

**2020**

# Providers' Booklet for Summer Courses



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills



An electronic application form must be received by Drumcondra Education Centre, by 4 pm on Friday, 6 March 2020

All communications on any aspect of the summer course programme should be sent to the following email address:

*[summercourses@ecdumcondra.ie](mailto:summercourses@ecdumcondra.ie)*

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# Glossary of Terms

Aims	the statements that encapsulate the purpose of the course, the intended audience and the general intentions in terms of the overall learning for participants
Assignment	an engaging online activity or task designed to show the participant's achievement of the learning outcome(s)
Course group	the organisation of participants into groupings of not more than twenty-five in face-to-face courses and not more than seventy-five in online courses
CPD	Continuous professional development is the term used to describe lifelong learning or continuing education for teachers
Criteria	the qualitative or quantitative statements by which the course is approved and evaluated
DEC	Drumcondra Education Centre
DES	Department of Education and Skills
Designer/author	the term used to describe the person with appropriate expertise who has designed and assembled the content in an online course
Director	the individual who has named responsibility for the management of the course
EPV day	Extra personal vacation day. A teacher acquires an entitlement to these days based on the duration of their participation on a Summer Course(s)
E-tutor	the term used to describe the leadership role in an online course in which the tutor helps the learner, guiding his/her learning, rather than dictating or delivering content. He/she performs functions such as answering the participants' questions, managing forums, facilitating participation and evaluating assignments
Feedback	specific comments, guidance and information provided by the tutor in response to a learner activity or assignment
DT	Digital Technologies
Learning outcomes	are statements specifying what the participant will know, understand or demonstrate on the successful completion of a module or course unit. Learning outcomes should be SMART - specific, measureable, attainable, realistic and timed.
Learning record	is a record of the learning for participants on a summer course, which contains a variety of artefacts that demonstrate the participants' attainment of the course learning outcomes. Learning Records may be created in hard copy or electronic formats.
Literacy	refers to English or Irish, or both
Methodologies	the principles and strategies used for instruction by the tutor to achieve the desired learning for participants. These include lectures, workshops, podcasts, live tutorials etc.
Provider	refers to the institution, education centre, company or other body who offers the course
Quality assurance manual	the published document outlining the processes and procedures that an online provider puts in place to monitor summer course provision in order to ensure that quality standards are met
SSE	school self-evaluation <a href="http://www.schoolself-evaluation.ie">www.schoolself-evaluation.ie</a>
Summer course	refers to a course that forms an integral part of primary teachers' professional learning in Ireland
Tutor	the term used to describe the leadership role in a face-to-face course in which the tutor helps the learner, guiding his/her learning. He/she presents content, facilitates discussion, promotes engagement, organises tasks and activities, and provides feedback to support learning

# Welcome to the Providers' Booklet for Summer Courses 2020.

The summer course programme for teachers contributes to the continuum of teachers' professional learning, promotes innovation and excellence in teaching, learning and assessment, and is supportive of the goals set out in the Department's Statement of Strategy-Cumasú 2020-2021 and other national priorities relevant at this time.

Thank you for your significant contribution and cooperation in delivering this important programme. Together, we will continue our efforts to improve the learning experiences of teachers, and to ensure that their learning has a lasting impact on pupils' learning outcomes and experiences.

The three-year process for the approval of summer courses ended in 2018. However, those courses remained approved for 2019 also, with new courses approved in 2019 remaining approved for 2019 only.

Another three-year approval cycle commences in 2020 for those summer courses which carry an entitlement of extra personal vacation (EPV) days for primary teachers.

Providers are now invited to submit applications for this new phase. Courses approved in 2020 will remain approved for three years in total (2020-2022).

This Providers' Booklet sets out the administrative requirements and criteria for the approval and delivery of summer courses for teachers, which carry an entitlement of extra personal vacation (EPV) days for primary teachers. The primary aim of the booklet is to promote and assure quality in all aspects of the programme.

## 1. Courses categories

- A.Literacy (English and Irish) and/or numeracy
- B.Other curricular areas
- C. Leadership, management and other school-related themes

## 2. Requirements for Summer Courses for teachers which carry an entitlement of extra personal vacation (EPV) days 2020

- Where applicable, course content makes meaningful links with the Literacy and Numeracy Strategy to promote innovation and excellence in teaching, learning and assessment.
- Teachers' learning outcomes and experiences in literacy courses in English and in Irish should be underpinned by the aims and pedagogical principles of *The Primary Language Curriculum/Curaclam Teanga na Bunscoile 2019*.
- Where relevant, course applications must take account of STEM policy, for example, courses in Mathematics, Science and *Aistear* / play-based learning.
- Strategies to promote Education for Sustainable Development should be included in the course design where applicable.
- Strategies to promote School Self-Evaluation should underpin the design and content of all courses. The course design and learning outcomes for teachers should be purposefully informed by the document, *Looking at Our School 2016-A* quality Framework for Primary Schools (DES).
- Course design, content and learning outcomes for teachers should be informed by the Digital Learning Framework, the Digital Strategy for Schools and other Department policies in a number of key areas including curriculum reform and implementation, and to improving and promoting innovation and excellence in teaching and learning.
- That course content, where relevant, makes meaningful links with SPHE-related themes, for example, bullying, child protection, physical and/or mental wellbeing and that the learning outcomes for teachers are underpinned by the Department's Wellbeing Policy Statement and Framework for Practice 2018-2023.

