



## **Guide to the Internal Rules and Practices Of St Patrick's College**

(This manual has been prepared in accordance  
with Section 16 of the Freedom of Information Act 1997 as amended)

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## 1. Introduction

The Freedom of Information (FOI) Act, 1997 as amended, establishes three statutory rights:

- a legal right for each person to access information held by public bodies
- a legal right for each person to have official information relating to him/herself amended where it is incomplete, incorrect or misleading
- a legal right to obtain reasons for decisions affecting oneself.

This manual which has been prepared in accordance with Section 16 of the FOI Acts outlines the rules, guidelines and precedents used by the College in carrying out its functions. These functions and a detailed examination of the functions of individual sections within the College are outlined in another Reference Book entitled *Guide to the Functions and Records of St Patrick's College* (Section 15 Manual) which is available on request from the College.

### **Copies of this publication are available from:**

The freedom of Information Office  
St Patrick's College,  
Drumcondra  
Dublin 9  
Tel: 01 8842238  
Email: [foi@spd.dcu.ie](mailto:foi@spd.dcu.ie)

This publication can also be accessed on the internet at [www.spd.dcu.ie/main/administration/foi](http://www.spd.dcu.ie/main/administration/foi)

## 2. DESCRIPTION & FUNCTIONS

St Patrick's College was established in 1875 to meet the teacher training needs of a denominational primary school system. The College was initially based at numbers 1 and 2 Drumcondra Road, moving to its present site at Belvedere House in 1883. The administration of the College was placed in the care of the Vincentian fathers where it remained until 1 September 1999.

The College became and remains the *alma mater* for a large proportion of Irish primary teachers. Its graduates have made a distinguished contribution to the educational, social and cultural life of the country. Originally an all-male College, female students were admitted for the first time in 1971; they now constitute a large majority of the student population.

In 1974, the three-year BEd degree for teachers was introduced and the College became a recognised College of the NUI. In 1993, under an agreement for Institutional Linkage, St Patrick's College became a College of Dublin City University. This was followed by the establishment of an Academic Council and in 1997 the establishment of a Governing Body. A revised Linkage Agreement with Dublin City University was signed by the Archbishop of Dublin in February 2008.

Since the 1990s, the College has embarked on a process of growth and diversification which culminated in the introduction of a variety of new programmes including a BA and MA in Humanities, a taught MEd and PhD by research. In 2005, the first cohort of a newly established EdD programme enrolled in the College. The development in the Humanities field built on an existing tradition and complements the educational work of the College.

The College has also had a long involvement in the area of Special Education. In 1961, a course for training teachers of children with learning difficulties was established. In 1973, an award bearing course was established to train remedial teachers in primary schools. The College currently offers a graduate diploma in Special Education needs, a graduate certificate in the education of pupils with Autistic Spectrum Disorder and a Masters in Special Education Needs. In 2007, an online inservice certificate/diploma in Special/Inclusive Education, funded by the Department of Education and Science, was offered to mainstream primary and post-primary teachers as a joint initiative of the Special Education Department and the Institute of Child Education and Psychology Europe (ICEP).

Arising from its role as a provider of recognised teachers for the Primary School system, the College has a special relationship with the Department of Education and Science. This relationship has evolved to incorporate the role of the Higher Education Authority as the conduit for State funding and regulation.

### **Building Programme**

During the Presidency of Fr. Peter Byrne CM, in the 1880s and 1890s, an extensive building programme was undertaken which, along with a second major phase of development completed in 1966 during the Presidency of Dr Donal Cregan CM and a third completed in 1982, still forms the core of the campus. The campus complex includes a Primary School, an Educational Research Centre which commenced operations in 1966, a Teachers' Centre which opened in 1972 and moved to a new site provided by the College in November 1999 and a creche. The Education Centre (formerly Teachers' Centre) is an independent entity with its own Board of Management. The Educational Research Centre which operates autonomously remains part of the College.

Plans for a major extension to the College are well advanced. The College Master Plan as agreed and sanctioned provides for a development of 11,000 m<sup>2</sup> new build and 5,000-6,000 m<sup>2</sup> refurbishment capable of being provided in two separate phases plus associated infra-structural works. Subject to approval, it is envisaged that construction will commence in the Autumn of 2009.

The major components of the project include:

- Building of new general and specialist teaching accommodation including lecture theatres
- Provision of workshop rooms for teaching in curriculum areas including science and early childhood
- Conversion of existing facilities for teaching purposes
- Provision of multi-purpose space for physical education, drama and examinations
- Provision of integrated ICT facilities
- Upgrading of existing infra-structure.

### **Strategic Planning**

A new strategic plan "Ar Aghaidh 2006-2010" was adopted by Governing Body in 2005. The plan identifies a range of strategic priorities and related key actions through which they will be addressed. These are set in the context of two introductory sections: one on the recent development of the College, its values and educational philosophy and its relationship with and role within Dublin City University; and the other on the national and international context both in terms of third level generally and teacher education in particular.

The College aspires to create a learning community which has the student at its heart. The shared values of that community include a commitment to excellence in teaching and learning, academic freedom within the confines of truth and the common good, a holistic philosophy of education and a concern for the poor and the voiceless. The College cherishes diversity and seeks to promote tolerance, understanding and mutual respect. The College values excellence, equity, community and innovation and seeks to produce graduates who are skilled, knowledgeable, flexible, reflective and creative.

The linkages with Dublin City University have been an important catalyst in the progress of the College over the past decade. The College is committed to developing the relationship with the University confident that it has much to give as well as to gain from the collaboration. The College supports the priority academic themes identified by the University in its own strategic plan and, in particular, Education and Learning and Internationalisation, Inter-culturalism and Social Development.

In developing this strategic plan the College has been cognizant of the wider context. Major developments and trends across the third level sector and in teacher education were considered to ensure that the plan was relevant and responsive.

In pursuit of its aim to be the foremost Irish educational institution in its field, the College has identified a series of strategic tracks and goals which it will pursue and which will guide its work during the period of this plan. These priorities are identified under the following headings: the role of the College in the University; Learning and Teaching; the Centrality of the Student; e-Learning; Programme/Curriculum Development; Research; International Affairs; Collaboration; Wider Community/Inclusion; Partnership and Strategic Links; Quality Improvement; Staff Development/ Performance Management; Organisation and Structure; Campus Development; and Finance. Particular priority is attached to career structure, campus development and funding.

Key actions are identified in relation to all these priorities and target dates for implementation are specified. It is also intended that named members of staff will assume responsibility for ensuring implementation. An annual report of progress will be made to Governing Body and a formal review will be conducted at the end of the third year.

## COLLEGE PROGRAMMES

### Education

- **BEd** - three year full-time honours level 8
- **Certificate in Religious Studies**
- **Graduate Diploma in Education (Primary Teaching)** 18 months full-time honours programme
- **Inservice Certificate and Diploma in Education.** A range of specialisations, including curricular, non-curricular and special education areas, are offered on a cyclical basis, both on-line and on Campus.
- **Taught MEd:** there is a wide range of special options available, which are offered on a cyclical basis. The options in the current year are History & Geography, Drama, Literacy, Teaching & Learning Online, Early Childhood Education.
- **Masters in Religious Education (Primary);** in conjunction with the Mater Dei Institute of Education
- **MEd and PhD by Major Thesis**
- **Edd**

### Special Education

- **Graduate Certificate/Graduate Diploma in Special Educational Needs,** with Specialist Studies in High Incidence Special Educational Needs (SEN) or Moderate, Severe and Profound General Learning Disabilities: one year block-release programme for seconded primary teachers
- **Masters in Special Educational Needs:** one year full-time programme for primary and post-primary teachers who have completed either the Graduate Diploma in Advanced Studies in Special Education in St Patrick's College, Drumcondra or a Post Graduate Diploma in Special Educational Needs as described in Circular 16/03 (DES, 2003) or an equivalent qualification and who are currently employed as a Special Education teacher in Ireland
- **Graduate Certificate in the Education of Pupils with Autistic Spectrum Disorders:** one-year, part-time distance learning programme with some direct teaching for qualified primary and post-primary teachers who are currently teaching students with ASD in special or mainstream schools
- **Specialist induction courses for Teachers of Students** with Severe and Profound General Learning Disabilities as required

### Humanities

- **BA in Humanities:** three year full-time honours level 8
- **Taught MA in Humanities** (cyclical): French, Gaeilge, History, English (Children's Literature, Theatre Studies), Music, Human Development.
- **MA in Humanities and PhD by Major Thesis:** English, French, Gaeilge, Geography, History, Music, Human Development, Religious Studies and certain interdisciplinary areas.

