An Chomhairle
Mhúinteoireachta
The Teaching Council

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

Name of HEI: **Technological University of the Shannon: Midlands-Midwest (TUS)**

Name of Programme: **Professional Master of Education in Art and Design with Digital Media (PME)**

Date: November 2023

Contents

Programme Overview

This report relates to the review of the following programme provided by Technological University of the Shannon: Midlands-Midwest (TUS)

Professional Master of Education in Art and Design with Digital Media (PME) 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.

Technological University of the Shannon: Midlands-Midwest (TUS) 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 **Professional Master of Education in Art and Design with Digital Media (PME)** at **Technological University of the Shannon: Midlands-Midwest (TUS)** took place between March 2023 and November 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	The Council notified Technological University of the Shannon: Midlands-Midwest (TUS)of its intention to review the **Professional Master of Education in Art and Design with Digital Media (PME)** on 12 October 2022.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and Technological University of the Shannon: Midlands-Midwest (TUS) on 21 October 2022 to provide an overview of the submission documentation and answer queries from Technological University of the Shannon: Midlands-Midwest (TUS).
Step 3 Submission	Technological University of the Shannon: Midlands-Midwest (TUS) submitted the proforma and supporting documentation for the **Professional Master of Education in Art and Design with Digital Media (PME)**, on 15 March 2023.
Step 4 Desk-based Review	A desk-based review was conducted by the Council staff on 27 March 2023 and a letter requesting clarifications was sent to Technological University of the Shannon: Midlands-Midwest (TUS) on the 19 April 2023. Technological University of the Shannon: Midlands-Midwest (TUS) submitted their response on 5 May 2023
Step 5 Appointment of Review Panel	The process was formally initiated when the Review Panel (hereinafter referred to as 'the panel') was appointed by the Teaching Council's director, with Prof Gary Granville as Chairperson and Ms Valerie Lewis and Ms Charlaine Simpson as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	The review panel was supported in their role by Ms Niamh Harkin as rapporteur. The rapporteur's functions included liaison with Technological University of the Shannon: Midlands-Midwest (TUS) 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.
Step 6 Review panel meeting 1	The panel met on 9 June 2023 to consider the submission. They requested clarifications from Technological University of the Shannon: Midlands-Midwest (TUS) on 9 June 2023 Technological University of the Shannon: Midlands-Midwest (TUS) responded to this request on 4 September 2023.

Step 7 Engagement with the HEI	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 5 September 2023 to discuss arrangements for a site visit.
Site Visit	The panel conducted a site visit to Technological University of the Shannon: Midlands-Midwest (TUS) on 2 October 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. The following attended on behalf of the university: • President of TUS • Registrar / Bursar • Dean of School LSAD • Head of Department, Fine Art & Education • University of Limerick Professor • Programme Leader BEd • Programme Leader PME • Programme team LSAD TUS. • Programme team LSAD TUS and UL • Pearse O'Sheil, LSAD TUS and UL • Programme team UL • Workplace Coordinator, TUS. • School Placement Tutors and School Principals • Students and Graduates from the programme
Step 8: Review panel meeting 2	The panel met to consider the clarifications and agree recommendations immediately after the site visit on 2 October 2023.
Step 8 Reporting	The report was drafted and issued to the HEI for the 30-day feedback period. It was finalised when the final response was received from Technological University of the Shannon: Midlands-Midwest (TUS).
Step 9 Education Committee	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.

Overall Findings

The Panel recognises and commends the professional and deep engagement of the TUS Shannon: Midlands-Midwest Leadership, School of Education and members of the programme team with the reaccreditation process**.**

The PME has a strong historical base and reputation. The teachers' network and conference has been a particularly valuable feature of the programme. The panel was impressed by the programmes' overall structure and design which demonstrates a clear alignment with the Céim: Standards for Initial Teacher Education. The principles underpinning the conceptual framework are evident across the teaching and learning processes of the programme and the submission provided strong exemplars of responsiveness to local, community, national and international settings and contexts.

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. The panel view the retention of the PME programme and the subsequent review in 5 years to be a sensible approach, in line with admirable emphasis on evaluation and continuous programme review. The panel considered the programme to be impressive and felt it demonstrated fulfilment of the requirements for quality ITE provision.

