

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

Name of HEI: **Dublin City University/Technological
University of the Shannon**

Name of Programme: **Bachelor of Education in
Home Economics and Technology**

June 2024

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.

Contents

Programme Overview 3

Background 3

The Review Process 4

Overall Findings 6

 Programme Design 7

 Programme Resourcing 16

 School Placement 17

Recommendation 20

Appendix 1 - Review Panel Membership 21

Programme Overview

This report relates to the review of the following programme provided by DCU/TUS:

Bachelor of Education in Home Economics and Technology 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.

DCU/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 the **Bachelor of Education (Honours) in Home Economics and Technology at DCU/TUS** took place between March 2023 and October 2023 in accordance with the Council's *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education*.

Step 1 Notification	DCU notified The Council of its intention to review the Bachelor of Education (Honours) in Home Economics and Technology in November 2023.
Step 2 Preliminary Meeting	A preliminary meeting was held between the Council executive staff and DCU/TUS on 04 December 2023 to provide an overview of the submission documentation and answer queries from DCU/TUS.
Step 3 Submission of Pro Forma	DCU/TUS submitted the proforma and supporting documentation for the Bachelor of Education (Honours) in Home Economics and Technology on 01 March 2024
Step 4 Desk-based Review	A desk-based review was completed by the Council staff on 13 March 2024
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 Eleanor Parks and Prof Kenneth Muir as panel members. The panel was briefed by Teaching Council staff.
Rapporteur	The review panel was supported in their role by Mary Condon as rapporteur. The rapporteur's functions included liaison with DCU/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 the Director of the Teaching Council and her executive staff nominees.
Step 6 Review panel meeting 1	The panel met on 04 April 2024 to consider the submission. They requested clarifications from DCU/TUS on 16 April 2024. DCU/TUS responded to this request on 07 May 2024
Step 7 Engagement with HEI	The panel chairperson and Teaching Council staff held a pre-meet on 24 April 2024 with DCU/TUS to discuss the personnel the panel wished to meet and to arrange a schedule for the site visit.

<p>Site Visit</p>	<p>The review panel conducted a site visit to DCU/TUS on 23 May 2024 and 24 May 2024. This was also attended by the rapporteur and Teaching Council staff.</p> <p>The following attended on behalf of DCU/TUS:</p> <ul style="list-style-type: none"> • President TUS • Registrar DCU, (DCU President nominee) • Registrar TUS • DCU Institute of Education Executive Dean • TUS Dean Business and Hospitality • TUS Dean Engineering and Informatics • DCU Head of School • TUS Chief Financial Officer • DCU Chief Financial Officer • TUS Chair of Technological Education • Programme Chairs • TUS Subject Area Specialists • DCU Education Specialists • Students from BEd TEG • Director of Placement, DCU • Associate Dean Professional Development and Partnerships, DCU • School Placement Tutors • School Principals (2)
<p>Step 8 Review panel</p>	<p>The panel met to consider the clarifications and agree recommendations following the site visit.</p>
<p>Step 9 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 DCU/TUS.</p>
<p>Step 10 Education 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 this is an innovative and ambitious programme and subject combination.

The collaboration between DCU and TUS is evidently deep and committed. The shared vision and conceptualisation of the programme is evident in the interaction between the staff from the two institutions. The strong enthusiasm of staff in both institutions promotes greater interdisciplinary learning. Both institutions share a common vision for success with a strong focus on both specialisms

DCU and TUS are committed to access and diversity in teacher the education cohorts. There is a depth and quality of research undertaken to determine the feasibility of the programme. The ambition of the programme is particularly strong in two respects – overcoming gender bias in identity of teachers of these subjects and opening-up new ways of developing cross-curricular learning.

The creative hallmark of the programme is captured in the centrality of design and design-thinking.

