

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

Name of HEI: St Angela's College

Name of Programme: Bachelor of Education (Home
Economics and Irish)

Date: 14 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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(Post-primary) Effective for registration on or after 1 January 202322

Programme Overview

This report relates to the review of the following programme provided by St Angela's College:

Bachelor of Education (Home Economics and Irish), 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.

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 (Home Economics and Irish) at St Angela's College took place between 22 October 2021 and 11 February 2022 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

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| <p>STEP 1 Notification</p> | <p>On 27 May 2021, the Teaching Council notified St Angela's College that a review of their programmes of initial teacher education would commence in November 2021.</p> |
| <p>STEP 2 Preliminary Meeting between Teaching Council staff and HEI</p> | <p>On 9 June 2021 staff from St Angela's College attended a preliminary meeting with executive staff from the Initial Teacher Education and Induction section of the Teaching Council who provided an overview of the pro forma, toolkits and the review and accreditation process.</p> <p>This meeting provided an opportunity for the College to ask questions on any aspects of completion of the pro forma.</p> |
| <p>STEP 3 Submission of pro forma</p> | <p>On 22 October 2021 St Angela's College submitted a pro forma, toolkits, and appendices which mapped the programme against each of the Standards outlined in <i>Céim: Standards for Initial Teacher Education</i>.</p> |
| <p>STEP 4 Desk-based review of pro forma</p> | <p>The Teaching Council staff conducted a desk-based review of the submission.</p> <p>On 10 November clarifications were requested from St. Angela's college which were submitted on 11 November.</p> |
| <p>STEP 5 Appointment of Review Panel</p> | <p>The process was formally initiated when the Review Panel (hereinafter referred to as 'the Panel') was appointed by the Teaching Council's director, with Professor Sheelagh Drudy as Chairperson, Ms Joan Russell and Professor Margery McMahon as Panel members. The Panel was briefed by Teaching Council staff.</p> |
| <p>Rapporteur</p> | <p>The Review Panel members were supported in their role by Jean Harrington, who was rapporteur.</p> <p>To ensure consistency with the <i>Céim</i> Standards, a Teaching Council staff member was present in an observational capacity, at Review Panel meetings and engagement with St Angela's College.</p> |

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| <p>External Subject Advisors</p> | <p>The Panel was also supported in its deliberations by external subject experts in Home Economics and Irish.</p> |
| <p>STEP 6 Review Panel Meeting 1</p> | <p>The Panel met on 10 December 2021 to review the documentation and to give consideration to the submission.</p> <p>During the course of the meeting, the Panel identified clarifications to be sought from the College. Having reviewed the documentation submitted, the Panel wished to meet with members of the College. Due to Covid-19 restrictions, an on-site visit was not possible. Therefore, the Panel requested video footage of the premises and facilities, along with clarifications from St Angela's College to be submitted by 17 January 2022, prior to an online meeting with College personnel.</p> <p>Following this meeting, the College was informed of the members of the Review Panel.</p> |
| <p>STEP 7 Engagement with the HEI</p> | <p>The Panel Chair and Rapporteur held a pre-meet with the Head of School of Education (Acting) and the Head of Home Economics on 16 December 2021 to discuss the personnel the Panel wished to meet and to arrange a schedule for the online meeting</p> <p>The full Review Panel held a virtual meeting with St Angela's College on 21 January 2022 from 3pm to 5pm. This was also attended by the Rapporteur and the Acting Head of Initial Teacher Education, who attended in an observatory capacity.</p> <p>The attendees were grouped as follows:</p> <p><u>Senior Administration Team</u></p> <ul style="list-style-type: none"> • President • Finance Officer • Head of School of Education • Head of the School of Home Economics • Co-Programme Directors and Pro Forma authors <p><u>Programme Team</u></p> <ul style="list-style-type: none"> • Head of School of Education • Head of the School of Home Economics • Head of each subject discipline • Head of school placement <p><u>Students</u></p> <ul style="list-style-type: none"> • A sample of student teachers from a range of existing programmes |

