



*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
(post -primary)**

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:

Professional Master of Education (post-primary), 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 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 (post-primary)** at **University College Cork** 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*.

Step 1 Notification	The Council notified University College Cork of its intention to review the Professional Master of Education (post-primary) , on 16 December 2021.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and University College Cork on 28 January 2022 to provide an overview of the submission documentation and answer queries from University College Cork.
Step 3 Submission	University College Cork submitted the proforma and supporting documentation for the Professional Master of Education (post-primary) , on 10 June 2022.
Step 4 Desk-based Review	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 on the 22 June 2022. University College Cork submitted their response on 16 September 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 Gary Granville as Chairperson and Dr Louise Campbell and Ms Valerie Lewis as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	The review panel was supported in their role by Ms Niamh Harkin as rapporteur. The rapporteur's functions included liaison with University College Cork, 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.
Step 6 Review panel meeting 1	The panel met on 5 December 2022 to consider the submission. They requested clarifications from University College Cork on 13 January 2023. University College Cork responded to this request on 27 January 2023.
Step 7 Engagement with the HEI	The Panel Chair and Rapporteur held a pre-meeting with the 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>Site Visit</p>	<p>The panel conducted a site visit to University College Cork 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 • 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.</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 PME programmes to be exemplary. UCC has 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. 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 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 demonstrated how the conceptual framework is developed in the context of the providers' mission and ethos and that the programme promotes 'the ethical standards of the teaching profession and developing the breadth of knowledge, skills, and attitudes appropriate to a beginning teacher.'</p> <p>University College Cork 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 programme 'develops pedagogical subject knowledge to an advanced level by enabling students to begin the collaborative task of participating in and initiating curriculum change in their classrooms and placement schools'</p> <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 'self-evaluation and personal and professional reflection and responsibility'.</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>	Yes

	<p>The submission highlights that students ‘are gradually introduced to the skills of classroom management and rapport-building to ensure good working relations with pupils and teachers. They are encouraged to ask for advice from experienced cooperating teachers and college tutors. In this way, they are enabled to solve the problems that arise in the unpredictable contexts of school life. They are offered feedback both from within the school from Treoraí and from experienced university-based School Placement Tutors in order to help them improve their practice.’</p>	
<p>1.1.3 Programme Aims</p>	<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 ‘there is a particular emphasis throughout our PME programme on managing the pedagogical implications of teaching a particular subject area and the pedagogical content knowledge this work implies. Students are encouraged to become expert in the official curriculum presenting this knowledge in school programmes and to manage the diverse learning and cultural needs of classroom groups. Students are also expected to develop inquiry and research skills that equip them with the capability to reflect critically on their own and others’ teaching, to modify their practice in the light of professional practice feedback, changing policies, research, and their own developing expertise, and to begin to evolve their leadership skills in relation to curriculum development’.</p> <p>University College Cork 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 careers, to reflect on their own professional learning and that of their pupils, and to support their pupils in achieving their full potential. This is achieved by enabling students to: ‘Behave in a professional manner with members of the teaching placement school communities and with all other professionals in the context of the Teaching Council’s Code of Professional Conduct for Teachers.</p>	<p>Yes</p>

	<p>Critically evaluate the various theories of teaching and learning, including curriculum design, and apply these theories to assist in teaching effective and inspiring lessons in the classroom.</p> <p>Select from complex and advanced skills in the field of Education and develop new skills, including those of pedagogy and assessment practices, to a high level. Synthesise the key components of some areas of current research in the field of Education and carry out a small-scale research project to a professional standard.</p> <p>Develop comprehensive portfolios that chart their progress as reflective practitioners carrying out research in the areas of professional tasks and experiences in their placement schools and at university.</p> <p>Discuss topics in the field of Education to demonstrate a critical awareness of current problems and new insights informed by development in this area.</p> <p>Appraise the role of the teacher in the modern classroom to help manage their own learning and professional development.</p> <p>Foster an interest in and enthusiasm for their specialist subject among their pupils.</p> <p>Display a willingness to participate in all aspects of the programme in a spirit of co-operation and enthusiasm. Communicate effectively key aspects of knowledge and understanding in the field of Education to specialist and non-specialist audiences.</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 (post-primary) is a two-year consecutive 120-credit post-primary ITE programme. It comprises 120 ECTS of Education, of which School Placement comprises 60 ECTS, and Foundation and Professional Studies comprise 60 ECTS. There are 120 ECTS credits allocated for the subject discipline modules.</p> <p>The programme meets the Teaching Council Subject Requirements (Post-Primary) for English, Business Studies, Second language, Geography, History, Civic, Social and Political Education, Mathematics, Religious Education, Music, Physical Sciences, Home Economics, Irish, Biological Sciences and Computer Sciences. 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>Yes</p>

