

Summary of amendments to the QQI validation document for Master of Arts in Education (April 2013)

The following provides a summary of the amendments made to the original validation document that was submitted to QQI for validation of a Master of Arts in Education in April 2013. These amendments are in response to recommendations and stipulations in the report of the Teaching Council when granting professional accreditation for the programme.

1. Change of Programme Title to *Professional Master of Education Primary*
2. Change of Module Titles
3. Change in the sequence of presentation of modules

4. Change of credit weightings in two modules: Foundations of Education and Curriculum Studies and Nua-Ghaeilge
5. Change in the description of the Research project
6. Change in the number of weeks of all-day teaching in the final school placement block
7. Content in three modules has been modified to ensure that students engage with Curriculum Studies at three stages on the programme:
 - Foundations of Education and Curriculum Studies
 - School Experience: Research and evidence-based practice
 - Advanced School Experience: Using Evidence-Based Research to Inform Professional Practice

Change of Module Titles, sequence of presentation of modules and credit weightings in two modules: Foundations of Education and Curriculum Studies and Nua-Ghaeilge

Table 1, shows the amended module titles the amended sequence of modules as undertaken by students and the revised credit weightings for Foundations of Education and Curriculum Studies and Nua-Ghaeilge.

The Foundations of Education module was originally studied in one module at the beginning of the programme. We have reviewed this original first module and incorporated Curriculum Studies within it. We have also increased the credit weighting of this module to 15 credits (previously 10 credits). In order to accommodate the increase in credits the hours allocated to the module have increased from 300 to 450.

Students will have an extra on-site workshop within the first module, Foundations of Education and Curriculum Studies.

We have reviewed the credits allocated to Nua-Ghaeilge. Notwithstanding the panel's validation and affirmation of the module we had presented, in order to provide for an increased credit weighting for Foundations of Education, we have reduced the credits available for Nua-Ghaeilge from 15 to 10 credits. In order to accommodate the decrease in credits the hours allocated to the module have been decreased from 470 hours to 318 hours. In order to comply with the Teaching Council criteria and guidelines for Initial Teacher Education, students will spend four weeks (two x two week blocks) on a Gaeltacht placement in addition to these hours for the module.

Table 1 - Programme Organisation

	Module	Credits	Indicative Student Effort (Hrs)	Total Effort
	Induction		50	
1	Foundations of Education and Curriculum Studies A	15	450	
2	Pedagogy 1: Physical, Arts and Inclusive Education(Visual Arts, Music, Drama, Physical Education, Inclusion and Diversity)	10	361.5	
3	Pedagogy 2: Language, Literacy, Numeracy and ICT (English, Maths, Curaclam na Gaeilge, Language Learning, ICT)	15	467.5	
4	Pedagogy 3: Ethical, Social, Personal, Health and Early Childhood Education (Religion, SPHE, Early Childhood Education)	10	340	
5	School Experience: Research and Evidence-Based Practice (School Placement blocks 1 and 2, Research Methods, Curriculum Studies)	20	606	
6	Advanced School Experience: Using Evidence-Based Research to Inform Professional Practice (School Placement block 3, Foundations of Education and Curriculum Studies B, Professional Research Project)	30	914	
7	Pedagogy 4: Social, Scientific and Development Education (History, Geography, Science, Development Education)	10	343	
8	Nua-Ghaeilge	10	318	
	Total	120	3,850	

Change in the description of the Research project

The research project will involve students in a curriculum investigation. They will identify an aspect of curriculum for investigation, in consultation with the academic staff at Hibernia College and with the school principal and class teacher where they will carry out their final school placement block. The research will require students to apply the research methodology and methods that they will have studied earlier in the programme. This research project will be subject to approval from the Ethics committee at Hibernia College and all local ethical processes adopted at school level. The research project will be 8,000 words in length and will include the student's own reflective learning log from the school placement. This reflective learning log will incorporate a strong element of reflexivity that identifies and explains the student's own learning from conducting the research project (curriculum investigation). They will examine the interplay between research, policy and practice, and the need for critical reflection on practice and the transformation of their practice that occurs as a consequence of this analysis.

The central focus of this research project will be the design, implementation, and reporting of a curriculum investigation in the form of a Professional Research Project (PRP). The PRP will articulate the development and change of students' teaching practice and the research evidence that provides the rationale for that. This will relate to some improvement of, or significant development in, their own teaching practice in the classroom and the potential impact on the intended outcomes of pupil learning.

