

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

Name of HEI: **University College Dublin**

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

26 May 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 UCD:

**Professional Master of Education**, hereinafter referred to as ‘the programme’.

## Background

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

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

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

## The Review Process

The review of the Programme at UCD took place between November 2022 and May 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	The Council notified UCD of its intention to review the Professional Master of Education on 27 May 2022.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and UCD on 15 June 2022 to provide an overview of the submission documentation and answer queries from UCD.
Step 3 Submission of Pro Forma	UCD submitted the proforma and supporting documentation for the Professional Master of Education on 11 November 2022.
Step 4 Desk-based Review	A desk-based review was conducted by the Council staff in November 2022.
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 Professor Kenneth Muir as Chairperson, Ms Valerie Lewis and Professor Jim Deegan as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	<p>The review panel was supported in their role by Jean Harrington as rapporteur.</p> <p>The rapporteur's functions included liaison with UCD, 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 experts, the Director of the Teaching Council and her executive staff nominees.</p>
Step 6 Review panel meeting 1	The panel met on 20 February 2023 to consider the submission. They requested clarifications from UCD on 3 March 2023. UCD responded to this request on 22 March 2023.
Step 7 Engagement with HEI	The panel chairperson and rapporteur held a pre-meet with the Head of School of Education and the Deputy Head of School and Director of ITE programmes on 7 March 2023 to discuss the personnel the panel wished to meet and to arrange a schedule for the site visit.

Review panel meeting 2	The full review panel met on 20 March 2023 to prepare for the site visit.
Site Visit	<p>The review panel conducted a site visit to UCD on 17 April 2023. This was also attended by the rapporteur and Teaching Council staff.</p> <p>The following attended on behalf of UCD:</p> <ul style="list-style-type: none"> <li>• Principal of College of Social Sciences and Law</li> <li>• Registrar</li> <li>• Bursar</li> <li>• Head of School of Education</li> <li>• Deputy Head of School and Director of ITE programmes</li> <li>• Head of School of Mathematics and Statistics</li> <li>• MSc Director</li> <li>• BSc Director</li> <li>• PME Course Director</li> <li>• PME Director of School Placement</li> <li>• School Placement Lead and Head of PME Outreach Initiatives</li> <li>• PME Director of Supplementary Teaching Support</li> <li>• BEd Director</li> <li>• Bed Academic Lead</li> <li>• Director of An Teanglann, Irish Language Learning Resources, School of Irish, Celtic Studies and Folklore</li> <li>• Representative from School of Languages, Cultures and Linguistics</li> <li>• PME Supervisor &amp; lecturer</li> <li>• A selection of school principals</li> <li>• Students and recent graduates</li> </ul>
Step 8 Review panel	The panel met to consider the clarifications and agree recommendations following the site visit.
Step 9 Reporting	<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 UCD.</p>
Step 10 Education Committee	The Chair will present the report at the next meeting of the Education Committee. They may decide to; accredit the programme, accredit the programme with requirements or not accredit the programme.

## Overall Findings

The Panel was impressed by the high-quality documentation in support of the *Céim* standards submitted for the review and professional accreditation of the programme. Panel members acknowledge the commitment and strategic leadership demonstrated by University College Dublin's (UCD) senior team in supporting the development of this programme and the impressive enthusiasm and passion shown by them and members of the programme team who engaged with the Panel during the site visit.

The three components fundamental to the broader mission and ethos of UCD School of Education – building pedagogical democratic partnerships between the university and the school; the centrality of pedagogy; and educating for sustainable and inclusive futures – were well reflected in the modules that make up this programme.

The integrated and coherent nature of the two-year programme builds successfully on students' subject knowledge to develop pedagogical skills and competencies that will enable them to deliver high quality, inclusive learning experiences and establish them as lifelong enquiring practitioners.

The Panel was impressed by the focus given to establishing communities of practice between student teachers and experienced teachers through strong university/post-primary school partnerships. At the same time, the programme ensures that student teachers understand the place of students, parents and society as key stakeholders in education.

