

**Final report of the Review Panel to the Teaching Council following a review of a proposed Initial Teacher Education programme (post-primary) at Hibernia College, Dublin**

**Professional Master of Education**

**May 2014**

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## **1. Background**

### **1.1 The Teaching Council's Review and Accreditation Function**

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

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

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

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

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

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

### **1.2 Review and Accreditation Strategy**

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

### **1.3 National Policy Framework**

In carrying out reviews, the Council is mindful of its *Policy on the Continuum of Teacher Education* which sets out its vision for teacher education at all stages of the continuum – ITE, Induction, and Continuing Professional Development. Published in 2011, the policy highlights the evolving and dynamic context for teaching and the increasingly complex role of teachers in Ireland today. The policy states that “...the time is now right for a thorough and fresh look at teacher education to ensure that tomorrow’s teachers are competent to meet the challenges that they face and are life-long learners, continually adapting over the course of their careers to enable them to support their students’ learning.” It further states that innovation, integration and improvement should underpin all stages of the continuum.

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

### **1.4 Accreditation Criteria**

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

- prescribe those areas of study which will be mandatory in programmes, including numeracy and literacy, behaviour management, parents in education, ICT and inclusive education
- set out for the first time the expected learning outcomes for graduates of all ITE programmes
- propose raising the minimum requirements for persons entering programmes of ITE at primary level and a literacy and numeracy admissions test for mature entrants
- require a 15:1 student-staff ratio
- call for the development of new and innovative school placement models, involving active collaboration between HEIs and schools, and an enhanced role for the teaching profession in the provision of structured support for student teachers

- require that student teachers should spend at least 25% of the programme on school placement, and that such placements should be in a minimum of two schools
- require increased emphasis on research, portfolio work and other strategic priorities.

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

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

### ***1.5 Particular requirements for post-primary programmes***

In November 2011, the Council published *Teaching Council Requirements for Entry onto a Programme of Initial Teacher Education*, which set out the Council's revised subject criteria in draft form. Following a wide ranging consultation process involving all the major education stakeholders, a final set of proposals was developed and approved by Council in December 2012, and the Minister for Education and Skills has conveyed his agreement with the Council's views in this area. The revised requirements guide providers of post-primary consecutive programmes in determining the suitability of entrants and which curricular subjects entrants can ultimately be registered to teach. They will also guide PME providers in matching students appropriately to methodology modules.

### ***1.6 Programme overview***

This report relates to the review of the following programme provided by Hibernia College, Dublin: Professional Master of Education - hereinafter referred to as 'the programme'.

The Professional Master of Education is a 120 European Credit Transfer and Accumulation System (ECTS) credit programme offered over two years, using a blended learning format. It prepares appropriately qualified graduates who have met the subject-related registration requirements of the Teaching Council, to teach in post-primary schools to Higher Leaving Certificate level. It has received academic accreditation at level 9 from Quality and Qualifications Ireland (QQI).

The programme replaces a two year Level 8 programme, the Professional Diploma in Education (PDE) provided by Hibernia College in a blended learning format.

The programme is designed in 8 modules to be delivered over a period of two calendar years on the basis of a student workload of 30 hours per credit in modules of blended learning experiences, inclusive of private study and assessment related time. Flexibility is available to students in relation to those elements of the programme delivered online in asynchronous mode. The eight modules covered include: Foundations of Education

inclusive of Curriculum Studies; School Experience and Professional Practice; Research Methods and Research Project; Core Teaching Methodologies; and Teaching Subject Mastery, the latter two of which also include Curriculum Studies elements.

The balance of ECTS credits allocated to these components is in line with that required by the Council.

Admission to the programme is subject to applicants satisfying the the Teaching Council's specifications of a degree at Level 8 on the National Framework of Qualifications which meets the requirements for at least one post-primary curricular subject.

The programme provides for the ITE registration requirements of eligible graduate students to teach to higher Leaving Certificate levels in the following areas of the post-primary school curriculum: Gaeilge, English, Modern Foreign Languages, Mathematics, History, Geography, Biology, Chemistry, Physics, Agricultural Science, Accounting, Business, Economics, and Music. It also provides for the ITE registration requirements of eligible graduates to teach Civic, Social and Political Education to Junior Certificate level.

The programme will provide both an annual Autumn and a Spring intake of approximately 123 students providing for a total approximate annual intake of 246.

On this basis, and in the light of staffing information provided to the panel, the programme will operate on an annual Staff Student Ratio (SSR) of 1: 20.2 from the second year of the programme.