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The Programme received academic accreditation from TUS 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	The programme is supported by a clearly defined conceptual framework. In the application, Technological University of the Shannon: Midlands-Midwest demonstrated how 'The conceptual framework, founded on interconnected modes of practice supports art/design graduates to become innovative art and design teachers. The Teaching Council's Policy on the Continuum of Teacher conceptualised through the actions of innovation, integration and improvement identifies principles, which are specific to initial teacher education. One such principle draws attention to the manner in which student teachers learn about the content, purpose and pedagogy of the subjects they will teach, and also include the insights, dispositions and pedagogical capabilities that enable them, with growing degrees of fluency and confidence, to draw others into the learning of such subjects in imaginative and age-appropriate ways'. Technological University of the Shannon: Midlands-Midwest demonstrated how the programme is informed by research and the Council's *Policy on the Continuum of Teacher Education,* as 'the educational philosophy in TUS advocates for collaborative learning and the development of communities of practice, evidenced, research-based teaching informed by scholarship, and courage, openness to new approaches, innovations, and continuing reflection on professional practice'. 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 *Code of Professional Conduct for Teachers.* 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) stating 'school placement is central to all learning experiences across the programme to ensure that theoretical knowledge and understanding is mediated	Yes

	and transformed through teaching practice and professional discipline'.	
	The application shows how school placement is the fulcrum of the continuum of teacher education and how key themes are revisited over the programme. 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. 'It is through the lens of art and design teaching specifically that the programme advances student teachers learning in relation to the overarching elements of the graduate standards and again consolidates the relationship between the teacher and their subject when positioning school and school placement as a fulcrum in the continuum of teacher education. School placement experience during ITE followed by teaching in schools as an NQT facilitates a gradual and incremental alignment between 'knowledge, skills and competencies' with 'values, attitudes and dispositions' required for professional and ethical teaching practices.'	
1.1.3 Programme Aims	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. 'the programme aims centre on four interdependent core areas that encapsulate the holistic practice of an educator and support the learning outcomes in the framework of graduate teacher standards as set out in Céim.' The application demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities. 'Curricula must embrace an ecological understanding of humanity that rebalances the way we relate to Earth as a living planet and our singular home. The PME programme challenges students to consider how the artist/designer can respond to the ongoing evolution of the planet and humankind addressing issues such as climate change, sustainable development, mobility and migration, inequality, and injustice.' Technological University of the Shannon: Midlands-Midwest (TUS)have demonstrated how the programme will enable newly qualified teachers to facilitate quality teaching and	Yes

	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. 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. 'The practice and mind set of professional responsibility is fostered through the content and modes of learning advanced through the professional studies modules and school placement modules. In particular, students are encouraged to map their emergent professional identity from orientation to the profession at the beginning of the programme all the way through to professional portfolio at the end of the programme to bring coherence and a high level of preparedness for entry to their professional role as a newly qualified teacher.'	
1.1.4 Programme Duration & Balance	The review process determined that the submission demonstrated that the concurrent programme meets the criterion of a minimum of four years duration, and demonstrates how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure. Professional Master of Education in Art and Design with Digital Media (PME) is a two year consecutive 120 ECTS concurrent degree. The t programme is divided into two distinct yet interconnected areas of study educational studies (including foundational, professional and school placement) and studies in art and design. It comprises of 'i) school placement with 45 credits across 2 school placement modules and Foundational and Professional Studies with 75 credits of the degree embedding all the compulsory and core areas in the respective modules; 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. Technological University of the Shannon: Midlands-Midwest (TUS) 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,	Yes

	trustworthy, and reflective practitioners who are prepared for life in the classroom.	
	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. '	
	'Overall, student teachers are inducted into a way of working together so that as graduates they will benefit from being members of a sustainable online professional group that is interested in mutually relevant educational concerns and, crucially, they will have the means to support community models in school in the longer term. The codes of professional conduct for teachers set a holistic view of the professional teacher, working to meaningful, genuinely held values.'	
1.1.6 Integration and Diversity of Programme Content	Technological University of the Shannon: Midlands-Midwest (TUS)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. The submission states 'the refinement of ideas and work is axiomatic in art and design practice; it is also a useful way of thinking about structured development in art and design for student teachers. Knowledge and appreciation of the foundation studies including History, Philosophy, Sociology and Psychology of Education is integral to informing the practice of art and design educators and permeates all areas of the programme.'	Yes
Aptitude test	Technological University of the Shannon: Midlands-Midwest (TUS)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	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. Foundation Studies The programme provides research informed insights to support student teachers' understanding of the practices of teaching, learning and assessment for all pupils.	Yes

