

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

Name of HEI: **Technological University of the Shannon:
Midlands-Midwest (TUS)**

Name of Programme: **Bachelor of Education Art &
Design Teacher Education**

Date: November 2023

Publication of this Report

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

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Programme Overview

This report relates to the review of the following programme provided by Technological University of the Shannon: Midlands-Midwest (TUS)

Bachelor of Education, Art & Design Teacher 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.

Technological University of the Shannon: Midlands-Midwest (TUS) 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 **Bachelor of Education, Art & Design Teacher Education at Technological University of the Shannon: Midlands-Midwest (TUS)** took place between March 2023 and November 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 Technological University of the Shannon: Midlands-Midwest (TUS) of its intention to review the Bachelor of Education, Art & Design teacher education on 12 October 2022.</p>
<p>Step 2 Preliminary Meeting</p>	<p>A preliminary meeting was held between the Council executive staff and Technological University of the Shannon: Midlands-Midwest (TUS) on 21 October 2022 to provide an overview of the submission documentation and answer queries from Technological University of the Shannon: Midlands-Midwest (TUS).</p>
<p>Step 3 Submission</p>	<p>Technological University of the Shannon: Midlands-Midwest (TUS) submitted the proforma and supporting documentation for the Bachelor of Education, Art & Design Teacher Education, on 15 March 2023.</p>
<p>Step 4 Desk-based Review</p>	<p>A desk-based review was conducted by the Council staff on 27 March 2023 and a letter requesting clarifications was sent to Technological University of the Shannon: Midlands-Midwest (TUS) on the 19 April 2023. Technological University of the Shannon: Midlands-Midwest (TUS) submitted their response on 5 May 2023</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 director, with Prof Gary Granville as Chairperson and Ms Valerie Lewis and Ms Charlaine Simpson 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. The rapporteur's functions included liaison with Technological University of the Shannon: Midlands-Midwest (TUS) 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 9 June 2023 to consider the submission. They requested clarifications from Technological University of the Shannon: Midlands-Midwest (TUS) on 9 June 2023 Technological University of the Shannon: Midlands-Midwest (TUS) responded to this request on 4 September 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 5 September 2023 to discuss arrangements for a site visit.</p>

<p>Site Visit</p>	<p>The panel conducted a site visit to Technological University of the Shannon: Midlands-Midwest (TUS) on 2 October 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 of TUS • Registrar / Bursar • Dean of School LSAD • Head of Department, Fine Art & Education • University of Limerick • Programme Leader BEd • Programme Leader PME • Programme Team, LSAD TUS. • Programme Team UL • Workplace Coordinator, TUS. • School Placement Tutors and School Principals • 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 2 October 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 Technological University of the Shannon: Midlands-Midwest (TUS).</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 recognises and acknowledges the professional and deep engagement of the TUS Shannon: Midlands-Midwest Leadership, School of Education and members of the programme team with the accreditation process.

The BEd Art and Design is a welcome addition by TUS to the suite of degree programmes in LSAD. The submitted documentation demonstrate that the programme's design is driven by a clear conceptual framework and alignment with Ceim standards.

The Panel observed impressive enthusiasm, passion and proactive engagement with the programme by all staff at the site visit which was reinforced by the current students and recent graduates. There was admirable emphasis on evaluation and continuous programme review. In that context, the Panel were pleased to note that certain logistical issues arising from schedule alignment with UL, and some perceived anomalies in tuition arrangements and in assessment as between BEd students and their peers in shared modules, were recognised and were being addressed.

The Panel considered the programme to be impressive and felt it demonstrated fulfilment of the requirements for quality ITE provision.