Programme Design

	Comment	Standard addressed?
1.1.1 The Programme	The programme received academic accreditation prior to being 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 review process determined that the programme is supported by a clearly defined conceptual framework.</p> <p>In the application, DCU/TUS demonstrated how the conceptual framework is developed in the context of the providers' mission and ethos and how it is informed by research and the Council's <i>Policy on the Continuum of Teacher Education</i>.</p> <p><i>"This Initial Teacher Education (ITE) programme advances the shared mission of DCU and TUS to transform lives and societies, with its design, development and implementation driven by globally-recognised education providers, grounded in research, innovation and engagement, and fired by intellectual challenge, curiosity, creativity and imagination".</i></p> <p>The application evidenced how the conceptual framework provides a rationale for the model of ITE which has been adopted.</p> <p><i>"The rationale for this concurrent teacher education programme is that this model of ITE allows for subject content knowledge and pedagogical knowledge to be developed simultaneously, with the aim of more meaningful knowledge construction by student teachers (van Merriënboer & Kirschner, 2018), supporting the application of learning to practice (Blume, Ford, Baldwin, & Huang, 2010), and affording student teachers more time to actively reflect on their own educational experiences and observations (Conway, Murphy, Rath, & Hall, 2009).."</i></p> <p>The review process determined that the submission demonstrated that school placement is at the fulcrum of the continuum of teacher education.</p> <p>From the fulcrum space of school placement, students gain curriculum and assessment knowledge and expertise from DCU/TUS, to the required standard for their year of placement, and apply this, in practice, in dialogue with, and under the guidance of the host school Treoraithe.</p>	Yes

	<p><i>“The interaction between school-based practice through school placement and other dimensions of initial teacher education which student teachers experience through coursework has been identified as critical to the programme's capacity to meet the challenge of enactment and to enable student teachers to negotiate the complex terrain of teaching”</i></p> <p>The application evidenced how key themes are revisited over the programme.</p> <p><i>“The ITE model for this BEd HET programme is informed by the integrated, contextualised and developmental aspects of the conceptual framework, and the Céim standards for ITE programmes (Teaching Council 2020), particularly with regard to the gradual development of student teachers' knowledge, skills and competencies through spiralling of thematic areas, specialisms and placements.”</i></p> <p>The review process determined that the submission demonstrated that student teachers are given the opportunity to actively learn from practising teachers.</p> <p><i>“The DCU Teacher Fellows initiative acts as a bridge between HEI and school, through the sharing by experienced, seconded teachers (employed full-time by DCU) of their professional practice, experiences and insights with student teachers.”</i></p>	
1.1.3 Programme Aims	<p>The review process determined that the submission clearly defined the aims of the programme, demonstrating how the aims are closely aligned with the conceptual framework and are reflected in specific learning outcomes.</p> <p><i>“This ITE programme overalls aims to develop student teachers and graduates who:</i></p> <p><i>(1.) Are passionate about quality education for all, champion equality and inclusion, and the promotion of home economics and technology education.</i></p> <p><i>(2.) Become adaptive experts, competent, professional and knowledgeable in their approach to teaching, learning and assessment in home economics and technology education.</i></p> <p><i>(3.) Facilitate the holistic development of all pupils in terms of their emotional, social, personal, physical, creative, spiritual and intellectual capacities.</i></p>	Yes

	<p><i>(4.) Become collaborative, supportive and committed members of school communities and the teaching profession.</i></p> <p><i>(5.) Continue to grow and learn as reflective practitioners throughout their careers.</i></p> <p><i>(6.) Engage in ethical teaching, learning and research practice informed by a critical concern for social justice, equity, and care and respect for others. .”</i></p> <p>Initial research indicators identify the need for such a programme – There is a scarcity of teachers in both disciplines, particularly on the eastern seaboard.</p> <p>The review process determined that the submission demonstrated how the programme caters for curriculum development, to include the learning outcomes-based curricula and national priorities.</p> <p><i>“The outcomes-based approach to curriculum planning and development within the BEd HET programme is underpinned by the premise that student teachers will have demonstrated achievement of learning outcomes at module levels, which when aligned with programmatic outcomes, point to the development of a core set of knowledge, skills and competencies, and further contribute to a set of the defined graduate attributes.”</i></p> <p>The review process determined that the submission demonstrated that 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 practice, and assessment in their schools, and prepares them for entry to their professional role.</p> <p><i>“This ITE programme has been structured to facilitate the development of student teachers' knowledge, skills and competencies in an integrated way.”</i></p> <p>The application demonstrated how the programme aims foster student teachers' agency and mind-set to be open to professional growth and learning over the course of their careers, to reflect on their own professional learning and that of their pupils, and to support their pupils in achieving their full potential.</p> <p><i>“Through these modules and approaches, the ITE programme enables student teachers to embrace reflective practice, and professional learning and development opportunities over the course of their careers, with the aim of ensuring quality learning experiences and the holistic development of all pupils.”</i></p>	
--	---	--

