



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

Name of HEI: **University College Cork**

Name of Programme: **Professional Master of Education
(Art & Design)**

Date: 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.

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Programme Overview

This report relates to the review of the following programme provided by University College Cork and Munster Technological University:

Professional Master of Education (Art & Design), 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.

University College Cork and Munster Technological University 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 **Professional Master of Education (Art & Design)** at **University College Cork and Munster Technological University** took place between June 2022 and February 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

<p>Step 1 Notification</p>	<p>The Council notified University College Cork and Munster Technological University of its intention to review the Professional Master of Education (Art & Design), on 16 December 2021.</p>
<p>Step 2 Preliminary Meeting</p>	<p>A preliminary meeting was held between the Council executive staff and University College Cork and Munster Technological University on 28 January 2022 to provide an overview of the submission documentation and answer queries from University College Cork and Munster Technological University.</p>
<p>Step 3 Submission</p>	<p>University College Cork and Munster Technological University submitted the proforma and supporting documentation for the Professional Master of Education (Art & Design), on 10 June 2022.</p>
<p>Step 4 Desk-based Review</p>	<p>A desk-based review was conducted by the Council staff on 17 June 2022 and a letter requesting clarifications was sent to University College Cork and Munster Technological University on the 22 June 2022. University College Cork and Munster Technological University submitted their response on 16 September 2022.</p>
<p>Step 5 Appointment of Review Panel</p>	<p>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 Gary Granville as Chairperson and Dr Louise Campbell and Ms Valerie Lewis as panel members. The panel was briefed by Teaching Council staff.</p>
<p>Rapporteur</p>	<p>The review panel was supported in their role by Ms Niamh Harkin as rapporteur.</p> <p>The rapporteur's functions included liaison with University College Cork and Munster Technological University, 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 and by the Director of the Teaching Council and their executive staff nominees.</p>
<p>Step 6 Review panel meeting 1</p>	<p>The panel met on 5 December 2022 to consider the submission. They requested clarifications from University College Cork and Munster Technological University on 13 January 2023. University College Cork and Munster Technological University responded to this request on 27 January 2023.</p>

<p>Step 7 Engagement with the HEI</p>	<p>The Panel Chair and Rapporteur held a pre-meet with Head of Education and the Manager of School Education along with a number of programme managers on 23 January 2023 to discuss arrangements for a site visit.</p>
<p>Site Visit</p>	<p>The panel conducted a site visit to University College Cork and Munster Technological University on 21 February 2023. This was also attended by the Rapporteur and Teaching Council staff. The panel had a tour of the facilities and met with representatives from the University management team, the programme teams, the school placement team and some students and recent graduates of the programmes.</p> <p>The following attended on behalf of the university:</p> <ul style="list-style-type: none"> • President • Deputy President and Registrar • Chief Financial Officer • Head of School Education • Registrar and Vice President for Academic Affairs • Programme Director PME • Deputy Programme Director PME • UCC & MTU Programme Staff • School Placement Tutors • Students and Graduates from the programme
<p>Step 8: Review panel meeting 2</p>	<p>The panel met to consider the clarifications and agree recommendations immediately after the site visit on 21 February 2023.</p>
<p>Step 8 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 University College Cork and Munster Technological University.</p>
<p>Step 9 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

The Panel considered the submission for the UCC & MTU PME A&D programmes to be exemplary. UCC & MTU have a demonstrably strong commitment to global citizenship, education for sustainable development and social justice across the college in general and within the school of education in particular. MTU equally has a strong and imaginative suite of provision for socially engaged art and is a leading institute in the field of arts education. The Panel acknowledges the role faculty members have had and continue to have, in influencing Irish education policy and practice.

In the course of the panel's engagement with current and former ITE students, one recent graduate described her experience as having been 'transformative'. That is not a term that is often heard in describing an ITE programme: such programmes are more usually described in terms of technical mastery and utilitarian application, of repositioning disciplinary knowledge within pedagogic content, and of developing instructional techniques and styles. It is therefore a positive testament to the quality of the ITE programme that a graduate should consider it 'transformative'.

The PME Programme team should continue to innovate in their course content and structures while still satisfying the requirements of the Teaching Council for accreditation.

