

**Final Report of the Review Panel to the Teaching Council following a
review of the proposed Initial Teacher Education programme at
Limerick Institute of Technology**

Professional Masters in Education (Art and Design with Digital Media)

July 2014

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1. Background

1.1 The Teaching Council's Review and Accreditation Function

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

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

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

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

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

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

1.2 Review and Accreditation Strategy

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

1.3 National Policy Framework

In carrying out reviews, the Council is mindful of its *Policy on the Continuum of Teacher Education* which sets out its vision for teacher education at all stages of the continuum – ITE, Induction, and Continuing Professional Development. Published in 2011, the policy highlights the evolving and dynamic context for teaching and the increasingly complex role of teachers in Ireland today. The policy states (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 PME providers in matching students appropriately to methodology modules.

1.6 Programme overview

This report relates to the review of the following programme provided at Limerick School of Art and Design (LSAD) in Limerick Institute of Technology (LIT):

- Professional Masters in Education (Art and Design with Digital Media)

This two-year consecutive programme prepares graduates to teach Art (including crafts) to Higher Leaving Certificate level in post-primary schools and carries a total of 120 ECTS (European Credit Transfer and Accumulation System) credits. Hereinafter it will be referred to as 'the programme'.

The Limerick School of Art and Design (LSAD) at LIT (hereinafter referred to as LIT or "the institute") is the largest Irish school of art and design outside Dublin. It is composed of the Department of Design, the Department of Fine Art, the Centre for Creative Media and the Centre for Postgraduate Studies. Tracing its origins to 1852, various units of the institution were located in different sites throughout the city down through the years but all are now consolidated into the Clare Street Campus, the Georges Quay Campus and the Clonmel Campus.

The reconceptualised programme has its roots in LIT's one-year postgraduate art and design teacher education programme, the *Higher Diploma in Art for Art and Design Teaching* that has been awarded since 1985 by NCEA and, since 2001, by HETAC. The profile of the students has changed over the years, with mature students who have experience of working in their own professional fields now accounting for a large minority of the cohort. It is envisaged that this trend will continue with the introduction of the PME which will have an annual intake of fifteen students per year.

2. The Review Process

The review of the PME took place between October 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 Chairperson¹. To assist and support the work of the panel, Dr Patrick O'Connor was appointed as Rapporteur. His functions included liaison with LIT maintaining records of meetings, and drafting and finalising the panel's report in conjunction with the panel Chairperson. The panel was also supported in its deliberations by the Director and staff of the Teaching Council.

Documentation relating to the application was submitted to the Teaching Council by LIT in August 2013. The panel met initially on 25 September 2013 to give preliminary consideration to the LIT submission. At that meeting, the panel also gave consideration to the report of the panel, chaired by Professor Drudy, which reviewed the initial programme in art and design (Higher Diploma in Art for Art and Design Teachers) in 2011 and, specifically, the recommendations and stipulations which were included in that report. 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 LIT.

On 16 October 2013, following consideration of the documentation and a collation of the initial views of the members of the panel, the panel met and engaged with staff members who made a presentation embracing the several elements of the programme². Following this meeting, the panel sought additional documentation that would serve both to develop and clarify a variety of issues raised by members. On 28 February 2014 the Teaching Council received a comprehensive response from LIT, and this was further developed in the following weeks.

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

3. Publication of this Report

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

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

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

4. Documentation

The documentation submitted in July 2013 by LIT 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 the supplementary documentation that was provided pursuant to the meeting with LIT/ LSAD programme staff, the panel adjudges that the programme satisfies the criteria set down by the Teaching Council in its *Criteria and Guidelines Guidelines* as well as the subject specific requirements in relation to art, as set out in *Teaching Council Registration: Curricular Subject Requirements (post-primary)* (See Appendix 3).. Accordingly, it recommends to the Teaching Council that the programme be granted accreditation, subject to the stipulation which is set out in Section 8 below.

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

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

The stipulation in Section 8 relates to an area which the panel believes to be of such strategic importance to the programme that accreditation should be subject to this stipulation being met. Therefore, the panel recommends that the Teaching Council should require LIT to set out and submit to the Teaching Council, within two months of receiving the final review report, its timebound proposals for implementing the stipulation.

