

**Report of the Review Panel
Approved by The Teaching Council
following the
Review of the Bachelor of Religious
Education (English, History and Music),
Mater Dei Institute of Education**

13 June 2011

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Background

The Teaching Council is the statutory body charged with setting the standards for entry to the teaching profession and ensuring that these standards are upheld.

In accordance with Section 38 of The Teaching Council Act, 2001, the Council shall:

- (a) review and accredit the programmes of teacher education and training provided by institutions of higher education and training in the State,
- (b) review the standards of education and training appropriate to a person entering a programme of teacher education and training, and
- (c) review the standards of knowledge, skill and competence required for the practice of teaching,

and shall advise the Minister and, as it considers appropriate, the institutions concerned.

The Teaching Council's role in relation to the review and accreditation of programmes of initial teacher education is distinct from the academic accreditation which programmes also undergo. Academic accreditation is based on the suitability of a programme for the award of a degree/diploma, whereas professional accreditation for any profession is a judgement as to whether a programme prepares one for entry into that profession.

The review and accreditation of programmes of initial teacher education by The Teaching Council provides an opportunity for colleges and universities to demonstrate that they offer quality programmes of teacher education. It is expected that the graduates of such programmes achieve programme aims and learning outcomes which are aligned with the values and professional dispositions and the standards of teaching, knowledge, skill and competence which are central to the practice of teaching.

In order to guide its review of programmes, The Teaching Council has drafted its *Strategy for the Review and Accreditation of Programmes of Initial Teacher Education* (hereinafter referred to as "the Council's review strategy"). In 2010, the Council invited expressions of interest from colleges and universities wishing to put forward programmes for review in accordance with that draft strategy. A number of programmes was subsequently put forward and it was agreed that four of those would be reviewed in the 2010/2011 academic year. This report sets out the findings following one of those reviews, i.e. the review of the Bachelor of Religious Education (English, History and Music), (hereinafter referred to as "the programme") in Mater Dei Institute of Education ("hereinafter referred to as "the Institute").

In parallel with the drafting of the Council's review strategy, the Council has also drafted its *Policy Paper on the Continuum of Teacher Education*, which sets out its vision for teacher education at all stages of the continuum – initial teacher education, induction and continuing professional development. That draft policy paper is currently the subject of a consultation process and, once finalised, it will influence the design

and content of teacher education programmes and will feed into the final review strategy. Also significant is the Council's work on the development of criteria and guidelines for reconceptualised programmes of initial teacher education, in light of current plans to extend the duration of a number of those programmes. Current accreditation of all programmes will be subject to the recommendations and requirements which will be set out in the Council's final policy paper and the criteria and guidelines which will be adopted by the Council and furnished to programme providers.

2. 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 is being made available on the Council's website, www.teachingcouncil.ie

3. Overview of the Review Process

The review of the Bachelor of Religious Education (English, History and Music) at Mater Dei Institute of Education took place in the 2010/2011 academic year in accordance with the Council's review strategy. The process was formally initiated when the Review Panel was appointed by The Teaching Council's Director with Dr Séamus McGuinness as Chairperson¹. The Review Panel Chairperson wrote to the Institute on 10 September 2010 to arrange the preliminary meeting in accordance with Section 6.1 of the Council's review strategy.

From the outset, there was wholehearted engagement by staff of the Institute and a genuine openness to the review and accreditation process.

The preliminary meeting took place on 16 September 2010 and a list of attendees is included in Appendix 2. At that meeting, the date of the Review Panel visit was agreed, together with the deadline for the submission of documentation in line with Section 5 of the Council's review strategy.

Documentation was submitted by the Institute on 10 November 2010 and the first meeting of the Review Panel took place on 21 January 2011. At that meeting, the panel reviewed the documentation and considered the first draft of the visit schedule.