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The Programme received academic accreditation from UCC & MTU and was 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 programme is supported by a clearly defined conceptual framework.</p> <p>In the application, University College Cork and Munster Technological University demonstrated how the conceptual framework is developed in the context of the providers' mission and ethos and that the joint UCC & MTU and MTU programme promotes 'the ethical standards of the teaching profession and develops the breadth of knowledge, skills, and attitudes appropriate to a beginning teacher. It promotes the principles of professional behaviour and probes the contours of the education system at second level, looking at the adolescent in a changing Ireland and the challenges this brings for adolescent identity and learning.'</p> <p>University College Cork and Munster Technological University demonstrated how the programme is informed by research and the Council's <i>Policy on the Continuum of Teacher Education</i>, specifically 'it challenges students to experience and critically reflect on key contemporary research-informed principles of teaching, learning and assessment and encourages self-evaluation and personal and professional reflection.'</p> <p>They demonstrated the core idea that being and becoming a teacher is a lifelong process involving knowledge and skills as well as the development of teacher voice and agency and a commitment to the needs of all learners and the <i>Code of Professional Conduct for Teachers</i>.</p> <p>The application demonstrated how the conceptual framework provides a rationale for the model of ITE which has been adopted and how it enables student teachers while on placement to demonstrate the link between the sites of practice (HEI and School). The 'consecutive two-year PME (Art & Design) programme mirrors international best practice of teacher education being offered at Masters level. Such a focused Masters level teacher education formation, through its reflective, dialogical and research orientations, better prepares teachers to think and act critically and flexibly in a rapidly evolving classroom and school context in Ireland and internationally.'</p>	Yes

	<p>The application shows how school placement is the fulcrum of the continuum of teacher education and how key themes are revisited over the programme such as being able to 'reflect critically on their own developing practices as student teachers in schools, drawing on their readings, discussions, programme sessions, and wider community experience.'</p> <p>The review process determined that the submission demonstrates how the professional studies aspect of the programme gives student teachers sufficient opportunities to actively learn from practising teachers about relevant and innovative methodologies, appropriate to their practice.</p> <p>The submission highlights that 'at the very start of the programme, it requires and facilitates students to observe experienced teachers in their placement classrooms and schools for a period of up to 6 weeks. As our PME Art and Design placements are both year-long, students are encouraged to actively seek and take as many opportunities as possible to observe the practice of experienced Art and Design teachers to build a strong understanding of appropriate pedagogical practice in the post-primary classroom.</p>	
1.1.3 Programme Aims	<p>The review process determined that the submission clearly defines the aims of the programme, demonstrating where the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes.</p> <p>The application demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities. Specifically, the submission states that 'Student teachers need to develop a critical intellectual disposition of philosophic and evidence-oriented enquiry - The programme supports a practice-based, research-oriented learning strategy, which aims to develop creative and reflective educators committed to the value of education as a means of personal and societal change. It supports students in weaving together their personal understandings, their pedagogical and Art & Design knowledge'.</p> <p>University College Cork and Munster Technological University have demonstrated how 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 practices, and assessment in their schools, and prepares them for entry to their professional role.</p> <p>The application demonstrates how the programme aims foster student teachers' agency and mind-set to be open to professional growth and learning over the course of their</p>	Yes

	<p>careers, to reflect on their own professional learning and that of their pupils, and to support their pupils in achieving their full potential. 'Experiential workshops lend a unique opportunity to work in a space outside the classroom or lecture theatre, where students can develop informed responses to their subject curriculum and advance areas of their subject through practice-based research methods informed by the students' knowledge and understanding of curriculum development. As the nature of art and design is physical and experiential, student teachers can take a 'learning by doing' approach which informs their understanding of how to relay content through specific learning outcomes, learning intentions and success criteria. During these workshops, student teachers can create tailored learning resources and visual aids that can be created in a manner that is bespoke to the learners in their care.'</p>	
<p>1.1.4 Programme Duration & Balance</p>	<p>The review process determined that the submission demonstrated that the consecutive programme meets the criterion of a minimum of two years duration, and demonstrates how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure.</p> <p>Professional Master of Education (Art & Design) is a two-year consecutive 120-credit post-primary ITE programme. It comprises 120 ECTS of Education, of which School Placement comprises 50 ECTS, Foundation and Professional Studies comprise 60 ECTS and 10 ECTS for the Professional Research paper. There are 120 ECTS credits allocated for the subject discipline modules.</p> <p>The programme meets the Teaching Council Subject Requirements (Post-Primary) for the teaching of Art and Design. As evident in Toolkit A, 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>University College Cork and Munster Technological University 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>The panel is satisfied that the submission demonstrated the programme prepares students for life in the classroom and active engagement in teaching within a professional learning community, reflecting the core values of trust, care, respect and integrity.</p>	<p>Yes</p>

