

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

Name of HEI: **University College Cork**

Name of Programme: **Bachelor of Education (Honours)  
Sports Studies and Physical Education  
And Bachelor of Education (Honours) in Physical Education,  
Sports Studies, and Arts**

Date: **May 2023**

Publication of this Report

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

**Contents**

Programme Overview .....3

Background.....3

Particular requirements for post-primary programmes .....3

The Review Process .....4

Overall Findings .....6

    Programme Design .....7

    Programme Resourcing .....16

    School Placement .....18

Recommendation .....21

Appendix 1 - Review Panel Membership .....22

Appendix 2 - Teaching Council Registration: Curricular Subject Requirements (Post-Primary) Effective for registration on or after 1 January 2023 .....23

## Programme Overview

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

**Bachelor of Education (Honours) Sports Studies and Physical Education  
And (Bachelor of Education (Honours) in Physical Education, Sports Studies, and Arts)**  
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.

University College Cork submitted a completed pro forma, toolkits and appendices which mapped the programme against each of the standards outlined in *Céim: Standards for Initial Teacher Education*. The programme was reviewed by the Review Panel following the *Procedures*.

## Particular requirements for post-primary programmes

In November 2020, the Council published *The Teaching Council Registration Curricular Subject Requirements (Post-Primary)*, which set out the Council’s revised subject criteria requirements for approved curricular subjects. The requirements may be met through studies incorporated into a concurrent programme of initial teacher education or may be met through undergraduate studies prior to completing a consecutive programme of initial teacher education. This also guides providers of post-primary consecutive programmes in determining suitability of entrants, outlining which curricular subjects, entrants can ultimately be registered to teach, as well as matching students to appropriate methodology modules.

## The Review Process

The review of **Bachelor of Education (Honours) Sports Studies and Physical Education** (Bachelor of Education (Honours) in Physical Education, Sports Studies, and Arts) at **University College Cork** took place between June 2022 and February 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

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| <p><b>Step 1</b><br/>Notification</p>                | <p>The Council notified University College Cork of its intention to review the <b>Bachelor of Education (Honours) Sports Studies and Physical Education (Bachelor of Education (Honours) in Physical Education, Sports Studies, and Arts)</b> on 16 December 2021.</p>  |
| <p><b>Step 2</b><br/>Preliminary Meeting</p>         | <p>A preliminary meeting was held between the Council executive staff and University College Cork on 28 January 2022 to provide an overview of the submission documentation and answer queries from University College Cork.</p>  |
| <p><b>Step 3</b><br/>Submission</p>                  | <p>University College Cork submitted the proforma and supporting documentation for the <b>Bachelor of Education (Honours) Sports Studies and Physical Education (Bachelor of Education (Honours) in Physical Education, Sports Studies, and Arts)</b> on 10 June 2022.</p>  |
| <p><b>Step 4</b><br/>Desk-based Review</p>           | <p>A desk-based review was conducted by the Council staff on 17 June 2022 and a letter requesting clarifications was sent to University College Cork on the 22 June 2022. University College Cork submitted their response on 16 September 2022.</p>  |
| <p><b>Step 5</b><br/>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 acting director, with Dr Mary Fleming as Chairperson and Dr Louise Campbell and Mr Ciaran Flynn as panel members. The panel was briefed by Teaching Council staff.</p>   |
| <p><b>Rapporteur</b></p>                             | <p>The review panel was supported in their role by Ms Niamh Harkin as rapporteur.</p> <p>The rapporteur's functions included liaison with University College Cork, maintaining records of meetings, and drafting and finalising the panel's report in conjunction with the panel Chairperson. The panel was also supported in its deliberations by external subject experts and by the Director of the Teaching Council and their executive staff nominees.</p> |
| <p><b>Step 6</b><br/>Review panel meeting 1</p>      | <p>The panel met on 6 December 2022 to consider the submission. They requested clarifications from University College Cork on 13 January 2023. University College Cork responded to this request on 30 January 2023.</p>  |