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

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

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

6. Commendations

Having regard to:

1. the Pro Forma documentation which was submitted
2. information gleaned during the meeting with staff, and
3. subsequent engagement with programme staff and the provision of additional documentation

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

6.1 Engagement with the review process

The panel greatly appreciates the commitment of the LIT staff to the work of the Council in reviewing and accrediting the programme. The president of LIT and a wide range of staff attended the meeting with the panel and in the course of the discussion it was patently clear that they looked on the review as a valuable opportunity to engage in a process that would lead them to a more refined consideration of their planning.

The panel is also appreciative of the willingness shown by LIT staff in the following months to make a series of fundamental adjustments to their final submission pursuant to requests for clarifications and reconceptualisations from the panel.

In no small way, all this gave welcome testimony to a desire to present a programme that will enable their students become effective, enlightened and fulfilled teachers.

6.2 Inputs

6.2.1 Conceptual framework

The panel commends the programme team for its application to the task of outlining a conceptual framework that underpins a programme that is essentially new and unique. To the panel, this is seen in the proposal of a model that is not structured according to a set of discrete entities, but rather as a sequence of six major learning activities in an integrated programme. These encompass a fusion of art and design that is allied to a systematic promotion of reflective practice and life-long learning. All this pivots on experiences gained in school practice by an evolving community of practice that values a notion of living enquiry. Within this scenario the notion of the spiral curriculum with its continuous revisiting of developing conceptual understandings by the artist-researcher-teacher is central and there is a particular emphasis on engagement with contemporary constructivist conceptions of knowledge and research-informed teaching. It is clear to the panel that the devising of a programme of this nature has been greatly challenging and the programme team is commended for its bold and imaginative approach to seeking out new ways of developing teacher education.

6.2.2 *Commitment of staff*

The panel is impressed by the commitment of staff to the delivery of the programme, and the collegiate nature of the enterprise is particularly striking. The panel commends the vital leadership role of the Programme Leader, one which she is clearly discharging with an exemplary level of diligence and resolve in circumstances of considerable challenge following the recent death of an esteemed colleague leader who was central to the planning of the programme. Also commendable is the commitment to the programme shown by the president of LIT and her leadership colleagues who, in their wholehearted engagement with the panel, demonstrated a keen knowledge of the fundamentals of the programme and an allied determination to support it in practical and flexible ways.

6.2.3 *Submission document*

The panel commends the programme team for the very considerable work that has been undertaken in the production of the submission documents that are characterised by high levels of presentation and overall attractiveness. In broad outline, the requirements of the Teaching Council Pro Forma have been adhered to and this has facilitated the panel in interrogating the various areas of interest and concern.

6.2.4 *Programme aims*

The team is commended for a clear and concise specification of programme aims that directly align with the conceptual framework. Arranged in four wide-ranging sections, reference is made therein to the development of professional skills and values, reflective practice, the potential of the community of practice and the importance of cultivating the disposition of artist- researcher-teacher. The expected learning outcomes of the programme are mapped on to the expected learning outcomes as set out in the Council's criteria. In essence, it is envisaged that PME graduates will refine their art and design practice to a high level and they will acquire the capacity to perform as competent post-primary teachers. Further, they will exhibit certain desirable dispositions and capacities that value the maintenance of professional growth in communities where mutual respect is prized, and they will all the time seek to develop and sustain their personal art and design practice. And, importantly, they will demonstrate a commitment to democracy, social justice, equality, inclusion and diversity. All this is commendable and the panel agrees that to the extent that the programme succeeds in giving practical expression to these aims, its graduates will be well positioned to pursue an enriching career that is founded on good practice and in accord with the Council's Code of Professional Conduct for Teachers.

6.2.5 *Cross-curricular links and integrated learning*

The programme facilitates the promotion of a critical engagement with of art and design as a lifelong process, one that has at its core the recognition of art practice as inherently pedagogical in itself. This is admirable.