'Significantly, the foundation studies provide a firm platform from which student teachers can begin to interrogate dominant ideas that permeate a wide range of educational discourses regarding the purposes or functions of education (Kennedy, 2015). They consider, both individually and collectively, ways in which education supports us to become part of our social, cultural, and political environments, how education is positioned in relation to economy, and how education processes encourage individual interests and independent thinking and acting to support teacher agency. Foundation studies challenge the notion of teacher as 'technician', this is particularly important to discipline specific teachers such as art teachers.'

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.

The programme, enhances students' understanding of the Irish education system, locates it in context and enables students to think critically about it.

The submission states that 'the interrelated content across the foundation studies modules actively contextualises teaching, learning and assessment practices in relation to historical and contemporary educational priorities in Ireland. However, it is also necessary for student teachers to understand how the current framework of global educational reform is defining and refining us as teachers, directing our social and professional practices as teachers, and measuring our work through the logics of standards and performance '

Professional Studies

Technological University of the Shannon: Midlands-Midwest (TUS) demonstrated in the submission that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.

'Subject specific teacher education programmes are informed by unique and specific traditions and cultures arising from the subject field. The professional studies modules in the PME programme support students to examine beliefs about art education and its epistemic value to inculcate fluency and confidence of subject knowledge and pedagogical content knowledge. Art/Design learning is an authentic and aesthetic experience that happens in 'flow' across conceptual, process and critical domains of practice that values sensory

awareness, perceptual acuity, attunement, wonderment, novelty, and emergence (Irwin, 2003:63).'

Students are afforded the opportunity for reflection and engagement in and with research to develop their adaptive expertise.

<u>School Placement</u>
Technological University of the Shannon: Midlands-Midwest (TUS)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.

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.

'School Placement observation and assessment is viewed as a collaborative experience between HEI tutor and student teacher. School placement is the ideal authentic assessment situation because it involves real-world application of knowledge, understanding, skills and values. PME placement tutors' structure formative post lesson tutorials that enable critical reflection on teaching as the central learning experience for student teachers and also look to wider concerns regarding reflection, research, and professional discipline.   The nature of feedback and support is commensurate with ability and provides appropriate and accessible feedforward momentum to each individual student teacher. '

Technological University of the Shannon: Midlands-Midwest (TUS) 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".

'Student teachers engage in structured Reflective Practice through post lesson evaluations, reviews of student work, thematic weekly reflections, and collective Critical Response Process sessions with peers in the community of practice. Secondly, students are supported to conduct classroom-based inquiry through evidence-based Case Study in Inclusive Education and qualitative reporting in the Combined Learning Artefact. Thirdly,   students   are   supported   to   design   and

implement a research project during school placement that requires incremental data collection and analysis, and critical evaluation and discussion of research findings for dissemination in an exhibition/symposium setting.'

Core elements of programmes of ITE

The review process determined that the submission demonstrated that the following elements underpin all aspects of the programme.

1.Inclusive Education

Technological University of the Shannon: Midlands-Midwest (TUS)demonstrated that inclusive education permeates their ITE programme.

The PME programme aims to promote equitable access to education for all learners through the programme framework and model of teaching learning and assessment. The programme endeavours to deliver key content through a Universal Design for Learning Framework, as well as providing individualised support for students with Additional Educational Needs (AEN). A Universal Design for Learning (UDL) Framework is utilised to support the common learning needs of all student teachers and the three principles of UDL – Representation (what?), Engagement (why?) and Expression (how?) are used to guide and foster dynamic learning environments for students '

2. Global Citizenship Education

The application evidenced how global citizenship education and education for sustainable development is integrated into the programme.