### **Please remember:**

- Summer course applications must be submitted in .pdf format, following the naming convention summercoursetitle.pdf (i.e. PEintheprimaryclass.pdf)
- For all courses approved for 2020-2022, a certificate specific to face-to-face, online or blended learning will be issued to participants by the course provider. Certificates will contain a record of the date on which participant commenced the course and also the date on which the course was completed by the participant.
- Where a participant has registered for more than one course, courses may only be completed consecutively rather than concurrently.

### **Requirement for the cancellation of summer courses**

It is the responsibility of the provider to ensure that sufficient numbers of registered teachers are enrolled in order for a course to go ahead. To ensure the smooth running of the summer course programme, **all providers must confirm** by 5pm on Friday 26<sup>th</sup> June 2020 that they have **sufficient** numbers registered and that their advertised courses are going ahead. This will ensure that affected teachers will have sufficient time to apply for an alternative course. Failure to do this will result in the withdrawal of the course by TES on Monday 29<sup>th</sup> June 2020.

### **Course management**

#### **1. The maintenance of correct tutor-participant ratios**

- It is the responsibility of the online course provider to ensure that correct tutor-participant ratios are maintained in online courses. The number of registered participants may not exceed 75 in a course group assigned to a specific/dedicated tutor. This applies when teachers are registered but have not begun, or are not active. For face-to-face courses, the provider should ensure that a maximum ratio of twenty-five participants to one tutor/presenter and a minimum of 10:1 is adhered to.

#### **2. The proper maintenance of roll books on face-to-face courses**

- It is the responsibility of the provider to ensure that roll books are signed twice daily, once in the morning and once in the afternoon, and that they accurately reflect the attendance of participants.

#### **3. Provision of administrative access to online courses**

- It is the responsibility of the provider to have systems in place so as to provide inspectors with non-editing administrative access to the course. Access to up-to-date information when requested on all aspects of online courses, such as registration and completion numbers, the number of participants assigned to a dedicated tutor, hours logged, assignments, relevant communications, participant feedback etc. will also be required.

**TES reserves the right to withdraw approval of a course where the specific content of the course does not reflect national policy**

It is the responsibility of the provider to ensure that all course content is fully in line with relevant national policy. TES reserves the right to withdraw approval of a course where it has been brought to its notice that the content does not accord with national policy. For further information, a comprehensive summary of key national and training strategy documents are listed in Appendix 1, (p18-22) of *Cumasú, Empowering through Learning, Statement of Strategy 2019-2021* (DES).Overview

## **Overview**

### **Aim**

This Providers' Booklet sets out the administrative requirements and criteria for the approval and delivery of summer courses, which carry an entitlement of extra personal vacation (EPV) days for primary teachers. The primary aim of the booklet is to promote and assure quality in all aspects of the programme.

### **Background**

The summer course programme forms an integral part of primary teachers' professional learning in Ireland. Since 2012, these courses are available to post-primary teachers. Courses are delivered in a variety of ways, comprising face-to-face, online and blended modes of delivery. The programme has evolved over time to reflect developments and trends within education and opportunities presented by technology.

Teacher Education Section (TES), within the Department of Education and Skills, has responsibility for the summer course programme, and has an overall remit in overseeing the quality of CPD provision to support teachers and school leaders in implementing national policy priorities. The summer course programme is administered by the Drumcondra Education Centre (DEC). Only summer courses approved by the Department of Education and Skills, on the recommendation of the Inspectorate, are eligible for EPV days for primary teachers under the terms of Rule 58 in Rules for National Schools.

### **Purpose**

The principal objective of the summer course programme is to advance the teaching, learning and / or management skills of teachers in order to bring about improved learning outcomes for pupils. Summer courses should include suitable strategies to support teachers in undertaking school self-evaluation (SSE) and in their effective use of Digital Technologies (DT). Where appropriate, these courses should also make meaningful links with the National Literacy and Numeracy Strategy 2011-2020, the STEM Education Policy 2017-2026 and the promotion of health and well-being related themes.

### **A focus on quality**

Effective CPD enhances the professional lives of teachers and has a direct impact on the quality of learning for pupils. In order to be effective, teachers' professional learning must be underpinned by active learning, coherent content, a focus on pupils' learning and enhanced teacher engagement. High quality summer courses have the potential to enable teachers to develop a powerful understanding of what and how they teach, and of how pupils learn. This Providers' Booklet sets out clear expectations for the purpose of promoting and assuring quality in the organisation and delivery of summer courses. The Inspectorate undertakes a quality assurance role in the approval and evaluation of the summer course programme for teachers.

### **Categories of courses**

There are three categories of courses:

- Cat 1 Literacy (English and Irish) and/or numeracy
- Cat 2 Other curricular areas
- Cat 3 Leadership, management and other school-related themes

## Quality assurance

### **Course Quality**

TES is committed to ensuring that the summer course programme for teachers provides participants with rich and stimulating learning experiences that enhance and improve their knowledge and skills, and which promote innovation and excellence in teaching, learning and assessment. As the summer course programme for teachers forms a part of the continuum of teachers' professional learning, key considerations for all involved in summer course organisation, design, administration, delivery and evaluation, are that courses are of good quality and that they make a direct impact on the learning experiences and outcomes of pupils in schools.

The course tutor plays a crucial role in ensuring a high quality learning experience for participating teachers. Tutors need to have extensive experience and expertise in the specific course content and should have good facilitation skills. The tutor needs to be guided by the course aims and learning outcomes. There are differences between the role of the tutor in face-to-face courses and that of the e-tutor in online courses, given the different learning environments in question. Nonetheless, in both mediums one of their key roles is to maximise the engagement of participants.

