



*An Chomhairle Mhúinteoireachta*  
**The Teaching Council**

**Final Report of the Review Panel to the Teaching Council  
following a review of a reconceptualised Initial Teacher  
Education programme at Trinity College , University of  
Dublin**

**Bachelor in Music Education (B.Mus.Ed)**

December, 2013

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## **1. Background**

### **1.1 The Teaching Council's review and accreditation function**

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 (ITE) 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 ITE by the Teaching Council provides an opportunity for Higher Education Institutions (HEIs) to demonstrate that they offer quality programmes of teacher education. It is expected that the graduates of such programmes will achieve programme aims and learning outcomes which are aligned with the values, professional dispositions, and the standards of teaching, knowledge, skill and competence that are central to the practice of teaching.

### **1.2 Review and accreditation strategy**

In order to guide its review of programmes, the Teaching Council has published *Initial Teacher Education: Strategy for the Review and Accreditation of Programmes* (hereinafter referred to as the Council's review strategy). That document sets out the process by which programmes are reviewed.

### **1.3 National policy framework**

In carrying out reviews, the Council is mindful of its *Policy on the Continuum of Teacher Education* which sets out its vision for teacher education at all stages of the continuum – ITE, Induction, and Continuing Professional Development. Published in 2011, the policy highlights the evolving and dynamic context for teaching and the increasingly complex role of teachers in Ireland today. The policy states that “...the time is now right for a thorough and fresh look at teacher education to ensure that tomorrow’s teachers are competent to meet the challenges that they face and are life-long learners, continually adapting over the course of their careers to enable them to support their students’ learning.” It further states that innovation, integration and improvement should underpin all stages of the continuum.

In parallel with the development by the Council of its Policy on the Continuum of Teacher Education, the Minister for Education and Skills initiated a national consultation process on the theme of improving literacy and numeracy. This culminated in 2011 with the publication of Literacy and Numeracy for Learning and Life as the national strategy to improve literacy and numeracy standards among children and young people in the education system. The strategy emphasised teachers’ professional development and proposed that the duration of initial teacher education (ITE) programmes should be extended and that programme content should be reconceptualised.

### **1.4 Accreditation criteria**

The Teaching Council, having established an Advisory Group on Initial Teacher Education, developed criteria to be observed and guidelines to be followed by providers in reconceptualising programmes of initial teacher education at primary and post-primary levels. They were approved by the Council and published in June 2011 as *Initial Teacher Education: Criteria and Guidelines for Programme Providers* (hereinafter referred to as the Council’s criteria). These relate to a range of areas, including programme design, areas of study, the duration of programmes, the numbers and qualifications of staff, facilities and resources. As such, they form the bridge between the Council’s policy and the development and implementation of reconceptualised programmes. Significantly, the criteria:

- prescribe those areas of study which will be mandatory in programmes, including numeracy and literacy, behaviour management, parents in education, ICT and inclusive education
- set out for the first time the expected learning outcomes for graduates of all ITE programmes
- propose raising the minimum requirements for persons entering programmes of ITE at primary level and a literacy and numeracy admissions test for mature entrants
- require a 15:1 student-staff ratio
- call for the development of new and innovative school placement models, involving active collaboration between HEIs and schools, and an enhanced role for the teaching profession in the provision of structured support for student teachers

- require that student teachers should spend at least 25% of the programme on school placement, and that such placements should be in a minimum of two schools
- require increased emphasis on research, portfolio work and other strategic priorities.

While recognising the inter-related nature of all aspects of programmes of teacher education, the criteria and guidelines are categorised under Inputs, Processes and Outcomes. All three dimensions have an important bearing on the quality of teacher education. The required Inputs and Outcomes are clearly elaborated in the document, while the Processes are less prescriptive to allow HEIs the freedom to develop the processes which best suit their individual situations.

Providers of existing programmes have been asked to reconceptualise their programmes in line with the revised criteria and to submit them for accreditation. .

