



# UCC

University College Cork, Ireland  
Coláiste na hOllscoile Corcaigh

## Fheabhsú Cáilíochta Quality Enhancement



### *QUALITY REVIEW REVIEW PANEL REPORT SCHOOL OF EDUCATION*

***Date: 11<sup>th</sup> – 13<sup>th</sup> February 2020***

*“By embedding a strong quality-enhancement ethos, we will use our quality processes to ensure a culture and experience of best practice in the delivery of our academic mission, demonstrating our commitment to continuous evolution and improvement”*

(UCC’s Strategic Plan 2017 – 2022, p.23)

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## List of Panel Members

Refer to Appendix A for detailed panel profiles.

Name	Position/Discipline	Institution
Dr Ruth Ramsay (Chair)	Dean of Graduate Studies	University College Cork
Professor Thia Hennessy	Cork University Business School	University College Cork
Professor Ian Menter	Professor Emeritus	Oxford University
Professor Linda Clarke	Professor of Education	University of Ulster
Mr Aaron Frahill	Student Reviewer	University College Cork
<b>Review coordinator</b>		
<i>Dr Geraldine Fahy</i>	<i>Quality Enhancement Advisor, Quality Enhancement Unit</i>	<i>University College Cork</i>

## Part 1 - Overall Analysis

### 1.1 Context

The School of Education (SOE) has been providing high quality teachers to the Irish Education system for 115 years, as well as carrying out high quality research. It currently has a suite of 11 programmes, four at undergraduate (UG) level and seven at postgraduate (PG) level. It is a trusted teacher education provider with 86 partner schools and 100+ placement partners. The School currently has 38 Permanent/Fixed Term staff (34.8 FTE) made up of 26 (24.2 FTE) Academic staff, 7 (5.8 FTE) Professional Services staff, 4 Early Years Childhood Studies (EYCS) Placement staff, one Project Staff member, 3 Adjunct appointments and 82 part-time staff. In 2019/20 the School of Education has Student FTEs of 705. In Headcount terms, this constitutes almost 1,000 individual students: 586 undergraduates; 369 Taught Postgraduate students; 39 Postgraduate Research students, 37 of whom are at Doctoral level. School staff are scattered in offices across 7 locations, all in older buildings on the campus, from Fernhurst on the eastern side of O'Donovan's Road to the last house at the western end of Western Road (1-2 Lucan Place).

### 1.2 Methodology and Site Visit

The Panel site visit for the School took place over three days in February 2020. The timetable was comprehensive and enabled consultation with key stakeholders, including senior management of the University, School staff, students, and external stakeholders. There was full engagement with the Head of School (HoS), School Manager, and the programme coordinators. The Panel included international external reviewers with peer expertise in the areas of education. Internal reviewers provided knowledge of institutional and organisational structures within UCC. The student reviewer was a first year MSc Finance student, having completed a bachelor's degree in Economics and Mathematical Studies from UCC in 2018. A Review Coordinator from the Quality Enhancement Unit (QEU) accompanied the Peer Review Panel throughout, to facilitate the review process and to support the Review Panel in formulating and agreeing the final Panel Report. The Report was compiled collaboratively; the entire Panel contributed to the production of the final Report.

### **1.3 Objectives of the Quality Review**

The overarching objectives of academic quality review at UCC are to enable Schools, through evidence-based self-evaluation, to:

1. Reflect on and promote the strategic enhancement of their academic activities to ensure an outstanding learning experience for all students (enhancement dimension);
2. Evaluate the effectiveness of their processes for assuring academic standards and provision, in line with the University's academic mission and strategy (assurance dimension).

Thus, peer review goes beyond quality assurance to also embrace continuous quality enhancement. The Peer Review Panel report reflects these objectives in the recommendations and commendations outlined to support the School of Education in further refining its priorities and optimising its activities in the pursuit of its ambitious drive for excellence within the international and national arena of higher education.

### **1.4 Overall Analysis of Self-Evaluation Process**

#### *1.4.1 Self-Evaluation Report (SER)*

It is apparent to the Panel that the School put a lot of effort into developing their SER; accordingly, the SOE Quality Review Team was designed to comprise a representative group from the school, reflecting a wide range of expertise and different levels of service. Overall, the team members have produced a well-written, cohesive, reflective self-evaluation document. The Panel notes that the School has a clearly articulated strategic plan and appears to have thoroughly reflected on its praxis. The School included data from various fora and exercises including School strategy committees, staff meetings, student forum and feedback, student focus group, a SWOT analysis, benchmarking and a case study of good practice. Notwithstanding the quality of the SER, the Panel agreed that some pieces of information were absent that they wished to uncover during the site visit meetings, e.g. how forward looking is the School – how do staff see the School developing in 5+ years? What is the extent of the partnerships with Schools?