## **2. *The Review Process***

The review of the Professional Master of Education took place between December, 2013 and May, 2014, in accordance with the Council's review strategy. The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's director, with Prof. John Coolahan as Chairperson.<sup>1</sup> To assist and support the work of the panel, Dr Barney O'Reilly was appointed as Rapporteur. His functions included liaison with Hibernia College, Dublin, 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 the Director and staff of the Teaching Council.

Documentation relating to the application was submitted to the Teaching Council by Hibernia College, Dublin (hereinafter also referred to as Hibernia College or "the College") in November 2013. The panel met initially on 4 December, 2013, to give preliminary consideration to the submission. Following that meeting, individual members of the panel circulated their comments, questions and issues for further clarification to other members of the panel. Issues for further clarification were collated by the Rapporteur for consideration at a panel meeting on 29 January, 2014. Following consideration of the documentation and the collated views of the members, the panel through the Rapporteur requested the observations of Hibernia College on a range of issues, queries and

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<sup>1</sup> Details of the Review Panel membership are included in Appendix I

suggestions. The panel met to consider the responses of Hibernia College on 27 February, 2014, following which arrangements were made for a meeting of panel members with representatives of the College School of Education and appropriate other College representatives.

On 6 March, 2014, panel member, Prof. Harry McMahon visited Hibernia College with a view to receiving an induction into and experience of the blended learning provisions of the College as proposed for the programme. A report on this visit and his direct experience of the blended learning provision was provided to the panel together with a desk-based report on the matter by an independent expert. These reports were considered by the panel at a meeting on 24 March, 2014.

The Chairperson, Prof. Coolahan, and the Rapporteur, Dr. O'Reilly, and panel members Prof. Harry McMahon and Mr. Kieran Christie visited Hibernia College at its offices in Fenian St., Dublin 2, on 24 March, 2014 and engaged with staff members and other College representatives on the basis of an agenda furnished by the panel.<sup>2</sup> The visit schedule is included in Appendix 2. The visit had as its primary objectives the clarification of issues arising from the documentation and the identification of any adjustments needed to the programme. A further panel meeting was held on 24 March.

In the course of reviewing the documentation the panel maintained ongoing contact with Hibernia College.

On 28 January, 2014, the Chairperson, Prof. Coolahan met with the Chairpersons of three other review panels and their Rapporteurs, for the primary purpose of identifying commonalities of judgement and refining reporting conventions and procedures.

### **3. *Publication of this Report***

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

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<sup>2</sup> A list of the Hibernia representatives and staff who participated in the meeting with the panel is included in Appendix 2.



## **4. Documentation**

The documentation submitted by Hibernia College in November 2013, while in accordance with the template provided by the Teaching Council in the Pro Forma and Guidelines which accompany the Council's review strategy, extended over twenty-nine documents presented in five volumes. This format, even in an e-version, presented considerable challenges of analysis and synthesis for the panel. Key areas of focus in the main document were:

### **4.1 Inputs**

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

### **4.2 Processes**

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

### **4.3 Outcomes**

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

## 5. Overall Findings

Having regard to:

- a) the Pro Forma documentation that was initially submitted
- b) the supplementary documentation that was provided pursuant to exchanges with the panel
- c) the reports of the independent expert on blended learning and panel member Prof, McMahon, as referenced in 2. above
- d) information gleaned during the visit to Hibernia College and the meeting on 24 March 2014, and
- e) changes that have been made to the programme arising from the panel's observations,

the panel adjudges that the programme satisfies the criteria set down by the Teaching Council in its *Criteria and Guidelines* and the registration requirements set out in its curricular subject requirements. Accordingly, it recommends to the Teaching Council that the programme be granted accreditation, subject to the stipulations which are set out in Section 8 below.

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

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

The stipulations in Section 8 relate to areas which the panel believes to be of such strategic importance to the programme that accreditation should be subject to those stipulations being met. Therefore, the panel recommends that the Teaching Council should require Hibernia College to set out and submit to the Teaching Council, its timebound proposals for implementing the stipulations.

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

In view of the reconceptualisation of the programme with regard to content and processes, the panel recommends that Hibernia College submit a progress report to the Teaching Council in Spring 2016, prior to a fifth cohort of students being admitted to the two-year programme in Autumn 2016. The Teaching Council should check that all programme commitments are being fulfilled prior to extending approval of programme accreditation.

Therefore, the panel proposes that accreditation of the programme would have a lifespan of two years, with a further three years accreditation to be approved subject to the Council's satisfaction with the progress report referenced above.