<p>1.1.6 Integration and Diversity of Programme Content</p>	<p>University College Cork and Munster Technological University have 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.</p> <p>The submission demonstrated that ‘foundational and professional modules are assessed by means of integrated theory to practice reflective projects in line with the continuous assessment thrust and focus of the programme. This seamless linking of theory to practice and integration of the required professional learning is facilitated through a continuous cycle of reflection expected and respected by staff for students throughout our PME programme.’.</p>	<p>Yes</p>
<p>Aptitude test</p>	<p>University College Cork and Munster Technological University 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>	<p>Yes</p>
<p><u>1.1.7 Required Areas of Study</u></p>	<p>The review process determined that the submission demonstrated how the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u></p> <p>The programme provides research informed insights to support student teachers’ understanding of the practices of teaching, learning and assessment for all pupils with ‘areas of intensive research for understanding school cultures and contexts, young people’s development and identity, teachers’ identities and work, and the relationship between schooling, social justice and social inequality.</p> <p>The Panel is satisfied that the programme 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.</p> <p>The submission states the foundation studies ‘also prepare student teachers to participate in broader debates and issues in education and provide the conceptual tools to enable student teachers to engage, as public intellectuals, with</p>	<p>Yes</p>

issues that pertain to education and the lives of young people. These include discussion around access to education, inclusion and diversity in education, the role and purpose of curriculum and curriculum change in society, the value of knowledge, attitudes and skills in education and supporting young people to negotiate their way in the world and become self-directed learners and active citizens in society.'

Professional Studies

University College Cork and Munster Technological University demonstrated in the submission that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.

'The Art and Design specialist pedagogy course is taught by very experienced academic staff, some who are practicing teachers, so students are well versed on current research informed pedagogical knowledge and practice. This expertise is refined throughout school placement and supported and nurtured through weekly small group tutorial discussions with experienced Tutors. The focus of the tutorials on supporting and developing pedagogical practice is a core strength of the programme in seamlessly integrating the theory of professional studies into classroom practice.'

Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise.

School Placement

University College Cork and Munster Technological University demonstrated how the school placement model on the programme provide opportunities for student teachers to experience a high support/high challenge model of placement and engage in research on their own practice, making connections between the sites of practice.

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

'The vital input of the Treoraí, provides local, practical advice for negotiating the classroom space and the schools policy on access to materials and facilities that is consistent with the profile of the pupils and their specific abilities according to SEN and inclusion needs.'

	<p>University College Cork and Munster Technological University demonstrated that student teachers are encouraged to reflect critically on their practice and programme of study, reflecting on feedback from discussions and identify areas for further professional learning for Droichead through their electronic portfolio or “Taisce”.</p> <p>‘Sessions facilitated and hosted in UCC & MTU prepare students for the Droichead requirements, through the NIPT teacher induction team. Sessions at MTU look at practical advice for composing letters of application and interview skills when applying for teaching positions. Elements of role play and how best to respond to questions within the interview, are explored in depth.</p> <p><u>Core elements of programmes of ITE</u></p> <p>The review process determined that the submission demonstrated that the following elements underpin all aspects of the programme.</p> <p>1. Inclusive Education</p> <p>University College Cork and Munster Technological University demonstrated that inclusive education permeates their ITE programme.</p> <p>‘Eschewing notions of inclusion as centring only on narrowly defined ‘SEN expertise’, the conception of inclusion permeating the PME Art & Design programme is, instead, one based on broadly defined components occurring along many identity dimensions. Accordingly, insights are generated into the role of culture, socioeconomic status, language background, religion, sexual orientation and ability in teaching & learning processes. A deliberate focus on the intersectionality of these identity dimensions helps PME Art & Design participants to avoid essentialised, reductionist notions of culture, difference and belonging (Artiles 2019). There is much to be gained from theory that guides attention towards the student in a situation rather than towards a feature that lies within the student alone, as it shifts from a focus on the individual self to a focus on the relational or situational self (Curtin et al. 2019)’.</p> <p>2. Global Citizenship Education</p> <p>The application evidenced how global citizenship education and education for sustainable development is integrated into the programme.</p> <p>However, the Panel noted that University College Cork and Munster Technological University could encourage greater student engagement in Creativity and Global Citizenship’.</p>	
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The submission did demonstrate that ‘the department of Arts in Health and Education, CCAD, MTU, has a track record of transformative learning and teaching practices, with staff who are both familiar with and adept at incorporating such methodologies in their pedagogical approach. Themes of Global Justice, Inclusion and Equality are ever present in and around the physical building in the form of artwork created on our Creativity and Change SPA. The Sustainable Development Goals form an important focus for student teachers of Art and Design, as a form of relating to current movements in Art, placing the transformative power of the arts at the core of current global crises and as a regular choice of subject for their pupil’s personal artwork.’

