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Educate
Together

Aitheantas: The Framework for the Recognition of Certification to Teach Ethical, Multi-Belief and Values Education



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Abbreviations

EMBVE – Ethical, Multi-Belief and Values Education

ETB – Education and Training Board

ETBI – Education and Training Boards Ireland

GMGY – Goodness Me, Goodness You!

HEI – Higher Education Institution

ITE – Initial Teacher Education

LOs – Learning Outcomes

NFQ – National Framework of Qualifications

Acknowledgements

This *Framework* is titled *Aitheantas*, the Irish word for recognition. *Aitheantas* seeks to recognise and build upon the substantial work already being undertaken by colleges of education to prepare student teachers to teach Ethical, Multi-belief, and Values Education (EMBVE).

The development of *Aitheantas* would not have been possible without the dedication and commitment of representatives from each of the five primary initial teacher education providers in Ireland, as well as patron representatives, who are recognised below. The support of the Department of Education and Youth is also acknowledged.

Initial Teacher Education Representatives

- Dr Maurice Harmon (Mary Immaculate College)
- Dr Anne Marie Kavanagh (Dublin City University Institute of Education)
- Fiona McArdle (Hibernia College)
- Dr Aiveen Mullally (Marino Institute of Education)
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Patron Representatives

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- Dr Emer Nowlan (Educate Together)
- Lydia McCarthy (Educate Together)
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Foreword

Irish primary education continues to evolve in response to a society that is increasingly diverse. Schools under the patronage of Education and Training Boards (ETBs) and Educate Together reflect and affirm this diversity every day in their classrooms. In equality-based and multi-denominational settings, children are supported to develop the knowledge, skills, values and dispositions to understand and appreciate difference, whilst also recognising the need to ensure respect, equality and inclusion for all. For this vision to be fully realised, teachers must feel confident and professionally prepared to deliver the patrons' curricula in Educate Together and Community National Schools. Collectively these curricula are called 'Ethical, Multi-belief and Values Education' or EMBVE. As with any other curriculum area or subject, Initial Teacher Education (ITE) has a pivotal role to play in teachers' professional learning journeys in EMBVE, laying the foundations upon which their professional competence and confidence is built.

Over recent years, primary ITE providers have taken steps to incorporate EMBVE alongside other curriculum areas and subjects. Despite these welcome developments, existing provision in EMBVE is inconsistent at ITE level in Ireland. While Religious Education remains a significant component of the primary ITE experience, student teachers graduating into equality-based and multi-denominational schools continue to report feeling underprepared to teach EMBVE. This is not a reflection of commitment or capability, but rather of structural realities within current provision. Recognising this gap, our organisations committed to working collaboratively and constructively with Higher Education Institutions (HEIs) to develop a clear and supportive pathway forward. *Aitheantas* is the result of that shared commitment.

From the outset, this work was grounded in research and dialogue. The needs of student and newly qualified teachers and school leaders were carefully examined, and an Advisory Group was established bringing together representatives from ETBI, Educate Together, and each of the five HEIs providing primary ITE. Over three years, this group engaged in sustained consultation, discussion and collaborative design. The process was rigorous, thoughtful and always guided by a shared aim: to support the development of high-quality, academically robust provision in EMBVE.

The strength of *Aitheantas* lies in that collaboration. It reflects the insights of practitioners, the expertise of academic colleagues and the lived realities of schools. It is designed as a support to enable HEIs to develop courses that are intellectually rigorous, professionally relevant and aligned with the needs of students and teachers in Educate Together and Community National Schools. It articulates clear learning outcomes while allowing institutions the flexibility to design programmes that suit their academic contexts.

We wish to extend our sincere thanks to the principal authors of *Aitheantas*: Megan Whyte of ETBI and Vera Shanahan of Educate Together. Their dedication, expertise and steady leadership have been central to bringing this work to fruition. Over several years, they have worked with care, integrity and determination to ensure that this *Framework* would be both ambitious and achievable. Their commitment to collaboration has been instrumental in building the strong partnerships that underpin this document.

We also warmly acknowledge the members of the Advisory Committee, whose thoughtful engagement and professional insight have shaped every stage of the *Framework's* development. Their willingness to share expertise, to question constructively and to work collectively across institutional boundaries has strengthened the quality, credibility and usability of *Aitheantas*. This document stands as a testament to what can be achieved through sustained partnership.

Looking ahead, *Aitheantas* represents an important step in supporting future teachers to deliver EMBVE with confidence and depth. It will assist HEIs in expanding and enhancing their provision, ensuring that graduates are equipped to meet the needs of equality-based and multi-denominational school communities. Most importantly, it supports an education system that recognises and values the rich diversity of religions, beliefs and worldviews present in Ireland today.