The Panel was also impressed with the focus on supporting reflective, critical practice across the programme modules which is used effectively to link theory with practice. Other positive features include the encouragement given to students to actively engage in their own personal development and wellbeing, the focus on using digital technologies to support and enhance teaching, learning and assessment and the engagement of student teachers in action research.

### 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	Yes

	accreditation and is in line with the Council's Registration Regulations 2016.	
1.1.2 Conceptual Framework	<p>The review process determined that the conceptual framework is supported by a clearly defined conceptual framework.</p> <p>“The conceptual underpinnings of the PME programme have three related components: (1) Building Pedagogical Democratic Partnerships between the University and Schools (2) The Centrality of Pedagogy and (3) Educating for Sustainable and Inclusive Futures. These three components are fundamental to the broader mission and ethos of UCD School of Education; they are illustrative of the key principles that underpin our commitment to teaching and learning in an ITE context. They are developed in conversation with contemporary research in Educational Studies as well the most recent policy documentation from the Teaching Council.”</p> <p>In the application, UCD 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>The application evidenced how the conceptual framework provides a rationale for the model of ITE which has been adopted.</p> <p>“This two-year full-time programme adopts a consecutive model of ITE, whereby students enter the programme with the relevant subject content knowledge and over two years, we develop and hone their pedagogical content knowledge. The structure of the programme seeks to combine as many of the positive features of concurrent and consecutive models, with an emphasis on integration and professional coherence.”</p> <p>The review process determined that the submission demonstrated that school placement is at the fulcrum of the continuum of teacher education.</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>“The PME begins from the premise that the school-university partnership is the bedrock of ITE across both time and space (Harford and O’ Doherty, 2016) and the</p>	Yes

	<p>programme thus aims to bridge the school-university divide by breaking down professional boundaries and fostering student teachers and practising teachers as co-inquirers in a community of practice setting which takes account of the evolving cultural, social and economic policy spaces (Farrell, 2020).”</p>	
<p>1.1.3 Programme Aims</p>	<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>“We aim to foster the development of teachers who are expert in terms of subject knowledge; who are professionally knowledgeable and critically reflective; who place the young person and the importance of their sociocultural worlds at the core of their pedagogical approaches; who contribute positively to the development of collaborative professionalism in an increasingly intensified teaching profession; who are learning leaders within their classrooms, schools and the broader educational community; and who embody an ethic of care and compassion for young people as they engage within their learning worlds in school.”</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>“The PME equips our student teachers to develop as reflective practitioners and to think critically about their teaching, learning processes, assessment strategies and professional success criteria. Student teachers are encouraged to apply these critical insights to their teaching and learning to impact their pupils' learning. A community of practice approach currently exists on the PME whereby our student teachers are facilitated to share and learn in a safe space and to reflect constructively on their practice.”</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</p>	<p>Yes</p>



	<p>that of their pupils, and to support their pupils in achieving their full potential.</p> <p>“An underlying and sustained focus on reflective practice throughout the whole programme will ensure students are empowered to facilitate quality teaching and learning for all pupils, ensuring pupils achieve their full potential. All modules will emphasise the needs of a diverse student population and explore and celebrate diversity as fundamental rather than an exception to the norm. All modules on the programme will also comprise a capstone activity relating to quality critical reflection and review. In nurturing these student teachers as reflective practitioners the School of Education is keenly aware that this skill will be the cornerstone of the quality of each individual’s teaching in the future.”</p>	
<p>1.1.4 Programme Duration &amp; Balance</p>	<p>The review process determined that this consecutive programme meets the criterion of a minimum of two years duration, and how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure.</p> <p>The Professional Master of Education is a two-year consecutive programme with 120 ECTS credits.</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 two years.</p> <p>UCD demonstrated that all areas of study are relevant to students’ future work as teachers, that the programme will facilitate student teachers’ personal development and their growth and wellbeing into their professional role, enabling them to become responsible, trustworthy, and reflective practitioners who are prepared for life in the classroom.</p> <p>“Teacher personal development is at the core of this programme. The pandemic has illustrated the criticality of supporting teacher wellbeing. This programme will build on the work being undertaken with the PME students through our Flourish initiative which seeks to build community, to support wellbeing and to promote creativity and leadership among our student teachers.”</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>	<p>Yes</p>