### **Role of tutor in face-to-face courses**

The tutor will be a registered teacher, except in the case where a tutor has particular expertise from another discipline that is relevant to the course content.

In face-to-face courses, the role of the course tutor(s) is as follows:

- To lead learning and guide the participants in the achievement of the course aims and learning outcomes
- To present new content to participants using a variety of methodologies
- To facilitate opportunities for participants to engage with each other to share practice and explore course content
- To provide opportunities for participants to reflect on their own practice and prepare for implementing course content in their own classrooms
- To monitor participants' group and individual activities and tasks
- To provide timely feedback to participants on completed activities and tasks
- To complete the administrative requirements of courses, including the daily roll and course evaluation forms in accordance with the guidelines

### **Role of e-tutor in online courses**

The e-tutor will be a registered teacher, except in the case where an e-tutor has particular expertise from another discipline that is relevant to the course content.

In online and blended courses, the role of the e-tutor is as follows:

- To lead learning and guide participants in their achievement of the course learning outcomes
- To promote the engagement of learners
- To stimulate, monitor and guide discussion in online forums in a timely manner.
- To lead and facilitate learning in synchronous sessions, where provided
- To provide opportunities for participants to reflect on their own practice and prepare for implementing course content in their own classrooms
- To monitor participants' learning and completion of assignments
- To provide timely feedback to participants on completed assignments, including feedback to guide participants on the resubmission of assignments, which have not satisfactorily demonstrated the attainment of the learning outcomes.
- To play a role in ensuring the valid participation of those enrolled on the course

At a minimum, all e-tutors of online summer courses approved by the Department of Education and Skills for EPV days must have successfully completed a training programme in online facilitation and teaching. Providers may deliver their own training to tutors.

## ***Learning Records***

The provider will ensure that, as part of the successful completion of all summer courses, participants compile a learning record that demonstrates their attainment of the course aims and learning outcomes. The learning record may contain tasks, work samples, assignments, photographs, reflections and other artefacts that demonstrate their learning during the course. In face-to-face courses, the learning records may be either in hard-copy, or providers may choose to provide a platform for electronic records of learning.

In online and blended courses, they should be in electronic format and at a minimum must contain the six completed assignments and all posts to the forums by the participant. Learning records must also contain a CPD log. The log should verify that the participant has completed a minimum of ten hours of learning online and the maximum of ten self-verified hours allowable for other learning activities.

Providers are encouraged to use the learning record further to extend the learning for participants and all participants should have the facility to take their learning record away from the course.

## ***Quality Assurance Manual for Online Course Provision***

Online learning provides a unique and flexible mode of learning for course participants. Participants can pace their own learning and access courses from diverse geographic locations. Online and blended summer courses open up continuing professional learning opportunities to teachers who might not otherwise be able to access such learning. However, the flexibility that online summer courses provide poses a challenge for providers to ensure that all participants fully engage in course content.

Providers of online and blended courses are required to develop quality assurance procedures specifically for summer course provision. These procedures should clearly outline the measures taken by providers to ensure maximum learning engagement and the valid participation of all participants. Providers should submit an updated QA manual specific to **2020**, detailing the provider's quality assurance measures, when submitting applications for summer course approval.

The **Quality Assurance Manual** should include sections on the following:

- Measures to ensure quality in course design and content
- Technical support
- The site policy agreement
- The role of the tutor
- Measures to maximise learner engagement
- Assessment and feedback strategy
- Plagiarism
- Measures to ensure valid participation
- Procedures for issuing certificate of attendance which contain a record of the date on which the participant commenced the course and also the date on which the course was completed by the participant.
- Procedures for evaluating course impact

## ***Formalising the Learning Process in Online Course Provision***

The provider will ensure that participants are fully informed of the terms and conditions, requirements and obligations of both providers and participants. The participants must be provided with sufficient relevant information regarding the course content, assignments, expected standards of work, and any other assistance by way of documents, links and communications that will support their learning.

In addition, the provider must bring to the notice of participants that:

- participants are required to use their name as registered with the Teaching Council
- plagiarism will not be tolerated
- impersonation is a breach of the terms of service

**The Department of Education and Skills reserves the right to withdraw course approval from a provider who does not effectively oversee valid participation.**

## Organising a Summer Course in 2020

The summer course programme 2020 may commence on Wednesday 1 July and all courses will be completed by 5pm on Friday 21 August 2020

All contact with Drumcondra Education Centre on the summer course programme will be through this email address: **summercourses@ecdumcondra.ie**

### **Face-to-Face Courses**

- Courses will run for five consecutive days (excluding weekend days)
- A minimum of ten registered teachers will be enrolled for a course to proceed
- A maximum of twenty-five participants will be placed with one tutor in a group
- Course providers may apply to run parallel or consecutive iterations of the course
- The course contact time will be a minimum of four hours per day
- One thirty-minute break will be provided each day

### **Blended Learning Courses**

- The onsite learning will take place over two or three consecutive days (a minimum of eight or twelve hours)
- The remainder of the learning will be facilitated in either two or three, four-hour online modules
- A minimum of ten registered teachers will be enrolled for a course to proceed
- A maximum of twenty-five participants will be placed with one tutor in a group for the onsite days
- One thirty-minute break will be provided during each of the onsite days
- The online component will be made available for a minimum of two weeks

