



CONSULTATION BY THE TEACHING COUNCIL IN RELATION TO EDUCATIONAL ENTRY REQUIREMENTS

1. PURPOSE OF THIS DOCUMENT

The purpose of this document is as follows:

- a. To present, for consideration by the partners in education, proposed changes to the educational qualification requirements for entry to programmes of initial teacher education (ITE).
- b. To outline the background and context for those proposals, including:
 - i. The Council's statutory remit
 - ii. Council policy and previous decisions in this area
 - iii. Current criteria for entry into programmes of ITE and an analysis of some of the key issues emerging.
- c. To seek feedback to inform any advice which the Council may provide to the Minister for Education and Skills in this area.
- d. To provide an outline of the consultation process which is planned and the various phases involved.

2. SUMMARY OF PROPOSALS

In June 2011, the Council adopted *Initial Teacher Education: Criteria and Guidelines for Programme Providers* which proposed that the educational requirements for entry to programmes of initial teacher education be amended as set out in Table 3 of that document.

Since those proposals were published, they have been reconsidered by Council, having particular regard to:

- recent thinking in relation to the current 14-point grading scale at Leaving Certificate level¹
- feedback received from HEIs at a meeting in October 2011
- the Government's strategy for Literacy and Numeracy².

¹ See, for example, *From Transaction to Transition, Outcomes of the Conference on the Transition from Second to Third-Level Education in Ireland*, Higher Education Authority and National Council for Curriculum and Assessment.

² *Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011 – 2020*, Department of Education and Skills, July 2011.



Accordingly, an updated table is presented for consultation here:

Proposed Minimum Entry Requirements

Primary Teacher Education	Post-Primary Teacher Education
<p>Leaving Certificate levels (or equivalent):</p> <p>Maths: A Ordinary or C Higher English: B Higher Irish: B Higher</p>	<p>Post-graduate: Satisfy general and subject specific criteria, in undergraduate degree, set out by the Teaching Council</p> <p>Concurrent: Minimum Leaving Certificate level, or equivalent, in one or more subject(s) being studied for teacher education purposes, to be set by HEIs</p>

In addition to the above, it was proposed that in cases where more than five years has elapsed since the applicant completed the Leaving Certificate examination (or equivalent), applicants would be required to demonstrate literacy and numeracy competence by means of an ITE Admissions Test. Furthermore, applicants for primary teaching and those who would be teaching Irish at post-primary level would be required to demonstrate competence in Gaeilge by means of an Irish Language Admissions Test, in cases where more than five years has elapsed since they completed the Leaving Certificate.

Specific educational requirements for entry to initial teacher education by persons who are deaf/hard of hearing:

It is proposed that persons wishing to enter a new Bachelor of Education programme tailored to meet the specific needs of deaf and hard of hearing persons (to be known as the Bachelor of Education: Irish Sign Language), would be exempt from the standard Leaving Certificate Irish requirement. Instead, entrants would be required to meet minimum requirements in Irish Sign Language, as validated by the Centre for Deaf Studies in TCD, or, subject to NCCA approval, recognised as a Leaving Certificate subject.

3. THE CONSULTATION PROCESS

This consultation is one part of a comprehensive consultation process which is being undertaken by the Teaching Council in relation to the requirements for entry to programmes of ITE. The overall process can be summarised as follows:

Part 1.

The Council is about to conclude a consultative and deliberative process in relation to the subject-specific entry requirements for programmes of initial teacher education (post-primary). It



anticipates that this process will have concluded by the end of 2012 and that it will then be in a position to forward its advice to the Minister for Education and Skills in the first quarter of 2013.

Part 2

The next phase of consultation relates to the minimum standards of educational qualifications for entry to programmes of ITE, having particular regard to the proposals referenced in 2 (*Summary of Proposals*) above.

Part 3

A further phase of consultation, which is expected to commence in 2013, will examine entry requirements for programmes of initial teacher education in a wider context and consider selection procedures and the range of factors which may have a bearing on an applicant's suitability for entry to a programme of ITE. (See Appendix A for an indicative list of the key issues which may be considered by Council as part of that phase). It is expected that the Council will submit advice to the Minister for Education and Skills by summer 2014 following that phase.

The consultation detailed in this paper relates to 2. above. The Council expects to submit its advice to the Minister for Education and Skills by summer 2013, having regard to the feedback received during this (current) phase of consultation.

4. YOUR FEEDBACK

As part of this consultation process, the Council would like to hear feedback in relation to the educational requirements for entry to programmes of initial teacher education, having regard to the proposals set out in 2 above. To that end, the Council has arranged a series of meetings with stakeholders to take place in November 2012. Those meetings will provide a forum for dialogue and, arising out of the feedback received, the Council will review its proposals, and revise them as appropriate, prior to advising the Minister on this important issue.

In advance of those meetings, it is suggested that stakeholders may wish to reflect on the questions and issues set out below:

- With reference to the **current** minimum entry requirements, to what extent are they ensuring that HEIs are attracting entrants who are suited to the profession of teaching?
- Do you consider that the **proposed** minimum requirements for entry to programmes of ITE (primary) are appropriate, with specific reference to the proposed entry requirements for
 - Irish?
 - English?
 - Maths?
- Should minimum educational qualification requirements be set for entry to ITE (primary), so as to determine competence in other subject areas?



- With specific reference to the proposed requirements for entry to undergraduate programmes of initial teacher education (post-primary), do you consider that it is appropriate that entrants should have studied to Leaving Certificate level the subjects they intend to pursue during their programme of ITE?
- Should the entry requirements be differentiated to facilitate entry to the profession by persons who are deaf and hard of hearing?
- In the event that the Council is to advise the Minister that a change to entry requirements is necessary, what might an appropriate lead-in time be for the introduction of such changes? (Should the lead-in time be differentiated, having regard to the nature or extent of the proposed changes or other relevant factors that may be identified during the consultation process?)
- What is your opinion in relation to the proposal that numeracy and literacy tests be introduced for mature entrants to initial teacher education?

Written submissions are also invited and can be made using the online feedback form³ which is available for download here.

³ The online feedback will be based on the questions on this page.



5. BACKGROUND AND CONTEXT FOR THE PROPOSALS

a. Legal context

Section 7(2)(H) of the Teaching Council Act, 2001 states that the Council shall:

“advise the Minister in relation to all or any of the following:

(i) the minimum standards of educational qualifications required for entry into programmes of teacher education and training.”

Section 38 of the same Act further provides that:

“the Council shall, from time to time... review the standards of education and training appropriate to a person entering a programme of teacher education and training ...and shall advise the Minister and, as it considers appropriate, the institutions concerned.”

It is noteworthy that the Council’s role is an advisory one, and it is the Minister, by inference, who will make the final decision in relation to entry requirements.

