# Institute of Technology Sligo
## INSTITIÚID TEICNEOLAÍOCHTA SLIGEACH

## PROGRAMME VALIDATION REPORT

**Date of Evaluation: January 26th 2021**

**Programmes Evaluated:**     **Professional Master of Education**

**Award titles:**     **PME ( Level 9)**

**Unique Programme
Reference Number PRN:**

**Panel of Assessors:**

| Name & title | Job title & place of work | Role on panel |
|---|---|---|
| **Mr David Denieffe** | VP AA & Registrar, IT Carlow | Chairperson |
| **Dr Marion McCarthy** | Interim Vice President for Teaching and Learning, UCC | Academic expert |
| **Dr David Barr** | Head of School of Education, Ulster University | Academic expert |
| **Mr Charlie Cannon** | Donegal ETB | Ex Teacher & Principal Errigal College Donegal |

**Declaration Regarding Any Conflicts of Interest:** The members of the Panel signed a form confirming that they did not have any conflict of interest.

**Meeting groups**

1. **Institute Management:** President; Head of Faculty of Business & Social Sciences; Head of Department of Social Sciences, Programme lead.
2. **Programme development team.** Head of Department of Social Sciences, Programme lead; Subject experts, external programme development team members.

**Persons met by validation panel**

| Name & title | Role in Institute | Rationale for presence at validation. |
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| Dr Brendan Mc Cormack | President | Executive oversight |
| Dr Micheal Barrett | Head of Faculty of business, social sciences | Faculty oversight |
| Dr Breda Mc Taggart | Head of Department of Social Sciences | Head of Department of Social Sciences |
| Ms Maureen Haran | Lecturer | Programme development team |
| Ms Carol Gardiner | Teacher | Programme development team |
| Ms Sinead Barrins | Lecturer | Programme development team |
| Dr Suzanne Colleary | Lecturer | Programme development team |
| Ms Aoife Cooney | Lecturer | Programme development team |
| Dr Bryan Coyne | Lecturer | Programme development team |
| Ms Anna Fewer-Hamilton | Lecturer | Programme development team |
| Mr Paul Ferry | Lecturer | Programme development team |
| Mr John Kennedy | Teacher | Programme development team |
| Ms Amanda Mc Cloat | President of St Angela's College, Sligo | Observer |

| Validation criteria | Sufficient evidence / Insufficient evidence provided in programme documentation |
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| **Rationale for the programme**<br>• Philosophy underpinning the programme e.g. market for programme in the region and its relevance to the region<br>• Graduate profile and employment opportunities for graduates<br>• Rationale for the programme e.g. School's/Institute's strengths/opportunities<br>• Programme Aims and Objectives<br>• Expected intellectual development and Programme learning outcomes | **Sufficient evidence provided**.<br><br>**Issues discussed**: Meeting an identified need for teachers in the subject areas.<br>The capacity of the Institute to deliver the programme based on prior history of developing programmes/ online delivery/ |

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| • Related existing programmes. | availability of a wide range of expertise in the Institute. |
| **Commendation:** Proposed programme addresses a clear deficit in teachers in the subject area of English & Engineering & Technology | |
| **Programme structure**<br>• Delivery type (semesterised or stage-based)<br>• Proposed mode of delivery (i.e. in-class, on-line, blended, full time and/or part time)<br>• Planned intake numbers (over the full duration of the programme)<br>• Role of placement | **Sufficient evidence provided**.<br><br>**Issues discussed**: Volume of ECTS for specialist strands; placement timing, contingency plans for programme delivery during a pandemic manner for capturing from schools the learning opportunities they will be able to afford students; Planned student intake and potential growth. |
| **Commendation:**<br>**Condition:**<br>**Recommendations:**<br>1. Programme team to be keep placement scheduling under review to ensure it is optimum for all stakeholders.<br>2. Programmes to consider developing strategies/ scenario building to enhance their agility in responding to teaching practice delivery/ assessment in the virtual environment | |
| **Resources (over the full duration of the programme)**<br>• Facilities and human and material resources available to mount the programme<br>• Clarification of any staffing requirements<br>• Location of the delivery<br>• Specific s requirements: lecture rooms, laboratories, library, Information technology and other student supports<br>• Confirmation regarding any new facilities and staffing requirements<br>• Special requirements (e.g. remote access for distance learners) | **Sufficient evidence provided** |
| **Commendation:**<br>**Condition:**<br>**Recommendation:** | |
| **Access, Transfer and Progression Criteria** | **Sufficient evidence provided** |