### **Online Learning Courses**

- Courses will be organised into five modules each of which is of four hours' duration
- Courses will run for a minimum of two weeks and a maximum of eight weeks
- A minimum of ten registered teachers will be enrolled for a course to proceed
- The number of registered participants may not exceed 75 in a course group assigned to a specific/dedicated tutor. This applies, even when teachers are registered but have not begun, or are not active
- In exceptional circumstances, a dedicated tutor may be assigned to more than one course group only where the aggregate number of registered participants in the course groups does not exceed 75
- Course providers may apply to run parallel or consecutive iterations of the course, with a dedicated e-tutor for each iteration

### **Applying to Run a Course**

An electronic copy of the online application form, available on the Drumcondra Education Centre website, must be received by Drumcondra Education Centre **by 4pm on Friday 6 March 2020.**

Electronic copies should be emailed to **summercourses@ecdumcondra.ie**

However, where an evaluation report recommends the withdrawal of approval for a summer course unless stipulated improvements are made, a new application form must be submitted for the subsequent year and must set out how the provider will address the stipulations set out in the report.

## Detailed administrative requirements for providers

In order to ensure that the summer course programme runs smoothly and effectively, the provider must meet the following requirements:

### ***Application Phase (January and February)***

The provider will:

- Submit electronically a fully completed application form by 4pm on Friday 6<sup>th</sup> March 2020 to **summercourses@ecdumcondra.ie**. Late applications will not be accepted.
- Have procedures in place to ensure compliance with Data Protection Act 2018
- Ensure that one application form is completed and submitted electronically with a Multiple Venue/Dates Form attached in respect of identical summer courses (i.e. identical content but to be delivered in different venues or on different dates)
- Submit a single electronic copy of the Quality Assurance Manual with their course application/s to **summercourses@ecdumcondra.ie**. This applies to online and blended courses only
- For courses which had stipulations attached, submit the inspection report electronically to **summercourses@ecdumcondra.ie** with all applications for courses which have been monitored by the Inspectorate.
- **Ensure that the course title is no longer than 70 characters (including spaces)**

### ***Approval and Appeal Phase (March and April)***

The provider will:

- Clarify any queries from Drumcondra Education Centre
- Submit a fully-completed appeal within the specified timeframe

### ***Delivery and Monitoring Phase (July and August)***

The provider will:

- Ensure that that full particulars of approved summer courses are made available to teachers in good time, including overall course aims and intended learning outcomes for module/course units
- Make reasonable accommodation for participants with special needs or with special requirements
- Have a dedicated contact person available to deal with issues pertaining to changes in the delivery and management of the course, and also during the process of finalising reports for the DES
- Furnish details of an alternative contact person on the course application form
- Communicate a minimum of one week's advance notice of all **cancelled** summer courses to **summercourses@ecdumcondra.ie**
- Have sufficient staff available to ensure that if any unforeseen circumstances arise, a replacement presenter/tutor/e-tutor is available to allow the summer course to continue as advertised and notify DEC at this email address, **summercourses@ecdumcondra.ie** of the replacement tutor
- Ensure that each course is not oversubscribed
- Ensure that each course has its own unique course number
- Ensure that teachers must have successfully completed a course before they commence another course with the same provider.
- Provide a copy of the relevant Certificate of Attendance to all teachers who successfully complete an approved summer course, containing participants' course commencement and completion dates, and other relevant details using Adobe Acrobat for editing and printing off course certificates. These will be available to download from [www.ecdumcondra.ie](http://www.ecdumcondra.ie) with your username and password.
- Ensure that each participant completes an evaluation form for the course in question
- In the case of face-to-face courses, ensure that certificates are co-signed by the course tutor(s) *or the* course director and the course participant on the last day of the course confirming each participant's attendance, their successful completion of the course and their attainment of the learning outcomes.
- In the case of online and blended learning courses, ensure that certificates are co-signed by the course tutor(s) *or the* course director before issue, confirming each participant's attendance, their successful completion of the course and their attainment of the learning outcomes.

## ***Post Delivery Phase***

### **All providers will:**

- Engage in the factual verification process
- Submit the required statistical information for the Department of Education and Skills using the *Statistical Returns 2020* link available on <http://www.ecdrumcondra.ie> by Monday 2 September 2020. This data includes composite evaluation information, details of participants, completion rates etc.

### **In addition, face-to-face providers will:**

- Return the completed summer course roll-book to DEC at the end of the summer course, and no later than Tuesday 2 September 2020. Photocopied, handwritten or scanned roll books will not be accepted
- **Retain** all summer course participant evaluation forms for a period of one year for the purpose of a DES review
- DEC will request the return of participant evaluation from a selection of courses as part of the quality assurance process.

## Criteria for the approval and evaluation of summer courses

In designing and delivering summer courses, the provider must be guided by the principal objective of the summer course programme, which is to advance the teaching, learning and/or management skills of teachers in order to bring about improved learning outcomes for pupils.

The following criteria must be met in order to receive approval from the Department of Education and Skills for the provision of summer courses for EPV days.