It is also noteworthy that the Council’s role with regard to entry standards would appear to relate only to the educational qualifications of persons entering programmes of initial teacher education. It does not appear to embrace a recognition of prior experience or any other factors which may impact on the applicant’s suitability for entry to the profession, beyond the educational. Nor would it appear to encompass the attitudes and dispositions which are central to the practice of teaching.

The legislation is clear, however, that the Council has a broader role in maintaining and improving the quality of teaching and in enhancing professional standards and competence. It is in that broader context that the Council will seek feedback during the next phase of consultation.

This phase of consultation, however, will focus only on educational qualification entry requirements.



b. Current Entry Requirements⁴

i Entry requirements to ITE programmes for primary teachers

The regulations for entry to ITE programmes (primary) are prescribed annually by the Department of Education and Skills (see Appendices B, C and D for the most up-to-date requirements) and summarised in Tables 1 and 2 below.

Table 1: Minimum Entry Requirements for Concurrent Programmes of ITE (Primary)⁵

Grade C3 on a Higher Level paper in not less than three Leaving Certificate subjects, and Grade D3 in three other subjects, and must meet the minimum entry requirements set out below:		
Subject	Grade	Level
Irish	C3	Higher
English	D3 or C3	Higher Ordinary
Mathematics	D3	Either Ordinary or Higher

⁴ Much of this section has been extracted from the background paper prepared by Professor Áine Hyland to support the work of the International Team which reviewed the structure of teacher education in Ireland, 2012.

⁵ A summary of actual grades achieved by entrants to Bachelor of Education programmes over a two year period is set out in Appendix E.



Table 2: Minimum Entry Requirements for Consecutive Programmes of ITE (Primary)

An honours Bachelor degree (major award at level 8 on the National Framework of Qualifications) or a degree at Masters or Doctoral level, i.e., a major award at Level 9 or Level 10 on the National Framework of Qualifications, and must meet the minimum entry requirements set out below:		
Subject	Grade	Level
Irish	C3	Higher
English	D3 or C3	Higher Ordinary
Mathematics	D3	Either Ordinary or Higher

In the past, applicants for concurrent teacher education programmes also had to undergo an interview and undertake other tests of suitability, but these additional requirements for entry to the B.Ed. programme were discontinued some years ago. The only college which now interviews its applicants for concurrent programmes for primary teachers is the Church of Ireland College of Education. Applicants for the consecutive programmes are required to undergo an interview and an oral Irish test.

The best six subjects in a single sitting of the Leaving Certificate Examination are counted for points purposes, subject to a maximum of 600 points. The ratio of applicants to places in colleges of education for primary teachers is high and, in recent years, the cut-off point for concurrent programmes was in the region of 470 points, with successful candidates invariably within the top 15% of those who apply for places in higher education⁶.

Competition for entry to consecutive programmes of ITE is also keen, as the number of places available in this category is low (numbers are controlled by the Department of Education and Skills). The demand for places on consecutive programmes for primary teachers is demonstrated by the high demand for places on the programme provided by the private provider, Hibernia College, which accepts more than 700 students each year.

Retention and success rates among students in colleges of education are the highest in the higher education sector.

Despite the current entry requirements and the subsequent successful completion of the programme by more than 95% of entrants, concern has been expressed as to whether or not all successful applicants have adequate levels of numeracy and literacy⁷. To address this, it has been suggested that the entry

⁶ The cut-off point in 2011 for B.Ed programmes in colleges of primary teacher education was 470 out of 600 points. An analysis of CAO figures shows that only 15% of students who applied for a place in higher education achieved points equal to or higher than this.

⁷ HEA *A Study of Progression in Irish Higher Education* (October 2010). <http://www.heai.ie/en/node/1386>



requirements should be raised. However, the concern about standards of literacy and numeracy might more appropriately be addressed through the introduction of specific literacy and numeracy tests for applicants to initial teacher education programmes.⁸

ii *Entry requirements to ITE programmes for post-primary teachers*

Concurrent Programmes:

The standard of entry to four year concurrent teacher education programmes for post-primary teachers is also high, although not as high as the standard for concurrent teacher education programmes for primary teachers. Minimum entry requirements are determined by individual HEIs and places are allocated based on a points system.

Generally speaking, successful applicants for concurrent programmes for second level teachers are within the top third of school leavers in terms of academic achievement, the only exception being one recently accredited provider, where applicants are in the top 50% of school leaver achievement⁹.

Consecutive Programmes:

Graduates who seek a place on a consecutive ITE programme for post-primary teachers apply directly to the HEI or, in the case of the four universities of the National University of Ireland (UCD, UCC, NUIG and NUIM), through a central post-graduate applications centre (PAC)¹⁰. The degree must meet the Teaching Council's subject specific criteria (in respect of one subject) in order for the graduate to be considered for registration. Additional selection criteria may also be applied and these differ somewhat for the different universities. The NUI colleges apply a points system based on:

- (1) performance in an eligible primary degree
- (2) additional relevant academic qualifications and
- (3) allowable relevant professional experience.

Applicants are not interviewed¹¹.

The academic standard of entry to these programmes is high and usually only those applicants who have achieved a First Class Honours degree or a degree at the upper Second Class honours level succeed in gaining a place.

The (NUI) application system does not differentiate between applicants for different subject areas so that, in theory, all the available places could be allocated to applicants from a small number of subject areas, if their degree results happened to be the highest.

⁸ A recent report on teacher education in Scotland recommended that "candidates for teaching should undertake diagnostic assessments of their competence in both literacy and numeracy. The threshold established for entry should allow for weaknesses to be addressed by the student during the course. A more demanding level should be set for competence to teach". (*Report of a Review of Teacher Education in Scotland*, 2010, p. 27.)

⁹ See CAO website – <http://www.cao.ie>

¹⁰ See <http://www.pac.ie>

¹¹ There are some exceptions.



Applicants for places in the PDE in Trinity College Dublin (TCD), which provides about 10% of total available places, must specify at the point of application which subject specialism they intend to study. This enables TCD to control the number of places in each subject area and allows for monitoring under- and over-supply. TCD also interviews its applicants.

c. Issues with the current entry requirements

Concerns re quality

Despite high standards of entry for programmes of initial teacher education in this country, concern has been expressed regarding the suitability of all successful applicants for teaching and the ability of current entry requirements to meet the needs of the system. In particular, questions have been raised as to whether all applicants have adequate standards of literacy and numeracy and whether current entry requirements are sufficiently robust and a reliable indicator of competence in these areas.

Concerns re equity of access

Over recent decades, concern has been expressed through various fora that those who are successful in accessing programmes of initial teacher education and who ultimately progress to become teachers are not representative of society as a whole.

Data indicate that just 2% of entrants to ITE programmes have a disability, compared to a 6% average across higher education generally. Specifically, Deaf and Hard of Hearing (D/HH) people are excluded from initial teacher education (primary). This is largely because of the requirement that entrants to ITE hold a C3 (Higher) in Leaving Certificate Irish, a subject from which D/HH people are exempt as second level students.