This work has been collaborative in its design, and it will continue to be collaborative in its enactment. Together, we are strengthening teacher education so that it better reflects the realities of our schools and the aspirations of our communities. In doing so, we invest not only in the professional learning of teachers, but in the inclusive and respectful learning environments that all children deserve.

We commend *Aitheantas* to our partners in Higher Education and look forward to continuing this important work together.



Chief Executive Officer

Educate Together



Director of Schools

Education and Training Boards Ireland

Introduction

Aitheantas: The Framework for Recognition of Certification to Teach Ethical, Multi-Belief and Values Education (EMBVE) aims to enable Higher Education Institutions (HEIs) to develop teacher education programmes which certify pre-service teachers to teach the patrons' curricula in Educate Together and Community National Schools. *Aitheantas* also supports the development of supplementary programmes which certify practising teachers who qualified abroad to teach EMBVE. The patrons' curriculum for Community National Schools is *Goodness Me, Goodness You! (GMGY)*. The patron's curriculum for Educate Together Schools is *Learn Together*. Both curricula are included within the *Primary Curriculum Framework* (NCCA, 2023) and are taught as discrete curricular areas and subjects during the patrons' time, whilst also being integrated across other curriculum areas and subjects.

Weekly Time Allocation for Patron's Curriculum from the Primary Curriculum Framework



Context

Aitheantas is the result of a collaboration between Education and Training Boards Ireland (ETBI) and Educate Together in conjunction with the five HEIs¹ providing qualifications to teach at primary level in Ireland, who have advised on its design and enactment. This partnership ensures that the *Framework* is in line with the patrons' expectations and fit-for-purpose at Initial Teacher Education (ITE) level. *Aitheantas* has been developed to support HEIs in meeting the requirement for teachers to be certified to teach EMBVE in Educate Together and Community National Schools from 2032. This requirement will come into effect without prejudice to primary teachers who graduated in Ireland or in other jurisdictions prior to this date.

¹ Dublin City University Institute of Education, Froebel Department of Primary and Early Childhood Education Maynooth University, Hibernia College, Marino Institute of Education, Mary Immaculate College

Educate Together Schools

Educate Together is a patron and representative body for a growing network of primary and post-primary schools across Ireland. Educate Together schools are committed to providing equality of access and esteem to all children regardless of their cultural, religious or social background. They are child-centred, co-educational and democratically run. The patron's curriculum for Educate Together primary schools, *Learn Together*, is an Ethical Education curriculum. Ethical Education focuses on questions of equality, justice, sustainability and active citizenship, and teaches students to reflect critically and meaningfully on the world around them.

Community National Schools

Education and Training Boards (ETBs) are statutory education authorities with responsibility for education and training, youth work and a range of other statutory functions. ETBI is the national representative body established to represent and support Ireland's sixteen ETBs. At primary level, ETBs are the patrons of a growing network of Community National Schools and Community Special Schools. ETBs are also the patrons of 1/3 of the post-primary schools in Ireland. ETB schools are state-run, co-educational, multi-denominational schools underpinned by the core values of excellence in education, care, equality, community, and respect. The patrons' curriculum for Community National Schools and Community Special Schools, *GMGY*, is a Multi-belief and Values Education curriculum. *GMGY* enables children to encounter identity education, values education, philosophy, and education about and from religions and beliefs.