### **3. MISSION STATEMENT (ADOPTED IN 1999)**

The mission statement of St Patrick’s College is as follows:

St Patrick’s College Drumcondra, a College of Dublin City University, is a Catholic College for the education of primary school teachers. The mission of the College is to enhance its role in teacher education both general and special, to provide degrees in the humanities, to promote academic research and further develop postgraduate studies, while fostering excellence in all its activities.

In pursuit of its mission the College is committed to creating a community of learning in which Catholic religious values and equity are promoted and the centrality of the student maintained. Through its activities the College Community shall view the education of children as paramount, foster the Irish language, cultivate a local, national and international awareness and protect and enhance the physical and social environment for students and staff.

#### **AN RÁITEAS MISIN (GLACTHA I 1999)**

*Is Coláiste Caitliceach é Coláiste Phádraig, Droim Conrach (Coláiste de chuid Ollscoil Chathair Bhaile Átha Cliath) le haghaidh oiliúint oidí bunscoile. Is é misean an Choláiste a ról in oiliúint bunmhúinteoirí (idir oiliúint ghinearálta agus shainoiliúint) a mhéadú; céimeanna sa léann daonna a thairiscint; an taighde acadúil agus an staidéar iarchéime a fhorbairt agus a chur chun cinn; agus an feabhas a chothú ina ghníomhaíochtaí uile.*

*Tá an Coláiste tiomanta d’fhorbairt phobail léinn ina gcuirfear luachanna creidimh Caitliceacha agus an comhionannas chun cinn, agus ina mbuanófar lárnacht na mac léinn. Le linn do Phobal an Choláiste tabhairt faoi na gníomhaíochtaí éagsúla seo samhlófar tábhacht ar leith le hoideachas páistí, cothófar an Ghaeilge, tabharfar aire don fheasacht áitiúil, náisiúnta agus idirnáisiúnta, agus déanfar an timpeallacht fhisiciúil agus shóisialta a chaomhnú agus a fheabhsú do na mic leinn agus don fhoireann araon.*

#### 4. **STRUCTURE & ORGANISATION**

In 1997, the Manager, Dr Desmond Connell, entrusted the Governance of the College to a Governing Body. Under the terms of the linkage agreements with Dublin City University (1993 and 2008), the Academic Affairs of the College are regulated by an Academic Council. Academic Departments are organised in two Faculties, Education and Humanities, each headed by a Dean.

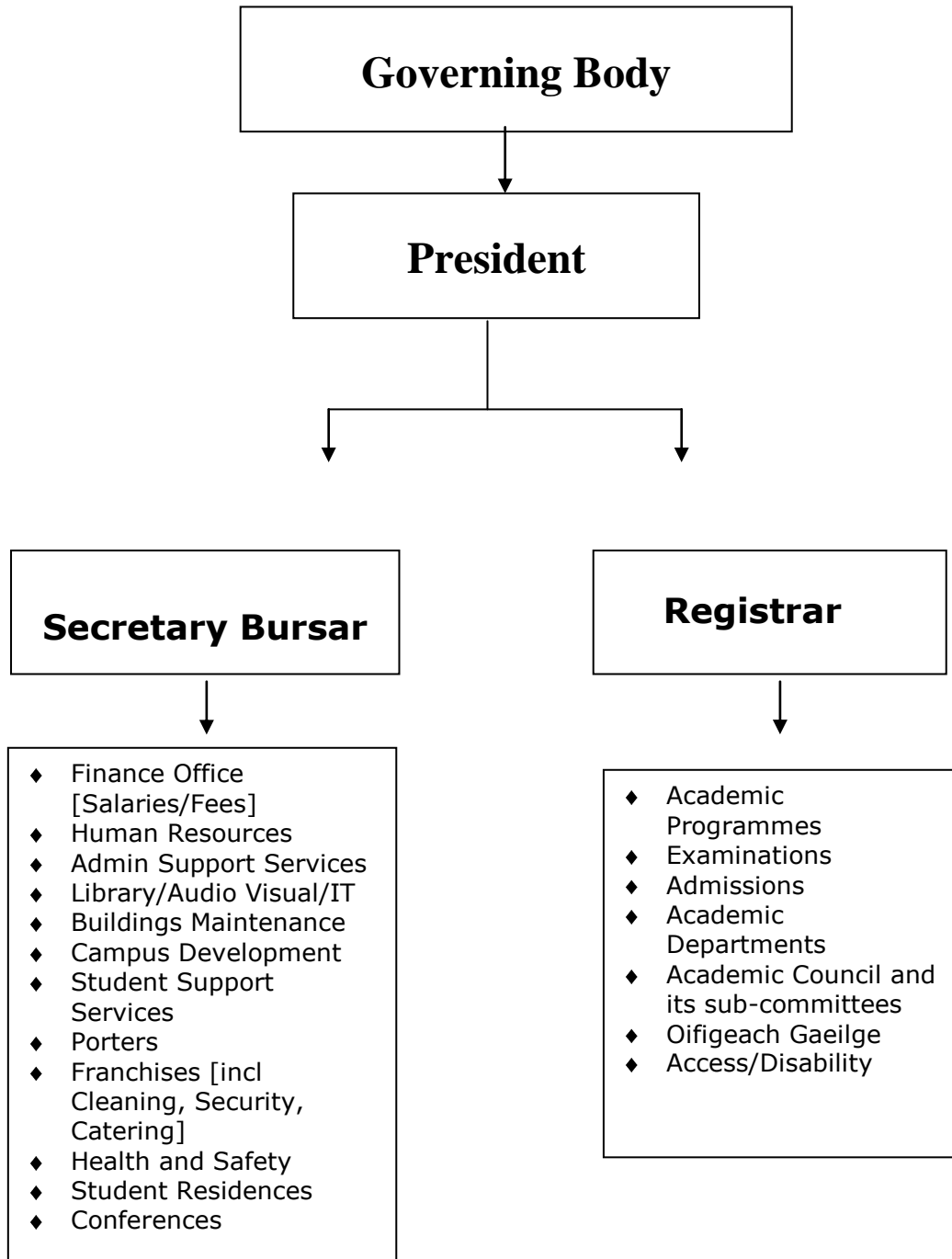
The senior officers of the College are the President, Registrar and Secretary/Bursar.

