

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

Name of HEI: **Atlantic Technological University**

Name of Programme: **Bachelor of Science (Honours) in  
Education (Design, Graphics & Construction)**

November 2023

Publication of this Report

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

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# Programme Overview

This report relates to the review of the following programme provided by ATU:

**Bachelor of Science (Honours) in Education (Design Graphics & Construction)**, hereinafter referred to as ‘the programme’.

## Background

*Céim: Standards for Initial Teacher Education* sets out the standards which programmes of initial teacher education in Ireland must meet in order to gain accreditation from the Teaching Council. It is also a benchmark for anybody seeking to register as a teacher in Ireland.

The Teaching Council’s *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education* (hereinafter referred to as the *Procedures*) sets out the process by which programmes are reviewed.

ATU submitted a completed pro forma, toolkits and appendices which mapped the programme against each of the standards outlined in *Céim: Standards for Initial Teacher Education*. The programme was reviewed by the Review Panel following the *Procedures*.

## Particular requirements for post-primary programmes

In November 2020, the Council published *The Teaching Council Registration Curricular Subject Requirements (Post-Primary)*, which set out the Council’s revised subject criteria requirements for approved curricular subjects. The requirements may be met through studies incorporated into a concurrent programme of initial teacher education or may be met through undergraduate studies prior to completing a consecutive programme of initial teacher education. This also guides providers of post-primary consecutive programmes in determining suitability of entrants, outlining which curricular subjects, entrants can ultimately be registered to teach, as well as matching students to appropriate methodology modules.

## The Review Process

The review of the **Bachelor of Science (Honours) in Education (Design, Graphics & Construction)** at ATU took place between March 2023 and October 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	The Council notified ATU of its intention to review the <b>Bachelor of Science (Honours) in Education (Design, Graphics &amp; Construction)</b> on 12 October 2022.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and ATU on 21 October 2022 to provide an overview of the submission documentation and answer queries from ATU.
Step 3 Submission of Pro Forma	ATU submitted the proforma and supporting documentation for the <b>Bachelor of Science (Honours) in Education (Design, Graphics &amp; Construction)</b> on 13 March 2023.
Step 4 Desk-based Review	A desk-based review was completed by the Council staff on 22 March 2023.
Step 5 Appointment of Review Panel	The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's acting director, with Dr Gary Granville as Chairperson and Mr Patrick McVicar and Dr Charlene Simpson as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	The review panel was supported in their role by Mary Condon as rapporteur.  The rapporteur's functions included liaison with ATU, maintaining records of meetings, and drafting and finalising the panel's report in conjunction with the panel Chairperson. The panel was also supported in its deliberations by the Director of the Teaching Council and her executive staff nominees.
Step 6 Review panel meeting 1	The panel met on 9 June 2023 to consider the submission. They requested clarifications from ATU on 6 July 2023. ATU responded to this request on 31 August 2023.
Step 7 Engagement with HEI	The panel chairperson and Teaching Council staff held a pre-meet with ATU to discuss the personnel the panel wished to meet and to arrange a schedule for the site visit.

<p>Site Visit</p>	<p>The review panel conducted a site visit to ATU on 3 and 4 October 2023. This was also attended by the rapporteur and Teaching Council staff.</p> <p>The following attended on behalf of ATU:</p> <ul style="list-style-type: none"> <li>• President, ATU</li> <li>• Registrar and Head of Galway-Mayo College</li> <li>• Vice President for Academic Affairs and Registrar</li> <li>• Vice President for Finance and Corporate Services</li> <li>• Head of School of Design and Creative Arts</li> <li>• Head of Department of Creative Education</li> <li>• Programme Chair AU680</li> <li>• Head of Department of Furniture Design and Technology</li> <li>• Head of Department of Creative Media</li> <li>• Senior Lecturer, Education</li> <li>• Lecturers DCG/CS</li> <li>• Lecturer, Print</li> <li>• Lecturer, Art</li> <li>• Educational Technologist</li> <li>• School Placement 1,2,3 &amp; 4 Coordinators</li> <li>• School Placement Supervisors</li> <li>• School Placement Administrator</li> <li>• School Principals</li> <li>• Treoraíthe</li> <li>• Students and Graduates</li> </ul>
<p>Step 8 Review panel</p>	<p>The panel met to consider the clarifications and agree recommendations following the site visit.</p>
<p>Step 9 Reporting</p>	<p>The report was drafted and issued to the HEI for the 30-day feedback period.</p> <p>It was finalised when the final response was received from ATU.</p>
<p>Step 10 Education Committee</p>	<p>The Chair will present the report at the next meeting of the Education Committee. They may decide to; accredit the programme, accredit the programme with requirements or not accredit the programme.</p>

## Overall Findings

This BSc is a well-established programme with an excellent and well-deserved reputation for the high quality of its graduates. The facilities provided in the Connemara campus are excellent both in terms of the workshop spaces and the appropriate equipment. The staff displayed high levels of understanding across the modules and the education-specific modules were aligned very well with the disciplinary modules.

