

Report of the Review Panel

For Approval by the Teaching Council

following the review of the

Professional Diploma in Education (Further Education)

Level 8

Marino Institute of Education

Dublin

16 April 2013

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Report of the Review Panel to the Teaching Council following the review of the Professional Diploma in Education (Further Education), Marino Institute of Education.

1 Background

The Teaching Council is the statutory body charged with setting the standards for entry to the teaching profession and ensuring that these standards are upheld.

In accordance with Section 38 of The Teaching Council Act, 2001, the Council shall:

- (a) review and accredit programmes of teacher education and training provided by institutions of higher education and training in the State,
- (b) review the standards of education and training appropriate to a person entering a programme of teacher education and training, and
- (c) review the standards of knowledge, skill and competence required for the practice of teaching, and shall advise the Minister and, as it considers appropriate, the instructions concerned.

The Teaching Council's role in relation to the review and accreditation of programmes of initial teacher education is distinct from the academic accreditation which programmes already undergo. Academic accreditation is based on the suitability of a programme for the award of a degree/diploma whereas professional accreditation for any profession is a judgement as to whether a programme prepares one for entry into that profession.

The review and accreditation of programmes of teacher education by The Teaching Council provides an opportunity for colleges and universities to demonstrate that they offer quality programmes of teacher education. It is expected that the graduates of such programmes achieve programme aims and learning outcomes which are aligned with the values and professional dispositions and the standards of teaching, knowledge, skill and competence which are central to the practice of teaching.

In order to guide its review of programmes, the Teaching Council has drafted its *Further Education: General and Programme Requirements for the Accreditation of Teacher Education Qualifications* (March 2011). In 2011 the Council invited expressions of interest from colleges and universities wishing to put forward programmes for review in accordance with the Council's review strategy. A number of programmes was subsequently put forward and it was agreed that these would be reviewed in the 2011/12 academic year. This report sets out the findings following one of those reviews, i.e. the review of the Professional Diploma in Education (Further Education), Marino Institute of Education, hereinafter referred to as MIE.

2 Statement with regard to the Freedom of Information Acts, 1997 and 2003 (FOI Act) and 2003 (FOI Act)

The Teaching Council routinely makes information available to the public in relation to its functions and activities and, in line with that practice, a summary of this report will be available on the Council's website, www.teachingcouncil.ie.

The FOI Act is designed to allow public access to information held by public bodies which is not routinely available through other sources. The Teaching Council complies fully with the terms of the FOI Act and access to this document may be sought in accordance with that Act. It should be noted that access to information under the FOI Act is subject to certain exemptions and one or more of those exemptions may apply in relation to some or all of this report.

3 Overview of the Review Process

The review took place on 15th and 16th April 2013 in accordance with the Council's review strategy. The process was formally initiated when the Review Panel was appointed by the Teaching Council's Director with Stan McHugh as Chair. ¹

¹ Details of the Review Panel membership are included at Appendix I.¹

From the outset, there was wholehearted engagement by staff of MIE and a genuine openness to the review and accreditation process.

The first meeting of the Review Panel took place at MIE on 15th April 2013. At that meeting, the panel reviewed the documentation and considered the visit schedule prepared by MIE. The Panel was cordially welcomed by the President, together with management colleagues and programme staff members to the college at the beginning of the review, and a list of attendees is listed in Appendix II.

At the conclusion of the visit, the Review Panel chair, in the company of fellow panel members, made an oral presentation to the President and course staff in which he outlined their findings in broad outline and the subsequent steps in the review process. This report sets out the findings of the Review Panel following its review.

4 Documentation

The documentation submitted by MIE was succinct and adhered systematically to *Pro Forma for the submission of programmes of initial teacher education (further education) for accreditation by the Teaching Council (August 2011)*. Key areas of focus were:

- Programme description
- Conceptual framework
- Programme aims
- Programme design and structure
- Programme content
- Teaching, learning and assessment strategies
- Practical teaching programme
- Staffing
- Facilities
- Student support and guidance systems
- Communication and decision-making structures
- Financial resources
- Programme outcomes

The Review Panel considers that the document submitted for professional accreditation articulates the general requirements and programme details in a detailed manner which provided valuable evidence of the programme structure and delivery. It was of considerable assistance in assessing the quality of the various components and the programme overall.

