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

An Chomhairle
Mhúinteoireachta
The Teaching Council

Name of HEI: **Trinity College Dublin**

Name of Programme: **Professional Master of Education**

Date: 13 November 2023

Contents

Programme Overview

This report relates to the review of the following programme provided by Trinity College Dublin:

Professional Master of 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.

Trinity College Dublin 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.*

The Review Process

The review of the **Professional Master of Education** at **Trinity College Dublin** took place between March 2023 and October 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	The Council notified Trinity College Dublin of its intention to review the Professional Master of Education on 26 October 2022.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and Trinity College Dublin on 9 December 2022 to provide an overview of the submission documentation and answer queries from Trinity College Dublin.
Step 3 Submission of Pro Forma	Trinity College Dublin submitted the proforma and supporting documentation for the Professional Master of Education on 24 March 2023.
Step 4 Desk-based Review	A desk-based review was completed by the Council staff on 12 April 2023.
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 director, with Professor Sheelagh Drudy as Chairperson and Ms Kathryn Moore and Professor Jim Deegan as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	The review panel was supported in their role by Jean Harrington as rapporteur. The rapporteur's functions included liaison with Trinity 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 of the Teaching Council and her executive staff nominees.
Step 6 Review panel meeting 1	The panel met on 15 June 2023 to consider the submission. They requested clarifications from Trinity College Dublin on 21 June 2023. Trinity College Dublin responded to this request on 19 September 2023.

Step 7 Engagement with HEI	The panel chairperson and Teaching Council staff held a pre-meet with the Head of Education and the Head of School Placement to discuss the personnel the panel wished to meet and to arrange a schedule for the site visit.
Site Visit	The review panel conducted a site visit to Trinity College Dublin on 27 September 2023. This was also attended by the rapporteur and Teaching Council staff. The following attended on behalf of Trinity College Dublin: - Provost of TCD - President of Royal Irish Academy of Music (RIAM) - Deputy President and University Registrar of TU Dublin - Registrar of TCD - TCD Interim CFO - Head of School of Education - Head of School TU Dublin - TCD School manager - Programme leader RIAM - School Administrative Manager - PME Module leaders (Selection from subject discipline & education) - B Mus Ed Module leaders (Selection from subject discipline & education) - Head of School Placement & School Placement Tutors - Selection of School principals & Treoraí - Students / recent graduates of both programmes
Step 8 Review panel	The panel met to consider the clarifications and agree recommendations following the site visit.
Step 9 Reporting	The report was drafted and issued to the HEI for the 30-day feedback period. It was finalised when the final response was received from Trinity College Dublin.
Step 10 Education Committee	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.

Overall Findings

The Professional Master of Education (PME) is a two-year postgraduate programme of initial teacher education. It provides preparation for the teaching of Business Studies (including Accounting, Business and Economics), English, Geography, History, Irish, Mathematics (including Applied Mathematics), Modern Languages, Music, Science (including Biology, Chemistry and Physics). Over recent years the programme has been reconceptualised and has benefitted greatly from a stakeholder survey and from ongoing inputs to the programme by an Initial Teacher Education Advisory Board which meets regularly and has a broad stakeholder membership.

The programme has a focus on best practice in education and on reflective practice. It is grounded on research in education – both in terms of a substantial output of peer-reviewed research by School of Education staff and by the fostering of students as research informed and active teacher researchers of their own practice. The foundation areas are strong and there is a commendable emphasis on diversity and inclusion throughout the programme. The value of drama and problem-based learning (PBL) in all subject areas permeates the course. There is a focus on the needs of disadvantaged pupils and communities and an involvement with the Ballymun School Completion Programme.

The Trinity Management Team is aware of the role the programme plays in the broader strategic and academic university plan. The PME programme has a positive reputation and strong identity, with particular strengths in relation to the performance indices of academic reputation and faculty citations in leading national and international ranking surveys.