'The PME programme addresses GCE in two ways to support student teachers to be able to nurture and empower young people in their classrooms to understand global challenges and their impacts on humanity and to contribute to awareness and ultimately commit to becoming part of the solutions.'

3. Professional Relationships and working with parents

Technological University of the Shannon: Midlands-Midwest (TUS) showed that the core element of establishing professional relationships and working with parents is integrated into the programme.

'Working with parents, is initially encouraged through participation in school based activities, for example, open nights whereby students can support the art teacher to engage with parents and potential pupils to showcase the subject of art, craft and design in the school. Student teachers are also encouraged to attend parent teacher meeting with their co-operating teacher, and as such they are there to observe formal interaction and communication with parents, however, if requested student teachers can contribute to the meeting.'

4. Professional identity and agency

The application demonstrated that the programme includes support for the development of the teacher as a self-reflective autonomous professional.

'The formation of professional identity is initiated from the outset through the module Orientation to the Profession: Artist Researcher Teacher. The journey through the module fosters identity definition and formation within a landscape of practices: creative, professional, and academic to support student teachers to gain deeper insight to personal qualities such as creativity, reliability, care, courage, sensitivity, determination, spontaneity, and adaptability, which are intrinsic to the core values of the teaching profession. The module is designed to assist student teachers to establish a reflective practice that is at times uncomfortable and always challenging.'

5. Creativity and Reflective practice

Technological University of the Shannon: Midlands-Midwest (TUS) have demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators, and researchers:

'Critical reflection involves testing assumptions about teaching and learning and is dependent on having a genuine desire to learn about teaching through informed inquiry. Through the professional studies modules students are supported to move incrementally through Reflection to Reflectivity to Reflexivity to integrate reflective practice to access the high level of self-awareness needed to practice in an anti-discriminatory way by becoming aware of values and assumptions, which are culturally situated.'

6. Literacy and Numeracy

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. 'In essence the approach to enhancement of literacy and numeracy skills for student teachers on the PME programme is multi-modal and includes visual literacy, digital literacy, and media literacy as fundamental to the subject of art and design. Student teachers are afforded opportunities working individually and within the community of practice to engage in dialogue and critical reflection, analyse and interpret different forms of texts, media and imagery, express opinions and beliefs and listen to peers to elicit opinion and feedback, create artwork through many different media, write in academic, reflective, and creative modes, and finally present work using a variety of different formats in a variety of different settings. ' 7. Digital Skills Technological University of the Shannon: Midlands-Midwest (TUS) have demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students. 'The programme supports student teachers to merge creative practice with advancing technical know-how through make digital artwork from both primary and second sources, grounding them in digital and information literacy, ethical use, and consumption of digital artefacts. The mobile phone is a core tool for making, searching, and consuming and is accessible for classroom application. Working thematically with contemporary issues and concerns students film interviews, make documentaries, and stop-motion animations. Students also use online map resources such as OSI, National Monuments, Duchas as sources of information for creative making. They create documentary based on footage found online using resources such as YouTube, British Pathe, RTE, IFI and archival footage.'	
Post-Primary: Curricular subject criteria registration requirements	The programme is Level 9 on the National Framework of Qualifications (NFQ). The entry selection processes are aligned with the Council's curricular subject specific registration requirements. The review process determined that the programme includes subject specific curricular studies and pedagogies (methodologies) for Art (including Crafts).	Yes
1.1.8 Learning and Assessment Strategies	Technological University of the Shannon: Midlands-Midwest (TUS) demonstrated how the principles, beliefs, and values about teaching, learning and assessment which are set out in	Yes

| | the conceptual framework are evident in the teaching, learning and assessment modes used in the programme.

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.

'The programme provides rich and varied learning opportunities that span across the sites of learning: the studio, the school, and the university. In all cases, the collective potential of the community of practice is harnessed to enhance and challenge the individual learning experience. For example, the studio-workshop as a collaborative environment provides the locus for inquiring into, and revisiting, the making of, and responding to, art and design, and ways of teaching and learning. The full expression of how art/design practice is enacted through school placement is theorised and reflected on within the community of practice.' | |

Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	The review process determined that the submission demonstrated that the programme meets this standard by providing:

•programme staff qualifications and experience
• evidence that currently 40% of school placement tutors on this Technological University of the Shannon: Midlands-Midwest (TUS) programme are registered with the Teaching Council.