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The Programme received academic accreditation from TUS 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, Technological University of the Shannon: Midlands-Midwest demonstrated how 'the programme is conceptualized around three main areas of study: school placement, foundation and professional studies, and art/design studio practice and research' the programme is designed to 'develop instrumental skills, subject knowledge, and classroom methodologies associated with becoming a capable classroom practitioner in tandem with the critical communicative and reflective dimension of teaching practice'</p> <p>Technological University of the Shannon: Midlands-Midwest demonstrated how the programme is informed by research and the Council's <i>Policy on the Continuum of Teacher Education</i>, as 'students explore the intersection of art, research, and teaching through an A/r/tographical approach, which involves creating art to understand research questions and develop insights. They develop a professional portfolio to advance their understanding of teaching and learning by reflecting, analysing, and curating their own work. Ongoing critical reflection on their own teaching practice is emphasised'</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) with 'Collective school placement reviews' as an 'essential part of the programme'</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.</p> <p>The review process determined that the submission demonstrates how the professional studies aspect of the programme gives student teachers sufficient opportunities to</p>	Yes

	<p>actively learn from practising teachers about relevant and innovative methodologies, appropriate to their practice.</p> <p>‘During school placement, student teachers have the opportunity to apply theoretical knowledge to real-world teaching situations. Some assignments are directly linked to their school experience (inclusive education, assessment practices and research report). Prior to placement students develop a rationale for their teaching learning and assessment approaches, linking them to specific actions during teaching episodes.’</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>‘Aligned with the programmes conceptual framework the programme adheres to constructivist principles, which emphasise learning through experience and activity, thinking and reflection, and conversation and interaction. The overall goal is to support the holistic development of students, as they prepare for a career in teaching.’</p> <p>The application demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.</p> <p>‘Students in this programme learn how to develop and adapt their own curriculum through a combination of theoretical study and practical experience. Curriculum is developed over a number of semesters. Through self-examination and critical reflection, students gain insight into their own artistic process and how it can inform curriculum development.’</p> <p>Technological University of the Shannon: Midlands-Midwest (TUS) 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.</p>	<p>Yes</p>

	<p>‘Throughout the curriculum development module, students engage in reflective practice, using feedback from mentors, peers, and students to refine and improve their curriculum designs. They are also encouraged to stay up-to-date with current research and trends in visual arts education and to incorporate this knowledge into their curriculum development work.’</p>	
<p>1.1.4 Programme Duration & Balance</p>	<p>The review process determined that the submission demonstrated that the concurrent programme meets the criterion of a minimum of four 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>Bachelor of Education, Art & Design Teacher Education is a four-year concurrent 240 ECTS concurrent degree. The concurrent programme is divided into two distinct yet interconnected areas of study educational studies (including foundational, professional and school placement) and studies in art and design It comprises of ‘i) school placement with 60 credits across 3 school placement modules; ii) Foundational and Professional Studies with 60 credits of the degree embedding all the compulsory and core areas in the respective modules; iii) Subject Studies of each of the specialist subjects, each with 60 credits.</p> <p>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 four years.</p> <p>Technological University of the Shannon: Midlands-Midwest (TUS) 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>‘Students will develop, expand and deepen their creative practice. Moving from Art and Design students into their dual identity as artist-teachers and finally embracing their role as artist/ researcher/ teachers. Concurrent to their creative practice, students will study educational theory and practice</p>	<p>Yes</p>

	which will equip them with the teaching aptitudes and skills to enter into the teaching profession.'	
1.1.6 Integration and Diversity of Programme Content	Technological University of the Shannon: Midlands-Midwest (TUS) 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 by 'integrating foundation studies into the programme meaningfully, ensuring it works in symbiotic relation to professional studies and school placement. Taking the programme year by year, we will demonstrate how the programme design follows a spiral learning approach while concurrently illustrating the integrated nature of foundation modules.'	Yes
Aptitude test	Technological University of the Shannon: Midlands-Midwest (TUS) 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.	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.</p> <p>'Significantly, the foundation studies provide a firm platform from which student teachers can begin to interrogate dominant ideas that permeate a wide range of educational discourses regarding the purposes or functions of education (Kennedy, 2015). They consider, both individually and collectively, ways in which education supports us to become part of our social, cultural, and political environments, how education is positioned in relation to economy, and how education processes encourage individual interests and independent thinking and acting to support teacher agency. Foundation studies challenge the notion of teacher as 'technician', this is particularly important to discipline specific teachers such as art teachers.'</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</p>	Yes