The switch from Connemara to Wellpark Rd campus for years 3&4 is a difficult moment, but the evidence is persuasive that it is handled very well, both from the perspective of the students and in terms of educational continuity and growth.

The panel is particularly impressed with the engagement of staff members. Much thought and planning has gone into the programme. The professional commitment of staff and deep knowledge of lecturers was demonstrated through our conversations at the site visit. The programme facilities are excellent.

ATU is also highly committed to the processes of professional accreditation generally and the building up of educational expertise in technological programmes and technical skills across disciplines. There is authoritative and unambiguous commitment of ATU senior officials to the resourcing of these programmes and to facilities. Consideration is also being given to the ongoing relationship with UoG and potential opportunities with STAC, following incorporation.

The panel were impressed with the priority given to student welfare – particularly the NEST programme which is well conceived. The orientation towards action research, and the culture of reflective practice is well imagined; the Creativity in the Classroom conference is an excellent model of its kind. The comments from school principals and treoraithe at the site visit were consistently positive in relation to the quality and formation of graduates from the BSc over the years; the reflections of former students from the site visit were equally positive in relation to their professional formation.

## Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The programme received academic accreditation prior to being submitted to the Teaching Council for professional accreditation and is in line with the Council's Registration Regulations 2016.	Yes
1.1.2 Conceptual Framework	<p>The review process determined that the conceptual framework is supported by a clearly defined conceptual framework.</p> <p><i>"The framework is informed by the institute's mission and ethos as "a transformative university experience, empowering...graduates to fully contribute to the social, economic and cultural betterment of society" (GMIT 2019, p.4). ATU prioritises applied learning and teaching and research environments in collaboration with regional partners. It is a student-centred nurturing institution"</i></p> <p>In the application, ATU demonstrated how the conceptual framework is developed in the context of the providers' mission and ethos and how it is informed by research and the Council's <i>Policy on the Continuum of Teacher Education</i>.</p> <p><i>"An illustrative example is research-based learning on School Placement, which culminates in an annual Creativity in the Classroom Conference, at which student teachers, ATU lecturing staff, ATU school placement tutors, expert national educators, and partnering professional teachers engage in a celebration of innovative, research-informed practices. This collective platform reinforces for students the wider relationships between education providers nationally and that school placement is the fulcrum of the programme. Final year students professionally present on innovative research-informed practices whilst on placement, explicitly linking between the sites of practice. Students must demonstrate an integrative approach, explore innovative practices, in the contexts of reflective practice and action research."</i></p> <p>The application evidenced how the conceptual framework provides a rationale for the model of ITE which has been adopted.</p> <p>The review process determined that the submission demonstrated that school placement is at the fulcrum of the continuum of teacher education.</p>	Yes

	<p><i>“The development of the learner from a novice to a professional and competent classroom teacher in their award year- while still on the continuum- is a complex journey, celebrated, in year four, by the awarding of Nurturing Excellence in Student Teachers (NEST) peer mentoring certification.”</i></p> <p><i>From the fulcrum space of school placement, students gain curriculum and assessment knowledge and expertise from ATU, to the required standard for their year of placement, and apply this, in practice, in dialogue with, and under the guidance of the host school Treoraithe.</i></p> <p>The application evidenced how key themes are revisited over the programme.</p> <p>The review process determined that the submission demonstrated that student teachers are given the opportunity to actively learn from practising teachers.</p> <p><i>“The professional studies aspect of the programme provides students with opportunities to actively learn from practising teachers, not least, through guest inputs, by practising teachers. These take the forms of keynote speeches, guest lectures, full-day workshops, field trips, training seminars, and school-placement tutoring.”</i></p>	
1.1.3 Programme Aims	<p>The review process determined that the submission clearly defined the aims of the programme, demonstrating how the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes.</p> <p><i>“This specialised ITE programme aims to provide learners with the skills, ability, and attributes to pursue a career as a post-primary teacher in the curricular Leaving Certificate subjects of DCG and Construction Studies and Junior Cycle equivalents. The course supports creativity and innovation in teaching practice, incorporates technology-enhanced learning and adopts a range of assessment and pedagogical methodologies commensurate with modern, post-primary teaching and learning philosophies, and appropriate to diverse learning environments.”</i></p> <p>The review process determined that the submission demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.</p> <p><i>“curriculum development which focuses on the four principles of: defining goals, establishing corresponding learning experiences, organising learning experiences to have a</i></p>	Yes



