

MEMORANDUM

TO: Ewa Sadowska, MIE-ACDC Secretary

FROM: Seán Delaney, MIE Registrar

DATE: 12th March 2019

RE: Level 7 Degree Descriptor

At the February meeting of MIE-ACDC the exceptional case of students exiting MIE undergraduate courses at level 7 was discussed. In light of the discussion at that meeting, the following revised wording, which will be contained in course handbooks, is confirmed as follows:

“Level 7 Degree Exit Award

In exceptional circumstances (typically related to medical/health, financial or professional circumstances), where a student has successfully completed all requirements of years 1, 2 and 3 of the course, the student may exit from the B.Ed. or B.Sc. course with a level 7 (pass degree) ordinary B.A. award. A student who wishes to apply for exiting with a level 7 degree should apply to the Registrar’s Office to do so at the earliest possible opportunity and should supply relevant documentation to support the request.

A student who fails fourth year may apply to exit the course at Level 7.

In each case applications to exit a course at level 7 will be considered by the Registrar and decided on a case-by-case basis.

Students who exit with a level 7 ordinary B.A. degree may not re-enter the course they exited.”

Ordinary Bachelor Degree (NFQ Level 7)

The B.A. award descriptors, are aligned with the ordinary degree descriptors of Trinity College Dublin, the University of Dublin as outlined in the Calendar part II, page 28 (<https://www.tcd.ie/calendar/undergraduate-studies/complete-part-II-hyperlinked.pdf>). These descriptors are listed below followed by Trinity’s ordinary degree descriptors. The ordinary Bachelor’s degree is awarded to students of Marino Institute of Education who have completed a course of study which enables them to show:

- a) Comprehension, in a way that builds on and supersedes their general secondary education, of theory, facts, concepts, rules, models, schools of thought, methods, technology, and processes related to education
- b) Broad and up-to-date specialised knowledge of education, supported by the use of advanced textbooks
- c) That they can select and apply advanced skills to formulate, analyse, respond to complex problems arising in education, indicating a thorough and informed approach to their work or vocation
- d) Mastery of specialised skills and tools which they can use judiciously to address complex problems, including design problems
- e) That they can prepare evidence-based conclusions that take due account of social, disciplinary and ethical insights
- f) Ability to act effectively in team roles, or under the guidance of qualified practitioners, and take responsibility for managing individuals and groups
- g) That they can communicate information effectively, transfer their knowledge and skills, and justify decisions to specialists and non-specialists
- h) Those learning skills which are necessary for them to continue to undertake further study at an honors Bachelor or a Higher Diploma level.

Note that an award at Level 7 will not meet the requirements for registration with the Teaching Council under the Teaching Council Regulations 2016 or for progress onto some level 9 courses, such as the Professional Masters in Education.

The corresponding descriptors for Trinity College Dublin, the University of Dublin are listed below. Descriptor (a) above is aligned with descriptor (a) below, (b) above with (b) below and so on.

Ordinary Bachelor's degrees (Level 7, National Framework of Qualifications)

Qualifications which signify completion of the first cycle at ordinary Bachelor's level are awarded to students who have completed a course of study which enables them to show:

- a) a comprehension (that builds on and supersedes their general secondary education) of the theory, concepts and processes pertaining to a field or (in the case of joint degrees) fields of learning;
- b) a knowledge, supported by the use of advanced textbooks, of one or more specialised areas;
- c) that they can apply this knowledge and comprehension in a manner that indicates a thorough and informed approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments, and formulating and solving problems within their field or fields of study; 28 Calendar 2018-19
- d) that they have a mastery of a number of specialised skills and tools which they can use selectively to address complex problems, including design problems;
- e) that they have the ability to devise data gathering experiments, and to gather and interpret relevant data to inform independent judgements which include reflection on relevant social, scientific or ethical issues;
- f) that they can act effectively, under the guidance of qualified practitioners, in a peer relationship within multiple, complex and heterogeneous groups;
- g) that they can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;

- h) that they have developed those learning skills which are necessary for them to continue to undertake further study at an honors Bachelor or a Higher Diploma level.

The relevant programme learning outcomes are as follows for level 7 and level 8 degree programmes in Marino Institute of Education. Where learning outcomes (or parts of learning outcomes) are typed in **bold print**, the bold sections apply only to level 8 degrees and not to level 7 (ordinary) degree programmes.

Bachelor in Education

Programme Learning Outcomes

The programme learning outcomes for the four-year Bachelor in Education Programme are organised around four roles that a teacher plays: teacher as instructional manager, teacher as caring and moral person, teacher as generous expert learner and teacher as cultural and civic person.