<p>1.1.4 Programme Duration & Balance</p>	<p>The review process determined that this concurrent programme meets the criterion of a minimum of four years duration, and how the models of teaching, learning and assessment set out in the conceptual framework are evident in the programme structure.</p> <p><i>Education studies inputs in years 1&2, while described within the same modular description as applicable in other programmes, are flexible and adaptable for purposes of the Tech/Home Ec provision.</i></p> <p>The submission demonstrated that the programme is structured in a manner which ensures that there is a balance between all areas of study over the course of the four years.</p> <p><i>“The modules as outlined in Toolkit A and Toolkit C and articulated with the Book of modules in Appendix 1 clearly demonstrate that this programme meets the criteria laid down within the Céim Standards for Initial Teacher Education by the Teaching Council of Ireland (2020), and that all content is relevant to students' future work as teachers. “</i></p> <p>DCU/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, trustworthy, and reflective practitioners who are prepared for life in the classroom.</p> <p><i>“This programme prepares student teachers for life in the classroom by supporting the development of their teaching, learning and assessment skills through the suite of professional and foundation studies modules, and the practical workshops and tutorials offered within modules, such as the SG221 Micro-teaching and Teaching Preparation module, which focus on areas like designing, planning and teaching, and reflective practice in class-based settings.”</i></p> <p>The Panel is satisfied that the submission demonstrated that the programme prepares student teachers for life in the classroom and for active engagement in teaching within a professional learning community, reflecting the core values of trust, care, respect and integrity.</p>	<p>Yes</p>

<p>1.1.6 Integration and Diversity of Programme Content</p>	<p>DCU/TUS has 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 whilst providing for small group work and tutorials.</p> <p>Students engage in reflective activities and are given opportunities for individual and collective reflection.</p> <p><i>“Students’ performance is reviewed through the `Taisce’, which is captured through portfolios of teaching, learning and assessment artefacts and reflections on their professional learning and practice during preparation for, and within school placement.</i></p>	<p>Yes</p>
<p>Aptitude Test</p>	<p>DCU/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.</p>	<p>Yes</p>
<p>1.1.7 Required Areas of Study</p>	<p>The review process determined that the Foundation Studies, Professional Studies & School Placement elements of the programme meet the requirements of this standard.</p> <p><u>Foundation Studies</u> The foundation studies element of the programme provides research informed insights to support student teachers’ understanding of the practices of teaching, learning and assessment for all pupils, 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, and explores key dimensions of the professional context in which the thinking and actions of teachers are carried out.</p> <p><i>“The six foundational modules as a whole enable student teachers to develop better understanding of the historical contexts and influences on the educational system in Ireland, learning theories and approaches, and current issues in relation to diversity, inclusion, equality, access, and sustainable development.”</i></p>	<p>Yes</p>

Professional Studies

DCU/TUS demonstrated that the Professional Studies elements of the programme develop the pedagogical expertise of student teachers, including subject specific pedagogical content knowledge.

“The adaptive expertise of student teachers is developed through the envelope structure of this ITE programme (Appendix 7.2), which enables student teachers to develop deep knowledge and skills in the subject specialisms in the first two years of the programme, while gradually developing their competence in educational practice as they progress across the four years of the programme..”

The programme ensures that opportunities are provided for students to experiment with and explore new and emerging technologies for teaching and learning and that their communication skills are advanced.

Further, it demonstrated how the Professional Studies elements of the programme ensure that teaching itself is understood and practised as a form of self-critical learning by student teachers, with ample opportunities for individual and collaborative reflection, and engagement in and with research.