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.

The application demonstrated that the programme meets the Céim student: staff ratio (SSR) of 15:1 with the programme demonstrating a SSR of 11.44:1

Technological University of the Shannon: Midlands-Midwest (TUS) demonstrated the staff development policies that are | Yes, |

	in place to ensure that staff continue to enhance their knowledge and expertise.	
1.2.3 Facilities	Technological University of the Shannon: Midlands-Midwest (TUS) demonstrated that appropriate facilities are available to support research, teaching, and learning, providing the following: Libraries including main library Moylish Park and Art Library at Clare St. and workshops and practical facilities at Clare Street, Georges Quay and Clonmel campuses. Supported by the University, integration of the PME students with the rest of the student body could be considered through shared studio space and/or shared modules after year 1. In particular, the provision of adequate studio space for undergraduate education students should be addressed. Extensive studio facilities are available on the TUS campus in terms of its broader programme provision. However, there are limited studio facilities available to the Education students. This was noted particularly in relation to space limitation.	Yes, subject to requirement
1.2.4 Student Support and Guidance Systems	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. Technological University of the Shannon: Midlands-Midwest (TUS) have a wide range of student supports and services including the following services and provision: 'The student counselling service assists students on many levels: • It provides short-term counselling and therapeutic support. • It responds to crises as appropriate. • It acts as a referral source for other relevant services both within and outside of the College. • It provides LIT staff training and consultation. • It plays a role in prevention, education and evaluation. ' Technological University of the Shannon: Midlands-Midwest (TUS) have demonstrated how a student teacher might transfer to an alternative programme in line with the University's policies and procedures.	Yes
1.2.5 Communication and Decision-making Structures	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. 'TUS is committed to fostering a collegiate and collaborative culture among staff. Academic staff are encouraged to self-direct their academic work, to participate in committees and projects and to give autonomous direction to their discipline	Yes

	and research. Communications and culture within TUS, defined in the "Strategic Direction: Values, Purpose and Vision Statement" of the TUS Strategic Plan and the TUS Leadership Charter,'	
1.2.6 Financial Resources	Technological University of the Shannon: Midlands-Midwest (TUS) demonstrated that the programme is adequately resourced to ensure that programme aims are met through student fee income and state grants.	Yes

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	Technological University of the Shannon: Midlands-Midwest (TUS) 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.

'The model of school placement established at Limerick School of Art a Design has been fostered through many years of Initial Teacher Education provision in partnership with schools regionally and nationally. The model is based on providing immersive experiences through intensive blocks of placement and functions as three distinct, yet interdependent, phases of practice as follows.

Phase One: Pre-Placement - induction, planning and preparation.
Phase Two: School Placement – teaching, learning and assessment including reflective practice and research
Phase Three: Post-placement - review and reflection.' | Yes |
| 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 *Guidelines on School Placement* | Yes |

	and regarding the stage the student teacher is at on the programme.	
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. 'Observation periods and structured meetings enable the student teacher to collaborate with co-operating teachers to work on plans for teaching and to also collate and gather relevant files, policies and protocol documents and information to support school placement. During this phase students are inducted to practice and protocol during school placement in relation to professional conduct and roles and responsibilities to teachers, pupils, school staff and HEI tutors. Student teachers are also briefed on the assessment of school placement and the support structures that are available to them during school placement.'	Yes
1.3.5 Securing of Placement	The review process determined Technological University of the Shannon: Midlands-Midwest (TUS) assumes overall responsibility for the placement of student teachers. 'School Placement is coordinated and planned by a member of the ITE team with administrative support from the TUS Careers and Employment Office on the Moylish Campus. Student teachers submit School Placement Preference files to indicate a list of host school options for their placement. This is designed with students' welfare and retention in mind from the perspective of socio-economic, personal, and financial factors and the consequent impact of such on placement success.'	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 Technological University of the Shannon: Midlands-Midwest (TUS) is using to enable the student teacher to demonstrate, using their Taisce	Yes