The visits by three panel members to placement schools took place on 24, 25, 27, 28 and 31 January 2011. The review visit to the Institute, in accordance with Section 6 of the Council's review strategy, took place on 15, 16, and 17 February 2011. Further details in relation to the visit to the Institute are available in Section 5 of this report.

At the conclusion of the visit, an oral presentation was made to staff of the Institute and student representatives by the Chairperson of the Review Panel, in the presence of his fellow panel members, outlining the panel's preliminary findings. This report elaborates on the issues raised in that presentation.

¹Details of the panel membership are included at Appendix 1.

4. Documentation

The documentation submitted by the Institute was very comprehensive and adhered to the template provided by The Teaching Council in the *Pro Forma and Guidelines* which accompany its review strategy. Key areas of focus were:

- Conceptual framework and programme aims
- Student intake
- Programme content
- Structure and design of the programme
- The school placement
- Assessment policies and procedures
- Financial resources
- Staffing
- Institute facilities
- Student support and guidance system
- Processes
- Learning outcomes.

The Panel considers that the comprehensive documentation provided valuable evidence of the inputs, processes and outcomes associated with the programme, as defined in The Teaching Council's review strategy. It commends the Institute's ready co-operation in supplementing that documentation when requested, and notes that it demonstrated the Institute's clear commitment to, and engagement with, the review process.

5. Review Visit

As set out in the *Overview* above, the Review Panel's visit to the Institute took place on 15, 16 and 17 February 2011. It consisted largely of observation and dialogue and provided the panel with the opportunity to consider the programme in detail, and to explore further a number of issues which had emerged during the panel's reading of the documentation.

In the course of the three days, the Review Panel engaged in:

- Observation of lectures, tutorials and workshops
- Meetings with programme staff, including internal and external supervisors of the school placement component
- Examination of course work, scripts, published research material, etc.
- Meetings with recent graduates of the programme
- Meetings with current students of the programme
- A meeting with principals of schools hosting students on placement and/or employing graduates of the programme
- A guided tour of the facilities.

The excellent preparations made by the Director of the Institute and senior staff ensured that the logistical planning of the visit worked very well. All arrangements in the planned timetable proceeded smoothly and the materials and facilities made available for the review team greatly facilitated the efficient operation of the visit.

The full schedule for the visit to the Institute is included in Appendix 3.

Prior to the visit to the Institute, three panel members visited schools where teaching practice was taking place. These visits included observation of student teachers in their host classrooms and subsequent discussions with them, their supervisors, their co-operating teachers and the school principals/ deputy principals.

6. Overall Finding

Having regard to the documentation which was submitted and considered in detail by the Review Panel, and the panel's subsequent visit to the Institute and to schools, the Review Panel recommends to The Teaching Council that the programme be granted accreditation. Such accreditation would normally have a lifespan of five years but this may be adjusted in the context of the proposal by the Minister for Education & Skills to extend the duration of programmes of initial teacher education.

The commendations made in Section 7 relate to areas of particular strength which the panel has identified.

The recommendations made in Section 8 relate to areas which the panel believes to be of strategic importance to the programme. It therefore proposes that the Council should require the provider to submit a timebound action plan setting out its proposals for the implementation of those recommendations. It further suggests that the Council should prioritise those areas for particular attention when the programme is due for re-accreditation.

In the case of the national issues raised in Section 9, the panel recommends that the Council engages in discussion with relevant parties at national level.

7. Commendations

Arising from its review of the programme, the Review Panel has noted a number of particular strengths of the programme as follows:

7.1 Engagement with, and commitment to, the process

From the outset, there was a clear commitment by programme staff to the work of the Council in reviewing and accrediting the programme. A warm welcome was extended to the Review Panel and a great deal of enthusiasm for the process was evident.

7.2 Quality of staff and commitment to maintaining quality of programme, despite financial constraints

The panel commends the Director of the Institute and all programme staff for their excellent work ethic and their sustained commitment to the maintenance of the highest standards despite the financial constraints within which they are

operating. The academic calibre of staff is a particular strength of the programme. Almost three-quarters of core staff and a quarter of occasional staff are qualified at doctorate level (and a number of staff are nearing completion of their doctoral studies), although some variation was noted in the case of some subject areas. All core staff act as supervisors of teaching practice and the majority hold professional teaching qualifications and have teaching experience at school level.