School Placement

DCU/TUS demonstrated how the school placement model on the programme provides opportunities for student teachers to experience a high support/high challenge model of placement:

“The unique structuring of this programme prepares the student teachers for school placement in an innovative way. Firstly, the emphasis on building deep knowledge of and competencies in the home economics and technology primarily in the first two years of the programme builds subject matter expertise and thus, the confidence of student teachers. Secondly, the spiralling across the programme of foundational studies and professional studies modules scaffolds the formation of student teachers. In terms of the latter, the increased focus on these areas in the final two years of the programme allows student teachers to direct their energies toward developing a holistic approach to their pedagogical practice in home economics and technology, alongside their understanding of the learning ecosystems within and across different sites of practice. ”

	<p>Students are given the opportunity to observe experienced teachers and to plan for and undertake class teaching, learning and assessment in a diversity of class settings and subject levels.</p> <p>The student teacher will be encouraged to reflect critically on their practice and programme of study through their Taisce, reflecting on feedback and identifying areas for further professional learning for Droichead.</p> <p><i>“The concept and practice of teachers as researchers is considered critically and contextually within two research modules namely PR312 Developing a Research Perspective and HD417 Extended Research Project in the third and fourth years of the programme. These modules aim to ensure student teachers develop the dispositions, knowledge and skills-bases to undertake research on their own practice and in differing school contexts and settings”</i></p> <p><u>Core elements of programmes of ITE</u> The review process determined that the following elements underpin all aspects of the programme.</p> <p><u>1. Inclusive Education</u></p> <p>The submission demonstrated that inclusive education is an important aspect of the programme.</p> <p><i>“Inclusive education mandates critical consideration by student teachers of a range of areas such as equality, access, human rights, social justice, discrimination, anti-racism, interculturalism, and global citizenship in the context of pupils, schools and connected communities. In this programme, inclusive education has been integrated in a structured way to scaffold student teachers’ conceptualisation, development and enactment of inclusive teaching, learning and assessment.”</i></p> <p><u>2. Global Citizenship Education</u></p> <p>DCU/TUS evidenced how global citizenship education, education for sustainable development, wellbeing (personal and community), social justice, interculturalism are integrated into the programme.</p> <p><i>“Student teachers learn about the knowledge domains, competencies, dispositions and ethical-values bases that underpin ‘sustainability-oriented ecologies of</i></p>	
--	--	--

learning' (Wals, 2019) for post-primary education contexts and settings.”

3. Professional Relationships and working with parents

The review process determined that the submission evidenced how the programme supports and encourages student teachers to establish working relationships with parents and other stakeholders in the education sphere.

“student teachers are encouraged to engage with pupils, professional learning communities, communities of practice, parents and stakeholders across a range of settings when undertaking the school placement in the latter two years of the programme.”

4. Professional identity and agency

The application demonstrated how the programme supports the development of the teacher as a self-reflective autonomous professional and a life-long learner.

“This programme facilitates the process of teacher identity-construction through integrative approaches that serve to enable student teachers to 'author their own identities' (Rodgers and Scott, 2008) as Home Economics and Technology teachers.”

5. Creativity and Reflective practice

DCU/TUS demonstrated how the programme fosters a creative mindset among student teachers as reflective practitioners, innovators, and researchers:

“This ITE programme in Home Economics and Technology is underpinned by the concept of student teachers as innovators. It is clear that creativity underpins innovation, but the key characteristic of innovation and of student teachers as innovators is that they make, craft, implement, or otherwise bring their creative ideas into life in a purposeful way within a context.”

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 their future teaching careers.

	<p><i>“Students engage in personal and professional development vis-à-vis their oral and written communication, and mathematical literacies across Home Economics and Technology subjects “</i></p> <p><u>7. Digital Skills</u></p> <p>DCU/TUS demonstrated that digital skills are incorporated into the programme to support teaching and learning for all students.</p> <p><i>“Learning about and designing with technology is integral to student teachers' mastery of the Technology subject offered within this programme. Student teachers on this degree programme learn how to use existing (and emerging) technologies specified within the post-primary syllabi for the teaching of the Home Economics and Technology subjects.”</i></p>	
Post-primary Programmes	<p>DCU/TUS have demonstrated how the Subject discipline components of the programme of ITE includes subject specific curricular studies and pedagogies (methodologies) in Home Economics and Technology.</p> <p><i>Examples of student work in the existing BEd-TEG collaborative programme provide persuasive evidence of the ‘novice-to-mastery’ growth envisaged over two years.</i></p> <p>The panel is satisfied the programme meets the minimum 60 ECTS requirement for the curriculum subjects of Home Economics and Technology.</p>	Yes
1.1.8 Learning and Assessment Strategies	<p>In the submission, DCU/TUS have demonstrated how the principles, beliefs and values about teaching, learning and assessment which are set out in the conceptual framework are evident in the teaching, learning and assessment modes used in the programme. It demonstrated the relationship (constructive alignment) between the learning opportunities and the assessment criteria which student teachers are expected to meet, and how the assessment processes and procedures are coherent and integrated using a variety of assessment modes.</p> <p>Student teachers are introduced to a wide variety of assessment modes.</p> <p><i>“In keeping with best assessment practices, the approach to student assessment includes both summative modes of assessment in the form of traditional examinations, and formative assessments.”</i></p>	Yes