The EMBVE Framework

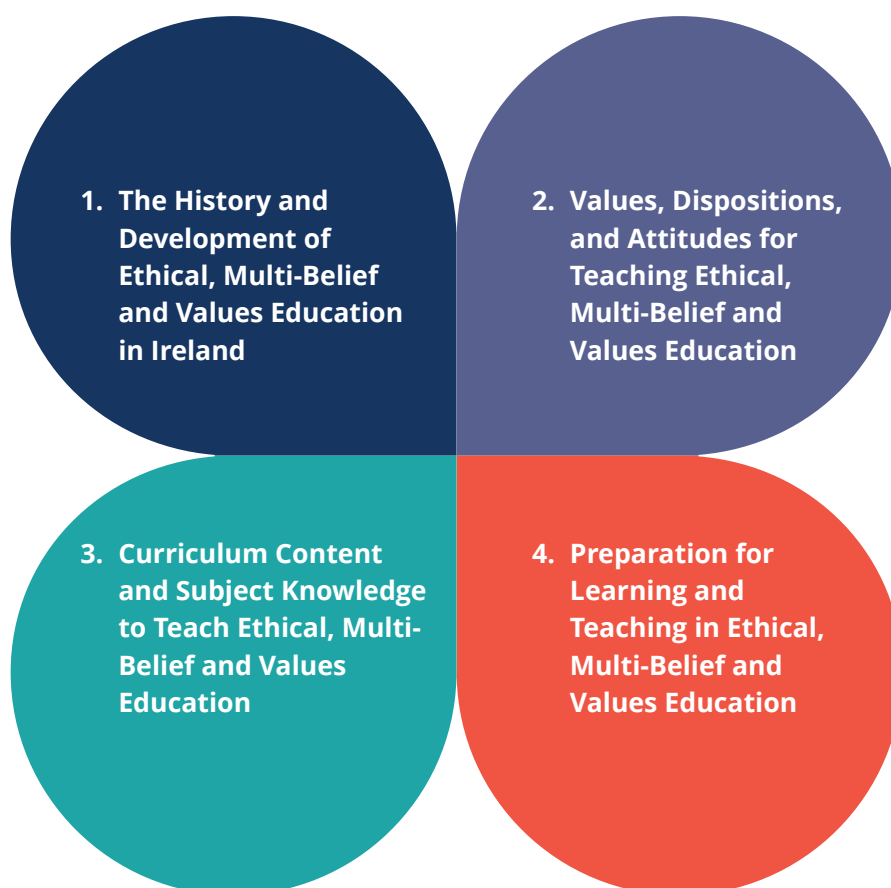
This section of *Aitheantas* outlines the guiding principles, prescribed areas of study and learning outcomes for EMBVE. These will inform the development and enactment of programmes providing certification to teach EMBVE as well as the review and recognition of such programmes undertaken by the patrons of Community National Schools and Educate Together National Schools. Collectively, they aim to ensure consistency of provision in EMBVE across HEIs.

Guiding Principles

- 1. Comprehensive Preparation:** HEIs facilitate student teachers' preparation to teach the full curriculum, including EMBVE. As part of their ITE qualification, all student teachers should be prepared to teach EMBVE patrons' curricula so that they can deliver the full curriculum in Educate Together Schools and Community National Schools.
- 2. Responsibility:** The patrons' curricula for Community National Schools and Educate Together are the responsibility of ETBs/ETBI and Educate Together respectively. This includes the recognition of all programmes that provide certification to teach EMBVE as well as the provision of ongoing curriculum development and professional learning for practising teachers.
- 3. Partnership:** Educate Together and ETBI seek to work in partnership with HEIs in Ireland to ensure that EMBVE programmes in teacher education can be recognised by ETBs/ETBI and Educate Together as sufficient for graduate teachers to teach EMBVE patrons' curricula in Educate Together and Community National Schools.
- 4. Academic Freedom:** ETBI and Educate Together recognise the academic freedom of HEIs in their provision of programmes providing certification to teach EMBVE. *Aitheantas* facilitates HEIs to determine how they develop, deliver and assess EMBVE programmes.
- 5. Flexibility:** Programmes that provide certification to teach EMBVE may be fully integrated into an ITE programme, partly integrated with some separate provision outside of the core programme (i.e. blended) or completely separate to the core programme. All integrated, blended and separate programmes in EMBVE should be accessible to all students within their normal timetable. Learning in EMBVE programmes should be situated at level 8 or 9 of the National Framework of Qualifications (NFQ).
- 6. Agency:** The delivery of certificates to teach EMBVE is the responsibility of relevant faculties in each HEI. Relevant faculty members will have sufficient knowledge and experience of the patrons' curricula for Educate Together and Community National Schools, as well as relevant prescribed areas of study and learning outcomes outlined within this *Framework*. Patron representatives may support the work of faculty through occasional guest lecturing opportunities and/or other supports as necessary.

Prescribed Areas of Study

All programmes providing certification to teach EMBVE require engagement with four prescribed areas of study. These are:



Each of the prescribed areas of study above contains Learning Outcomes (LOs). These describe the learning required to be awarded certification in EMBVE. Collectively, they provide the foundation for student teachers' professional learning in EMBVE. This learning will be built upon through ongoing professional learning opportunities, including those provided by patrons and patron representative bodies. The LOs are non-hierarchical, and a non-consecutive approach to their implementation should be adopted. The prescribed areas of study are the same for both undergraduate and postgraduate programmes. They stipulate the minimum requirements for certification in EMBVE. However, the LOs for undergraduate and postgraduate programmes vary to reflect the difference in qualification levels.