Concerns re consistency

There is much inconsistency in the entry criteria which apply at primary and post-primary level. Within each sector, there are significant differences between the criteria for concurrent versus consecutive programmes. For example, the entry criteria for primary programmes are determined centrally and published by the Department of Education and Skills. The entry requirements for post-primary programmes, on the other hand, are determined by individual programme providers, thereby leading to greater diversity in entry criteria. Also, some HEIs participate in the DARE programme, while other providers do not.¹²

¹² The Colleges of Education (primary) which are represented on CHoICE (Conference of Heads of Irish Colleges of Education) have expressed their desire, in principle, to become part of the DARE programme, subject to a number of practical issues being teased out. It is understood that they are committed to participating in the programme from 2014.



d. Ministerial and Government Policy

i Numeracy and Literacy

In June 2011, the Minister for Education and Skills, Ruairí Quinn, launched *Literacy and Numeracy for Learning and Life*, the National Strategy to Improve Literacy and Numeracy among Children and Young People.

One objective in that strategy is to improve teachers' skills in the teaching, learning and assessment of literacy and numeracy and to provide better initial and continuing professional development for teachers. See, for example, the following extracts:

“Cooperate with the Teaching Council to set new, higher standards in entry requirements for initial teacher education (ITE)”

“...there is considerable scope to set higher standards and improve provision for literacy and numeracy education at entry to and during initial teacher education, and during teachers' induction and continuing professional development.”

ii Maths entry requirements

A discussion document by Seán Mc Donagh and Tony Quinlan entitled *Maths and National Competitiveness* which was published in July 2012 by the National Competitiveness Council noted that:

“Of those entering all undergraduate teacher-training, 95 per cent have Honours in English and 35 per cent have Honours in Mathematics. In at least one Teacher Training College Mathematics is consistently the “academic” subject least chosen.”

It recommended that:

“The Mathematical entry requirement for Teacher Training should be the same as the English requirement and appropriately high. From 2014, Mathematics should be included in the 6 subjects earning points for selection. This should improve Mathematics at secondary now and at primary later.

Selection methods for graduate entry to Teacher Training should give a strong transparent priority to numerate degrees.”

In a subsequent interview with the Irish Times, the Minister for Education and Skills was quoted as saying that:

“Young people are very smart, very rational and very sensible. You don't need anything other than ordinary level mathematics to get into teacher training college. Which is why we're changing it”.

It is also noted in the article that the Minister would give students sufficient notice about the entry requirement changes to allow them to make an informed choice about taking higher level maths for their



Leaving Certificate and that this means a minimum of three years' notice for students who have just completed their Junior Cert. The author highlighted the Minister's frustration with the slow pace of change in the education system:

"If I was to announce it tomorrow, you'd have three years before those students do the Leaving, then four years in university, so it's seven years before we see any changes".

It is noteworthy that there was a 35% increase in the number of Leaving Certificate students presenting for higher level Maths in 2012 as compared with 2011. (This has been attributed to the award of 25 bonus CAO points and the roll-out of the Project Maths syllabus.). The extent to which this increase has been reflected in the academic achievements of those entering programmes of teacher education is not yet known.

iii Irish Language Entry Requirements

The *20 Year Strategy for the Irish Language 2010-2030* was published in December 2010. The Strategy sets out areas of action under nine key headings, one of which is Education.

"Teacher Education:

Generating the teacher force to achieve objectives regarding competence in the Irish language is critical... In this regard, it is noted that the Teaching Council, as the statutory body charged with determining standards for the teaching profession, has responsibility for the review and accreditation of initial teacher education programmes at primary and post-primary level.

The Teaching Council will be consulted with a view to implementing the two-pronged approach proposed in this Strategy to prepare the teaching force to meet the proposed objectives. To achieve Objective 5 of the Government Statement on the Irish Language 2006, discussions will be entered into with the Teaching Council with a view to working progressively to raise the standard of Irish language competency for teaching the subject of Irish."

"Colleges of Education will be encouraged to put in place initiatives to attract students of high ability in Irish from Gaeltacht, Irish medium and other schools. Up to 20% of places in Colleges of Education will be retained for students educated through Irish in Gaeltacht schools and gaeilscoileanna, with students in English-medium schools also being eligible, subject to a high performance threshold in Irish in the Leaving Certificate."

In the context of the above, it is noteworthy that the National Forum Report (2003)¹³ argued that 'one of the central factors giving rise to exclusion from teaching of students from disadvantaged, working class and minority backgrounds is the entry requirement of proficiency in Irish' (p.170). Any proposals to increase the Irish entry requirement should have regard to the supports necessary to assist applicants from disadvantaged backgrounds in meeting those higher requirements.

Please [click here to respond to the feedback survey](#).

¹³ *Proceedings and Action Plan of National Forum: Primary Education: Ending Disadvantage. (2003)*. Educational Disadvantage Centre, St Patrick's College, Drumcondra.



APPENDIX A

INDICATIVE LIST OF THE KEY ISSUES WHICH MAY BE ADDRESSED AS PART OF THE NEXT PHASE OF CONSULTATION

- The reliability of the Leaving Certificate as an indicator of competence in key areas.
- Alternative ways of assessing competence in numeracy and literacy.
- Selection procedures including the use of aptitude tests and structured interviews.
- The broad range of factors which may impact on the applicant's suitability for entry to the profession (including previous relevant experience).
- Ways of facilitating entry to the profession by underrepresented groups including males, persons with disabilities, persons from socio-economically disadvantaged backgrounds, and persons from a range of cultural and ethnic backgrounds .
- The current practice of using quotas for Gaeltacht applications at primary level.
- The use of subject quotas.



APPENDIX B

CURRENT ENTRY REQUIREMENTS: PRIMARY CONCURRENT

DEPARTMENT OF EDUCATION AND SKILLS

ENTRY REQUIREMENTS FOR INITIAL TEACHER EDUCATION COURSES FOR PRIMARY TEACHERS 2012

CAO COMPETITION

1. Application for admission to a Bachelor of Education Programme

A four year full-time course leading to a Bachelor of Education (B.Ed.) degree is held in each of the following Colleges of Education for primary teachers:

- Church of Ireland College of Education, Rathmines, Dublin 6
- Coláiste Mhuire, [Marino Institute of Education, Griffith Avenue, Dublin 9](#)
- [Mary Immaculate College, South Circular Road, Limerick](#)
- St. Patrick's College, Drumcondra, Dublin 9
- [Froebel College of Education, Sion Hill, Blackrock, Co. Dublin](#)

(Contact details for the Colleges are set out at *Appendix 1*).

Persons who successfully complete the course may be registered by the Teaching Council under Regulation 2 (Primary).

Applications are made through the Central Applications Office (CAO). Applicants must be at least 16 years of age by 15 January of the year in which the application is made (15 January 2012 for entry in autumn 2012).