## **6. Commendations**

Having regard to:

- a) the Pro Forma documentation which was submitted
- b) the supplementary documentation that was provided pursuant to exchanges with the panel
- c) the reports of the independent expert on blended learning and panel member Prof, McMahon, as referenced in 2. above
- d) information gleaned during the visit to Hibernia College and the meeting on 24 March 2014, and
- e) subsequent engagement with programme staff and changes that arose from the panel's observations

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

### ***6.1 Engagement with the review process***

The panel appreciates and commends the constructive and professional engagement of the Hibernia College staff with the panel and its work.

The panel appreciates that Hibernia College agreed to make adjustments to its submission in a number of significant respects in the light of a range of queries and exchanges with the panel and discussions with the panel on the occasion of its visit to the institution on 24 March 2014.

### ***6.2 Programme title and Irish language version of the programme***

#### ***6.2.1 Programme title***

With regard to the title of the programme, the panel notes and commends the decision to use the title 'Professional Master of Education (PME)' for the programme as opposed to the title 'Masters of Arts in Post-Primary Education', as originally proposed. By using the PME title, the College is adopting an approach which is consistent with that of other providers, and this level of consistency nationally is to be welcomed.

#### ***6.2.2 Máistir Gairmiúil san Oideachas***

The panel commends the clear and positive commitment of Hibernia College to provide a full Irish-language version of the programme to facilitate students wishing to complete their studies through the medium of Irish and the arrangements planned for the admission of students into an 'Irish stream' and for the equal resourcing of the Irish-language version of the programme.

### ***6.3 Inputs***

### **6.3.1 *Blended Learning Design:***

The panel commends the pioneering initiative of Hibernia College in developing blended learning approaches to Initial Teacher Education (ITE) in Ireland.

### **6.3.2 *Student Intake***

The panel commends the selection procedures for the proposed programme as presented in the Hibernia College submission and outlined to the panel, and notes the commitment to a maximum target intake of 123 students to the programme at each of the two annual intakes.

### **6.3.3 *Student Support and Guidance Systems***

The panel commends the detailed level of guidance documentation to be provided to students.

## 7. Recommendations

Having regard to:

- a) the Pro Forma documentation which was submitted
- b) the supplementary documentation that was provided pursuant to exchanges with the panel
- c) the reports of the independent expert on blended learning and panel member Prof. McMahon, as referenced in 2. above
- d) information gleaned during the visit to Hibernia College and the meeting on 24 March 2014, and
- e) subsequent engagement with programme staff and changes that arose from the panel's observations

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

### 7.1 Inputs

#### 7.1.1 Programme Design - Foundation Studies Credits

The panel notes the adjustments made to programme design by the College to ensure student engagement with Foundation Studies in Year 2 of the programme as well as in Year 1, and adjustments made to include Curriculum Studies in both years of the programme. In this context, the panel recommends that the College review the credit allocations across the programme with a view to assigning a total of 15 credits for the Foundation Studies elements of the programme. In the revised text which is required to be submitted under 8.2 of this report, the college should make clear the other adjustment(s) to the programme design to be effected to accommodate the recommended change.

#### 7.1.2 School Placement

##### **Direct Teaching on School Placement**

That the College progressively develop the direct teaching requirement during School Placement for the programme to reach a total of 200 hours, as is envisaged by the Teaching Council for the reconceptualised Initial Teacher Education Programmes.

##### **Partnership Schools: revised MOU**

That the College, building on its relationships with partnership schools, develop a Memorandum of Understanding-type framework agreement in collaboration with the schools to reflect the vision of best practice as outlined in Teaching Council (2013) *Guidelines on School Placement*.

#### 7.1.3 Student Intake

The panel notes the proposal for a twice-annual intake of 123 students to the programme (Total annual intake: 246; total 2-year cycle intake: 492.) and recommends that the College continue and develop its participation in such national structures as are available for orderly planning to meet the national

needs for post-primary initial teacher education.

#### **7.1.4 Staff-Student Ratio and Recruitment**

The panel notes a projected staff/student ratio (SSR) of 1: 20.2 to operate from Year 2 of the programme and recommends that the necessary additional academic staff recruitment take place to progressively move to a position so that the programme can be delivered with a SSR in line with the Council requirement of 1:15.

The panel also recommends that the academic recruitment programme of the College include recruitment of staff with appropriate academic qualifications to undertake the Curriculum Studies elements of the programme.