Awards in EMBVE

To be certified to teach the patrons' curricula in an EMBVE context, teachers with an undergraduate or postgraduate ITE qualification will have engaged with each of the four prescribed areas of study and be able to demonstrate full engagement with the relevant learning outcomes below through an integrated, blended or separate programme in EMBVE. Such programmes will be facilitated concurrently with their ITE degree.

- **Integrated programmes** in EMBVE are those through which all required learning outcomes from this *Framework* are met through the core programme.
- **Blended programmes** in EMBVE are those through which the required learning outcomes from the *Framework* are met through a combination of provision within and outside of the core programme.
- **Separate programmes** in EMBVE are those through which all the required learning outcomes from the *Framework* are met outside of the existing preservice programme but delivered concurrently with it.

HEIs may also choose to offer an additional programme(s) leading to a special award in EMBVE for teachers who qualified outside of Ireland from 2032, or for practising teachers who may opt to receive certification.

Integrated, blended and separate awards in EMBVE will constitute a non-accredited certificate of completion from the respective HEI. It is the responsibility of the HEIs to ensure that students have met the requirements set out within *Aitheantas* prior to awarding a certificate of completion. Additional programmes leading to a special award in EMBVE should constitute a certificate at level 8 or 9 on the NFQ.

Learning Outcomes

Prescribed Area of Study 1			
The History and Development of Ethical, Multi-Belief and Values Education in Ireland			
Undergraduate/Level 8 Learning Outcomes		Postgraduate/Level 9 Learning Outcomes	
<i>In order to teach EMBVE, the student teacher will be able to:</i>			
U.1 (a)	Examine the patronage system within Irish primary education, its historical context and evolution and the positioning of multi-denominational and equality-based schools in this system.	P.1 (a)	Analyse the patronage system within Irish primary education, its historical context and evolution and the positioning of multi-denominational and equality-based schools and their respective ethos within in this system.
U.1 (b)	Reflect on the value of equality-based and multi-denominational ethos, their relationship to the values/principles promoted by the school, as well as the formal and hidden curriculum.	P.1 (b)	Critically reflect on the value of EMBVE patrons' curricula and their role in expressing the ethos of equality-based and multi-denominational schools in Ireland.
U.1 (c)	Demonstrate understanding and appreciation of the development of Ethical, Multi-Belief and Values Education Patrons' Curricula and the role they play in expressing the ethos of multi-denominational and equality-based schools in Ireland.		

Prescribed Area of Study 2			
Values, Dispositions, and Attitudes for Teaching Ethical, Multi-Belief and Values Education			
Undergraduate/Level 8 Learning Outcomes		Postgraduate/Level 9 Learning Outcomes	
<i>In order to teach EMBVE, the student teacher will be able to:</i>			
U.2 (a)	Develop an understanding and appreciation of the values, dispositions, and attitudes to facilitate learning and teaching in EMBVE, as communicated through the <i>Patrons/Quality Framework</i> for Community National Schools and Educate Together Schools respectively.	P.2 (a)	Critically reflect on the values, dispositions, and attitudes to facilitate learning and teaching in EMBVE, as communicated through the <i>Patrons/Quality Frameworks</i> for Community National Schools and Educate Together Schools respectively.
U.2 (b)	Reflect on their personal lens and the potential impact of power, privilege and bias on children's learning experiences and outcomes in EMBVE, especially for those with minoritised backgrounds and identities.	P.2 (b)	Critically reflect on their personal lens and the potential impact of power, privilege and bias on children's learning experiences and outcomes in EMBVE, especially for those with minoritised backgrounds and identities.

Prescribed Area of Study 3			
Curriculum Content and Subject Knowledge to Teach Ethical, Multi-Belief and Values Education			
Undergraduate/Level 8 Learning Outcomes		Postgraduate/Level 9 Learning Outcomes	
<i>In order to teach EMBVE, the student teacher will be able to:</i>			
U.3 (a)	Demonstrate an understanding of the vision, aims, strands, elements/themes and learning outcomes of EMBVE patrons' curricula and reflect on how these curricula can be enacted to facilitate learning and teaching for all children, including those with additional educational needs.	P.3 (a)	Demonstrate a critical understanding of the vision, aims, strands, elements/themes and learning outcomes of EMBVE patrons' curricula and reflect on how these curricula can be enacted to facilitate learning and teaching for all children, including those with additional educational needs.
U.3 (b)	Identify pedagogical approaches ² for learning and teaching in EMBVE and reflect on the impact of these approaches on children's learning experiences and outcomes in EMBVE.		
U.3 (c)	Experience and develop an understanding of methodologies ³ for facilitating learning and teaching in EMBVE and explore examples of their application to classroom practice.	P.3 (c)	Experience and develop a critical understanding of the underpinning pedagogical approaches and methodologies for facilitating learning and teaching in EMBVE and reflect on their potential impact on children's learning experiences and outcomes in EMBVE.
U.3 (d)	Demonstrate an understanding of relevant subject knowledge ⁴ to teach the strands, elements/themes, and learning outcomes of EMBVE patrons' curricula.	P.3 (d)	Demonstrate a critical understanding of relevant subject knowledge to teach the strands, elements/themes, and learning outcomes of EMBVE patrons' curricula.
U.3 (e)	Identify opportunities and challenges of teaching about identity and difference through EMBVE patrons' curricula and explore proactive and reactive strategies for addressing conflict and fostering mutual respect and understanding.	P.3 (e)	Interrogate opportunities and challenges of teaching about identity and difference through EMBVE patrons' curricula and explore proactive and reactive strategies for addressing conflict and fostering mutual respect and understanding.