2. Minimum Academic Requirements 2012 – Leaving Certificate Examination:

General

- Grade C3 on a Higher Level paper in not less than three subjects
- Grade D3 in three other subjects in accordance with the Rules and Programme for Secondary Schools

Essential Subjects

- Irish: Grade C3 Higher Level.
- English: Grade C3 Ordinary Level or D3 Higher Level
- Mathematics: Grade D3 either Ordinary or Higher Level.

The best six subjects in a single sitting of the Leaving Certificate Examination will be counted for points purposes in accordance with CAO procedures. While the minimum grades in the subjects Irish, English and Mathematics specified above need not be obtained at the same sitting of the Leaving Certificate examination, applicants should note the requirement to achieve a minimum of Grade C on three Higher Level papers and Grade D in three other subjects in a single sitting of the Leaving Certificate.

GCSE and GCE, AS Level and A Level Examinations – the minimum requirements are set out in *Appendix 2*.

3. CAO Selection Procedure

Grades obtained in the Leaving Certificate or GCE Examinations will be converted in accordance with the points scale of the appropriate College. Where two or more applicants obtain the same points total, the CAO will apply the random selection procedure.

Successful applicants will be notified by the CAO, in accordance with its normal procedures. Initial offers of places will be included in the CAO "first round" offers. Depending on the response, further offers may be made in subsequent rounds.

Successful applicants who accept places are required to enter the colleges in autumn (actual dates available from the individual Colleges). In special circumstances, at the discretion of the College authorities, the date of entry may be deferred for a limited period.



4. Additional Information

Proficiency in spoken Irish:

1. *Gaeltacht Course – Attendance and Cost:* All students in Colleges of Education are required to attend a residential course in the Gaeltacht. It should be noted that this is a **compulsory** part of the course. From the start of the 2012/13 academic year, the cost of this compulsory course will no longer be met by the Department of Education & Skills.

2. *Oral Irish Test:* In addition, applicants should note that students will be subject to an oral Irish test at the end of their first year of initial teacher education, and must pass this test in order to continue to the second year of the course. Students who fail this oral Irish test may, at the discretion of the College, be allowed to repeat the test.

Student grants: A new online only grant applications system is being introduced for 2012. All new applications will be made online to a single awarding authority, Student Universal Support Ireland (SUSI) through www.studentfinance.ie. The details of the 2012 Student Grant Scheme are due to be announced in May and the SUSI online application system will be available from that date. Students can continue to check www.studentfinance.ie for information and updates in the meantime

Scholarships: Easter Week Commemoration Scholarships, Gaeltacht University Scholarships and Irish Language Third Level Scholarships will be replaced with a new single scheme of bursaries based on merit. Details of the new scheme are available from Higher Education - Equity of Access Unit, Department of Education & Skills, Tullamore, Co. Offaly (Telephone: 057932 -5317).

Fitness to Practise:

1. *Garda Vetting:* Before a College can complete a student registration; all incoming teacher education students are required to undergo a process of Garda vetting in order to establish whether they have any convictions or criminal charges pending. Where this process confirms the existence of such, the matter is referred to a Vetting Committee within the College which decides whether the student can continue with his/her programme of study.

2. *Medical Requirements:* All incoming teacher education students are required to complete a medical information form, indicating whether they have any significant ongoing illnesses or disabilities which might adversely impact their capacity to meet the requirements of the course, including Teaching Practice. Entrants who declare health conditions, disabilities or psychological conditions will be assessed on an individual basis to evaluate whether, with reasonable accommodations, they would have the ability to undertake the demands of the programme. Individuals will not be excluded on the grounds that they possess a particular condition or disability if it is deemed likely that it



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The Teaching Council

would be possible for that person to fulfil the requirements of the course with reasonable accommodation(s). The Colleges will advise students as to the procedure to be followed in this regard.

Gaeltacht Applicants: Up to ten per cent of places in the Colleges of Education may be reserved for applicants from the Gaeltacht, i.e. applicants must reside in the officially designated Gaeltacht and must use Irish as the normal language of home.



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Appendix 1

Colleges of Education – Contact Details

Church of Ireland College of Education

Upper Rathmines Road
Dublin 6
Telephone: (01) 497 0033
Email: info@cice.ie
Website: www.cice.ie

Coláiste Mhuire

Marino Institute of Education
Griffith Avenue
Dublin 9
Telephone: (01) 805 7700
Email: admissions@mie.ie
Website: www.mie.ie

Froebel College of Education

Sion Hill
Blackrock
Co. Dublin
Telephone: (01) 288 8520
Email: admissions@froebel.ie
Website: www.froebel.ie

Mary Immaculate College

South Circular Road
Limerick
Telephone: (061) 204 300
Email: admissions@mic.ul.ie
Website: www.mic.ul.ie

St. Patrick's College

Drumcondra,
Dublin 9
Telephone: (01) 884 2000
Email: admissions.office@spd.dcu.ie
Website: www.spd.dcu.ie



Appendix 2

Minimum Qualifications in GCSE and GCE AS and A Level Examinations for admission to the Bachelor of Education Degree Course

General

- Six subjects must be presented, at least three subjects at GCE A Level and the remaining subjects at GCE AS or GCSE level. The six subjects must include Irish, English and Mathematics.
- A subject may be counted from only one of the examinations, GCSE, GCE AS Level or GCE A Level.
- Only subjects taken at one sitting of a particular examination, GCSE, GCE AS Level or GCE A Level, will be accepted. Examinations taken in the same academic year are regarded as the same sitting.

Minimum Grades required

- Grade C at GCE A level in at least three subjects, including Irish
- Grade C at GCSE Level in both English and English Literature, or Grade B at GCSE Level in either
- Grade D at GCSE Level in Additional Mathematics or Grade A at GCSE Level in Mathematics
- Grade C in one other subject at GCSE level

Applicants must satisfy the matriculation requirements of the University to which the College of Education is affiliated.



APPENDIX C

CURRENT ENTRY REQUIREMENTS: PRIMARY CONSECUTIVE

DEPARTMENT OF EDUCATION AND SKILLS

ENTRY REQUIREMENTS FOR INITIAL TEACHER EDUCATION COURSES FOR PRIMARY TEACHERS 2012

POST-GRADUATE COMPETITION

1. Admission to a teacher education course for primary teachers (2012 – 2013) for persons with third level degrees

A full-time course, commencing in early 2012 and concluding in mid 2013 will be held in the following Colleges of Education for primary teachers for the purpose of enabling third level graduates to qualify as primary teachers:

- St. Patrick's College, Drumcondra, Dublin 9 [called Graduate Diploma in Education (Primary Teaching)], (courseinfo@spd.dcu.ie or admissions.office@spd.dcu.ie)
- [Mary Immaculate College, Sth. Circular Road, Limerick](#) [called Graduate Diploma in Education (Primary Teaching)] (admissions@mic.ul.ie)
- [Froebel College of Education, Sion Hill, Blackrock, Co. Dublin](#) [called Higher Diploma in Education (Primary Teaching)] (admissions@froebel.ie)
- Coláiste Mhuire, [Marino Institute of Education, Griffith Avenue, Dublin 9](#) [called Higher Diploma in Education (Primary Teaching)] (admissions@mie.ie).

