Quality Enhancement Plan

School of Education

February 2021

FOR COMPLETION BY QEU	
Date of Peer Review visit: 11 – 13 February 2020	**Head of Unit:** Dr Fiona Chambers
Link to Panel Report published on QEU website: https://www.ucc.ie/en/media/support/qualityenhancementunit/reports/cacsss/FinalSchoolofEducationPanelReportQECApproved.pdf	**Date QEP considered by Quality Enhancement Committee:** 8th July 2021

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Item No	Panel Recommendation	Actions Planned[1]	Responsibility for Action[2]	Resource Implications[3]	Implementation Schedule[4]	Effectiveness/Impact[5] To be completed as part of follow-up
Strategic						
1.	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.	1. Consistent approach across programme placement which is co-designed by schools, students and school of education. Use of existing Placement subgroup across	• Head of School • Senior Management Team	The school is currently under severe pressure to deliver on these actions due to the large number of posts removed and withheld. This has also led to an	2021	

May include actions planned within the unit or those that require interface with other parts of the university

E.g., Head of School, School Manager, all staff, specific committees etc

Resources – the financial or human resources required to implement the recommendation

Interim milestone dates can be included here (e.g., within 6 months, within 12 months, within 3 years etc.)
To be completed as part of follow-up 12-15 months post publication of QEP - Recognising the need to reflect on the effectiveness of actions undertaken, and to what extent the actions have achieved their intended outcome

		programmes using a principle-based approach due to the varied nature of placements in programmes.		ongoing Staff-student ratio issue where we should have 15:1 (for Teaching Council accreditation) but have 29:1		
		2. Collaborative Research consortia (researchers and teachers).	Chair of Research and Innovation Committee (co-developed by all three chairs of RI, LE and CE)			
		3. CPD for teachers (digital badge) linked to Cosán which would result in fee generation.	Chair of Learning and Teaching Committee (co-developed by all three chairs of RI, LE and CE)			
		4. Seeking School-university research collaboration opportunities e.g., John Coolahan Research Support Framework	Chair of Research and Innovation Committee (co-developed by all three chairs of RI, LE and CE)			
		5. Expansion of EDFEST programme to become a platform of outreach activities.	Chair of Community Engagement Committee (co-developed by all three chairs of RI, LE and CE)			
		6. Development of an M-Level module that can form part of M.Ed. studies	MEd Programme Team			
2.	Head of School, and School Manager, should seek a detailed explanation in how the	This is under discussion by the Teaching	Head of School	D = deferred	2021	

	Teaching Council Ireland (TCI) Staff-Student Ratio requirement will be calculated following the implementation of the reaccreditation requirements.	Council. This will be outlined formally prior to accreditation beginning in September 2021. Please see a detailed list of open staffing issues in *Resource Implication Column*	Senior Management Team	W = withheld PR = pending recruitment PA = Pending approval **Prof Scale 2 EYCS (D)** **Lecturer B/B EYCS (PA)** **0.5 SEA EYCS** **Prof Education (W)** **Lecturer in Education (A/B) (D)** **Lecturer EAL (PR)** **Senior Lecturer BEDG (PR)** **Lecturer (B/B) BEDG (PA)** **Work Placement Coordinator BEDG (PA)** **Senior Lecturer BA/PME Home Ec (in UPAP)** **Lecturer (A/B) BA/PME Home Ec (in UPAP)**		

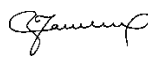|				1 SEA new programmes (in UPAP) 3 x Fixed Term contracts to regularised		
3.	The School would benefit from being in a single location, and in the context of the ongoing discussion to co-locate staff, the Head of School should continue to liaise with all staff to ensure that any concerns are considered.	Set up a 'Space Review Committee' to review the situation on an ongoing basis during and post Covid-19	Chair of the Space Review Committee reporting to Head of School and Senior Management Team	The school is currently under pressure to provide office space for staff. Should we reach our required SSR, this will have severe implications for space and will need to be reviewed on an ongoing basis.	2024	
4.	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.	1. The School will implement a Further and Adult & Community Postgraduate diploma. This proposal has been submitted to CACSSS CADC for review. The programme is under the UCC programme embargo currently. 2. Primary Teacher Education: The Senior Management Team will continue to review this opportunity, but please note that while not offering an ITE pathway in primary education,	Head of School Further Education programme design co-ordinator: Dr Stephen O'Brien Note: All programme proposals are subject to ongoing review by Senior Management Team as part of overall consideration of SSR and resources	The school is currently under severe pressure to deliver on existing programmes due to the large number of posts removed and withheld. This has also led to an ongoing Staff-student ratio issue where we should have 15:1 (for Teaching Council accreditation) but have 29:1. To deliver on any new programmes will require necessary staff quotas.	2023	