	<p>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 that ‘in the module History and Philosophy of Education students critically evaluate key changes and developments in Irish Education, examining causes, consequences, aims and effectiveness of reforms in relation to current educational policies and systems. Students will explore influences of religion, cultural nationalism and identity debates, economic and social policy, and curriculum reform.’</p> <p><u>Professional Studies</u></p> <p>Technological University of the Shannon: Midlands-Midwest (TUS) 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>‘Developing pedagogical expertise in student art and design teachers is a complex process that relies on interdependency between studio practice, curriculum design and pedagogy for the artist/designer teacher (Baxter 2014). The B.Ed programme is designed to promote professional competencies and values through art and design practice, foundation and professional studies and school placement experiences. Authentic situated learning experiences are central whereby knowledge, skill, and professional identity are developed in the process of learning to practice; both in the studio and in the classroom during professional education (Grossman, P., Hammerness, K., & McDonald, M. (2009).’</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>Technological University of the Shannon: Midlands-Midwest (TUS) 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</p>	
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	<p>levels, to assist them in establishing classroom management strategies.</p> <p>The 'school placement model, is comprised of 3 distinct phases, each phase consists of bespoke and incremental challenges and supports relative to the demands and standards of the programme stage. Taking each phase; 1) pre-placement; 2) during school placement 3) post-placement, in turn, we hope to demonstrate how the programme is addressing various points raised in this section.'</p> <p>'Students are supported weekly in an on-line capacity (reflective practice as it pertains to embedded SP modules) and through in-person SP Supervision, observation and post-lesson tutorials. Students receive written feedback following each SP supervision observation and tutorial. Students submit their response to these reports.'</p> <p>Technological University of the Shannon: Midlands-Midwest (TUS) 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>'Reflective Practice after School Placement paves the way for students to identify areas for further professional learning. The professional portfolio comprises qualitative reflective student responses to school placement experiences that foster the requisite inquiry skills of the artist-teacher-researcher. The collaborative community sense, established during the programme provides a support structure for induction year teachers to keep in touch after they graduate in order to offset professional isolation and engage in critical and creative dialogue - endowing them with a means to support one another to scaffold in-career development.'</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>Technological University of the Shannon: Midlands-Midwest (TUS) demonstrated that inclusive education permeates their ITE programme.</p> <p>'The Bachelor of Education in Art and Design program aims to ensure that inclusion is core to our educational and workplace culture. As educators of artist- teacher-</p>	
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	<p>researchers, we are in a position to instil in our future graduates, values relating to Inclusive Education which in time can become embedded in Visual Art Education, both a national and international level. Therefore, the program endeavours to promote equitable access to the curriculum for all learners; delivering key content through a Universal Design for Learning Framework, as well as providing individualised support for students with Additional Educational Needs (AEN).’</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>‘The program emphasises the transformative part that students can play in addressing important global issues through process- orientated Fine Art and Design practice. Active and participatory strategies are prioritised within the studio setting, whereby students are enabled to explore visual art as a viable mechanism for change. Students are introduced to a myriad of subject matter, themes and issues surrounding GCE (e.g., UNESCO’s 24 Sustainability Goals), and facilitated in establishing a critical dialogue within their practice. The essential development of skills such as critical thinking and questioning help students to make informed choices and take meaningful action within their creative output(s). In this way, both individual and group critique play an essential part in extending dialogue that is built upon values of inclusion, empathy, awareness, respect, responsibility, and resilience.’</p> <p>3. Professional Relationships and working with parents</p> <p>Technological University of the Shannon: Midlands-Midwest (TUS) showed that the core element of establishing professional relationships and working with parents is integrated into the programme.</p> <p>‘Effective communication is essential in working with parents. Student teachers are informed of their responsibilities to log and share their pupils progress while on placement. Student Teachers are assisted to communicate clear and concise information regarding students’ progress. They also set clear goals for each student. This information is shared with students, with the co-operating teacher and school management and ultimately shared with parents via written reports and parent teacher meetings. In addition to meetings and school reports, students are informed of online portals that can also help keep parents and students informed regarding progress. In most instances on placement this</p>	