### **1.5 Particular requirements for post-primary programmes**

In November 2011, the Council published *Teaching Council Requirements for Entry on to a Programme of Initial Teacher Education*, that set out the Council's revised subject criteria in draft form. Following a wide ranging consultation process involving all the major education stakeholders, a final set of proposals were developed. These were approved by Council in December 2012, and the Minister for Education and Skills has conveyed his agreement with the Council's views in this area. They have guided providers of post-primary concurrent programmes in determining the subject content coverage which is appropriate. They also guide providers of post-primary consecutive programmes in determining suitability of entrants and which curricular subjects entrants can ultimately be registered to teach. They will also guide PME providers in matching students appropriately to methodology modules.

### **1.6 Programme overview**

This report relates to the review of the following programme provided by Trinity College Dublin: Bachelor in Music Education (B.Mus.Ed).- hereinafter referred to as "the programme".

The programme, which was developed by Trinity College in 1986 and reconceptualised in 2013, is a concurrent, four-year initial teacher education programme designed to prepare its graduates to teach all elements of the music curriculum in post-primary schools up to and including Higher Leaving Certificate level. It also provides its graduates with the expertise required to teach school choirs and to undertake other co-curricular musical activities. It is intended for students who already have considerable musicianship skills and who wish to pursue a career in music teaching.

The programme is delivered in partnership with the Royal Irish Academy of Music (RIAM) and the Dublin Institute of Technology (DIT) Conservatory of Music and Drama. First-year students (Junior Freshmen) are enrolled in alternate years in either the RIAM or DIT. The students attend both Trinity College and either the RIAM or DIT depending on their year of entry to the programme. In general, music modules are taught at the partner colleges while foundation studies courses are taught in Trinity; professional studies are shared between Trinity and the partner colleges. Periods of school placement take place in a number of post-primary schools in the greater Dublin area. Students on the programme have opportunities to develop their musicianship at an advanced level, both as performers and theorists, while pursuing full-time pedagogy and theoretical studies applicable to post-primary teaching.

The B.Mus.Ed. Programme prepares student teachers to teach just one subject of the second-level curriculum, i.e., music. A second subject (history) was originally offered but this was discontinued some time ago as the programme staff concluded that it was not possible to provide an adequate education in the second subject in a four year programme. The B.Mus.Ed. Programme, as currently constituted, allocates 120 ECTS credits to music (the minimum Teaching Council requirement is 80 ECTS credits) and 120 ECTS credits to education.

In broad terms, the programme is comprised of university studies, the conservatoire music experience, and school placement. The allocation of ECTS credits is as follows:

- School placement (60 ECTS credits)
- Foundation Studies (25 ECTS credits)
- Professional Studies (35 ECTS credits)
- Subject Discipline (music) (120 ECTS credits)

The programme is organised to deliver 60 credits per year for each of the four years.

## ***2. The Review Process***

The review of the Bachelor in Music Education took place between July and December, 2013 in accordance with the Council's review strategy. The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's director, with Professor Áine Hyland as Chairperson.<sup>1</sup> To assist and support the work of the panel, Risteard Ó Broin was appointed as Rapporteur. His functions included liaison with Trinity College Dublin, 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 the Director and staff of the Teaching Council.

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<sup>1</sup> Details of the Review Panel membership are included in Appendix I

Documentation relating to the application for accreditation was submitted to the Teaching Council by Trinity College Dublin, hereinafter referred to as 'the college', in July 2013. The documentation was furnished to the panel electronically and also in hard copy. The members of the panel were asked to review the documentation and submit their observations, comments or concerns to the rapporteur. These were collated and submitted to Trinity College prior to a meeting with the college. Members of the panel visited the college on Thursday, 19 September and met with the programme personnel, as listed in Appendix 2.

At the meeting, further information and clarification was provided about points raised by the panel in the following general areas: the programme, college structures, the staff, school placement and students. Following the meeting, the members of the panel were invited to tour the college and review the facilities and resources for the B.Mus.Ed programme.