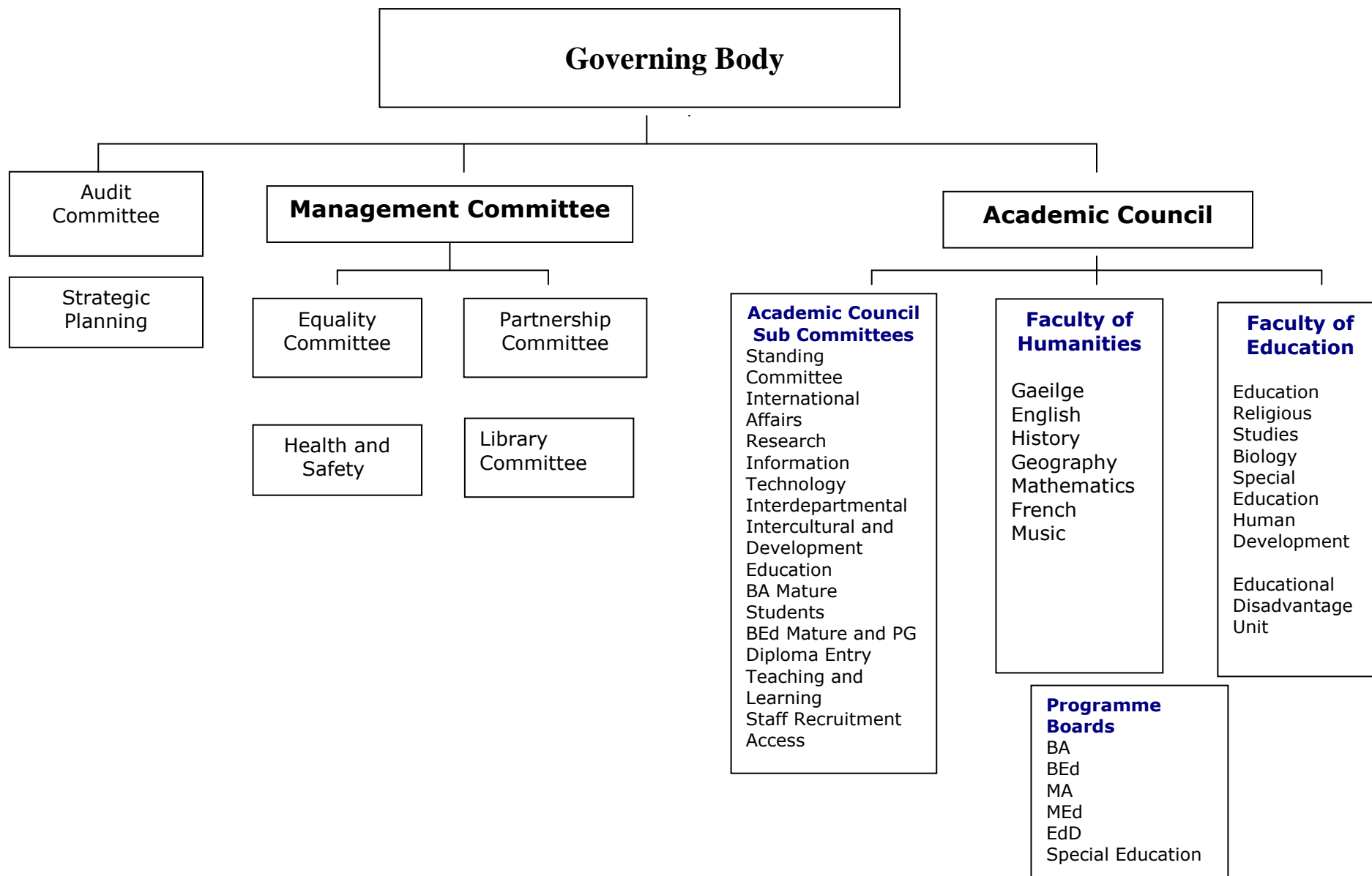
The President is Chief Executive Officer of the College and has leadership, executive and administrative responsibility as well as overall responsibility for all aspects of the College's operations.

The Registrar has responsibility for all the academic affairs of the College, and is supported in that role by an Assistant Registrar.

The Secretary/Bursar is responsible for the financial administration of the College, for its general administration and support services, and is supported in that role by the Assistant Secretary Bursar.

The organisational structure of the College is illustrated on the following two charts:





## **5. RULES, GUIDELINES AND PRECEDENTS USED, AND PUBLICATIONS ISSUED BY INDIVIDUAL SECTIONS OF THE COLLEGE**

### **5.1 GOVERNING BODY & ITS COMMITTEES**

The terms of reference, responsibilities and rules under which Governing Body operates are contained in the Instrument of Government signed by the Manager on 17 January 1997. A summary of these is provided in the *Guide to the Functions and Records of St Patrick's College* (Section 15) manual.

The Management Committee operates without prejudice to the rights and duties of the Governing Body, the President, the Academic Council and its Committees, Programme Boards, the Registrar, the Bursar, Deans of the Faculties, Heads of Departments and other such recognised College officers. Confirmed minutes of each meeting of the Management Committee are placed before the next meeting of the Governing Body.

The Strategic Planning committee was appointed in 2003. Its terms of reference are to monitor progress on implementation of existing College strategic plan; to advise the College in relation to strategic development on an ongoing basis; and to co-ordinate preparation of the next College strategic plan. A reconstituted committee was established in 2009 and will continue this role.

The College Audit Committee is a sub-committee of Governing Body. It is authorised by the Governing Body to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any member of staff, and all members of staff are directed to co-operate with any request made by the Committee.

The College has also engaged the services of Pricewaterhouse Coopers to provide an Internal Audit function in the College. In addition, the College accounts are fully audited by College Auditors and are also subject to statutory audit by the Comptroller & Auditor General.

## **5.2 ACADMIC COUNCIL & ITS COMMITTEES**

The Academic Council must be convened on not fewer than two occasions in each academic term of the College. Not fewer than twenty five of its members constitute a quorum. The President of the College or his appointed Deputy for such purpose chairs each meeting of the Academic Council – in the absence of both of whom, the meeting may be chaired by such member of the Council as shall be elected from among the members present. Only the President, if present, has a casting as well as a deliberative vote. The Registrar of the College is the Secretary of the Academic Council.

### **Standing Committee:**

The functions, powers and rules governing the Standing Committee are as determined by the Academic Council. (See *Guide to Functions and Records of St Patrick's College* (Section 15 Manual))

## **5.3 APPOINTMENTS/HR OFFICE**

### **Appointments**

New appointments in the College or the filling of existing vacancies require the specific sanction of the Higher Education Authority. Due to the fact that the College provides B. Ed. graduates who will become teachers within the primary cycle, the HEA consults the Department of Education and Science.

Sanctioned posts are publicly advertised in the national and where appropriate, international press. The short-listing process is undertaken by a committee according to stated criteria which derive from the position advertised and the agreed job specification. Interviews are then conducted by an assessment/interview board comprised in accordance with specific criteria agreed with Dublin City University under the Linkage Agreement (1993 & 2008)

### **Academic Appointments**

Appointments to academic posts in the College are made on the basis of theoretical expertise in particular subject areas, practical experience in educational settings, research, and the ability to interact effectively with staff and students at academic and professional levels. The particular mix of postgraduate qualifications (regularly at doctoral level) and third level and/or school classroom (or similar) experience deemed appropriate, varies depending on the area in which the appointment is being made (e.g. curricular education, disciplines of education or academic subject). As a College of Dublin City University, St Patrick's College operates within the general university pattern of recruitment based on the deliberations of a five-person assessment/interview board comprising the following: The President of the College (or his nominee) who is chairperson, two other appointees of the College and two appointees of the University. It is College policy that all assessment/interview boards should contain at least one male and one female.

## **Administrative, Technical and Support Staff Appointments**

In the case of new appointments to full-time administrative, technical and support staff posts in the College, an assessment/interview board of three members, one of which is nominated by the University, normally assesses applications.

The recommendation of the assessment/interview board is based on its assessment of interviewees according to criteria which derive from the position advertised and the agreed job specification. These criteria may vary depending on the requirements of a particular post. They will normally include qualifications, experience, interpersonal skills, communication skills, initiative and ability to work with others.

### **General**

Applicants are required to supply the names of three referees willing to provide letters of reference. References are sought in advance and made available to the assessment/interview board.

The College is happy to provide all candidates with feedback in relation to the outcome of their interview.