² See Figure 1 for examples of pedagogical approaches to EMBVE.

³ See Figure 1 for examples of methodologies for teaching EMBVE

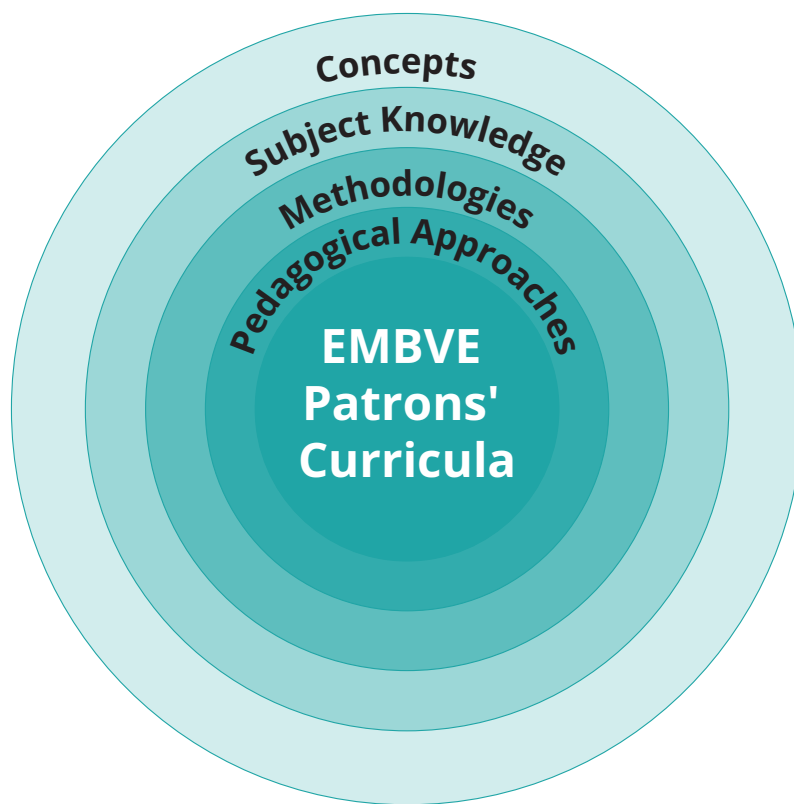
⁴ See Figure 1 for examples of subject knowledge for teaching EMBVE.

Examples of Pedagogical Approaches for Teaching EMBVE

Citizenship Education | Human Rights Education
 Intercultural Education | Anti-Racism Education
 Critical Multicultural Education |
 Philosophy for/with Children |
 Inquiry-based and Problem-Posing Education |
 Values Education | Identity Education
 Interpretative Approach to Religious Education |
 Education about and from Religions and Beliefs |
 Dialogical Approach to Religious Education |
 Ethical Education

Examples of Methodologies for Teaching EMBVE

Rights Museum | Oral Storytelling |
 Critical Thinking and Book Talk | Debates |
 Distancing Techniques e.g. Persona Dolls |
 Philosophical Questioning | Socratic Questioning |
 Thinking Circle | Ethical Dilemmas | Virtual Tours |
 Classrooms Visitors | Belief Circles | Place Mats |
 Family Project | Visual Thinking Strategies |
 Artefact-Based Learning |
 Conceptual Enquiry Approach



Examples of Subject Knowledge for Teaching EMBVE

Global Goals | Grounds of Discrimination |
 Human Rights Charters and Conventions |
 Environmental Issues | Philosophical Fables and
 Stories | Diversity in Ireland | Local, National
 and International Celebrations and Events |
 Democratic Structures | Folk Tales from Ireland
 and Abroad | Beliefs, Religions and Worldviews
 (e.g. Agnosticism, Atheism, Buddhism,
 Christianity, Hinduism, Humanism, Indigenous
 Beliefs, Islam, Judaism, Sikhism)