Following the meeting of 19 September, the members of the panel further considered the documentation and the additional information and clarification provided to them. A written request was sent to the college seeking some further details. The panel would like to put on record its appreciation of the promptness of the replies and the courteous and the helpful way in which the college team engaged at all times with the review process.

### ***3. Publication of this report***

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



## **4. Documentation**

The documentation submitted to the Teaching Council by Trinity College in July 2013, was in accordance with the Council's pro forma and guidelines. The college provided information as follows under three general headings – inputs, process and outcomes:

### **4.1 Inputs**

- Conceptual Framework
- The Programme
- Programme Aims
- Programme Design
- Areas of Study
- Teaching, Learning and Assessment Strategies
- School Placement
- The Duration and Nature of the Programme
- Student Intake
- Staffing
- Facilities
- Student Support and Guidance Systems
- Communication and Decision-Making Structures
- Financial Resources

### **4.2 Processes**

- Teaching, Learning and Assessment Approaches
- Engagement of Student Teachers with the Programme
- Engagement of Student Teachers with Staff and with other Student Teachers
- Progression within the Programme
- Personal and Social Development
- Development of Professional Attitudes, Values and Dispositions
- Lifelong Learning
- Reflective Processes

### **4.3 Outcomes**

- Knowledge-Breadth/Knowledge-Kind
- Know-How & Skill-Range/Know-How & Skill-Selectivity
- Competence-Context/Competence-Role
- Competence-Learning to Learn
- Competence-Insight

Under each of the sub-headings the college set out the features of the B.Mus.Ed. programme and described how it is organised and taught. The panel was impressed with the comprehensiveness of the information supplied and the clear way the documents were set out. All the written material was succinct and organised in a reader-friendly manner. In addition to a description of the programme in terms of inputs, process and outcomes, a range of supplementary material was provided in the appendices which included profiles of the academic staff, module descriptors, timetables, samples of external examiners' reports, school placement documentation and samples of past examination papers. The core written submission extended to 105 pages, while the appendices ran to several hundred pages.

In the view of the panel, the quality of the submission reflected the college's commitment to the reconceptualised programme and the importance it attached to the review process.

## **5. Overall Findings**

Having regard to the documentation that was initially submitted, the additional detail and clarifications provided at the meeting of 19 September and the further information provided in writing, the panel adjudges that this 240 ECTS credit Bachelor in Music Education Programme at Trinity College, Dublin satisfies the criteria set down by the Teaching Council in its *Criteria and Guidelines* and in its curricular subject requirements in respect of music. Accordingly, it recommends to the Teaching Council that the programme be granted accreditation.

The commendations in Section 6 below relate to areas of particular strength which the panel has identified.

With regard to the recommendations in Section 7, the panel submits that the Teaching Council should require the college to set out, within twelve months of receiving the final review report, its detailed proposals for implementing the recommendations. It further recommends that the Teaching Council should prioritise those areas to be accorded particular attention when the programme falls due for re-accreditation.

In the case of the national issues raised in Section 8 of this report, the panel recommends that the Council engage in dialogue on those issues at national level.

The panel proposes that accreditation of the programme would have a lifespan of five years.

Having regard to the pro forma documentation which was submitted, the supplementary material provided, the advice received from the curricular subject specialist on the panel, and the information

gleaned during the visit to Trinity College and subsequent engagement with programme staff, the panel notes a number of particular strengths of the programme as follows:

### **5.1 Engagement with the review process**

The panel appreciates the enthusiastic engagement by senior management of Trinity College, the Royal Irish Academy of Music and the DIT Conservatory of Music and Drama, with the review. The involvement in the site visit by senior members of the management team of the university, including the Vice-Provost, the Dean of Undergraduate Studies, the Registrar and the Head of the School of Education, as well as the Director of the Royal Irish Academy of Music and the Head of the DIT Conservatory of Music, was particularly appreciated.

