



An Roinn Oideachais
Department of Education

Summer Courses for Teachers 2025

Providers' Handbook

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Introduction to the Provider's Handbook for Summer Courses 2025

Summer Course Programme

The summer course programme for primary 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-2023-2025](#) and other national priorities relevant at this time. Courses are delivered in a variety of ways, comprising face-to-face, online and a blended mode of delivery.

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.

Teacher Professional Learning Section (TPLS), within the Department of Education, has responsibility for the summer course programme, and has an overall remit in overseeing the quality of Teacher Professional Learning (TPL) provision to support teachers and school leaders in implementing national policy priorities. The summer course programme is administered by the Drumcondra Education Support Centre (DESC).

Only summer courses approved by the Department of Education, 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. A proportion of summer courses are inspected annually by the Inspectorate, on behalf of TPLS.

A three-year approval cycle

A three-year approval cycle commenced in 2023 for those summer courses which carry an entitlement of extra personal vacation (EPV) days for primary school teachers. This is the third year of the cycle. Courses approved in 2023 **may** remain approved for three years in total (2023-2025).

Courses, which were evaluated by the Inspectorate and had stipulations attached, and as a result, had their approval withdrawn, must be re-submitted for approval in 2025 and must detail how the provider will address the stipulations set out.

Time frame for provision of Summer Courses in 2025

The summer course programme 2025 may commence on Tuesday, 1 July 2025 and all courses must be completed by 5pm on Friday, 22 August 2025.

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

Applying to run a course

A new online application process has been introduced for the 2025 programme. All applications for Summer Courses must now be submitted online through the [Drumcondra Education Support Centre](#) website. Paper applications will no longer be accepted.

This link for applications will remain open until 4pm on Friday 28 February 2025.

You should refer to the [Appendix](#) below before you start your online application.

Once you have submitted your online application form, you will receive an email confirmation along with a copy of all information submitted.

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 to Drumcondra Education Centre** by 4 pm on 20 June 2025 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.

Summer Course Phase Overview

Phase	Activity	Details
Application Phase January – March	Opening date for applications	Handbook & application forms available on Drumcondra ESC website from Friday 31 January
	Closing date for applications	Submit application online – closing date is 4pm on Friday 28 February 2025
Approval & Appeals Phase March – April	Approvals	Notification to providers of approval/non approval of courses
	Appeals	For courses that were not approved, the provider must: <ul style="list-style-type: none"> - Submit a fully completed appeal within the specified timeframe, if required
Delivery & Monitoring Phase June – August	Notification of cancellation	Providers cut-off date to notify DESC of course cancellations by Friday 20 June 2025
	Prior to courses being held	Provider ensures: <ul style="list-style-type: none"> - Full course details made available to participants - Reasonable accommodation made for participants with special needs/requirements
	Courses organised	1 July 2025 – 22 August 2025
	Completion of courses	Provider ensures: <ul style="list-style-type: none"> - Participants receive a complete, signed Certificate of Attendance - Participants complete a course evaluation
Post Delivery Phase August – September	Statistical returns	All providers will: <ul style="list-style-type: none"> - Submit required statistical returns using the Statistical Returns 2025 link on DESC website Face-to-face providers must: <ul style="list-style-type: none"> - Retain completed roll-books for 1 year - Retain participant evaluation forms for 1 year – as DESC may request random selection as part of QA process

Categories of Summer Courses

Please note, that there are new national priorities applicable to 2025 and providers are advised to study these priorities before completing the application process.

Providers of courses for 2025 are now invited to submit applications for the following categories **only**

1. Preparation for the introduction of Modern Foreign Languages (MFL) as part of the Primary Curriculum Framework for stages 3 and 4 of primary school (NCCA, 2023; Circular Letter 0017/2023)
2. The Inclusive Classroom
3. Leadership and management
4. Special Educational Needs

Cosán, LAOS & School Self-evaluation

Cosán, Framework for Teachers' Learning

Courses organised under the programme should reflect the principles of [Cosán](#), to ensure teachers' learning is of high quality and is able to adapt and respond to the evolving learning needs of children.

Courses should be designed to:

- Recognise teachers as autonomous and responsible learning professionals.
- Acknowledge the need for flexible design that can be applied to a variety of learning contexts.
- Facilitate teachers in identifying opportunities for quality learning and will allow for innovative approaches to quality assurance.
- Recognise the importance of teachers having access to rich and varied learning opportunities.
- Provide an opportunity for teachers and stakeholders to acknowledge and recognise teachers' learning.
- Facilitate teachers in valuing their learning and in prioritising learning that benefits them and their learners.

Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools

This [framework](#) provides a set of standards against which primary schools and special schools can consider how well they are performing in relation to teaching and learning and leadership and management.

The framework recognises and identifies the importance of career-long professional learning for teachers, and firmly situates reflection and collaboration at its heart.

The framework recognises teachers' collaboration as essential to developing schools as learning organisations (LAOS, 2022, p22). Building this collaboration and potential for more active learning into course design will promote the principles of the framework as well as the Cosán framework, and will also facilitate teachers to learn individually and collectively and to build their professional capacity to support continuous school improvement. Therefore, time for guided reflection, collaborative discussion, the sharing of ideas and approaches are essential in all formats of effective teacher professional learning.

School Self-evaluation

School self-evaluation (SSE) is an important process influencing the quality of the education provided for children and young people in schools. In Ireland, SSE is designed as a process of collaborative, internal school review that is focused on school improvement. It is envisaged as a process which is based on sound, reliable information from a range of sources and perspectives – including information about the learning experiences of children and young people and how they are doing in their learning. It is also meant to be an inclusive, participatory process involving school management, all staff, pupils/students and their parents.

SSE is supported by the DE policy framework [Looking at our School \(LAOS\) 2022: A quality framework for Primary Schools and Special Schools](#).

In line with the principles of LAOS (Looking at our School) and the Cosán Framework, teachers should be provided with opportunities to engage meaningfully with the SSE process through reflection, collaborative discussions, review of resources and research in all course formats.

Criteria for approval of Summer Courses

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

Course Content

- Course content must clearly state the learning outcomes for participants.
- Course content should make meaningful links to the most up-to-date [curriculum specifications](#). Where new curriculum specifications are issued, content reflecting older curricula should be removed by the provider.
- Course design, content and learning outcomes for teachers should promote reflection, creativity, innovation and excellence in teaching, learning and assessment and should focus on enhancing the learning outcomes and experiences of pupils. Course content should be informed by the document, [Looking at Our School 2022](#) - A quality Framework for Primary Schools and Special Schools (Department of Education, 2022).
- Course content should give due regard to specific class levels and the individual learning needs of pupils.
- Strategies to promote School Self-Evaluation should underpin the design and content of all courses. Participants should be provided with opportunities to engage meaningfully with the SSE process through course content and participant learning experiences.
- Course content and key messages should reflect up-to-date Department policy and contemporary research on the topic and this should be used to underpin a variety of suitably challenging learning activities that are devised and provided by the course provider for participants.
- Providers must ensure that all reading material and research provided to participants are of the highest quality, up-to-date and are in line with best practice and Department policies and strategies. Reading materials and research should be selected as far as possible, that is based in the **Irish context**.

Participant learning experience

- Learning for participants is facilitated in a variety of ways. For example:
 - Face-to-face courses may include fieldtrips, lectures, multi-media presentations, discussion, group work, activity based learning or structured reflection on practice.
 - Online / blended courses may include activities and assignments based on presentations, readings or research presented by the provider that supports individual and group reflection, meaningful engagement in discussion forums and collaborative practice.

- **Please note, multiple choice questions (MCQs) are not accepted as appropriate learning tasks to assess participants' learning on the course**
- Participants' learning experiences should be professionally enabling and focused on enhancing the work of the school.
- Opportunities are provided for participants to easily access relevant, good quality reading materials/resources and/or generate and share resources.
- Participants will have opportunities to reflect on their learning, reflect on practice and the application of course's principles in their own context/setting.
- **Learning records:** All participants should have the facility to take their learning record away.
 - In **online, blended and pilot courses**, learning records should be in electronic format and at a minimum must contain the six completed assignments and all posts to the forums by the participant. 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.
- All learning records must also contain a teacher professional learning log. For online courses, the log should verify that the participant has completed
 - a minimum of ten hours of learning online and
 - 10 hours (self-verified) allowable for other learning activities

Reflection of National Priorities

- The national priorities of school self-evaluation (SSE) and digital technologies (DT) **must** be addressed in the learning outcomes for all participants and form part of the timetabled participants' learning experiences.
- It is not expected that all priorities will be addressed. However providers should ensure that the other national priorities most pertinent to the course content / outcomes are addressed, see [Course Categories](#).
- In relation to [SSE](#), it is advised that each course will indicate how the SSE process will be used to help teachers make changes to improve the outcomes and experiences of learners in a variety of settings. SSE helps schools to make small but meaningful changes to improve outcomes for learners and provides an opportunity to reflect, to consider, and to take stock of what has worked, what has not, and for whom. It facilitates identifying areas which could be improved to benefit pupil learning experiences and outcomes. SSE provides an opportunity to respond flexibly to challenges as they arise, something which is particularly relevant at this time.