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	<p>communication channel is facilitated via the class teacher, school staff and the school management team.'</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>'It is essential that student teachers are prepared for the continuum of teacher education. In the Cosán National Framework for Teachers' Learning, positive and activist professional identities are promoted. Through this programme journey student teachers are enabled to lay a foundation for continued growth in career and they are enabled to exercise agency from a place of deep personal and professional knowing, which is promoted through collaborative work, sharing new ideas, methodologies, and resources throughout the 4 year B.Ed programme. Through the philosophical lens students will explore the core questions: What is education and what is the purpose of education? particularly as it relates to art education.'</p> <p>5. Creativity and Reflective practice</p> <p>Technological University of the Shannon: Midlands-Midwest (TUS) have demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators, and researchers:</p> <p>'The creative practice modules in year one to four encourage students to explore creative curriculum development and to develop a deeper understanding of art and design curricula frameworks for junior and senior cycle. Through this exploration students learned to consider innovative approaches to curriculum design which fosters creativity, critical thinking, and the ability to make critical decisions. Additionally the teacher program supports the development of a creative mindset through cross curricular and interdisciplinary practice which encourages students to connect various subjects and ideas in unique ways. This process is established within the Year 2 creative practice module and developed within the year 3 and 4 interdisciplinary practice modules, here students make links with external agencies and groups including the Shanakyle Bog Restoration Project and Ormston House Cultural Resource Centre.'</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</p>	
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	<p>they learn techniques to develop their future pupils' literacy and numeracy skills.</p> <p>'The program highlights the essential development of numeracy skills that encompass the ability to use mathematical understanding to solve problems and meet the demands of day- to- day living in complex social settings. To this end, the B. Ed in Art and Design recognises the need for its students to be able to think and communicate quantitatively, to make sense of data, to have a spatial awareness, to understand patterns and sequences, and to recognise situations where mathematical reasoning can be applied to solve problems. Emphasis is placed on students' Art and Design inquiry as a viable method of grounding creative thought and problem-solving. Individual experimentation is facilitated in a manner that encourages students to use their imaginations to find more than one way to approach or solve or problem'</p> <p>7. Digital Skills</p> <p>Technological University of the Shannon: Midlands-Midwest (TUS) have demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.</p> <p>'Through lectures, workshops and tutorials, students are supported to refine pedagogical approaches, digital resources and teaching aids with reference to ICT policies and practices developed by the National Centre for Technology in Education (NCTE) and referencing the Digital Strategy for Schools 2015 – 2020. Media literacy and digital competencies are a central concern and as such, students examine the creative implications of digital platforms as an iconic turn in today's world and the potential to enrich the art and design curriculum in schools by developing increasingly capable skills in digital forms of representation, media literacy and usage.'</p>	
<p>Post-Primary: Curricular subject criteria registration requirements</p>	<p>The programme is Level 8 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 Art (including Crafts).</p>	<p>Yes</p>
<p>1.1.8 Learning and Assessment Strategies</p>	<p>Technological University of the Shannon: Midlands-Midwest (TUS) 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>Yes</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> <p>‘The programme fosters learning that is highly individual as well as professional and grounded in the subject field which takes place in interactive learning environments. The blending of practices such as creative work, theorizing, critical inquiry, and teaching, is crucial and is reflected in the assessment approaches employed in the programme.’</p>	
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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 60% of school placement tutors on this Technological University of the Shannon: Midlands-Midwest (TUS) 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 11.99:1</p> <p>Technological University of the Shannon: Midlands-Midwest (TUS) 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>Technological University of the Shannon: Midlands-Midwest (TUS) demonstrated that appropriate facilities are available to support research, teaching, and learning, providing the following: Libraries including main library Moylish Park and Art Library at Clare St. and workshops and practical facilities at Clare Street, Georges Quay and Clonmel campuses.</p> <p>Supported by the University, integration of the BEd students with the rest of the student body could be considered through shared studio space and/or shared modules after year 1.</p> <p>In particular, the provision of adequate studio space for undergraduate education students should be addressed. Extensive studio facilities are available on the TUS campus in terms of its broader programme provision. However there are limited studio facilities available to the Education students. This was noted particularly in relation to space limitation.</p>	Yes, subject to requirement
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>Technological University of the Shannon: Midlands-Midwest (TUS) have a wide range of student supports and services including the following services and provision: ‘The student counselling service assists students on many levels:</p> <ul style="list-style-type: none"> • It provides short-term counselling and therapeutic support. • It responds to crises as appropriate. • It acts as a referral source for other relevant services both within and outside of the College. • It provides LIT staff training and consultation. • It plays a role in prevention, education and evaluation. ‘ <p>Technological University of the Shannon: Midlands-Midwest (TUS) have demonstrated how a student teacher might transfer to an alternative programme in line with the University’s policies and procedures.</p>	Yes
1.2.5 Communication and Decision-making Structures	<p>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.</p> <p>‘TUS is committed to fostering a collegiate and collaborative culture among staff. Academic staff are encouraged to self-direct their academic work, to participate in committees and projects and to give autonomous direction to their discipline and research. Communications and culture within TUS,</p>	Yes

