



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

Name of HEI: **University College Dublin**

Name of Programme: **Bachelor of Education in
Education, Gaeilge and Modern Languages**

March 2022

Publication of this Report

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

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Programme Overview

This report relates to the review of the following programme provided by University College Dublin

Bachelor of Education in Education, Gaeilge and Modern Languages, 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.

UCD 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 in Education, Gaeilge and Modern Languages** at **UCD** took place between July 2021 and March 2022 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Notification	The Council were informed by UCD of a proposed new degree; Bachelor of Education in Education, Gaeilge and Modern Languages in May 2021.
Preliminary Meeting	A preliminary meeting was held between the Council executive staff and UCD on 11 June 2022 to provide an overview of the submission documentation and answer queries from UCD.
Submission	UCD submitted the proforma and supporting documentation for the Bachelor of Education in Education, Gaeilge and Modern Languages on 12 July 2021.
Desk-based Review	A desk-based review was conducted by the Council staff and a letter requesting clarifications was sent to UCD on 2 September 2021. UCD submitted their response on 15 October 2021
Appointment of Review Panel	The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's director, with Dr Mary Fleming as Chairperson and Prof. Jim Gleeson and Mr. Ciarán Flynn as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	<p>The review panel was supported by Mary Condon in their role as a rapporteur.</p> <p>The Rapporteur's functions included liaison with UCD, 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>

Review panel meeting 1	The panel met on 21 December 2021 to consider the submission. They requested clarifications from UCD on 24 January 2022. UCD responded to this request on 21 February 2021.
Review panel meeting 2	The panel met to consider these clarifications and agree recommendations on 22 March 2022.
Reporting	The report was drafted and issued to the HEI for the 30-day feedback period. It was finalised when the final response was received from UCD.
Education Committee	The Chair will present the report to the Education Committee on 13 May 2022. They may decide to; accredit the programme, accredit the programme with requirements or not accredit the programme.

Overall Findings

The Panel commends the detailed submission and engagement with the process by UCD. It also commends the development of a programme of initial teacher education that is responsive to the government national priority of addressing Teacher Supply needs.

There is an integrative approach to theory and practice across the programme. This is especially evident in the Professional Practice Modules where there is coherent alignment between School Placement requirements and the development of a professional digital learning portfolio/ Taisce over the four years. The variety and range of activities required has the potential to support the student teachers' interrogation of learning from all modules of the programme, and so enhance their development as reflective and professional practitioners.

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The Programme received academic accreditation in April 2021 prior to being submitted to the Teaching	Yes

	Council for professional accreditation and is in line with the Council's Registration Regulations 2016.	
1.1.2 Conceptual Framework	<p>The programme is supported by a clearly-defined conceptual framework.</p> <p>“The conceptual underpinnings of this new B.Ed. programme have three related components. These are: (1) Developing Teacher Identity (2) The Centrality of Pedagogy and (3) Educating for Sustainable and Inclusive Futures”.</p> <p>In the application, UCD demonstrated how the conceptual framework is developed in the context of the provider's mission and ethos, how it is informed by research, the Council's <i>Policy on the Continuum of Teacher Education</i> 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>, “through ongoing reflective and deliberative conversations with lecturers, tutors, co-operating and collaborative teachers and principals, student teachers will be enabled to construct a professional disposition and identity that is consistent with the Teaching Council Code of Professional Conduct” and how it identifies the HEI's principles, beliefs and values about education, teacher education, and teaching and learning.</p> <p>“A core aspect of the conceptualisation of this B.Ed. programme is the nurturing and holistic development of the child as a global citizen, an individual who “is aware of the wider world and their place in it” (Oxfam, 2018). Education for sustainability is central here, bridging connections between citizenship in its widest sense and children's lived experiences of present as well as future well-being at an individual and societal/global level”.</p> <p>The application demonstrated how the conceptual framework provides a rationale for the model of ITE which has been adopted, how it enables student teachers while on placement to demonstrate the link between the sites of practice (HEI and school).</p> <p>“This programme adopts a concurrent model of ITE. Here students' introduction to languages, to language</p>	Yes