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| <p>Step 7<br/>Engagement<br/>with the HEI</p>         | <p>The Panel Chair and Rapporteur held a pre-meet with Head of Education and the Manager of School Education along with a number of programme managers on 18 January 2023 to discuss arrangements for a site visit.</p>   |
| <p>Site Visit</p>                                     | <p>The panel conducted a site visit to University College Cork on 21 February 2023. This was also attended by the Rapporteur and Teaching Council staff. The panel had a tour of the facilities and met with representatives from the University management team, the programme teams, the school placement team and some students and recent graduates of the programmes.</p> <p>The following attended on behalf of the university:</p> <ul style="list-style-type: none"> <li>• President</li> <li>• Deputy President and Registrar</li> <li>• Chief Financial Officer</li> <li>• Head of School Education</li> <li>• Registrar and Vice President for Academic Affairs</li> <li>• Programme Director PME</li> <li>• Deputy Programme Director PME</li> <li>• Programme Staff</li> <li>• School Placement Tutors</li> <li>• Students and Graduates from the programme</li> </ul> |
| <p>Step 8: Review<br/>panel meeting 2<br/>&amp; 3</p> | <p>The panel met immediately after the site visit on 21 February 2023. And also met on 5 May 2023 to discuss correspondence of 1 April 2023 and agree recommendations.</p>  |
| <p>Step 8 Reporting</p>                               | <p>The report was drafted and issued to the HEI for the 30-day feedback period.</p> <p>It was finalised when the final response was received from University College Cork.</p>  |
| <p>Step 9 Education<br/>Committee</p>                 | <p>The Chair will present the report at the next meeting of the Education Committee. They may decide to: accredit the programme, accredit the programme with requirements or not accredit the programme.</p>  |

## Overall Findings

The Panel recognises and acknowledges the professional and deep engagement of the UCC Leadership, School of Education and members of the programme team with the accreditation process.

The quality and standard of the University facilities, including innovative learning spaces and the subject discipline learning centres that are available to the students on the programme is impressive, and demonstrates recognition of the requirements for quality ITE provision.

There is an admirable emphasis on evaluation and continuous review by the programme team supported by the University. A consequence of this evaluation and review is a coherent integration of content of modules with teacher identity, practice and Céim standards within the programmes.

The submitted documentation demonstrates that the programme's design is driven by a clear conceptual framework and alignment with Céim standards. The Panel observed impressive enthusiasm, passion and proactive engagement with the programme by all staff at the site visit which was reinforced by the current students and recent graduates.

## Programme Design

|                            | Comment  | Standard addressed? |
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| 1.1.1 The Programme        | The Programme received academic accreditation from UCC and was submitted to the Teaching Council for professional accreditation and is in line with the Council's Registration Regulations 2016.   | Yes                 |
| 1.1.2 Conceptual Framework | <p>The programme is supported by a clearly defined conceptual framework.</p> <p>In the application, University College Cork demonstrated how the conceptual framework is developed in the context of the providers' mission and ethos and that 'following a school-wide collaborative alignment of the undergraduate Initial Teacher Education programmes (ITE), core to the Bachelor of Education (Honours) in Sports Studies and Physical Education (BEDSSPE) the UCC programme promotes 'the belief that learning is primarily a sociocultural systematic and adaptive process where teaching, by implication, encompasses a wide set of evidence-based, policy-driven and culturally responsive practices necessary to provide positive pupil experiences towards their personal and academic fulfilment.'</p> <p>University College Cork demonstrated how the programme is informed by research and the Council's <i>Policy on the Continuum of Teacher Education</i>, through 'six components of connected curriculum (research-based teaching, employability, sustainability, inter- and transdisciplinarity, global reach, civic and community engagement)' the programme aims to develop 'the UCC Graduate Values of respect, ambition, compassion, resilience, and integrity'.</p> <p>They demonstrated the core idea that being and becoming a teacher is a lifelong process involving knowledge and skills as well as the development of teacher voice and agency and a commitment to the needs of all learners and the <i>Code of Professional Conduct for Teachers</i>.</p> <p>The application demonstrated how the conceptual framework provides a rationale for the model of ITE which has been adopted and how it enables student teachers while on placement to demonstrate the link between the sites of practice (HEI and School) for 'encouraging dialogue between education stakeholders,' school placement 'exemplifies the ways in which teaching is complex, dialogical and relational. Variety within school placement modules and sites ensures that student-teachers experience debates around learning and teaching from national and international research, policy and practice perspectives. Furthermore, student-teachers experience this diversity, scaffolded by a community of</p> | Yes                 |