Under the terms of the College Linkage Agreement with DCU (1993 & 2008) all academic staff with contracts of more than one year shall be made by the Governing Body of the College and ratified by the University.

Senior Administrative appointments (Assistant Principal equivalent and above) shall be made by the Governing Body of the College

Appointments to the Religious Studies and Religious Education Department shall be made by the Archbishop on the recommendation of the Governing Body of the College and ratified as appropriate.

Other appointments shall be made by the President of the College and noted by the Governing Body of the College.

Once the appointment has been ratified and an offer has been made and accepted, a standard contract of employment is issued by the Human Resources Department in the College. Scale placement is determined by qualifications, experience and previous salary.

All new employees are subject to a probationary clause in their contract, and formal procedures for review of their progress are in place. A formal programme of induction is carried out at the commencement of the academic year.

### **Confirmation in Post**

During their probationary period, the work of new staff is supervised, any difficulties or problems are identified and assistance given in dealing with them. At the end of the probationary period, a member of staff may be confirmed in post, have their probation extended or have their contract terminated. This decision is based on the recommendation of the relevant Head of Department/Head of Unit. Confirmation in post or otherwise is then communicated to the person concerned and reported via Management Committee to Governing Body.

#### **5.4. BURSAR'S OFFICE/FINANCE OFFICE**

The College aims to operate in accordance with best practice in relation to its financial governance and operations.

The College Budget is approved annually by the Governing Body of the College and by the Higher Education Authority.

College Accounts are audited by auditors appointed by the College (currently PWC) and by the Comptroller and Auditor General.

In its financial operations the College is subject to a range of legislation including the Prompt Payments Act.

External Financial and other services (including cleaning, security and catering) are subject to periodic tendering.

Standard practices apply in relation to procurement.

#### **5.5 REGISTRAR'S OFFICE:**

Admissions Office

Admission to the BEd is either via the CAO for school-leavers or by direct entry and/or CAO for mature students (that is 23 years of age or over on the 1<sup>st</sup> of January of the year an applicant wishes to enter the College), and is governed by regulations laid down by the Minister for Education and Science and the Department of Education and Science. These are summarised in the following DES publications, Department of Education and Science: Entry requirements for initial Teacher courses for primary teachers 2009 cao competition and Department of Education and Science: Entry requirements for initial Teacher courses for primary teachers 2009 Mature students' competition.

Admission to the BA in Humanities is mainly via the CAO. Up to 30% of places may be reserved for direct entry by Mature Students. The selection procedure used in the latter case is outlined in the information booklet for mature students which is freely available from the Admissions Office in the College.

Admission to College postgraduate certificate, diploma, masters and PhD students is in accordance with regulations agreed with the University. These are contained in the relevant programme booklets and as outlined on the College website [www.spd.dcu.ie](http://www.spd.dcu.ie)

Admission to the graduate diploma course in primary education is governed by regulations laid down by the Minister for Education and Science and the Department of Education and Science. This is summarised in the following DES publication: *Graduate Diploma in Education (Primary Teaching) Entry Requirements and Procedure for 2009*.

#### **Examinations**

The marks and standards governing all examinations are as agreed with the University. These are posted publicly in the College in advance of and during examinations.

Rules governing the conduct of examinations are posted outside examination halls. They are published in the *Student Information Booklet*, which is given to all students and is available from the Registrar's office and can be also downloaded from the College Website [www.spd.dcu.ie](http://www.spd.dcu.ie)

#### **Examination Appeals**

Candidates have the right to appeal the decisions of a Board of Examiners. A candidate who opts to exercise this right must present such an appeal in writing with supporting documentary evidence and submit it to the Registrar of the

College within fourteen days of the date of promulgation of the decision appealed against.

The detailed regulations governing appeals are contained in the *Student Information Handbook* which is given to all students and is available from the Registrar's office and can be also downloaded from the College Website [www.spd.dcu.ie](http://www.spd.dcu.ie)

### **Students Undertaking the Bachelor of Education degree**

Teaching Practice (TP) is an examination of the university (Dublin City University). The following outlines the arrangements (subject to change) for TP during 2011/2012 academic year. Policy and practices in TP are subject to ongoing change and review during each academic year.

#### **Context**

The central remit of members of the TP Team who work in the Education Department is the preparation of students in all matters related to TP. The 2011/2012 TP Team comprises three members of staff, one of whom is the Director of TP, who has overall responsibility for all matters related to Teaching Practice. Office administration is supported by the work of colleagues in the TP office.

#### *Teaching Practice Academic Staff (2011/2012)*

Dr. Bernadette Ní Áingléis (Director of Teaching Practice), Ronan Ward, Seán Mac Conmara (half-time)

#### *Teaching Practice Administrative Support Staff (2011/2012)*

Helen Fleming, Deirdre McMahon, Aisling O'Loughlin (half-time)

Students pursuing the award of Bachelor of Education (BEd, 3-Year course) undertake a period of Teaching Practice (TP) in both Spring and Autumn during first and second years and an extended period of TP in the Spring of the third and final year. First year students on TP teach a class or combination of classes within the range: Junior Infants to 2<sup>nd</sup> class. Second year students on TP teach a class or combination of classes in the range: 3<sup>rd</sup> class to 6<sup>th</sup> class. Final year students on TP are assigned a class or combination of classes in the full range: Junior Infants to 6<sup>th</sup> class. Throughout TP, students are encouraged to try out new approaches and to be creative in their teaching. Spring TP (TP3) in 2<sup>nd</sup> year and final TP are formally assessed and the award of marks is governed by Marks and Standards, Dublin City University.

Some general details relating to TP matters are outlined in the relevant sections of St. Patrick's College Bachelor of Education Degree Handbook. Preparation for TP lectures deals with the detail of TP and the information base is further supported by TP content on Moodle. Expectations of students on TP are high and commensurate with the knowledge base and the TP professional experiences of the student.

St. Patrick's College affords a high status to the role of schools in the professional development of students on teaching practice. The College is committed to developing further its relationship with schools and consolidating rich enduring partnerships with schools in the area of teaching practice. The College values highly the extensive professional and pedagogic expertise within schools and the goodwill and support of principals and staff in school placements and experiences. The processes and outcomes of the Teacher Professional Development

Partnership-with-Schools in Teaching Practice project will be mainstreamed over the next few years. It is within a spirit of openness to learning, mutual trust and respect, that the Teaching Practice Unit will continue to develop processes, structures and materials with schools which support student teacher professional development.

The wellbeing, safety and progress of children in classrooms remains paramount in all matters related to TP. Transparency, accountability and high professional standards prevail in TP. A code of professional practice underpinned by key principles and values guides the work of all supervisors involved in TP. The values reflect those outlined in the Codes of Professional Conduct for Teachers (The Teaching Council).

The Teaching Practice Team places a high value on the voice of the student teacher in improving the TP processes and practices. Along with colleagues across the various areas of the College, the Teaching Practice Unit seeks to ensure that student teachers develop the skills, dispositions and knowledge required to ensure top quality learning experiences for children in classrooms. Schools reserve the right to terminate a teaching practice placement at any time and the decisions and judgements of schools are respected and accepted.

The Teaching Practice Unit values the significant contribution which colleagues across the College (Humanities and Education) make to the preparation of students for TP and to supervision processes.

#### Spring Teaching Practice

Spring TP is college-organised and students are placed in schools selected by the TP Team. During Spring TP, student placements are in primary schools normally located in the Dublin/Meath/Louth/Wicklow/Kildare area. The range of primary schools for TP includes schools located in areas of social and educational disadvantage and Gaelscoileanna. Schools are of varying sizes, of varying denominations, inter-/multi-denominational schools, and some having multi-grade class standards.