A limited number of places will be available on these courses and successful applicants will be selected by way of competition. Persons who successfully complete this course may be registered by the Teaching Council under Regulation 2 (Primary) and will be eligible for appointment in the country's primary schools.

2. Application Procedure

Application forms for this course are available from each of the Colleges listed above. There are, however, only two centres for processing the applications, Dublin and Limerick. Completed applications should be sent to St Patrick's College, Drumcondra, for the Dublin based colleges, and/or Mary Immaculate College, Limerick for



Limerick. Applicants should also note the selection procedure detailed in section 4 below. The closing date for receipt of completed application forms is 5.00 p.m. on Wednesday, 21st December 2011.

3. Conditions of Eligibility

Applicants must have the following academic qualifications:

(a) An honours Bachelor degree (major award at level 8 on the National Framework of Qualifications) **or** a major award at Level 9 or a major award at Level 10 on the National Framework of Qualifications, **and**

(b) one of the following sets of second level qualifications:

- (i) in the Leaving Certificate Examination from 1969 onwards: a grade C3 or above in Higher Level Irish; a grade D3 or above in Mathematics (Ordinary or Higher level); and a grade C3 or above in English (Ordinary level) or grade D3 or above in English (Higher level);
- (ii) in the Leaving Certificate Examination prior to 1969, Honours in Irish and passes in English and Mathematics; or
- (iii) in the Northern Ireland GCSE and GCE A Level Examinations: a Grade C at GCE A Level Irish; a Grade C at GCSE Level in both English and English Literature or Grade B at GCSE Level in either; and a Grade D at GCSE Level in Additional Mathematics or a Grade A at GCSE Level in Mathematics.

Applicants must provide evidence to the Colleges of Education that their honours Bachelor degree is placed as a major award at level 8 on the National Framework of Qualifications. Holders of a major award at Level 9 or a major award at Level 10 must also provide evidence of their award's position on the NFQ. This should be included with the completed application form.

Alternatives to second level qualifications in Irish, English or Maths

A Pass in a University *First Arts* Examination in Irish, English or Mathematics will be accepted in lieu of the Leaving Certificate Examination/GCE/GCSE requirement for the relevant subject.

In the case of Irish, a Grade C in the Matriculation Examination (which existed up to 1992) will also be accepted in lieu of the Leaving Certificate Examination/GCE/GCSE requirement. In addition, the following are accepted as satisfying the Leaving Certificate Examination/GCE/GCSE requirement.

- Diplóma sa Ghaeilge, NUI Maynooth,
- Teastas Eorpach na Gaeilge (TEG) at Level B2, NUI Maynooth
- Diploma in Arts (Applied Irish), University College Cork,
- Diplóma sa Ghaeilge Fheidhmeach, UCD,
- Diplóma sa Ghaeilge, Level C1, NUIG
- Diplóma sa Ghaeilge (An Ghaeilge sa Saol Comhaimseartha), University of Limerick
- Diploma in Irish at the University of Ulster,

In the case of Mathematics, a Pass in that subject in the Matriculation Examination will also be accepted in lieu of the Leaving Certificate Examination/GCSE requirement.



4. Selection Procedure

Eligible applicants will be required to undergo an Interview and an Oral Irish test. The results of these tests will be graded and allocated points as follows:

Interview		Oral Irish	
A	100	A	40
A-	90	B	32
B	80	C	24
B-	70	D	16
C	60	E	Fail
C-	50	-	
D	40	-	
E	Fail	-	

Applicants who get a "fail" grade in either the Interview or oral Irish test will be eliminated from the competition. **Qualified applicants will be placed in order of merit as determined by the results of the Interview and Oral Irish test.** Where two or more applicants obtain the same points total, their placement on the order of merit will be determined by random selection. There will be two separate orders of merit lists: one common list for all of the Dublin Colleges and a separate list for Mary Immaculate College, Limerick. Each College will fill its places by reference to the relevant order of merit and the College preferences of successful applicants.

The purpose of the **Interview** is to ascertain the suitability of the applicant for participation in a primary teacher education course. Part of the Interview may be conducted through Irish.

The **Oral Irish test will comprise:-**

- conversation on everyday topics and on books read by the applicant; **and**
- reading correctly and intelligently a suitable passage of prose or poetry and explaining the matter read.

Applicants should note that a high standard of fluency is required in the Oral Irish test and should prepare for the test accordingly. Applicants will be advised by the relevant Centre (Dublin and/or Limerick) of the date, time, venue, etc, of their Interview and Oral Irish test and must attend these tests at their own expense. The location will be either Dublin and/or Limerick.



5. General Information

Student grants: Grants will be available from Local Authorities to those who satisfy the conditions of the Higher Education Grants Scheme. Details will be available from the Local Authority of the area in which the applicant is ordinarily resident.

Fitness to Practice:

1. *Garda Vetting:* Before a College can complete a student registration; all incoming teacher education students are required to undergo a process of Garda vetting in order to establish whether they have any convictions or criminal charges pending. Where this process confirms the existence of such, the matter is referred to a Garda Vetting Committee within the College which decides whether the student can continue with his/her programme of study.

2. *Medical Requirements:* All incoming teacher education students are required to complete a medical information form, indicating whether they have any significant ongoing illnesses or disabilities which might adversely impact their capacity to meet the requirements of the course, including Teaching Practice. Entrants who declare health conditions, disabilities or psychological conditions will be assessed on an individual basis to evaluate whether, with reasonable accommodations, they would have the ability to undertake the demands of the programme. Individuals will not be excluded on the grounds that they possess a particular condition or disability if it is deemed likely that it would be possible for that person to fulfil the requirements of the course with reasonable accommodation(s). The Colleges will advise students as to the procedure to be followed in this regard.

Proficiency in spoken Irish: All student teachers in Colleges of Education are required to attend a 3 week course in the Gaeltacht at the end of their first year. It should be noted that this is a *compulsory* part of the course.

During this full-time teacher education course, participants may **not** engage in business or in any other course of study without the prior permission of the College President.

Further information regarding the course is available from the applicant's College of choice.