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|                      | <p>university and school-based teacher educators who are directly connected with and supported by the programme.’ The programme also ‘supports student-teachers in their continual and incremental engagement with teaching and learning in professional sites through diverse school placement opportunities and experiences between years two to four, under three placement modules and an educational research project.</p> <p>The application shows how school placement is the fulcrum of the continuum of teacher education and how key themes are revisited over the programme. Specifically, ‘school placement is placed as the fulcrum of the continuum of this teacher education programme through which modular content and assessment outputs are connected. For example, student-teachers are continuously exposed to learning expectations on developing competence for instructional alignment, inclusion, and digital skills in foundational and subject-specific modules (e.g. ED1314, ED2308, ED3324, ED3329, ED4320). It is where student-teachers have an opportunity to enact and experience theories, ideas and practices spoken about and modelled in university tutorials and lectures.</p> <p>The review process determined that the submission demonstrates 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>‘For example, throughout the programme, the professional studies modules in the early stages expose student-teachers to real-life cases for learning and assessment experiences along with guest talks with practising teachers and school leaders to learn about the enactment and development of the teaching profession.’</p> |     |
| 1.1.3 Programme Aims | <p>The review process determined that the submission clearly defines the aims of the programme, demonstrating where the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes. ‘Programme Aims prioritise a lifelong journey of personal and professional development to meet UCC graduate attributes and values, along with the Céim Graduate Teacher Standards framework in its three broad headings of Professional Values, Professional Skills and Practice, and Professional Knowledge and Understanding.’</p> <p>‘The programme aims to prepare students for their continuous development as critically thinking citizens and professional educators within their Physical Education and chosen Arts specialism.’</p>   | Yes |



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|   | <p>The application demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.</p> <p>‘The BEDSSPE programme covers and caters for curriculum development across its entire duration, with subject-specific and general curriculum modules that expose and discuss the curriculum structure (e.g. ED1314, ED1325, ED2322, and others), which are then experienced through an applied nature during the three school placement modules (ED2325, ED3329, ED4320), along with case-based learning and guest talks as part of the spiral curriculum (see section 1.1.2). For example, building on the foundations set out by ED1324, ED1325, and ED2322, the module ED4106 involves 24 hours of lectures; integrated study time; and an open choice continuous assessment action research project. The module objective is to develop with student-teachers a critical engagement with curriculum and assessment theories, concepts, policies and practices and plan for effective school/classroom responses.’</p> <p>University College Cork have demonstrated how the programme will enable newly qualified teachers to facilitate quality teaching and learning for all pupils, how it prepares student teachers for teaching, learning, reflective practices, and assessment in their schools, and prepares them for entry to their professional role.</p> <p>The application demonstrates how the programme aims foster student teachers’ agency and mind-set to be open to professional growth and learning over the course of their careers, to reflect on their own professional learning and that of their pupils, and to support their pupils in achieving their full potential.</p> <p>‘The BEDSSPE programme aims to produce reflective and dynamic practitioners willing to unearth assumptions and encourage ideology critique. While all elements aim to support the development of the reflective practitioner, there are some parts of the programme that are especially noteworthy in this regard.’</p> |            |
| <p>1.1.4 Programme Duration &amp; 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 demonstrates how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure.</p> <p>Bachelor of Education (Honours) Sports Studies and Physical Education is a four-year concurrent 240 ECTS concurrent degree. It comprises 120 ECTS of Education, of which School Placement comprises 60 ECTS, and Foundation and</p>   | <p>Yes</p> |

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|   | <p>Professional Studies comprise 60 ECTS. The subject disciplines of ‘Studies of Physical Education and the chosen Arts subject, each with 60 credits.’</p> <p>The programme meets the Teaching Council Subject Requirements (Post-Primary) for Physical Education. 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 two years.</p> <p>University College Cork 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, enabling them to become responsible, trustworthy, and reflective practitioners who are prepared for life in the classroom.</p> <p>The panel is satisfied that the submission demonstrated the programme prepares students for life in the classroom and active engagement in teaching within a professional learning community, reflecting the core values of trust, care, respect and integrity. ‘By providing regular opportunities for group work and group assessment (e.g ED1308), student-teachers get into the spirit of working as part of a community, and specific school placement tasks or assignments (e.g. interviews or observations) push the student-teachers to become part of the school learning community from an early stage. Critically, the school placement research module entices the students to identify a particular school problem that they wish to contribute to and engage with the relevant stakeholders, thus extending their presence and relevance to the school learning community from questions of their classroom and wider educational practice in the context of their school.’</p> |            |
| <p>1.1.6 Integration and Diversity of Programme Content</p> | <p>University College Cork have demonstrated that foundation studies are integrated into the programme in a way that is meaningful for student teachers and their practice; that the programme design follows a spiral learning approach and that the programme allows student teachers to experience a variety of teaching, learning and assessment modes.</p> <p>The programme supports ‘students on school placement in Years 2, 3 and 4 which necessitates a spiral curriculum and an integrated revisiting of key concepts, learning theories and central themes from/of the compulsory elements.’</p> <p>Specifically the submission states; ‘The relational aspect of teaching and the importance of excellent communication and relationship building between all stakeholders in education also means that student-teachers need to be continually</p>   | <p>Yes</p> |