### **5.2 Reconceptualisation process and conceptual framework**

The panel commends the programme co-ordinators on the process by which the programme was reconceptualised and lauds the involvement of the three institutions (School of Education, Trinity College; the Royal Irish Academy of Music and the DIT Conservatory of Music) in the reconceptualisation process. It notes that all mandatory areas and key elements outlined in the *Council's Initial Teacher Education: Criteria and Guidelines for Programme Providers* were addressed and have been incorporated into the overall conceptual framework and design of the programme. It commends the clarity of the written submission and notes that the submission provides comprehensive information which is presented clearly and in accordance with the Teaching Council template. It notes that staff involved in the programme in all three institutions have a strong educational as well as academic background<sup>2</sup>.

The panel commends the programme co-ordinators on organising workshops for staff with inputs on areas such as literacy, numeracy, ICT and inclusion, as part of the reforming process and notes that continuing professional development (CPD) sessions have been organised for all staff members to ensure that they are fully informed about all aspects of the reconceptualised programme. It also notes that a staff handbook examining practical ways to involve literacy and numeracy strategies is in preparation.

### **5.3 Programme design**

The panel was impressed by the design of the B.Mus.Ed. programme – regarding it as an excellent model of a collaborative ITE programme, which draws on relevant expertise in the School of Education in Trinity

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<sup>2</sup> Dr. Gordon Munro, head of the DIT Conservatory of Music was formerly a member of the Teaching Council of Scotland.

College as well as in the two associated music conservatories. The model ensures that the ITE music students, while enjoying the advantages of small classes and individual attention, also benefit from a full university experience as well as having the opportunity to be involved in performance (solo, chamber and orchestral) in the conservatories of music. The academic music programme is impressive and covers a broad range of music genres in the three components of listening, composing and performing.

It is clear that the original planners of the programme devoted considerable care and thought to the design of a four-year programme that produces a highly-specialised graduate who is a competent music performer as well as an educator. When it was deemed desirable (in the late 1980s) that all graduates of concurrent programmes for second-level teachers should study a second academic subject to degree level, History was introduced as a second subject. However, in accordance with guidance from the Teaching Council, Trinity College decided that it was not possible for students to study both music and history (as well as Education) to degree level (level 8) in a four year programme and History was discontinued. The focus on just one academic subject – music - has meant that the revised Teaching Council criteria in the area of Education have been accommodated without significant difficulty in the reconceptualised programme.

#### **5.4 Research**

The mission statement of Trinity's School of Education notes that it aims "to contribute to the advancement of education in Ireland and beyond through excellence in research and teaching." The School has a long-standing record of research in areas related to teacher education. It currently has over 75 research students registered at Masters and PhD levels. There are two education-related research centres and three research groups in the School of Education, including an Arts Education Research Group. **The Arts Education Research Group** has a developing programme of activities across the arts generally, with several areas of specialism. It is concerned with research into the policy and practice of arts and aesthetic education. Its current areas of expertise include **Drama and Theatre in Education, Music, Museum Studies, Artistic Biography**, and the **Visual Arts**. It is particularly interested in teaching and learning issues with respect to **inclusion and special needs**. It is also currently building networks to bridge the arts and sciences, and exploring the ways in which the two can inter-relate in policy and practice. Both the DIT Conservatory of Music and Drama and the Royal Irish Academy of Music reflect the same research-led teaching and learning ethos as the School of Education.

During the site visit, the panel explored research areas in which staff of the B.Mus.Ed programme are involved and is satisfied that the programme is research-led and research-informed as well as being performance-based. The panel was particularly interested in the coteaching project, led by Dr. Colette

Murphy, Director of Research in the School of Education. This involves two or more teachers working together to prepare, plan, teach, reflect on and evaluate lessons they teach together. It provides opportunities to improve what they offer to pupils, while also allowing them to learn more about their own teaching. Coteaching also offers an improved way of mentoring student teachers. It is premised on the understanding that student teachers bring valuable skills which can be shared with a classroom teacher to enhance the learning experiences of the pupils. The class teacher acts as a mentor and co-teacher with the student teacher in the same classroom.

