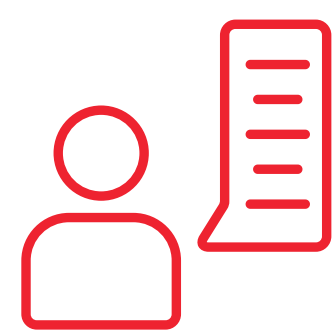


## Title: Collaborative Alignment of Multiple Initial Teacher Education Programme Structures to National Accreditation Standards and University College Cork's Academic Strategy

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### Case Study Synopsis

This case study documents the strategic approach adopted by UCC's School of Education (SoE) in collaboratively aligning three specific level 8 undergraduate programmes of Initial Teacher Education (UG-ITE) (B.Ed. Gaeilge, B.Ed. Sports Studies and Physical Education (SSPE), B.Sc. Science Education (BScEd), comprising around 450 students, to the national accreditation standards issued by the Teaching Council of Ireland (TC) (2020).



### Key Impacts

The impacts and changes from this collaborative alignment process are already visible. The most immediate impacts are:

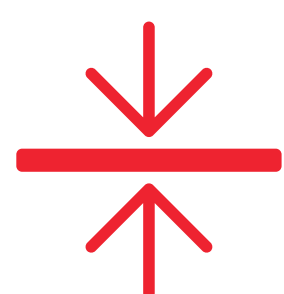
- Enhanced cross-programme, multidisciplinary collaboration through shared values, understanding, experience, and resources, that also benefits the SoE's management structures towards strategic decision-making on staff, students and resources.
- Streamlined and rationalised management of the school placement core element across the three programmes that raises the external profile and standard of the SoE and UCC.
- Potential for successful outcomes of re-accreditation with the TC, due to the significant volume of shared/common content across the three UG-ITE programmes.



### Additional Information

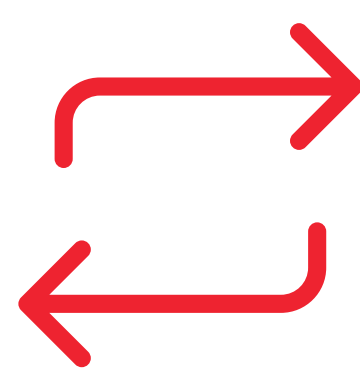
List of References:

Teaching Council of Ireland. (2020). Céim: Standards for Initial Teacher Education.



### Area of Alignment

Learning & Teaching  
Student Success



### Intended Changes

The core objective of this cross-programme collaborative alignment was to harmonise and consolidate three curricular structures towards an improved student experience, through conceptual and academic coherence and rationalisation, while updating each individual programme to the new accreditation requirements. This process has been developing since late 2020 when the TC accreditation standards were published. There have been frequent meetings between programme directors and administrators to coordinate a common response (TC Proforma, 6 Toolkits, and 5 appendices) that illustrate and justify all programmatic elements (curriculum, pedagogy and assessment).

The alignment process was centrally underpinned by UCC's Academic Strategy 2018-2022 and by the 2019 SoE Quality Review. In particular, this case study describes a very complex (Fig.1) yet collegial process of aligning three UG-ITE programmes with different life cycles (B.Ed. Gaeilge was in its second year of operation, BScEd has been running for 22 years, and B.Ed. SSPE has been running for 16 years), alongside established routines and networks. The school placement element is a core pillar of commonality across the three UG-ITE programmes, as all students must be placed in two different secondary schools for a minimum of 200 hours and this element had to be rationalised and streamlined appropriately.



### Video Links | Graphics

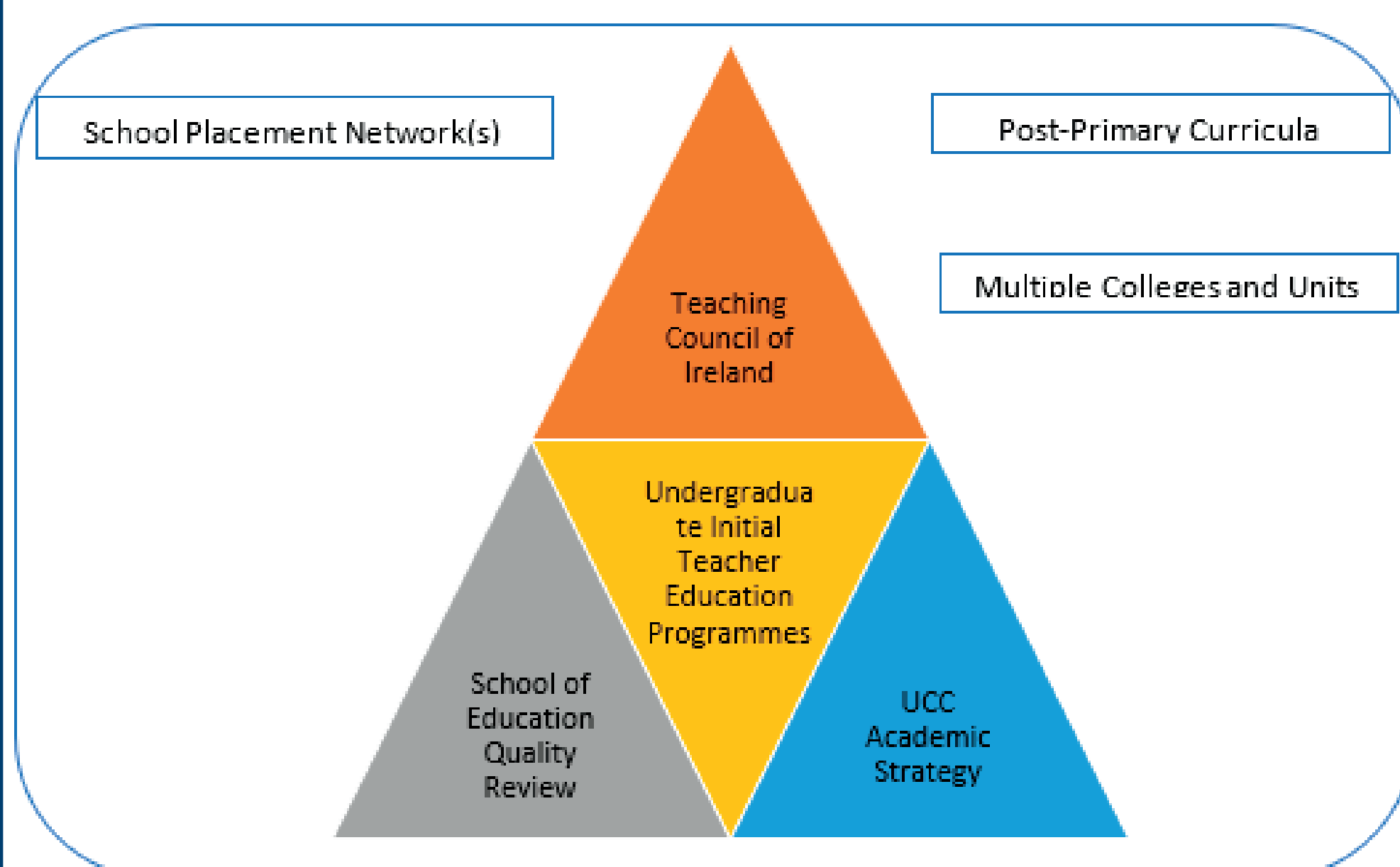


Figure 1: Schematic Representation of the Context of the Programmatic Alignment Process