	<p>teaching and learning, and to all the broader aspects of becoming a teacher, are integrated in a gradual and scaffolded process. Our conceptual framework (with its foregrounding of Teacher Identity, the Centrality of Pedagogy, and Educating for Sustainable and Inclusive Futures) demonstrates the importance of integrating rather than separating these ideas.” and reflects that school placement is the fulcrum of the continuum of teacher education. It also shows how key themes are revisited over the programme. It demonstrated how the professional studies aspect of the programme gives student teachers sufficient opportunities to actively learn from practising teachers about relevant and innovative methodologies, appropriate to their practice.</p> <p>“The teacher’s identity is developed in concert and communication with others and so priority will be given throughout this programme to the cultivation of strong school-university partnerships. In this way, student teachers will develop an awareness from the earliest stages that their sites of practice are closely and meaningfully linked”.</p>	
<p>1.1.3 Programme Aims</p>	<p>The application clearly defines the aims of the programme, demonstrating where the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes.</p> <p>The programme aims are demonstrated in learning outcomes relating to: Developing Teacher Identity, The Centrality of Pedagogy and Educating for Sustainable and Inclusive Futures.</p> <p>The application demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.</p> <p>“The new B.Ed. Programme will provide students with the knowledge and understanding of the new specifications in Gaeilge or Modern Languages at Junior Cycle and the syllabi for Senior Cycle to facilitate high quality teaching and learning for their students.</p> <p>The B.Ed. will also support students in improving their target language use, which has been identified as a priority by the DES.”</p>	<p>Yes</p>

	<p>UCD 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 aims of the B.Ed. Programme are to: - develop student teachers' knowledge on how languages are learnt in order to inform their own teaching methods and practices; - enable student teachers to develop, design and plan lessons, units of work and schemes of work appropriate to language teaching at junior and senior cycle; - prepare student teachers to design more engaging and inclusive learning experiences to improve language proficiency in their pupils; - plan for assessment using best current and relevant practices, with a focus on formative assessment; - explore a range of teaching styles, methods relevant to second or third language acquisition; - explore how literacy and numeracy are developed in the language classroom; - encourage and support the use of innovative teaching methods and digital technology to enable pupils to engage with authentic language material, in line with the Digital Strategy and the Digital Learning Framework.”</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>“The B.Ed. will prepare teachers for teaching, learning, reflective practices and assessment in their schools by embedding these within all aspects of the programme by e.g., providing students with a scaffolded approach to reflective practice when teaching in schools”</p> <p>“The B.Ed. will foster student teachers' agency for professional growth by embedding the principles of creativity, criticality and design.”</p>	
1.1.4 Programme Duration & Balance	The review process determined that the submission demonstrated that the concurrent programme meets the criterion of a minimum of four years duration, and how the models of teaching, learning and assessment	Yes - see requirements below.

	<p>set out in the conceptual framework are evident in the programme structure.</p> <p>Bachelor of Education in Education, Gaeilge and Modern Languages is a four year, 240 ECTS concurrent degree. It comprises 120 ECTS of Education, of which School Placement comprises 60 ECTS, and Foundation and Professional Studies comprise 60 ECTS. The subject disciplines comprise 60 ECTS credits each. The programme meets the Teaching Council Subject Requirements (Post-Primary) for Gaeilge, French, German, Spanish and Italian. 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>UCD 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, thus enabling them to become responsible, trustworthy, and reflective practitioners”.</p>	
<p>1.1.6 Integration and Diversity of Programme Content</p>	<p>UCD have demonstrated that foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice; that the programme design follows a spiral learning approach, and that the programme allows student teachers to experience a variety of teaching, learning and assessment modes.</p> <p>“For example, in our Stage 2 module, ‘Education for Democracy: Views from Philosophy and Sociology’, student teachers will explore the role of education in preparing for a democratic way of life. This module will encourage student teachers to think about how their own students might learn conscience, empathy, and agreeable disagreement. It will do so in a very concrete way through introducing and practising the pedagogy of Philosophy for Children”.</p> <p>“The programme design follows a spiral learning approach,” For example, in their Stage 1 module, ‘Socio-Historical Perspectives on Education’, student teachers will be introduced to some of the social barriers that potentially inhibit agency and voice. This theme will be taken up again in the Stage 2 module, ‘Education for Democracy’, where student teachers will</p>	<p>Yes- see requirements below</p>