During Spring TP and all other teaching practices, students teach the subjects on the primary school curriculum. Students are encouraged to teach subjects in a creative and integrated manner. First and Second Year students undertake teaching practice for a period of three weeks. In addition, they spend one full day on a preliminary visit to schools prior to the commencement of TP. Third Year students spend four weeks in schools, a period which is preceded by a week specifically dedicated to preparation and planning for the final Teaching Practice. Final TP therefore comprises a five-week TP and two full days on preliminary visits to their schools prior to the commencement of TP. Preliminary visits are an integral element of the examination of teaching practice.

#### **Preliminary Visit Days by Students to Schools**

Preliminary visit days are full day visits to schools. A student is not permitted to change the assigned preliminary visit date/s. On arrival at the school, students meet the principal teacher and introduce themselves to her/him. During a preliminary visit day, students are encouraged to:

- CONSULT with the class teacher re. programme of work for TP and COLLECT information on key policies, history of the school, school profile, school rules, names of the children in the class etc
- OBSERVE the class teacher and children at work;
- PLAN with the class teacher the programme of work for TP;
- TEACH or INTERACT informally with the children.

The exercises of Consulting/Collecting, Observing, Planning and Teaching/Interacting (COPT) are therefore very important constituents of the preliminary visit days for the students on TP.

#### Autumn Teaching Practice

The issue of September TP is currently under review. The College acknowledges that September is not an ideal time for schools to have student teachers and is in the process of developing a new model of TP which would involve changing the timing of TP from September to a more suitable time for schools. For the 2011/2012 year, students will, however, be in schools in September. First and second year students undertake a period of three weeks TP in September. The location of September TP placement normally is decided by the individual student.

Forms relating to Autumn TP 2012 are distributed in semester one. The school data form should be completed by all first and second year students and submitted to the TP office (Room C111) by 30 November 2011 for first year students and by 7th December 2011 for second year students. A fine of €100.00 is imposed for late submission of Autumn TP forms. In addition, students will not be permitted to undertake Autumn TP 2012 until the following year, and accordingly, will not fulfil the requirements necessary to proceed to the next academic year. Details in relation to this matter are outlined on p.48 of the Student Information Handbook 2011/2012.

#### Preparation of Students for Teaching Practice

Students are prepared for TP by a series of TP lectures which cover a range of TP-related matters such as planning and preparation, teaching skills, professionalism, assessment and evaluation. The requirements of students on teaching practice are explained at lectures and some of the key issues are uploaded onto Moodle. The content of Moodle is therefore incomplete in itself. Attendance at TP lectures is a requirement of all students.

A pre-TP meeting for students with their assigned supervisors is held prior to spring TP. Attendance at the pre-TP meeting with the assigned supervision team is compulsory for all students.

Teaching practice staff supported by other College staff also work with students in need of additional support. A structured mentoring programme is arranged where the need arises. The TP team meet with students on an individual basis. There is considerable liaison between the TP Team and all curriculum lecturers on an ongoing basis and with colleagues across the College on issues related to mentoring and support for students.

#### **Requirements of Students**

In addition to the general professional requirements of punctuality, commitment, behaviour, dress code, respect for school ethos etc, the specific requirements of students in each year group are outlined at TP lectures. If a student is behind in teaching practice for whatever reason, it is the student's responsibility to contact the TP office to find out required information.

Following all periods of TP, each student submits an official record of his/her attendance (*Cuntas Tinrimh*) to the TP office by the Wednesday of the week following TP. The *Cuntas Tinrimh* is a formal TP requirement of each student. It is completed by each student on a daily basis with care and integrity. Details relating to absenteeism, lateness, etc. must be recorded on the *Cuntas Tinrimh*. This document must be signed at the end of each week by the class teacher, the

student and countersigned by the Principal Teacher. The student's TP is incomplete without the return of the *Cuntas Tinrimh* to the office.

All students are required to prepare a Teaching Notes folder and a Resource Folder. It will be viewed as a matter of exceptional seriousness if a student presents for TP with no lesson notes/daily plan/folder notes with him/her for that particular day. It is not possible for a student to achieve a Pass in the examination of TP if the student does not have their teaching notes and resource folders in class when the supervisor calls. Students are encouraged to do more than the minimum teaching requirement and gain maximum experience in teaching while on TP. During those times when students are not teaching formally prepared lessons, they are encouraged to work alongside the class teacher and under the teacher's guidance e.g. working with small groups of children, working with individual children who have special educational needs, distributing worksheets, art supplies etc. and learning from the class teacher throughout the school day. Students should also find out what is happening in other areas of school life e.g. how the learning support/resource system works, special projects taking place in the school such as participation in the Green School environmental project. It is recognised that the class teacher is in an important position to offer on-going support and advice to the student during TP. Students are required to show their teaching notes each day to the class teacher and to take guidance from the class teacher on a daily basis.

All students are required to provide for differentiation in planning and teaching, particularly in Years 2 and 3. Assessment-for-learning strategies are used by all students on all TPs. Students must ensure breadth and balance in the curriculum being taught, commensurate with their knowledge base and experience. Students teaching in a multi-grade setting must take responsibility for the management and teaching of all age-groups in the class and may not opt to teach one grouping only. Students teaching in *Gaelscoileanna* are required to complete all their notes in Irish and to communicate and teach as *Gaeilge* while in the school.

To support 2<sup>nd</sup> Year students in preparation for all-day teaching during Autumn TP, students are given special advice and direction during lectures covering essential matters related to all-day teaching.

All students are encouraged to develop their creativity in teaching, to use their initiative in planning and teaching and to undertake pair work and small group work to ensure purposeful learning for pupils. The Primary Curriculum books are the core documents which students use in planning and teaching.

#### Illness/Absenteeism

In cases of illness or absenteeism (including late arrival to school and early departure from school), students are required to ring their placement school, the TP office and their supervisors as early as possible on the day in question. Where a student is absent for more than three consecutive days from school due to illness, a medical certificate should be forwarded to the Registrar's Office immediately on return to school. Students are not permitted to arrange personal appointments, which take place during the official school day. However, students are allowed to attend special medical appointments having sought prior permission in writing from the Director of Teaching Practice. Days on which students are absent from school must be made up during the academic year in which the day is missed. Students contact the TP office for the forms in question and for clarification on the procedures involved in making up missed days. A student who has to make up missed time is required to complete the relevant form. During any teaching practice, students are not permitted to work in the capacity of a paid substitute teacher.

### **Exceptional circumstances - Leave**

Teaching practice is a central and crucially important and compulsory element of the BEd and Graduate Diploma in Education programme of studies in St. Patrick's College. Permission to absent oneself for a day is granted only in exceptional circumstances. A student seeking leave during teaching practice for any reason must state their request in writing to the Director of Teaching Practice at the earliest possible date well in advance of the commencement of TP. A student who is unsure about any matter related to requests for leave should contact the Director of Teaching Practice directly by email.

A student is not permitted to absent himself / herself from teaching practice for the purpose of furthering his/her own special interests without first contacting the College Registrar and discussing the matter with the Registrar.

A period of absenteeism in excess of three days may render a teaching practice incomplete vis-à-vis fulfilment of the necessary requirements for the successful completion of BEd/GD programme of studies and most specifically in the context of marks and standards. Cases of absenteeism are discussed at the TP Assessment Meetings.

### **Repeat of TP Examinations by Students**

It is the responsibility of the individual student who may be out of College for the year but returning to the College to undertake TP to obtain all the necessary details relating to his/her proposed TP directly from the TP office. These would include: dates of TP, information on preliminary visit days to schools, special forms, other relevant documents such as those on Moodle and all other TP details. Term address and special requests must be placed by the specified dates i.e. 14<sup>th</sup> October (term address), 28<sup>th</sup> October (Special Request). Students returning to the College to undertake specific TP, most especially final TP, are not permitted to undertake their TP in the schools where they have been temporarily employed. The Director of TP will nominate the schools in which students will undertake their repeat TP.

