

Final Report of the Review Panel to the Teaching Council following a review of the reconceptualised Initial Teacher Education Programme at University College Cork.

Bachelor of Education (Hons) Sports Studies and Physical Education.

July, 2014

Contents

1. Background	1
1.1. The Teaching Council’s review and accreditation function	1
1.2. Review and accreditation strategy	1
1.3. National policy framework	2
1.4. Accreditation criteria	2
1.5. Particular requirements for post-primary programmes	3
1.6. Programme overview	3
2. The Review Process	4
3. Publication of this Report	5
4. Documentation	5
4.1. Inputs	5
4.2. Processes	5
4.3. Outcomes	5
5. Overall Findings	6
5.1. BEd (Hons) Sports Studies and Physical Education with Irish	6
5.2. BEd (Hons) Sports Studies and Physical Education with English	6
5.3. BEd (Hons) Sports Studies and Physical Education with History	6
5.4. BEd (Hons) Sports Studies and Physical Education with Mathematics	6
5.5. BEd (Hons) Sports Studies and Physical Education with French	7
6. Commendations	8
6.1. Engagement with the review process	8
6.2. Inputs	8
6.2.1. Innovative increase in education components	8
6.2.2. Conceptual framework	8
6.2.3. Programme aims	8
6.2.4. Integration of theory and practice	9

6.2.5.	Teaching, learning and assessment strategies	9
6.2.6.	Community engagement	9
6.2.7.	Information and Communications Technology (ICT)	10
6.2.8.	Emphasis on reflective practice	10
6.2.9.	Facilities.....	10
6.2.10.	Health and Safety	10
6.2.11.	School placement	11
6.2.12.	Specific coaching qualifications.....	11
6.2.13.	Commitment of staff	11
6.2.14.	Subject specialisms.....	12
6.3.	Outcomes	14
7.	Recommendations.....	15
7.1.	Module descriptors in respect of the applied studies in PE	15
7.2.	Literacy and numeracy skills	15
7.3.	English.....	15
7.4.	History	15
7.5.	Assessment.....	15
7.6.	Feasibility of the extension of the programme.....	16
8.	Stipulation.....	17
8.1.	Mathematics.....	17
8.2.	French.....	17
8.3.	Submission of revised programme documentation.....	17
9.	National Issues	18
9.1.	Length of programmes	18
9.2.	Adequate resourcing of programmes	18
9.3.	Time allocation	19
9.4.	Market demand for graduates	19
9.5.	Curriculum design and assessment.....	19

Appendix 1 – Review Panel Membership	20
Appendix 2 – Staff members in attendance at meeting with panel and central topics discussed	21
Appendix 3 - Teaching Council Registration: Curricular Subject Requirements (Post-primary)	
Effective for registration on or after 1 January 2017.....	22
Physical Education.....	22
Mathematics	24
English	25
French	26
Gaeilge/Irish	27
History	28

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 (p. 6) 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.

In 2012, the Council published its *Guidelines on School Placement* as an addendum to its accreditation criteria. These guidelines provide a clear blueprint for all involved in facilitating quality school placement experiences and act as an important point of reference for the Council's review panels and the HEIs with whom they engage.

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

1.5. Particular requirements for post-primary programmes

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

1.6. Programme overview

This report relates to the review of BEd (Hons) Sports Studies and Physical Education (BEdSSPE) provided by University College Cork (hereinafter referred to as UCC or "the university"). The programme includes five distinct pathways, each of which prepares graduates to teach the Physical Education and a second post-primary curriculum subject:

- The BEd (Hons) Sports Studies and Physical Education with Irish
- The BEd (Hons) Sports Studies and Physical Education with English
- The BEd (Hons) Sports Studies and Physical Education with Mathematics
- The BEd (Hons) Sports Studies and Physical Education with History
- The BEd (Hons) Sports Studies and Physical Education with French

Each programme carries a total of 270 ECTS (European Credit Transfer and Accumulation System) credits and of this the Arts specialism accounts for sixty. All five pathways set out above will be hereinafter referred to collectively as 'the programme' or BEdSSPE.

Since accreditation as a teacher education programme in 2005, and commencing operation in 2006, the BEdSSPE integrates Sports Studies and Physical Education into a single entity and includes certain Arts Specialisms. Since its inception, there has been an enrolment of approximately fifty students each year and it is intended that this will be maintained in respect of the reconceptualised programme. Of these, thirty-five will be school leavers with a minimum of HC3 in two Leaving Certificate subjects and a D3 in four others at Higher or Ordinary level from Irish, English, another language and three other recognised subjects. In addition, ten will be mature students, approximately three will enter on the basis of a FETAC, Level 5, qualification and it is envisaged that there will be two disability access students.

2. The Review Process

The review of the BEd (Hons) Sports Studies and Physical Education programme took place between March 2013 and June 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 Professor Sheelagh Drudy as Chairperson.¹ To assist and support the work of the panel, Dr Patrick O'Connor was appointed as Rapporteur. His functions included liaison with UCC, 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 assessors and by the Director and staff of the Teaching Council.

Documentation relating to the application was submitted to the Teaching Council by UCC in January 2013. The panel met initially on 28 March 2013 to give preliminary consideration to the submission. Following this meeting, individual members of the panel focused on specific aspects of the submission and circulated their comments and questions to other members of the panel. Issues for further clarification were identified by the panel and were communicated by the Rapporteur to the university. Following consideration of the documentation and a collation of the initial views of members, the panel visited UCC on 11 April 2013 and engaged with staff members who made a presentation embracing the several elements of the programme.² The panel convened on the following day to discuss and draft preliminary findings and, in the following months, in the course of developing and refining its judgements, the panel maintained contact on a continuous basis by e-mail and telephone. Communications centred on achieving clarification on a number of issues in respect of both PE and certain academic subjects, and on 29 November 2013 UCC presented an amended suite of documents incorporating desired clarifications and revisions. These were supplemented with additional clarifications in the following months.