During the site visit, the contributions made by the various programme teams displayed an awareness of the demonstrable integration between inclusive education and global citizenship education in line with *Céim* standards. This is also shown by ongoing encouragement of critical reflection of all relational aspects of their practice, evidenced in both the documentation and contributions during the site visit. The panel welcomed the comprehensive documentation in the submission and also Trinity College's positive engagement with the process.

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The programme received academic accreditation prior to being 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	The review process determined that the conceptual framework is supported by a clearly defined conceptual framework. In the application, Trinity College Dublin demonstrated how the conceptual framework is developed in the context of the providers' mission and ethos and how it is informed by research and the Council's *Policy on the Continuum of Teacher Education.* The application evidenced how the conceptual framework provides a rationale for the model of ITE which has been adopted. 'The PME is a consecutive teacher education programme, providing for graduates holding a primary degree in their Major subject. This model of ITE allows for an intensive focus on professional formation through integration of academic and professional sites of learning, building on the extensive discipline knowledge already acquired by students. There is a well-established tradition in the School of educating student teachers to cover a range of educational provision in the Irish state and of supporting them during their career through the provision of targeted and specialised postgraduate programmes ranging from diploma to doctoral level. The PME is an integral part of the School's strategic planning in relation to the provision of the continuum of lifelong learning for teachers.' The review process determined that the submission demonstrated that school placement is at the fulcrum of the continuum of teacher education. The application evidenced how key themes are revisited over the programme. The review process determined that the submission demonstrated that student teachers are given the opportunity to actively learn from practising teachers. 'In addition to the Pedagogy Strands being led, in the main, by qualified teachers, the pedagogy sessions also draw on the expertise of guest lecturers who are practicing teachers well versed in relevant	Yes

		methodologies relating to their subject discipline. Further to these subject-specific sessions, students are exposed to teaching expertise more generally through the School Placement module, in which practicing teachers are invited to facilitate seminars and workshops.'	
1.1.3 Programme Aims	The review process determined that the submission clearly defined the aims of the programme, demonstrating how the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes.

'The key tenets of our reconceptualised conceptual framework have been mapped to the reconceptualised programme aims. The reconceptualised programme aims have been mapped to the reconceptualised Programme Learning Outcomes (PLOs). The Programme Learning Outcomes (PLOs) have been reconceptualised in accordance with the Graduate Standards set out in *Céim* and reflect the updated terminology of the Code of Professional Conduct for Teachers (2016).'

The review process determined that the submission demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.

'From the very start of the programme, at orientation, and throughout the PME, emphasis is placed on the importance of planning, with a specific focus on how to develop Units of Learning (UoLs) and lesson plans (LPs) that align with curricular Learning Outcomes (LOs), are inclusive of all students, and incorporate numeracy, literacy development and digital skills development.'

The review process determined that the submission demonstrated *that 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 practice, and assessment in their schools, and prepares them for entry to their professional role.

The application demonstrated 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.

'Inclusion permeates the PME programme. A key tenet of our conceptual framework, ensures that we model best practice in inclusive teaching, learning and | Yes |

	assessment. In keeping with the above, School staff aim to model best practice in inclusive, teaching, learning and assessment so that student teachers, in turn, utilise these practices in their classrooms.'	
1.1.4 Programme Duration & Balance	The review process determined that this consecutive programme meets the criterion of a minimum of two years duration, and how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure.

The Professional Master of Education is a two year, 120 ECTS consecutive programme.

The submission demonstrated that 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.

Trinity College Dublin 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.

'Students are introduced to the idea that becoming a teacher is not a solo sink or swim endeavour but that throughout their ITE journey they will meet with a wide variety of professionals who will offer feedback and support. Similarly, student teachers are introduced to the idea that at the end of their PME, they will not be the finished product, they will still be, `becoming'. To explore this further, student teachers begin work on the early stages of a teaching philosophy in Orientation week.'