7.3 Clearly articulated conceptual framework underpinning the programme

The conceptual framework is informed by recent theoretical and research findings in teacher education and provides an excellent foundation for the programme. This framework is followed through in the various courses included in the programme. The integration of the foundation disciplines (the philosophy, psychology, sociology and history of education) with the other academic subjects is a notable feature of the programme. Concurrence is a core value of the programme, and this facilitates the application of holism and inter-disciplinarity across the programme.

7.4 Commitment to innovation and improvement and the provision of quality ITE in a cost-effective manner

An ongoing commitment to innovation and improvement is evident throughout the programme. This is underpinned by a focused body of research, both theoretical and empirical, conducted by members of the staff and by recent publications and developments in teacher education, both nationally and internationally.

7.5 Openness to opportunities posed by the linkage with DCU, including effective and cost-efficient shared services arrangements

With regard to the relationship between the Institute and DCU, the Panel notes that the Institute is alert to the potential for synergy which that relationship may allow. It has utilised that relationship in an effective way for the development of effective and cost-efficient shared services arrangements and is planning to extend this partnership into other areas more closely linked to the academic areas of mutual interest.

7.6 Positive atmosphere

During its visit, the panel was impressed by the positive atmosphere that permeated the Institute, as evidenced in the high quality of pastoral care and excellent staff-student relationships. Both the personal and professional development of the students are given high priority.

The willingness of staff to collaborate and support each other, especially in areas of shortage arising out of restrictions on staff recruitment, is indicative of the collegiate and collaborative culture evident across the Institute.

7.7 Rich collaboration between students and staff

The panel saw evidence during its review of positive staff-student relationships, where the student voice is heard and, where possible and appropriate, student concerns are addressed.

7.8 Unique position of the Institute

The panel recognises the unique position of the Institute in the area of Religious Education. The Institute has a significant track record in research, and the establishment of the Irish Centre for Religious Education is a particular strength and of strategic significance in an ever changing social and demographic climate. This is in keeping with, and is supportive of, the work of the Institute in creating a centre of excellence in Religious Education.

7.9 The quality of teaching and learning

During its visit, the quality of teaching and learning observed was impressive, modelling good practice in ITE. The panel supports the excellent balance achieved between large and small group teaching as well as the range of methodologies employed which mirror that to be developed by the students in their own teaching.

7.10 Use of ICT

ICT is used to great effect to enhance the teaching and learning experience of students on the programme. In particular, the panel commends the innovative METIS system, which may have wider potential as a platform to be shared with other providers.

The Institute has developed considerable expertise in the creative use of ICT in the area of digital pedagogy and is planning to extend this across a wider range of subject areas. This is highly commended.

7.11 Seamless integration of key areas within the Religious Studies component

Considerable attention has been given to integrating the various modules across the Religious Studies component. This brings coherence to the subject by linking the various subject areas/topics into a meaningful discipline which will be especially helpful for graduates when they undertake the teaching of Religious Education in schools.

7.12 Student facilities

The panel notes that the age and condition of the existing building constrains the quality of the facilities which can be provided. Within that context, the Institute has managed to ensure there is good provision of student facilities. In

particular, the panel was impressed by the library facility. The plan to provide a teaching laboratory will further enhance the facilities already in place.

7.13 School Placement

7.13.1 Range of schools and experience

During the course of this programme, student teachers are afforded the opportunity to teach in a variety of school settings. The panel considers this to be of immense benefit to the students in preparing them for entry to the profession. During their placement, students are encouraged to take part in a range of school activities and feedback provided to the panel by students, graduates of the programme and school principals suggests that this is happening in practice, although the panel recognises that it is limited by the nature and duration of the placements. The whole-school approach to the placement is a particular strength of the programme.