Further, on 21 March 2013 and again on 28 May 2013 and 28 January 2014 the Chairpersons of all active review panels and their Rapporteurs attended a meeting convened for the primary purpose of identifying commonalities of judgement and refining reporting conventions and procedures.

¹ Details of the Review Panel membership are included in Appendix 1

² A list of the staff member presenters is included in Appendix 2

3. Publication of this Report

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

4. Documentation

The documentation submitted on 31 January 2013 by UCC was in accordance with the template provided by the Teaching Council in the Pro Forma and Guidelines which accompany the Council's review strategy. Key areas of focus were:

4.1. Inputs

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

4.2. Processes

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

4.3. Outcomes

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

5. Overall Findings

Having regard to the documentation that was initially submitted, together with supplementary documentation that was provided by UCC, the reports of the subject assessors pursuant to the meeting with programme staff, the panel adjudges that the programme satisfies the criteria set down by the Teaching Council in its *Criteria and Guidelines* and in its curricular subject requirements in respect of the curricular subjects: (a) physical education (b) Irish (c) English and (d) history. With regard to the curricular subjects French and mathematics, the panel adjudges that, in the main, the Council's registration requirements have been met, although some shortfalls have been identified. With particular regard to the subject criteria, the panel makes the following overall findings:

5.1. BEd (Hons) Sports Studies and Physical Education with Irish

The programme meets the Teaching Council overall requirement of 90 ECTS credits of Physical Education and the detailed breakdown of that overall requirement as set out in Appendix 3. The programme also meets the Council's requirements for Irish as set out in Appendix 3. On that basis, the panel is happy to recommend that graduates may have the subjects Physical Education and Irish recorded on the Register of Teachers.

5.2. BEd (Hons) Sports Studies and Physical Education with English

The programme meets the Teaching Council overall requirement of 90 ECTS credits of Physical Education and the detailed breakdown of that overall requirement as set out in Appendix 3. The programme also meets the Council's requirements for English as set out in Appendix 3. On that basis, the panel is happy to recommend that graduates may have the subjects Physical Education and English recorded on the Register of Teachers.

5.3. BEd (Hons) Sports Studies and Physical Education with History

The programme meets the Teaching Council overall requirement of 90 ECTS credits of Physical Education and the detailed breakdown of that overall requirement as set out in Appendix 3. The programme also meets the Council's requirements for history as set out in Appendix 3. On that basis, the panel is happy to recommend that graduates may have the subjects Physical Education and History recorded on the Register of Teachers.

5.4. BEd (Hons) Sports Studies and Physical Education with Mathematics

The programme meets the Teaching Council overall requirement of 90 ECTS credits of Physical Education and the detailed breakdown of that overall requirement as set out in Appendix 3. In the main, the programme meets the Council's requirements for mathematics as set out in Appendix 3, although some shortfalls have been identified and these are noted in the stipulation in Section 8.1. On that basis, the panel is happy to recommend that graduates may have the subjects Physical Education and Mathematics recorded on the Register of Teachers, subject to the university satisfying the Council that the issues raised in Section 8.1 have been addressed.

5.5. BEd (Hons) Sports Studies and Physical Education with French

The programme meets the Teaching Council overall requirement of 90 ECTS credits of Physical Education and the detailed breakdown of that overall requirement as set out in Appendix 3. In the main, the programme meets the Council's requirements for French as set out in Appendix 3, although some shortfalls have been identified and these are noted in the stipulation in Section 8.2. On that basis, the panel is happy to recommend that graduates may have the subjects Physical Education and French recorded on the Register of Teachers, subject to the university satisfying the Council that the issues raised in Section 8.2 have been addressed.

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 suggests that the Teaching Council should require the college to set out and submit, within twelve months of receiving the final review report, its proposals for implementing the recommendations. It further recommends that the Teaching Council should prioritise those areas to be accorded 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 significance that accreditation should be subject to those stipulations being met. Therefore, the panel recommends that the Teaching Council should require UCC to address those within three months of receiving the final review report.

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.

The panel recommends to the Teaching Council that, subject to the university satisfying the Council that it has addressed the issues covered in the stipulations in Section 8, the programme be granted accreditation. The panel proposes that accreditation of the programme would have a lifespan of five years.

6. Commendations

Having regard to:

1. the documentation which was submitted
2. advice received from the subject specialists who supported the review process, and
3. information gleaned during the visit to UCC,

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

6.1. Engagement with the review process

It was readily apparent from the outset that the programme staff had a clear commitment to the process of review and the panel was accorded a warm welcome and a generous level of enthusiastic cooperation. It became readily apparent at the exploratory meeting that the staff viewed the process as a valuable opportunity to reflect on their operations and their philosophical underpinning, and this led to a vibrant, open and wide-ranging dialogue.

6.2. Inputs

6.2.1. Innovative increase in education components

The panel wishes to acknowledge the pressures placed upon programme coordinators by the increase in education components in four year post-primary concurrent programmes. There is a strong consensus that the innovative ways in which these enhanced requirements have been addressed in each of the pathways in order to maintain high standards in the disciplinary areas, is commendable.