#### *1.4.2 SWOT Analysis*

The School SWOT analysis identified that the School's main strength lays in the quality of its UG and PG programmes. The School attributes this to the strong collaborations/relationships that have been developed with partner schools and other placement sites since the Schools inception in 1905, along with the strong sense of collaboration and collegiality amongst School staff. The SWOT revealed several key weaknesses relating to academic staff workload, marketing and dissemination of work and impact, the School's digital presence, and staff: student ratios (SSRs). The opportunities highlighted by the SWOT largely focus on programme development in terms of increased internationalisation, increased UG programme offerings, and Continuing Professional Development (CPD). The highlighting of these opportunities is interesting and potentially very challenging, given one of the main weaknesses identified relates to academic staff workload; the School will need to carefully plan how new programme development, or existing programme expansion, integrates with academic staff workloads. The School identified a number of threats, the most significant being not attaining Teaching Council reaccreditation for their programmes. Additional threats identified include the SSR, which links directly to the School's reaccreditation process. When the programmes received initial accreditation in 2014/15 from the Teaching Council, it was with a stipulation that the School had to achieve an SSR of 1:15 in order to obtain re-accreditation.

#### *1.4.3 Benchmarking*

Benchmarking was undertaken with Maynooth University (MU) and Queens University, Belfast (QUB). QUB was chosen as it is a much larger School in another jurisdiction with a successful international reputation; MU was selected as it is a very successful School nationally and is of a similar size to the SOE at UCC. The focus of the benchmarking was informed by the School's five key strategic priorities, and the findings of the SWOT analysis. The School states that the benchmarking exercise was very helpful in identifying the areas the SOE excels in, and those requiring improvement. A criticism of how benchmarking is presented in the SER is that there are no specifics and readers are required to read the additional appendix (Appendix G: SER) for detailed information; it would have been helpful to provide a brief synopsis of the main outcomes of the benchmarking exercise in the main SER text and their implications for the SOE.

#### *1.4.4 Developments since last review*

The last periodic quality review of the School of Education took place in 2012/13. No mention is made in the report of actions taken by the School since the last Quality Review (QR). The School does mention the fact that the previous QR highlighted the issue of a School of its size having only one Professor, and that this remains the case despite recruitment for a Professorial post being conducted twice in the interim.

### **1.5 Good Practice Case Study**

The School included five projects as Case Studies of Good Practice in this section:

- Made2Move project
- Professional Research Paper (PRP) – all PME2 students must complete an individual PRP of 6,000 words in length designed to facilitate student teachers in enacting a research-based ethos to their teaching career.
- Interventions to Enhance Literacy Skills and Associated Self-Confidences –project that investigated the value of literacy interventions to enhance adolescent literacy skills and associated self-confidences.
- Role-Play as a Pedagogical Tool for Communicative Competence in the Irish language
- Ubuntu Research Projects – promotion of Development Education with student teachers. Specifically, the Ubuntu Network contributes to building a world, based on respect for human dignity, and rights are informed by values of justice, quality, inclusion, sustainability and social responsibility.

The Ubuntu Research Project was also presented to the panel as a Case Study of Good Practice during the site visit. The Panel was impressed with the obvious engagement of staff and students with the project and the visible benefits to school students in the local community. The Head of School also mentioned 'Edfest' as an exemplar of good practice. This was a ½ day event held in December 2019 that the School wishes to extend and repeat.

### **1.6 Tour of the Facilities**

The Panel were taken on a tour of some of the facilities in the School of Education; the tour commenced in Leeholme where the Panel saw the small conference room and toured some of the administration offices. The Panel were then taken to the Crossleigh Computer Lab, followed by the Teaching Research Laboratory. The Panel were shown the BA Early Years Childhood Studies (EYCS) new, fully accessible, outdoor space and concluded the tour by visiting the impressive Eureka science teaching laboratory in the Kane Building.

## Part 2 – Findings of the Panel

### 2.1 School Overview

The Panel was very impressed by the effective leadership of the School and welcomed the open and positive engagement of all School staff during the Quality Review process. There seemed to be a very positive atmosphere, with staff across all domains – academic and Professional Services staff – appearing to work effectively together. There appears to be a clear management structure in place where staff have the opportunity to join committees focussed on various aspects of development in the School. The School also clearly enjoys considerable esteem within the College of Arts, Celtic Studies and Social Sciences (CACSSS).

#### 2.1.1 *Mission, vision, aims and objectives*

The Mission Statement of the School of Education is “*in order to empower teachers to educate young people to thrive and flourish in an uncertain world, we will continue to build on the School of Education’s position as a local, national and international beacon of high quality research-informed, and practice-led professional learning across the continuum of teacher education*”. The Schools Strategy has five key priorities: (1) **Staff Development**, (2) **Consolidation** of existing programmes and practices, (3) Development of a coherent **Placement** system, (4) **Capacity Building**, and (5) Measuring the **Impact** of the SOE in learning and teaching, research and innovation, and community engagement. However, some concerns remain for the Panel in the areas of forward-planning - how will the School look in 5 years’ time?

#### 2.1.2 *School organisation, planning and communication*

The School of Education functions well as a School, and there appears to be considerable goodwill amongst the staff towards colleagues. A staffing plan submitted to CACSSS by the School in April 2019 was greatly affected by the pause on recruitment in UCC in September 2019. The panel strongly recommend that the School move forward in their development of a new staffing plan; it is critical that this staffing plan, particularly in respect of new staff appointments, be drawn up with reference to the overarching Strategic Plan for the School, taking account of long-term developmental needs to ensure balance across the various areas of practice represented within the School.