7.13.2 Logical progression of teaching experience

The panel notes and commends the way in which the various placements are structured, allowing for a gradual increase in the complexity of the teaching experience as the students progress through the programme.

7.13.3 “Home” placement experience

During its visit, the panel heard feedback from students and graduates that the “home” placement is a particularly enriching experience, as there is no assessment element to the placement, and students feel freer to experiment with a range of teaching approaches and methodologies.

7.13.4 High quality of guides for schools

The panel is impressed by the written material which has been produced for schools hosting students on placement. In particular, the *Guide for Cooperating Teachers*, which is currently at draft stage, is to be commended.

8. Recommendations

Arising from its review of the programme, the panel has noted a number of areas of the programme which it recommends be further developed/improved.

The panel’s recommendations are as follows:

8.1 Alliance with DCU

The panel recommends that the Institute should strengthen its strategic alliance with DCU so as to enhance the quality of the programme. It notes that further opportunities exist for sharing expertise in a range of areas such as quality assurance, staff development and the creative use of ICT in the area of digital pedagogy. The panel also recommends that there should be a closer

alliance at academic level with DCU, which would have the potential to enrich and enhance both institutions.

8.2 Infrastructural and resource deficits

It is essential that the serious infrastructural and resource deficits, including staffing, be addressed as a matter of priority in order to safeguard the quality of the programme and assure its ongoing accreditation status.

While excellent use has been made of the facilities available, this adaptation of spaces has reached its limit and unless there is substantial capital investment in infrastructure it will be very difficult for the Institute to achieve its potential.

8.3 While acknowledging the unique role of the Institute in the provision of religious educators, the panel recommends that the Institute should review the programme having particular regard to:

- 8.3.1 The weighting allocated to Religious Studies, the education component and the elective subjects
- 8.3.2 The need to give greater emphasis to a range of subject-specific and general pedagogical areas
- 8.3.3 The need to increase cross-curricular collaboration, particularly between the subject disciplines and teaching methodology areas
- 8.3.4 The need to ensure that key national educational priorities of numeracy and literacy are given due emphasis across the programme.

8.4 Research

In the context of the Institute's evolving role and aspirations and its unique position in teacher education, all departments should be assisted and encouraged to contribute further to the national education discourse and publish research in their areas of expertise on an ongoing basis. The panel noted that the capacity of some staff to undertake research is constrained due to the workload associated with delivering the programme schedule.

8.5 Assessment

8.5.1 Approaches to assessment

The panel considers that the programme would benefit from a greater variety of assessment modes and techniques. Furthermore, it recommends that the Institute should review the weighting allocated to terminal examinations, with more emphasis to be given to coursework assessment.

8.5.2 Marking of scripts

The panel recommends that the Institute should introduce anonymous marking of scripts, in line with best practice in other HEIs.

8.5.3 Create more opportunities for cross-curricular assessments
Section 3.1.2.2. of the Council's strategy states that "the Council ... expects that programmes are designed in an integrated way, with clear linkages between the various components of the programme...". In this regard, the panel recommends that the Institute create further opportunities for cross-curricular assessment, which would assist students to make connections between the various programme components.

8.5.4 Improve the quality and timeliness of written feedback to students
Some inconsistencies were noted by students in the provision of timely and constructive feedback in relation to coursework assignments. The panel recommends that this be monitored and, where necessary, relevant policy and procedures be developed in relation to the quality of feedback provided to students. Such policy and procedures should ensure that the strengths and weaknesses of the assignment are clearly identified and focused suggestions for development and improvement are made. Feedback should be provided to students within a reasonable timeframe and sufficiently far in advance of subsequent assignments.

8.6 Promote regular student evaluations

The panel noted during its review the Institute's commitment to quality assurance and to listening to the student voice. In that context, the panel recommends that the Institute should promote regular student evaluations of all aspects of the programme, particularly exit surveys and surveys of graduates who have had the benefit of extended teaching experience.