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| | <u>School placement tutors</u> <u>Treoraithe</u> |
| STEP 8 Review Panel meeting 2 | The Panel met to agree its recommendation on 24 January 2022. |
| STEP 9 Reporting | <p>The draft report was prepared by the Review Panel Chairperson and Rapporteur and agreed with Panel members.</p> <p>The draft report was issued to the College on 14 February 2022 with a request that the College respond with any feedback and confirmation of matters of fact and accuracy within 30 days.</p> <p>The feedback was received on 2 March 2022 date and was forwarded to the Review Panel who considered it when preparing the final draft report.</p> <p>The Review Panel finalised the report on 04 March 2022.</p> |
| STEP 10 Education Committee | The Chair presented the report to the Education Committee on 14 March 2022 who decided to approve/refuse accreditation of the programme. |

Overall Findings

The Panel was impressed with the thoroughness and dedication with which the College engaged with the process. The pro forma submissions and all documentation contained in the appendices were completed in a most comprehensive manner. Clarifications were provided in an equally comprehensive manner when requested. All of the *Céim* standards were addressed in full. The overall finding of the Panel is that the programme should be granted accreditation.

Programme Design

| | | Standard addressed? |
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| 1.1.1 The Programme | <p>The Programme received academic accreditation from the Academic Council of NUI Galway on 11th June 2021, prior to being submitted to the Teaching Council for professional accreditation.</p> <p>It is in line with the Council's Registration Regulations (2016) in terms of award level, ECTS and curricular subjects.</p> | Yes |
| 1.1.2 Conceptual Framework | <p>The programme is supported by a clearly defined conceptual framework.</p> <p>The review process determined that the submission demonstrated how the conceptual framework is developed in the context of the provider's mission and ethos, which is '...to develop the full potential of all students by responding to their personal, academic, and professional needs in a supportive learning environment.'</p> <p>St Angela's College demonstrated how the programme is informed by research, the Council's <i>Policy on the Continuum of Teacher Education</i> and the <i>Code of Professional Conduct for Teachers</i>.</p> <p>It demonstrated how it identifies the College's principles, beliefs and values about education: 'The degree is learner-centred and is committed to student teachers' holistic development in a supportive learning environment where inclusion and diversity are promoted, love of learning, creativity and adaptability are paramount, critical reflection is the norm, engagement in and with research is endorsed, and life-long learning is advocated. 'It is predicated on values of respect for every person, professional ethics and standards, social justice, equality, respect for diversity and care for the environment. Professional relationships and partnership with all education stakeholders are core tenets of the programme.'</p> <p>The review process determined that the submission demonstrated how the conceptual framework provides a rationale for the model of ITE which has been adopted, stating the 'concurrent nature facilitates a gradual build-up of attitudes, values, knowledge, understanding, competencies, personal and professional confidence, and self-awareness through a spiral curriculum. It provides student teachers with sufficient time/space over the four</p> | Yes |