Plagiarism

- Course design and content must be the provider's original work and design.
- Providers should ensure that their courses, and the resources that are used do not plagiarise or infringe a person's/organisation's copyright or any other intellectual property rights, including but not limited to plagiarism.
- Providers who include the work, images, ideas, opinions, electronic resources, handouts, powerpoint presentations, recordings, music, video clips or software of others, without properly acknowledging the source and without the source's written permission **will have the recognition for their courses withdrawn for the current cycle of the summer course programme.**

Course Management

Providers may apply to run courses in the following course format:

- 1) [Face-to-Face](#)
- 2) [Online](#)
- 3) [Blended](#)
- 4) [Online Synchronous Pilot](#)

The summary overview of the format of the courses is provided in the table below:

Course Type	Breakdown of Hours				Total
	Face to Face	Synch.	Asynch.	Offline	
Face to face	20	0	0	0	20
Blended	8	0	12	0	20
Online	0	0	10	10	20
Pilot	0	Provider selects %	Provider selects %	5	20

General

- Providers must provide a copy of the relevant Certificate of Attendance to all teachers who successfully complete **all** aspects of an approved Summer Course, containing participants' course commencement and completion dates, and other relevant details using Adobe Acrobat for editing and printing of course certificates. These will be available to download from www.ecdrumcondra.ie with your username and password.
- Where a participant has registered for more than one course, courses must be completed consecutively rather than concurrently. This means that teachers can only undertake one course at a time. A record of participant attendance e.g. logs of engagement at asynchronous sessions must be available for inspection by the Department.
- Providers 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: where a participant tries to get or gets another person to complete the course on their behalf. In such cases, the participant has breached the conditions under which EPV days can be accorded and no EPV days will be awarded.
- The course provider must have systems in place to provide inspectors with non-editing administrative access to the course. Upon request, access to up-to-date information 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. must be provided. Where such systems are not in place, approval for the course will be withdrawn by TPLS.

- Have procedures in place to ensure compliance with [Data Protection Act 2018](#).
- Ensure 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, upon request.
- 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 Department.
- 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 Drumcondra Education Support Centre at this email address, summercourses@ecdumcondra.ie.
- Ensure that each participant completes an evaluation form for the course in question.
- 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.

Face-to-face

- Courses will run for five consecutive days.
- A minimum of ten registered teachers will be enrolled for a course to proceed and a maximum of twenty-five participants will be placed with one tutor in a group.
- Course providers may apply to run consecutive iterations of the course.
- The course contact time will be a minimum of four hours per day.
- One thirty-minute minute break will be provided each day (this is in addition to the four hours contact time).
- Participants will compile a learning record that demonstrates their attainment of the course aims and learning outcomes.
- Roll books and evaluation forms are completed and maintained in accordance with stated requirements.
- The venue is a suitable learning environment and the submitted timetable is adhered to.
- 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.

Online

- Courses will be 20 hours in duration and will be organised into five modules which will comprise of a minimum of 10 hours asynchronous learning and a further 10 hours which is timetabled for other self directed learning activities.
- Courses will be available from 1 July – 22 August 2025.
- 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.
- Participants will have opportunities during asynchronous modules to reflect on their learning, reflect on practice and the application of course's principles in their own context/setting.
- All elements of the courses, including the mode of delivery and participant experience, should provide high-quality learning experiences which are focused on improving teaching approaches and enhancing learner outcomes at the different class levels of the primary school.
- Course providers may apply to run consecutive iterations of the course, with a dedicated e-tutor for each iteration.
- The provider of online courses must provide a timetable for participants and this timetable must be submitted with the course application.
- Courses are hosted in a virtual learning environment (VLE) that is visually attractive, easy to navigate and user friendly.
- The provider is responsible for the management of online learning environments / platforms they use with the participants on the course. It is essential that high-quality technical support/infrastructure is provided.
- 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, written tasks, reports, collaborative assignments, uploaded participant podcasts, teaching resources and structured reflective

activities.

- Please note, multiple choice questions (MCQs) are not accepted as appropriate learning tasks to assess participants' learning on the course.
- 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 five assignments and postings.
- Participant progression from module to module is contingent on the completion of assignments.
- 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.

Providers can choose to rebalance the composition of the courses, for example, to 13 hours online and 7 offline.