Over the past ten years, Dr. Murphy (then working in Northern Ireland) conducted research and published the outcomes of a coteaching project centred on the teaching of science in primary schools. She is internationally recognised as a proponent of this approach<sup>3</sup>. It is considered that students on the B.Mus. Ed. Programme, with their expertise in music, would be particularly suited to involvement in a coteaching project. It is therefore planned to extend the research project to the programme this year and coteaching will form part of the school placement experience for first-year students starting in 2013. Researchers at the school of education in Trinity will monitor this innovation over four years to ensure that best practice is established. The panel commends this initiative which has the potential to inform good practice in school placement. To that end, it recommends that the School of Education document and monitor the project and, at the end of the current cycle (i.e. 2017), report the outcomes to the Teaching Council, including a critique of the project with a view to considering the possible wider application of coteaching as part of school placement.

### **5.5 Student intake**

The panel is impressed by the very high calibre of students accepted on the B.Mus.Ed. programme and notes that they are musically as well as academically gifted. Intake to the programme is limited to between 10 and 15 students per annum and demand is in the region of 10 applicants for every place. CAO points for entry to the programme are usually very high - 525 on random selection in 2012.

### **5.6 Student-staff ratio and the student experience**

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<sup>3</sup> Dr. Colette Murphy is co-author with Kathryn Scantlebury of a publication *Coteaching in International Contexts: Research and Practice* published by Springer in 2010.

Total enrolment on the programme is in the region of 50 students. The allocation of staff to the programme, in the School of Education, the RIAM and the DIT Conservatory of Music, is such as to ensure that class sizes are small and that students have individual as well as group tuition in the conservatories. The panel is satisfied that the (FTE) staff-student ratio on this programme is in line with Teaching Council requirements. The (full-time) programme co-ordinator in the School of Education, Trinity College, knows all her students individually and provides a high level of pastoral and professional support.

### **5.7 School placement**

The panel notes that school placements feature in every year of the four-year programme, and that the requirements of the Teaching Council under this heading are satisfactorily met. The panel is impressed by the model of coteaching on school placement, which is being introduced on a pilot basis on the B.Mus.Ed. Programme. The overall approach to school placement is progressive and in line with, if not in advance of, developments elsewhere.

### **5.8 Literacy and numeracy**

The issue of literacy and numeracy was raised by the panel during the site visit. It commends the School of Education for providing workshops for staff on literacy and numeracy and notes that a staff handbook examining practical ways to involve literacy and numeracy strategies is in preparation.

### **5.9 Erasmus programme**

The School of Education is involved in the European Union's Erasmus Programme. Students in the Junior Sophister year (third year) of the B.Mus.Ed programme are offered the opportunity of spending one semester abroad either at the Kodaly Institute in Kecskemet, Hungary or at the Royal Scottish Conservatoire, Glasgow, Scotland studying music. Correspondingly, students from Hungary and Scotland spend time at Trinity College. The panel commends the programme co-ordinator for her work in identifying suitable Erasmus placements for B.Mus.Ed. students and recommends that every effort is made to continue these placements in the reconceptualised B.Mus.Ed.

## **6. Recommendations**

### **6.1 Regular updating of reading lists**

The panel recommends that reading lists in all areas be regularly updated to ensure that the graduates of the programme maintain ongoing currency. Reading lists should include relevant national policy documents in education and the arts, including NCCA reports, DES documents such as Anti-Bullying Procedures; Child Protection guidelines; *Literacy and Numeracy: Learning for Life (2011)*; the *Arts in Education Charter*, launched by the Minister for Arts, Heritage and the Gaeltacht, and the Minister for Education and Skills in January 2013. Relevant NCCA documents would include *Junior Cycle Short Courses - guidelines*; and *Innovation Happens: Classrooms as sites of change (2010)*.

### **6.2 Expertise in curriculum and assessment design**

The programme co-ordinators should ensure that students of the B.Mus.Ed. develop the skills required to design short courses in music for junior cycle and Transition Year students, as outlined in the *DES Framework for Junior Cycle (2012)* and supported in the *Arts In Education Charter (2013)*.