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| | <p>stages to see a connection between their academic studies and future careers as teachers. [It] facilitates a holistic learner experience, allowing student teachers to consistently contextualise their subject discipline learning in the teaching context.'</p> <p>It demonstrated how the programme enables student teachers while on placement to demonstrate the link between the sites of practice (St Angela's College and school).</p> <p>'The B.Ed. conceptual framework enables student teachers to demonstrate the reciprocal link between the College and schools through school placement. Learnings from professional and foundation studies are translated into practice during school placement and reflective learning from their school placement experience informs their future engagement with professional /foundation studies.'</p> <p>The review process determined that the submission reflected that school placement is the fulcrum of the continuum of teacher education and shows how key themes are revisited over the programme.</p> <p>'The B.Ed. conceptual framework considers school placement as the fulcrum along the continuum of teacher education in sustaining quality teaching and learning. Annual school placement provides an opportunity to demonstrate the connection of professional learning opportunities and conversations from across the continuum where all education stakeholders converge, liaise, inspire and learn from each other in a diversity of placement settings.'</p> <p>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>'Student Teachers will engage in a module Subject Specific Pedagogics in the subject disciplines of H.E. and Irish. Practising teachers and inputs from the PDST in Home Economics will input on classroom-based assessments (CBAs), Subject Learning and Assessment Review meetings (SLAR), and relevant and innovative methodologies currently employed in their classrooms which are relevant at both junior and senior cycle levels.'</p> | |
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| <p>1.1.3 Programme Aims</p> | <p>The review process determined that the submission clearly defined 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>St Angela's College demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities through its membership in Western Institute for Studies in Education (WISE) which serves to stimulate and strengthen the collective expertise of three teacher-education providers: NUIG, GMIT and St Angela's College (Centre 6-Sahlberg, 2019). The programme will be informed by the work on curriculum development undertaken by WISE.</p> <p>It 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>St Angela's College demonstrated 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>'While the curricula are outcomes based, student teachers learn about its versatility so national priorities can be incorporated and pupil learning remains meaningful and valuable.'</p> | <p>Yes</p> |
| <p>1.1.4 Programme Duration & Balance</p> | <p>The review process determined that the submission demonstrated that the concurrent programme meets the criterion of a minimum of four years duration, and how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure.</p> <p>'The B.Ed. H.E. and Irish programme 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. Each of the subject disciplines comprises 60 ECTS in total, with 15 ECTS of subject discipline studies taken by students in every year of the programme. The programme meets the Teaching Council Subject Requirements (Post-Primary) for H.E and Irish. '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>Yes</p> |

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| | <p>St Angela's College 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>It demonstrated that the programme prepares student teachers for life in the classroom and for active engagement in teaching within a professional learning community reflecting the core values of trust, care, respect and integrity.</p> | |
| 1.1.5 Tréimhse Foghlama sa Ghaeltacht | n/a | |
| 1.1.6 Integration and Diversity of Programme Content | <p>St Angela's College 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>It demonstrated that small group work and tutorials are a central feature of the programme, and the programme provides opportunities for individual and collective reflection by student teachers and programme staff.</p> | Yes |
| Aptitude test | St Angela's College completed an 'Aptitude test' declaration form, confirming that the programme design allows for the provision of 'aptitude tests' for teachers who have qualified outside of the State. | Yes |
| 1.1.7 Required Areas of Study | <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> The foundation studies element of the programme provides research-informed insights to support student teachers' understanding of the practices of teaching, learning and assessment for all pupils with research-informed practice across all education and discipline modules.</p> <p>'Staff delivering on the programme are research active across several areas including inclusion and diversity,</p> | Yes |