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| <ul><li>Student admission requirements</li><li>Progression criteria from one stage to the next and to higher levels on the NFQ</li><li>Non-standard entry (e.g. mature candidates and candidates with experiential learning)</li><li>Transfer policy into the programme and onto other programmes</li></ul> | |
| **Commendation:**<br>**Condition:**<br>**Recommendation:** | |
| **Curriculum**<ul><li>A matrix exhibiting the academic pathway and the relationship between modules</li><li>The consistency between the programme content, teaching methods and the programme learning outcomes</li><li>Balance between the depth and breadth of the programme</li><li>Rigour of the academic standard in the final stage of the programme</li><li>Student workload</li><li>Practice: the role and management of placement or work-based projects.</li></ul> | **Sufficient evidence provided** |
| **Commendation:** Programme team to be commended on the quality and comprehensiveness of the submission documents. Evidence of triangulation of concepts very apparent in the documentation. | |
| **Assessment**<br><br><ul><li>The appropriateness of the modes of assessment to be used</li><br><li>The balance between the marks awarded for different assessment modes (e.g. continuous assessment, projects, reports, sit-down examination)</li><br><li>Confirmation that all of the programme learning outcomes are appropriately and adequately assessed within the set of module assessments.</li></ul> | **Sufficient evidence provided**<br><br>**Issues discussed**:<br>The panel teased out with the team assessment load and type.<br>Team complimented on the fact that all assessments were clearly mapped to learning outcomes.<br>The authenticity of proposed assessments complimented.<br>The team's pursuit of co-constructed learning. |

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| | How the variety of proposed assessments are assisting in the development of a digital library of resources that the student teachers can use later in their teaching careers |
| **Commendation:** Programme team to be complimented on the proposed use of digital portfolio which because of its transferability will set students up for both life long and life wide learning.<br>**Recommendation:** Programme team to ensure that there is consistency in detail in relation to items such as word count etc across all the module descriptors. | |
| **Staffing**<br>• Quality and specialities of staff available to support the programme<br>• Technical and administrative support<br>• Staff development<br>• Industrial/commercial profile of staff<br>• Research and publications | **Sufficient evidence provided**<br><br>**Issues discussed:**<br>The Institutes commitment to providing the resources required to deliver the programme was articulated by the President.<br><br>Registrar to clarify the Institute's position on Intellectual Property on concepts/ materials developed as part of the student teacher's digital portfolio. |
| **Commendation:**<br>**Condition:**<br>**Recommendation** | |
| **Programme Administration and Quality Assurance**<br><br>• Procedure for managing programme<br><br>• Student support student counselling and tutorial arrangements<br><br>• Aspects of programme which highlight and foster study skills, independent learning and the inculcation of individual responsibility in students<br><br>• EU and international aspects if appropriate<br><br>• Feedback mechanisms e.g. use of surveys, focus groups and follow-up actions. | **Sufficient evidence provided**<br>**Issues discussed:** the student supports at programme level, supports for cooperating teachers; what additionality Institute and students can bring to schools. |

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| **Commendation:** The model of Treoraí and the proposed sustainable supporting structures/ resources presented address an identified policy gap in supporting cooperating teachers. The programme team should pursue their approach with the Teaching Council.<br>**Recommendations:**<br>    1. Senior managers/ principals of participating schools have an identified contact in the Institute who they can discuss non-performing students/ student concerns with.<br>    2. Students are encouraged to register with the teaching council (Grade 3) on commencement of the programme in order to get a Teaching Council Registration number. The latter will make the students more attractive to principals as they would be available for teaching other than that required as part of the PME. | |