5 Review Visit

The Review Panel's visit to MIE took place on 15th and 16th April 2013. In broad outline, it consisted of continuous dialogue with relevant programme staff members together with observation of the facilities provided. This process afforded the Review Panel a valuable opportunity to consider the programme in detail. The logistical preparations made by the Course Coordinator and colleagues facilitated a systematic and efficient examination of the various components of the programme.

The full schedule for the visit to the college is included in Appendix III.

6 Overall Finding

Having regard to the documentation which was submitted and considered in detail by the Review Panel, and the Panel's subsequent visit to MIE, the Review Panel recommends to the Teaching Council that MIE be granted accreditation for its Professional Diploma in Education (Further Education).

7 Commendations

Arising from its review, the Review Panel commends MIE for the following strengths of the programme:

7.1 Conceptual Framework

The Panel recognises that the submission document bears witness to a praiseworthy determination to provide an inspiring, learner-centred experience through this programme. The Conceptual Framework as described and analysed is considered and reflective in its rejection of a utilitarian reductionist approach to teacher education, and is to be commended. The promotion of education as a transformative process is clearly reflected in the four Pillars that capture the essential dimensions of teachers' practice in this programme : instructional manager (IM), caring and moral person (CM), generous expert learner (GE) and cultural and civic being (CC). These in turn resonate with the Teaching Council's values and principles.

7.2 Coherence

The Review Panel highly commends the coherence of the MIE submission in an overall sense, and its conformity with the Teaching Council's Pro Forma. The clarity and diligence with which the Teaching Council requirements in terms of programme learning outcomes have been matched with the MIE programme learning outcomes is welcomed.

7.3 Commitment of staff

The staff spoke convincingly of their vision for excellence in teaching. This arises from the MIE ethos and values, and is predicated on their notion of social justice.

7.4 Commitment of the Board of Trustees

The commitment of the Board, given through its chairman, to the aims of the programme and to its effective delivery was both obvious and welcome, guaranteeing the sustainability of the programme. Furthermore the commitment of the President to augment staffing with expertise from the Further Education (FE) sector and to up-skill staff to doctorate level was recognised by the Panel as critical factors in underpinning the success of this programme.

7.5 Student support

The proposed support to be provided to students through both the mentoring and teaching enrichment programmes is to be highly commended and is reflective of the values and ethos of the programme, and of the Institute itself.

8 Recommendations

Arising from its review of the programme, the Review Panel notes a number of areas of the proposed programme which it recommends for further consideration, as follows:

8.1

The modules as presented are valid high level statements of outcomes. However, deeper contextualisation of the modules in the FE sector, including specific details in respect of course content, reading lists that reflect current policy documents and practice in FE in Ireland and Europe, more focused provision to empower students to successfully address a lack of proficiency in literacy and numeracy in the FE context and quality assurance and assessment procedures and practices in the FE sector, is recommended in advance of course commencement.

8.2

The Review Panel recommends that MIE explores the possibility of securing adjunct experts and augmenting staffing with the recruitment of faculty staff with experience and expertise in further education.

8.3

The Review Panel recommends that MIE reconsider how formative and summative assessment is managed in the Educational Placement module particularly as students progress from year one to year two. It is also recommended that the total assessment regime proposed for the programme be kept under review, especially in the context of emerging innovative practices in the FE Sector.

8.4

It is recommended that MIE develops a Recognised Prior Learning (RPL) policy in light of the circumstances that prevail among the potential student cohort.

8.5

In relation to Teaching Practice, the Panel recommends that MIE establish formal contact with the relevant Vocational Educational Committees with a view to developing a “Memorandum of Understanding” in this regard.