	<p>be encouraged (primarily through an engagement with the work of Paulo Freire and bell hooks) to consider the particular classroom contexts that facilitate open and empowering dialogical practice between teachers and pupils. Such practice will be further interrogated in the Stage 4 module, 'Inclusive Education for Students with Additional Learner Needs' which will outline a range of pedagogical and assessment modes that will allow all students in the Irish classroom to participate in a meaningful way."</p>	
Aptitude test	<p>UCD completed an 'Aptitude test' declaration form, confirming that the programme design allows for the provision of 'aptitude tests' for teachers who have qualified outside of the State.</p>	Yes
<u>1.1.7 Required Areas of Study</u>	<p>The review process determined that the submission demonstrated how the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u></p> <p>The programme provides research informed insights to support student teachers' understanding of the practices of teaching, learning and assessment for all pupils,</p> <p>"All of our modules are research-informed and research-led"</p> <p>The programme provides the basis of a strong professional ethic in teaching and learning, includes curriculum studies, the history and policy of education, philosophy of education, psychology of education, sociology of education.</p> <p>"The sociological, philosophical, and historical underpinnings and complexities of constructs and meanings related to rights, citizenship, voice, agency, democracy, and power are explored, encouraging student teachers to critically draw on rich inter-disciplinary sources to tease through experiences of both being a child as well as an adult (parent, teacher) in contemporary post-primary schools."</p> <p>"Our B.Ed. programme is committed to the importance of Foundation Studies in Initial Teacher Education. We take an integrated approach to Foundation Studies,</p>	Yes -See requirements below

	<p>breaking down the traditional disciplinary divisions in ways that make learning more meaningful for our student teachers.”</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>UCD indicate that the “students will be provided with a comprehensive account of the development of education in Ireland”.</p> <p>UCD notes that they “encourage our students to think carefully about the `big ideas of education (authority, democracy, identity, and power) as these operate in the small spaces of the classroom”.</p> <p><u>Professional Studies</u></p> <p>UCD demonstrates that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge as evidenced in their professional Studies modules and under the headings of:</p> <p>Developing Pedagogical Expertise,</p> <p>Emerging Technologies,</p> <p>Communicative Skills,</p> <p>The Irish Education System,</p> <p>The Adaptive Expertise of Student Teachers</p> <p><u>School Placement</u></p> <p>UCD demonstrated how the school placement provides opportunities for student teachers to experience a high support/high challenge model of placement as;</p> <p>“An effective school placement is one based on organic, democratic, innovative and sustainable partnerships between schools and HEIs, a partnership which presupposes a sharing of professional repertoires, craft and theoretical knowledge. The</p>	
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	<p>school placement component of this programme is structured so as to foster joint professional learning and collaborative inquiry a process in which student teachers become members of a scholarly community of teacher researchers”.</p> <p>The student teacher will learn to plan for, and undertake, class teaching, learning and assessment using a wide range of strategies in a diversity of class settings and subject levels establish classroom management strategies that support suitable and effective learning for all pupils and that promote and maintain positive behaviour,</p> <p>“The school placement components of this programme are designed specifically to provide student teachers with opportunities to experience a supportive yet challenging model of placement; plan for and undertake class teaching, learning and assessment using a wide range of strategies in a diversity of class settings and subject levels; establish classroom management strategies that support suitable and effective learning for all pupils and that promote and maintain positive behaviour.”