	an understanding of inclusive education as applicable to that context • an understanding of working with parents	
1.3.8 Research in School Placement	Technological University of the Shannon: Midlands-Midwest (TUS) 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. 'Student teachers advance to become career ready through developing a professional portfolio that creates a platform for teacher initiative in the context of the continuum of teacher education, with a particular focus on research. The programme places particular attention to supporting student teachers to fully realise their artist researcher teacher identify. They are urged to question their motivation to teach to consider the contemporary turn of media and technologies in education as a means to further their appreciation of the complexity of educational provision in the 21st century.'	Yes
1.3.9 School Placement: Evaluation and Assessment	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. 'A School Placement Conditional Approval process is initiated if a student teacher is not making sufficient progress in relation to the standards and expectations of the placement (which includes pre-placement planning and preparation). The core areas of Professional Discipline and Professional Knowledge, Skills and Understanding are addressed in the conditional approval process and are assessed in relation to the assessment criteria set out for school placement. The process is also supported by the TUS Fitness to Practice Policy and Procedure and enables a Fitness to Practice Procedure to be enacted if warranted… Good partnership with schools is essential in this regard, it can be a difficult time for a student teacher. In our experience schools have provided absolute care for student teachers and collaborate carefully with HEI staff and placement tutors to support student teachers in a professional and caring manner.'	Yes

Recommendation

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

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

Matter	Requirement
School Placement Tutors	That TUS shall submit, within 6 months of the date of this report, confirmation that at least 50% of all School Placement Tutors shall be registered as teachers with the Teaching Council in accordance with the Routes of Registration as outlined in the Teaching Council Registration Regulations (2016)
Facilities	That TUS shall submit, within 6 months of the date of this report, a clear plan and associated timelines that details the measures being undertaken to ensure that appropriate studio facilities are available for PME students to support research teaching and learning.

Appendix 1 - Review Panel Membership

Chair: **Professor Gary Granville**

Gary Granville is Emeritus Professor of Education and former Head of School of Education at the National College of Art and Design (NCAD), Dublin. He was Chair of the Forum for Heads of Teacher Education in Ireland and has served on Teaching Council working groups for accreditation of ITE and FE programmes. His research and professional activities include arts education and creativity, curriculum and assessment policy and educational evaluation.

Panel Member: **Ms Valerie Lewis**

Valerie Lewis is a qualified teacher with over twenty years of experience in Irish education at post primary and tertiary level. She is currently Director of the Take 1 Programme, which has been designed to support post primary schools to communicate, raise awareness of, and embed Education for Sustainable Development in learning and teaching, as part of a 'whole school' curriculum approach.
Valerie also holds the position of Assistant Professor in Education for Sustainability in the School of STEM Education, Innovation and Global Studies at Dublin City University as part of its Institute of Education. Outside of formal education Valerie sits as Chairperson of 80:20 Educating and Acting for a Better World, an independent non-governmental organisation.

Panel Member: **Dr Charlaine Simpson**

Dr Charlaine Simpson is the Head of Postgraduate (Taught) and Professional Learning in the School of Education in the University of Aberdeen, where she co-ordinates the postgraduate portfolio and leads and manages a team of academics. She teaches in the area of leadership, in particular school leadership.

Prior to joining the School of Education in 2022, Charlaine taught in a secondary school in Scotland for more than 20 years, including in leadership and local authority roles. As a Senior Education Officer for GTC Scotland, she worked across various remits including, ITE accreditation, Research and Professional Learning, and was primary investigator for the refreshed Professional Standards for teachers. While employed by GTC Scotland, she was also seconded to the Scottish Government to support data collection for the National Improvement Framework.

She is a life-long learner and has a deep love of learning. Throughout her career, she has demonstrated an absolute commitment to the development of the teaching profession and teacher professionalism. Her research is focused on educational policy and teacher professionalism, and she is particularly interested in how teachers engage with and enact policy through the lens of teacher professionalism.

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

Art (Including Crafts)

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

1.   (a) Applicants must hold a degree-level qualification, with Art (Including Crafts) 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 Art (Including Crafts).
(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Art (Including Crafts) comprising at least 60 ECTS credits (or equivalent).

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

3. To meet this requirement the degree must include the study of all of the following:
a) Drawing, 2D and 3D Visual Studies in Art/Craft/Design
b) Media
c) Art/Design History and Critical Studies/Visual Cultural Studie