### **Supervision of Students**

Supervision of students is undertaken by college staff assisted by supervisors recruited from outside the College. The TP Team holds a training seminar for all TP supervisors which is an essential and important aspect of quality assurance in teaching practice. All supervisors are required to attend a training seminar prior to supervision. A number of co-ordinating supervisors, and persons nominated by the Director of Teaching Practice, work across teams to support teams and ensure consistency. A number of external examiners are also involved in the evaluation of a cross-section of students, particularly final year students.

Student performance on TP is recorded on a college-designed evaluation form, which is retained in the TP file of each student. Students are graded in three key areas:

- the quality of planning and preparation
- the quality of teaching and learning
- the quality of professionalism.

It is recommended that a student teaches the class on his/her own while a supervisor is present to enable the supervisor to evaluate the student's overall classroom management skills. The question of whether a teacher stays or leaves the classroom during a supervisor's visit is, however, a matter for each teacher and each school.

Each student receives oral feedback and written feedback from supervisors following a supervised visit. The evaluation report is signed by the student and by the supervisor confirming that the feedback has been given to the student. The supervisor gives a copy to the student, retains a copy and forwards the original copy to the TP office for filing in the student's TP file.

During Spring TP, students normally receive a minimum of one visit per week from a supervisor. Some students (in particular final year students) may receive additional visits from co-ordinators, from external examiners, from the Director of Teaching Practice (TP), and from other supervisors nominated by the Director of TP.

During Autumn TP, each student normally receives a minimum of one visit from a supervisor. Students may also receive visits from the Director of TP, co-ordinators, other supervisors nominated by the Director of TP and from External Examiners.

### **Award of Teaching Practice Grade and Decisions in relation to Teaching Practice Examination Outcomes**

Supervisors work in teams during Spring TP. Each team has a team leader who has responsibility for the co-ordination of team meetings, visits by supervisors to students in his/her team and liaison with the Director of TP. In the case of second and third year students, each supervisory team submits a 'provisional' grade for each student, midway through TP, to the TP Office. At the end of TP, a collective proposed grade for each student is submitted by the team and forwarded by the team leader to the TP office. The proposed grades are then forwarded to the TP Assessment Meeting, attended by co-ordinators, the TP Team (including the Director of Teaching Practice), the Head of Education and External Examiners. At the TP assessment meeting, the overall results are reviewed. *Inter alia*, the consistency of allocated grades across teams is examined, paying particular attention to candidates at the margins of pass/fail and different levels of honours. External examiners and the Board of Examiners reserve the right to propose a grade change. External examiners also moderate grades across the year groups. The final recommendations in relation to grades are forwarded to the Education Office. These grades form an element of the recommended Education results for the students which go forward then to the Registrar's Office. The grades are submitted to the College BEd Examination Board (which includes the Registrar or Assistant Registrar of DCU).

The College BEd Examination Board recommends the final degree award for each student. These final recommended results are presented to the Academic Council of DCU. Following endorsement of the results by Academic Council of DCU, the results are communicated to students by the Registrar's Office in the College.

Students who wish to appeal examination results may do so by following the recognised College Appeals procedure. Copies of the Appeals Procedure are available in the Registrar's Office and are posted on the College notice boards prior to, during and after examination times. Following examinations including TP, the Director of Teaching Practice and/or other members of the TP Team provide feedback on performance during TP to any student requiring such, at a specified time.

The Board of Examiners may decide in the best interests of a student's professional development that the student undertakes a qualifying practice prior to undertaking the next formal phase of teaching practice. A satisfactory level of performance is required on the qualifying practice prior to undertaking the next formal period of teaching practice. It is the student's responsibility to seek

additional help and support should he/she require so in order to satisfactorily complete a practice. It is the student's responsibility to find out from the Teaching Practice Office all required information in relation to the qualifying practice and all subsequent teaching practices.

Students who fail TP or who receive a low TP grade are strongly advised to seek an individual consultation with a member of the TP Team following the issue of examination results. Students are required to make an appointment by ringing the TP Office at least 48 hours in advance of Examination Consultation Day. All TP consultations on Examination Consultation Day are by appointment only. Records of consultation meetings are retained on each student's TP profile. Each student's TP profile is retained in the TP office. A student wishing to view the contents of his/her TP profile including the contents of TP evaluation reports, may do so by making a prior appointment with the TP Office. The highest of standards in relation to entitlements of students to privacy and confidentiality relating to the content of TP files are upheld by all who work or are involved in the area of TP in the College.

The following outlines Marks and Standards relating to the examination of teaching practice:

### **Teaching Practice Marks and Standards**

#### **BEd First Year (Two practices: Spring (TP1) and Autumn (TP2))**

whose TP2 only is unsatisfactory may proceed to the Second year of the BEd programme. A satisfactory standard in First year TP (TP1 and TP2 combined) is required in order to pass the First year BEd examination and progress to Second Year BEd. A candidate whose TP1 and TP2 are both unsatisfactory may not progress to Second Year BEd. Candidates may normally repeat the first year practices once only. Candidates must successfully complete the TP2 practice in order to proceed to Second year teaching practice. The TP2 practice may normally be repeated once only.

#### **BEd Second year (Two practices: Spring graded (TP3) and Autumn (TP4))**

A pass in TP3 is required in order to pass the Second year BEd examination and progress to Third Year BEd. Candidates who fail this practice may normally repeat it once only. Candidates whose TP4 is unsatisfactory may proceed to the third year of the BEd programme but must successfully complete the TP4 practice in order to proceed to Third year teaching practice. The TP4 practice may normally be repeated once only.

#### **BEd Third year (One practice: Final TP, Spring (TP5))**

A pass in final TP (TP5) is required in order to pass the Third year BEd examination. The final result of Teaching Practice comprises a weighting which accords one third to the Second Year and two thirds to the Final Year Teaching Practices. Candidates who fail TP5 may normally repeat it once only.

## **Students Undertaking the Graduate Diploma (GD) in Education (Primary Teaching)**

Teaching Practice (TP) is an examination of the university (Dublin City University). The following outlines the current arrangements (subject to change) for TP related to the Graduate Diploma (GD) in Education (Primary Teaching). Policy and practices in TP are subject to ongoing change and review.

### **Context**

The central remit of members of the TP Team who work in the Education Department is the preparation of students in all matters related to TP. The 2011/2012 TP Team comprises three members of staff, one of whom is the Director of TP, who has overall responsibility for all matters related to Teaching Practice. Office administration is supported by the work of colleagues in the TP office.

#### *Teaching Practice Academic Staff*

Dr. Bernadette Ní Áingléis (Director of Teaching Practice), Ronan Ward, Seán Mac Conmara (half-time)

#### *Teaching Practice Administrative Support Staff*

Helen Fleming, Deirdre McMahon, Aisling O'Loughlin (half-time)

All students pursuing the award of the Graduate Diploma in Education (Primary Teaching) undertake a period of Teaching Practice (TP) in both summer and autumn during first year and an extended period of TP in the spring/summer of their final year. First year students on TP teach a class or combination of classes in the range: Junior Infants to 2<sup>nd</sup> class. Final year students on TP are assigned a class or combination of classes in the full range: Junior Infants to 6<sup>th</sup> class. Final year students also undertake a period of school-based work in June in a special education needs (SEN) setting and must attain a satisfactory standard in terms of attendance, performance and participation, and in the written account submitted by the specified date. Failure to submit the *cuntas tinrimh* following each TP and the written account (SEN placement) by the specified date is a most serious matter which delays the issue of examination results to the student. The examination of TP is incomplete without the return of the *Cuntas Tinrimh* and the SEN account. The award of marks on TP is governed by Marks and Standards, Dublin City University. During TP, students are not permitted to work in the capacity of a paid substitute teacher.

