrywide on behalf of the Department of Education and Skills. As an Educational Consultant he has worked for and with individual schools, regional and national educational bodies in carrying out investigations, supporting and promoting professional development. He also carries out work for the Department of Education and Science in a number of areas and for the State Examinations Commission as a member of the Audit and Risk committee. He is the Chairperson of the boards of management of two schools in the Leinster area and recently retired from Chairpersonship of the Le Chéile Schools Trust.

**Panel Member:** **Dr Louise Campbell**

Dr Louise Campbell is an Education Engagement Officer for the General Teaching Council for Scotland. Her role involves promoting professional standards, supporting initial teacher education institutions to develop programme accreditation submissions and ensuring the compliance of submissions with policy. She was previously a teacher educator at the University of Dundee, where she was Convenor for the Professional Graduate Diploma in Education (Secondary) programme as well as subject lead for the Professional Graduate Diploma in Education (Secondary English). Louise’s teaching, lecturing and supervision interests were focused on reflective practice, academic literacies and critical pedagogy. Her research interests engage with teachers’ professional learning, development of teachers’ identity and teacher agency.

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

### Gaeilge

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

1.
  - (a) Applicants must hold a degree-level qualification, with Gaeilge 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 Gaeilge.
  - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Gaeilge comprising at least 60 ECTS credits (or equivalent).
2. The study of Gaeilge/Irish during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Gaeilge syllabus/specification to the highest level in postprimary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)).

The degree must also include the study of the following:

- a) Language skills<sup>1</sup>
- b) The study of texts<sup>2</sup>

3. Prior to completion of their teacher education studies, applicants should provide verifiable evidence of an immersive educational experience in Gaeilge of a minimum of four weeks duration. This may be accessed in two blocks, each of which must be at least two weeks. At least one of these blocks must be in a Gaeltacht setting with the option of one block in an Irish medium setting. The immersive educational experience(s) must be one of the following:

- attending an Irish language course
- working as a staff member in an educational setting in the the Gaeltacht
- conducting an action research project which is of relevance to their teaching studies
- engaging in School Placement.

4. Evidence of linguistic competence

- All applicants must provide evidence of linguistic competence in the language. This can be demonstrated by 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 achieving level B2.2 standard of an independent language competency test.
- Applicants for whom the language is their first language.

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<sup>1</sup> reading, spoken production, spoken interaction, listening and writing

<sup>2</sup> texts refer to all products of language use including aural, oral, written and digital texts

## Curricular Languages (Arabic, French, German, Italian, Japanese, Russian, Spanish)

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

1.
  - (a) Applicants must hold a degree-level qualification, with the specific curricular languages 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 the specific curricular language.
  - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of the specific curricular language comprising at least 60 ECTS credits (or equivalent).
2. The study of the specific curricular language during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the specific curricular language syllabus/specification to the highest level in post- primary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)).
3. Evidence of linguistic competence
  - a) All applicants must provide evidence of linguistic competence in the language. This can be demonstrated by 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.
  - b) Alternatively, applicants can provide certification of achieving level B2.2 standard of an independent language competency test.
4. The degree must also include the study of the following:
  - language skills<sup>3</sup>
  - the study of texts<sup>4</sup>
5. Prior to completion of their teacher education studies, applicants should provide verifiable evidence of an immersive educational experience in the curricular language of a minimum of four weeks duration. This may be accessed in two blocks, each of which must be at least two weeks. At least one of these blocks must be in a setting where the language is the vernacular language of the region/country. The immersive educational experience(s) must be one of the following:
  - attending a language course
  - working as a staff member in an educational setting
  - conducting an action research project which is of relevance to their teaching studies
  - engaging in School Placement.

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<sup>3</sup> reading, spoken production, spoken interaction, listening and writing

<sup>4</sup> texts refer to all products of language use including aural, oral, written and digital texts

## Mathematics

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

1. a) Applicants must hold a degree-level qualification, with Mathematics 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 Mathematics.  
    (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Mathematics comprising at least 60 ECTS credits (or equivalent).
2. The study of Mathematics during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Mathematics syllabus/specification to the highest level in post- primary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)).

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

### Essential areas of study

- a) Analysis (must include a module or modules in multi variable calculus)
- b) Algebra (must include a module or modules in linear Algebra)
- c) Geometry (must include a module or modules in Euclidean and Non-Euclidean Geometry)
- d) Probability
- e) Statistics (must include a module or modules in Statistical Inference)

The remaining credits (or equivalent) may be in any of the above essential areas, or be drawn from the following optional areas:

### Optional areas of study

- f) Dynamical Systems and Chaos
- g) Calculus of Variations
- h) Numerical Analysis or Computational Mathematics
- i) Mathematical Modelling
- j) Discrete Mathematics
- k) History or Philosophy of Mathematics
- l) Mathematical Logic
- m) Set Theory and Cardinality