Change in the number of weeks of all-day teaching in the final school placement block

Over the course of the two-year programme, students will complete 24 weeks of school placement. School placement is a period of intensive development that enables graduate student teachers to acquire the teaching skills and professional dispositions required in the modern classroom. With regard to the Teaching Council's recommendation to increase the amount of full-time teaching on the Advanced Placement Block, the College has adjusted the time spent teaching in the following way.

Module: School Experience (Advanced Placement Block)									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Obs. and prep. 100%	Obs. 40% Team - teach 60%	Obs. 40% Team - teach 60%	Obs. 20% Teach 80%	All day teaching	All day teaching	All day teaching	All day teaching	All day teaching	All day teaching

Each student teacher must teach in a minimum of two different school settings over the three placement blocks. Students will be required to undertake placements in at least two of the following

settings over the course of the programme: denominational, multi-denominational and non-denominational schools, schools designated as disadvantaged, Gaelscoileanna, multi-class settings, and in urban and rural locations.

Content in three modules; modules 1, 5 and 6 in Table 1 have been modified to ensure that students engage with Curriculum Studies at three stages on the programme:

Curriculum Studies will be studied in three modules. Students will engage in a macro-curriculum studies course within the first module. This macro-curriculum studies course will require students to reflect critically on curriculum aims, pedagogy and assessment of curriculum. Students will re-engage with Curriculum Studies in the module, School Experience and Research Methods, where they will study curriculum from the perspective of a reflective and reflexive practitioner. Students will engage further with Curriculum Studies within the Advanced School Experience module (incorporating the research project) where they will examine critically a curriculum area of their placement class within a particular school with reference to the policies, the wider social context of the school, the pedagogical strategies adopted and the rationale for any improvements they recommend in that curriculum area.. This will also be grounded in their own reflective practice in that school. This constitutes a micro-study of curriculum, incorporating the macro-curriculum study already undertaken. Students, therefore, will have three opportunities to engage with Curriculum studies over the duration of the programme. The first opportunity will be at the beginning of the programme. The second one will be midway through the programme and the third will be towards the end of the programme; thus students will engage with Curriculum Studies throughout the two-year programme.

Originally, the Foundations of Education module was studied in one module at the beginning of the programme. We have reviewed this original first module and incorporated Curriculum Studies within it. We have also increased the credit weighting of this module to 15 credits (previously 10 credits). With regard to the Teaching Council's Initial Teacher Education: Criteria and Guidelines (2011), we have now included the Foundations of Education in the Advanced School Experience module in Year 2 of the programme. Students will re-engage with the disciplines of Philosophy of Education, Sociology of Education, Psychology of Education and History of Education in order to better link theory with practice and in order to ground their practice in the final school placement block within theoretical frameworks.

Annex 5. Proposed Programme Schedule

Name of Provider:		Hibernia College										
Programme Title (i.e. Named Award):		Professional Master of Education Primary										
Award Title ⁶ (HE/TAC Award):		Professional Master of Education Primary										
Stage Exit Award Title ³												
Modes of Delivery (FT/PT):												
Award Class ⁴		Award Level		Award Level		EQF Level		Stage (1,2,3,4,..., or Award Stage):		Award		
Major		9						Award				
Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		ECTS Credit Number ⁵	Total Student Effort Module (hours)	Total Student Effort Module			Allocation Of Marks (from the module assessment strategy)			
		Status	NFQ Level ¹ where specified			Contact Hours	Hours of Independent Work	Stage Credit (ECTS)	Date Effective	ISCED Subject Code	C.A. %	Proj. %
Foundations of Education and Curriculum Studies A	N/A		9	15	450	156	294	100	0	0	0	0
Nua-Ghaeilge	N/A		9	10	318	72	246	60	0	0	0	40
Ped. 1: Physical, Arts and Inclusive Education	N/A		9	10	361.5	121	240.5	100	0	0	0	0
Ped. 2.: Language, Literacy, Numeracy, ICT	N/A		9	15	467.5	150	317.5	100	0	0	0	0
Ped.3: Ethical, Social, Personal, Health and Early Childhood Education	N/A		9	10	340	102	238	100	0	0	0	0
Ped. 4: Social, Scientific and Development Education	N/A		9	10	343	87	256	100	0	0	0	0
School Experience: Research- and Evidence-Based Practice*	N/A		9	20	606	94	512	0	0	0	100	0
Advanced School Experience: Using	N/A		9	30	71	843	0	0	40	60	0	0

Evidence-Based Research to Inform Professional Practice**										914							
Special Regulations (Up to 280 characters) *No pass by compensation. 1 repeat per placement block. Must pass each placement independently. 1 st attempt marks in module overall for honours access. **No pass by compensation. Both assessments must be passed independently. 1 repeat opportunity per assessment. 1 st attempt marks in each assessment for honours access.																	