6.2.2. Conceptual framework

The submission provides a coherent conceptual framework that is in harmony with the core values set out in the Teaching Council's *Code of Professional Conduct for Teachers* (2012). The programme is soundly based and well informed by recent theoretical and research findings. The six key principles behind the broad construction of the programme offer an appropriate rationale for the study of Physical Education in conjunction with an Arts Specialism within schools and constitute a framework to guide and support the educational development of student teachers well-positioned to graduate with the professional knowledge, skills and competencies to teach PE and their selected Arts subject in the post-primary setting.

6.2.3. Programme aims

The university is commended for its clear and concise specification of a set of fourteen aims that have due regard for promoting the emergence of teachers who will be skilful, knowledgeable and reflective. In broad outline, it is intended that the programme graduates will adhere to and uphold the *Code of Professional Conduct for Teachers* (2012), will have a grasp of the tools of inquiry related to the development of physically educated lifelong, reflective learners, and will be aware of the how best to practise in culturally diverse classrooms. A hallmark of the programme can be seen in its purposeful linking of modules where meaning-making is communal, and within this scenario a growing mastery of information technology is promoted.

6.2.4. Integration of theory and practice

It is clear to the panel that curriculum and instructional models in PE are usefully integrated into the practical and theoretical aspects of the programme, and within this scenario the concept of praxis gives credence to the college's efforts to create opportunities for the application of theory to practice. The emphasis on developing students' knowledge and understanding of the theoretical aspects of PE and the relevant Arts Specialisms, and their skills in applying same, is appropriate and a worthy level of attention is paid to ensuring student teachers are aware of the elements of the current physical education syllabi and those of the relevant Arts Specialisms.

6.2.5. Teaching, learning and assessment strategies

The panel commends UCC for its multidisciplinary approach to teaching, learning and assessment. A variety of assessment modes is deployed and the balance between formative and summative is a welcome feature. With only a small number of modules incorporating a formal examination, the emphasis is on a pattern of continuous assessment that is well set to focus student attention on how best they may motivate and support their pupils in the future. It is noted with satisfaction that department staff usefully model a range of teaching approaches to cater for preferred learning styles within the context of particular teaching situations, and permeating the process is a welcome emphasis on understanding and integration. To a considerable degree this is facilitated over the course of the programme by a revisiting of key concepts and themes that leads to more meaningful and contextualised outcomes. All this, combined with the concept of praxis underpinning much of the submission document, has the potential to richly enhance students' competence and their creative impulse when they are on school placement and when ultimately they are qualified teachers.

6.2.6. Community engagement

The panel commends UCC for its promotion of the notion that community engagement and service are critical for the growth of its students and the enhancement of the programme as a whole. Viewing Sport Pedagogy as a key connecting concept that links school and community, programme staff work closely not only with groups within the university (such as the Centre for Contemporary living, and Adult Continuous Education) but also with local and national community groups. Most notable is its focus on health promotion as evidenced in its work with the elderly, parents and carers. Within this scenario, students actively engage with senior citizens in the development and delivery of weekly health-related lectures and adapted physical activity sessions in community settings. Inevitably, this will contribute to the inculcation of a vital sense of moral purpose that is the hallmark of the professional, and the initiative is worthy of high commendation.

In addition, the panel also commends the promotion of an active collaboration between students taking certain health related modules and post-primary school transition year (TY) pupils. This is seen in the organisation of annual health related symposia for TY pupils and forms an impulse behind the further development and delivery of resource materials for post-primary teachers.

6.2.7. Information and Communications Technology (ICT)

The panel commends the use of ICT across the programme. 'Blackboard' as an online learning space appears to be well embedded and contributes significantly to fostering a blended approach to learning. This leads to a regular online interaction between lecturers and students, and a constructive measure of consultation and collaboration. The panel notes with approval the innovative approach in using ICT to support engagement in physical activity and to analyse, track and monitor physical activity behaviour and performance. This is admirable in that it holds out the rich promise that students will in due course come to the firm view that ICT should be integral to their teaching.

6.2.8. Emphasis on reflective practice

The panel commends the department for its systematic promotion of reflective practice as an essential component of all its education modules. Viewing guided reflection as fundamental to the principles of personal learning and key to its educative potential, the process constitutes a central feature of the programme particularly in the first two years, and to a significant but less pronounced degree later as the student grows in competence. There is due emphasis on reflection-on-action and reflection-in-action, and a developing competence is documented in the student's Personal Portfolio and post-lesson reflections.

6.2.9. Facilities

It is clear to the panel that the university is very well endowed in respect of facilities. The programme has access to all lecture theatres, tutorial rooms and computer laboratories in accordance with the official booking system. Of particular note is the Crossleigh ICT Laboratory with the latest technology together with a wide range of software teaching packages and allied reproduction facilities; there is also the School of Education Resources Laboratory with its extensive collection of teaching resources that serve to enrich the development of lesson schemes and plans; and, notably, there is the acclaimed Mardyke Arena with its playing pitches, swimming pool, physiotherapy clinic, climbing wall and its three large sports halls. The panel is happy to commend UCC for its initiative in assembling facilities of this kind and quality and is assured that the SS/ PE students are well positioned to richly benefit from all this in personal terms and in terms of their developing teaching skills.

6.2.10. Health and Safety

The panel commends the university for its systematic inculcation of a keen awareness of professional responsibilities and particularly the importance of high standards of health and safety. The responsibilities of teachers in respect of child protection are highlighted too and, appropriately, the important role of child support bodies such as the *National Education Welfare Board* and the *Professional Development Service* is addressed.