#### **7.1.5 Staff - Research Engagement**

The panel notes the initiatives in respect of academic staff research activity taken to date and recommends that the College develop and deepen the research experience and outcomes of academic staff on the programme.

## **8. Stipulations**

Having regard to:

- a) the Pro Forma documentation which was submitted
- b) the supplementary documentation that was provided pursuant to exchanges with the panel
- c) the reports of the independent expert on blended learning and panel member Prof, McMahon, as referenced in 2. above
- d) information gleaned during the visit to Hibernia College and the meeting on 24 March 2014, and
- e) subsequent engagement with programme staff and changes that arose from the panel's observations

the panel has noted the following matters in relation to the programme which it considers must be addressed to the satisfaction of the Council as a matter of priority:

### **8.1 Staffing**

#### **Programme Quality & Cohesion- academic contracts.**

The panel notes the data provided by the College indicating a total of 163 individual academic staff members collectively providing a total of 24.46 full-time equivalent staff-academic time to the programme. This raises a concern about significant fragmentation in a programme which should be cohesive.

In this context and with a view to achieving Hibernia College's stated aspirations and the requirements of the Council in respect of the quality and cohesion of the programme, the panel stipulates that, within three months of receiving the final review report, the College develop a time-bound programme to reduce the level and proportion of part-time, short-term academic staff and increase the level of full-time academic staff on the programme, to the satisfaction of the Council and in accordance with the College's intention as indicated to the review panel.

### **8.2 Final Agreed Text**

That adjustments to its submission agreed to in the light of the queries and exchanges with the panel on the original submission, and in the light of items considered at the visit of panel members to Hibernia College, be incorporated into a revised text. This revised text is to be submitted to the Teaching Council as the final text in relation to the programme in a single concise document following the pro forma template and with changes highlighted for ease of reference. The revised text is to be provided to the Council immediately following the first available opportunity for QQI validation of the revised programme.

## **9. National Issues**

Having regard to:

- a) the Pro Forma documentation which was submitted
- b) the supplementary documentation that was provided pursuant to exchanges with the panel
- c) the reports of the independent expert on blended learning and panel member Prof, McMahon, as referenced in 2. above
- d) information gleaned during the visit to Hibernia College and the meeting on 24 March 2014, and
- e) subsequent engagement with programme staff

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

### **9.1 Teacher Supply**

The panel recognises the importance of national deliberations in relation to the issue of teacher supply and the numbers of Initial Teacher Education places to be provided by HEI and accredited by Council. In that context, it recommends that:

- the Council continue to facilitate the national deliberation and decision-making, in association with all the relevant stakeholders - with particular reference to :
  - the rationalisation of the supply of post-primary subject methodologies across institutions, and
  - in line with the "20 Year Strategy for the Irish Language 2010- 2030", the teacher supply needs of Irish-medium schools and the teaching of Irish, require the special attention of the Council.

### **9.2 School Placement**

- a. Further to the review of this programme and, specifically, the issues raised in 7.1.2. of this report, that Council, in conjunction with the Department of Education and Skills, support, encourage and facilitate schools to work in co-operation with HEIs in the implementation of the vision and the processes for appropriate school placements, as set out in the School Placement Guidelines.
- b. The panel recommends that Council and the NCCA clarify the role of the student teacher in school based assessment following Junior Cycle reform.



### **9.3 Council Pro Forma Accreditation Documentation:**

#### **Diversity in the Teaching Profession**

The panel recommends that Council consider policy on diversity in the teaching profession, so that it might be more representative of the diverse population served by Irish post-primary schools. In that context, the panel believes it would be helpful were the Council to amend its pro forma documentation for accreditation purposes to require HEIs to indicate policies and procedures in place at HEI level to promote diversity of intake to ITE.

#### **Junior Cycle Reform**

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

#### **Resource Data presentation**

The panel suggests that Council develop a template for the presentation of the resource data which will facilitate evaluation of the human and financial resources i) required, and ii) committed, for the delivery and support of programmes proposed for accreditation.

In particular, the panel recommends that additional data be required in pro forma documentation regarding the key characteristics of the academic staffing for ITE programmes that have a direct qualitative impact on the standards and coherence of such programmes. The panel suggests data relating to the levels of relevant academic qualifications of staff, the extent of recent relevant classroom experience and the balance of full-time, multi-annual contracts with part-time annual or sessional contracts be required in pro-forma submissions.