### **Course Content**

- Course content reflects DES policy and contemporary research on the topic
- Course content clearly states the learning outcomes for participants

#### **For curriculum-based courses only:**

- Course content is focused on enhancing the learning outcomes and experiences of pupils
- Course content reflects the key principles, content and skills of the Primary Curriculum 1999, and for literacy courses, *Primary Language Curriculum/Curaclam Teanga na Bunscoile* 2019
- Course content gives due regard to specific class levels and the individual learning needs of pupils
- Course content makes provision for meaningful linkage and integration
- Takes account of recent curriculum review and developments (*Looking at our School* 2016- Quality Framework for Primary Schools DES)

### **Participant learning experience**

- Learning for participants is facilitated in a variety of ways, for example,
  - *in face-to-face courses - fieldtrips, lectures, workshops and multi-media presentations*
  - *in online courses - podcasts, video, voiced-over presentations, and live tutorials*
- Participants experience learning in an interactive way, for example,
  - *in face-to-face courses - discussion, group work, activity-based learning and structured reflection-on-practice*
  - *in online courses - completion of assignments and engagement in chatrooms, discussion forums and live tutorials and structured reflection-on-practice*
- Participants' learning experiences are professionally enabling and are focused on enhancing the work of the school.
- Opportunities are provided for participants to access relevant, good quality resources and/or generate and share resources

### **Course Management**

#### **For face-to-face courses, the provider ensures that:**

- a maximum ratio of twenty-five participants to one tutor/presenter and a minimum of 10:1 is adhered to
- roll books are maintained and evaluation forms are filled out, compiled and submitted in accordance with stated requirements
- the venue is a suitable learning environment and the submitted timetable is adhered to
- tutors monitor and provide feedback to participants on assigned activities and tasks
- each participant is enabled to create a learning record of his/her learning

**For online courses:**

- The provider ensures that courses are of a minimum duration of two weeks and a maximum of eight weeks
- The number of registered participants may not exceed 75 in a course group assigned to a specific/dedicated tutor. This applies when teachers are registered but have not begun, or are not active
- The provider may register additional participants in a course group during the running of the course, where spaces have been created by the successful completion of other participants and where the maximum ratio of 75 registered participants to one e-tutor is maintained
- In exceptional circumstances, a dedicated tutor may be assigned to more than one course group only where the aggregate number of registered participants in the course groups does not exceed 75
- The provider may run parallel or consecutive iterations of the same course, with a dedicated e-tutor for each iteration
- Courses are hosted in a VLE that is visually attractive, easy to navigate and user friendly
- The provider ensures that e-tutors lead the online forums in order to engage the participants in discussion, debate, questioning and reflection
- The provider ensures that each participant makes a minimum of two forum posts per module
- To successfully complete each module, participants are required to complete a minimum of one assignment that demonstrates their achievement of that module's stated learning outcomes
  - *Examples of assignments include online quizzes, multiple-choice questions, written tasks, reports, collaborative assignments, uploaded participant podcasts, teaching resources and structured reflective activities*
- To successfully complete the course, participants are required to complete a reflective learning assignment that demonstrates their achievement of the course's stated learning outcomes
- Each participant is enabled to create an electronic record of his/her learning, comprising, at a minimum, their six assignments and postings
- The provider ensures that e-tutors give timely feedback to participants to support their learning
- Participant progression from module to module is contingent on the completion of assignments
- Participants spend a minimum of ten hours online, with a maximum certification of ten hours allowable for other learning activities
- The provider ensures that all e-tutors have successfully completed training in online facilitation which is equivalent to that provided by PDST - Technology in Education
- The provider publishes its quality assurance procedures and submits a single electronic copy along with its applications for course approval – no more than one copy in total from a single provider will be submitted

**Reflection of National Priorities**

- The national priorities of school self-evaluation (SSE) and Digital Technologies are addressed in the learning outcomes for participants and form part of the timetabled participants' learning experiences
- Where applicable, the course content makes meaningful links with the Literacy and Numeracy Strategy and the STEM Education Policy
- Where applicable, the course content makes meaningful links with SPHE-related themes, for example, bullying, child protection, physical and/or mental wellbeing

## The evaluation of summer courses

Every year the Inspectorate evaluates a selection of summer courses on behalf of TES. The purpose of these evaluations are:

- to ascertain the quality of provision in the summer course programme
- to report to the TES section on the overall quality of provision
- to make recommendations to TES and to individual providers on how the learning outcomes and experiences for participating teachers can be improved

All courses are evaluated using the following evaluation framework, which reflects the criteria headings:

- Course content
- Participant learning experience
- Course management
- Reflection of national priorities

The evaluation approach for face-to-face courses:

- The assigned inspector will spend one full day evaluating the summer course
- All visits will be unannounced
- The inspector will be present from the beginning of each session being evaluated
- The inspector may participate in the course activities and tasks
- During the day, the tutor will be requested to provide the roll book to the inspector
- The inspector will provide oral feedback to the tutor/organiser at the end of the day
- The course director will receive an evaluation report on the course
- The course director can respond on the factual accuracy of the contents of the report through the factual verification process outlined below

The evaluation approach for online courses:

- The assigned inspector will make contact with the course provider to gain non-editing administrative access to the course
- The inspector will conduct the evaluation over the duration of the course
- The inspector may participate in course assignments and discussion
- The inspector will provide oral feedback to the organiser when the evaluation is complete
- Additional information may be requested by the inspector, as the need arises
- The course director will receive an evaluation report on the course
- The course director can respond on the factual accuracy of the contents of the report through the factual verification process outlined below

In the case of blended courses, the online or the face-to-face component or both may be evaluated.

## ***Addressing Recommendations***

The focus of all evaluation of summer courses will be on ensuring that courses are of the best possible quality. The reporting inspector may make recommendations to enhance the quality of course content, learner engagement, course management and/or reflection of national priorities. Providers are expected to implement recommendations as soon as possible.