06 December 2011



APPENDIX D

CURRENT ENTRY REQUIREMENTS: PRIMARY (MATURE ENTRANTS)

DEPARTMENT OF EDUCATION AND SKILLS

ENTRY REQUIREMENTS FOR INITIAL TEACHER EDUCATION COURSES FOR PRIMARY TEACHERS 2012

MATURE ENTRY

1. Application for admission to a Bachelor of Education Programme as a mature candidate

A four year full-time course leading to a Bachelor of Education (B.Ed.) degree is held in each of the following Colleges of Education for primary teachers:

- Church of Ireland College of Education, Rathmines, Dublin 6
- Coláiste Mhuire, [Marino Institute of Education, Griffith Avenue, Dublin 9](#)
- [Mary Immaculate College, South Circular Road, Limerick](#)
- St. Patrick's College, Drumcondra, Dublin 9
- [Froebel College of Education, Sion Hill, Blackrock, Co. Dublin](#)

(Contact details for the Colleges are set out at *Appendix 1*)

Application forms for this course are available from each of the Colleges listed above. Applicants to Coláiste Mhuire, Froebel College of Education and St Patrick's College, Drumcondra should note that it is only necessary to complete one form and indicate order of preferences for the three



Colleges on that form. It is advisable for applicants to complete the application form from the College of their first choice (See 3. Selection Process).

Persons who successfully complete this course may be registered with the Teaching Council under Regulation 2 (Primary).

Mature applicants must not be less than 23 years of age on 1 January of the year of entry (1 January 2012 for entry in autumn 2012)

2. Minimum Academic Requirements 2012 – Leaving Certificate Examination

Leaving Certificate Examination 1992 or later

General

- Grade C3 on a Higher Level paper in not less than three subjects
- Grade D3 in three other subjects in accordance with the Rules and Programme for Secondary Schools.

Essential Subjects

- Irish: Grade C3 Higher Level
- English: Grade C3 Ordinary Level or D3 Higher Level
- Mathematics: Grade D3, either Ordinary or Higher Level

Leaving Certificate Examination 1969 to 1991

General

- Grade C on a Higher Level paper in not less than three subjects.
- Grade D in three other subjects in accordance with the Rules and Programme for Secondary Schools.

Essential Subjects

- Irish: Grade C Higher Level
- English: Grade C Ordinary Level or D Higher Level
- Mathematics: Grade D, either Ordinary or Higher Level



Leaving Certificate Examination prior to 1969

To be eligible to apply for the competition, applicants who sat the Leaving Certificate Examination prior to 1969 must hold an Honours Leaving Certificate with Honours in Irish. In English one must have obtained marks equivalent to Grade C at Pass level or Grade D at Honours level. One must also have passed in Mathematics.

Combination of results in different Leaving Certificate Examinations

Applicants may combine results obtained at the Leaving Certificate Examination in different years for the purpose of meeting the academic requirements.

Acceptable alternatives for Irish, English or Mathematics

A pass in a University First Arts Examination in Irish, English or Mathematics will be accepted in lieu of the Leaving Certificate Examination/GCE/GCSE requirement for that particular subject.

In the case of Irish, a Grade C in the Matriculation Examination (which existed up to 1992) will also be accepted in lieu of the Leaving Certificate Examination/GCE/GCSE requirement. In addition the following are accepted as satisfying the Leaving Certificate Examination/GCE/GCSE requirement.

- Diplóma sa Ghaeilge, NUI Maynooth,
- Teastas Eorpach na Gaeilge (TEG) at Level B2, NUI Maynooth
- Diploma in Arts (Applied Irish), University College Cork,
- Diplóma sa Ghaeilge Fheidhmeach,UCD,
- Diplóma sa Ghaeilge, Level C1, NUIG
- Diplóma sa Ghaeilge, Level B2, NUIG
- Diplóma sa Ghaeilge (An Ghaeilge sa Saol Comhaimseartha), University of Limerick
- Diploma in Irish at the University of Ulster,

In the case of Mathematics only, a pass in that subject in the Matriculation Examination (discontinued) will also be accepted in 2012 in lieu of the Leaving Certificate Examination/GCSE requirement.

The minimum academic requirements for **GCSE and GCE A Level** and **AS Level** Examinations are set out in Appendix 2.



3. Selection Process

Once applicants have satisfied the minimum academic requirements, selection is on the basis of a competitive Interview and a competitive Oral Irish Examination. The results of these tests will be graded and allocated points as follows:

Interview		Oral Irish Test	
A	100	A	40
A-	90	B	32
<i>B</i>	<i>80</i>	<i>C</i>	<i>24</i>
B-	70	D	16
<i>C</i>	<i>60</i>	<i>E</i>	<i>Fail</i>
C-	50	-	
D	40		
E	Fail		

Applicants who have failed the Interview on two previous occasions are not eligible for the competition. Part of the interview may be conducted in Irish.

Information on the Interview and Oral Irish Examination is available from the Colleges of Education.

Applicants who get a "fail" grade in either the Interview or the Oral Irish Examination are eliminated from the competition. The remaining applicants are placed in an order of merit determined by the results of the Interview and Oral Irish Examination combined. There are three separate order of merit lists – one common list for St. Patrick's College, Froebel College of Education and Coláiste Mhuire, Marino, one for Mary Immaculate College, Limerick, and one for the Church of Ireland College of Education. Where two or more applicants obtain the same points, their placement on the order of merit will be determined by random selection.

Each College will fill its places by reference to the relevant order of merit and the College preferences of successful applicants. Where places remain unfilled in a particular College after its list of successful first preference applicants has been exhausted, offers may be made to other applicants in order of preference and in accordance with the order of merit.



4. Additional Information

Proficiency in Irish language:

1. *Gaeltacht Course – Attendance and Cost:* All students in Colleges of Education are required to attend a residential course in the Gaeltacht. It should be noted that this is a **compulsory** part of the course. From the start of the 2012/13 academic year, the cost of this compulsory course will no longer be met by the Department of Education & Skills.

2. *Oral Irish Test:* In addition, applicants should note that students will be subject to an oral Irish test at the end of their first year of initial teacher education, and must pass this test in order to continue to the second year of the course. Students who fail this oral Irish test may, at the discretion of the College, be allowed to repeat the test.

Student Grants: A new online only grant applications system is being introduced for 2012. All new applications will be made online to a single awarding authority, Student Universal Support Ireland (SUSI) through www.studentfinance.ie. The details of the 2012 Student Grant Scheme are due to be announced in May and the SUSI online application system will be available from that date. Students can continue to check www.studentfinance.ie for information and updates in the meantime

Scholarships: Easter Week Commemoration Scholarships, Gaeltacht University Scholarships and Irish Language Third Level Scholarships will be replaced with a new single scheme of bursaries based on merit. Details of the new scheme are available from Higher Education - Equity of Access Unit, Department of Education & Skills, Tullamore, Co. Offaly (Telephone: 057932 -5317).

Fitness to Practise:

1. *Garda Vetting:* Before a College can complete a student registration; all incoming teacher education students are required to undergo a process of Garda vetting in order to establish whether they have any convictions or criminal charges pending. Where this process confirms the existence of such, the matter is referred to a Vetting Committee within the College which decides whether the student can continue with his/her programme of study.

