

*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 Science Education**

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.

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Programme Overview

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

Bachelor of Science Education, 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 Science Education** 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 Bachelor of Science Education , 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 Bachelor of Science Education , 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"> • President • Deputy President and Registrar • Chief Financial Officer • Head of School Education • Registrar and Vice President for Academic Affairs • Programme Director BEdSc • Deputy Programme Director BEdSc • Programme Staff • School Placement Tutors • Students and Graduates from the programme
<p>Step 8: Review panel meeting 2</p>	<p>The panel met to consider the clarifications and agree recommendations immediately after the site visit on 21 February 2023.</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 institutional level support and commitment to Initial Teacher Education (ITE) is significant and praiseworthy, as is the articulated vision for ITE as a strategic entity in the university.

The quality and standard of the University facilities, including innovative learning spaces and the subject discipline learning centres that are available to the students on the programme is impressive, and demonstrates recognition of the requirements for quality ITE provision.

The submitted documentation and the subsequent discussions at the onsite meeting in UCC demonstrate the programme's alignment with Céim standards. A direct consequence and benefit of the onsite science teaching and laboratory facilities and engagement of practicing teachers in the practical elements for the programme enhances and adds coherence to the students' learning experiences with their professional development as science educators.

The programme demonstrates coherence and alignment with the student teacher's trajectory of learning and professional development as reflective practitioners.

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 pupil 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 'valuing education as a public good, this employment-focused degree holds at its core the Teaching Council's (TC) "Three Is", innovation, integration and improvement (1), alongside ethical values of respect, care, integrity, and trust (2). These are inextricable from our institutional ethos UCC's Academic Strategy's (3) six components of connected curriculum (research-based teaching, employability, sustainability, inter- and transdisciplinarity, global reach, civic and community engagement) towards developing 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). Through 'robust links between school and university experiences are developed through discussions, assessments and experiences, most notably in School Placement modules which bridge both sites of initial teacher identity development, thus acting as a "fulcrum" of our ITE model.'</p>	Yes

	<p>The application shows how school placement is the fulcrum of the continuum of teacher education and how key themes are revisited over the programme. The submission highlights that 'school placement is placed as the fulcrum of the continuum of teacher education in the BScEd through which modular content and assessment outputs are connected throughout ED1102, ED2104, ED3102, ED4102. It is where student-teachers have an opportunity to enact and experience theories, ideas and practices spoken about and modelled in university tutorials and lectures.'</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>'All school placement modules, in particular, are built on processes which foreground the necessity of communication and relationship building between student-teachers, treoraithe, pupils, placement tutors, and schools. Linking closely to outcomes relating to ethical and professional standards, an effective teacher and graduate of this programme will hold the necessary skills to be able to communicate and build relationships with all stakeholders in education.'</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.</p> <p>'The programme aims to prepare students for their continuous development as critically thinking citizens and professional educators within their science specialism subject who: - Educate and contribute to education while upholding the highest professional values in line with the Code of Professional Conduct for Teachers, demonstrating collegial, innovative, aligned, inclusive, diverse and positive professional skills and practice with evidence-based, research-informed and contextually-driven 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.</p> <p>'The BEdSc programme covers curriculum development throughout all four years with subject specific (ED1101, ED2103, ED3101, ED4101) and general curriculum (ED4106) modules that expose and discuss curriculum structure. These</p>	Yes

	<p>topics are experienced in school placement modules, along with case-based learning and talks as part of the spiral curriculum. In addition, BEdSc students attend the monthly meetings of the Irish Science Teachers' Association held in the Eureka Centre where curriculum innovation and assessment are frequently discussed.'</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 of their pupils, and to support their pupils in achieving their full potential.</p> <p>'One of the purposes of critical reflection is to help build resilience. In this sense, it has been referred to as a survival necessity (19), thus it must be a permanent and consistent part of good professional practices (20). Thus, 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>	
<p>1.1.4 Programme Duration & Balance</p>	<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 Science Education is a four-year concurrent 240 ECTS concurrent degree. It comprises of 'i) school placement with 60 credits across 3 school placement modules; ii) Foundational and Professional Studies with 60 credits of the degree embedding all the compulsory and core areas in the respective modules; iii) Subject Studies of each of the specialist subjects, each with 60 credits.</p> <p>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</p>	<p>Yes</p>