	<p><i>cumulative effect and evaluating outcomes, has influenced the learning outcomes model within which Technological Universities operate.”</i></p> <p>The review process determined that the submission demonstrated that the programme will enable newly qualified teachers to facilitate quality teaching and learning for all pupils, how it prepares student teachers for teaching, learning, reflective practice, and assessment in their schools, and prepares them for entry to their professional role.</p> <p>The application demonstrated how the programme aims foster student teachers’ agency and mind-set to be open to professional growth and learning over the course of their careers, to reflect on their own professional learning and that of their pupils, and to support their pupils in achieving their full potential.</p> <p><i>“Curriculum and Assessment, Education Studies, Education for Inclusion and Diversity, Practitioner Research and Professional Studies require students to critically reflect, appraise, and assess. Developing the skills of critical reflection underpins student teachers' agency, coupled with adopting a teacher-as-researcher philosophy, opens the door to ongoing professional development.”</i></p>	
<p>1.1.4 Programme Duration &amp; Balance</p>	<p>The review process determined that this concurrent programme meets the criterion of a minimum of four years duration, and how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure.</p> <p>The submission demonstrated that the programme is structured in a manner which ensures that there is a balance between all areas of study over the course of the four years.</p> <p><i>“The teaching, learning and assessment strategy is modelled and aligned with a spiral curriculum approach whereby the students develop new skills and apply newly acquired knowledge in gradually more complex and challenging ways, and in different classroom contexts. The timetable reflects this, and as students progress through the programme, class contact time is reduced to allow students more time to study independently, research and critically engage with their learning.”</i></p> <p>ATU demonstrated that all areas of study are relevant to students’ future work as teachers, that the programme will facilitate student teachers’ personal development and their growth and wellbeing into their professional role, enabling</p>	<p>Yes</p>

	<p>them to become responsible, trustworthy, and reflective practitioners who are prepared for life in the classroom.</p> <p><i>“The programme emphasises self-knowledge and meta-cognition hence, training in reflective practice begins here where students are encouraged to critically reflect on their experiences and learnings in both sites of practice. In (EDUS06021) student begin to develop their ePortfolio, reflecting upon their learning and development in each module.”</i></p> <p>The Panel is satisfied that the submission demonstrated that the programme prepares student teachers for life in the classroom and for active engagement in teaching within a professional learning community, reflecting the core values of trust, care, respect and integrity.</p>	
1.1.6 Integration and Diversity of Programme Content	<p>ATU has demonstrated that foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice; that the programme design follows a spiral learning approach, and that the programme allows student teachers to experience a variety of teaching, learning and assessment modes whilst providing for small group work and tutorials.</p> <p><i>“Knowledge and skills are integrated across educational studies and subject disciplines as well as between subject disciplines. In many instances foundational studies are integrated into the subject discipline modules through a pedagogical content knowledge approach.”</i></p> <p>Students engage in reflective activities and are given opportunities for individual and collective reflection.</p> <p><i>“The Department of Creative Education at ATU has adopted PebblePad as an ePortfolio and learning journey platform. Students continue to develop their ePortfolio throughout the full duration of the programme and use it a means of reflection on their personal and professional development and emerging teacher identity. The ePortfolio also includes a student’s teaching philosophy.”</i></p>	Yes
Aptitude Test	<p>ATU completed an “Aptitude Test” declaration form, confirming that the programme design allows for the provision of “aptitude tests” for teachers who have qualified outside of the State.</p>	Yes
<u>1.1.7 Required Areas of Study</u>	<p>The review process determined that the Foundation Studies, Professional Studies &amp; School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u></p>	Yes