### 2.2 Evaluation of Academic Standards

#### 2.2.1 *Student “life-cycle”*

The School attracts a range of students across the different educational areas with enrolment at undergraduate (UG) level primarily coming through the conventional CAO route. Student intake across the main programmes has been relatively consistent over the past five years. Students spoke highly of their experience in the School; the Panel, in turn, were impressed by the enthusiasm of the students that they met.

In terms of postgraduate (PG) students, intake has also been consistent. Each academic year, 25 places are available on the Postgraduate Diploma in Special Educational Needs (PDSEN) course. The Cohort PhD programme has recruited 22 students for its third cohort which began in September 2019. The Panel had some concerns about the School taking on so many PhD students at the same time given the issues surrounding staff numbers and workload; the Panel urges the School to prioritise finding a solution to the supervisor issue for these students as soon as possible.

Placements are a huge part of the degree programmes in the School, at both UG and PG level. Students, at both levels, described significant differences in the way that placements operated across

programmes with some programme placements seemingly more successful than others. The HoS mentioned that the School is now working centrally with the University to develop a placements system that speaks across all programmes; the Panel urges that this Placement Systems Working Group continue to review the structure and nature of placement modules with a view to arriving at a standardised approach for placements across all programmes, e.g. the way placements are organised, the length, and timing, of the placement, policies for absence, and the overall student experience of placement.

### *2.2.2 Programme delivery and curriculum planning*

The School currently has 11 distinct programme offerings from Level 8 to Level 9 on the National Framework of Qualifications (NFQ) (Appendix C). The Panel was satisfied that programme provisions are correctly placed on the NFQ, and recognise the importance of this teaching, particularly at PG level, to the Schools FTE income. However, the Panel were encouraged to hear that, as part of the School's Strategic Goal of Consolidation, the School's Initial Teacher Education (ITE) Undergraduate Working Group are currently mapping practices across programmes with a view to streamlining existing, and new, UG programmes. As part of this exercise the Panel recommends that this mapping exercise be a data driven approach and should include looking at programme design and currency, targets for recruitment, assessment patterns, staff, and student, workload, partnership links and employability, and assuring that excellence is evidenced across all programmes.

In response to the national Teacher Supply issue in specific subject areas (Maths, Irish, Home Economics and Modern foreign languages), the School have developed a BEd in Gaeilge (with Maths or a Modern foreign language). Having been approved by the University, this is currently being accredited by the Teaching Council.

### *2.2.3 Staff-student communication structures*

The Panel's consultation with students suggested that while staff are highly student-focused and most operate an open-door policy for students, communication mechanisms at programme and school level are not consistently effective in supporting dissemination of key information to students, particularly with regards to cross-School programmes, e.g. BEd (Hons) (Sports Studies and Physical Education) and the chosen specialist arts subject. UG students on this course were particularly worried about missing lectures on modules related to their arts subject while on placement for the Sports Studies and Physical Education aspect of the programme. The programme coordinators stated that there was an agreement with the Schools running the arts subject that students be allowed to make up the time missed while on placement however it was obvious to the Panel, from their discussions with UG students, that this either does not happen or students are not aware of what they need to do to source the material they missed. The Panel recommends that Programme coordinators, particularly those coordinating cross-School programmes, re-examine communication strategies across Schools to ensure that the learning experience for students on such programmes is effective and consistent.

#### *2.2.3.1 Undergraduate students*

The main issue of discontent with regards to the UG students that the Panel met surrounded the timing of placements; specifically, some students are perplexed as to why they have such little pedagogical training prior to going on placement in their 2<sup>nd</sup> year. Students commented that while they generally know their subject when arriving in their school for their placement, they feel completely unprepared as to how to teach that subject. The Panel acknowledges that these views were not held by all students and preparedness appears to differ across programmes. The Panel suggests that the ITE Undergraduate Working Group investigate this issue, with a view to providing first year UG students, even those taking generic first year subject modules, with more advanced pedagogical training prior to their going on placement at the start of their second year. An additional

placement-related issue that was brought up by the UG students in the site visit meeting was that of module preparation for placement in unique school settings, e.g. Steiner Waldorf Schools. Consequently, those students feel that the standardised preparation module does not adequately equip them for schools that require a specialist approach.

The issue of feedback in general also arose during site visit meetings; it became apparent to the Panel that, while many staff give students the opportunity to evaluate a module, there is no requirement for staff to review or implement this feedback. Students stated that module feedback mechanisms varied from online feedback via CANVAS to paper-based module evaluations but that in general feedback opportunities depend on the lecturer. The Panel recommends that the School implements a consistent School-wide policy around the quality, timing and delivery of student feedback, and that this information is shared with students. In addition, the School should ensure mechanisms for disseminating feedback from external examiners, both to identify areas of good practice as well as areas for action and development. CANVAS, which was only adopted by UCC in 2019/20, now provides an opportunity to standardise UG student communication, streamline submission of assignments, standardise assessment feedback mechanisms and ensure the look and the feel of the student interface are consistent.