	<p>“This programme has been developed to reflect the increasingly globalised context within which our student teachers are teaching and their pupils are learning. As such, there is an increased emphasis and focus on creativity, innovation, wellbeing, education for sustainability, all of which is underpinned by foundational studies and the pedagogical skills and competences to be able to teach in increasingly diverse classrooms in a more globalised and interdependent society.”</p>	
1.1.6 Integration and Diversity of Programme Content	<p>UCD 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>“This PME programme has been designed in a demonstrably integrated way, incorporating foundation studies, professional studies, school placement and subject expertise. We have integrated all these aspects of our programme through collaborative and cross-disciplinary consultation. We have specifically sought to integrate foundation studies in a way that is meaningful for student teachers and have worked to develop transparent connections between methods modules and the social context of practice in classrooms and schools.”</p> <p>Students engage in reflective activities and are given opportunities for individual and collective reflection.</p>	Yes
Aptitude Test	<p>UCD 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> 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</p>	Yes

	<p>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>"The School of Education, UCD PME programme is committed to the centrality of Foundation Studies in Initial Teacher Education. We take an integrated and holistic approach to Foundation Studies, blurring, at times, the traditional disciplinary boundaries in ways that make learning more meaningful for our student teachers."</p> <p><u>Professional Studies</u></p> <p>UCD demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.</p> <p>"A scaffolded, iterative approach is adopted, with student teachers exposed to a variety of pedagogies throughout Years 1 and 2 of the programme. Across both years, student teachers engage with increasingly complex and applied concepts of pedagogy as well as developing and refining their own professional competencies as pedagogues."</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 and collaborative reflection, and engagement in and with research.</p> <p><u>School Placement</u></p> <p>UCD 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>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>	
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	<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>“The over-arching principles governing school placement map on to those of the Teaching Council's continuum of education and in particular to the Council's Guidelines on School Placement. As such the school placement components of this programme are designed specifically to provide student teachers with opportunities to experience a supportive yet challenging model of placement; plan for and undertake class teaching, learning and assessment using a wide range of strategies in a diversity of class settings and subject levels; establish classroom management strategies that support suitable and effective learning for all pupils and that promote and maintain positive behaviour, and apply educational theory in a variety of teaching and learning situations and school contexts and to participate in school life in a way that is structured and supported, and as such encompasses a range of teaching and non-teaching activities.”</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> <p>“The concept of inclusion is embedded holistically across the whole UCD PME programme. PME students and staff are encouraged to systematically (re)consider their own teaching and learning through an inclusive lens and are challenged to integrate principles of equality, diversity and inclusion across all of their planning and teaching. This is underpinned by systematic engagement with the relevant scholarship and literature across a number of modules in both Year 1 and Year 2.”</p> <p><u>2. Global Citizenship Education</u></p> <p>UCD evidenced how global citizenship education, education for sustainable development, wellbeing (personal and community), social justice, interculturalism are integrated into the programme.</p>	
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	<p>“Through Global Citizenship Education (GCE), PME students contribute to building a world based on respect for human dignity and the environment and is informed by values of social justice, inclusion, sustainability, and social responsibility.”</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>“The necessary skills and competencies required for developing and nurturing positive professional working relationships within and outside of school communities, especially working with parents, are embedded into core aspects of the PME programme, such as Inclusive Pedagogy and Portfolio and Students, Schools &amp; Society in Stage 1 and Inclusive Practice and Research in Stage 2. These modules clearly position the children, parents, and society itself as key stakeholders in education along with teachers and school leaders. These modules are supported through the school placement tutorials which allow student teachers to unpick the opportunities and challenges that they experience as they interact and engage with the school community during their school placement from an early stage of the programme.”</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> <p>“In the development of the PME, the Programme Team was particularly conscious of the need to cultivate a strong sense of teacher identity amongst the student teachers. Given that post-primary teaching is one of the most over-familiar professions (Lortie, 1979), we want to encourage our student teachers to develop their own senses of self – their own voices within an ever-changing and ever-renewing profession. Learning to teach is not a matter of applying decontextualized skills (Britzman, 1991; Palmer, 1997; Biesta, 2013). Rather, it is a time of formation and transformation when one's past and present selves are projected into a future and potentially life-long professional career.”</p> <p><u>5. Creativity and Reflective practice</u></p>	
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UCD demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators and researchers:

“Reflective practice on the UCD PME programme is fostered as a process of inquiry and experimentation, where student teachers identify and challenge their assumptions in an effort to problematise and discover new ways of teaching while critically evaluating the teaching and learning climate in their classrooms (Schon, 2983).”

#### 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.

“Student teachers are afforded ongoing opportunities to develop their literacy and numeracy skills throughout the PME programme. They work closely with tutors and identify any needs/challenges or areas in which they require support to enhance their literacy and numeracy skills. This includes personalised support plans and linking to the academic support services in the School of Education and in the university. This includes the UCD Writing Centre (<https://www.ucd.ie/writingcentre/>) and UCD Maths Centre which provide workshops, seminars, resources and one-to-one writing tuition to support students with their literacy, numeracy and writing.”

#### 7. Digital Skills

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

“To support our student teachers to develop professional digital competencies so that they can effectively use digital technologies in teaching and learning we have consulted the ‘Guiding Framework for Pre-service Teachers’ Professional Digital Competence’ (McDonagh et al. 2021), when designing all of our PME modules. Furthermore, we believe that a dual approach is important i.e. a dedicated Technology Enhanced module that is core for all students with core elements and a menu of elective areas along with imbedding technology enhanced learning across all modules but most especially subject methods modules. This is achieved.”

1.1.7 Post-primary Programme Requirements	<p>The programme is Level 9 on the National Framework of Qualifications (NFQ). The entry selection processes are aligned with the Council’s curricular subject specific registration requirements.</p> <p>The review process determined that the subject discipline components include subject specific curricular studies and pedagogies (methodologies) in the following subjects:</p> <p>Accounting, Applied Maths, Business, Classical Studies, Computer Science, Economics, English, Junior Cycle Science, Agricultural Science, Biology, Chemistry, Physics, Geography, History, Mathematics, Music, Gaeilge, German, French, Spanish, Italian, CSPE, SPHE, Politics and Society.</p>	Yes
1.1.8 Learning and Assessment Strategies	<p>In the submission, UCD 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>The review process determined that the programme demonstrated how student teachers are supported to develop strategies to support, monitor and holistically assess pupils’ approaches to learning and their progress, along with strategies for formative and summative assessment.</p> <p>“The PME programme enables students to incrementally gain content knowledge and hone pedagogical content knowledge and skills for the classroom by enabling student-teachers to explore methodologies to facilitate learning and how to apply this knowledge to create student centred, inclusive learning experiences for all post-primary pupils.”</p>	Yes

## Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	The review process determined that the programme meets this standard by providing:	Yes

	<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 81.8% of their existing placement tutors registered with the Teaching Council.</li> </ul> <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 13.22:1.</p> <p>UCD 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>	
1.2.3 Facilities	The application established that there are appropriate facilities available to support research and teaching and learning, providing the following: an online library, digital technology resources, classrooms with microteaching facilities and other specialist & sports facilities in selected schools.	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> <p>“One of the key strengths of our Initial Teacher Education (ITE) programmes is the many forms of 'student advising' we offer that are associated with the values and programme-level learning outcomes of our programmes. All programme staff have an open-door policy re student queries and there is also a student rep system to give voice to the student body. All PME students are assigned a tutor who supports them throughout the PME programme, thus they become members of a community of practice from the outset.”</p>	Yes
1.2.5 Communication and Decision-making Structures	The submission demonstrated the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes.	Yes