	<p>University College Cork 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>	
1.1.6 Integration and Diversity of Programme Content	<p>University College Cork 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 'pivotal elements of learning on the programme is rooted in and facilitated through weekly small group tutorials', and that 'this forum is the ideal space of the integration of learning sought by the Céim Standards'.</p>	Yes
Aptitude test	<p>University College Cork 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 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 research-informed practice across all education and discipline modules.</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>	Yes

	<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 ‘consistently emphasise the seamless nature of educational theory and classroom practice through all teaching, learning, and assessment activities where students are challenged to relate all concepts to their daily experience in their placement classrooms’ and ‘invite student teachers to think at a deeper level about the focus and purpose of the role of a teacher in society, the whole purpose of schooling, and how to think about young people’s development through education.’ ‘The foundation studies modules encourage students to probe both the immediate human experience and long-term social effects of education in the lives of young people’.</p> <p><u>Professional Studies</u></p> <p>University College Cork 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.</p> <p>‘These specialist pedagogy courses are taught by very experienced full-time academic staff, but also by many practicing teachers, so our PME students are very well versed and fully up to speed on the most current research informed pedagogical knowledge and practice in their subject areas. This pedagogical expertise is refined on an ongoing basis throughout school placement all year and supported and nurtured through the weekly SP small group tutorial discussions with experienced SP Tutors’</p> <p>Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise.</p> <p><u>School Placement</u></p> <p>University College Cork 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.</p> <p>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.</p>	
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	<p>‘Students are necessarily challenged by our model of school placement, which requires them to have both placements in contrasting schools (according to e.g. DEIS status, gender, location, sector, language of instruction, patronage)’.</p> <p>University College Cork 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>‘The yearlong placement proves to be a winner in ensuring that our student teachers have a full understanding and appreciation of the holistic nature and mission of schools and school life’.</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 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 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 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>	
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	<p>However, the Panel noted that University College Cork could encourage greater student engagement in Creativity and Global Citizenship’.</p> <p>The submission did demonstrate that ‘the inclusion of Global Citizenship Education (GCE) as a mandatory component of the Céim Standards for Initial Teacher Education (2020) paves a structured path for preparing teachers as global citizens and educators’.</p> <p>3. Professional Relationships and working with parents</p> <p>University College Cork showed that the core element of establishing professional relationships and working with parents is integrated into the programme.</p> <p>The ‘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’.</p> <p>4. Professional identity and agency</p> <p>The application demonstrated that the programme includes support for the development of the teacher as a self-reflective autonomous professional.</p> <p>‘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.’</p> <p>5. Creativity and Reflective practice</p> <p>University College Cork have demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators, and researchers:</p>	
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	<p>‘Research and reflection are the cornerstones of our Level 9 PME award as is evident in the module content and assessment. Fostering, building, and rewarding student creativity is especially evident in the PME2 ED6341 module which showcases creative and innovative policies, practices and initiatives from management and teachers across our partner schools and classrooms to our students in a very bottom-up way and in a way which shows the creative, dynamic, and synergetic relationship between theory and practice, between this ITE PME programme and schools. The corresponding reflective group and individual assignments link theory and practice, creativity and research, in comprehensive and seamless way, and help illustrate how teachers can be researchers and innovators across their careers.’</p> <p>6. Literacy and Numeracy</p> <p>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.</p> <p>‘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).’</p> <p>7. Digital Skills</p> <p>University College Cork have demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.</p> <p>‘The programme promotes an integrated and seamless understanding in how digital skills provide infinite possibilities for the diversification of subject pedagogical approaches in contemporary classrooms. Evidence of the incorporation and active use of digital skills to support teaching, learning, and assessment is included across the general knowledge, skills, and attitudes specified for the assessment of our PME1 (ED6330) and PME2 School Placement modules (ED6360) modules.’</p>	
Post-primary: Curricular subject criteria registration requirements	The programme is Level 9 on the National Framework of Qualifications (NFQ). The entry selection processes are	Yes