6.2.6 *Personal and social values*

The panel commends the faculty for its promotion of an understanding of the teacher as both educator and moral agent, one who serves the individual and society and who celebrates creativity in a non-judgemental way. Personal and social values are placed at the forefront of student consciousness, and the programme engenders in students a commitment to the teaching of art and design with a passion for democracy, social justice, equality and inclusion.

6.2.7 *Teaching, learning and assessment strategies*

As students progress through the programme they are engaged in various teaching, learning and assessment approaches and a key emphasis is placed on mapping these with the Teaching Council's *Code of Professional Conduct for Teachers* and the programmes' conceptual framework. The PME programme is characterised by a balanced integration of the practical and theoretical that takes advantage of collaborative studio work within a community of practice. Accordingly, self-directed learning, peer learning, engagement with artist practitioners, demonstration-modelling behaviours and self evaluation feature strongly. All this is geared to leading students to place a premium on matching learning activities to defined outcomes within a systematic process of formative, summative and continuous assessment that includes the completion of regular assignments. This is commendable.

6.2.8 *Strategies for differentiation in an Art class*

Across the PME, commendable emphasis is placed on developing students' competence to deal with a wide range of diversity that they are likely to encounter in their classrooms. Schools are presented as social settings in which concerns for class, gender, ethnicity, diversity and equality of treatment are rooted. Arising from this, students are required to make provision for differentiation in their schemes of work and lesson plans, and a perusal of the wide range of strategies for differentiation in an art class provided in the documentation gives eloquent testimony to the institute's determination to ensure that its graduates are ably equipped to make due provision for pupils of varying backgrounds and abilities.

6.2.9 *School placement*

The panel views the organisation and assessment of the school placement component of the programme as a particular strength. The panel shares a high level of confidence that graduates of the programme will be led to see themselves as lifelong reflective practitioners, collaborative staff members of their schools and agents responsive to the whole school community. The programme fulfils the Council's criteria on school placement with a total of twenty-two weeks of school placement (including 10 full-time weeks in Year 2) and the balance made up of HEI-directed placement activities. Students begin with observation – both of art teachers and teachers of other subjects, then move to team teaching with teachers of art. Building on this, students engage in 8 to 10 hours teaching per week as well as working online within a community of practice.

- ***The classroom experience***

The classroom experience is designed to be progressive in nature over the two years. The use of the impressive specialist technology facilities features strongly: during workshop practice students create digital teaching resources for use in the classroom; they video record and critically analyse each others' teaching in collaborative microteaching workshop situations; they take part in collaborative online debate and discussion; and they e-mail their reflective journals to placement tutors each week, thereby gaining prompt and useful critical response. All this is commendable, as is the encouragement of more creative methodologies that have due regard for the systematic forging of cross-curricular links.

- **Assessment**

The college has devised a well-considered set of assessment documentation that incorporates a well-balanced blend of the formative and summative. During placement, the student is observed regularly over the two years, and lesson plans with accompanying material are systematically evaluated. This, together with the innovative use of ICT that allows for a timely sharing of experience and expertise among students, provides assurance that teaching performance can be systematically developed.

- **Pedagogical approaches**

Reflecting an admirable awareness of the increasing importance of equipping teachers with the knowledge and skills to use contemporary digital media confidently in their teaching, LIT places particular emphasis on developing pedagogical knowledge in respect of digital technologies and ICT in the classroom. Taking prudent advantage of expertise available in the Centre for Postgraduate Studies at LIT and at the National Institute for Studies in Education (NISE) Limerick and at the University of Limerick (UL), the programme enables students gain a competence in digital filmmaking, animation, audio, photography, web design and illustration; and, critically, in conjunction with this they are supported in developing teaching and learning resources geared to the promotion of learning activities in today's educational context that is rich in electronic and mobile technologies. As part of the process, students are led to refine their pedagogical approaches, digital resources and teaching aids with reference to ICT policies and practices developed by the National Centre for Technology in Education (NCTE). Ultimately, and with particular regard for the styles and forms of current youth culture, they are led to develop a short course module in digital media for the new Junior Cycle. In the panel's opinion, all this is commendable.