The Panel is satisfied that the submission demonstrated that the programme prepares student teachers for life in the classroom and for active engagement in teaching within a professional learning community, reflecting the core values of trust, care, respect and integrity. | Yes |
| 1.1.6 Integration and Diversity of Programme Content | Trinity College Dublin has 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 whilst providing for small group work and tutorials. | Yes |

	Students engage in reflective activities and are given opportunities for individual and collective reflection. 'Integration of theory and practice is fundamental from the outset of the programme. The early engagement of students with Foundation Studies enhances their understanding of the Irish education system and encourages critical reflection, dialogue and debate about the structural, cultural and ideological influences which shape the school system and the context for their professional practice.' The programme follows a critical reflection and reflexive continuum from an initial focus on description, biographical aspects, personal philosophies and inquiry to an advanced focus on the interpretation and analysis of education principles, practices and policies.	
Aptitude Test	Trinity College Dublin 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.	Yes
1.1.7 Required Areas of Study	The review process determined that the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard. Foundation Studies The foundation studies element of the programme provides research informed insights to support student teachers' understanding of the practices of teaching, learning and assessment for all pupils, 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 offers a broad range of Foundation Studies as distinct modules, including Philosophy of Education, Sociology of Education, Psychology of Education, Irish Educational History and Policy and History of Education. The study of the curriculum is integrated across the Foundation Studies element of the programme, with various aspects being addressed in different modules.' The programme enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it, and explores key dimensions of the professional context in which the thinking and actions of teachers are carried out.	Yes

Professional Studies
Trinity College Dublin demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.

'The Professional Studies modules thereby introduce students to the many variables relevant to teaching and learning as well as providing them with foundational knowledge of the post primary curriculum in their subject areas. The modules offer practical and theoretical perspectives on the principles of education, theories of teaching and learning, syllabus design and evaluation, lesson planning and implementation, classroom management, history of the subject as an educational tool and the assessment and recording of students' engagement and progress.'

The programme ensures that opportunities are provided for students to experiment with and explore new and emerging technologies for teaching and learning and that their communication skills are advanced.

'The Professional Studies modules integrates and builds on the student teachers' engagement with the Digital Skills module through strategic scaffolding (Wang et al., 2018), modelling, in-class tasks and related assignments. For example, within the Mathematics Pedagogy module, the student teachers will be required to complete tutorial tasks using technologies such as Excel, Desmos/GeoGebra, and Scratch to develop technology-enhanced learning experiences.'

Further, it demonstrated how the Professional Studies elements of the programme ensure that teaching itself is understood and practised as a form of self-critical learning by student teachers, with ample opportunities for individual and collaborative reflection, and engagement in and with research.

School Placement
Trinity College Dublin demonstrated how the school placement model on the programme provides opportunities for student teachers to experience a high support/high challenge model of placement:

'The programme prioritises a spiral cycle of observation, practice and reflection (Bruner, 1960), in an environment that is both challenging and supportive. SP provides opportunities for students to gain teaching experience in a variety of school contexts that are reflective of the socio-economic and cultural mix of society.'

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

School placement provides opportunities for students to gain teaching experience in a variety of school contexts that are reflective of the socio-economic and cultural mix of society. There are 150 partner schools, and the college has established a school partnership hub. Over two years, students are exposed to mixed ability teaching as well as to teaching at both Junior and Senior Cycle, and possibly special classes, exam classes, and classes completing CBAs. To support incremental student development and progression, Year 1 students teach primarily Junior Cycle classes; Year 2 students teach up to and including Senior Cycle. Students' second placement is carried out in a different school setting to their first SP thus affording students the opportunity to expand their experience in a range of diverse settings.

The student teacher will be encouraged to reflect critically on their practice and programme of study through their Taisce, reflecting on feedback and identifying areas for further professional learning for Droichead.