	<p>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 subject areas (English, Business Studies, Second language, Geography, History, Civic, Social and Political Education, Mathematics, Religious Education, Music, Physical Sciences, Home Economics, Irish, Biological Sciences and Computer Sciences).</p>	
1.1.8 Learning and Assessment Strategies	<p>University College cork 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 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 13:1</p> <p>University College Cork 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	University College Cork 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, Science Labs including the Eureka Centre, microteaching rooms and specialist facilities in the UCC Skills Centre.	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 have a wide range of student supports and services such as small group tutorials, and School Placement Tutors, Student Counselling and Development, Student Health, Chaplaincy. Disability Support Service (DSS), Student Records and Examinations Office (SREO) and the Student' Union to try to help and support student to the maximum extent possible. Students are also supported by all teaching staff and especially in the smaller group pedagogy lectures. Here student issues or concerns can be raised with or highlighted by staff who regularly report any issues with students including academic, attendance, or of a personal nature to the PD and DPD. Students are also supported through their elected class representatives who regularly bring issues of concern from the student cohorts to the PD and DPD</p>	Yes
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.	Yes
1.2.6 Financial Resources	University College Cork 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'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. 'The PME Programme in UCC offers students the opportunity to complete two year-long school placements. In PME1 the requirement is for students to undertake a minimum of 100 hours of direct teaching time. In PME2 the requirement is 150 hours of direct teaching.'	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> and regarding the stage the student teacher is at on the programme. 'Observation of practice is central to school placement experience. The first month of school placement in PME1 involves a structured programme of observation and critical reflection on this observation. This provides students with a framework for observing practice and acts as an introduction to classroom teaching and learning before the student teacher assumes responsibility for teaching the class. This observation experience gives student a template for reflection throughout the PME programme.'	Yes
1.3.4 School Placement Models	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.	Yes

	<p>'The PME1 placement allocation process begins in late April. After the incoming students have been offered and accepted a place on the PME programme they complete a school placement nomination form. This form allows the students to nominate 10 schools where they would like to be considered for placement. UCC PME Partner Schools also submit a form detailing the number of students they could consider for school placement hours and the subjects they could support on placement. The School Placement Coordinator matches the schools' requirements and the student teachers' preferences and send the contact details for students to the various schools.'</p>	
1.3.5 Securing of Placement	<p>The review process determined University College Cork 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>'The students are required to undertake PME2 placement in a contrasting school to their PME1 school (e.g., contrasting in terms of DEIS status, gender composition, sector, trusteeship/ethos, language of instruction, and location).'</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 is using to 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 	Yes
1.3.8 Research in School Placement	<p>University College Cork 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>'One of the highlights of the PME academic programme is the Professional Research Paper Symposium. This capstone event offers PME2 students a unique opportunity to showcase their professional research undertaken in their placement schools. The focus of the Professional Research Paper is some element of the</p>	Yes

	<p>student teachers' practice. This event invites student teachers to design a conference poster capturing their research and practice and present it to the invited audience of school principals and school colleagues, UCC lecturers and staff and fellow student teachers. It is a joyful and celebratory event that facilitates student teachers in sharing their research and practice with a wide audience and publicly celebrate their own academic and professional achievements over the two-year programme.'</p>	
<p>1.3.9 School Placement: Evaluation and Assessment</p>	<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>'UCC PME programme has an early warning system in the PME programme so that student teachers who may be in danger of failing placement are flagged well in advance and immediately offered a suite of supports and enhanced mentoring. The School Placement Tutor meets the Treoraithe in the school during the first tutor visit. This establishes the point of connection between the HEI Tutor and the Treoraithe. This is an important relationship as any concerns at school level can be communicated to the SP Tutor, who in turn can flag these issues with the Programme Director and Deputy Director.'</p>	<p>Yes</p>

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.