

Policy Title:	Procedure for Recommending Students for Additional Visits
Description:	To ensure that there is a clear procedure for all parties involved in school placement when recommending students for additional visits.
Author (Position):	Director of School Placement
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Procedure for Recommending Students for Additional Visits

1 Context

1.1 School placement is a mandatory component of the Bachelor in Education (Primary), Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht) (BOid) Professional of Education (Primary) and Máistreacht Ghairmiúil san Oideachas (MGO) (Bunmhúinteoireacht)- Conair lán- Ghaeilge (Bunmhúinteoireacht) (MGO) courses. The [Teaching Council](#) (2017) requires students to spend 30 weeks on school placement on the BEd (Primary) and BOid (Bunmhúinteoireacht) courses and 24 weeks on the PME (Primary) and MGO (Bunmhúinteoireacht) course.

1.2 Normally students receive two assessed visits during each period of school placement. However, in exceptional circumstances the tutor, school, or the student may report a concern resulting in the need for an additional visit to be completed. This may be because:

- i. The Tutor feels that the student is at risk of failing the placement, for either academic or professional reasons;
- ii. The school staff are concerned that the student is not engaging professionally in the placement;
- iii. The student feels that the assessment process has not been conducted in a fair manner.

2 Purpose

The purpose of this policy is to ensure that there is a clear procedure for all parties involved in school placement when recommending students for additional visits. This includes:

- i. Students
- ii. Tutors
- iii. School principals, host teachers

3 Benefits

The benefits of this policy when recommending students for additional visits during school placement are:

- i. Streamlining of communications received from parties involved in school placement.

- ii. Timely response when reporting a concern during school placement
- iii. Written documentation of all requests and the actions taken.

4 Principles

4.1 That all involved in the process of school placement are aware of and exemplify the core values of the teaching profession as outlined in the [Code of Professional Conduct of The Teaching Council](#):

- i. Commitment
- ii. Quality of Education
- iii. Student-Centred Learning
- iv. Responding to Change
- v. Professional Development
- vi. Holistic Development
- vii. Cultural Values
- viii. Social Justice
- ix. Equality and Inclusion
- x. Collegiality
- xi. Collaboration
- xii. Respect
- xiii. Care
- xiv. Co-operation

4.2 That all involved are aware of the Professional Guidelines for Tutors and students as specified in the School Placement Handbook.

4.3 That the centrality of the child as learner is integral to the entire process.

4.4 That the policies and practices of schools are respected by all involved.

4.5 That the highest standard of professionalism in all its manifestations is evidenced by all involved.

4.6 That all students are familiar with the MIE Safeguarding Policies and that they are made aware of

- i. their host school's policies relating to child protection,
- ii. the procedure for reporting concerns about a placement,
- iii. the designated person in the host school to whom these concerns should be reported

5 Definitions

A glossary of definitions relating to school placement is provided by the [Teaching Council - Guidelines for School Placement Glossary \(2013, pp. 5-6\)](#).

6 Policy

6.1 All persons reporting concerns during school placement should contact the Director of School Placement

6.2 The Director of School Placement will log all actions relating to the reported concern and will be kept as a record on file by the school placement team

6.3 The Director of School Placement will consult with all relevant parties and reach an informed decision. Depending on resources and the time available, an additional exceptional visit may be scheduled.

6.4 All parties will be informed of the outcomes of discussions.

6.5 When a student is reporting a concern during school placement following an assessed visit, it must be done within 24 hours of the assessed visit.

6.6 Possible actions relating to assessed visits:

- i. Post-placement review of the school placement folder;
- ii. Additional assessed visit, if time allows;
- iii. Re-allocation to a new school placement tutor;

- iv. Requirement for student to take additional placement days (post placement period) in order to allow for an additional assessed visit.

7 Responsibility

The overall responsibility for this policy lies with the Director of School Placement

8 Related Documents

- 8.1 [The Teaching Council Guidelines on School Placement \(2013\)](#) 2021
- 8.2 [The Teaching Council School Placement Information](#)
- 8.3 The Teaching Council [Initial Teacher Education: Criteria and Guidelines for Programme Providers](#) (2017) [Procedures for the Professional Accreditation of Programmes of Initial Teacher Education \(2021\)](#) [Ceim Standards for Initial Teacher Education \(2020\)](#)
- 8.4 [The Teaching Council Code of Professional Conduct](#) 8.5 [Policy on Special Considerations for School Placement](#)
- 8.6 [Mentoring Policy for Students on School Placement](#)
- 8.7 [School Placement Attendance Policy](#)
- 8.8 [Required Number of Children in a Class for the Purposes of School Placement](#)
- 8.9 [Allocation of Students for the Purposes of School Placement](#)
- 8.10 [MIE Child Protection and Safeguarding Form](#)
- 8.11 [Child Safeguarding Statement](#)
- 8.12 [Safeguarding Policy: Children](#)
- 8.13 [Safeguarding Policy: Vulnerable Persons](#)
- 8.14 [Re-check/Re-Mark of Assessments Procedure](#)

- 8.15 [Appeals Policy \(Academic Progression\)](#)
- 8.16 [Postgraduate Appeals Process](#)
- 8.17 [Court of First Appeal Process](#)
- 8.18 [Court of Second Appeal Process](#)
- 8.19 [Record Management Policy](#)
- 8.20 [MIE Records Retention Schedule](#)