However, in the event that significant shortcomings are identified in the evaluation of a summer course, the inspector will state these in the evaluation report and will advise DES that the course should not be approved unless the stipulated improvements are made. In this case, the provider must resubmit a new application and provide assurance that the significant shortcomings have been addressed.

DES reserve the right to withdraw approval of a course where an evaluation has found that it does not meet the criteria and has failed to address the stipulations communicated to the provider.

DES reserve the right to withdraw approval of a course where the specific content of the course does not reflect national policy.

## **Factual verification**

All reports are subject to a factual verification process.

The provider is sent a copy of the draft summer course report accompanied by a factual verification form. The provider is invited to draw the attention of the Inspectorate to any errors of fact in the evaluation report, using the factual verification form, within five working days.

If any errors of fact are drawn to the attention of the Inspectorate, the report may be amended, as necessary, normally within five working days. If no response is received in respect of factual verification within five working days of the issue of the report, it is assumed that the provider is satisfied that the report is accurate.

## Appendix 1

# APPLICATION FORM FOR FACE-TO-FACE SUMMER COURSES FOR TEACHERS 2020

The Providers' Booklet, the criteria for approval of summer Courses 2020 and the glossary of terms should be carefully studied, before completing this form.

I confirm that I have read and accepted the administrative requirements and criteria for summer course providers:

Signed (Course Provider) \_\_\_\_\_

I consent to Drumcondra Education Centre having access to the details I have provided. We do not use your details for any purpose other than in relation to your application. Department of Education and Skills have access to these details for the approval process, course monitoring, and for quality assurance purposes. We do not share these details with any other parties.

Signed (Course Provider) \_\_\_\_\_

Incomplete forms will not be processed.

### 1. Contact Details of Provider:

Course Provider:	
Course Director:	
Address:	
Phone:	
Fax:	
Email:	
www:	
Designated Alternative Contact Person	
Phone:	
Email:	

### 2. Course Organisational Details:

Title of Course (Max 70 characters)				
Date of Course				
Course Target Audience	Pr im ar	Post-Primary Teachers	Primary and Post-Primary Teachers	
At what class group/year group level(s) is summer course content pitched?				
Course Category	Cat (1): Literacy (English and Irish)	Cat (2): Other curricular areas	Cat (3): Leadership, management & other school- related themes	
Venue				
Anticipated number of Course Participants				
Anticipated number of Course Groups/Tutors (See specific criteria on tutor ratios)				

### 3. Course Personnel

Please complete details for all relevant personnel on this course. Please add additional rows if required.

Role	Registered Teacher Name	Teaching Council Registration number (If applicable)	Experience, Expertise and Qualifications (Level on NQAI Framework)
Course Tutor			

### 4. Previous Iterations of this Course

*\*If the course has been evaluated since 2017, please enclose a copy of the most recent report with this application*

If this course has previously been provided, give details of the years	
When was the content of the course most recently updated?	
If the course has been evaluated by the DES Inspectorate since 2017, please indicate the year/years?*	

### 5. Course Outline

List the overall course aims	
How will teachers' engagement in this course promote inclusive and innovative teaching methodologies?	
How will teachers' engagement in this course improve their individual or collective practice in relation to teaching, learning and assessment in this topic (and/or leadership skills)?	
What specific learning methodologies will be used and how will individual/collective reflection on teaching, learning and assessment be supported?	
How does this course address the national priority of School Self-Evaluation?	

<p>How does this course promote the use of Digital Technologies in schools?</p>	
<p>Are the national priorities of literacy and numeracy and / or well-being and / or STEM addressed? If so, how?</p>	
<p>How does the course reflect the principles underpinning Cosán, the National framework for teachers' learning, and the standards therein?</p>	
<p>Does this course address another national priority and if so, how will this be done?</p>	
<p>How will feedback be provided to participants on their tasks/assignments?</p>	

Please ensure that you are familiar with the SCHOOL SELF-EVALUATION GUIDELINES 2016-2020 and the Department of Education and Skills publication Looking at Our School 2016 A Quality Framework for Primary/Post-Primary Schools and that there is specific reference made to supporting teachers in using SSE in both the stated learning outcomes and the learning experiences of participants.

## Summer Courses for Primary Teachers 2020: Timetable and Module Outline of Face-to-Face Course

Title of Course:

Course Category:

Course dates:

**Course Start and Finish Times must be clearly indicated.**

This timetable should be no longer than two pages and **must** include school self-evaluation (SSE).

	<b>Specific Learning Outcomes for participants</b>	<b>Content description</b>	<b>Methodologies used to engage participants</b>	<b>Participants' activities, tasks or assignments to achieve the learning outcomes</b>
<b>Day 1</b>				
<b>Day 2</b>				
<b>Day 3</b>				
<b>Day 4</b>				
<b>Day 5</b>				

## Appendix 2

### APPLICATION FORM FOR ONLINE SUMMER COURSES FOR TEACHERS 2020

The Providers' Booklet, the criteria for approval of summer Courses 2020 and the glossary of terms should be carefully studied, before completing this form.

I confirm that I have read and accepted the administrative requirements and criteria for summer course providers

Signed (Course Provider) \_\_\_\_\_

I consent to Drumcondra Education Centre having access to the details I have provided. We do not use your details for any purpose other than in relation to your application. Department of Education and Skills have access to these details for the approval process, course monitoring, and for quality assurance purposes. We do not share these details with any other parties.