--	--	--

Programme Resourcing

	Comment	Standard addressed?
1.2.2 Staffing	<p>The review process determined that the programme meets this standard by providing:</p> <ul style="list-style-type: none"> • programme staff qualifications and experience • evidence that at least 50% of all School Placement Tutors are registered as teachers with the Teaching Council, <p>75% of school placement tutors for this programme are registered with the Teaching Council.</p> <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> <p>It also demonstrated how the student: staff ratio of 15:1 is achieved, with the programme demonstrating a current ratio average of 14.8 :1.</p> <p>DCU/TUS evidenced the staff development policies that are in place to ensure that staff continue to enhance their knowledge and expertise including those relating to learning and development and continuing education.</p> <p><i>A Home Economics specialist is required to be in place in TUS before the programme starts in academic year 2025/2026 to oversee preparations, and in DCU before the first students commence studies there in academic year 2027/2028.</i></p>	Yes , subject to requirement Below
1.2.3 Facilities	<p>The application established that there are appropriate facilities available to support research and teaching and learning, providing the following: a library with reading rooms, individual and group study spaces and a helpdesk, digital technology resources, microteaching facilities and other specialist facilities, along with outdoor and play spaces.</p>	Yes, Subject to requirement.

	<p>The facilities available to the Home Economics lecturers and students in TUS, Athlone, in the Food Studies area are excellent to allow the students acquire sufficient skills, knowledge and understanding required to teach the Home Economics syllabus/specification to the highest level in post primary education.</p> <p><i>A dedicated design, craft and garment construction room in TUS Athlone needs to be fitted out and complete in time for intake.</i></p>	
1.2.4 Student Support and Guidance Systems	The submission demonstrated the provisions that are in place for the personal and social development and pastoral care of student teachers.	Yes
1.2.5 Communication and Decision-making Structures	<p>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><i>The DCU pillar of education is central to the college ethos and is manifested in college structures where Dean of Institute of Education is on all the highest decision-making levels.</i></p>	Yes
1.2.6 Financial Resources	The review process determined that the programme is adequately resourced to ensure that programme aims are met.	Yes

School Placement

	Comment	Standard addressed?
1.3.1 A Shared Vision for School Placement	<p>The DCU/TUS school placement model supports the shared vision for school placement. The review process determined that student teachers experience a supportive model of placement which facilitates professional conversational engagement between all partners.</p> <p><i>“school placement on-site in schools is structured and orientated within a spirit of systematic partnership with schools, with a developmental approach allowing for</i></p>	Yes

	<i>appropriate scaffolding and support to be made available to students as required from year two of the programme.”</i>	
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 of 30 weeks of placement 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 application showed that the school-based and HEI-directed activities included as part of the placement experience are as outlined in the Guidelines on School Placement and regarding the stage the student teacher is at on the programme.</p> <p>There is strong programme of support and mentoring provided by DCU to school placement tutors. They recognise the need for orientation of Home Ec and Tech placement supervisors to the particular features of the new programme. The mix of disciplinary specialists and general supervisors will also help to ensure that the interdisciplinarity features are recognised.</p>	Yes
1.3.4 School Placement Models	<p>The review process determined that school placement models are developed using a partnership approach, whereby the HEI and schools actively collaborate in the organisation of the school placement.</p> <p><i>“The School-HEI partnership facilitated through the DCU institute of Education is mutually contributive in nature, in that schools serve as sites of learning and practice for student teachers”</i></p> <p>Outreach engagement in both institutions reinforces the relationship between schools and the HEIs and emphasises the viability of the proposed programme</p>	Yes
1.3.5 Securing of Placement	The review process determined that the submission demonstrated that DCU/TUS assumes overall responsibility for the placement of student teachers.	Yes
1.3.6 Diversity of Placement Settings	The programme meets the requirement of a minimum of two placement settings incorporating a variety of teaching situations, class levels and school contexts.	Yes
1.3.7 Taisce in School Placement	The submission provided evidence of the approaches DCU/TUS is utilising to enable the student teacher to demonstrate, using their Taisce	Yes