Examples of Concepts for Teaching EMBVE

Power | Migration | Citizenship | Community |
 Trade | Racism | Colonialism | Sustainability |
 Identity | Agency | Interdependence | Prejudice
 Equality | Inequality | Justice | Injustice |
 Celebrating | Belonging | Remembering |
 Respect | Democracy | Voice | Empathy |
 Solidarity | Relationships

Figure 1: Examples of Pedagogical Approaches, Methodologies, Subject Knowledge and Concepts for Teaching EMBVE

Prescribed Area of Study 4			
Preparation for Learning and Teaching in Ethical, Multi-Belief and Values Education			
Undergraduate/Level 8 Learning Outcomes		Postgraduate/Level 9 Learning Outcomes	
<i>In order to teach EMBVE, the student teacher will be able to:</i>			
U.4 (a)	Demonstrate the knowledge and skills to engage in invisible, visible and recorded preparation for learning and teaching ⁵ in EMBVE.	P.4 (a)	Demonstrate the knowledge and skills to engage in visible, invisible and recorded preparation to facilitate discrete and integrated/thematic learning and teaching opportunities in EMBVE.
U.4 (b)	Examine discrete and integrated/thematic approaches to preparation for learning and teaching in EMBVE.		
U.4 (c)	Independently and collaboratively prepare for learning, teaching and assessment in EMBVE on a short-term and long-term basis.	P.4 (c)	Collaboratively prepare for learning, teaching and assessment in EMBVE on a short-term and long-term basis.

⁵ "Preparation for teaching and learning involves invisible, visible and recorded preparation which can take place at the same time as well as before, during and after teaching and learning. All three are complementary and necessary to support the provision of appropriate learning experiences for all children. While invisible and visible preparation may not be recorded, it is important to acknowledge that all three components are equally valued" (NCCA, 2021).

The Development and Recognition of EMBVE Programmes

This section of *Aitheantas* outlines the processes and procedures for the development and recognition of programmes providing certification to teach EMBVE patrons' curricula.

Through the development and recognition processes, Educate Together and ETBI commit to:

- Work in partnership and collaboration with HEIs
- Ensure fairness and consistency for all HEIs
- Maintain confidentiality in respect of all applications for recognition
- Recognise the diversity of contexts within which HEIs operate and the diversity of modes in which programmes may be delivered (e.g. face-to-face, synchronous and/or asynchronous).

The EMBVE Programme Development Process

As outlined in guiding principle five, HEIs may choose from the following options when developing programme(s) to provide certification to teach EMBVE:

1. A programme that is fully **integrated** into an ITE programme
2. A **blended** programme that is partly integrated into an ITE programme, but includes some separate provision outside of the core programme
3. A programme that is **separate** to an ITE programme, but runs concurrently with it.

For qualified teachers, HEIs may choose to also offer:

4. An **additional** programme leading to a special award in EMBVE.

1. Developing an 'Integrated' EMBVE Programme

Integrated programmes in EMBVE are those through which all required learning outcomes from this *Framework* are met through the core ITE programme.

The development of an integrated programme in EMBVE involves examining an existing undergraduate/postgraduate programme and identifying current provision that addresses the required EMBVE learning outcomes. This process results in maintaining existing provision within the preservice programme, where it addresses the essence of the EMBVE learning outcomes. As such, the development of the integrated EMBVE programme will formally acknowledge the alignment of EMBVE learning outcomes with current provision of an existing ITE qualification.

The application templates at appendices B and C/D should be completed when developing integrated undergraduate and postgraduate EMBVE programmes respectively.

⁶ Please see the digital version of this Framework to access all appendices.

2. Developing a 'Blended' EMBVE Programme

Blended programmes in EMBVE are those through which the required learning outcomes from the *Framework* are met through a combination of provision within and outside of the core programme.

The development of a blended programme in EMBVE is a two-fold process. It involves the same process outlined for the development of integrated programmes above as well as the development of additional discrete content in EMBVE to meet learning outcomes not covered through the preservice programme.

The application templates at appendices B and C/D should be completed when developing blended undergraduate and postgraduate EMBVE programmes respectively.

3. Developing a 'Separate' EMBVE Programme

Separate programmes in EMBVE are those through which all the required learning outcomes from the *Framework* are met outside of the existing preservice programme but delivered concurrently with it.

The development of a separate programme in EMBVE involves the creation of discrete modules in EMBVE situated outside the preservice programme.

The templates at appendices B and C/D should be completed when developing separate undergraduate and postgraduate EMBVE programmes, respectively.