8.7 The school placement component

The panel recommends that the school placement element be reviewed having regard to the following issues:

8.7.1 The placement in primary schools
In the context of the time available for students on placement, the panel questions if it is appropriate for two weeks of that placement to be spent in primary schools. It recommends that the Institute should consider alternative options, including a period of observation at second level. If the primary placement is to be retained as an element of this programme, the panel recommends that it should take place in first year. It further recommends that the pairing of student teachers on placement is a valuable model which should be considered by the Institute.

8.7.2 In consultation with placement schools, review the match between student teachers and the classes they are allocated
Arising from its discussions with Principals, graduates and current students, the panel had concerns that in some instances, final year students have been placed in class situations which are particularly challenging in terms of the classroom management needs which have

presented. The panel recommends that the Institute works with placement schools to ensure that student teachers are assigned to classes which would ensure that the placement experience is an appropriate and enriching one.

8.7.3 Review template form for supervisors' feedback (TSOI)

The panel considered that the template form for supervisors' feedback, while valuable, was overly constraining for supervisors who wished to provide students with detailed written feedback. It recommends that the parameters of the form be altered, in consultation with internal and external supervisors, so as to allow scope for more meaningful written feedback.

8.7.4 Placement supervisors

The panel notes that supervision of the school placement experience is carried out by both full-time and occasional staff. It is recommended that efforts should be made to strengthen the integration between all supervisors so that they can share practice. Furthermore, all placement supervisors, including those employed on an occasional basis, should be afforded regular opportunities to engage in professional development.

9. National Issues

As well as the recommendations which the panel is proposing that The Teaching Council should make to the Institute, it considers that there are issues arising from its review of the programme which have national implications and which should, more appropriately, be considered at policy level by the Council. These are as follows:

9.1 HEI/School Partnerships

There is a need to design and implement a new model of partnership between teacher education institutions and schools which will improve the quality of the student teachers' experience in schools, including a more formal involvement of co-operating teachers.

9.2 The allocation of appropriate resources to programmes of teacher education

It is essential that teacher education providers be adequately resourced so that they can continue to provide quality programmes of teacher education at all stages of the continuum, but particularly at this crucial foundation stage of initial teacher education.

Appendix 1 – Review Panel Membership

Bachelor of Religious Education (English, History and Music) Mater Dei Institute of Education

<p>An independent Review Panel Chairperson with expertise in teacher education</p>	<p>Dr Séamus McGuinness, Former Senior Lecturer in Education, Trinity College, Dublin. He has considerable experience of the Council’s Review and Accreditation process, having already chaired a Review Panel in the 2009/2010 academic year.</p>
<p>One external expert from equivalent teacher education programmes, where possible in another jurisdiction.</p>	<p>Mr Graeme Nixon, Lecturer and Subject leader for the PGDE (Secondary), PGDE (Primary), B.Ed.(Primary) Religious, Moral and Philosophical Studies and Programme Director of the M.Sc. Studies in Mindfulness, University of Aberdeen. Graeme has experience in the assessment of school experience and the accreditation process for specialist teachers of Religious and Moral Education in secondary schools.</p>
<p>A member of The Teaching Council.</p>	<p>Mr Jerry Cronin, Education Consultant and former post-primary School Principal, is a member of The Teaching Council’s Education and Registration Committees. He is a Director of the Le Chéile Schools’ Trust and an Advisor to the National Curriculum Advisory Group of the Joint Managerial Body of Secondary Schools. He represents the JMB on the NCCA’s SPHE Review Committee and on the Leaving Certificate Applied Review Committee. Jerry has previously served on a Review Panel on behalf of the Teaching Council and also worked on Programme Evaluation with HETAC as a member of its panel of experts.</p>
<p>A Registered Teacher</p>	<p>Ms Bernadine O’Sullivan, post-primary teacher and current Teaching Council member. Bernadine is Chairperson of the Council’s Post-primary Applications Panel and a member of the Investigating and Registration Committees.</p>
<p>A person with expertise in the support and/or evaluation of teaching and learning at second level in the sector/subject in question.</p>	<p>Ms Amanda Geary, Post-primary Inspector of Music and SPHE, Department of Education and Skills. Amanda is currently a member of the NCCA music syllabus committee and has played a collaborative role in the drafting and writing of the composite report <i>Looking at Music</i>.</p>
<p>The Director of The Teaching Council or his/her nominee</p>	<p>Mr Brendan O’Dea was appointed as Deputy Director of The Teaching Council in 2007. He has considerable experience of The Teaching Council’s review and accreditation system having previously deputised for the Council’s Director on a Review Panel.</p>