	<ul style="list-style-type: none"> • an understanding of inclusive education as applicable to that context • an understanding of working with parents 	
1.3.8 Research in School Placement	The review process determined 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
1.3.9 School Placement: Evaluation and Assessment	<p>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><i>“In this regard, the student teacher is visited six times by school placement tutors across the final two years of the programme.”</i></p>	Yes

Recommendation

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

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

Matter	Requirement
Staffing	That DCU /TUS 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 a Home Economics Specialist onto staff in advance of the programme start in TUS and two years later in DCU
Facilities	That DCU/ 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 facilities are available for students to support research teaching and learning in Home Economics. <ul style="list-style-type: none"><li data-bbox="464 1003 1390 1070">• Dedicated design and craft room in TUS Athlone to be fitted out and complete in time for intake.

Appendix 1 - Review Panel Membership

Chair: Prof 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 Eleanor Parks

Eleanor Parks worked as a Home Economics Teacher with Co. Kilkenny ETB in Slieverue Vocational School, Co. Kilkenny and then in Abbey Community College, Ferrybank, Waterford (Abbey Community College is the amalgamation of Slieverue Vocational School and SHM Secondary School, Ferrybank Waterford.) From there Eleanor worked as Examinations and Assessment Manager for Home Economics with the State Examinations Commission.

Panel Member: Professor Kenneth Muir

Ken Muir was Chief Executive and Registrar of the General Teaching Council for Scotland between 2013 and 2021. Similar to the Teaching Council in Ireland, GTC Scotland has the responsibility for registering and regulating the Scottish teaching profession as well as for accrediting all teacher education programmes. Prior to this, he worked for Her Majesty's Inspectorate of Education and was Chief Inspector of Education in Scotland. Ken began his teaching career as a teacher of Geography and Geology and has held various senior posts over his career, working in schools and local authority education departments. He has been a member of many national and international education groups and has a particular interest in the Finnish education system where he has worked with Helsinki University and the Finnish National Board of Education. On his retiral in 2021, he was commissioned as independent Adviser to the Scottish Government to produce his report, Putting Learners at the Centre: Towards a Future Vision for Scottish Education, which was published in February 2022. Ken holds an Honorary Professorship at the University of the West of Scotland and was made a Commander of the British Empire (CBE) in the 2021 Queen's Birthday Honours List for his services to education.

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

Home Economics

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

1. (a) Applicants must hold a degree-level qualification, with Home Economics studied up to and including third-year level or higher (or modular equivalent).

(b) The qualifying degree must be equivalent to at least Level 8 on the National Framework of Qualifications (NFQ) and with a minimum pass result in all examinations pertinent to the subject of Home Economics.

(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Home Economics comprising at least 60 ECTS credits (or equivalent).

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

3. In order to meet this requirement the study of **all** of the following inter-related components of Home Economics and their application to the individual, family and society must be studied as an integral part of the degree course:
 - a) Food Studies (including the integration of theory and practice)
 - b) Textiles, Fashion Design and Home Design (including garment construction and practical craft work)
 - c) Family Resource Management and Social Studies (including Home Economics Studies and consumer studies)

4. The degree must include course and practical work content in the above areas

Technology

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

1. (a) Applicants must hold a degree-level qualification, with Technology 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 Technology.

(c) The qualifying degree must carry at least 180 ECTS (European Credit Transfer System) credits (or equivalent) with the specific study of Technology comprising at least 60 ECTS credits (or equivalent).

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

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

- a) Health & Safety¹⁹
- b) Product Design and Manufacture²⁰
- c) Materials Technology and Processing²¹
- d) Applied Electronic and Control Systems²²
- e) Information and Communications Technology
- f) Manufacturing Systems²³
- g) Structural & Mechanical Systems