## ***7. National Issues***

Having regard to the documentation that was submitted, advice received from the subject specialist who advised the panel, and information gleaned during the meeting with the programme providers, the panel has noted the following issues which it believes merit further attention by the Teaching Council and/or other national stakeholders.

### ***7.1 Length of concurrent post-primary programmes***

The panel is impressed with the way in which the B.Mus.Ed in Trinity College meets all of the criteria for post primary concurrent four-year programmes comfortably with 240 ECTS credits and a Level 8 designation. In the opinion of the panel this success is related not only to the quality and standards achieved by the programme team but also to the fact that just one major subject specialism is taken by students along with the expanded education components.

The panel recommends that the accreditation criteria for concurrent post-primary programmes be reviewed. Formerly, four-year concurrent programmes at post-primary were assumed to have an equivalence with an undergraduate degree followed by a postgraduate diploma in education (i.e. 180/240 ECTS credits, followed by 60 credits). From September 2014 onwards, the consecutive route will consist of 180/240 ECTS credits (undergraduate degree) and 120 ECTS credits (postgraduate teaching qualification, henceforth normally at masters level). However, concurrent post-primary programmes will normally consist of 240 ECTS, of which 120 will comprise of education components and 120 of subject discipline components (in the case of degrees in which there are two subject disciplines each subject must amount to the minimum Teaching Council requirement of 60 credits, or 80 or 90 credits in respect of certain subjects).

While the panel endorses the increase in education components in both concurrent and consecutive programmes, it is concerned that equivalence can no longer be automatically assumed with regard to the coverage of subject disciplines. This is particularly relevant in respect of concurrent post-primary ITE programmes that combine preparation for two disciplinary degree subjects with the mandatory 120 education credits: here the current allocation of 120 credits to the disciplinary areas can be quite restrictive. This problem is even more acute where a minimum of 90 credits for one of the subject specialisms is required by the Council. These issues create difficulties for HEIs when they endeavour to meet the Teaching Council criteria, align with Leaving and Junior Certificate curricula and map to the Bologna Framework with regard to recommended ECTS credits.



## **7.2 Curriculum design and assessment**

In the context of the proposed changes to the junior cycle programme, and of international best practice, all teacher education programmes should be required to make visible their approach to curriculum design and assessment. In practical terms, this requires a greater emphasis on the processes by which curriculum is designed, the theory and practice of formative and summative assessment and on the uses and limitations of testing. Arising from this, the Teaching Council's criteria and associated Pro Forma and Guidelines should be kept under review, having regard to the evolving context for the junior cycle.

## **Appendix 1 - Review Panel Membership**

### **Independent Review Panel Chair**

Professor Áine Hyland is Emeritus Professor of Education and former Vice-President of University College Cork. She is a member of the European Universities Association Institutional Evaluation team and has been involved in reviews of universities in Italy, Turkey, North Cyprus, Bosnia-Herzegovina, Slovakia, Portugal and Romania. She is author of *A Review of the Structure of Teacher Education Provision in Ireland*, a Background Paper published in June 2012, and *Transition from Second to Third Level*, published in September 2011.

### **Teacher Education Expert**

Professor Seán Farren is a retired member of the School of Education at the University of Ulster, where he is currently a Visiting Professor. He is also a former Member of the Northern Ireland Assembly and former Minister of Higher and Further Education in the NI Executive. In recent years he has been involved in developing research partnerships with universities in East Africa through the Irish-Africa Research Capacity Building project. He has published widely on curriculum development and the history of Irish education.

### **Teaching Council Member**

Patsy McVicar was nominated to the Teaching Council by the post-primary school management organisations of ACCS, JMB and ETBI. He recently retired from his position as Principal of Pobalscoil Chloich Cheannfhaola, Falcarragh, Co. Donegal. He is a previous member of the Association of Community & Comprehensive Schools (ACCS) Executive Committee, where he chaired the Education sub-committee. He served on a number of NCCA committees including Course Committees for Technical Graphics, Design & Communication Graphics and the Board of Studies for Technological Subjects. At Teaching Council, he is a member of the Education, Registration and Disciplinary sub-committees and serves on the post-primary applications panel.