Appendix I – Review Panel Members

Stan McHugh, Former CEO of FETAC and Independent Review Panel Chair

Evan Buckley, Education Officer, City of Dublin VEC (Day One only)

Cathal de Paor, Director of Continuing Professional Development, Mary Immaculate College

Edward McArdle, Former CEO of Teaching Council for Northern Ireland

Helen Murphy, Head of Literacy Development Centre, School of Lifelong Learning and Education, Waterford Institute of Technology

Ailish Murphy, Executive Officer, Teaching Council, Rapporteur for the Review Panel

Appendix II – Attendees from Marino Institute of Education at the Meeting

Dr Anne O’Gara, President

Mr Gene Mehigan, M.Ed, Director of Teaching and Learning

Dr Seán Delaney, Registrar

Dr Rory McDaid, Course Coordinator

Dr Marian Farrelly, Assistant Course Coordinator

Dr Patricia Slevin, Director of Teaching Practice

Ms Alison Egan, M.Sc, Director of IT and ELearning

Dr Julie Uí Choistealbha, Course Coordinator (B.Sc Education Studies)

Ms Leah O’Toole, M.Phil, Lecturer in Psychology

Mr Graig Larner, Chief Financial Officer

Mr Pat Keating, Trustee Nominee

Mr Pat Kenny, Trustee Nominee

Appendix III - Visit Schedule

VISIT SCHEDULE – MARINO INSTITUTE			
Monday 15th April 2013 – Day One			
Time		Venue	MIE Site Team Members
9.00	Arrival of Panel at Marino Institute, followed by pre-assessment meeting of Panel until 11.30 a.m.	Room 3	
11.30	Tea/coffee break	Room 6	
11.45	Panel meeting with Director of programme and senior management	Room 3	Dr Anne O’Gara, President, MIE Gene Mehigan, M.Ed, Director of Teaching and Learning Dr Seán Delaney, Registrar Dr Rory Mc Daid, Course Coordinator Dr Marian Farrelly, Assistant Course Coordinator Dr Patricia Slevin, Director of Teaching Practice
12.15	Introductory presentation by Marino Institute – overview of the programme		
12.45	Lunch	Room 6	
1.30	General requirements of the programme	Room 3	Gene Mehigan, M.Ed, Director of Teaching and Learning Dr Seán Delaney, Registrar Dr Rory Mc Daid, Course Coordinator Alison Egan, M.Sc, Director of IT and ELearning
1.45	Conceptual framework / programme aims and outcomes		
2.30	Design, structure and content / teaching, learning and assessment		
3.30	Tea/coffee break	Room 6	
3.45	Practical Teaching	Room 3	Dr Rory Mc Daid, Course Coordinator Dr Patricia Slevin, Director of Teaching Practice Dr Julie Uí Choistealbha, Course Coordinator B.Sc (Education Studies) Dr Marian Farrelly, Assistant Course Coordinator
4.15	Attitudes, Values / Lifelong Learning / Reflective Practice		
5.00	Panel Discussion	Room 3	
5.30	End of session		

VISIT SCHEDULE – MARINO INSTITUTE			
Tuesday 16th April 2013 – Day Two			
Time		Venue	Site Team Members
9.15	Arrival of Panel		
9.30	Student Facilities / Student Support	Room 3	Alison Egan, M.Sc, Director of IT and ELearning Leah O'Toole, M.Phil, Lecturer in Psychology Dr Rory Mc Daid, Course Coordinator Dr Marian Farrelly, Assistant Course Coordinator
10.00			
10.30	Staffing / Governance / Financial Resources	Room 3	Dr Anne O'Gara, President, MIE Gene Mehigan, M.Ed, Director of Teaching and Learning Dr Rory Mc Daid, Course Coordinator Craig Lerner, Chief Financial officer Mr Pat Keating, Trustee Nominee Mr Pat Kenny, Trustee Nominee
11.15	Tea/coffee break	Room 6	
11.30	Tour of student facilities	Campus	Gene Mehigan, M.Ed, Director of Teaching and Learning Dr Rory Mc Daid, Course Coordinator
12.00	Panel Discussion	Room 3	
1.00	Lunch	Room 6	
1.45	Panel Discussion reconvenes	Room 3	
2.45	Brief Feedback to senior management team		Dr Anne O'Gara, President, MIE Gene Mehigan, M.Ed, Director of Teaching and Learning Dr Seán Delaney, Registrar Dr Rory Mc Daid, Course Coordinator Dr Marian Farrelly, Assistant Course Coordinator Dr Patricia Slevin, Director of Teaching Practice
3.30	End of session		