'Considering SP as the fulcrum of the programme, and to ensure that students are supported before, during and after placement, we utilise a high support/high challenge model. This is achieved through our model of SP in which each block of 12 teaching weeks is bookended by periods of structured Observation & Preparation, and Reflection & Action Planning. Students begin their placement, in an observational capacity, gradually taking on more responsibility over the Observation & Preparation period, after which they begin to teach independently.'

Core elements of programmes of ITE
The review process determined that the following elements underpin all aspects of the programme.

The programme includes a set of professional learning outcomes in relation to inclusive education and global citizenship education, linked with local, national and international events, projects, and partnerships.

1.Inclusive Education

The submission demonstrated that inclusive education is an important aspect of the programme.

There is a strong Universal Design for Learning (UDL) community of practice in the School. The majority of staff are engaged in research with elements of equity and inclusion where UDL features as a pedagogical response. There are regular updates for staff on inclusion at staff meetings and during professional development opportunities at College level. In addition, the Trinity Centre for People with Intellectual Disabilities (TCPID) is situated within the School of Education and PME students benefit from interaction with students from this innovative programme during inclusion sessions.

'The School of Education has a strong commitment to inclusive education across its programmes. The PME has a dedicated Inclusive Education module where Year 1 students are introduced to inclusive education and Universal Design for Learning (UDL) at a substantive level but also in the teaching and learning on the module which offers flexibility and choice in how students access learning; engage with learning and show their learning. During their assignment students are encouraged to focus on ways in which they can bridge the theory-practice divide by exploring how UDL can be implemented in their practice and the ways in which they can directly engage with support teachers/support interventions in creating more inclusive classroom settings.'

2. Global Citizenship Education

Trinity College Dublin evidenced how global citizenship education, education for sustainable development, wellbeing (personal and community), social justice, interculturalism are integrated into the programme.

'In an increasingly interdependent and interconnected world the School of Education recognises a growing awareness of our responsibilities as global citizens. The PME programme aims to equip our students with the skills and tools to better understand how our world operates, and by bringing this into the classroom, support their students to take action towards a more just and sustainable future.'

3. Professional Relationships and working with parents

The review process determined that the submission evidenced how the programme supports and encourages student teachers to establish working relationships with parents and other stakeholders in the education sphere.

	'Throughout their studies on the PME in Trinity, student teachers are encouraged to critically reflect on the core substance and dynamics of professional relationships and working with parents. Central to encouraging student teachers to critically reflect on the relational aspects of professionalism and working with parents is the aim to impart on them that a core dimension of a teacher's sense of professionalism is their ability to work in a compassionate, inclusive, diverse, and collaborative manner with parents and caregivers of their students.'	

4. Professional identity and agency

The application demonstrated how the programme supports the development of the teacher as a self-reflective autonomous professional and a life-long learner.

'Active consideration of professional identity and agency through exploring, enriching and, thus, expanding student teachers' sense of how professional identity/ies and agency/ies are integral to teachers' development and learning is central to our Initial Teacher Education (ITE) programmes. Furthermore, consideration of professional identity and agency is also of importance to extend student teachers' conceptions of contemporary teacher professionalism.'

5. Creativity and Reflective practice

Trinity College Dublin demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators and researchers:

'Creativity is considered a crucially important 21st-century skill and as such, developing a creative mindset must be a central pillar of student teachers' professional development. Creativity is a key feature of this programme, and the student teachers are encouraged to be daring in their thinking and in their practice. The different modules are designed to be safe spaces in which the student teachers can embrace ambiguity and engage in divergent, innovative thinking.'

6. Literacy and Numeracy

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 in their future teaching careers.