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|                                      | supported in the development of these competences (e.g. ED4326). Both of these aspects (as examples of how we view the integrated nature of our programme) demand a spiral curriculum approach within our programme that ensures that we constantly and consistently revisit the key principles of our conceptual framework across all modules.'   |     |
| Aptitude test                        | University College Cork 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 |
| <u>1.1.7 Required Areas of Study</u> | <p>The review process determined that the submission demonstrated how the Foundation Studies, Professional Studies &amp; School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u></p> <p>The programme provides research informed insights to support student teachers' understanding of the practices of teaching, learning and assessment for all pupils.</p> <p>With an 'interlinking structure between theory and practice in the final year of their studies, there is a strong message that theory and practice are not mutually exclusive. We contend that, in the theory-practice debate, the Foundations Studies element of the programme has the potential to play a pivotal bridging role in its capacity to look both 'inward' towards theory and 'outward' towards practice.'</p> <p>The Panel is satisfied that the programme provides the basis of a strong professional ethic in teaching and learning and includes curriculum studies, the history and policy of education, philosophy of education, psychology of education and sociology of education.</p> <p>The programme, enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it.</p> <p>'Foundation studies equip student-teachers with an understanding of the social, cultural and political underpinnings of matters such as curriculum, pedagogy and policy. They also encourage student-teachers to adopt and apply critical perspectives and democratic values in their practice.'</p> <p><u>Professional Studies</u></p> <p>University College Cork demonstrated in the submission that the Professional Studies elements of the programme develop</p> | Yes |