3. Professional Relationships and working with parents

University College Cork and Munster Technological University showed that the core element of establishing professional relationships and working with parents is integrated into the programme.

The ‘our yearlong placements facilitate participation by students in Parent-Teacher meetings for their class groups while under the mentorship of their Treoraithe’ and these relationships ‘are supported by lecture inputs as part of the School Placement Support Sessions as part of the ED6330 (PME1) and ED6360 (PME2) modules as well as being a key theme of the PME2 module ED6341 Collaborative Seminar lecture series, which examines issues around reporting to parents and includes input from parent representative bodies and school students from partner schools’.

4. Professional identity and agency

The application demonstrated that the programme includes support for the development of the teacher as a self-reflective autonomous professional.

‘The School Placement Portfolio of professional practice in both PME1 and PME2 provides so many opportunities and furnishes so much evidence of how student teachers' identity and agency as a professional is developed from writing a required piece on the school in which placement is being completed (PME1 and PME2) to writing a philosophy of teaching statement (PME2). This is further evidence by the requirement on students to devise profiles and IEPs/ IPLPs for SEN students; to regularly appraise all Units of Learning during the year; to reflect on their assessment of pupil learning using AoL and AfL data; to writing responses and plans to enact School Placement Tutor feedback.’

5. Creativity and Reflective practice

University College Cork and Munster Technological University have demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators, and researchers:

‘Creativity in pedagogy is a core principle and criterion of our practice on the PME programme. As referenced in Sahlberg 2, the exhibition of PME art and Design student teacher’s work and their pupil’s work gives an overview of current art and design curriculum innovation and a forum for student teachers to disseminate practice-based research’ Furthermore Art and Design students can ‘work through image, text or digital means to draw an authentic reaction to and recording of their professional path towards qualification. This gives an effective communication format to relay pedagogical approaches in the art class, as well as the selection of work from their pupils, with their permission. This dialogical approach generates authentic reflective responses.’

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.

‘Assignments for literacy and numeracy across PME1 and PME2 promote and highlight this integrated understanding through reflective papers on a wide variety of literacy and numeracy topics, which require the students to integrate research literature, lecture, and professional practice evidence (to include units of learning, lesson plans, literacy tasks, assessments of literacy, and reflections on literacy pedagogical practice).’

7. Digital Skills

University College Cork and Munster Technological University have demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.

‘New and emerging technologies are explored creatively for their image making possibilities on the PME Art and Design in CCAD, as well as the media’s potential as a documentary tool. This in turn enhances the reflective practice and is a clear

	communicator of the learning processes at hand for the purpose of assessment of learning.’	
Post-Primary: Curricular subject criteria registration 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 programme includes subject specific curricular studies and pedagogies (methodologies) for the Teaching of Art and Design</p>	Yes
1.1.8 Learning and Assessment Strategies	<p>University College Cork and Munster Technological University 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.</p> <p>The submission 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>	Yes

Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	<p>The review process determined that the submission demonstrated that the programme meets this standard by providing:</p> <ul style="list-style-type: none"> •programme staff qualifications and experience •evidence that currently 50% of school placement tutors on this University College Cork and Munster Technological University programme are registered with the Teaching Council. <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>The application demonstrated that the programme meets the Céim student: staff ratio (SSR) of 15:1 with the programme demonstrating a SSR of 10:1</p> <p>University College Cork and Munster Technological University demonstrated the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise.</p>	Yes
1.2.3 Facilities	<p>University College Cork and Munster Technological University demonstrated that appropriate facilities are available to support research, teaching, and learning, providing the following: Libraries, Language Laboratory, Digital Technological resources including ICT laboratory, Sports facilities such as the Mardyke centre and Arts facilities, Silent and Group research areas such as the Teaching Research Laboratory at Fernhurst, Science Labs, microteaching rooms and specialist facilities in the UCC & MTU Skills Centre.</p>	Yes
1.2.4 Student Support and Guidance Systems	<p>The review process determined that the submission demonstrated that provisions are in place for the personal and social development and pastoral care of student teachers.</p> <p>University College Cork and Munster Technological University have a wide range of student supports and services such as disability support services (DSS), one-to-one tutorials, group tutorials and school placement tutors, 'The DSS Learning Support Service provides support for students with learning differences and a range of other disabilities around their assignments, reports and research for their course. They work on a one-to-one basis or with small groups, assisting students</p>	Yes

	to develop sound research, planning and writing skills, organise course work, and manage deadlines and priorities required for their course of study. Learning Support works closely with Assistive Technology to enable students to use the tools to study independently.'	
1.2.5 Communication and Decision-making Structures	The review process determined that the submission demonstrated the structures that are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes. 'Two Class Reps. attend the Course Board at the end of each semester. They are also encouraged to address any and all issues that are arising during the semester. Both positive and negative experiences are welcomed to be addressed by the students with the aim of supporting students and improving the course overall.'	Yes
1.2.6 Financial Resources	University College Cork and Munster Technological University demonstrated that the programme is adequately resourced to ensure that programme aims are met through student fee income and state grants.	Yes