### *2.2.3.2 Postgraduate students*

All PG students commented that course leaders/organisers are very approachable and provide feedback when requested to do so. Students on the PDSN programme were particularly enthusiastic about their experiences, specifically in relation to cross-sectoral visits and the mix of primary and post-primary teachers on the course which allows for excellent opportunities to share best practice.

PME students remarked that support from School of Education staff for those on placement was very good and that any issues or concerns that they have raised have been listened to and dealt with, where possible. The Panel heard that how PME students are placed in local schools has changed almost on a yearly basis in recent times. However, the latest process, to have School of Education staff pick a school for students from their list of 10 appears to have positive support from both PME students and from local school principals.

For Cohort PhD students, having full-time jobs, the nine Saturday classes at UCC per year (plus a 1-week summer school) works quite well. The Panel understood that students feel well supported and that so far, the experience has been positive. This is again in evidence of the staff's commitment to their students, but also how the academic staff's workload can be very heavy including evening and weekend work, as well as travel time to support and assess student teachers in their placements in other programmes.

## **2.3 Evaluation of Student Learning Experience**

### *2.3.1 Teaching and learning*

The evident commitment to reflective education and innovative teaching in the School was impressive. The Panel was impressed by some of the initiatives presented by staff, particularly the Ubuntu Case Study of Good Practice highlighting Development Education as central to ITE. The initiative of having student teachers as researchers links very well with the requirements of the Sahlberg 2 review, and UCC's Graduate Attributes programme.

One aspect of teaching and learning in the Early Years Childhood Studies (BAEYCS) programme that was commented on by the external stakeholders was the seemingly immovable placement hours, despite the requirements of the placement school or area; e.g. BAEYCS students are on placement



from 9am – 3pm despite the Early Years provider settings looking after children until 4pm/5pm. External stakeholders hosting students from the BAEYCS said that this was unsatisfactory and inconvenient for them, the placement students and the children they looked after as the placement students left before the day was complete. Given that in general placements seem to vary depending on the programme, the panel queried that such a standardised, unworkable, rule is being applied. The Panel recommends that the Placements Systems Working Group take a detailed look at this practice and find a solution that satisfies all parties involved.

### *2.3.2 Learning resources (staffing, physical, technical, other)*

The Panel were very impressed by the learning resources provided to students. In addition to dedicated Computer and Science laboratories, the School of Education has purchased laptops that are made available to students when necessary.

### *2.3.3 Student support*

The view of the Panel is that most students in the School of Education feel supported, with staff being highly student focused. However there appeared to be somewhat more pastoral support available for PG students compared to UG students. The Panel felt that this may simply be due to varying levels of staff knowledge and recommend that all School staff be made aware of all policies that may impact student work, particularly in relation to placements, e.g. sick leave, bereavement, etc.

### *2.3.4 External links/community engagement/employability*

It is evident that the School enjoys considerable goodwill from alumni and local schools and provides a valuable service in terms of addressing skills needs for Irish teachers. The Panel met with a representative group of external stakeholders, including School of Education alumni, and local school principals and placement hosts. There was a strong will, amongst this group, to engage more widely with the School and to build on the existing memorandum of understanding to progress to more formal partnerships.

External stakeholders were very enthusiastic about the School of Education remarking that School staff are very open to suggestions and comments from local schools as to what can work better, etc. as well as highlighting the good support that they feel students on placement in local schools received from UCC staff. The Panel noted that external stakeholders wish to be much more involved in the School of Education's activities, particularly from a research perspective, e.g. invitations to relevant guest lectures, refresher courses for teachers and principals, a shared research newsletter, etc. The Panel is of the opinion that the School needs to capitalise more on this loyalty and reputation to advance its educational and resource ambitions. It is essential that the School becomes even more outwardly facing in terms of engaging with local and regional schools to anticipate future needs, and to form potential partnerships, both regionally, nationally and internationally in areas where they currently excel.

## **2.4 Staff**

### *2.4.1 Staff Profile*

As mentioned above, the School currently has 38 Permanent/Fixed Term staff (34.8 FTE) made up of 26 (24.2 FTE) Academic staff, 7 (5.8 FTE) Professional Services staff, 4 Early Years Childhood Studies (EYCS) Placement staff, one Project Staff member, 3 Adjunct appointments and 82 PT staff. The 82 PT staff are qualified teachers that act as placement tutors, many are retired teachers or retired principals with no wish to become full-time staff members. Many of the academic faculty are involved in

academic administration roles as programme coordinators or co-coordinators. To ensure fair workload distribution for all staff, a transparent workload allocation model should be implemented. This model should take account of the administrative duties of academic staff – especially in relation to the Programme Director roles – and ensure that staff have sufficient time to engage in research, learning, and teaching activities to advance their own career objectives.