#### **Protocols for panel visits to HEIs**

The panel understands that the Council intends to review its strategy for the review and accreditation of ITE programmes, and its criteria and guidelines for accreditation, based on the experience of the current cycle of reviews. In that context, the panel recommends that Council, in consultation with HEIs, develop and make available a set of agreed protocols for the conduct of review visits by panels to HEIs and the associated meetings.

### **9.4 Relationship between academic accreditation and professional accreditation**

The panel recommends that any revised criteria to be developed by the Council should clarify (in consultation with relevant stakeholders including the Irish Universities Association (IUA) and Quality and Qualifications Ireland (QQI)) the relationship between professional accreditation and academic accreditation. Such clarification should address the fact that some of the recommendations and stipulations which are included in review reports, may have implications from an academic accreditation point of view.

## **Appendix 1 - Review Panel Membership**

### **Chair – Professor John Coolahan.**

Dr John Coolahan is Professor Emeritus at the National University of Ireland, Maynooth. He has had extensive involvement in public service, advising the Department of Education and Skills on educational policy and development in Ireland since 1991. In 2007, he produced a position paper for the Teaching Council on “*Thinking and Policies Relating to Teacher Education in Ireland*”. He is a former President of the Educational Studies Association of Ireland and former Academic Chairman of the Association for Teacher Education in Europe. He is a co-founder of SCoTENS (Standing Conference on Teacher Education, North and South). He has previously chaired two review panels on behalf of the Teaching Council.

### **Teacher Educator – Professor Harry McMahon.**

Dr Harry McMahon is Professor Emeritus at the University of Ulster where he was Head of School of Education. Dr McMahon was previously an external examiner at University College Dublin, University College Cork, NUI Maynooth and NUI Galway at both M.Ed and Ph.D. levels.

He is a co-founder with Professor John Coolahan of SCoTENS, (Standing Conference on Teacher Education, North and South).

### **Teaching Council Member – Mr Kieran Christie.**

Kieran Christie was elected to the Teaching Council in the Community and Comprehensive schools category. He is a teacher of Materials Technology (Wood), Technology, Technical Graphics and Construction Studies in St. Attracta’s Community School, Tubbercurry. He was previously a member of the Technology Syllabus Committees and the Short Course Committee of the NCCA. Kieran was awarded his B.Tech (Ed.) qualification in the University of Limerick.

### **DES Inspector – Ms Eibhlín Ní Scannláin.**

Eibhlín Ní Scannláin is an Irish language inspector, Post-Primary. She is currently assigned to the Teacher Education Section of the Department of Education and Skills.

### **Rapporteur – Dr O’Reilly**

Dr. Barney O’Reilly has worked as a second-level teacher and a teacher educator. As CEO of 'Kerry Education Service - *the VEC in Kerry*' until 2011, he has worked as an administrator and as an educational leader for over twenty-five years and participated in education related policy formulation and implementation at a national and a local level. He holds a PhD degree from the University of Edinburgh and continues to be active in policy related research, with a particular interest in issues relating to publicly-managed schools.

## ***Appendix 2 - Visit Schedule***

**Date:** 24 March, 2014.

**Venue:** Hibernia College offices, Fenian St., Dublin 2.

### **Schedule**

11.30am - 1.00pm: Meeting of panel

1.00pm - 1.45pm. : Lunch.

2.00pm - 4.00pm.: Meeting with Hibernia College staff and representatives

4.00pm - 5.30pm: Meeting of panel

### **Attendance**

#### **For Hibernia College:**

Dr. Sean Rowland President, who received the panel members on arrival.

#### **Meeting participants:**

Prof. Thomas Mitchell (Non Executive Director)

Sara McDonnell (Executive Vice President)

Dr. Nicholas Breakwell (Executive Dean)

Naomi Jackson (Registrar)

Eileen Mooney (Chief Finance Officer)

Dara Cassidy (Director of Online Learning)

Karen O'Reilly (Assistant Registrar)

Melanie Ní Dhuinn (Programme Director)

Elaine Ní Neachtain ( Assistant Programme Director)

Mary Dowling Maher ( Director of School Partnership)

Allison McKay (Programme manager)

Sinéad Chaplin ( Programme Administrator)

Susan Walsh (Project Manager)

Audrey Geraghty (Librarian)

Dr. Teresa Whitaker ( Research Supervisor and PhD Programme Director.

#### **Also in Attendance:**

Sue Hackett (QQI)

#### **For Teaching Council panel :**

Prof. John Coolahan, Chair.

Prof. Harry McMahon, Member.

Mr Kieran Christie, Member.

Dr Barney O'Reilly, Rapporteur.