6.2.11. School placement

The panel commends the university for its promotion of a progressive professional development that is underpinned by a strong school-university partnership and the *Telemachus Mentor Training Programme*. In this context, the *ROSA* model is deployed in an engagement with some forty-five host schools and a network of co-operating teachers that have become part of the department's professional community. A considerable amount of time has been invested in a process of mentor training that includes an induction programme for new/ part-time tutors, and a promotion of a commonality of approach among all placement tutors (including tutors for the five arts specialisms for the fourth year school placement when the student on placement has the benefit of no less than six placement visits in total viz. three relating to their chosen Arts subject and three in respect of PE). In this regard, the *Part-time Staff Handbook* and the *Student Teacher/ Mentor Handbook* are noted for their high utility value.

The panel has had regard too for the inclusion of a coaching placement in the first year that incorporates teaching and coaching pedagogy together with a recent thread entitled Fundamental Movement Skills. This initiative offers students a rich opportunity to understand sports pedagogy in a practical setting under the supervision of coach mentors, and is likely to be particularly valuable for its emphasis on the core teaching values of positivity, open communication and encouragement.

6.2.12. Specific coaching qualifications

The panel welcomes the requirement that the students undertaking the degree gain specific coaching qualifications in a number of sports, including volleyball, soccer, rugby, basketball, hockey, athletics, aquatics and first aid. While these are basic entry level or level one or two certificates, they have the potential to deepen students' understanding of sports that ultimately may be provided in their schools through physical education, physical activity and extra-curricular sports programmes.

6.2.13. Commitment of staff

The panel commends the staff for its impressive commitment to the delivery and systematic development of a multi-faceted and high-quality programme. An attractive, supportive relationship between staff members was clearly evident at the meeting and the panel is in no doubt that this laudable collegial culture serves as a positive reference point for students when they in turn as qualified teachers will engage with their pupils.

6.2.14. Subject specialisms

Gaeilge/ Irish

Tá réimse leathan modúl ar an gcúrsa seo, idir mhodúil riachtanacha agus mhodúil roghnacha, a chlúdaíonn gort léann na Gaeilge go cuimsitheach agus a thugann léargas breá don mhac léinn ar litríocht, ar shaíocht agus ar chultúr na Gaeilge. Tá aidhmeanna agus torthaí foghlama soiléire le chuile mhodúl maille le córas cuimsitheach measúnaithe ina bhfuil idir mheasúnú leanúnach agus mheasúnú cheann cúrsa. Is iad na modúil teanga croílár an chúrsa agus forbraíonn siad na bunscileanna riachtanacha teanga a theastódh ó mhúinteoir Gaeilge sa seomra ranga, idir scríofa agus labhartha, ar bhealach céimnithe ó Bhliain 1 go dtí Bliain na céime.

Tá curtha in iúl don phainéal ag an ollscoil go soiléireofar i scríbhinn do mhic léinn, agus luafar é i *Lámhleabhar na Macléinn* freisin, go mbeidh sé den riachtanas dóibhsean a roghnaíonn an Ghaeilge dhá mhí a chaitheamh i gceantar Gaeltachta. Fágfar roghnú an tsuímh foghlama mar chúram ar an mac léinn ach beidh an coláiste toilteanach teacht i gcabhair i roghnú an tsuímh foghlama. Ag deireadh na tréimhse soláthróidh an mac léinn fianaise gur comhlíonadh an riachtanas, déanfaidh Roinn na Gaeilge an choláiste é sin a dhearbhu agus clárófar é san athscríbhinn oifigiúil ar chríochnú na céime. Is é tuairim an phainéil ná go bhfuil moladh tuillte as an modh imeachta san.

Fairis san, tá curtha in iúl don phainéal ag an ollscoil go gcuirfear i scríbhinn faoi bhráid na mac léinn céard iad na modúil is gá a roghnú le go mbeadh teideal acu clárú leis an gComhairle Mhúinteoireachta ar chríochnú na céime dóibh; agus cuirfear ar na súile dóibh freisin, i scríbhinn, go mbeidh sé den riachtanas orthu fianaise dearbhaithe a sholáthar go bhfuil ar a laghad leibhéal B2.2 ar an *bFhráma Tagartha Comónta Eorpach do Theangacha* gnóthaithe acu. Is inmholta na socruithe seo.

A wide range of modules, both compulsory and optional is offered and this provides the student with an impressive coverage of the riches of Irish literature, scholarship and culture. The aims and learning objectives attaching to each module are clear, and both continuous and summative assessments constitute prominent features of the course. The language modules form the central core and their importance lies in their power to develop the necessary basic skills underpinning good Irish teaching, embracing both oral and written. This takes place from first year through to the completion of the degree in deliberate stages and overall the approach is worthy of commendation.

The panel has been advised by the university that it will be clarified in writing individually to students and will be included in the Students' Handbook that those who choose Irish as an academic subject will be required undertake a two-month Gaeltacht residency. The choice of site will be made by the student but the college will be willing to assist if necessary. At the end of the period the student will provide evidence that the required extended Gaeltacht placement has been met, this will be confirmed by UCC and will be recorded in the student transcript on completion of the degree.

In addition, all Gaeilge students will be notified in writing that they will be required to provide certified evidence of achieving a minimum level of B2.2 on the European Framework of Reference for Languages. Finally, UCC assures the panel that students of Gaeilge will be alerted in writing regarding the mandatory modules that need to be taken so that they become eligible for registration by the Teaching Council on graduation. The panel is of the opinion that these arrangements are highly commendable.