#### *2.4.2 Staff Development Objectives*

While the Panel observed some good exemplars of teaching practice and a desire for professional development amongst staff, many staff stated that due to their high teaching loads, they rarely have the time to conduct research let alone to avail of professional development opportunities. The Panel advises that the workload distribution model in development in the School allows times for staff to avail of CPD opportunities in addition to their teaching and research allocation. The Panel also believes that, with changing learning environments, staff need to remain current in the areas of Teaching & Learning and should be encouraged to engage with programmes offered by CIRT<sup>1</sup>.

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<sup>1</sup>Centre for the Integration of Research, Teaching and Learning

## **Part 3: Commendations and Recommendations and Observations**

### **3.1 Commendations**

*In an ethos of quality enhancement, whereby good practice is acknowledged and disseminated, the Panel notes the following areas for commendation:*

- Panel welcomed the open and positive engagement of all School staff during the Quality Review process;
- Panel was impressed by the leadership of the School, particularly the Head of School and the School Manager, where strategic vision and enthusiasm were clearly evident;
- High levels of collegiality were evident in the School;
- Impressive levels of stakeholder satisfaction;
- Academic staff expressed enormous admiration for the strong support they receive from Professional Services staff;
- All staff articulated a strong commitment to enhancing the student learning experience;
- Excellent examples of good practice presented across the Case Studies;
- Panel were impressed by the financial health of the School as communicated by the College Financial Analyst.

### **3.2 Recommendations to the School**

#### **3.2.1 Strategic**

- Head of School and all programme coordinators should give consideration over the forthcoming months to developing a more strategic approach to their relationship with schools that builds on current placement-led relationships to ensure professional two-way interaction;
- Head of School, and School Manager, should seek a detailed explanation in how the Teaching Council Ireland (TCI) Staff-Student Ratio requirement will be calculated following the implementation of the reaccreditation requirements;
- The School would benefit from being in a single location, and in the context of the ongoing discussion to co-locate staff, the Head of School should continue to liaise with all staff to ensure that any concerns are considered;
- The School should move towards the provision of the full continuum of ITE, from Early Years to Adult Education, by developing a postgraduate qualification in primary education;

#### **3.2.2 Internationalisation**

- Potential for internationalisation should be explored, particularly at PhD-level, in liaison with CACSSS international recruiter.

### 3.2.3 *Staffing*

- Head of School, with the School's Senior Management Team, should continue to develop, and disseminate in an open and transparent manner, a clear academic workload model, that safeguards sufficient time for research, appropriate to the circumstances of an applied school in time for the start of the next academic year;
- Head of School should continue to explore, with appropriate colleagues in the university, the need to improve the opportunities, and streamline the process for, promotion.

### 3.2.6 *Finance and sustainability*

- Head of School should work with the CACSSS fundraiser with a view to developing a philanthropic funding plan and corporate sponsorship for School of Education based activities.
- In order to generate revenue to reinvest in the long-term development of the School, the School's Senior Management Team should scope out income generating opportunities for the School including a potential PG qualification in primary education, CPD programmes for qualified teachers, and internationalisation. The Head of School should explore with the Head of College means by which any additional revenue generated can be reinvested in the School.

### 3.2.7 *Teaching, Learning, Assessment and Student Experience*

- Placement Systems Working Group should continue to review the structure and nature of placement modules with a view to arriving at a standardised approach for placements across all programmes, e.g. the way that placements are organised, the length, and timing, of the placement, policies for absence, and the overall student experience of placement.
- The efficiency of placement administration should be reviewed by the School Manager in the context of a LEAN project;
- Programme coordinators should identify alternative exit routes for all programmes, e.g. PME students who reconsider their career choices;
- School Executive Management Team should ensure that there is a standardised best practice approach to obtaining, and responding to, student feedback and communicating this to students.

### **3.3 Observations to the College of Arts, Celtic Studies and Social Sciences (CACSSS)**

- There should be better coordination between the School of Education and the relevant academic units to ensure that students on placement do not miss out on aspects/elements of core modules, e.g. BEd (Hons) (Sports Studies and Physical Education);
- In the context of succession, and the development of new programmes, the Head of College to engage with the Head of School in implementing the School of Education's submitted staffing plan;
- College to continue to work with the Head of School to assist them in achieving the Teaching Council Ireland (TCI) Staff-Student Ratio requirement for reaccreditation;
- Head of College to support the School of Education in identifying income generating opportunities, e.g. Continuing Professional Development for current teachers, internationalisation, and ensure that additional income generated is retained for reinvestment in the School;
- Head of College to continue to support the School of Education in achieving co-location.

### **3.4 Observations to the College of Science, Engineering and Food Science (SEFS)**

- Head of College to liaise with the School of Education to expedite the introduction of the redesigned BSc Science Education programme in order to facilitate the external demand for science teachers which would allow graduates to teach two Leaving Certificate subjects and all three Junior Certificate subjects.

### **3.5 Observations to Office of the Deputy President and Registrar**

- Deputy President and Registrar to support the School of Education in identifying income generating opportunities, e.g. Continuing Professional Development for current teachers, and internationalisation.

### **3.6 Observations to the University Management Team**

- University Management Team should continue to work with the Head of School to assist them in achieving the Teaching Council Ireland (TCI) Staff-Student Ratio requirement for reaccreditation;
- University Management Team should continue to improve the opportunities, and streamline the process for, promotion.