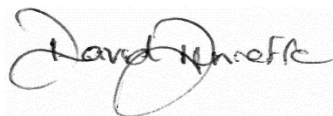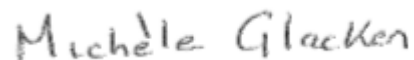| | |
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| **Overall decision of the panel** | |
| The panel agreed to recommend to the Academic council the approval of the following programme:<br><br>**Additional commendations:**<br>    1. The programme development team's passion and team working is commendable. | |

Chairperson:

Date:        27th January 2021

David Denieffe

Secretary: Dr Michele Glacken

_____    Date: _____27.1.2021

Programme Schedule

Approved Programme Schedule - SG_EPROF_M09 Level 9 Professional Qualification in Education in Professional Master of Education

## Stage 1

| Delivery | Code | Module Title | Level | Credit | M/E | IL | FT | FO | CA | PF | EXAM | PROJ | PRAC | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SEM 1 | EDUC09018 | Philosophy of Education | 09 | 05 | M | 3.00 | 3.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 1 | PSYG09001 | Psychology of Education | 09 | 05 | M | 3.00 | 2.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 1 | EDUC09036 | Professional Identity: Professional Studies 1 | 09 | 05 | M | 3.00 | 3.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 1 | EDUC09034 | Curricular Studies 1 | 09 | 05 | M | 3.00 | 3.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 1 | EDUC09027 | Specialist Teaching Practice: English 1 | 09 | 05 | M | 3.00 | 3.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 1 | EDUC09019 | Specialist Teaching Practice- Engineering/Technology 1 | 09 | 05 | M | 3.00 | 6.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 1 | EDUC09039 | Design & Graphical Education (PME) | 09 | 05 | E1 | 3.00 | 4.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 1 | EDUC09015 | ICT in Post-Primary Education, Teaching, Learning & Assessment | 09 | 05 | E1 | 3.00 | 3.00 | 0 | 40 | 0 | 0 | 60 | 0 | 100 |
| SEM 1 | EDUC09038 | Education & Individual Differences | 09 | 05 | E1 | 3.00 | 1.50 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 2 | EDUC09022 | The Empathic Educator | 09 | 05 | M | 3.00 | 1.19 | 0 | 70 | 0 | 0 | 0 | 30 | 100 |
| SEM 2 | EDUC09016 | Second Level School Placement 1 | 09 | 25 | M | 5.00 | 30.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 3 | EDUC09020 | Irish Education Perspectives & Policy | 09 | 05 | M | 3.00 | 3.00 | 15 | 85 | 0 | 0 | 0 | 0 | 100 |
| SEM 3 | RSCH09036 | Practitioner Inquiry Research Methods | 09 | 05 | M | 3.00 | 3.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 3 | EDUC09037 | Educational Craftsman: Professional Studies 2 | 09 | 05 | M | 3.00 | 3.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 3 | EDUC09035 | Curricular Studies 2 | 09 | 05 | M | 3.00 | 3.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 3 | EDUC09032 | Specialist Teaching Practice: Specialism English 2 | 09 | 05 | M | 3.00 | 3.00 | 0 | 40 | 0 | 0 | 0 | 60 | 100 |
| SEM 3 | EDUC09021 | Specialist Teaching Practice- Engineering/Technology 2 | 09 | 05 | M | 3.00 | 6.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 3 | EDUC09033 | Active Citizenship- Civic, Social and Political Education | 09 | 05 | E2 | 3.00 | 3.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 3 | EDUC09023 | 3D CAD Modelling (PME) | 09 | 05 | E2 | 3.00 | 3.00 | 0 | 40 | 0 | 0 | 60 | 0 | 100 |
| SEM 4 | EDUC09017 | Second Level School Placement 2 | 09 | 20 | M | 5.00 | 30.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| SEM 4 | RSCH09037 | Practitioner Inquiry Project | 09 | 05 | M | 6.00 | 0.00 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| | | **Credit Total** | | 140 | | | | | | | | | | |