2. *Medical Requirements:* All incoming teacher education students are required to complete a medical information form, indicating whether they have any significant ongoing illnesses or disabilities which might adversely impact their capacity to meet the requirements of the course, including Teaching Practice. Entrants who declare health conditions, disabilities or psychological conditions will be assessed on an individual basis to evaluate whether, with reasonable accommodations, they would have the ability to undertake the demands of the programme. Individuals will not be excluded on the grounds that they possess a particular condition or disability if it is deemed likely that it



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would be possible for that person to fulfil the requirements of the course with reasonable accommodation(s). The Colleges will advise students as to the procedure to be followed in this regard.



An Chomhairle Mhúinteoireachta
The Teaching Council

Appendix 1

Colleges of Education – Contact Details

Church of Ireland College of Education

Upper Rathmines Road
Dublin 6
Telephone: (01) 497 0033
Email: info@cice.ie
Website: www.cice.ie

Coláiste Mhuire

Marino Institute of Education
Griffith Avenue
Dublin 9
Telephone: (01) 805 7700
Email: admissions@mie.ie
Website: www.mie.ie

Froebel College of Education

Sion Hill
Blackrock
Co. Dublin
Telephone: (01) 288 8520
Email: admissions@froebel.ie
Website: www.froebel.ie

Mary Immaculate College

South Circular Road
Limerick
Telephone: (061) 204 300
Email: admissions@mic.ul.ie
Website: www.mic.ul.ie

St. Patrick's College

Drumcondra,
Dublin 9
Telephone: (01) 884 2000
Email: admissions.office@spd.dcu.ie
Website: www.spd.dcu.ie



Appendix 2

Minimum Qualifications in GCSE and GCE AS and A Level Examinations for admission to the Bachelor of Education Degree Course

General

- Six subjects must be presented, at least three subjects at GCE A Level and the remaining subjects at GCE AS or GCSE level. The six subjects must include Irish, English and Mathematics.
- A subject may be counted from only one of the examinations, GCSE, GCE AS Level or GCE A Level.
- Only subjects taken at one sitting of a particular examination, GCSE, GCE AS Level or GCE A Level, will be accepted. Examinations taken in the same academic year are regarded as the same sitting.

Minimum Grades required

- Grade C at GCE A level in at least three subjects, including Irish
- Grade C at GCSE Level in both English and English Literature, or Grade B at GCSE Level in either
- Grade D at GCSE Level in Additional Mathematics or Grade A at GCSE Level in Mathematics
- Grade C in one other subject at GCSE level

Applicants must satisfy the matriculation requirements of the University to which the College of Education is affiliated.



APPENDIX E

GRADES ACHIEVED IN LEAVING CERTIFICATE MATHEMATICS, ENGLISH AND IRISH BY ENTRANTS TO THE BACHELOR OF EDUCATION PROGRAMME

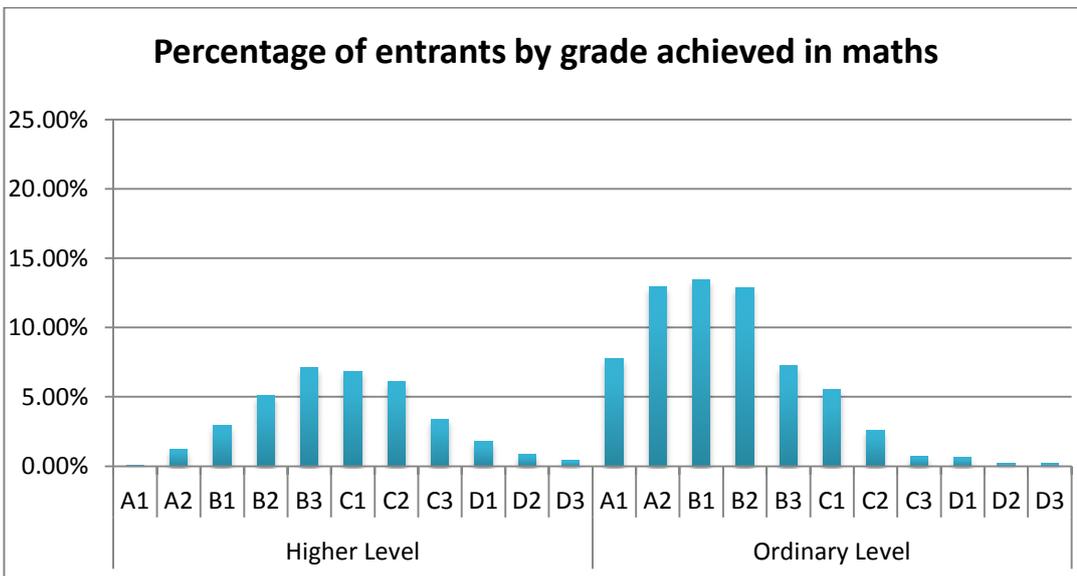
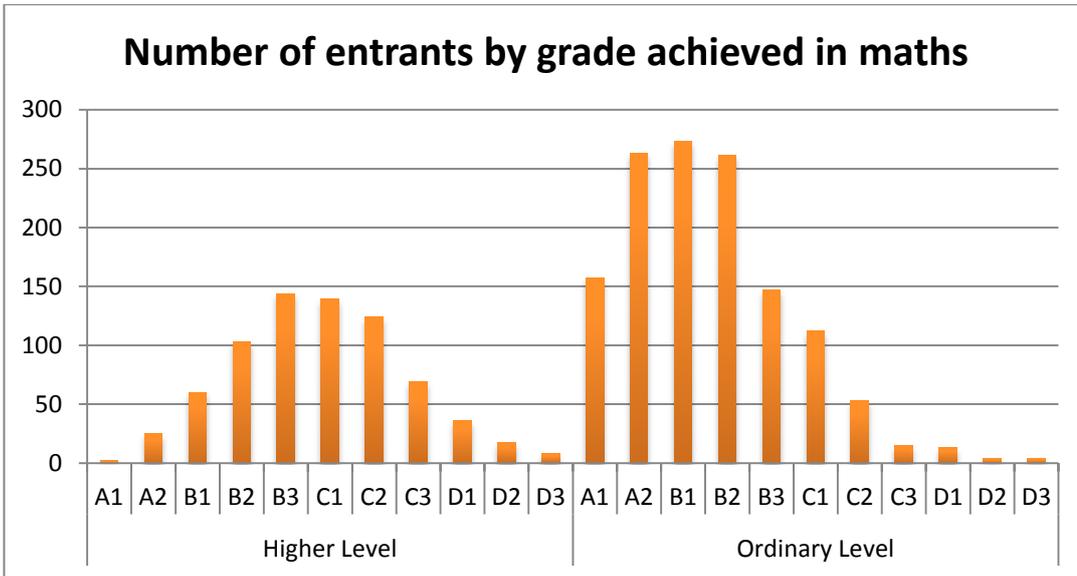
The information presented in this appendix is based on amalgamated statistical information provided by four HEIs providing Bachelor of Education (primary) programmes in respect of the following years:

HEI 1	2011, 2012
HEI 2	2011, 2012
HEI 3	2008, 2009
HEI 4	2011, 2012



Leaving Certificate grades in mathematics achieved by entrants to the Bachelor of Education Programme (primary) over a two year period.