</p> <p>The student teacher will observe experienced teachers teaching, be involved in a wide range of school activities, reflect critically on their practice and programme of study</p> <p>“Students will be supported to actively research their own practice while on placement, as well as engage in observation of experienced colleagues.”</p> <p>They will both inform and shape each other, receive and respond to feedback on their practice, identify areas for further professional learning for Droichead.</p> <p>“Students will be supported to actively research their own practice while on placement.”</p> <p>A focus on teacher research and reflective practice will include an expectation that students work in consultation with school and HEI personnel to identify areas for further professional learning for Droichead”</p>	
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	<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>“Educating for Inclusive Futures is a core conceptual underpinning of our new B.Ed. programme. Student teachers on the programme will discover how engagement makes children's learning possible, through knowledge building and consolidation as individuals and in social groups. In addition, they will analyse the social and psychological constructs of how children presenting with a range of additional support needs are both identified and enabled to flourish”</p> <p>2. Global Citizenship Education</p> <p>“A core aspect of the conceptualisation of this B.Ed. programme is Educating for Sustainable and Inclusive Futures, encompassing the nurturing and holistic development of the child as a global citizen, an individual who "is aware of the wider world and their place in it”</p> <p>UCD addresses this requirement under the headings of</p> <ul style="list-style-type: none"> • Education for Sustainable Development • Wellbeing • Social Justice • Interculturalism <p>3. Professional Relationships and working with parents</p> <p>UCD addresses this under the headings of</p> <ul style="list-style-type: none"> • Working with/outside the school community • Preparing for school placement • School as a learning community • Educational Legislation <p>4. Professional identity and agency</p> <p>“UCD want to encourage our student teachers to develop their own senses of self – their own voices within an ever-changing and ever-renewing profession.</p>	
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	<p>Learning to teach is not a matter of applying decontextualized skills (Britzman, 1991; Palmer, 1997; Biesta, 2013). Rather, it is a time of formation and transformation when one's past and present selves are projected into a future and potentially life-long professional career. This is a time of scrutiny into who one is and who one might possibly become”.</p> <p>5. Creativity and Reflective practice</p> <p>“The B.Ed. programme will embed the principles and practices of creativity and innovation within the content, placement experiences and reflective practices. Under the following headings</p> <ul style="list-style-type: none"> • Fostering creative mindset • Teachers as reflective practitioners • Teachers as innovators • Teachers as researchers <p>6. Literacy and Numeracy</p> <p>“The B.Ed. programme seeks to support students in developing literacy and numeracy skills as they engage with the programme under the headings Opportunities to develop literacy and numeracy Demonstrating proficiency in literacy and numeracy.”</p> <p>7. Digital Skills</p> <p>“The B.Ed. programme will provide student teachers with the opportunities to explore and use digital approaches in their teaching, learning and assessment, and to develop their competencies as teachers working in an increasingly digital world under the headings:</p> <ul style="list-style-type: none"> • Digital literacy • Use of digital technologies to support teaching, learning and assessment • Integration of digital skills in Bed • Exploration of new and emerging technologies 	
<p>Post-primary: Curricular subject criteria registration requirements</p>	<p>The programme is Level 8 on the National Framework of Qualifications (NFQ) with a minimum pass result in all examinations pertinent to the subjects of Gaelige, French, German, Spanish and Italian.</p>	<p>Yes-see requirements below</p>