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|  | <p>the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.</p> <p>‘The Professional Studies elements of the programme are firmly located in the Irish context and informed by international research as outlined in the conceptual framework. Contextual considerations are established by exploring recent curricular changes in Ireland, as well as emerging challenges and opportunities within teacher education both nationally and internationally. Examples of this in the pedagogy studies of the various subjects include discussions around Junior Cycle Reform, introduction of classroom-based assessments and the possibilities of future reform of the Senior Cycle. While at the very early stages of their prospective careers, our programme recognises the value of student-teachers being enabled to think critically about such important educational developments.’</p> <p>Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise.</p> <p><u>School Placement</u></p> <p>University College Cork demonstrated how the school placement model on the programme provide opportunities for student teachers to experience a high support/high challenge model of placement and engage in research on their own practice, making connections between the sites of practice.</p> <p>Students are given the opportunity to observe experienced teachers and plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels, to assist them in establishing classroom management strategies.</p> <p>School placement is very structured and supported within the programme. The placement handbooks for students, tutors and school personnel (Treorai and other personnel) provide focus and clarity on each stakeholder’s requirements and responsibilities.</p> <p>‘Student-teachers are encouraged to make a positive contribution to the school by getting involved in various activities, both within and outside the school, e.g. assisting the treoraí to prepare materials for lessons, organising handouts and worksheets, assisting with setting up laboratory practical classes, assisting with the running of practical classes, discussing lesson plans with the treoraí, helping with stock taking, assisting students prepare projects, assisting students with special needs, accompanying students</p> |  |
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|  | <p>on visits to events held outside the school, assisting in preparing exams, assisting the resource teacher, etc. During School Placement in second year and third year each student-teacher receives support from the placement tutor in the form of a non-graded observation and shared reflection.’</p> <p>University College Cork demonstrated that student teachers are encouraged to reflect critically on their practice and programme of study, reflecting on feedback from discussions and identify areas for further professional learning for Droichead through their electronic portfolio or “Taisce”.</p> <p><u>Core elements of programmes of ITE</u></p> <p>The review process determined that the submission demonstrated that the following elements underpin all aspects of the programme.</p> <p>1. Inclusive Education</p> <p>University College Cork demonstrated that inclusive education permeates their ITE programme.</p> <p>‘Throughout the programme, and particularly in fourth year (ED4107, ED4105), sociocultural theory serves to provide a complex description of the dynamic contexts in which, and the processes through which, learning and development take place. A focus on the interplay which occurs between individuals and their social circumstances, opens a space where student teachers can be emboldened to act, not by replicating deficit or other partial accounts of individuals, but by focusing on the ‘conditions’ necessary for students to achieve learning and change in complex social circumstances (Thomas 2013; Billington 2017). A central value of the programme is that student learning is best served when these ‘conditions’ are informed by the principles of inclusivity.’</p> <p>2. Global Citizenship Education</p> <p>The application evidenced how global citizenship education and education for sustainable development is integrated into the programme.</p> <p>‘In our programme, we seek to support – not least from a ‘well-being’ perspective as core to the Junior and Senior Cycle frameworks delivered in key modules (e.g. ED1325, ED2322) – student-teachers to embed in their work with pupils a living understanding of and commitment to education for global citizenship, sustainable development and social justice (see <a href="http://idestucc.com/">http://idestucc.com/</a>). In ED4107, student-teachers are introduced to conceptual and practice-based issues</p> |  |
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|  | <p>pertaining to the inclusion of learners with SEN in educational settings. The module content also includes a conceptual treatise of varying approaches to intercultural education and critical engagement with culturally responsive forms of pedagogy.'</p> <p>3. Professional Relationships and working with parents</p> <p>University College Cork showed that the core element of establishing professional relationships and working with parents is integrated into the programme.</p> <p>'Within ED4105 or ED4326, context and family experience feature in discussion and reflection in relation to the student's relationships with school and within the classroom. Discussions relating to motivation and classroom management highlight the need for appropriate understanding of family context and appropriate methods of contact between parent and teacher / home and school. Student-teachers experience school routines and protocols in this area through interactions with their treoraí. Assessment feedback and reporting are also addressed in lectures and tutorials as these represent a more formal and, in some ways, daunting interface with parents for the student-teacher.'</p> <p>4. Professional identity and agency</p> <p>The application demonstrated that the programme includes support for the development of the teacher as a self-reflective autonomous professional.</p> <p>'For example, in the School Placement Taisce, student-teachers are required to produce regular reflections after the lessons and units of learning, including term reflections explicitly supported on observations and/or interviews to other schoolteachers. This highlights the importance placed in the development of the student-teacher as a self-reflective autonomous professional. Furthermore, the philosophical component of ED4104 also plays a role in facilitating professional and ethical teaching by helping to equip students with a moral and critical orientation, conceptual tools, and a language to analyse their own (and others') practices. Professional and ethical teaching is also modelled for students by the Placement tutors through their own enactment of the values of the Teaching Council's Code of Professional Conduct, evident for instance in the respectful, working relations expected among and between members of the Placement tutors, between university and school personnel (including Treoraí), and between students and tutors.'</p> |  |
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|  | <p>5. Creativity and Reflective practice</p> <p>University College Cork have demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators, and researchers:</p> <p>‘This programme also encourages broader critical reflection and thinking in student teachers, valuing teaching and learning as lifelong journeys in the field of education (ED4326). Building on expert subject content and skill knowledge, student-teachers on this programme will continually reflect on and develop expertise, variety and innovation in their pedagogical approaches and related decision-making, curriculum design, lesson, unit and assessment planning and practice critically through modules as ED3327, ED4315. Student-teachers will apply, evaluate and critique, reflect on and adapt a variety of pedagogical approaches and learning theories as a part of learning outcomes on this programme (Student Handbook, pp.13-14), developing skills which allow them to become research-led teachers and innovators for change that are directly supported in ED4315.’</p> <p>6. Literacy and Numeracy</p> <p>The programme design shows a commitment to enhance students’ own literacy and numeracy while also ensuring that they learn techniques to develop their future pupils’ literacy and numeracy skills.</p> <p>‘In particular, Student-teachers on the programme are afforded the opportunity to enhance their own literacy and numeracy through the completing of their research project in Year 4 (ED4315). This module focuses on building understandings of teaching and learning and key elements of professional practice through the processes of engaging in professional reading and reflection and through conducting an original piece of research. Many of these studies are often mixed methods and students develop both their qualitative and quantitative literacy.’</p> <p>7. Digital Skills</p> <p>University College Cork have demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.</p> <p>‘There are many opportunities across the programme for our student teachers to explore new and emerging technologies. In Year 1 of the programme, all students complete DH1001 as a module which is run by the Department of Digital</p> |  |
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|   | Humanities at UCC. The aim of this module is to introduce students to the fundamental concepts of the Digital Humanities. It is important for students to have this foundation given the ever-changing impact of digital tools in education. More broadly throughout the programme, students will be introduced to a wide range of digital technologies which have become common place in education. For example, all of their course work and notes are available on the UCC Canvas platform.'   |     |
| Post-Primary: Curricular subject criteria registration requirements | <p>The programme is Level 8 on the National Framework of Qualifications (NFQ). The entry selection processes are aligned with the Council's curricular subject specific registration requirements.</p> <p>The review process determined that the programme includes subject specific curricular studies and pedagogies and methodologies for Physical Education, History, Mathematics, English, French &amp; Irish.</p>   | Yes |
| 1.1.8 Learning and Assessment Strategies                            | <p>University College cork 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>The submission 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

|                | Comment  | Standard addressed?               |
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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"> <li>•programme staff qualifications and experience</li> <li>•evidence that currently 100% of school placement tutors on this University College Cork programme are registered with the Teaching Council.</li> </ul> <p>The application demonstrated the staff distribution mechanisms they have 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, subject to requirement below |