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		our PGSEN, PDEL, MEd, MEd by Res, PhD Cohort all offer postgraduate qualifications to upskill existing primary school teaching professionals. Also, EYCS offers a feasible pathway to study a PME (Primary) upon degree completion. 3. Note that our main focus is on post primary education. In this connection, we are currently responding to the DES Teacher Supply Action Plan in respect of post primary education by developing new programmes to educate teachers in the areas of Irish, Maths, Modern Foreign Languages, Home Economics, Business etc. We continue to collaborate with MTU in this connection.		Note: Significant resources needed For Primary Education: 12 subjects covered; Placement schools to be sourced etc.		
Internationalisation						
5.	Potential for internationalisation should be explored, particularly at PhD-level, in liaison with CACSSS international recruiter.	1. Explore the potential of our current PhD structures in attracting more international students. This may involve some restructuring of	• Head of School • Senior Management Team • Internationalisation Working Group	The school is currently under severe pressure to deliver on existing programmes due to the large number of posts removed and withheld. This has	2023	

		existing routes or the addition of new ones. e.g. New EdD which could replace the Cohort PhD 2. Irish Research Council post graduate and post-doctoral scholarships are open to international scholars - partnerships worth exploring between UCC colleagues and respective international scholars. 3. Strengthening the School's relations with international organisations (e.g., EU Erasmus+) to form teaching and learning and/or research consortia (e.g., universities and civil society groups) leading to philanthropic donations and PhD scholarships and enhanced professional networks	• Chair Research and Innovation Committee and • Graduate Studies Committee • Senior Management Team • Chair of the Internationalisation Working Group	also led to an ongoing Staff-student ratio issue where we should have 15:1 (for Teaching Council accreditation) but have 29:1. To deliver on any new programmes will require necessary staff quotas. This work will require the expertise of a project manager @€475 per day (3 month project)		
Staffing						
6.	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.	Academic Workload Working Group to continue work on the model	Academic Workload Working Group with Head of School and Senior Management Team		Ongoing up to 2023, given public health conditions	

7.	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 and establishment.	1. UMTO are reviewing the process in 2021 as part of the UCC Strategy Pivot 2. Important to acknowledge that research is different in a Professional School. This needs to be recognised at university level.	Head of School Senior Management Team Head of CACSSS		2021	
Finance and sustainability						
8.	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.	Head of School and Senior Management Team to devise a plan with CACSSS fundraiser.	Head of School and Senior Management Team Chair of Community Engagement Committee	Project Manager (as above)	2022	
9.	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 (including research collaborations). The Head of School should explore with the Head of College means by which any additional revenue generated can be reinvested in the School.	1. The School of Education generates significant PG funding already. There are opportunities to develop online or blended PG offerings as part of CPD programme for teachers/leaders in education. 2.International recruitment 3. Alumni links/sponsorship	Head of School and Senior Management Team	Project Manager (as above)	2022	

		4. Links with other universities - Joint Summer schools 5. Strengthening the School's relations with international organisations and civil society groups which could lead to philanthropy and PhD scholarships				
Teaching, Learning, Assessment and Student Experience						
10.	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.	Continue the work of the Placement Systems Working Group	Head of School School Manager	Collaboration with inPlace This work will require the expertise of a project manager @€475 per day (6 month project approx.)	2022	
11.	The efficiency of placement administration should be reviewed by the School Manager in the context of a LEAN project.	Trial inPlace System	School Manager	As above		
12.	Programme coordinators should identify alternative exit routes for all programmes, e.g., PME students who reconsider their career choices.	In BEDSSPE and BSCED, there are exit awards for those who do not wish to pursue teaching. It was agreed at national level in 2014 that an exit route was not possible or desirable for PME students. Notwithstanding this, we mentor and support the very small number	Head of School Senior Management Team Programme Directors	Part of normal practise.	2022	

				Part of normal practise.	2022	
			of students who wish to exit the PME.			
13.	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.	1. Developing a Communication Strategy	• Chair of Communications WG • Head of School • Senior Management Team	Part of normal practise.	2022	
		2. Central Survey of all students at end of Semester 1 and Semester 2	• Examination Officer • Head of School • School Manager			

For completion by Unit		
Head of Unit:	**Signature:**	**Date: 1st February 2021**

Head of College/Functional Area: **Chris Williams**	**Signature:**	**Date: 2 February 2021**