4. Developing Additional Programmes Leading to a Special Award in EMBVE

The process for designing an additional programme leading to a special award in EMBVE from 2032 may be determined by the HEI. The templates at appendices C/D and E should be completed by HEIs as part of this development process.

The EMBVE Programme Recognition Process

EMBVE programme recognition is the process through which the patrons/patron representatives from Community National Schools and Educate Together Schools review HEI programme applications to determine whether programmes meet the requirements set out within *Aitheantas*. EMBVE programme recognition will be facilitated at regular intervals to accommodate the ongoing development of EMBVE programmes across HEIs.

The EMBVE Programme Review Panel

The EMBVE Programme Review Panel oversees the EMBVE programme recognition process. The Panel will review and recommend proposed EMBVE programmes for recognition by the patrons of Educate Together and Community National Schools. Any review conducted by the Panel will be desk-based and will not require a site visit. The Panel will include representatives of both patrons.

The roles and responsibilities of the EMBVE Programme Review Panel include:

- Reviewing EMBVE programme applications against the requirements set out within *Aitheantas*, including the guiding principles, prescribed areas study and learning outcomes
- Liaising with the HEI, as required, to seek further information or clarification in respect of programme applications, if necessary
- Preparing agreed reports for the patrons in respect of each proposed EMBVE programme, including a recommendation for programme recognition
- Communicating the decision of the patrons regarding programme recognition to the HEI.

Steps in EMBVE Programme Development and Recognition

The following table outlines the steps through which HEIs develop and receive recognition for EMBVE programmes.

Step 1: Engagement between Patrons and HEI	Preliminary meetings are held between relevant faculty members in each HEI and patron representatives to discuss <i>Aitheantas</i> and outline the process for programme development and recognition.
Step 2: Development of Programme(s)	The HEI develops EMBVE programme(s) providing certification to teach EMBVE patrons' curricula.
Step 3: Internal Approval	The HEI receives internal approval for the proposed EMBVE programme(s).
Step 4: Receipt of Application	The HEI provides the required documentation, listed below, to the EMBVE Programme Review Panel.
Step 5: Review of Applications by Programme Review Panel	The EMBVE Programme Review Panel conducts a desk-based review of programme applications. The Panel may request further information or seek clarification from the HEI in respect of applications received at this point.
Step 6: Recognition by Patrons	The EMBVE Programme Review Panel recommends those programmes which satisfy the requirements set out within <i>Aitheantas</i> for recognition by the patrons. The patrons formally recognise EMBVE programme(s) providing certification to teach EMBVE patrons' curricula within this <i>Framework</i> ⁷ .
Step 7: Notification of Recognition to HEIs	The patrons notify the HEI of their decision regarding programme recognition, share an agreed report with the HEI, and add any newly recognised programmes to the list of recognised programmes.

⁷ Programmes providing certification to teach EMBVE will be formally recognised by the ETBI Chief Executive Forum and the Board of Directors of Educate Together.

Required Documents

The HEI will provide the following documents to the EMBVE Programme Review Panel for each EMBVE programme the HEI intends to provide:

Integrated, Blended or Separate Programmes

- Appendix B: Application for Integrated, Blended or Separate Programmes in EMBVE
- Appendix C: Undergraduate/Level 8 Learning Outcome Alignment Forms

OR

- Appendix D: Postgraduate/Level 9 Learning Outcome Alignment Forms

Additional Programmes Leading to a Special Award in EMBVE

- Appendix E: Application for Additional Programmes in EMBVE
- Appendix C: Undergraduate/Level 8 Learning Outcome Alignment Forms

OR

- Appendix D: Postgraduate/Level 9 Learning Outcome Alignment Forms

Material Change

HEIs are requested to notify patrons/patron representatives of any material change in respect of recognised programmes to teach EMBVE where such changes impact programme alignment with the requirements set out within *Aitheantas*. Where substantial changes to a previously approved programme have been made, the programme should be re-submitted for recognition through the process outlined above.

Enactment

Following the formal recognition of programmes providing certification to teach EMBVE, Educate Together and ETBI aim to continue to build and maintain the spirit of partnership established through the development of *Aitheantas*. To facilitate this, ETBI and Educate Together would welcome annual engagement with relevant faculty in each HEI to discuss and reflect on the ongoing enactment of this *Framework*.

Recognition Cycle

Educate Together and ETBI reserve the right to revise this *Framework*. Any such review will be conducted in consultation with HEIs and will respond to the evolving needs of student teachers, school communities, patron representatives and HEIs.