	Each subject meets the minimum subject specific requirements for registration from January 2023 and meet the minimum requirement of 60 ECTS each.	
	<p>The review process determined that the submission demonstrated that subject discipline components include subject specific curricular studies and pedagogies (methodologies).</p> <p>“This B.Ed. programme will enable students to incrementally gain content knowledge and hone pedagogical content knowledge and skills for the language classroom. It will enable student-teachers to explore methodology to facilitate language learning and how to apply this knowledge to create student centred, inclusive learning experiences for all post-primary pupils.</p> <p>It will focus on language pedagogy to prepare students for planning, teaching, learning and assessment of their pupils within the Framework for Junior Cycle and within the syllabi of Senior Cycle.”</p>	
1.1.8 Learning and Assessment Strategies	<p>UCD 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. It 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>“A range of strategies and forms of assessment will be used over the course of the programme to include peer, group and individual components. The completion of assessment activities will be explored as a learning opportunity in itself and students will be supported in their critical engagement with this aspect of the programme.”</p>	Yes

Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	<p>The review process determined that the submission demonstrated that the programme meets this standard by providing:</p> <ul style="list-style-type: none"> •programme staff qualifications and experience •evidence that from May 2022 at least 50% of all School Placement Tutors are registered as teachers with the Teaching Council, with 100% of their existing placement tutors registered with the Teaching Council. It demonstrated the staff distribution mechanisms the College has 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>It also demonstrated how the student: staff ratio of 15:1 is achieved, with the programme demonstrating a ratio average of 12.65:1.</p> <p>UCD demonstrated the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including that relating to reflective practice, research, curriculum development, inclusive education and professional development. The University's Continuing Professional Development Policy outlines their commitment.</p> <p>"As a professional school, personnel at UCD School of Education are keenly aware of the necessity to make provision for our extended community of practice to continue to invest in our individual and collective learning. Towards this end, apart from cultivating an enabling learning environment, the following formal and informal provisions are extended to all academic staff."</p>	Yes - see requirements below
1.2.3 Facilities	<p>UCD demonstrated that appropriate facilities are available to support research, teaching and learning, providing the following: Libraries, Language laboratories, Online access to apps and programmes Dedalus Computer Centre UCD Sports Facilities UCD Student Centre Research Spaces in Library Service, Student Counselling UCD Disability Service, Support of an Educational Technologist, Small group micro teaching to provide additional support, where required. State of the art technology e.g., lecture capture.</p>	Yes

<p>1.2.4 Student Support and Guidance Systems</p>	<p>The review process determined that the submission demonstrated that the provisions are in place for the personal and social development and pastoral care of student teachers.</p> <p>UCD has a wide range of student supports and services.</p> <p>“The College has a suite of supports in place for student teachers' personal and social development, and pastoral care needs.”</p> <p>“All students will be assigned a tutor who will work with them throughout the four years of the B.Ed. post-primary programme, thus they become members of a community of practice from the outset. The tutor provides pastoral care for student teachers as they progress through the programme and will link directly with the programme director with any concerns or challenges students may have. Students also have access to two student advisors who work closely with the School of Education in providing pastoral support to students. The writing centre and the library provide support with academic writing and in preparing students for writing up their capstone projects.”</p> <p>UCD have demonstrated how a student teacher might transfer to an alternative programme, where feasible, and to carry credits in so doing, with due regard to the exit award arrangements already in place in the HEIs</p> <p>“After the first year, a student can select a pathway and progress into stage 2 DN520 Arts and Humanities (Joint Honours). In a situation where a student does not meet the language/education requirements to attain the B.Ed., s/he can select a pathway to exit with a certificate (30 credits) or diploma (60 credits) in Social Sciences.”</p>	<p>Yes</p>
<p>1.2.5 Communication and Decision-making Structures</p>	<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>“Students elect representatives and these meet regularly with relevant programme directors in the School of Education. This is the most immediate feedback loop between students and academic staff where matters are kept under regular review. In</p>	<p>Yes</p>

	<p>addition, the school has a designated faculty member with responsibility for student liaison with structured meetings with the elected student representatives as a group during the academic year. The School of Education is the forum for decision-making about all programmes in the first instance and adheres to university regulations regarding the composition and function of programme boards (see: https://www.ucd.ie/governance/universitysecretariat/.)</p> <p>“As the School of Education is located with the College of Social Sciences and Law, its programmes must be approved by this body before advancing finally to the ultimate academic authority in relation to university programmes, namely the Academic Council. Currently all Heads of Schools, all Heads of Teaching and Learning for each School, all Heads of Subjects and all Professorial Staff are members of Academic Council.”</p>	
1.2.6 Financial Resources	UCD have 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	<p>The UCD 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.</p> <p>“The school placement component of this programme is structured so as to foster joint professional learning and collaborative inquiry, a process in which student teachers become members of a scholarly community of teacher researchers.”</p>	Yes
1.3.2 Duration	The review process determined that the submission demonstrated that the duration of the	Yes

	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.	
1.3.3 Elements of School Placement	<p>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 Guidelines on School Placement and regarding the stage the student teacher is at on the programme.</p> <p>“School placement will be incremental, building on the theoretical foundations of the programme and deepening student teachers' pedagogical content knowledge gradually and in a supportive, evidence-based manner.”</p>	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
1.3.5 Securing of Placement	The review process determined that the submission demonstrated that UCD assumes overall responsibility for the placement of student teachers.	Yes
1.3.6 Diversity of Placement Settings	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.	Yes
1.3.7 Taisce in School Placement	<p>The review process determined that the submission provided evidence of the approaches UCD is utilising 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 <p>“Professional learning becomes more visible through the application of knowledge. Our student teachers’ development of a portfolio or Taisce will be central to this ambition”.</p> <p>“Students are required to use their Taisce to curate their learning journey throughout the programme, with the final assessment critical in showcasing their work and demonstrating a deep</p>	Yes