Appendix 2 – Attendees at the Preliminary Meeting, 16 September 2010

- Dr. Andrew G. McGrady, Director of the Institute and Chair of the B.Rel.Ed. Programme Board
- Ms Annabella Stover, Administrative Registrar
- Dr P.J. Sexton, Head of School of Education
- Ms Sabrina Fitzsimons, Teaching Practice Coordinator
- Dr. Gareth Byrne, Head of Religious Education
- Áine Lawlor, CEO/Director, The Teaching Council
- Brendan O’Dea, Deputy Director, The Teaching Council
- Carmel Kearns, Communications and Education Officer, The Teaching Council
- Leona Lawlor, Acting Executive Officer, The Teaching Council

Appendix 3 –Visit Schedule

Day 1: Tuesday 15 February 2011

09:00-09:20	Formal Opening of Visit Meeting with Dr Dermot Lane (President), Dr Andrew McGrady (Director and Chair of Programme Board), and Leadership Group [Colm Sharkey, Administrator] Dr PJ Sexton (Head of School of Education), Dr Leeann Lane (Head of School of Humanities), Dr Ethna Regan (Head of School of Theology), Annabella Stover (Administrative Registrar), Dr Michael Hinds (Quality Promotion), Dr Gabriel Flynn (Research), Dr Gareth Byrne (Learning and Innovation) and David Meehan (Head of Library and Information Services)] BOARD ROOM Full Panel		
09:20 – 10:20	Meeting with Annabella Stover (Administrative Registrar) Dr Gareth Byrne (Academic Leader for Learning and Innovation) and Dr Andrew G. McGrady (Programme Chair). Andrew McGrady's OFFICE Séamus McGuinness, Brendan O'Dea	Meeting with Sabrina Fitzsimons (Coordinator of Teaching Practice) and Semra Abdulahovic (TP Administrative Assistant), BOARD ROOM Graeme Nixon, Amanda Geary, Bernadine O'Sullivan, Jerry Cronin	
10:40-11:00	Coffee Break with B.Rel.Ed. Programme Staff STAFF COMMON ROOM Full Panel		
11:00-11.50	Seminar Visit (RE) EDRE403: Reading Seminar – Religious Education (Sandra Cullen) E8 Graeme Nixon	Lecture Visit (History) HHIS301 (Stephen Stewart) C2 Bernadine O'Sullivan	
12.00 – 12.30	Private Meeting of Review Panel BOARDROOM		
12:30-13:30	Lunch BOARD ROOM		
13:30 – 14:20	Tutorial Visit (English) ENTUT3 (Paula Murphy) E2 Jerry Cronin	Lecture Visit (Music) HMUS301 (Eithne Donnelly) E1 Amanda Geary	Lecture Visit (Religious Studies) THEO404 (Fainche Ryan) C2 Graeme Nixon
14.30 – 15.00	Guided Tour of the Institute (finishing in the Library) with Dr Andrew McGrady. VARIOUS LOCATIONS Full Panel		
15.00 – 15.20	Meeting with Library Staff and Mr David Meehan (Director of Library and Information Services) and Sabrina Fitzsimons (Teaching Practice Coordinator - Resource Collection) LIBRARY Panel Members		
15:30-16:20	Seminar Visit (English) HENG404 (Michael Hinds) C3 Jerry Cronin	Lecture Visit (Music) HMUS402 (Louise O'Sullivan) F1 Amanda Geary	
16:30 – 17.00	Choir Red Room, Clonliffe Amanda Geary	<i>Rest of panel at private meeting</i> BOARD ROOM	
17:00-18:00	Meeting with Graduates STAFF COMMON ROOM Some Panel Members	Meeting with School Principals BOARD ROOM Some Panel Members	Meeting with Representatives of the MDI Governing Board A McGrady's Office Some Panel Members