Signed (Course Provider) \_\_\_\_\_

Incomplete forms will not be processed

#### 1. Contact Details of Provider:

Course Provider:	
Course Director:	
Address:	
Phone:	
Fax:	
Email:	
www:	
Designated Alternative Contact Person	
Phone:	
Email:	

#### 2. Course Organisational Details:

Title of Course (Max 70 characters)				
Dates of Course				
Course Target Audience	P r i	Post-Primary Teachers	Primary and Post-Primary Teachers	
At what class group/year group level(s) is summer course content pitched?				
Course Category	Cat (1): Literacy (English and Irish)	Cat (2): Other curricular areas	Cat (3): Leadership, management & other school- related themes	
What learning platform will the course operate on?				
Anticipated number of Course Participants				
Anticipated number of Course Groups/Tutors (See specific criteria on tutor ratios)				

### 3. Course Personnel

Please complete details for all relevant personnel on this course. Please add additional rows if required.

Role	Name	Teaching Council Reg. number (If applicable)	Experience, Expertise and Qualifications (Level on NQAI Framework)	Specify the training in online teaching and facilitation received?
Course Tutor (onsite)				
Course Designer/ Author (Online)				
Course e-tutor (Online)				

### 4. Previous Iterations of this Course

*\*If the course has been evaluated since 2017, please enclose a copy of the most recent report with this application*

If this course has previously been provided, give details of the years	
When was the content of the course most recently updated?	
If the course has been evaluated by the DES Inspectorate since 2017, please indicate the year/years?*	

### 5. Quality Assurance

*A single e- copy of the provider's quality assurance manual for the summer course must be submitted to the Drumcondra Education Centre at this email address: [summercourses@ecdrumcondra.ie](mailto:summercourses@ecdrumcondra.ie)*

Specify how the work of the tutor/s will be monitored?	
List the key strategies that will be used to maximise participant engagement	
How will the impact of this course be evaluated?	

### 6. Course Outline

List the overall course aims	
How will teachers' engagement in this course promote inclusive and innovative teaching methodologies?	

<p>How will teachers' engagement in this course improve teachers' individual or collective practice in relation to teaching, learning and assessment in this topic (and or leadership skills)?</p>	
<p>What specific learning methodologies will be used and how will individual/collective reflection on teaching, learning and assessment be supported?</p>	
<p>How does this course address the national priority of School Self- Evaluation?</p>	
<p>How does this course promote the use of Digital Technologies in schools?</p>	
<p>Are the national priorities of literacy and numeracy and / or well-being and / or STEM addressed? If so, how?</p>	
<p>How does the course reflect the principles underpinning Cosán, the National framework for teachers' learning, and the standards therein ?</p>	
<p>Does this course address another national priority and if so, how will this be achieved?</p>	
<p>How will feedback be provided to participants on their assignments?</p>	
<p>Please ensure that you are familiar with the SCHOOL SELF-EVALUATION GUIDELINES 2016-2020 and the Department of Education and Skills publication Looking at Our School 2016 A Quality Framework for Primary/Post-Primary Schools and that there is specific reference made to supporting teachers in using SSE in both the stated learning outcomes and the learning experiences of participants.</p>	

## Summer Courses for Primary Teachers 2020: Module Outline for Online Course

Title of Course:

Course Category:

Course Dates:

This timetable should be no longer than two pages and must include school self-evaluation (SSE).

Specific Learning Outcomes for participants in this Module	Content description	Methodologies used to engage participants	Description of the assignment for this module
Module 1			
Module 2			
Module 3			
Module 4			
Module 5			
Description of the Reflective Learning Assignment:			

## Appendix 3:

# APPLICATION FORM FOR BLENDED SUMMER COURSES FOR TEACHERS 2020

The Providers' Booklet, the criteria for approval of summer Courses 2020 and the glossary of terms should be carefully studied before completing this form.

I confirm that I have read and accepted the administrative requirements and criteria for summer course providers

Signed (Course Provider) \_\_\_\_\_

I consent to Drumcondra Education Centre having access to the details I have provided. We do not use your details for any purpose other than in relation to your application. Department of Education and Skills have access to these details for the approval process, course monitoring, and for quality assurance purposes. We do not share these details with any other parties.

Signed (Course Provider) \_\_\_\_\_

Incomplete forms will not be processed.

### 1. Contact Details of Provider:

Course Provider:	
Course Director:	
Address:	
Phone:	
Fax:	
Email:	
www:	
Designated Alternative Contact Person	
Phone:	

### 2. Course Organisational Details:

Title of Course (Max 70 characters)				
Dates of Course				
Course Target Audience	Primary Teachers	Post-Primary Teachers	Primary and Post-Primary Teachers	
At what class group/year group level(s) is summer course content pitched?				
Course Category	Cat (1): Literacy (English and Irish) and/or numeracy	Cat (2): Other curricular areas	Cat (3): Leadership, management & other school-related themes	
Online learning Platform				
Venue for on-site days				
Anticipated number of Course Participants				
Anticipated number of Course Groups/tutors (See specific criteria on tutor ratios)				

### 3. Course Personnel

Please complete details for all relevant personnel on this course. Please add additional rows if required.