English

The panel considers that the syllabus meets the requirements of the Teaching Council for the teaching of English. The degree programme demonstrates both depth and breadth, and enables students to acquire knowledge of a good range of literature from different periods, genres and traditions. The qualifications and expertise of the lecturers are of a high standard and they employ a constructive variety of assessment methods. All this is commendable.

Mathematics

The panel believes that the modules in general are well conceived and of sound quality, and the inclusion of some 'hard analysis' in the module 'Analysis' is welcomed. Also welcomed is a focus on the methodology of teaching mathematics which is specifically addressed in *The Teaching of Mathematics* (module ED4334). The panel has been advised that a reshaping of elements of the mathematics programme is currently being undertaken. This will ensure that students who have taken the *Project Maths* syllabus will be given an appropriate grounding in concepts crucial to their mastery of *Probability and Statistics* which constitutes a core, compulsory module.

History

The programme meets the subject-specific requirements for history as set out by the Teaching Council. The students are very well-served by what is a balanced and progressive history syllabus that has been carefully constructed and which combines an excellent chronological span with an impressive geographical reach. In the combination of clearly robust compulsory modules with specialised options, there is ample provision for the emergence of an impressive understanding of the intellectual challenges of the discipline of history. Further, a rich opportunity is provided for the development of an overall expertise in Irish history, a circumstance that will serve its students well when as teachers they will engage with the project element of Leaving Certificate history.

French

The programme offers wide scope and variety and is likely to prove highly stimulating. The module design leads the panel to believe that students will experience intensive teaching in language acquisition and oral competence. Further, the learning objectives are well captured in the module contents and there is an admirable level of variety in language work, oral practice, study of literary texts and in the study of French culture. All this is designed to be achieved in an incremental way from years one to three and, appropriately, French is the

primary language employed in the language classes (this is facilitated by the availability of French native speakers who teach several of these hours). The panel endorses the determination evidenced in modules to expose students to literary texts and critical theory, and shares a confidence that this will lead to an appreciation of the French attachment to 'close textual readings' (*analyse de texte*) which tend to lean heavily on the traditions of structuralism, deconstruction and semantics.

The panel welcomes the assurance provided by UCC that all students will be informed in writing that they will be required to produce evidence they have had residential experience of at least two months in a country where French is the vernacular (this requirement will be signalled also in the *Student Handbook*). Students will have the discretion to source their own placement but the approval of the French department will be necessary. On completion of the placement students will be required to supply evidence of their residence in the French-speaking country, this will be ratified by the French department and the successful completion of the placement will be recorded in their Final Degree Transcript. The panel also welcomes assurances from the university that the required two of five specific areas in French literature will be incorporated in the programme. In addition, all students of French will be notified in writing that they will be required to provide certified evidence of achieving a minimum level of B2.2 on the European Framework of Reference for Languages. The rigour displayed in the planned implementation of these arrangements is commendable.

6.3. Outcomes

The panel commends the programme for its focus on preparing students for a contemporary Irish classroom wherein as lifelong learners they will educate their pupils for an unknown future. In this regard, modules such as *Approaches to Teaching and Assessment in PE, Curriculum Design and PE Teacher* and *Coach Pedagogy*, provide students with considerable knowledge of a range of curriculum and instructional models in designing, teaching and assessment in Physical Education. The aims and outcomes of these modules have a clear potential to usefully support students in planning, implementing and assessing the current physical education syllabuses at *Junior Cycle, Senior Cycle* and *Leaving Certificate Applied*. Further, the programme encourages students to become role models by engaging in physical activity for lifelong health, well-being and social engagement and this too is commendable. All this is admirably facilitated by the connectivity of the programme with its clear horizontal and vertical links across PE, the five Arts Specialisms and Professional/ Foundation Studies and School Placement.

7. Recommendations

Having regard to:

1. the documentation which was submitted
2. advice received from the subject specialists who supported the review process, and
3. information gleaned during the visit to the university and from communications with the Programme Coordinator over a period of months

the panel has noted the following areas of the programme which it recommends be developed by UCC:

7.1. Module descriptors in respect of the applied studies in PE

While the panel accepts that the UCC meets the criteria established by the Teaching Council in respect of Physical Education, it recommends that the college ensures that within a timeframe of twelve months the module descriptors are amended to make more explicit the links to the learning relevant to each of the practical areas. From the undergraduate's perspective this would have a particular value in supporting their understanding of how the knowledge inherent in the module can be applied to the practical setting.

7.2. Literacy and numeracy skills

The panel readily acknowledges that the programme makes a creditable effort to address the students' own literacy and numeracy skills and in turn their capability to promote this mandatory ITE element in the classroom. However, the panel recommends that UCC outlines in greater detail how it intends to develop students' knowledge and competence to integrate literacy and numeracy as teachers of their subject specialisms. To the extent it does so, and with specific reference to the role of explicit instruction, the panel will be more greatly assured that the aims of *The National Strategy to Improve Literacy and Numeracy* (Dept. of Education & Skills. 2011) are closer to achievement.

7.3. English

The university might usefully decide upon a priority list, from which, say, at least ten credits must be studied. This list could include at least one module on film, as this is a key feature of the Leaving Certificate syllabus, and demands specific skills in its own right.

7.4. History

The panel recommends that the history department advises each student in writing that they should take the necessary 15 ECTS credits in Irish history and that their study of history in third year should secure for them no less than 10 ECTS credits so that they become eligible for registration by the Teaching Council on graduation.

7.5. Assessment

The panel recommends that the university should examine how it might lessen the dependence on terminal examinations in the Arts specialisms.