	<p>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 explicitly embracing and aligning the socialisation sources of teacher learning during the degree, student teachers get to learn about themselves as educators and active citizens, as well as about the profession. This is further strengthened by the UCC Graduate Attributes framework and in the Programme Aims and Learning Outcomes. This integrated approach provides students with meaningful objectives and relevant experiences to learn about themselves and their wellbeing. The element of reflection is core to all this process as reflective assignments are embedded throughout the degree.'</p>	
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> <p>'The relational aspect of teaching and the importance of excellent communication and relationship building between all stakeholders in education also means that student teachers need to be continually supported in the development of these skills. Both of these aspects (as examples of how we view the integrated nature of our programme) demand a spiral curriculum approach within our programme that ensures that we constantly and consistently revisit the key principles of our conceptual framework across all modules.'</p>	Yes
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 & School Placement elements of the programme meet the requirements of this standard.</p>	Yes

Foundation Studies

The programme provides research informed insights to support student teachers' understanding of the practices of teaching, learning and assessment for all pupils.

'The BEdSc programme offers students a rigorous, rounded, integrated and holistic grounding in foundational studies as required by Teaching Council regulations. School placement, in particular, as the fulcrum of the continuum of teacher education, provides student teachers with opportunities to develop both research and professional practice informed insights to support their understanding of the practices of the teaching, learning and assessment of their pupils. Engaging in school settings with the help of their treoraithe and placement tutors on this module 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.'

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.

The programme, enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it.

The submission states that 'While always looking to learn from international best practice, the Professional Studies elements of the programme are firmly located in the Irish context, while being informed by international research as outlined in the conceptual framework. Contextual considerations are established by exploring recent curricular changes in Ireland, as well as emerging challenges and opportunities within teacher education both internationally and nationally.'

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. linguistic styles) that can then be integrated, developed and deepened