	and in-depth reflection on their professional development as post-primary school teachers.”	
1.3.8 Research in School Placement	<p>UCD 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>“As part of this new B.Ed. programme, we endeavour at all times to make explicit connections between carefully planned module content, coursework, and school placement during student teachers’ formation. We perceive each component and their interconnection as key to the flourishing of the student teacher during the course of the B.Ed. programme. This explicit connection will continue through the student teachers’ engagement as research practitioners.”</p>	Yes
1.3.9 School Placement: Evaluation and Assessment	<p>The review process determined that the submission demonstrated that all student teachers are supported and assessed by two or more Placement Tutors, and at least once by a registered teacher. It outlined the teaching enrichment and mentoring support offered to students who fail a module of school placement.</p> <p>“Central to this module is the provision of a dedicated support programme for student teachers, the Supplementary Teaching Support Programme, which provides individual and small-group additional support to student teachers identified as in need of more applied, targeted support. This will also include additional supportive school visits where the Director of the Supplementary Teaching Support Programme liaises closely with the co-operating teacher of the student teacher, with a view to agreeing a dedicated programme of support.”</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 and in The Teaching Council Registration Curricular Subject Requirements (Post-Primary)

Accordingly, it recommends to the Teaching Council that the programme be granted accreditation subject to the following requirements:

Programme Accreditation Requirements

1. The Council requires the modules equating to 30 ECTS from the Semester in the Gaeltacht be formulated and academically accredited within UCD.
2. The submission does not contain the module descriptor for module FR30360. It should be included with the UCD institutional submission in 2022.
3. The Council requires, in accordance with Céim 1.1.7, that Curriculum Studies be situated under the Foundational Studies area of study in future submission documentation. There is a tendency in the submission to treat (whole) curriculum studies (Foundation Studies), and language specific curriculum studies (Professional Studies) including 'subject specific pedagogical content knowledge', within the same entity
4. The Council requires that the Learning Outcomes of the following existing Education modules (Irish Childhoods, Education for a Sustainable Future and Education for Democracy) be modified to include outcomes related to the key dimension of the B Ed students' professional context of teaching.
5. The Council requires UCD to develop a check list form for students in year 3 Erasmus module selection - for Strand 3 of the programme -so they accrue 60 ECTS in each of the language subjects in their final degree
6. The Council requires UCD to create a policy document for the 4-week placement of the second modern language- stand 3- to ensure the experience satisfies the Council subject requirements.
7. The Council requires provision for, and expertise in languages pedagogy be more explicitly defined in the UCD institutional submission in 2022.
8. The Council requires that the UCD institutional submission in 2022 include an update on the two outstanding positions to be filled and that are included in the calculated SSR for the programme in Section 1.2.2 (Toolbox D). The Council notes that the position of Director of Placement has a critical role in the integration of the campus-based programme with the placement experience.

Evidence of meeting these requirements should be submitted as part of the Céim full UCD submission for review and accreditation in 2022.

Appendix 1 - Review Panel Membership

Chair

Dr Mary Fleming

Dr Mary Fleming Emeritus Senior Lecturer in NUI Galway. She was Head of the School of Education, NUI Galway from 2013-2016 and member of the Teaching Council 2016-2018. As Director Teacher Education within the School of Education from 2012, she had primary responsibility for the development and accreditation of Initial Teacher Education (ITE) Programmes and was academic Director of the Professional Master of Education. Mary lectured and taught modules in the areas of Leadership and Policy development, Curriculum Studies and Professional Practice. Her research interest areas are concerned with the dynamics of teaching and learning within classrooms, leading learning and policy developments within the system and leadership practices within educational contexts.

Panel Member

Professor Jim Gleeson

Jim Gleeson was a teacher in the Vocational Education sector and has worked on various curriculum development and evaluation projects. He worked in teacher education at Thomond College of Education/University of Limerick (1981-2011). Jim was an IUA nominee on the Teaching Council from 2005-2012. He was Professor of Identity and Curriculum at Australian Catholic University, Brisbane, from 2013-2018, and he is currently an Adjunct Professor at the Institute of Education, Dublin City University. Jim's main research interests include curriculum policy and practice; teacher professionalism and development; faith-based education.