	defined in the “Strategic Direction: Values, Purpose and Vision Statement” of the TUS Strategic Plan and the TUS Leadership Charter,’	
1.2.6 Financial Resources	Technological University of the Shannon: Midlands-Midwest (TUS) 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	Technological University of the Shannon: Midlands-Midwest (TUS) 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	<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>‘LSAD’S ITE programme’s school placement model, is comprised of 3 distinct phases, each phase consists of bespoke and incremental challenges and supports relative to the demands and standards of the programme stage. Taking each phase; 1) pre-placement; 2) during school placement 3) post-placement, in turn, we hope to demonstrate how the programme is addressing various points raised in this section.’</p>	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.	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>‘School placement offers a real world opportunity for students and tutors to assess a range of practices. Formative and summative assessment of student planning, teaching and assessment practices take place at each stage of the school placement module: pre-placement, placement and post-placement..’</p>	
1.3.5 Securing of Placement	<p>The review process determined Technological University of the Shannon: Midlands-Midwest (TUS) assumes overall responsibility for the placement of student teachers.</p> <p>‘Students are informed when placement is secured, initial school visits are arranged and students are introduced to Section 1 SP Teaching File: Policy Documents to commence researching schools in advance of initial visits. The pre-placement phase is an orientation, preparation and observational placement period. It is designed to facilitate induction with school management and co-operating teacher(s); professional dialogue and curriculum planning.’</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>	Yes
1.3.7 Taisce in School Placement	<p>The review process determined that the submission provided evidence of the approaches Technological University of the Shannon: Midlands-Midwest (TUS) 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>Technological University of the Shannon: Midlands-Midwest (TUS) 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>‘SP has a number of linked modules, providing structured observation and reflection on experiential activities, which require students to work collaboratively with the co-operating teacher and to engage in their practice in a critically reflective capacity. Supported engagement with professionals and</p>	Yes

	engagement with school based CPD is addressed during reflective practice tutorials also, as they pertain and contribute to linked module content and assignments.'	
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>'Students complete pre-placement planning files which provides structure to the following aspects: overview of curriculum planning, securing agreement / understanding re: SP timetabled teaching / non-teaching duties, structured observation of teaching, records of team-teaching experiences, records of professional dialogue with co-operating teacher(s) / additional staff; SEN / Resource / Learning Support staff. All of which, requires students to work collaboratively with the co-operating teacher and to engage in critical professional dialogues in a critically reflective capacity. Summative Pre-Placement Approval is conducted in advance of school placement. Students who are falling below standards and expectations at this juncture may be placed on conditional approval.'</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 subject to the following requirements;

Matter	Requirement
Facilities	That TUS shall submit, within 6 months of the date of this report, a clear plan and associated timelines that details the measures being undertaken to ensure that appropriate studio facilities are available for BEd students to support research teaching and learning.

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 Charlaine Simpson

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

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

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