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|  | <p>The application demonstrated that the programme does not meet the Céim student: staff ratio (SSR) of 15:1 with the programme demonstrating a SSR of 16:1</p> <p>University College Cork demonstrated the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise.</p>   |     |
| 1.2.3 Facilities                                   | <p>University College Cork demonstrated that appropriate facilities are available to support research, teaching, and learning, providing the following: Libraries including Ionad na Gaeilge and Dun Chiomhan, UCC Language Centre, Digital Technological resources including Crossleigh ICT laboratory, Sports facilities such as the Mardyke centre and the Hub, Arts facilities, Silent and Group research areas such as the Teaching Research Laboratory at Fernhurst and group study spaces, Science Labs including the Eureka Centre UCC, microteaching rooms and specialist facilities in the Early Years Outdoor Teaching space.</p>   | Yes |
| 1.2.4 Student Support and Guidance Systems         | <p>The review process determined that the submission demonstrated that provisions are in place for the personal and social development and pastoral care of student teachers.</p> <p>University College Cork have a wide range of student supports and services including the following services and provision:</p> <ul style="list-style-type: none"> <li>• Accommodation and Student Activities</li> <li>• Careers Service</li> <li>• Chaplaincy</li> <li>• Access Programme comprising: Disability Support Service; Mature Students; UCC Plus+</li> <li>• Office of Sport and Recreation</li> <li>• Student Counselling and Development</li> <li>• Student Health and Welfare</li> <li>• Students Union Administration</li> <li>• Student Advisor and Ombudsman</li> </ul> <p>University College Cork have demonstrated how a student teacher might transfer to an alternative programme in line with the University's policies and procedures.</p> | Yes |
| 1.2.5 Communication and Decision-making Structures | <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>'A Staff-Student Committee ensures student representation in the decisions and development of the programme also. Students are also asked to complete evaluations of individual modules on the programme.'</p>   | Yes |

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| 1.2.6 Financial Resources | University College Cork demonstrated that the programme is adequately resourced to ensure that programme aims are met through student fee income and state grants. | Yes |
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## School Placement

|  | Comment   | Standard addressed? |
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| 1.3.1 A Shared Vision for School Placement | University College Cork's school placement model supports the shared vision for school placement. The review process determined that the submission demonstrated that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners.  | Yes                 |
| 1.3.2 Duration                             | The review process determined that the submission demonstrated that the duration of the school placement is in compliance with the Teaching Council's requirements and includes both school-based and HEI-directed activities, thus meeting the requirements of this standard.  | Yes                 |
| 1.3.3 Elements of School Placement         | <p>The review process determined that the submission demonstrated that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the <i>Guidelines on School Placement</i> and regarding the stage the student teacher is at on the programme.</p> <p>'Second and third year school placement consists of a ten-week block to a minimum of 30 hours. Year 2 placement focuses on teaching PE, with the Arts Specialism subject as a minor. Year 3 placement focuses on teaching the Arts Specialism subject with PE as a minor. STs are closely supervised by a Treoraí during both placements. The recommended model of supervision by the Treoraí consists of three phases. Movement from one phase to the next will be dependent on each student teacher's readiness. This will be decided between student-teachers and the Treoraí.</p> <ul style="list-style-type: none"> <li>· Phase 1: STs shadows the Treoraí</li> <li>· Phase 2: STs assists the Treoraí in teaching parts of a lesson.</li> <li>· Phase 3: STs teach part of a lesson/whole lessons with the Treoraí present in the class.' </li></ul> | Yes                 |
| 1.3.4 School Placement Models              | The review process determined that the submission demonstrated that school placement models are   | Yes                 |

|                                       |  |     |
|---------------------------------------|--|-----|
|                                       | <p>developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement.</p> <p>‘The BEDSSPE enjoys a very positive relationship with approx. 45 partner schools in Cork city and county, built up over a number of years. We have regular communication with school principals, deputy principals and Treoraithe. We provide School Placement Handbooks for our Treoraithe and our placement tutors endeavour to meet with the Treoraithe during their supervision visits to discuss the progress of the STs. The school and the programme also offer CPD for supporting teachers, aiming particularly at those who engage as Treoraithe.’</p>  |     |
| 1.3.5 Securing of Placement           | The review process determined University College Cork assumes overall responsibility for the placement of student teachers.  | Yes |
| 1.3.6 Diversity of Placement Settings | The review process determined that the submission demonstrated that the programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts, including Irish medium schools.   | Yes |
| 1.3.7 Taisce in School Placement      | <p>The review process determined that the submission provided evidence of the approaches University College Cork is using to enable the student teacher to demonstrate, using their Taisce</p> <ul style="list-style-type: none"> <li>• an understanding of inclusive education as applicable to that context</li> <li>• an understanding of working with parents</li> </ul> <p>Taisce is a core activity threading across all aspects of the programme and particularly school placement. The professional identity and agency development of the student teacher is clearly articulated in Taisce. It supports and enables the student teachers’ incremental understanding and appreciation of the practice of teaching and the importance of reflection as a professional learning and development endeavour.</p> | Yes |
| 1.3.8 Research in School Placement    | University College Cork 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.  | Yes |