	'The PME programme recognises the value and importance of members of the teaching profession as enablers of personal and social development, and the corresponding importance of maximising student teachers' exposure, understanding and development of literacy and numeracy within initial Teacher Education. Student teachers are afforded numerous opportunities to enhance their own literacy and numeracy throughout the programme within the different modules (pedagogies, research, School Placement etc.), which are assessed through a variety of creative media.' 7. Digital Skills Trinity College Dublin demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students. 'The programme recognises the significance of the role of digital technologies to support teaching, learning and assessment for all learners. It has been recognised globally that there are a range of competencies that teachers require to support their use of digital technologies to enhance the learning experience of their students and in turn to help these students develop their own digital competence.'	
1.1.7 Post-primary Programme Requirements	The programme is Level 9 on the National Framework of Qualifications (NFQ). The entry selection processes are aligned with the Council's curricular subject specific registration requirements. The review process determined that the subject discipline components include subject specific curricular studies and pedagogies (methodologies) in the following subjects: Business Studies (including Accounting, Business and Economics), English, Geography, History, Irish, Mathematics (including Applied Mathematics), Modern Languages, Music, Science (including Biology, Chemistry and Physics).	Yes
1.1.8 Learning and Assessment Strategies	In the submission, Trinity College Dublin 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. It 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.	Yes

	Student teachers are introduced to a wide variety of assessment modes.	
	'The design of the PME recognises the complementary roles of formative and summative assessment in promoting and describing students' learning.	
	'Across almost all elements of the programme, summative assessments are complemented with formative approaches that provide timely feedback to students during modules. The approach to assessment is outlined in the individual module outlines. Summative assessments across modules are scheduled to enable the provision of detailed feedback to students in a timely manner so that it can inform students' learning on subsequent modules, representing formative use of summative data from previous modules.'	

Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	The review process determined that the programme meets this standard by providing: • programme staff qualifications and experience • evidence that from September 2022 at least 50% of all School Placement Tutors are registered as teachers with the Teaching Council, with 83% of their existing placement tutors registered with the Teaching Council. 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. The submission demonstrated that the student: staff ratio on the programme is a current ratio average of 17.08:1. As this ratio is greater than the required standard of 15.1, TCD should comply with the plan outlined in the Requirement section below. Trinity College Dublin evidenced the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including those relating to learning and development and continuing education.	No - see requirements
1.2.3 Facilities	The application established that there are appropriate facilities available to support research and teaching and	Yes

	learning, providing the following: three libraries, individual and group study spaces and a helpdesk, digital technology resources, a microteaching lab and other specialist facilities. The School has access to a range of different types of teaching rooms including workshop spaces, drama spaces and scientific laboratories.	
1.2.4 Student Support and Guidance Systems	The submission demonstrated the provisions that are in place for the personal and social development and pastoral care of student teachers.

'Trinity College provides many services to student teachers for their personal and social development and pastoral care. The university provides a wide range of student facilities including a health service, counselling services, family friendly/work-life balance initiatives, chaplaincy, accommodation, careers advice, Graduate Students' Union, and study skills workshops. These services are freely available to all students.'

There is evidence of support services for students and of student representation on a number of key committees. | Yes |
| 1.2.5 Communication and Decision-making Structures | The submission demonstrated the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes.

'The PME arranges a Programme Board meeting at least once every semester for staff and class representatives to meet. Topics discussed and decisions made at these Programme Board meetings specifically relate to the PME programme and may include such topics as assignment deadlines, assessments of particular components of the programme, proposed changes to modules offered, but to name a few. This gives students a say in decisions made at local level and which directly impact on them.' | Yes |
| 1.2.6 Financial Resources | The review process determined that the programme is adequately resourced to ensure that programme aims are met. | Yes |