### **Inspector from the Department of Education and Skills**

Amanda Geary is currently a Post-Primary music and SPHE inspector with the Department of Education and Skills. This role involves undertaking various types of evaluations. In addition, she is currently the Department's representative for the Arts at post primary level and is a member of an inspectorate curriculum advisory group for the revised Junior Cycle Framework. Prior to this, Amanda taught in a number of post-primary and primary schools.

### **Rapporteur**

Risteard Ó Broin was, until recently, a member of the Inspectorate of the Department of Education and Skills. Initially he worked as a District Inspector and later at Divisional level. In addition to conducting whole-school evaluations, he contributed to policy formulation and implementation in a variety of settings throughout the education system including the area of initial teacher education. Prior to being appointed an inspector, he taught at primary level in a number of schools and also served as a principal teacher of a large school for a period of seven years.

## ***Appendix 2 - Visit Schedule***

The panel met with the following personnel from Trinity College at a meeting in the college on Thursday 19 September 2013. The meeting began at 14.00 and concluded at 16.30.

Professor Linda Hogan (Vice-Provost)

Professor Shane Allwright (Registrar),

Dr. Patrick Geoghegan (Dean of Undergraduate Studies),

Dr. Carmel O'Sullivan (Head of the School of Education, Trinity College),

Professor Michael Shevlin (Director of Teaching and Learning),

Ms. Marita Kerin (Course Coordinator, B. Mus.Ed.),

Dr. Colette Murphy (Director of Research, School of Education),

Ms. Deborah Kelleher (Director, Royal Irish Academy of Music),

Dr. Gordon Munro (Head of Conservatory of Music and Drama, DIT)

Ms. Claire Doran (School Administrator),

## **Appendix 3 - Teaching Council Registration: Curricular Subject Requirements**

*(Post-primary) Effective for registration on or after 1 January 2017 - MUSIC*

### **Music**

*In order to meet the registration requirements set down in the [Teaching Council \[Registration\] Regulations](#) in respect of the curricular subject of Music, an applicant must meet all of the following criteria:*

1.
  - (a) Applicants must hold a degree-level qualification, with Music studied up to and including third-year level or higher (or modular equivalent).
  - (b) The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass<sup>4</sup> result in all examinations pertinent to the subject of Music.
  - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Music comprising at least 80 ECTS credits (or equivalent) and with not less than 10 ECTS credits (or equivalent) studied at third-year level or higher (or modular equivalent).
2. The study of Music during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Music syllabus<sup>5</sup> to the highest level in post-primary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)). To meet this requirement the degree must include the study of all of the following:
  - (a) Instrumental and/or Vocal Performance
  - (b) Harmony and Composition
  - (c) Aural, Basic Keyboard and Music Technology Skills
  - (d) Western Art Music
  - (e) Irish Traditional Music.
3. Applicants must also have completed a programme of post-primary initial teacher education (age range 12-18 years) carrying a minimum of 120 ECTS credits (or equivalent)<sup>6</sup>. The programme should include a module(s) on the teaching of Music carrying a minimum of 5 ECTS credits (or equivalent)<sup>7</sup>.

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<sup>4</sup> which includes pass by compensation.

<sup>5</sup> as approved by the Minister for Education & Skills, and published by the National Council for Curriculum and Assessment (NCCA).

<sup>6</sup> Applicants who have commenced a programme of initial teacher education prior to 01/09/2014 carrying less than 120 ECTS credits may be exempted from this requirement at the Council's discretion.

<sup>7</sup> Applicants who have completed a specialist concurrent degree in Music must meet all of the requirements as detailed above. This course should be equivalent to a minimum of 240 ECTS credits.