Panel Member

Mr Ciarán Flynn

A former teacher, VEC and Community School Principal, Ciarán Flynn served on the Teaching Council as a nominee of second level management and acted as Chairperson for the ARC of the Teaching Council. He was General Secretary of the Association of Community and Comprehensive Schools (ACCS), advising and supporting Boards of Management of 95 schools and Principals for eight years. Ciarán chaired the Teacher Supply in Ireland: Technical Working Group which reported to the Teaching Council and to the Minister for Education and Skills in November 2015. He has served on behalf of the Teaching Council for the past 5 years as the Droichead Quality Assurance Chairperson for Primary and Post-Primary Panels. With a Masters in Education Management Ciarán has lectured in DCU on the M. Sc. in Educational Training and Management for eight years. He has worked with the National Leadership Development for Schools Team supporting newly appointed Principals and Deputy Principals countrywide. He is the Chairperson of the Boards of Management of two schools in the Leinster area, a member of a Community National School Board of Management and is currently the Chairperson of the Le Chéile Schools Trust Board.

Appendix 2 - Teaching Council Registration: Curricular Subject Requirements (Post-primary) Effective for registration on or after 1 January 2023

Gaeilge

In order to meet the registration requirements set down in the Teaching Council (Registration) Regulations in respect of the curricular subject of Gaeilge an applicant must meet all of the following criteria:

1. (a) Applicants must hold a degree-level qualification, with Gaeilge 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 result in all examinations pertinent to the subject of Gaeilge.
(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Gaeilge comprising at least 60 ECTS credits (or equivalent).
2. The study of Gaeilge/Irish during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Gaeilge syllabus/specification to the highest level in post primary education (see www.curriculumonline.ie).

The degree must also include the study of the following:

- a) Language skills
- b) The study of texts

Prior to completion of their teacher education studies, applicants should provide verifiable evidence of an immersive educational experience in Gaeilge of a minimum of four weeks duration. This may be accessed in two blocks, each of which must be at least two weeks. At least one of these blocks must be in a Gaeltacht setting with the option of one block in an Irish medium setting.

The immersive educational experience(s) must be one of the following:

attending an Irish language course
working as a staff member in an educational setting in the the Gaeltacht
conducting an action research project which is of relevance to their teaching studies
engaging in School Placement.

4. Evidence of linguistic competence All applicants must provide evidence of linguistic competence in the language. This can be demonstrated by providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed.

Alternatively, applicants can provide certification of achieving level B2.2 standard of an independent language competency test.

Applicants for whom the language is their first language.

1. reading, spoken production, spoken interaction, listening and writing
2. texts refer to all products of language use including aural, oral, written and digital texts

Curricular Languages (Arabic, French, German, Italian, Japanese, Russian, Spanish)

In order to meet the registration requirements set down in the Teaching Council [Registration] Regulations in respect of the curricular subject of the specific Curricular Languages an applicant must meet all of the following criteria:

1. (a) Applicants must hold a degree-level qualification, with the specific curricular languages 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 result in all examinations pertinent to the subject of the specific curricular language.
- (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of the specific curricular language comprising at least 60 ECTS credits (or equivalent).

2. The study of the specific curricular language during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the specific curricular language syllabus/specification to the highest level in post- primary education (see www.curriculumonline.ie).

3. Evidence of linguistic competence

- a) All applicants must provide evidence of linguistic competence in the language. This can be demonstrated by providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed.
- b) Alternatively, applicants can provide certification of achieving level B2.2 standard of an independent language competency test.

4. The degree must also include the study of the following:

language skills 8

the study of texts 9

5. Prior to completion of their teacher education studies, applicants should provide verifiable evidence of an immersive educational experience in the curricular language of a minimum of four weeks duration. This may be accessed in two blocks, each of which must be at least two weeks. At least one of these blocks must be in a setting where the language is the vernacular language of the region/country.

The immersive educational experience(s) must be one of the following:

attending a language course

working as a staff member in an educational setting

conducting an action research project which is of relevance to their teaching studies
engaging in School Placement.

8 (reading, spoken production, spoken interaction, listening and writing)

9 (texts refer to all products of language use including aural, oral, written and digital texts)