Day 2: Wednesday 16 February 2011

09:00 – 10:00	<i>Review of examination scripts / fourth year research papers / project work / staff publications / TP portfolios, etc.,</i> BOARD ROOM Full Panel	
10:00 – 10:45	Meeting with Staff of the School of Education BOARD ROOM Panel Members	Meeting with Staff of the School of Theology and Department of Philosophy C4 Graeme Nixon and Others
10:45 onwards	Coffee available for panel members BOARD ROOM	
11:00-11.50	Lecture Visit (Religious Education) EDRE304 (Dr Gareth Byrne) C2 Graeme Nixon	Meeting with the Administrator (Colm Sharkey) and the Director (Andrew McGrady) BOARD ROOM Brendan O’Dea and Séamus McGuinness
12:00 – 13:00	Meeting with current students BOARD ROOM Full Panel	
13:00 – 14:00	Lunch BOARD ROOM	
14.00 – 14.30	<i>Private meeting of Review Panel</i> BOARD ROOM	
14:30 – 15:20	Lecture Visit (History) HHIS402 (Brendan McDonnell) E4 Bernadine O’ Sullivan	Meeting concerning ICT services and facilities and ICT in initial teacher education. (Noel Jackson and EndaDonlon) BOARD ROOM Graeme Nixon, Brendan O’Dea and other Review Panel Memebrs
15:30 – 16:20	Lecture Visit (Third Year Options) EDRE310 Religion and Cyberspace (Sabrina Fitzsimons) ICT2 Graeme Nixon	Lecture Visit (Interdisciplinary) INT303 (Eoin Cassidy and Sandra Cullen) C1 Jerry Cronin
16.20 – 17.00	<i>Private Meeting of Review Panel</i> BOARD ROOM	
17:15 – 18:00	Meeting with TP External Supervisors BOARD ROOM Full Panel	

Day 3 Thursday 17 February 2011

9.00 – 10.00	<i>Review of examination scripts / fourth year research papers / project work / staff publications / TP portfolios etc. (continued)</i> BOARD ROOM Full Panel	
10:00-10:50	Lecture Visit (Religious Studies) THEO401 (Alan Kearns) B1 Graeme Nixon & Jerry Cronin	Meeting with Dr. Michael Shevlin (Education and TP Extern Examiner) BOARD ROOM Panel Members
10.30 onwards	Coffee Available for panel members BOARD ROOM	
11:00 – 11:50	Lecture Visit (Education) EDRE302 History of Education (Kevin Williams) C2 Jerry Cronin	Meeting with Student Services Staff (Carmel Carroll [student support – Access, HEAR and DARE] and Barrie McEntee [Coordinator of Chaplaincy Services and Pastoral Care]) C4 Jerry Cronin and Brendan O’Dea
12.00- 12.30	Meeting with staff of the English and History Departments VARIOUS LOCATIONS Panel Members	Meeting with staff from the Music Department Amanda Geary
12: 30 – 13:00	Lunch BOARD ROOM	
13:00 – 15:00	<i>Private Meeting of Review Panel</i> BOARD ROOM Full Panel	
15:00 – 16:00	Presentation by Review Panel Chairperson of Verbal Report to staff of the B.Rel.Ed. Programme and student representatives B1 Full Panel	