7.6. Feasibility of the extension of the programme

The panel acknowledges the pressures placed upon programme managers by the (very welcome) increase in education components in four year post-primary concurrent programmes. The panel also acknowledges the innovative ways in which these enhanced requirements have been addressed in each of the pathways in order to maintain high standards in the disciplinary areas. These have involved increasing the number of ECTS credits from 240 to 270 in the case of the five pathways combining Sports Studies and PE with Irish, English, French, History or Mathematics. These increases will result in very intensive workloads for both staff and students over the four years of the programme and the panel is concerned that it might impede efforts aimed at developing the students as reflective practitioners. The number of credits is outside the current recommended workloads for two semester, four year, undergraduate programmes in the current guidelines for implementation of the European Credit Transfer and Accumulation System (ECTS) within the Bologna framework of the European Higher Education Area (see, for example, Education and Culture DG, 2009, ECTS Users Guide). The panel therefore recommends that, within the lifetime of this accreditation, UCC actively considers the feasibility of extending the programme to five years, with a redefinition of some of the final year modules to Level 9 on the National Framework of Qualifications. Models for such a structure for concurrent ITE post-primary programmes currently exist in Ireland, the U.K. and elsewhere in Europe. In the meantime the panel strongly recommends that, before a second cohort enters the programme, the teams restructure the programme so that parts are provided during the third semester, thereby allowing the programme to more closely adhere to Bologna recommendations.

8. Stipulation

Having regard to:

1. the documentation which was submitted
2. advice received from the subject specialist for French who supported the review process, and
3. information gleaned during the visit to the university and from communications with the Programme Coordinator over a period of months

the panel has noted the following areas of the programme which it considers must be addressed within three months of receiving the final report, as follows:

8.1. Mathematics

Having regard to the reshaping of elements of the mathematics programme referred to above (Section 6.2.14), the panel is anxious that the modifications should not impact adversely on the programme's adherence to the Council's subject criteria. Accordingly, it is stipulated that within three months of receiving the final report the college supplies in writing a document that gives clear assurance that the Council's subject criteria for mathematics are met in full.

8.2. French

While the panel accepts assurances from the university that the required two of five specific areas in French literature will be incorporated in the programme, it stipulates that details of the proposed alignment of the programme to Teaching Council requirements be supplied in writing within three months of receiving the final report. In addition, the panel stipulates that in its submission the college includes details of the proposed programme revision that will embody a necessary five extra ECTS credits.

8.3. Submission of revised programme documentation

With regard to the adjustments to the programme agreed to in the light of the queries and exchanges with the panel over the course of the review, the panel stipulates that these should be incorporated into an updated text, to the satisfaction of the Council. 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.

9. National Issues

Having regard to:

1. the documentation which was submitted
2. advice received from the subject specialists who advised the panel, ,and
3. information gleaned during the visit to the college and meeting with Faculty,

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

9.1. Length of programmes

The Panel recommends that the accreditation criteria for concurrent post primary programmes be reviewed. Formerly, four-year concurrent programmes at post primary were assumed to have an equivalence with an undergraduate degree followed by a postgraduate diploma in education (i.e. 180/240 ECTS credits, followed by 60 credits). From September 2014 onwards, the consecutive route will consist of 180/240 ECTS credits (undergraduate degree) and 120 ECTS credits (postgraduate teaching qualification, henceforth normally at masters level). However, concurrent post-primary programmes will normally consist of 240 ECTS, of which 120 will comprise of education components and 120 of subject discipline components (in the case of degrees in which there are two subject disciplines each subject must amount to the minimum Teaching Council requirement of 60 credits, or 90 credits in respect of certain subjects such as PE).

While the panel warmly endorses the increase in education components in both concurrent and consecutive programmes, it is concerned that equivalence can no longer be automatically assumed with regard to the coverage of subject disciplines. This is particularly relevant in respect of concurrent post primary ITE programmes that combine preparation for two disciplinary degree subjects with the mandatory 120 education credits: here the current allocation of 120 credits to the disciplinary areas can be quite restrictive. This problem is even more acute where a minimum of 90 credits for one of the subject specialisms are required by the Council. These issues create difficulties for HEIs when they endeavour to meet the Teaching Council criteria, align with Leaving and Junior Certificate curricula and map to the Bologna Framework with regard to recommended ECTS credits.

These are major issues which must be addressed by the Teaching Council and the HEIs. These have already been raised by the Council in a letter to the HEIs of 15 June 2012 under the heading of *Balance of Programme Components*. The issue of anomalies is raised therein too, and as an overall comment the Council notes that some HEIs are planning to develop innovative five year programmes.

9.2. Adequate resourcing of programmes

It needs to be brought to the attention of the DES and the HEA on a regular basis that teacher education providers should be adequately resourced so that they can provide quality programmes of teacher education at all stages of the continuum.

9.3. Time allocation

The Teaching Council should consider offering clear guidance on the balance of time and the number of credits to be attached to certain programme components, and particularly so in respect of Foundation and Professional Studies.

9.4. Market demand for graduates

Having regard to current economic circumstances and the allied reduction of teaching positions, the panel endorses the Teaching Council's intention to undertake a study geared to determine with some precision the market demand for graduates of a spectrum of programmes.