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| | <p>assessment practices, lesson study, Global Citizenship Education, pedagogies for practice, digital learning, learning styles, wellbeing, the design brief process, food education and social care. In drawing on their own research to inform and support teaching, staff exemplify the relevance of research-informed practice.'</p> <p>St Angela's College demonstrated that the foundation studies element of 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, enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it, and explores key dimensions of the professional context in which the thinking and actions of teachers are carried out.</p> <p><u>Professional Studies</u></p> <p>St Angela's College demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.</p> <p>'Professional studies are frontloaded in the B.Ed. programme to prepare student teachers early in their ITE studies for school placement.</p> <p>'Student Teachers engage with four professional studies modules at this stage [stage 1], where explicit connections between teaching strategies and pupil learning are made, as well as explicit links made to foundation studies theory.'</p> <p>It demonstrated how the programme ensures that opportunities shall be provided for students to experiment with and explore new and emerging technologies for teaching and learning throughout their initial teacher education, that it advances the communicative skills of student teachers, and that it develops the adaptive expertise of student teachers.</p> <p>'An example of where pedagogical expertise including Pedagogical Content Knowledge, new and emerging technologies, communicative skills and adaptive expertise of student teachers is demonstrated is the <i>General and Specific Pedagogics</i> module in Stage 3.'</p> <p>It demonstrated how the Professional Studies elements of the programme ensure that teaching itself is understood and practised as a form of self-critical learning by student teachers, with ample opportunities for individual and</p> | |
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| | <p>collaborative reflection, and engagement in and with research.</p> <p>‘This module challenges student teachers to extend their adaptive expertise through engagement in the design of student-profiles, Individual Education Plans/Student Support Plans to assist schemes of work/lesson plan development for effective teaching and learning. The module also ensures that by stage 3, student teachers recognise that teaching is understood and practised as a form of self-critical learning as evidenced through their application of professional studies theory to classroom practice.’</p> <p><u>School Placement</u></p> <p>St Angela’s College demonstrated how the school placement provides opportunities for student teachers to experience a high support/high challenge model of placement as ‘over the course of the programme, student teachers move from a strongly supported experience in stage 1 to a supported but more independent experience in stage 4.’</p> <p>The review process determined that the submission demonstrated how student teachers engage in research on their own practice which demonstrates the connection between the sites of practice (College and school). It demonstrated how they 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; observe experienced teachers teaching; are involved in a wide range of school activities; reflect critically on their practice and programme of study and how both inform and shape each other; receive and respond to feedback on their practice, and identify areas for further professional learning for <i>Droichead</i>.</p> <p>‘In each school placement, student teachers are expected to implement classroom management strategies that support appropriate and effective learning for pupils and promote and maintain positive behaviour. ‘Student teachers are encouraged to teach pupils with additional/diverse needs, attend staff meetings, engage with research, engage in extra-curricular activities, and partake in school-based CPD, and keep a log of progress/learning regarding all activities in their Taisce.</p> | |
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| | <p>'They engage in evaluation/reflection on their lesson planning, formulate responses, and apply these changes to subsequent lesson plans.</p> <p>'They continue to expand their Taisce before /during/post school placement as a means of continual reflection on learning and development, recognising the continuous nature of professional development, cognisant of the continuum-stage they are at, while also identifying goals and related actions for <i>Droichead</i>.'</p> <p>Core elements of programmes of ITE</p> <p>The review process determined that the submission demonstrated that the following elements underpin all aspects of the programme.</p> <ol style="list-style-type: none"> 1. Inclusive Education 2. Global Citizenship Education 3. Professional Relationships and working with parents 4. Professional identity and agency 5. Creativity and Reflective practice 6. Literacy and Numeracy 7. Digital Skills | |
| | Post-primary: Curricular subject criteria registration requirements | |
| 1.1.7 Required Areas of Study | The programme is Level 8 on the National Framework of Qualifications (NFQ) with a minimum pass result in all examinations pertinent to the subject of Home Economics. | Yes |
| | Home Economics is studied in the programme up to and including third-year level or higher (studied up to and including fourth year in the programme). | Yes |
| | The programme includes the specific study of Home Economics comprising 60 ECTS credits and meets all the requirements for Home Economics set out in the Teaching Council's <i>Curricular Subject Requirements</i> . | Yes |
| | The study of Home Economics during the qualification shows that the holder has acquired sufficient knowledge, skills and understanding to teach the Home Economics syllabus /specification to the highest level in post-primary education. | Yes |
| | The study of all of the following inter-related components of Home Economics and their application to the individual, family and society are studied as an integral part of the programme: | Yes |