	<p>The foundation studies element of the programme provides research informed insights to support student teachers' understanding of the practices of teaching, learning and assessment for all pupils, provides the basis of a strong professional ethic in teaching and learning and includes curriculum studies, the history and policy of education, philosophy of education, psychology of education and sociology of education.</p> <p>The programme enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it, and explores key dimensions of the professional context in which the thinking and actions of teachers are carried out.</p> <p><i>"An overview of the history of Irish education is provided from the Bardic era to today, and significant moments of historical curricular reforms. Links are made to the role of educational research in reform processes- hence bridging to their sociological research learnings. There is a particular emphasis on the history of technical education, from the 19th century to today."</i></p> <p><u>Professional Studies</u>  ATU demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.</p> <p><i>"Students are encouraged to master their subjects, not just from a practice and knowledge perspective, but with a strong emphasis on pedagogical content knowledge. An example of which is the extensive application of Solid Works (which students learn in year 2 in module DESI06082) as a pedagogical tool for teaching DCG and Graphics and developing innovative learning resources. These and other education technologies, and their application in teaching, learning, assessment, and engagement in the classroom, have been themes for the Creativity in the Classroom Conference in previous years."</i></p> <p>The programme ensures that opportunities are provided for students to experiment with and explore new and emerging technologies for teaching and learning and that their communication skills are advanced.</p> <p>Further, it demonstrated how the Professional Studies elements of the programme ensure that teaching itself is understood and practised as a form of self-critical learning by student teachers, with ample opportunities for individual</p>	
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	<p>and collaborative reflection, and engagement in and with research.</p> <p><i>“The format for tutorial papers is designed to allow the students practice specific academic skills. The first part of the tutorial papers is an exercise in summarising and extracting the salient information from prescribed text. The second section, a critical reflection on the text, requires students to draw together many of the skills they have been practising throughout the programme, namely, researching and effectively using relevant literature in support of their arguments, and using the tools of critical reflection.”</i></p> <p><u>School Placement</u>  ATU demonstrated how the school placement model on the programme provides opportunities for student teachers to experience a high support/high challenge model of placement:</p> <p><i>“All students attend workshop-style classes in preparation for school placement. Student teachers foster positive relationships with their peer group through collaborative work in the university and these positive interdependencies offer student teachers an additional layer of support both while preparing for and on placement. Students are allocated a School Placement Tutor who works with the student teacher providing ongoing formative feedback, advice, and support”</i></p> <p>Students are given the opportunity to observe experienced teachers and to plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels.</p> <p>The student teacher will be encouraged to reflect critically on their practice and programme of study through their Taisce, reflecting on feedback and identifying areas for further professional learning for Droichead.</p> <p><i>“Reflective practice is one of the core pillars of School Placement. Students engage in recording observations and critically reflecting in each stage of the programme”</i></p> <p><u>Core elements of programmes of ITE</u>  The review process determined that the following elements underpin all aspects of the programme.</p> <p><u>1. Inclusive Education</u></p> <p>The submission demonstrated that inclusive education is an important aspect of the programme.</p>	
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	<p><i>“The programme's vision and practice of inclusive education is underpinned by the core value of ‘Social Justice, Equality and Inclusion’ outlined in the programme's School Placement Handbook (Appendix 5a). The commitment to this value is evidenced by ongoing staff-led action research studies, outputs of which have been presented at the West of Ireland Interchanges conference. The programme commits to proactively modelling a commitment to social justice, equality and inclusion, in manifold forms.”</i></p> <p><u>2. Global Citizenship Education</u></p> <p>ATU evidenced how global citizenship education, education for sustainable development, wellbeing (personal and community), social justice, interculturalism are integrated into the programme.</p> <p><i>“Global citizenship is one of the programme core values and the Sustainable Development Goals have been used as a framework for addressing those. SDG 4 (Quality Education) and 4.7 (Education for Sustainable Development) (ESD), align coherently and cohesively with initial teacher education and it is critical that students teachers have the sustainability literacy, competences and pedagogies to address these issues in their classrooms.”</i></p> <p><u>3. Professional Relationships and working with parents</u></p> <p>The review process determined that the submission evidenced how the programme supports and encourages student teachers to establish working relationships with parents and other stakeholders in the education sphere.</p> <p><i>“Students are provided with opportunities to practice the social skills of working with others through various assessments. Students engage with cooperative learning strategies in the context of group presentations/written assignments, peer teaching and microteaching activities. The ability to communicate clearly, decide on a course of action, resolve conflict and complete tasks are paramount to the success of cooperative learning strategies. These skills foster a positive learning environment while also allowing students to engage professionally with their peers.”</i></p> <p><u>4. Professional identity and agency</u></p> <p>The application demonstrated how the programme supports the development of the teacher as a self-reflective autonomous professional and a life-long learner.</p>	
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*“Teacher identity is underpinned by the programme values which mirror the core ethical values of Care, Respect, Integrity and Trust outlined in the Code of Conduct for Professional Teachers. In addition to these values the programme also espouses Reflexivity; Excellence in Teaching, Learning and Assessment; Professionalism; and Global Citizenship.”*