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	University College Cork and Munster Technological University's school placement model supports the shared vision for school placement. The review process determined that the submission demonstrated that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners.	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 and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard. 'Student teachers complete a minimum of 4 hours of direct teaching per week in year 1 and 6 hours per week of direct teaching in year 2.'	Yes
1.3.3 Elements of School Placement	The review process determined that the submission demonstrated that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the <i>Guidelines on School Placement</i>	Yes

	<p>and regarding the stage the student teacher is at on the programme.</p> <p>‘Students are required to generate and maintain an up-to-date electronic school placement teaching portfolio, which contains all lesson plans and units of learning, including also, post-lesson reflections, school placement information, assessment and SEN, tutor feedback etc., for the duration of the placement. In tandem with the portfolio, students are required to engage with other activities such as team-teaching, shadowing experienced teachers, participation in assessment, parent teacher meetings etc., school activities, team teaching and other collaborative work with school staff.’</p>	
1.3.4 School Placement Models	<p>The review process determined that the submission demonstrated 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>‘The placement process is a collaboration between the schools, the placement coordinator, and the candidate student teacher. A list of partner schools is provided for all the students, and it is their responsibility to select schools, as students are not directly placed by the coordinator. This is to avoid any perceived disadvantage - such as placement in a socially or economically deprived area, or a school located a larger distance from MTU and UCC & MTU compared to city or suburban schools).’</p>	Yes
1.3.5 Securing of Placement	<p>The review process determined University College Cork and Munster Technological University assumes overall responsibility for the placement of student teachers.</p>	Yes
1.3.6 Diversity of Placement Settings	<p>The review process determined that the submission demonstrated that the programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts, including Irish medium schools.</p> <p>‘Students are also required to secure a contrasting school for year two of the programme and guidance is provided on the range and type of schools that qualify such difference, i.e., urban or rural setting, ethos and mission, gender, school patronage, community / secondary / DEIS / semi-private.)’</p>	Yes
1.3.7 Taisce in School Placement	<p>The review process determined that the submission provided evidence of the approaches University College Cork and Munster Technological University is using to</p>	Yes

	<p>enable the student teacher to demonstrate, using their Taisce</p> <ul style="list-style-type: none"> • an understanding of inclusive education as applicable to that context • an understanding of working with parents 	
1.3.8 Research in School Placement	<p>University College Cork and Munster Technological University demonstrated 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.</p> <p>‘Four individual student meetings are conducted during the research phase and drafting of PRP paper to support the student through the process. A research symposium concludes the module where students can volunteer to display and present research posters to peers, UCC & MTU/MTU staff, senior members of the Teaching Council and other professional accreditation bodies. The Grand Parade building also houses one of the MTU gallery spaces offering opportunities to showcase the students' work.’</p>	Yes
1.3.9 School Placement: Evaluation and Assessment	<p>The review process determined that 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.</p> <p>‘Formative assessment indicates to the student the quality of student teaching performance during the school placement supervision and again, before the end of semester. The student teacher receives feedback immediately after the supervised (timetable allowing) and subsequently, a written report of approx. 800-900 words, for each of the four supervisions. In the instances where a student teacher has demonstrated a performance that falls below the normative standards expected for the particular stage of the programme, an extended or additional feedback meeting will occur.’</p>	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 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: 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 has been designed to support post primary schools to communicate, raise awareness of, and embed Education for Sustainable Development in learning and teaching, as part of a '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 non-governmental organisation.

Panel Member: Dr Louise Campbell

Dr Louise Campbell is an Education Engagement Officer for the General Teaching Council for Scotland. Her role involves promoting professional standards, supporting initial teacher education institutions to develop programme accreditation submissions and ensuring the compliance of submissions with policy. She was previously a teacher educator at the University of Dundee, where she was Convenor for the Professional Graduate Diploma in Education (Secondary) programme as well as subject lead for the Professional Graduate Diploma in Education (Secondary English). Louise's teaching, lecturing and supervision interests were focused on reflective practice, academic literacies and critical pedagogy. Her research interests engage with teachers' professional learning, development of teachers' identity and teacher agency.