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| | <ul style="list-style-type: none"> a) Food Studies (including the integration of theory and practice) b) Textiles, Fashion Design and Home Design (including garment construction and practical craft work) c) Family Resource Management and Social Studies (including Home Economics Studies and consumer studies) | |
| | The programme includes course and practical work content in the above areas. | Yes |
| Gaeilge | As well as providing maximum levels of support for students in relation to securing appropriate immersive experiences, additional immersive experiences are embedded throughout the programme. There is an exemplary level of detail supplied in the module descriptions and a good range of assessment methodologies employed. | |
| | The programme is Level 8 on the Irish National Framework of Qualifications (NFQ) with Gaeilge studied up to and including third-year level or higher (studied up to and including fourth year in the programme). | Yes |
| | The programme includes the specific study of Gaeilge which carries 60 ECTS credits and meets all the requirements for Gaeilge set out in the Teaching Council's <i>Curricular Subject Requirements</i> . | Yes |
| | The subject discipline Gaeilge is aligned with the Teaching Council's curricular subject specific registration requirements for teaching to the highest level at post-primary. | Yes |
| | The Gaeilge programme incorporates all essential areas of study as set out by the Council, namely: <ul style="list-style-type: none"> a) language skills and b) the study of texts | Yes |
| | The programme provides for an immersive educational experience in Gaeilge of a minimum of four weeks duration. | Yes |
| | Upon completion of this programme, the graduates of the programme will have attained a minimum level of B2.2 on the CEFR in Gaeilge. | Yes |
| 1.1.7 Required Areas of Study | The review process determined that the submission demonstrated that subject discipline components include subject specific curricular studies and pedagogies (methodologies). 'Within professional studies and foundation studies in each of the first three stages of the programme, student teachers undertake general pedagogics modules as | Yes |

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| | <p>well as Home Economics and Gaeilge subject specific curricular studies and pedagogies.</p> <p>‘Examples of where subject disciplines for Gaeilge have explicit links with the curriculum and pedagogy are evident in a variety of modules. Texts related to the curriculum are discussed and analysed to increase students' language awareness.’</p> <p>‘In General and Specific Pedagogies in stage 3, student teachers’ understanding of pedagogies, curriculum and assessment (including State Examination Commission (SEC) assessment) of H.E. and Gaeilge at Senior Cycle level is consolidated, with regard to the variety of Senior Cycle programmes provided. Theories of learning, assessment, and classroom management addressed in the general pedagogies component of the module are applied to the planning, teaching and assessing of both subjects at Senior Cycle.’</p> | |
| 1.1.8 Learning and Assessment Strategies | <p>St Angela’s College demonstrated how the principles, beliefs and values about teaching, learning and assessment which are set out in the conceptual framework are evident in the teaching, learning and assessment modes used in the programme.</p> <p>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> | Yes |

Programme Resourcing

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| 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 74% of their existing staff registered with the Teaching Council. <p>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> | Yes |

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| | <p>It also demonstrated how the student:staff ratio of 15:1 is achieved, with the programme demonstrating a ratio of 14:1.</p> <p>St Angela's College 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.</p> <p>The College's Continuing Professional Development Policy outlines their commitment.</p> <p>'St Angela's College, Sligo is committed to supporting staff to enhance their professional and personal development. This commitment is in accordance with the strategic aims of the College to maximise the potential of staff, to support the recruitment and retention of staff, and to ensure a positive commitment to equal opportunities.'</p> <p>The policy outlines the variety of assistance available to staff.</p> | |
| <p>1.2.3 Facilities</p> | <p>St Angela's College demonstrated that appropriate facilities are available to support research, teaching and learning, providing the following:</p> <ul style="list-style-type: none"> • Seomra Teagaisc 1 is designated language lab • Plans for a designated Seomra Cainte • library, Academic Writing Centre, 20 PCs, Teaching Resources Collection, desk reference collection, laptop loan scheme, one large group study room, two small group study rooms, 80 quiet study spaces, books, e-books, journals through NUIG library services, free access to Folens/EdCo post-primary curriculum books, photocopying, printing, training sessions by library staff, dedicated library Moodle page, three science labs, microteaching lab and room, two art labs, three textile, fashion and design labs, three food labs, one food studies demonstration room (video equipped), FRM room, sensory analysis suite, interactive white boards, visualisers, virtual learning and communication platforms available: Moodle, Kaltura, Microsoft Teams, digital recording, video conferencing facilities, microteaching recording resources available to students, two MT suites, three computer labs with student capacity of 25, 32 and 46. | <p>Yes</p> |