#### 5. Creativity and Reflective practice

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

*“The philosophy adopted at ATU's Department of Creative Education is that creativity and innovation underpin a quality- and student-centred approach to programme design, development and delivery.*

*Creativity requires openness, curiosity, imagination, and a willingness to experiment and take risks. Reflective practice involves a critical analysis of one's own experiences, actions, and decisions, with the goal of improving knowledge, skills, and practice. Nurturing this process equips student teachers with the ability to question assumptions, seek feedback, identify strengths and areas for improvement, and set future goals.”*

#### 6. Literacy and Numeracy

The programme design shows a commitment to enhance students' own literacy and numeracy while also ensuring that they learn techniques to develop their future pupils' literacy and numeracy skills in their future teaching careers.

*“Across the programmes, the practical subjects provide a rich source of opportunities for engaging students in literacy and numeracy including the use of terminology, the planning and development of complex artefacts and the laying out and development of working drawings.”*

#### 7. Digital Skills

ATU demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.

*“Programme Board members, appreciate the importance of equipping student teachers with the necessary technological*

	<p><i>and pedagogical digital tools and skills to perform at a consistently high level in their classrooms.</i></p> <p><i>With nationally recognised subject experts in DCG and CS residing within the academic team, there is an excellent blend of experience and expertise in creative and digital skills. Team members are regularly involved in the design and delivery of digital CPD for teachers on a national level.”</i></p>	
Post-primary Programmes	<p>ATU have demonstrated how the Subject discipline components of the programme of ITE includes subject specific curricular studies and pedagogies (methodologies) in DCG and Construction Studies.</p> <p>The panel is satisfied that the programme meets the minimum 60 ECTS requirement for their respective curriculum subjects of DCG and Construction Studies.</p>	Yes
1.1.8 Learning and Assessment Strategies	<p>In the submission, ATU have demonstrated how the principles, beliefs and values about teaching, learning and assessment which are set out in the conceptual framework are evident in the teaching, learning and assessment modes used in the programme. It demonstrated the relationship (constructive alignment) between the learning opportunities and the assessment criteria which student teachers are expected to meet, and how the assessment processes and procedures are coherent and integrated using a variety of assessment modes.</p> <p><i>“The variety of different assessment strategies and approaches allows student to cater for inclusivity and diversity in the classroom and encourage peer and self-assessment among their pupils. This approach, along with opportunities for reflective practice, aligns with the conceptual framework of the programme.”</i></p> <p>Student teachers are introduced to a wide variety of assessment modes.</p> <p><i>“Students are trained to understand and respond to the variety of learning needs of different learners, from a holistic perspective. Evidence of differentiated teaching and learning and the implementation of UDL strategies are interwoven in summative assessment criteria applied in school placement. “</i></p>	Yes

## Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	<p>The review process determined that the programme meets this standard by providing:</p> <ul style="list-style-type: none"> <li>• programme staff qualifications and experience</li> <li>• evidence that from September 2022 at least 50% of all School Placement Tutors are registered as teachers with the Teaching Council, with 82% of their existing placement tutors registered with the Teaching Council.</li> </ul> <p>66% of school placement tutors for this programme are registered with the Teaching Council.</p> <p>The application demonstrated the staff distribution mechanisms they have in place to show that prior to qualification, while on school placement, a student teacher will be summatively assessed at least once by a registered teacher.</p> <p>It also demonstrated how the student: staff ratio of 15:1 is achieved, with the programme demonstrating a current ratio average of 13.2 :1.</p> <p>ATU evidenced the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including those relating to learning and development and continuing education.</p>	Yes
1.2.3 Facilities	<p>The application established that there are appropriate facilities available to support research and teaching and learning, providing the following: a library with reading rooms, individual and group study spaces and a helpdesk, digital technology resources, microteaching facilities and other specialist facilities, along with outdoor and play spaces.</p> <p><i>“A microteaching lab is available for the programme at ATU Connemara and a new lab is being developed at WellPark Rd campus. The microteaching lab uses remote recording technology and cloud storage that fully complies with ATU GDPR guidelines. Fab labs for laser cutting, CNC manufacturing, 3D printing are available to students.”</i></p>	Yes
1.2.4 Student Support and Guidance Systems	<p>The submission demonstrated the provisions that are in place for the personal and social development and pastoral care of student teachers.</p>	Yes