Blended

- A 20-hour blended learning course will consist of onsite learning over two days (eight hours) and remainder of the learning (12 hours) will be facilitated through 4 hour online asynchronous learning.
- A minimum of ten registered teachers will be enrolled for a course to proceed and a maximum of twenty-five participants will be placed with one tutor in a group for the onsite/live on-line sessions.
- One thirty-minute break will be provided during each of the face-to-face days (this is in addition to the four hours contact time).
- The online component will be made available from 1 July – 22 August 2025.
- Participants will compile a learning record that demonstrates their attainment of the course aims and learning outcomes.
- Roll books and evaluation forms are completed and maintained in accordance with stated requirements.
- The venue is a suitable learning environment and the submitted timetable is adhered to.
- 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.

Synchronous Pilot

- Pilot courses are 20 hours in duration, comprising of 15 hours of synchronous / asynchronous learning, determined by the provider, and a further 5 hours timetabled for other offline learning activities.
- A minimum of ten registered teachers must be enrolled for a course to proceed and a maximum of twenty-five participants can be placed with one tutor in a group for the synchronous (real time) sessions.
- Courses will be available from 1 July – 22 August 2025.
- Participants will have opportunities during asynchronous modules to reflect on their learning, reflect on practice and the application of course's principles in their own context/setting.
- The asynchronous elements of the courses, including the mode of delivery and participant experience, should provide high-quality learning experiences which are focused on improving teaching approaches and enhancing learner outcomes at the different class levels of the primary school.
- Course providers may apply to run consecutive iterations of the course, with a dedicated e-tutor for each iteration.
- The provider must provide a timetable for participants and this timetable must be submitted with the course application.
- Courses are hosted in a virtual learning environment (VLE) that is visually attractive, easy to navigate and user friendly.
- The provider is responsible for the management of online learning environments / platforms they use with the participants on the course. It is essential that high-quality technical support/infrastructure is provided to facilitate the synchronous (real-time) learning of the participants.
- 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, written tasks, reports, collaborative assignments, teaching resources and structured reflective activities.
- Please note, multiple choice questions (MCQs) are not accepted as appropriate learning tasks to assess participants' learning on the course.
- Each participant is enabled to create an electronic record of his/her learning, comprising, at

a minimum, their five assignments and postings.

- Participant progression from module to module is contingent on the completion of assignments.
- 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.

The Department welcomes providers who have expressed an interest in running a pilot summer course(s) with a synchronous component in 2025.

Post Delivery Requirements

All providers will:

Submit the required statistical information for the Department of Education using the Statistical Returns 2025 link available on <https://ecd.rumcondra.ie/de-summer-courses/> by Friday, 29 August 2025. This data includes composite evaluation information, details of participants, completion rates etc. For online providers of multiple summer courses, numbers of participants completing 3 courses, 2 courses and only 1 course will also need to be provided.

In addition, **face-to-face course providers** will be required to:

- Retain the completed summer course roll-books for a period of one year for the purposes of a Department review.
- Retain all summer course participant evaluation forms for a period of one year for the purpose of a Department review.
- DESC, will request the return of participant evaluation from a selection of courses as part of the quality assurance process.
- If your summer course has been evaluated by an Inspector from the Department of Education, providers are required to engage in the factual verification process.

The role of the tutor and e-tutor

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 and to maximise the engagement of participants.

Providers must ensure that, in the event of illness or any other occurrence, contingency measures such as suitably qualified tutors/e-tutors are available to lead the course.

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

The provider ensures that e-tutors give timely feedback to participants to support their learning.

The provider ensures that all e-tutors have successfully completed training in online facilitation.

Role of E-Tutor

- The role of the e-tutor is as follows:
 - To lead and facilitate learning in synchronous and asynchronous sessions;
 - To lead learning and guide participants in their achievement of the course learning outcomes through encouraging the engagement of the participants;
 - To stimulate, monitor and guide discussion in online forums in a timely manner;
 - To play a role in ensuring the valid participation of those enrolled on the course.
- A record of participant attendance at synchronous sessions must be maintained by the e-tutor and the provider.
- The e-tutor should provide support to participants by answering questions via chat functions, posting links to resources or assigning tasks and clarifying instructions during synchronous and asynchronous sessions. They will monitor participants' learning and completion of assignments through providing 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
- The e-tutor should provide opportunities for participants to present and share their views on course content, share their responses to readings and tasks, share practical examples of approaches used in their school/classroom with the group.
- The e-tutor should provide opportunities for participants to reflect on their own practice and prepare for implementing course content in their own classrooms.
- If participants are not engaging in asynchronous learning sessions, the e-tutor should make contact with the individual. When participants do not engage in the asynchronous learning sessions, this must be recorded on the certificate of attendance.