### **3.7 Observation to the Quality Enhancement Unit (QEU)**

- Director of the Quality Enhancement Unit should give consideration in the internal Unit Quality Review process to including review of research strategy and links to teaching and learning.

## Appendix A - Panel Profiles: Quality Review of the School of Education

<p>Professor Linda Clarke</p>	<p>Professor Linda Clarke was born in Brooklyn, New York, moving to Northern Ireland in early childhood. She qualified as a teacher in 1983 and served as a Geography teacher and Head of Department for 15 years. She was appointed as a Lecturer in Education at Ulster University in 2001 and served as Head of the School of Education at Ulster from 2009 to 2013. Linda’s key research interests lie in Teacher Education, particularly around Education Technology and Global Learning. Linda was the Northern Chair of SCoTENS (The Stranding Conference for Teacher Education, North and South - a cross border body for teacher education on the island of Ireland, 2013-2016) and Chair of UCETNI (the Universities’ Council for the Education of Teachers, 2010-2011 and 2017-2019). She is currently Research Director for Education at Ulster and is member of the UK REF (research Excellence Framework) 2021 Sub-Panel for Education.</p>
<p>Mr Aaron Frahill</p>	<p>Mr Aaron Frahill is currently a UCC MSc Finance (Banking and Risk Management) student from Cobh, who has just concluded his service as the UCC Students’ Union Vice-President for Education (Academic Year 2018/19). He obtained a Bachelor’s Degree in Economics and Mathematical Studies from UCC in 2018. Mr Frahill previously served as a Student Reviewer during the final year of his undergraduate degree as well as in semester one of this academic year, deepening his understanding of the processes governing departments/schools/professional services’ activities in the University. This experience was further enriched by the above-mentioned role within the Students' Union. As such, he was a member of the Quality Enhancement Committee, responsible for the approval of the Quality Enhancement Reports. This experience was vital for his awareness of quality assurance and enhancement issues and processes concerning academic units and professional services.</p>
<p>Professor Thia Hennessy</p>	<p>Professor Thia Hennessy was appointed Dean of the Business School at University College Cork (UCC), Ireland in 2017. In addition to her role as Dean, Thia is also Professor and Chair of Agri-Food Economics in UCC. Over her 20-year research career she has examined issues such as the impact of changing agricultural policy on farm performance, the implications of environmental policy and climate change for agriculture and food production and the role of technological developments in the food sector. She has published over 150 academic articles and reports, collaborated on numerous international research projects and is a regular contributor to the media in Ireland. She has addressed the European Parliament and European Commission on numerous occasions, briefed both the European Commissioner for Agriculture and the Irish Minister for Agriculture and gave evidence to the House of Lords and Irish parliament committee for agriculture. In addition to her role of Dean, she also holds a number of directorships, serving on the boards of Teagasc, the Agriculture and Food Development Authority of Ireland, the Irish Management Institute and the Cork Chamber of Commerce.</p>

<p>Professor Ian Menter</p>	<p>Professor Ian Menter is a Fellow of the Academy of Social Sciences in the UK and was President of the British Educational Research Association (BERA), 2013-15. He is Emeritus Professor of Teacher Education at the University of Oxford and was formerly the Director of Professional Programmes in the Department of Education at the University. He previously worked at the Universities of Glasgow, the West of Scotland, London Metropolitan, the West of England and Gloucestershire. Before that he was a primary school teacher in Bristol, England. He is now a Visiting or Honorary Professor at three UK universities and is a Senior Research Associate at Kazan Federal University, Russia. He was President of the Scottish Educational Research Association (SERA) from 2005-2007 and was a member of the steering group for the BERA/RSA Inquiry into Research and Teacher Education. His main research interests are in research, policy and practice in teacher education, including comparative studies of this topic. Recent and forthcoming publications include: <i>Learning to Teach in England and the United States</i> (Tatto, Burn, Menter, Mutton and Thompson; Routledge, 2018); <i>A Companion to Research in Teacher Education</i> (Peters, Cowie and Menter, Eds.; Springer, 2017); <i>Knowledge, Policy and Practice in Learning to Teach - a cross-national study</i> (Tatto and Menter, Eds.; Bloomsbury, 2019)</p>
<p>Dr Ruth Ramsay</p>	<p>Dr Ruth Ramsay was appointed Dean of Graduate Studies in UCC in December 2018. Previously she had been Vice-Head of the College of Science, Engineering and Food Science (SEFS), Head of the Graduate School of SEFS and Vice-Head of the School of Biological, Earth and Environmental Sciences (BEES). She has previously chaired the Research Quality Review for her own School - the School of BEES - and was a member of the panel for the Quality Review for the School of Mathematical Sciences. She has a B.A. Mod. (Zoology) (TCD), PhD (Zoology) (UCC) as well as a BA (French &amp; Italian) (UCC). She has spent most of her career at UCC, except for three years as an Assistant Professor at the National University of Singapore. She has over 100 publications in marine ecology, animal behaviour, invasive species and more recently zoo education and carries out extensive fieldwork each year in Ireland and abroad. Her animal behaviour research is strongly linked with Fota Wildlife Park, Cork, where she Chairs their Animal and Research Committee and is a Member of their Research Ethics Board. She is an <i>Aurora</i> alumna.</p>
<p>Dr Geraldine Fahy (Review Co-ordinator)</p>	<p>Dr Geraldine Fahy is a former academic specialising in Biological and Forensic Anthropology; having gained her PhD from the Max Planck Institute for Evolutionary Anthropology and Universität Leipzig (Germany) in 2014. Following a brief postdoc at KU Leuven (Belgium) she joined the University of Kent as Lecturer in Biological Anthropology (2014-2019). She has academic and administrative experience in student recruitment, outreach coordination and UG and PG student supervision, and is an <i>Aurora</i> alumna. Since joining the QEU as Quality Enhancement Advisor in September 2019, she has coordinated several unit Quality Reviews.</p>