|  |   |            |
|--|---|------------|
|  | <p>The design of the programme is research driven and led with a strong and consistent emphasis on enabling and supporting the student teacher as an evidence-based practitioner. Research development is creative and opportunistic and spans across many modules culminating with a practice orientated research study in final year.</p>   |            |
| <p>1.3.9 School Placement: Evaluation and Assessment</p> | <p>The review process determined that the submission demonstrated that all student teachers are supported and assessed by two or more placement tutors, and at least once by a registered teacher. It outlined the teaching enrichment and mentoring support offered to students who fail a module of school placement.</p> <p>During school 'placements, feedback from the Treoraí will be provided to the ST and to the PT. A midway progress report on each ST will be forwarded to the School Placement Coordinator (SPC). Students who appear to be having difficulties will be given a support meeting by the SPC and an extra support visit will be provided by the PT.'</p> | <p>Yes</p> |

## Recommendation

Having regard to the documentation that was submitted, the panel adjudges that the programme meets the standards set down by the Teaching Council in *Céim: Standards for Initial Teacher Education*.

Accordingly, it recommends to the Teaching Council that the programme be granted accreditation subject to the following requirement;

| Matter | Requirement   |
|--------|---|
| SSR    | That UCC shall submit, within 6 months of the date of this report, a clear plan that details the measures being undertaken and associated timelines involved to bring the staff: student ratio (SSR) in line with the <i>Céim: Standards for Initial Teacher Education</i> requirement of 15:1. |

## Appendix 1 - Review Panel Membership

**Chair: Dr Mary Fleming**

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

**Panel Member: Mr Ciaran Flynn**

Ciarán Flynn, Educational Consultant, retired from his eight-year tenure as General Secretary of the Association of Community and Comprehensive Schools (ACCS), where he advised and supported the Boards of Management and Principals of the 96 post-primary schools in the Association. He acted as a Management nominee on the Teaching Council for a three-year term, chairing the Audit and Risk Committee. He chaired the joint research project of the Teaching Council and the Department of Education and Skills on “Teacher Supply” and also chaired the Placement System Working Group.

He was Principal of Navan Community College and the founding Principal in 1994 of Ashbourne Community School. In his 30 year teaching career he worked in a number of Dublin and Meath schools as a Science and Career Guidance teacher, then as a Deputy Principal and completed his Masters in Education Management in the University of Ulster in 1994. He worked for an eight-year period as a Part-Time Lecturer in DCU on the M.Sc. in Educational Training and Management programme in areas such as Action Research and Leadership and supervising Masters students.

He was a member of the national Leadership Development for Schools Team for a three-year period working with newly appointed Principal and Deputy Principal teachers countrywide on behalf of the Department of Education and Skills. As an Educational Consultant he has worked for and with individual schools, regional and national educational bodies in carrying out investigations, supporting and promoting professional development. He also carries out work for the Department of Education and Science in a number of areas and for the State Examinations Commission as a member of the Audit and Risk committee. He is the Chairperson of the boards of management of two schools in the Leinster area and recently retired from Chairpersonship of the Le Chéile Schools Trust.

**Panel Member: Dr Louise Campbell**

Dr Louise Campbell is an Education Engagement Officer for the General Teaching Council for Scotland. Her role involves promoting professional standards, supporting initial teacher education institutions to develop programme accreditation submissions and ensuring the compliance of submissions with policy. She was previously a teacher educator at the University of Dundee, where she was Convenor for the Professional Graduate Diploma in Education (Secondary) programme as well as subject lead for the Professional Graduate Diploma in Education (Secondary English). Louise’s teaching, lecturing and supervision interests were focused on reflective practice, academic literacies and critical pedagogy. Her research interests engage with teachers’ professional learning, development of teachers’ identity and teacher agency.