	<p>when entering the set of subject pedagogies (from first year to fourth year) to tap into the pedagogical content knowledge (e.g. teaching through whole-class discussion/applying instructional models/teaching through inquiry-based approaches) that aligns with the respective school placement modules in each year of the programme.'</p> <p>Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise.</p> <p><u>School Placement</u></p> <p>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.</p> <p>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.</p> <p>School placement is very structured and supported within the programme. The placement handbooks for students, tutors and school personnel (Treoraí and other personnel) provide focus and clarity on each stakeholder's requirements and responsibilities.</p> <p>'Students are encouraged to make a positive contribution to the school by getting involved in various activities both within the school and outside the school, e.g. assisting the treoraí to prepare materials for lessons, organising handouts and worksheets, assisting with setting up lab practical classes, assisting with the running of practical classes, , discussing lesson plans with the treoraí, assisting students prepare projects, assisting students with special needs, accompanying students on visits to events held outside the school, assisting in preparing exams, assisting the resource teacher, etc.'</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 an electronic portfolio which documents all their work. An</p>	
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	<p>important aspect of this portfolio 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 their work in schools and their work in UCC. The core textbooks are invaluable in helping students to link theory and practice.'</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>'Throughout the programme, and particularly in fourth year (ED4105, ED4107), sociocultural theory serves to provide a complex description of the dynamic contexts in which, and the processes through which, learning and development take place. 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'.</p> <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. Additionally, in ED4106, student-teachers are exposed to particular ('praxis') approaches to the curriculum that foster such citizenship values as social justice, inclusion, sustainability and social responsibility; as well as connected ('formative') ways of assessment that develop student teachers' capacity to effectively measure pupils' knowledge, skills, attitudes and actions in relation to GCE themes (which are closely aligned to the SDGs).'</p>	
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	<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>‘Relationships and particularly professional relationships are central to the professional learning of student teachers. Supporting and scaffolding the development of these professional relationships infuse all aspects of the student teacher experience across the School of Education (SoE) offerings. This realisation of the relational aspect of the student teachers’ professional learning emerges for the students through interactions with their peers through peer/groupwork, tutors, lecturers, guest lectures with school and community stakeholders and representatives, and through their developing school and classroom experiences directly with the school community, including parents.’</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>‘In the School Placement Taisce, student teachers are required to produce regular reflections after the lessons and units of learning, including term reflections explicitly supported on observations and/or interviews to other schoolteachers. This highlights the importance placed in the development of the student-teacher as a self-reflective autonomous professional. Furthermore, the philosophical component of ED4104 also plays a role in facilitating professional and ethical teaching by helping to equip students with a moral and critical orientation, conceptual tools, and a language to analyse their own (and others’) practices.’</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>‘In order to foster a creative mindset, ED4106 introduces’ students ‘to creative and innovative approaches to designing, implementing and evaluating school curricula and extra-curricular activities’</p> <p>6. Literacy and Numeracy</p>	
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	<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>'Student-teachers reflect on and develop their own literacy and numeracy skills throughout the programme (e.g. ED2103, ED3101 and ED4101) as well as planning for the development of the literacy and numeracy skills of their own pupils in an inclusive and active way that encourages participation, communication and a deeper understanding of literacy and numeracy in planning and practice (ED4108).'</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>'There are many opportunities across the BScEd programme for our student teachers to explore new and emerging technologies. Throughout the four years of the programme, students carry out datalogging laboratory practical work using state-of-the art Pasco Dataloggers in the Eureka labs. A wide range of laboratory practical work is carried out in Physics, Chemistry, Biology, Computer Science and Mathematics by students in which data are captured and analysed in real time with the aid of modern technology.'</p>	
<p>Post-Primary: Curricular subject criteria registration requirements</p>	<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 Biology, Chemistry, Computer Science, Mathematics & Physics.</p>	<p>Yes</p>
<p>1.1.8 Learning and Assessment Strategies</p>	<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>	<p>Yes</p>

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"> •programme staff qualifications and experience •evidence that currently 83% of school placement tutors on this University College Cork programme are registered with the Teaching Council. <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 15:1</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
1.2.3 Facilities	<p>University College Cork demonstrated that appropriate facilities are available to support research, teaching, and learning, providing the following: Libraries including Boole main library, UCC Language centre, Digital Technological resources including computer labs across the campus & in Crossleigh school of Education, Sports facilities such as the Mardyke centre and Arts facilities, Silent and Group research areas such as the Teaching Research Laboratory (TRL), Science Labs including two labs at the Eureka Centre UCC, microteaching rooms, Science Education Resource Room and specialist facilities in the Fota Science Education Centre.</p>	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"> • Accommodation and Student Activities • Careers Service • Chaplaincy • Access Programme comprising: Disability Support Service; Mature Students; UCC Plus+ 	Yes

	<ul style="list-style-type: none"> • Office of Sport and Recreation • Student Counselling and Development • Student Health and Welfare • Students Union Administration • Student Advisor and Ombudsman <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>	
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>'A class representative is elected for each year of the programme and these class representatives ensure student representation in the decisions and development of the programme also. Students are also asked to complete evaluations of individual modules on the programme..'</p>	Yes
1.2.6 Financial Resources	<p>University College Cork demonstrated that the programme is adequately resourced to ensure that programme aims are met through student fee income and state grants.</p>	Yes

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	<p>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.</p>	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 BEdSc school placement model is based upon a belief that learning to teach is a life lifelong journey on which which student teachers (STs) embark upon when they begin their first school placement. In line with this, we recognise that STs' development is incremental.</p>	Yes