## Appendix B – Peer Review Panel site visit timetable

### SCHOOL OF EDUCATION

#### PEER REVIEW PANEL SITE VISIT TIMETABLE

#### In Summary

- Tue 11 February: The Panel arrives for a briefing from the Director of Quality Enhancement, followed by a meeting with the Head of School and School staff. This is followed by a meeting with UG and PG students, and External Stakeholders.
- Wed 12 February: The Panel meets with the Head of College, tours the School facilities, meets staff members, and relevant senior officers. Panel commences drafting of report recommendations.
- Thu 13 February: The Panel meets with the Head of School. A closing presentation is given by the Panel to all members of the School. Panel members depart.

<b>Tuesday 11 February</b>		<b>Venue: Tower Room 2</b>
10.00 – 10.45	Convening of Panel members (with tea/coffee) <i>Briefing by Ms Elizabeth Noonan, Director of Quality Enhancement</i>	
10.45 – 11.30	Private meeting of Panel <i>Panel agree issues from the SER that warrant further exploration, review feedback summaries from each reviewer, and agenda topics for the individual site visit meetings.</i>	
11.30 – 12.30	Dr Fiona Chambers, Head, School of Education <i>(to be joined by the School Manager, Angela Desmond at 12.10)</i>  15 minute introduction detailing: <ul style="list-style-type: none"> <li>➤ How the School undertook its SER?</li> <li>➤ What it learned from the process?</li> <li>➤ What it hopes to gain from the review?</li> </ul> <i>Subsequent discussion should cover developments to date, strategic priorities of the School and overview of educational provision.</i>	
12.30 – 13.20	Private meeting of Panel & lunch <i>Panel agree issues to be discussed with School staff, and undergraduate and postgraduate students.</i>	
13.20 – 13.30	<i>Transition to O’Rahilly Building, Room G27</i>	
13.30 – 14.30	Meeting with School staff  Small group discussion:	

	<ul style="list-style-type: none"> <li>➤ What is working well in the School?</li> <li>➤ What has potential? What should be improving?</li> <li>➤ What is the one thing that needs to change?</li> </ul> <p><i>Feedback to entire group in final 15 minutes.</i></p> <p style="text-align: right;"><b>Venue: O’Rahilly Building, Room G27</b></p>
14.30 – 14.45	<i>Transition to <b>Tower Room 2</b></i>
14.45 – 15.30	<p>Representatives of undergraduate students</p> <p>Cian Bohane, BEDSS3  Gerard Brosnan, BAEYC1  Stacey Brosnan, BSc Sc Ed 4  Ciara Houstoun, BEDSS3  Michael Lehane, BEDSS3  Fianna Ni Mhurchu, BAEYC2  John O’Donoghue, BSc Sc Ed 4  Maria Leonor Oliveira, BAEYC1  Meghan Wallace, BSc Sc Ed 4</p>
15.30 – 16.15	<p>Representatives of Postgraduate students</p> <p>David Bennett, PME2  Alison Beresford, PDSEDN1  Ryan Gallagher, PHDAT2  Elizabeth Kelleher, PME2  Valerie Mullane, PDEL1  Claire O’Neill, PDSEDN1  Ann O’Regan, MEDM1  Orla Slattery, PHDED1</p>
16.15 – 16.45	<p>Private meeting of Panel (with tea/coffee)</p> <p>Telephone call with Dr Tim O’Connor (Member of SOE Development Committee) at 16.20pm</p> <p>Tel: 087 656 4486.</p>
16.45 – 17.00	<i>Transition to <b>Staff Common Room</b> for External Stakeholder meeting</i>
17.00 – 18.00	<p>Meeting with External Stakeholders</p> <p><i>The Panel meets with past graduates, employers of graduates and other stakeholders as appropriate to discuss views on the quality of education received and the quality of the graduates.</i></p> <p>Ms Elaine Angland, Principal, COPE Foundation, Scoil Eanna, Cork  Ms Regina Butler, Principal, Scoil Mhuire, Cork  Ms Alison Crowley, Togher Family Centre, Cork  Ms Miriam Downey, Principal, Scoil Mhuire, Kanturk  Ms Ciara Fahy, Graduate, PDSN Programme  Mr Finbarr Hurley, Principal, Greenmount Primary School, Cork  Mr Edward McCarthy, Graduate, PDSN Programme</p>