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| <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>An example of the College's commitment to students is to be found in their efforts to diversify student intake through their participation in the HEAR and DARE schemes and in the provision of a pathway onto the programme through FE. The College is clearly aware of the challenges presented in attracting and retaining a greater gender balance and greater representation of students from disadvantaged socio-economic groups, students with disabilities, students from the Traveller community and from other ethnic minority groups.</p> <p>'An example that showcases student support and guidance systems is the Personal Academic Liaison (PAL) initiative. Each student teacher is assigned a personal tutor/PAL from the Programme academic staff. The principal role of PAL is to act as a first point of contact providing support regarding the B.Ed. programme, assisting student teachers having difficulties affecting their studies. PAL tutors also provide personal care support or refer STs to other College services/other external support services for professional care/advice.'</p> <p>The College has a suite of supports in place for student teachers' personal and social development, and pastoral care needs.</p> <p>'PAL tutors also provide support in social development and encourage student teachers to socialise and become involved in College events and SU activities. Student Mentors also assist with this role in B.Ed. 1.'</p> <p>St Angela's College demonstrated how a student teacher might transfer to an alternative programme and carry credits in so doing.</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>The College outlined the Education Department's current status in relation to its representation on the College's Academic Council.</p> | <p>Yes</p> |

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| | <p>It is the intention of St Angela's College to incorporate with the new Atlantic Technological University (ATU). This planned incorporation was officially announced by Minister Harris on the 23rd of November 2021.</p> <p>St Angela's College is self-governing until legal incorporation. When St Angela's College is incorporated into the ATU, it will then be under the governance of the ATU.</p> <p>St Angela's College will continue to be a college of NUI Galway until it legally incorporates, and NUI Galway have agreed to award degrees to all students who initially registered with St Angela's College/NUI Galway for a period of five years, essentially 'to see out' current programmes.</p> | |
| 1.2.6 Financial Resources | <p>St Angela's College demonstrated that the programme is adequately resourced to ensure that programme aims are met through student fee income and state grants. It is anticipated that, in addition, income will be enhanced further as student numbers will increase somewhat over the next years, in part due to a specific call by the Minister for Further and Higher Education for additional places to be provided because of needs arising from the Covid-19 pandemic and in part due increased market demand for teachers of the curricular subjects Home Economics and Irish, as well as calls from the Teacher Supply section of the Department of Education.</p> | Yes |

School Placement

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| 1.3.1 A Shared Vision for School Placement | <p>St Angela's College's school placement model supports the shared vision.</p> <p>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 College adopts a collaborative school placement model of partnership with schools. It actively promotes communication with school placement schools and seeks to foster positive relationships and engagement associated with supporting high quality professional learning opportunities during school placement.'</p> | Yes |
| 1.3.2 Duration | <p>The review process determined that the submission demonstrated that the duration of the school placement is in</p> | Yes |

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| | 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 | The review process determined that the submission demonstrated that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the <i>Guidelines on School Placement</i> and regarding the stage the student teacher is at on the programme. | Yes |
| 1.3.4 School Placement Models | The review process determined that the submission demonstrated that school placement models are developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement. 'The <i>School Placement Handbook 2022/2023</i> outlines how the College adopts a collaborative school placement model of partnership with schools. While both the College and schools play distinctive roles, they complement each other, and together create an integrated experience for student teachers, ensuring a quality school placement experience, which develops confident and competent student teachers.' | Yes |
| 1.3.5 Securing of Placement | The review process determined that the submission demonstrated that St Angela's College 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 | The review process determined that the submission provided evidence of the approaches St Angela's College is utilising to enable the student teacher to demonstrate, through the use of their Taisce, <ul style="list-style-type: none"> • an understanding of inclusive education as applicable to that context • an understanding of working with parents | Yes |
| 1.3.8 Research in School Placement | St Angela's College 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. 'In stage 4, student teachers engage in research, investigating their practice to improve their teaching, pedagogical and reflective practices, aligned with pupils' | Yes |