- **The action research project**

A notable feature of the programme is the introduction of research training and the introduction of an action research project that typically focuses on an aspect of teaching practice during their second year. Working under the supervision of a dedicated tutor, each student is guided in delivering a project based on personal, authentic and original research that is presented in the form of an 8,000 word report accompanied by practice-based visual research that forms part of an exhibition. The panel sees a rich potential here to develop further the teacher-practitioner approaches within a specific scenario of arts-based educational research. This is commendable.

6.2.10 Professional portfolio

While undertaking the programme, students will be required to commence the compilation of a Professional Portfolio which will contain a range of material reflecting their personal and professional experience. The portfolio will be a mixed media record that includes a visual as well as a written record of work undertaken by students and/ or their pupils, together with samples of various material and resources deployed along the way. Usefully, a digital base for the portfolio will also be expected, thereby motivating the student to further integrate technology into teaching, learning and assessment qualifications and potential as teachers. It is envisaged that this will allow graduates to present a professional and comprehensive résumé of their skills. For its comprehensiveness and for its potential to challenge and encourage, the panel views this as commendable.

6.2.11 *Financial support*

The panel commends LIT authorities for an apparent readiness to support the programme financially, to the extent that they are prepared to cross subsidise the operations with funding drawn from sources external to the programme.

6.2.12 *Literacy and numeracy*

The panel is pleased to note that a creditable effort is made to address the students' own literacy and numeracy skills and welcomes the programme's arrangements aimed at increasing their capability to promote these mandatory ITE elements in the classroom in accordance with the Council's *Criteria and Guidelines for Programme Providers* and the *National Strategy to Improve Literacy and Numeracy* (DES, 2011).

7. Recommendations

Having regard to:

1. the Pro Forma documentation which was submitted
2. the supplementary material which was submitted
3. subsequent engagement with programme staff and the provision of additional documentation

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

7.1 LIT Commitment to inter-institutional partnership

The panel is pleased to note that in recent months the programme board has been actively working with partners in UL and MIC on the formation of the National Institute for Studies in Education (NISE), an arrangement that is poised to richly facilitate an improvement of capacity in the development of teacher education in LIT. As a result, the pool of expertise available to LIT students will be widened and in practice they will share three modules with their UL counterparts over the course of this two year programme. Acknowledging the undoubted benefit of interaction with students from a wider range of disciplines such as business, music, technology, physical education and mathematics, the panel recommends that LIT should exploit every opportunity that emerges in order to develop its collaboration with neighbouring institutions.

7.2 Title of programme

The panel recommends that the programme award 'Professional Masters in Education' be changed to 'Professional Master of Education' to be consistent with the award title being used by other providers of consecutive programmes, all of whom are using the title 'Professional Master (SINGULAR) of (NOT IN) Education'.

7.3 Progress report

As indicated in Section 5 above, in view of the reconceptualisation of the programme with regard to content and processes, the panel recommends that LIT should submit a progress report to the Teaching Council in Spring 2016, prior to a third cohort of students being admitted to the two-year programme.

8. Stipulations

Having regard to:

1. the Pro Forma documentation which was submitted
2. the supplementary material which was submitted
3. subsequent engagement with programme staff and the provision of additional documentation

the panel has noted the following area of the programme which it considers must be addressed as a matter of priority and, at the latest, prior to the deadline set out in the stipulation.

8.1 Staff qualifications

The panel is mindful of the need for staff responsible for student teachers' learning to be suitably qualified, as set out in the teaching Council's *Criteria and Guidelines* (pp.15 and 19), and is pleased to note that some highly qualified expertise from another area in LIT and from UL has been recently secured for the programme. However, the panel continues to be concerned that a high proportion of the core staff is not yet at doctoral level or, in one case, at master's level. Accordingly, the panel stipulates that LIT facilitate the raising of core staff qualifications to a minimum of master's level, within the next academic year. For full-time core staff, LIT should provide sufficient support to enable them to reach doctoral level within a four to five year period. This would ensure that core programme staff would be in conformity with the Council's desire that full-time staff should have a qualification which is higher than that which the student is expected to attain.