	Hence, our school placement model focuses on supporting students as they move through their first, second, third and finally fourth year school placement.'	
1.3.3 Elements of School Placement	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.	Yes
1.3.4 School Placement Models	<p>The review process determined that the submission demonstrated that school placement models are developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement.</p> <p>'The BEdSc programme enjoys a very positive relationship with partner schools mainly in Cork, Kerry and Waterford. We have regular communication with school principals, deputy principals and Treoraithe. We provide School Placement information for our Treoraithe and our placement tutors 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. Many of the treoraithe are known to us through the Irish Science Teachers' Association (ISTA) whose monthly meetings are held in the Eureka Centre. In fact, many treoraithe are recruited through the ISTA.'</p>	Yes
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"> • an understanding of inclusive education as applicable to that context • an understanding of working with parents 	Yes

	<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 an Electronic School Placement Portfolio (ESPP) of planning, teaching and assessment and reflection upon their teaching practice, during each placement. This ESPP moves with them as they progress from first, second to third and eventually fourth year school placement. In this way it is a valuable record of the STs' developing practice. STs also receive two visits by a placement tutor (PT) in each ten-week placement block.'</p>	
1.3.8 Research in School Placement	<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>	Yes
1.3.9 School Placement: Evaluation and Assessment	<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>'It is rare to find students who fail school placement as all our BEdSc placement tutors are fully qualified secondary school teachers registered with the Teaching Council and with a minimum of about 20 years classroom teaching experience. Hence, full support is given by the placement tutors from an early stage to students who may encounter difficulties in the classroom.'</p>	Yes

Recommendation

Having regard to the documentation that was submitted, the panel adjudges that the programme meets the standards set down by the Teaching Council in *Céim: Standards for Initial Teacher Education*.

Accordingly, it recommends to the Teaching Council that the programme be granted accreditation.

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

Biology

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

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

To meet this requirement the degree must include the study of at least four of the following areas:

Essential areas of study

- (a) Botany
 - (b) Plant Anatomy/Physiology
 - (c) Ecology
 - (d) Microbiology
 - (e) Zoology
 - (f) Mammalian Anatomy/ Physiology
 - (g) Biochemistry
 - (h) Genetics
3. Laboratory/practical work must be completed in the course of the degree.

Chemistry

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

1.
 - (a) Applicants must hold a degree-level qualification, with Chemistry 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 Chemistry.
 - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Chemistry comprising at least 60 ECTS credits (or equivalent).

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

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

Essential Areas

- a) Organic Chemistry
- b) Inorganic Chemistry
- c) Physical Chemistry

The remaining ECTS credits may be drawn from the following areas:

- d) Analytical Chemistry
- e) Environmental Chemistry
- f) Pharmaceutical/Biopharmaceutical Chemistry
- g) Industrial Chemistry

3. Laboratory/practical work must be completed in the course of the degree.

Computer Science

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

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

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

Essential areas¹:

- 1) Software Engineering and Project Management (may include software design and development systems analysis, design process, testing)
- 2) Programming (including algorithms and data structures)
- 3) Computer Systems (including hardware or architecture)

Optional areas: The study must also include a minimum of 2 of the following areas:

- 4) Web development
 - 5) Animation/ games/ multimedia development
 - 6) App development
 - 7) Robotics
 - 8) Embedded systems
 - 9) Modelling/ simulation
 - 10) Data analysis
 - 11) Databases
 - 12) Machine learning/AI
- (a) Practical assignment work must be completed throughout the degree course (e.g. programming assignments).

¹ There is an expectation that societal impact of computing technologies underpin all areas.

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).

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

Physics

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

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

To meet this requirement the degree must include the study of at least **five** of the following areas:

1. Mechanics
 2. Quantum Mechanics
 3. Properties of Matter
 4. Oscillations, Waves, Acoustics
 5. Thermodynamics
 6. Light and optics
 7. Current Electricity
 8. Electromagnetism
 9. Electronics
 10. Condensed Matter/ Solid State Physics
 11. Relativity
 12. Particle Physics
 13. Topic in Advanced or Applied Physics
 14. Astronomy
3. Laboratory/practical work must be completed in the course of the degree.