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| | learning needs and the college research elements of the programme.' | |
| 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.</p> <p>It outlined the teaching enrichment and mentoring support offered to students who fail a module of school placement.</p> <p>'Provisions are made to support student teachers experiencing difficulties during the placement or who fail school placement.</p> <p>'The Director of School Placement and the Head of School of Education meet student teachers who are deemed provisionally unsuccessful in their placement to outline the rationale for the provisional decision of the examiners and to discuss with the student teacher the areas in which they need to develop and what supports need to be put in place (as is possible) to enable the student teacher to be successful on the repeat school placement.'</p> | Yes |

Recommendation

Having regard to the documentation that was submitted, together with the report of the external subject advisors, 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.

Appendix 1 - Review Panel Membership

Independent Review Panel Chair

Professor Sheelagh Drudy

Emeritus Professor of Education at University College Dublin and former Head of the School of Education and Director of the Postgraduate Diploma in Education

Professor Drudy is a former teacher, educational researcher and teacher educator. She was a member of the first Teaching Council appointed by the Minister in 2005 and has also been a Council member of the National Council for Special Education (NCSE). She is the author and co-author of books and papers on education, including *Education in Ireland: Challenge and Change* (2009), Dublin: Gill and Macmillan. She is currently an external reviewer for a number of international journals and an assessor for international research organisations. She has been involved in quality assurance reviews in various HEIs.

Registered Teacher

Joan Russell

Education Researcher Officer (ETBI)

Ms Russell is currently seconded from the post of Director of Schools Support Services (ETBI) to the post of Education Researcher Officer (ETBI). Her current role includes conducting research on the conditions teachers associated with effective professional learning.

She was a member of the Teaching Council from 2012 – 2016, and a member of the National Council for Special Education (NCSE) from 2010 – 2015. She qualified as a Home Economics teacher, has a Masters Degree in Educational Leadership, a Higher Diploma in Educational Administration and a Higher Diploma in Professional Studies (School Planning).

External Expert

Professor Margery A. McMahon

Head of the School of Education at the University of Glasgow and Professor of Educational Leadership

A former teacher of History and Politics, Professor McMahon has been involved in teacher education, career-long professional learning and leadership education since joining University of Glasgow. She is the author and co-author of a range of books and articles focusing on professional learning and leadership including, Forde, C., and McMahon, M., (2019) *Teacher Quality, Professional Learning and Policy*, London: Palgrave MacMillan. She is UK Representative for the International Study Association for Teachers and Teaching (ISATT).

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

Home Economics

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

1.
 - (a) Applicants must hold a degree-level qualification, with Home Economics 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 Home Economics.
 - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Home Economics comprising at least 60 ECTS credits (or equivalent).
2. The study of Home Economics during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the Home Economics syllabus/specification to the highest level in post-primary education (see www.curriculumonline.ie).
3. In order to meet this requirement the study of all of the following inter-related components of Home Economics and their application to the individual, family and society must be studied as an integral part of the degree course:
 - a) Food Studies (including the integration of theory and practice)
 - b) Textiles, Fashion Design and Home Design (including garment construction and practical craft work)
 - c) Family Resource Management and Social Studies (including Home Economics Studies and consumer studies)
4. The degree must include course and practical work content in the above areas.

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 postprimary education (see www.curriculumonline.ie).

The degree must also include the study of the following:

- a) Language skills¹
- b) The study of texts²

3. 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 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.

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

- 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.