9. National Issues

Having regard to:

1. the Pro Forma documentation which was submitted
2. the supplementary material which was submitted
3. subsequent engagement with programme staff and the provision of additional documentation

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

9.1 Market demand for graduates

Given current economic circumstances and the allied reduction of teaching positions, the panel advises that a study be undertaken to determine with some precision the market demand for graduates of a spectrum of programmes. The panel welcomes the fact that the Teaching Council is planning to establish a working group to inform its deliberations in relation to the issue of teacher supply so that a rationalisation of the supply of post-primary subject methodologies across institutions may emerge.

9.2 Allocation of appropriate level of resources

The panel wishes it to be clearly understood that teacher education providers must be adequately resourced so that they can continue to provide quality programmes of teacher education at all stages of the continuum, but particularly so at this crucial foundation stage of initial teacher education.

9.3 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

Independent Review Panel 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, and the four degree programmes provided by St. Patrick's College, Thurles in 2012 and a series of teacher education programmes submitted by UCC and LIT in 2013.

Dr Jacqueline Lambe

Dr Jackie Lambe is a Lecturer in Education at the University of Ulster. She is Coordinator for all Post-primary Post Graduate Certificate in Education Programmes and is Course Director for Post-primary PGCE Art and Design with further responsibility for developing Special Needs and Inclusion Education provision across all post-primary PGCE programmes. Her research interests relate to pre-service education and issues around Special Needs Education and inclusion, the pedagogical use of ICT and Art and Design Education. Formerly, Dr Lambe was a post-primary teacher of Art and Design for more than twenty years. She was a member of the panel which reviewed the Higher Diploma in Art for Art and Design Teachers at Limerick Institute of Technology (LIT) in 2011.

Elaine Devlin

Ms. Elaine Devlin is a teacher of Mathematics in De La Salle College, Dundalk. She is a member of the Teaching Council since 2009, as an ASTI nominated representative. She serves as a member of the Investigative Committee, the Audit Committee and is on the Evidence of Character panel. She chaired the panel which reviewed the UL/ NUIG Professional Diploma in Mathematics for Teaching.

Maria Lorigan

Ms Maria Lorigan, Senior Inspector, DES. Maria's work includes subject inspection in post-primary schools in German, evaluation of the Delivering Equality of Education in our School (DEIS) programme and whole-school evaluation. Maria has also worked in policy units of the inspectorate on developing new models of whole school evaluation, incidental inspections and follow through inspections. Most recently she has worked with colleagues on developing the School Self Evaluation (SSE) Guidelines and in supporting schools on the implementation of SSE in schools.

Dr Hazel Stapleton

Dr Stapleton was an Examinations and Assessment Manager (EAM) in the State Examinations Commission and, previously, a DES Inspector for art. Her doctorate centered on the assessment of visual arts in state examinations. An art teacher for many years, she worked in special education, in secondary education and in the Post-Leaving Certificate sector. She served as a member of the NCVA Art and Design Board of Studies, on the National Council for Curriculum and Assessment (NCCA) course committees for Art and as a teacher educator in Uzbekistan. She was a member of the panel which reviewed the Higher Diploma in Art for Art and Design Teachers at Limerick Institute of Technology (LIT) in 2011.

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 – LIT Staff in attendance at Accreditation Review Team Meeting, 16 October 2013

Dr Maria Hinfelaar, President, LIT

Mr Terry Twomey, Registrar

Mr Mike Fitzpatrick, Head of School of Art and Design

Ms Susan Halvey - School placement tutor, Art and Design Pedagogies, Curriculum and Research, Art/Design Practice , Art History and Appreciation Studies.

Ms Aine Donovan - School Placement Tutor, Special Educational Needs, Professional Portfolio, Working as a Professional.

Ms Edel Hogan - School Placement Tutor, Art and Design Pedagogies, Art/Design Practice

Mr Michael Fortune - Art and Design Digital Media and Pedagogies, Professional Portfolio.

Ms Maria Finucane - Programme Leader, School Placement Tutor, Art and Design Pedagogies, Curriculum and Research, Professional Portfolio, Working as a Professional.

Ms Tracey Fahey, Head of Centre of Postgraduate Studies