	<p>Mr Dónal Ó Buachalla, Principal, Gaelcholáiste Mhuire, A.G. North Monastery, Cork  Ms Emma O'Callaghan Mullins, Togher Family Centre, Cork  Mr Séamus Ó Ceallacháin, Principal, Pobalscoil na Tríonóide, Youghal</p> <p style="text-align: right;"><b>Venue: Staff Common Room</b></p>
19.00	<p>Dinner for members of the Panel, the Quality Enhancement Director and the Quality Enhancement Advisor</p> <p style="text-align: right;"><b>Venue: Jacob's on the Mall</b></p>

<b>Wednesday 12 February</b>		<b>Venue: Tower Room 2</b>
08.45 – 09.15	<p>Convening of the Panel</p> <p><i>Panel agree issues to be discussed with Head of College and College Financial Analyst</i></p>	
09.15 – 10.15	<p>Professor Chris Williams, Head of College  <i>(joined by the College Manager, Majella O'Sullivan and the College Financial Analyst, Conor Delaney at 09.45am)</i></p> <p><i>Panel discuss College strategy and priorities. The links between College/School financial resource allocations process, staffing resources and infrastructure.</i></p>	
10.15 – 10.45	Tea/coffee	
10.45 – 11.00	<i>Transition to <b>Leeholme</b> for tour of facilities</i>	
11.00 – 12.00	Tour of facilities	
12.00 – 12.15	<i>Transition back to <b>Tower Room 2</b></i>	
12.15 – 13.00	<p>(Case Study) Enhancing Student Learning Experience</p> <p>Dr Steve O'Brien (<i>topic: Ubuntu case study of good practice</i>)</p> <p>Dr Fiona Chambers (<i>additional case studies of good practice</i>)</p> <p><i>Opportunity for the School to highlight good practice and enhancements to the student learning experience.</i></p>	
13.00 – 13.45	<i>Lunch and private meeting of the panel</i>	
13.45 – 15.00	<p>Meeting with Programme Directors</p> <p><i>Discussion on monitoring and review of programmes to include indicatively, programme &amp; module approval processes, student progression, External Examiner reports, external accreditation/recognition (where appropriate), supports for learners, placement (where appropriate) and, from 14.30, implementation of the Academic Strategy (2018-22).</i></p> <p>Maura Cuneen - EYCS  Kathy Hall Cohort - PhD</p>	

	Declan Kennedy - BScEd Joe Moynihan - PDEL Brian Murphy -PME Maire Ni Riordain - MEd Dan O'Sullivan - PDSEN Wesley O'Brien - SSPE
15.00 – 15.30	Meeting with Senior Officers of the University: Dr Amanda Forde, Deputising for Professor Anita Maguire, Vice President for Research & Innovation Professor Paul McSweeney, Vice President for Learning & Teaching
15.30 – 16.00	Professor John O'Halloran, Deputy President & Registrar <i>Discussion of UCC's Strategic Plan (2017-2022) and Academic Strategy (2018-2022)</i>
16.00 – 18.00	Private meeting of the Panel to commence drafting the report recommendations (with tea/coffee)
19.30	Dinner for members of the Panel  <b>Venue: River Lee Hotel</b>

<b>Thursday 13 February</b>	
<b>Venue: Tower Room 2</b>	
08.45 – 09.00	Convening of the Panel
09.00 – 09.30	Private meeting of Panel
09.30 – 10.15	Dr Fiona Chambers, Head of School <i>Clarification and discussions of main findings by Panel.</i>
10.15 – 11:30	Private meeting of Panel to finalise drafting the report recommendations (with tea/coffee)
11:30 – 12:00	Formulating the closing presentation
12:00 – 12:15	<i>Transition to <b>Hub Building Room 404 (Dora Allman Room)</b></i>
12:15 – 13:00	Closing presentation <i>Closing presentation to all staff, to be made by the Chair or other member(s) of Panel as agreed, summarising the principal findings of the Panel. This presentation is <u>not</u> for discussion at this time.</i>  <b>Venue: Hub Building Room 404 (Dora Allman Room)</b>
13.00	Panel departs

## Appendix C - Programmes in the School of Education

- BA (Hons) Early Years & Childhood Studies (an inter-disciplinary degree in collaboration with the Schools of Applied Social Studies and Applied Psychology) (BAEYCS)
- BSc (Hons) Science Education (in conjunction with the College of Science, Engineering and Food Science) (BSCSCED/BSCSDD)
- BEd (Hons) Sports Studies & Physical Education (BEDSSPE)
- BEd (Hons) Gaeilge (with Maths or a Modern Language) commencing 2020/21 (BEDG)
- Professional Master of Education (PME)
- Professional Master of Education (Art & Design)
- Postgraduate Diploma in Special Educational Needs (PDSEN)
- Postgraduate Diploma in Educational Leadership (PDEL)
- MEd (Modular)
- Research Masters: MEd (by research thesis); MPhil
- PhD (Cohort-based and Structured)