Role of tutor in face-to-face courses

- The role of the tutor 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.
- The tutor should provide timely feedback to participants on completed activities and tasks.
- The tutor should complete the administrative requirements of courses, including the daily roll and course evaluation forms in accordance with the guidelines.

Quality Assurance

Course Quality

TPLS 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. The summer course programme for teachers forms a part of the continuum of teachers' professional learning as espoused by Cosán, the national framework for teachers' learning.

Key requirements for all involved in summer course organisation are that courses are of good quality and that they focus on enhancing and making a direct impact on the learning experiences and outcomes of pupils in schools (LAOS, DE, 2022).

Quality Assurance Manual for online course provision

Online learning provides a unique and flexible mode of learning for course participants. Online and blended summer courses open up professional learning opportunities to teachers who might not otherwise be able to access such learning and they enable participants to pace their own 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 (asynchronous or a combination of synchronous and asynchronous) 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 for 2025, detailing the provider's quality assurance measures, when submitting applications for summer course approval. A QA Manual is required per provider not per course.

Providers applying for new courses **must** upload a quality assurance manual with their online application.

Providers who have received approval in 2023 or 2024 **must** submit an updated quality assurance manual by email to summercourses@ecdrumcondra.ie

The **Quality Assurance (QA) 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
- Impersonation

- 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
- Procedures for handling complaints regarding any aspect of the course.
- The manual must also provide assurances that the provider will give full administrative access to the Inspectorate to all elements of the course.

Evaluation of summer courses

Every year the Inspectorate evaluates a selection of summer courses on behalf of TPLS.

The purpose of these evaluations are:

- to ascertain the quality of provision in the summer course programme
- to report to the TPLS section on the overall quality of provision
- to make recommendations to TPLS 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

Face to Face

- 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.

Online

- The assigned inspector will make contact with the course provider to gain non-editing administrative access to the course. Where such access is not available, TPLS reserves the right to withdraw approval for this course.
- The inspector will conduct the evaluation over the duration of the course or specific modules.
- 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 TPLS 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 stipulations have been addressed.

Factual verification of the evaluation report

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.

Glossary

Asynchronous learning	Asynchronous learning is a self-paced learning method that doesn't require real-time interaction or for other participants to be present during the learning process.
DESC	Drumcondra Education Support Centre
DE	Department of Education
EPV day	Extra personal vacation day. A teacher acquires an entitlement to these days based on the duration of their participation in a Summer Course(s)
School Self-Evaluation (SSE)	gov.ie - School Self-Evaluation (SSE)
Synchronous learning	Synchronous learning involves participants and tutors working collaboratively at the same time for learning to take place. This includes tutor-lead online meetings/presentations when the whole group or smaller groups meet in real time. In synchronous learning the tutor supports the participants to engage with the course materials, stimulates live discussions and reflection and participants have opportunities to engage in personal and collective reflection and learning. Break-out rooms which facilitate engagement and discussion are features of online synchronous learning event.
TPL	Teacher professional learning is the term used to describe lifelong learning or continuing professional development/education for teachers
TPLS	Teacher Professional Learning Section of the Department of Education

Appendix

Application Form Information

A new online application process has been introduced for the 2025 programme. All applications for Summer Courses must now be submitted online through the [Drumcondra Education Support Centre](#) website. Paper applications will no longer be accepted.

This link for applications will remain open until 4pm on Friday 28 February 2025.

Before you start your application, please ensure you have the following information to hand:

- Course Director Name
- Course Start and Finish Dates
- Venue(s) Details, applicable to face-to-face courses only
- Tutor(s) Name & Qualifications
- Course Aims (500 – 2000 characters)
- Promoting Inclusivity (500 – 2000 characters)
- Participant Engagement (500 – 2000 characters)
- School Self Evaluation (500 – 2000 characters)
- Digital Technologies (500 – 2000 characters)
- Feedback & Assessment (500 – 2000 characters)
- Alignment with Cosán Framework (500 – 2000 characters)
- Course Materials and Resources (500 – 2000 characters)
- Reflective Practice (500 – 2000 characters)
- Tutor Monitoring (350 – 1000 characters)
- Course Success Criteria (350 - 1000 characters)
- Details of previous course iterations and/or evaluations and/or stipulations (350 - 1000 characters)
- Quality Assurance Manual – applicable to blended & online courses only
- Course Timetable - activity per day/module, to include
 - Content description
 - Methodologies used to engage participants
 - Outline a variety of participants' activities, tasks, or assignments to achieve the learning outcomes
 - Specific learning outcomes for participants
 - Start / Finish Times – applicable to face-to-face & blended courses only

Once you have submitted your online application form, you will receive an email confirmation along with a copy of your application form.