Preparation for TP lectures deal with the detail of TP and the information base is further supported by TP content on Moodle. Expectations of students on TP are high and commensurate with the knowledge base and the year group of the student.

St. Patrick's College affords a high status to the role of schools in the professional development of GD students on teaching practice. The College is committed to developing further its relationship with schools and consolidating rich enduring partnerships with schools in the area of teaching practice. The College values highly the extensive professional and pedagogic expertise within schools and the goodwill and support of principals and staffs in school placements and experiences. The processes and outcomes of the Teacher Professional Development Partnership-with-Schools in Teaching Practice project will be mainstreamed over the next few years. It is within a spirit of openness to learning, mutual trust and respect, that the Teaching Practice Unit will continue to

develop processes, structures and materials with schools which support student teacher professional development on the GD programme.

The wellbeing, safety and progress of children in classrooms remains paramount in all matters related to TP. Transparency, accountability and high professional standards prevail in TP. A code of professional practice underpinned by key principles and values guides the work of all supervisors involved in TP. The values reflect those outlined in the Codes of Professional Conduct for Teachers (The Teaching Council).

The Teaching Practice Team places a high value on the voice of the student teacher in improving the TP processes and practices. Along with colleagues across the various areas of the College, the Teaching Practice Unit seeks to ensure that student teachers develop the skills, dispositions and knowledge required to ensure top quality learning experiences for children in classrooms. Schools reserve the right to terminate a teaching practice placement at any time and the decisions and judgements of schools are respected and accepted by the College. Students are required to respect the ethos of their TP schools and to follow school policies and protocols.

The Teaching Practice Team values the significant contribution which colleagues in the Humanities and in Education make to the preparation of students for TP and to supervision processes.

### **Preliminary Visit Days by Students to Schools**

Preliminary visits by students to their schools form an essential and compulsory element of the examination of TP. A student is not permitted to change the assigned preliminary visit date/s. Preliminary visit days are full day visits to schools. On arrival at the school, students meet the Principal and introduce themselves to him/her. During a preliminary visit day, the student is encouraged to:

- CONSULT with the class teacher re. programme of work for TP and COLLECT information on key policies, history of the school, school profile, school rules, names of the children in the class, teaching materials, etc.;
- OBSERVE the class teacher and children at work;
- PLAN with the class teacher the programme of work for TP;
- TEACH or INTERACT informally with the children.

The exercises of Consulting/Collecting, Observing, Planning and Teaching (COPT) are therefore very important constituents of the preliminary visit days for the students on TP.

### **First Teaching Practice**

Students undertake a period of TP in June of Year 1 in the Jun. Infants - 2<sup>nd</sup> class range. Students are informed of the dates and requirements early in the first semester. During TP, students undertake practice in teaching subjects currently on the primary school curriculum. The student selects his/her first TP placement near a town/city accessible by public transport. Regulations governing selection of first and second TP placements are outlined at TP lectures.

### **Autumn Teaching Practice**

The timing of Autumn TP for GD students is currently under review. The College acknowledges that September is not an ideal time for schools to have student teachers and is in the process of developing a new model of TP which would

involve changing the timing of TP from September to a more suitable time for schools. For the 2011/2012 year, GD students will, however, be in schools in September/October time. The location of September TP placement (Jun. Infants - 2<sup>nd</sup> Class) normally is decided by the individual student. Where a student is deemed to be in need of additional on-going support and feedback (based on performance on their first TP), his/her Autumn TP placement may be college-organised and located in Dublin or in the greater Dublin area.

Forms relating to Autumn TP are distributed in semester one. The school data form must be completed and returned to the TP office by the student by the specified date. A fine of €100.00 is imposed for late submission of Autumn TP forms. In addition, students will not be permitted to undertake Autumn TP until the following year, and accordingly, will not fulfil the requirements necessary to proceed to the next academic year.

### **Final Teaching Practice**

Final TP is College-assigned. A student may be assigned to any class or combination of classes in the primary school.

### **SEN Experience**

The SEN experience placement is selected by the student and undertaken at the end of Year 2. Details in relation to the placement, the requirements and the assessment process are outlined at a special TP lecture. The forms in relation to the SEN experience are distributed in Year 2 and must be returned by the student by the specified date in order to ensure that the student is included in the examination arrangements. Satisfactory completion of the SEN experience is based on satisfactory fulfilment of time in school and other formal requirements which include completion and return of the Cuntas Tinrimh and the special reflective account by the specified date.

### **Preparation of Students for Teaching Practice**

Students are prepared for TP by a series of TP lectures which cover a range of TP-related matters such as planning and preparation, teaching skills, professionalism, assessment and evaluation. The requirements of students on teaching practice are explained at lectures and some of the key issues are uploaded onto Moodle. The content of Moodle material is however incomplete. Attendance at TP lectures is a requirement of all students. Attendance at the pre-TP meeting with the assigned supervision team is also compulsory for students.

Teaching practice staff supported by other College staff also work with students in need of additional support. A structured mentoring programme is in place. The TP team meet with students on an individual basis and with the Students' Union. There is considerable liaison between the TP Team and all curriculum lecturers on an ongoing basis and with all colleagues across the College on issues related to teaching practice.

### **Requirements of Students**

In addition to the general professional requirements of punctuality, commitment, behaviour, dress code, respect for school ethos etc, there are specific requirements of students on each teaching practice. These requirements are outlined in detail at TP lectures. Students are required to attend TP lectures and the pre-TP meeting with supervisors.

All students are required to prepare a Teaching Notes folder and a Resource Folder. It will be viewed as a matter of exceptional seriousness if a student presents for TP with no lesson notes/daily plan/folder notes with him/her for that

particular day. It is not possible for a student to achieve a Pass in the examination of TP if the student does not have folders in class when the supervisor calls.

Students are encouraged to do more than the minimum teaching requirement and gain maximum experience in teaching while on TP. During those times when students are not teaching formally prepared lessons, they are encouraged to work alongside the class teacher e.g. working with small groups of children, working with individual children who have special educational needs, distributing worksheets, art supplies etc. and learning from the class teacher throughout. Students should also find out what is happening in other areas of school life, e.g. how the learning support/resource system works, special projects taking place in the school e.g. participation in Green School environmental project. It is recognised that the class teacher is in an important position to offer on-going support and advice to the student during TP. Students are required to show their teaching notes each day to the class teacher and to take guidance from the class teacher on a daily basis.

Students must complete the Cuntas Tinrimh fully for each TP with care and integrity. The procedures for completion of the Cuntas Tinrimh are explained at TP lectures and infringements are viewed in a most serious manner. The Cuntas Tinrimh is returned to the TP office by the specified date (the Wednesday following TP) by the student. Non-return of the Cuntas Tinrimh renders the examination of TP 'Incomplete'.

All students are required to provide for differentiation in planning and teaching. Assessment-for-learning strategies are used by all students on all TPs. Students must ensure breadth and balance in the curriculum being taught, commensurate with their knowledge base and experience. Students teaching in a multi-grade setting must take responsibility for the management and teaching of all age-groups in the class and may not opt to teach one grouping only. Students teaching in *Gaelscoileanna* are required to complete all their notes in Irish and to communicate and teach as *Gaeilge* while in the school.

To support students in preparation for all-day teaching during Autumn TP, students attend an additional TP lecture following their first TP. The lecture covers essential matters related to all-day teaching.

All students are encouraged to develop their creativity in teaching, to use their initiative in planning and teaching and to undertake pair work and small group work to ensure purposeful learning for pupils. All work undertaken in the class must be in agreement with the class teacher and in line with what the class teacher requires the student to undertake.