	<i>“ATU has a comprehensive range of student services aimed at supporting students throughout their studies in the college.”</i>	
1.2.5 Communication and Decision-making Structures	The submission demonstrated the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes.	Yes
1.2.6 Financial Resources	The review process determined that the programme is adequately resourced to ensure that programme aims are met.	Yes

## School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	<p>The ATU school placement model supports the shared vision for school placement. The review process determined that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners.</p> <p><i>“Our School Placement model is designed to ensure that our student teachers are fully prepared for the classroom, by taking an incremental approach to requirements aligned with Bruner’s spiral curriculum.”</i></p>	Yes
1.3.2 Duration	The review process determined that the submission demonstrated that the duration of the school placement is in compliance with the Teaching Council’s requirements of 30 weeks of placement and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard.	Yes
1.3.3 Elements of School Placement	The application showed that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the Guidelines on School Placement and regarding the stage the student teacher is at on the programme.	Yes
1.3.4 School Placement Models	The review process determined that school placement models are developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement.	Yes

	<i>"The partnership between ATU and the placement schools is mutually beneficial as it fosters ongoing professional development for both the mentor teachers and the student teachers, while also upholding a shared commitment to preparing teachers for diverse classroom environments. ATU school placement staff work closely with schools through the placement period."</i>	
1.3.5 Securing of Placement	The review process determined that the submission demonstrated that ATU assumes overall responsibility for the placement of student teachers.	Yes
1.3.6 Diversity of Placement Settings	The programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts.	Yes
1.3.7 Taisce in School Placement	The submission provided evidence of the approaches ATU is utilising to enable the student teacher to demonstrate, using their Taisce  <i>"In (EDUS06021) student begin to develop their ePortfolio, reflecting upon their learning and development in each module. A core element of the interview is for students to present their ePortfolio on PebblePad, which has been developed over the four-year cycle of the programme, and includes a philosophical statement, reflections on their school placement and personal development and digital artifacts made. These elements are also expected to reflect the values of the programme and expertise in their subject disciplines."</i>	Yes
1.3.8 Research in School Placement	The review process determined that the student teacher engages in research on their own practice that demonstrates the connection between the sites of practice during at least one school placement module.  <i>"Self, peer, and lecturer appraisals (or evaluations) and feedback are central elements of the preparation experience, since these processes are necessary to assist the development of reflective practice and critical thinking."  "A collective de-briefing takes place in the week after the School Placement and takes the form of small group discussion, one to one meeting with supervisors, post placement appraisals, and final group forum discussions."</i>	Yes
1.3.9 School Placement: Evaluation and Assessment	The submission demonstrated that all student teachers are supported and assessed by two or more placement Tutors, and at least once by a registered teacher. It outlined the teaching enrichment and mentoring support offered to students who fail a module of school placement.	Yes

	<p><i>“Should a student teacher fail a School Placement module, a range of interventions and supports will be offered to the students (in collaboration with a partnering school) to afford them an opportunity to overcome any perceived barriers to improve their performance in the repeat attempt and successfully continue the programme.”</i></p> <p><i>“If a student fails the same School Placement module twice, they will, through consultation with the Head of Department and module leader, be provided with career guidance and an opportunity to transfer to an alternative programme within ATU in line with ATU transfer policies.”</i></p>	
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## Recommendation

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

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

## Appendix 1 - Review Panel Membership

**Chair: Dr Gary Granville**

Gary Granville is Emeritus Professor of Education and former Head of School of Education at the National College of Art and Design (NCAD), Dublin. He was Chair of the Forum for Heads of Teacher Education in Ireland and has served on Teaching Council working groups for accreditation of ITE and FE programmes. His research and professional activities include arts education and creativity, curriculum and assessment policy and educational evaluation.