9.5. Curriculum design and assessment

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

Appendix 1 – Review Panel Membership

Chair – Professor Sheelagh Drudy

Professor Drudy is Professor Emeritus of Education at University College Dublin. She is a former teacher, educational researcher and teacher educator. She was a member of the first Teaching Council appointed by the Minister in 2005. She is currently an external examiner at a number of Higher Education Institutions and has been involved in quality assurance reviews in various HEIs. She chaired the panels which reviewed the Higher Diploma in Art for Art and Design Teachers provided by Limerick Institute of Technology in 2011, four degree programmes provided by St. Patrick's College, Thurles in 2012, three degree programmes provided by Dublin City University in 2013 and the Bachelor of Science Education in University College Cork in 2013.

Teacher Educator – Professor Mike Watts

Professor Watts is Professor of Education at Brunel University, London. He is a Fellow of the Institute of Physics, a chartered Physicist, and also a Fellow of the UK's Higher Education Academy. Professor Watts was awarded Doctor of Philosophy from the University of Surrey as well as a Certificate of Education (in Physics and Mathematics) from Doncaster College of Higher Education. Professor Watts has been an honorary visiting Professor at several universities, is currently an external examiner for a number of universities in Ireland and elsewhere, and has been involved in quality assurance reviews in various HEIs.

Teaching Council Member – Ms Lily Cronin

Lily Cronin was re-elected to the Teaching Council in the Connacht/Munster/Ulster, Voluntary (post-primary) constituency. She is a practicing Science and Biology Teacher at Mercy Mount Hawk in Tralee and is in her third term as a Teaching Council Member. Lily has 35 years' experience of classroom methodology and management. She also has considerable experience of the Council's Review and Accreditation process, having already served on three review panels for the Council, namely, the panels which reviewed the Bachelor of Science (Education) in Physics and Chemistry in UL in 2010, Postgraduate Diploma in Education in NUI Maynooth in 2011 and the HDip in Art for Art and Design Teachers in LIT in 2011.

DES Inspector – Mr Seánie McGrath

Seánie McGrath is a graduate of Thomond College, Limerick and also holds a Masters degree in Exercise Science from the University of Limerick. Prior to being appointed as a Physical Education Inspector with the Department of Education and Skills, he spent nineteen years teaching in a variety of settings including working with people with learning disabilities, DEIS post-primary and as an Assistant Principal with Co. Cork VEC. He has extensive experience in high performance sport, community health, and sport for persons with disabilities.

Rapporteur – Dr Patrick O'Connor

Dr Patrick O'Connor was an inspector with the DES for over thirty years. During this time he worked on the development of whole school evaluation, and when attached to the policy unit was centrally involved in the monitoring of teacher education. For over ten years he was editor of the DES academic journal *Oideas*. A former primary school principal and associate lecturer on the OU MA (Ed), he is a graduate of St Patrick's College, Drumcondra, and UCD, he holds masters degrees in Education from UCC and OU, and his OU doctorate centred on school inspection.

Appendix 2 – Staff members in attendance at meeting with panel and central topics discussed

The following programme staff made presentations on the topics specified and/or engaged in discussion with the review panel:

Professor Kathy Hall, Professor of Education and Head of the School of Education, University College Cork

Dr Fiona Chambers, BEd (Hons) Sports Studies and Physical Education, Senior Lecturer in Sports Studies and Physical Education, University College Cork

Dr John Bradley, Lecturer in Exercise Physiology & Coaching Science, Second Year Coordinator

Dr Susan Crawford, Lecturer in Health across the lifespan, Sports Medicine, Skill Acquisition & Sport, Physical Activity & Disability, Third year Coordinator

Ms Trish Fitzpatrick, Lecturer and Teaching Placement Coordinator

Ms Kathy Kirwan, University Tutor and Practical Areas Coordinator

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

Physical Education

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

1.
 - a) Applicants must hold a degree-level qualification, with Physical Education 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 pass¹ result in all examinations pertinent to the subject of Physical Education.
 - c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Physical Education comprising at least 90 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).
2. The study of Physical Education during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Physical Education syllabus² to the highest level in post-primary education (see www.curriculumonline.ie).
 - (a) To meet this requirement the degree must include the study of all of the following to a minimum of 60 ECTS credits (or equivalent):
 - i. Adventure Activities
 - ii. Aquatics
 - iii. Athletics
 - iv. Dance
 - v. Games
 - vi. Gymnastics
 - vii. Health-Related Activity.
 - (b) The degree course must also include the study of all of the following to a minimum of 30 ECTS credits (or equivalent):
 - i. Anatomical, Physiological and Biomechanical aspects of Movement
 - ii. Factors which inhibit and promote (Personal, Biological, Psychological, Sociological, Environmental) participation in Physical Activity and Sport
 - iii. Disability and Movement
 - iv. Historical, Sociological and Philosophical aspects of Physical Education
 - v. Growth, Motor Skill Learning and Development of the Child and Adolescent
 - vi. Physical Activity/Sport Promotion and Health across the Lifespan
 - vii. Artistic and Creative Studies.
3. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) in which the theory, methodology and practice of teaching Physical Education forms the central aspect. This course must be equivalent to a minimum of 120 ECTS credits (or equivalent)^{3 4}.

¹ which includes pass by compensation.

² as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

³ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.

⁴ Applicants who have completed a specialist concurrent degree in Physical Education must meet all of the requirements as detailed above. This course should be equivalent to a minimum of 240 ECTS credits.