### **Illness/Absenteeism**

In cases of illness or absenteeism (including late arrival to school and early departure from school), students are required to ring their placement school, the TP office and their supervisors as early as possible on the day in question. Where a student is absent for more than three consecutive days from school due to illness, a medical certificate should be forwarded to the Registrar's Office immediately on return to school. Students are not permitted to arrange personal appointments, which take place during the official school day. However, students are allowed to attend special medical appointments having sought prior permission in writing from the Director of Teaching Practice. Days on which students are absent from school must be made up at a suitable time prior to the next TP. Students contact the TP office for the forms in question and for clarification on the procedures involved in making up missed days. A student

who has to make up missed time is required to complete the relevant form, which is available in the teaching practice office (C111).

### **Exceptional circumstances - Leave**

Teaching practice is a central and crucially important and compulsory element of the Graduate Diploma in Education programme of studies in St. Patrick's College. Permission to absent oneself for a day is granted only in exceptional circumstances. A student seeking leave during teaching practice for any reason must state their request in writing to the Director of Teaching Practice at the earliest possible date well in advance of the commencement of TP. A student who is unsure about any matter related to requests for leave should contact the Director of Teaching Practice directly on email.

A student is not permitted to absent himself / herself from teaching practice for the purpose of furthering his/her own special talents or interests without the written permission from the Registrar of the College.

A period of absenteeism in excess of three days may render a teaching practice incomplete vis-à-vis fulfilment of the necessary requirements for the successful completion of GD programme of studies and most specifically in the context of marks and standards. Cases of absenteeism are discussed at the TP Assessment Meetings.

### **Repeat TP Examination Students**

It is the responsibility of the individual student who may be out of College for the year but returning to the College to undertake TP to obtain all the necessary details relating to his/her proposed TP directly from the TP office. These would include: dates of TP, information on preliminary visit days to schools, special forms, other relevant documents and all other TP details e.g. date of the pre-TP meeting with supervisors. Students who have been out of college for a period of time should also consult with the Director of the GD Programme in relation to changes in the content of areas from the previous year. Students are required to submit a term address by a specified date in the October prior to the repeat final TP. Students returning to the College to undertake a specific TP are not permitted to undertake their TP in the schools where they may have been temporarily employed. The Director of TP will nominate the schools in which students will undertake their repeat TP.

### **Supervision of Students**

Supervision of students is undertaken by college staff assisted by supervisors recruited from outside the College. The TP Team holds a training seminar for all TP supervisors which is an essential and important aspect of quality assurance in teaching practice. All supervisors are required to attend a training seminar prior to supervision. A number of co-ordinating supervisors and persons nominated by the Director of Teaching Practice work across teams to ensure consistency. External examiners visit a number of students across the various year groups

Student performance on TP is recorded on a college-designed evaluation form, which is retained in the TP file of each student. Students are graded in three key areas:

- the quality of planning and preparation
- the quality of teaching and learning
- the quality of professionalism.

It is recommended that a student teaches the class on his/her own while a supervisor is present to enable the supervisor to evaluate the student's overall classroom management skills. The question of whether a teacher stays or leaves

the classroom during a supervisor's visit is, however, a matter for each teacher and each school.

Each student receives oral feedback and written feedback from supervisors following a supervised visit. The evaluation report is signed by the student and by the supervisor confirming that the feedback has been given to the student. A copy of the report is retained in the TP office.

In addition to visits from assigned supervisors, students may receive additional visits from co-ordinators, from external examiners, from the Director of TP and from other supervisors nominated by the Director of TP. A student should therefore expect a supervisor on any day and at any time during any teaching practice.

### **Award of Teaching Practice Grade**

Supervisors work in teams. Each team has a team leader who has responsibility for the co-ordination of team meetings, visits by supervisors to students in his/her team and liaison with the Director of TP. In the case of final year students, each supervisory team submits a 'provisional' grade for each student, midway through TP, to the TP Office. At the end of TP, a collective proposed grade for each student is submitted by the team and forwarded by the team leader to the TP office. The proposed grades are then forwarded to the TP Assessment Meeting, attended by co-ordinators, the TP Team (including the Director of Teaching Practice), the Director of the GD programme, the Head of Education and where possible External Examiners. At the TP assessment meeting, the overall results are reviewed. *Inter alia*, the consistency of allocated grades across teams is examined, paying particular attention to candidates at the margins of pass/fail and different levels of honours. The Assessment Meeting reserves the right to alter proposed team grades. External examiners moderate grades across the year groups. The final recommendations in relation to grades are forwarded to the Education Office. These grades form an element of the recommended Education results for the students which go forward then to the Registrar's Office. The grades are submitted to the College Examination Board (which includes the Registrar or Assistant Registrar of DCU).

The College Examination Board recommends the final award for each student. The final recommended results are presented to the Academic Council of DCU. Following endorsement of the results by Academic Council of DCU, the results are communicated to students by the Registrar's Office in the College. Students who wish to appeal examination results may do so by following the recognised College Appeals procedure. Copies of the Appeals Procedure are available in the Registrar's Office and are posted on the College notice boards prior to, during and after examination times.

The Board of Examiners may decide in the best interests of a student's professional development that the student undertakes a qualifying practice prior to undertaking the next formal phase of teaching practice. A satisfactory level of performance is required on the qualifying practice prior to undertaking the next formal period of teaching practice. It is the student's responsibility to seek additional help and support should he/she require so in order to satisfactorily complete a practice. It is the student's responsibility to find out from the Teaching Practice Office all required information in relation to the qualifying practice and all subsequent teaching practices.

Students who fail TP or who receive a low TP grade may desire an individual consultation with a member of the TP Team following the issue of examination results. Students are required to make an appointment by ringing the TP Office

at least 48 hours in advance of Examination Consultation Day. All TP consultations on Examination Consultation Day will be by appointment only. During the course of a consultation, the reading of a report from the external examiner on the student's performance may take place. Records of consultation meetings are retained on each student's TP profile. Each student's TP profile is retained in the TP office. A student wishing to view the contents of his/her TP profile including the contents of TP evaluation reports, may do so by making a prior appointment with the TP Office. The highest of standards in relation to entitlements of students to privacy and confidentiality relating to the content of TP files are upheld by all who work in the area of TP in the College.

The following outlines Marks and Standards relating to the examination of teaching practice:

### **Teaching Practice Marks and Standards**

A satisfactory standard in First year Teaching Practices (TP1 and TP2 combined) is required in order to progress to the Second Year of the programme. A candidate whose TP1 and TP2 are both unsatisfactory may not progress to the Second Year of the programme. A candidate may normally repeat the first year practices once only. Candidates who fail the TP2 practice only must successfully complete the TP2 practice in order to proceed to final Teaching Practice. The TP2 practice may normally be repeated once only.

A pass in final Teaching Practice (TP3) is required in order to pass the Graduate Diploma in Education examination. Candidates who fail final Teaching Practice may normally repeat it once only. A satisfactory result in the Special Education Experience is required in order to pass the Graduate Diploma in Education examination. It may normally be repeated once only. The final result of Teaching Practice comprises a weighting which accords 20% to TP2 and 80% to TP3.

## **5.7 STUDENT DISCIPLINE**

College Regulations and Rules and procedures in relation to Student Discipline are published in the *Student Information Handbook*.

## **5.8 STUDENT RESIDENCES**

As the number of students seeking places exceeds the number of places available, admission to residence is by lottery, with specified numbers of rooms being reserved for first year students.

The rules governing student residences are summarised in the *Student Information Handbook* and presented in detail in the *Student Residence Handbook*.

## **5.9. PUBLICATIONS ISSUED**

*Student Information Handbook*  
*Student Residence Handbook*  
*Prospectus*

*BA Degree in Humanities*  
*Bachelor of Education Degree*  
*Master of Education*  
*M.A. Programme in Humanities*  
*Information for Mature Applicants*

Copies of the above publications are available from the Admissions Office, St Patrick's College, Drumcondra, Dublin 9.