Teacher as instructional manager (IM)

On successful completion of the B.Ed., graduates should be able to:

1. Demonstrate a wide range of effective and creative communication skills **which facilitate positive interaction in the classroom, with parents, and throughout the wider school community**
2. Recognise **and facilitate** whole-class, group and individual learning needs and styles
3. **Engage in integrated planning appropriate for every class at primary school level in a variety of contexts**
4. **Create a safe classroom climate that supports child-centred learning and holistic development**
5. Identify, source and evaluate appropriate materials to support teaching and learning **in the classroom**
6. **Inquire into and reflect upon their own teaching and its impact on teaching, learning and assessment**
7. Employ appropriate teaching and management strategies to facilitate active, differentiated learning within an inclusive and stimulating learning environment
8. Identify, devise and select suitable formative and summative assessment strategies
9. Demonstrate and apply appropriate subject knowledge across all curriculum areas and make appropriate cross-curricular links
10. Engage in creative thinking and integrate it into teaching and learning
11. Appreciate **and include** the aesthetic dimension of learning and teaching **in classroom practice**

Teacher as caring and moral person (CM)

On successful completion of the B.Ed., graduates should be able to:

1. Identify and evaluate key literature in the area of 'teacher as caring and moral person' including relevant documents such as the Code of Professional Conduct for Teachers (Teaching Council, 2011)
2. **Reflect on and analyse their own practice in relation to their role as 'teacher as caring and moral person'**
3. **Demonstrate inclusive practice with sensitivity to each school's culture and ethos and implement that in their own classrooms**
4. **Provide appropriate care to each child taking into account their social and cultural background**
5. **Establish teaching practices that support differentiated learning and holistic development in a way that respects the needs, rights and dignity of all children**
6. Act as an advocate on behalf of children as appropriate
7. Motivate, inspire, acknowledge and celebrate effort and success

Teacher as generous expert learner (GE)

On successful completion of the B.Ed., graduates should be able to:

1. Model disciplinary thinking and practices relevant to primary education
2. Demonstrate dimensions of subject matter knowledge, content knowledge, pedagogical content knowledge and curriculum knowledge, in literacy, numeracy, and across all curriculum subjects
3. **Apprentice all children in subject-specific and integrated higher order thinking so that all children achieve their potential**
4. **Engage in planning for and practice of dialogic teaching, and assessment**
5. Promote and engage in critical thinking and reflective practice including the ability to seek, accept and act upon constructive advice
6. **Engage in data gathering and analysis appropriate to the role of teacher as researcher, and integrate new knowledge regarding curriculum, pedagogy and assessment into their teaching**
7. **Share theoretical and practical expertise and collaborate with colleagues as part of their lifelong professional development, research and learning**
8. Identify and outline statutory and policy documents in education **relevant to their role and responsibilities**
9. Outline the processes by which curricula are designed and implemented
10. Identify and support creativity in others and promote creative thinking **in professional practice**

Teacher as cultural and civic person (CC)

1. On successful completion of the B.Ed., graduates should be able to:
2. Critically analyse their own constructs of cultural belonging and identity

3. **Interrogate the impact of their own cultural identity on their classroom practice**
4. Interrogate the ideology of texts as cultural artefacts
5. Critically discuss local, regional, national and global dimensions of culture
6. Critically discuss the transformative potential of education
7. Demonstrate a professional commitment to developing/fostering the role of citizenship and being a good citizen.
8. Demonstrate a commitment to democracy, equality and social justice **in the classroom**

Bachelor in Science (Education Studies)
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The major organising themes of the programme are:

Lifelong Learning

On successful completion of this course students should be able to:

1. Describe the major learning needs of and contrast the optimal learning environments for adults, adolescents, and children;
2. Devise strategies to promote life-long learning that combine knowledge of education, technology, research, and the arts;

Ethics and Social Justice

On successful completion of this programme students should be able to:

1. Explain the importance of and defend the need for high ethical standards in the practice of education, including the moral responsibilities of the education profession to diminish intolerance and discrimination.
2. Identify the sources of prejudice and stereotypes, and describe the role that education alternatively plays in the liberation or oppression of individuals and groups;

Education and Culture

On successful completion of this course students should be able to:

1. Question the nature, meaning, and purposes of education, as manifested in traditional and non-traditional educational contexts, within a multicultural society;
2. Justify how education that is informed by literature and the fine arts can nurture creativity and contribute to a richer appreciation of life and culture;

Policies and Practices

On successful completion of this programme students should be able to:

1. Compare educational policies and practices in Ireland with other societies, and appraise the benefits and limitations of educational policy alternatives in an ever-changing global context.
2. Identify and interpret the complex relationships that exist among factors that influence teaching and learning in different environments and evaluate the extent to which various policy and governance interventions have succeeded or failed in influencing these relationships.

Bachelor in Science (Early Childhood Education)
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On successful completion of this programme students should be able to:

1. Articulate a critical understanding of child psychology and development in context.
2. Theorise, plan, develop, enact and assess curriculum appropriate to the Early Years context.
3. Compare and critique Early Years educational policies and practices in Ireland with those in other societies, and appraise the benefits and limitations of educational policy alternatives in an ever-changing global context.
4. Identify and interpret the complex and inter-related factors that influence teaching and learning in different environments and identify factors that influence these relationships.
5. Identify and discuss the key factors related to a child's physical, social and emotional interactions and well-being in the Early Years.
6. Articulate an understanding of the centrality of artistic exploration in Early Years education and the value of the social, emotional and aesthetic dimensions in Early Childhood development.
7. Identify and explain the importance of and the need for high ethical standards in the practice of Early Years education, including the moral responsibilities of the education profession to diminish intolerance, discrimination and educational disadvantage.
8. Critically analyse and discuss theories of language acquisition and apply them in practical settings to enhance the language development of young children.
9. **Undertake a substantial piece of academic research and present findings in written format in an appropriate scholarly manner, to a specialist or non-specialist audience as appropriate.**
10. Articulate an in-depth knowledge of an elected field of study.

11. Critically reflect on field placement experiences and use these reflections to inform future practice and identify areas of focus for future professional development.