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 pass¹ 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) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).
2. The study of Mathematics during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Mathematics syllabus² 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 to a minimum of 40 ECTS credits (or equivalent):

Essential areas of study

- | | |
|---|------------------------------|
| (a) Analysis ³ | - minimum of 10 ECTS credits |
| (b) Algebra ⁴ | - minimum of 10 ECTS credits |
| (c) Geometry ⁵ | - minimum of 5 ECTS credits |
| (d) Probability and Statistics ⁶ | - minimum of 5 ECTS credits |

The remaining 20 ECTS credits (or equivalent) may be in any of the above essential areas, or be drawn from the following optional areas:

Optional areas of study

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

3. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) carrying a minimum of 120 ECTS credits (or equivalent)⁷. The programme should include a module(s) on the teaching of Mathematics carrying a minimum of 5 ECTS credits (or equivalent)⁸.

¹ which includes pass by compensation.

² as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

³ This must include modules in Differential and Integral Calculus in one and several variables, and may include modules in Differential Equations, Complex Analysis, Abstract Analysis, Measure and Integral, or Topology.

⁴ This must include modules in Linear Algebra, and may include modules on Abstract Algebra (Groups, Rings, and Fields), Cryptology, Coding Theory, or Number Theory.

⁵ This must include a module or modules in Euclidean and Non-Euclidean Geometry and may include modules in Differential Geometry, Algebraic Geometry, or Topology.

⁶ This must include modules in Probability and Statistical Inference and may include modules in Combinatorics or Stochastic Processes.

⁷ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.

⁸ Applicants who have completed a specialist concurrent degree in Mathematics must meet all of the requirements as detailed above. This course should be equivalent to a minimum of 240 ECTS credits.

English

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

1.
 - a) Applicants must hold a degree-level qualification, with English Language and Literature 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 pass¹ result in all examinations pertinent to the subject of English.
 - c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of English Language and Literature comprising at least 60 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).
2. The study of English Language and Literature during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the English syllabus² to the highest level in post-primary education (see www.curriculumonline.ie). To meet this requirement the degree must include the study of a minimum of 40 ECTS credits of literature including comprehensive study (through the medium of English) of all of the following:

- (a) Drama
- (b) Poetry
- (c) Fiction.

The remaining 20 ECTS credits may be in any of the above areas, or be drawn from the following broad optional areas:

- (d) Media Studies
- (e) Composition and Writing Skills
- (f) Film Studies
- (g) Theatre Studies.

3. Applicants must have verifiable residential experience of at least two months in a country where English is the vernacular.
4. Applicants must provide evidence of linguistic competence in the language. This can be demonstrated by:
 - (a) Applicants for whom the language is their mother tongue

Or

 - (b) Providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed. Alternatively applicants can provide certification of successful completion of an independent language competency test.

5. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) carrying a minimum of 120 ECTS credits (or equivalent)³.

¹ which includes pass by compensation.

² As approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

³ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.

French

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

1. (a) Applicants must hold a degree-level qualification, with French 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 pass¹ result in all examinations pertinent to the subject of French.

(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of French comprising at least 60 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).
2. The study of French during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the French syllabus² to the highest level in post-primary education (see www.curriculumonline.ie). To meet this requirement the degree must include:
 - (a) French Language Studies
and
 - (b) French Literature
The degree must incorporate the study of Literature through the medium of French, comprising at least 15 ECTS credits and should incorporate the study of at least two of the following areas:
 - i. Drama
 - ii. Poetry
 - iii. Fiction
 - iv. Media/Film Studies or Communications
 - v. History of Ideas (Philosophical works in French).
3. Applicants must have verifiable residential experience of at least two months in France or a country where French is the vernacular (spoken language).
4. Applicants must provide evidence of linguistic competence in the language. This can be demonstrated by:
 - (a) Applicants for whom the language is their mother tongue
Or
 - (b) Providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed. Alternatively applicants can provide certification of successful completion of an independent language competency test.
5. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) carrying a minimum of 120 ECTS credits (or equivalent)³.

¹ which includes pass by compensation.

² as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

³ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.

Gaeilge/Irish

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

1. (a) Applicants must hold a degree-level qualification, with Irish 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 pass¹ result in all examinations pertinent to the subject of Irish.
 - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Irish comprising at least 60 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).
2. The study of Irish during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Irish syllabus² to the highest level in post-primary education (see www.curriculumonline.ie). To meet this requirement the degree must include the study of:
 - (a) Irish Language Studies
and
 - (b) Irish Literature
The degree must incorporate the study of Literature through the medium of Irish comprising of at least 20 ECTS credits and should incorporate at least two of the following areas:
 - i. Poetry
 - ii. Prose
 - iii. Media/Film Studies
 - iv. Drama.
3. Applicants must have verifiable residential experience of at least two months in an area designated as a Gaeltacht area.
 4. Applicants must provide evidence of linguistic competence in the language. This can be demonstrated by:
 - (a) Applicants for whom the language is their mother tongue
Or
 - (b) Providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed. Alternatively applicants can provide certification of successful completion of an independent language competency test.
 5. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) carrying a minimum of 120 ECTS credits (or equivalent)³.

¹ which includes pass by compensation.

² as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

³ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.

History

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

1. (a) Applicants must hold a degree-level qualification, with History 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 pass¹ result in all examinations pertinent to the subject of History.
 - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of History comprising at least 60 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).
2. The study of History during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the History syllabus² to the highest level in post-primary education (see www.curriculumonline.ie). To meet this requirement the degree must include the study of a minimum of 15 ECTS credits (or equivalent) in Irish History.
 3. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) carrying a minimum of 120 ECTS credits (or equivalent)³.

Environmental and Social Studies (ESS)

An applicant who meets the criteria for **History** will also be deemed to have acquired the competency to teach the Junior Cycle curricular subject **Environmental and Social Studies**.

¹ which includes pass by compensation.

² as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

³ Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.