Role	Name	Teaching Council Reg. number (if applicable)	Experience, Expertise and Qualifications (Level on NQAI Framework)	Specify the training in online teaching and facilitation received?
Course Tutor (onsite)				
Course Designer/ Author (Online)				
Course e-tutor (Online)				

### 4. Previous Iterations of this Course

*\*If the course has been evaluated since 2017 please enclose a copy of the most recent report with this application*

If this course has previously been provided, give details of the years	
When was the content of the course most recently updated?	
If the course has been evaluated by the DES Inspectorate since 2017 please indicate the year /years?*	

### 5. Quality Assurance

*A single e-copy of the provider's quality assurance manual for the summer course must be submitted to the Drumcondra Education Centre*

Specify how the work of the tutor/s will be monitored?	
List the key strategies that will be used to maximise participant engagement	
How will the impact of this course be evaluated?	

### 6. Course Outline

List the overall course aims	
How will teachers' engagement in this course promote inclusive and innovative teaching methodologies?	

How will teachers' engagement in this course improve their individual or collective practice in relation to teaching, learning and assessment in this topic (and or leadership skills)?	
What specific learning methodologies will be used and how will individual/collective reflection on teaching, learning and assessment be supported?	
How does this course address the national priority of School Self-Evaluation?	
How does this course promote the use of Digital Technologies in schools?	
Are the national priorities of literacy and numeracy and / or well-being and / or STEM addressed? If so, how?	
How does the course reflect the principles underpinning Cosán, the National framework for teachers' learning, and the standards therein?	
Does this course address another national priority and if so, in what manner will this be done?	
How will feedback be provided to participants on their tasks/assignments?	
Please ensure that you are familiar with the SCHOOL SELF-EVALUATION GUIDELINES 2016-2020 and the Department of Education and Skills publication Looking at Our School 2016 A Quality Framework for Primary/Post-Primary Schools and that there is specific reference made to supporting teachers in using SSE in both the stated learning outcomes and the learning experiences of participants.	

## Summer Courses for Primary Teachers 2020: Timetable and Module Outline for Blended Courses

Title of Course:

Course Category:

Course Dates:

**Start and Finish times must be clearly indicated for face to face sessions**

This timetable should be no longer than two pages and must include school self-evaluation (SSE).

	<b>Specific Learning Outcomes for participants</b>	<b>Content description</b>	<b>Methodologies used to engage participants</b>	<b>Participants' activities, tasks or assignments to achieve the learning outcomes</b>
<b>First day onsite</b>				
<b>Second day onsite</b>				
<b>Third day onsite/ Online Module 1</b>				
<b>Online Module 2</b>				
<b>Online Module 3</b>				

## Appendix 4:

### Details of Multiple Venues/Dates for the attached Summer Course 2020

*In the event of an identical course being run in a number of venues and dates, only one complete Summer Course Application Form should be submitted electronically. The application should have attached the Multiple Venues/Dates form, which outlines details of all providers, venues and dates for the identical courses*

Course Organiser	Phone/ Email	Course Venue	Address	Course Dates	Times A.M./ P.M.	Course Tutor	Tutor Qualifications

## Appendix 5

### Checklist for submission of application forms for approval of summer courses

Items	Tick
Fully completed electronic pdf copy following the naming convention summercoursetitle.pdf (i.e. PEintheprimaryclass.pdf) submitted to summercourses@ecdromcondra.ie by due date	
Title is no more than 70 characters	
Most recent inspector's report, if applicable, is attached	
A single electronic copy of the Quality Assurance Manual submitted (applies only to online and blended courses)	
If a number of identical courses are being held but on different dates or in different venues a completed electronic Multiple Venues/Dates Form is completed	
National priorities of SSE, Digital Technologies ,STEM etc are addressed in the learning outcomes and learning experiences for participants and specifically addressed in the timetable	
Maximum and minimum ratios are adhered to	
Duration / dates of online course is specified	
Names of each dedicated e-tutor is submitted with each online course application (max. ratio 1:75)	

## Appendix 6

### CÚRSAÍ SAMHRAIDH 2020

#### Participant Evaluation Form for Summer Courses

*This form must be completed by each participant and returned to the course tutor*

You may remain anonymous, but using an X, please state whether you are:

Primary		Post primary	
---------	--	--------------	--

<b>Title of Course</b>	
<b>Course Provider</b>	
<b>Date</b>	

Please record the extent to which you agree with the following statements:

1. I achieved the stated learning outcomes of this course

Strongly agree	Agree	Don't know	Disagree	Strongly disagree

2. This course was professionally enabling and relevant to the work of schools.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree

3. This course has improved my teaching or leadership skills.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree

4. The tutor ably led the learning and ensured there were good levels of engagement.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree

5. The tutor provided me with appropriate feedback on my assignments/activities and tasks.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree

6. The course was well structured and effectively managed.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree

7. This course made meaningful links with school self-evaluation and Information and communications technology.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree

8. This course was of good quality.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree

Any further suggestions to improve the quality of this course:

--

## Appendix 7

### Template for the Inspection Report

#### Inspection Report

**Course title:**

**Introduction**

**Findings:**

- 
- 
- 
- 

**The main strengths of this summer course include:**

- 
- 
- 

**The following areas require development and improvement:**

- 
- 
- 

**Stipulations Regarding Future Approval:**

## Appendix 8

### DEPARTMENT OF EDUCATION AND SKILLS INSPECTION REPORT FACTUAL VERIFICATION FORM

<b>For office use</b>	
<b>Provider</b>	
<b>Course ID number</b>	
<b>Course name</b>	
<b>Verification by</b>	<b>Provider/Director</b>

Please note below any errors of fact that you believe are included in the inspection report issued to you.

<b>Section</b>	<b>Factual inaccuracy</b>

<b>Verification completed by</b>	<b>Signature</b>	<b>Date</b>
<b>Provider/Director</b>		