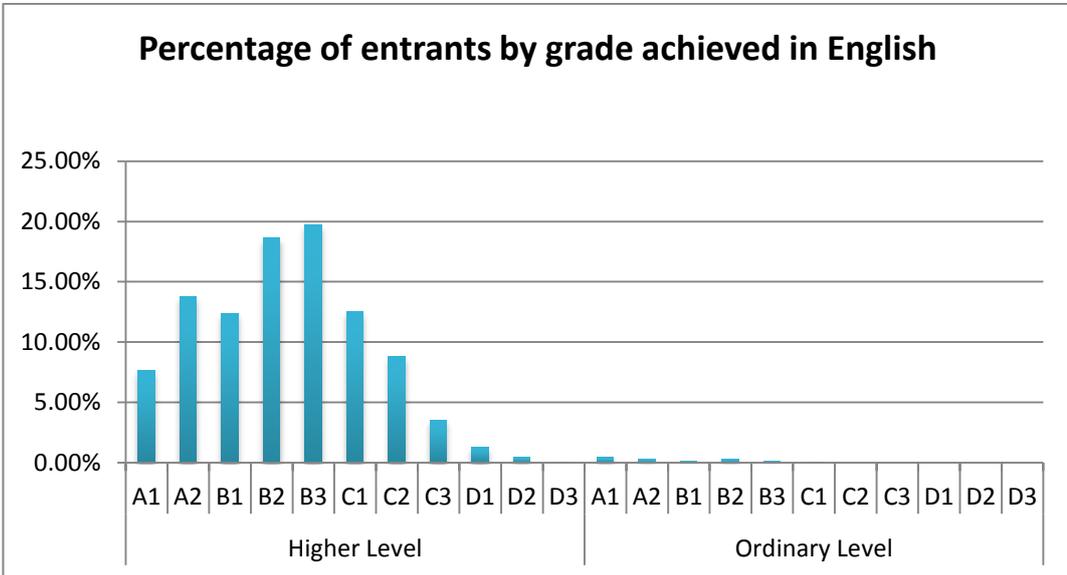
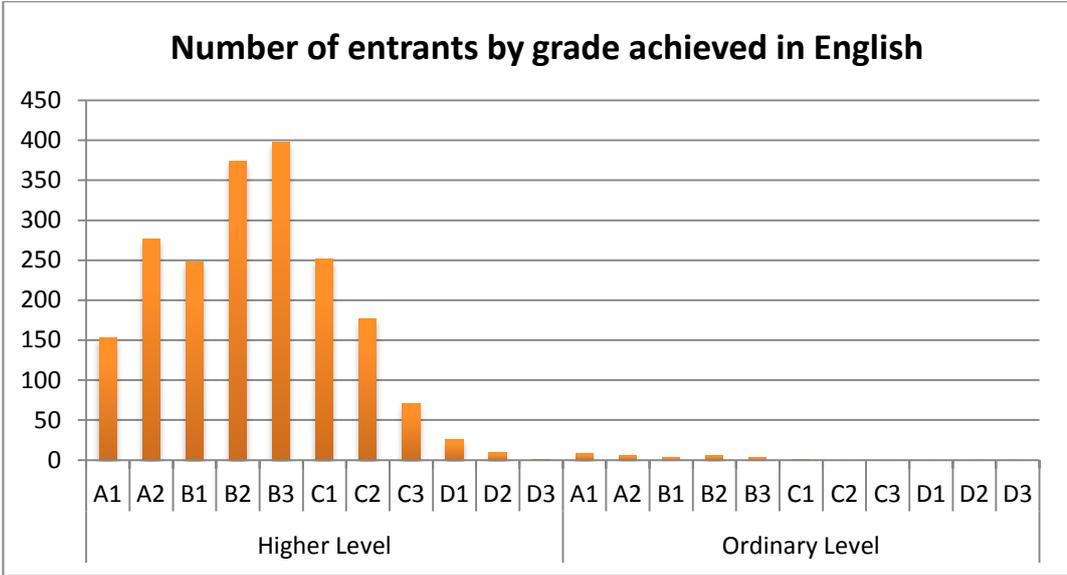
Total #		Total	Total %		Percentage
Higher Level	A1	2	Higher Level	A1	0.10%
	A2	25		A2	1.23%
	B1	60		B1	2.96%
	B2	103		B2	5.08%
	B3	144		B3	7.10%
	C1	139		C1	6.85%
	C2	124		C2	6.11%
	C3	69		C3	3.40%
	D1	36		D1	1.77%
	D2	17		D2	0.84%
	D3	8	D3	0.39%	
Ordinary Level	A1	157	Ordinary Level	A1	7.74%
	A2	263		A2	12.96%
	B1	273		B1	13.45%
	B2	261		B2	12.86%
	B3	147		B3	7.24%
	C1	112		C1	5.52%
	C2	53		C2	2.61%
	C3	15		C3	0.74%
	D1	13		D1	0.64%
	D2	4		D2	0.20%
	D3	4	D3	0.20%	
		2029			100.00%





Leaving Certificate grades in English achieved by entrants to the Bachelor of Education Programme (primary) over a two year period.

Total #		Total	Total %	Percentage			
Higher Level	A1	153	Higher Level	A1	7.62%		
	A2	276		A2	13.74%		
	B1	248		B1	12.34%		
	B2	374		B2	18.62%		
	B3	397		B3	19.76%		
	C1	251		C1	12.49%		
	C2	176		C2	8.76%		
	C3	71		C3	3.53%		
	D1	26		D1	1.29%		
	D2	9		D2	0.45%		
	D3	1		D3	0.05%		
	Ordinary Level	A1		8	Ordinary Level	A1	0.40%
		A2		6		A2	0.30%
B1		3	B1	0.15%			
B2		6	B2	0.30%			
B3		3	B3	0.15%			
C1		1	C1	0.05%			
C2		0	C2				
C3		0	C3				
D1		0	D1				
D2		0	D2				
D3	0	D3					
		2009			100.00%		





Leaving Certificate grades in Irish achieved by entrants to the Bachelor of Education Programme (primary) over a two year period.

Total #	Total	Total %	Percentage
Higher Level	A1	193	Higher Level A1 9.57%
	A2	340	A2 16.86%
	B1	460	B1 22.81%
	B2	398	B2 19.73%
	B3	294	B3 14.58%
	C1	176	C1 8.73%
	C2	105	C2 5.21%
	C3	49	C3 2.43%
	D1	0	D1
	D2	0	D2
	D3	0	D3
Ordinary Level	A1	0	Ordinary Level A1
	A2	0	A2
	B1	2	B1 0.10%
	B2	0	B2
	B3	0	B3
	C1	0	C1
	C2	0	C2
	C3	0	C3
	D1	0	D1
	D2	0	D2
	D3	0	D3
		2017	100.00%