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

### Physical Education

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

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

To meet this requirement the degree must include the study of all of the following areas:

(a)

- Adventure activities
- Aesthetic and expressive activities
- Athletic activities
- Competitive activities
- Fitness and health activities
- Technological knowledge of sport and physical activity
- Curriculum models for sport and physical activity
- Water based activities

To meet this requirement the degree must also include the study of one area from (b) and one area from(c):

(b)

- i. Motor Learning and Development
- ii. Nutrition and physiology for healthy living and performance
- iii. Sport and Exercise Psychology
- iv. Physical Activity and Inclusion

(c)

- i. Policy and Provision in physical activity and Sport
- ii. Sociological Perspectives of Physical Activity and Sport
- iii. Well-being and Health Promotion
- iv. Theory and application of physical activity programming for health, fitness and performance

## English

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

1.
  - (a) Applicants must hold a degree-level qualification, with English 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 English.
  - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of English comprising at least 60 ECTS credits (or equivalent).
2. The study of English during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the English syllabus/specification to the highest level in post- primary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)).
3. All applicants must provide evidence of linguistic competence in the language. This can be demonstrated by:
  - a) **Applicants for whom the language is their first language.**
  - Or**
  - b) by 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.
  - Or**
  - c) Alternatively, applicants can provide certification of achieving level B2.2 standard of an independent language competency test
4. The study of English language and literature during the degree must show that the holder has acquired sufficient knowledge, skills and understanding to teach the English syllabus to the highest level in postprimary education.

To meet this requirement the degree must include the study **all** of the following areas through the medium of English:

- a) Drama
- b) Poetry
- c) Fiction

And may include the following areas:

- a) Composition and Writing Skills
- b) Film
- c) Theatre
- d) Media Studies



## 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](http://www.curriculumonline.ie)).

The degree must also include the study of the following:

- a) Language skills<sup>1</sup>
- b) The study of texts<sup>2</sup>

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 the Gaeltacht
  - conducting an action research project which is of relevance to their teaching studies
  - engaging in School Placement.
4. Evidence of linguistic competence
  - All applicants must provide evidence of linguistic competence in the language. This can be demonstrated by providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed.
  - Alternatively, applicants can provide certification of achieving level B2.2 standard of an independent language competency test.
  - Applicants for whom the language is their first language.

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<sup>1</sup> reading, spoken production, spoken interaction, listening and writing

<sup>2</sup> texts refer to all products of language use including aural, oral, written and digital texts

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

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

1.
  - (a) Applicants must hold a degree-level qualification, with the specific curricular languages studied up to and including third-year level or higher (or modular equivalent).
  - (b) The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass result in all examinations pertinent to the subject of the specific curricular language.
  - (c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of the specific curricular language comprising at least 60 ECTS credits (or equivalent).
2. The study of the specific curricular language during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the specific curricular language syllabus/specification to the highest level in post- primary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)).
3. Evidence of linguistic competence
  - a) All applicants must provide evidence of linguistic competence in the language. This can be demonstrated by providing evidence of achieving a minimum level of B2.2 on the Common European Framework of Reference for Languages (or equivalent) from the higher education institution where the qualification was completed.
  - b) Alternatively, applicants can provide certification of achieving level B2.2 standard of an independent language competency test.
4. The degree must also include the study of the following:
  - language skills<sup>3</sup>
  - the study of texts<sup>4</sup>
5. Prior to completion of their teacher education studies, applicants should provide verifiable evidence of an immersive educational experience in the curricular language of a minimum of four weeks duration. This may be accessed in two blocks, each of which must be at least two weeks. At least one of these blocks must be in a setting where the language is the vernacular language of the region/country. The immersive educational experience(s) must be one of the following:
  - attending a language course
  - working as a staff member in an educational setting
  - conducting an action research project which is of relevance to their teaching studies
  - engaging in School Placement.

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<sup>3</sup> reading, spoken production, spoken interaction, listening and writing

<sup>4</sup> texts refer to all products of language use including aural, oral, written and digital texts

## Mathematics

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

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

To meet this requirement the degree must include the study of all of the following

### Essential areas of study

- a) Analysis (must include a module or modules in multi variable calculus)
- b) Algebra (must include a module or modules in linear Algebra)
- c) Geometry (must include a module or modules in Euclidean and Non-Euclidean Geometry)
- d) Probability
- e) Statistics (must include a module or modules in Statistical Inference)

The remaining credits (or equivalent) may be in any of the above essential areas, or be drawn from the following optional areas:

### Optional areas of study

- f) Dynamical Systems and Chaos
- g) Calculus of Variations
- h) Numerical Analysis or Computational Mathematics
- i) Mathematical Modelling
- j) Discrete Mathematics
- k) History or Philosophy of Mathematics
- l) Mathematical Logic
- m) Set Theory and Cardinality

## History

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

1. (a) Applicants must hold a degree-level qualification, with History 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 History.  
(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of History comprising at least 60 ECTS credits (or equivalent).
2. The study of History during the qualification must show that the holder has acquired sufficient knowledge, skills and understanding to teach the History syllabus/specification to the highest level in post- primary education (see [www.curriculumonline.ie](http://www.curriculumonline.ie)).
3. To meet this requirement the degree must include the specific study of Irish History