1.2.6 Financial Resources	The review process determined that the programme is adequately resourced to ensure that programme aims are met.	Yes
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## School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	<p>The UCD 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>“The school placement component of this programme is structured so as to foster joint professional learning and collaborative inquiry, a process in which student teachers become members of a scholarly community of teacher researchers. School placement is managed by a school placement lead, working in conjunction with the programme director.”</p>	Yes
1.3.2 Duration	<p>The review process determined that the submission demonstrated that the duration of the school placement is in compliance with the Teaching Council’s requirements and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard.</p> <p>Over the full programme, school placement incorporates direct teaching experience of a minimum of 200 hours.</p>	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	<p>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.</p> <p>“Students are encouraged to work closely with their Treoraí to observe practice and to engage in teaching in a scaffolded and structured way. Treoraithe are invited to participate in online CPD on co-teaching and mentoring and coaching to support them in their role as a cooperating teacher and foster partnerships between placement schools and the School of Education in UCD.”</p>	Yes

	School placement arrangements, including the criteria for the assessment of classroom practice and Taisce, build on the strong university/school partnerships noted by the Panel. Placements are well structured and organised and allow for the incremental development of student teachers' pedagogical knowledge and skills. Support for student teachers on placement is laudable and is provided through a clear and comprehensive handbook aligned to dedicated support from lecturers, tutors, school staff and other personnel.	
1.3.5 Securing of Placement	The review process determined that the submission demonstrated that UCD 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 UCD is utilising to enable the student teacher to demonstrate, using their Taisce <ul style="list-style-type: none"> <li>• an understanding of inclusive education as applicable to that context</li> <li>• an understanding of working with parents.</li> </ul>	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.	Yes
1.3.9 School Placement: Evaluation and Assessment	The submission demonstrated that all student teachers are supported and assessed by two or more placement Tutors, and at least once by a registered teacher. It outlined the teaching enrichment and mentoring support offered to students who fail a module of school placement.	Yes

## Recommendation

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

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

## Appendix 1 - Review Panel Membership

**Chair: Professor Kenneth Muir**

Ken Muir was Chief Executive and Registrar of the General Teaching Council for Scotland between 2013 and 2021. Similar to the Teaching Council in Ireland, GTC Scotland has the responsibility for registering and regulating the Scottish teaching profession as well as for accrediting all teacher education programmes. Prior to this, he worked for Her Majesty's Inspectorate of Education and was Chief Inspector of Education in Scotland. Ken began his teaching career as a teacher of Geography and Geology and has held various senior posts over his career, working in schools and local authority education departments. He has been a member of many national and international education groups and has a particular interest in the Finnish education system where he has worked with Helsinki University and the Finnish National Board of Education. On his retirement in 2021, he was commissioned as independent Adviser to the Scottish Government to produce his report, *Putting Learners at the Centre: Towards a Future Vision for Scottish Education*, which was published in February 2022. Ken holds an Honorary Professorship at the University of the West of Scotland and was made a Commander of the British Empire (CBE) in the 2021 Queen's Birthday Honours List for his services to education.

**Panel Member: Ms Valerie Lewis**

Valerie Lewis is a qualified teacher with over twenty years of experience in Irish education at post-primary and tertiary level. She is currently Director of the Take 1 Programme, which supports post primary schools to communicate, raise awareness of, and embed Education for Sustainable Development in learning and teaching, as part of a transformative 'whole school' curriculum approach.

Valerie also holds the position of Assistant Professor in Education for Sustainability in the School of STEM Education, Innovation and Global Studies at Dublin City University as part of its Institute of Education. Outside of formal education Valerie sits as Chairperson of 80:20 Educating and Acting for a Better World, an independent Irish non-governmental development education organisation.

**Panel Member: Professor Jim Deegan**

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