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	The Trinity College Dublin school placement model supports the shared vision for school placement. The review process determined that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners. 'We utilise a partnership model approach to SP but also to the programme as a whole. In keeping with SP Guidelines (2021) and the Policy on the Continuum of Teacher Education (2011), SP is designed using a partnership model, that is mutually enriching for school communities, the School and student teachers. This partnership approach underpins the responsiveness of our programme and ensures that our programme delivers on the ground for stakeholders.'	Yes
1.3.2 Duration	The review process determined that the submission demonstrated that the duration of the school placement is in compliance with the Teaching Council's requirements of 24 weeks, with 24 weeks of placement and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard.	Yes
1.3.3 Elements of School Placement	The application showed that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the Guidelines on School Placement and regarding the stage the student teacher is at on the programme.	Yes
1.3.4 School Placement Models	The review process determined that school placement models are developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement.	Yes
1.3.5 Securing of Placement	The review process determined that the submission demonstrated that Trinity College Dublin assumes overall responsibility for the placement of student teachers.	Yes
1.3.6 Diversity of Placement Settings	The programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts.	Yes
1.3.7 Taisce in School Placement	The submission provided evidence of the approaches Trinity College Dublin is utilising to enable the student teacher to demonstrate, using their Taisce:	Yes

	• an understanding of inclusive education as applicable to that context • an understanding of working with parents Opportunities for working with parents as part of a wider circle of professional relationships in teaching and teacher education, including pupils, peers, and external agencies, is evidenced in the documentation and was positively discussed by module leaders, school placement tutors, and school principals during the site visit.	
1.3.8 Research in School Placement	The review process determined 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.	Yes
1.3.9 School Placement: Evaluation and Assessment	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.	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, subject to the following requirement:

Programme Accreditation Requirement

Not later than six months from the date of accreditation, the Teaching Council requires Trinity College Dublin to submit a clear plan that details the recruitment measures being undertaken and associated timelines involved to ensure that sufficient staff members have been recruited to bring the programme in line with *Céim* Standard 1.2, Programme Resourcing, Student: Staff ratio of 15:1.

Appendix 1 - Review Panel Membership

Chair: **Professor Sheelagh Drudy**

Professor Drudy is Emeritus Professor at University College Dublin and is a former Head of the School of Education, UCD. She has been a teacher, educational researcher and teacher educator. She was a member of the first Teaching Council appointed by the Minister in 2005 and has also been a Council member of the National Council for Special Education (NCSE). She was previously a Calouste Gulbenkian Research Fellow in Lucy Cavendish College, University of Cambridge and in 2008 held a Visiting Fellowship at Lucy Cavendish College. She is the author and co-author of numerous books and papers on education, including *Education in Ireland: Challenge and Change* (2009), Dublin: Gill and Macmillan. She is currently an external reviewer for a number of international journals and an assessor for international research organisations. She has been involved in quality assurance reviews in various HEIs.

Panel Member: **Professor Jim Deegan**

Jim Deegan is Emeritus Professor of Education and Founding Head of Graduate School, Research and Graduate School, Mary Immaculate College, Limerick, and a former Associate Professor of Teacher Education, University of Georgia, Athens. He is the recipient of a number of awards for teaching excellence, including the D. Keith Osborn Award in recognition of superior teaching evaluations from students, peers and alumni at UGA. He has been a keynote/invited speaker at meetings of the EU Ireland Presidency, the Royal Irish Academy, and the Standing Conference on Teacher Education-North and South. He has served as research supervisor on 40 masters/doctoral thesis projects in the USA and Ireland. He is a former Director of the Structured PhD (Education) and the International Research Methods Summer School at MIC. His research on re-imagining teaching and teacher education has been published in *Teaching and Teacher Education, Teaching Education,* and *Teacher Education Quarterly.*

Panel Member: **Ms Kathryn Moore**

Kathryn Moore is a former post-primary teacher currently working in the School of Education at the University of Galway. She taught Music, CSPE & History for 25 years. She also works in the area of curriculum development and has developed and collaborated on many resources for both Music & CSPE. She is a member of the Code of Good Practice assessment panel with the Irish Development Education Association (IDEA) and was an examiner for Leaving Certificate Music from 2004-2017.

She has recently concluded research into the impact of the Leaving Certificate subject Politics and Society. Current research interests include embedding GCE across the curriculum and dealing with controversial issues in the classroom.