**Panel Member: Patrick McVicar**

Patrick McVicar was nominated to the Teaching Council by the post-primary school management organisations and served as a member of the Education, Registration and Disciplinary sub-committees and on the Post-primary Applications Panel until his term of office ended in March 2016. He was previously Principal of Pobalscoil Chloich Cheannfhaola, Falcarragh, Co. Dhún na nGall. He is a current member of the Association of Community & Comprehensive Schools (ACCS) and of Donegal Education and Training Board, where he chairs the Finance Committee. He served on a number of NCCA committees including Course Committees for Technical Graphics, Design & Communication Graphics, and the Board of Studies for Technological Subjects.

**Panel Member: Dr Charlene Simpson**

Dr Charlene Simpson is the Head of Postgraduate (Taught) and Professional Learning in the School of Education in the University of Aberdeen, where she co-ordinates the postgraduate portfolio and leads and manages a team of academics. She teaches in the area of leadership, in particular school leadership.

Prior to joining the School of Education in 2022, Charlene taught in a secondary school in Scotland for more than 20 years, including in leadership and local authority roles. As a Senior Education Officer for GTC Scotland, she worked across various remits including, ITE accreditation, Research and Professional Learning, and was primary investigator for the refreshed Professional Standards for teachers. While employed by GTC Scotland, she was also seconded to the Scottish Government to support data collection for the National Improvement Framework.

She is a life-long learner and has a deep love of learning. Throughout her career, she has demonstrated an absolute commitment to the development of the teaching profession and teacher professionalism. Her research is focused on educational policy and teacher professionalism, and she is particularly interested in how teachers engage with and enact policy through the lens of teacher professionalism.

## Appendix 2 - Teaching Council Registration: Curricular Subject Requirements (Post-primary) Effective for registration on or after 1 January 2023

### Design and Communication Graphics (DCG)

In order to meet the registration requirements, set down in the Teaching Council (Registration) Regulations in respect of the curricular subject of Design and Communication Graphics (DCG) an applicant must meet all of the following criteria

1.
  - (a) Applicants must hold a degree-level qualification, with Design and Communication Graphics (DCG) studied up to and including third-year level or higher (or modular equivalent).
  
  - (b) The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass result in all examinations pertinent to the subject of Design and Communication Graphics (DCG).
  
  - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Design and Communication Graphics (DCG) comprising at least 60 ECTS credits (or equivalent).
  
2. The study of Design and Communication Graphics (DCG) during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Design and Communication Graphics (DCG) syllabus/specification to the highest level in post- primary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)).

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

- a) The Application of Plane and Descriptive Geometry (this may include the use of projective systems)
  
- b) Applied Graphics (this may include dynamic mechanisms, structural reforms, geological geometry, or surface geometry)
  
- c) Design Communication (this may include graphic illustration and information and communication technology)
  
- d) Computer-Aided Design (this may include assembly drawing)

## Construction Studies

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

1. (a) Applicants must hold a degree-level qualification, with Construction Studies studied up to and including third-year level or higher (or modular equivalent).  
(b) The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass result in all examinations pertinent to the subject of Construction Studies.  
(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Construction Studies comprising at least 60 ECTS credits (or equivalent).
2. The study of Construction Studies during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Construction Studies syllabus/specification to the highest level in post- primary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)).

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

- a) Health & Safety<sup>1 2</sup>
- b) The Built Environment<sup>3</sup>
- c) Construction Technology<sup>4</sup>
- d) Building Services and Environmental Technologies<sup>5</sup>
- e) Materials Technology and Processing (Wood and other Materials)<sup>6</sup>
- f) Design and Realisation<sup>7</sup>

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<sup>2</sup>this must include the development of knowledge and skills in relation to identification of hazards, assessment of risk and the safe management of a classroom/work environment

<sup>3</sup> this must address the relationship between architectural elements and the environment from both historical and contemporary perspectives. This must also include the study of energy and natural resources appropriate to sustainable residential development

<sup>4</sup> this must have a significant focus on the study of construction methods and practices applicable to residential units

<sup>5</sup> this must include consideration of energy generation and control systems applicable to residential units

<sup>6</sup> this must include the development of skills and best practice in the safe processing of wood and a variety of materials. Particular focus should be placed on material properties, performance, and processing requirements. The study of Computer-Aided Manufacture should be included

<sup>7</sup> This must include the development of knowledge and skills in the area of design and realisation of products/artefacts and/or systems that require the exploration and application of knowledge of key principles appropriate to the context