Appendix A: Recognised Programmes Providing Certification to Teach EMBVE

The following programmes have been recognised by the patrons of Community National Schools and Educate Together Schools as meeting the requirements set out within *Aitheantas*.

Appendix B: Application for Integrated, Blended or Separate Programmes in EMBVE

**Please note, separate applications must be made for each prospective EMBVE programme to be provided within each HEI.*

General Information	
Higher Education Institution	
Department(s) involved in the development of EMBVE programme(s)	
HEI faculty liaison person & contact details	
Date of application	

Programme Name/Title

Level (please tick)	Undergraduate/Level 8	<input type="checkbox"/>
	Postgraduate/Level 9	<input type="checkbox"/>
Language of Delivery (please tick)	English	<input type="checkbox"/>
	Gaeilge	<input type="checkbox"/>
Programme Type (please tick)	Integrated	<input type="checkbox"/>
	Blended	<input type="checkbox"/>
	Separate	<input type="checkbox"/>
Award Type	CERTIFICATE OF COMPLETION	
Proposed Commencement Date		

Mode of Delivery

(please describe e.g. face-to-face, online synchronous, online asynchronous, mixed mode of delivery)

Please specify in which year(s) of the ITE programme the EMBVE programme will be delivered.

Please list the names/codes of all core programme areas and modules into which the EMBVE programme will be integrated.

Please list the programme/module names/codes of all discrete provision in EMBVE.

Please tick here to confirm that all discrete modules in EMBVE are made accessible to all students and are delivered as part of the students' normal timetable.

<i>FOR INTEGRATED AND BLENDED PROGRAMMES ONLY. N/A FOR SEPARATE PROGRAMMES.</i>
<i>BLENDED AND SEPARATE PROGRAMMES ONLY. N/A FOR INTEGRATED PROGRAMMES.</i>
<i>BLENDED AND SEPARATE PROGRAMMES ONLY. N/A FOR INTEGRATED PROGRAMMES</i>

Please tick below to confirm that all required documentation has been submitted in respect of this proposed programme.

Appendix B: Application for Integrated, Blended or Separate Programmes in EMBVE	<input type="checkbox"/>
Appendix C: Undergraduate/Level 8 Learning Outcome Alignment Form	<input type="checkbox"/>
OR	
Appendix D: Postgraduate/Level 9 Learning Outcome Alignment Form	<input type="checkbox"/>
Please tick here to confirm that the HEI has received internal approval to run the EMBVE programme following recognition by the patrons for same.	<input type="checkbox"/>

Name:	Role:	Authorised Signature:

Appendix C: Undergraduate/Level 8 Learning Outcome Alignment Forms

Learning Outcome			
U.1 (a) Examine the patronage system within Irish primary education, its historical context and evolution and the positioning of multi-denominational and equality-based schools in this system.			
Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.			<i>Please tick</i>
Integrated into core programme areas			<input type="checkbox"/>
Discrete module(s) on EMBVE			<input type="checkbox"/>
Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>
Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.			

Learning Outcome
 U.1 (b) Reflect on the value of equality-based and multi-denominational ethos, their relationship to the values/ principles promoted by the school, as well as the formal and hidden curriculum.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
U.1 (c) Demonstrate understanding and appreciation of the development of Ethical, Multi-Belief and Values Education Patrons' Curricula, and the role they play in expressing the ethos of multi-denominational and equality-based schools in Ireland.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
 U.2 (a) Develop an understanding and appreciation of the values, dispositions, and attitudes to facilitate learning and teaching in EMBVE, as communicated through the *Patrons'/Quality Framework* for Community National Schools and Educate Together Schools respectively.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
U.2 (b) Reflect on their personal lens and the potential impact of power, privilege and bias on children's learning experiences and outcomes in EMBVE, especially for those with minoritised backgrounds and identities.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
 U.3 (a) Demonstrate an understanding of the vision, aims, strands, elements/themes and learning outcomes of EMBVE patrons' curricula and reflect on how these curricula can be enacted to facilitate learning and teaching for all children, including those with additional educational needs.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
U.3 (b) Identify pedagogical approaches for learning and teaching in EMBVE and reflect on the impact of these approaches on children's learning experiences and outcomes in EMBVE.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
U.3 (c) Experience and develop an understanding of methodologies for facilitating learning and teaching in EMBVE and explore examples of their application to classroom practice

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
U.3 (d) Demonstrate an understanding of relevant subject knowledge to teach the strands, elements/ themes, and learning outcomes of EMBVE patrons' curricula.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
 U.3 (e) Identify opportunities and challenges of teaching about identity and difference through EMBVE patrons’ curricula and explore proactive and reactive strategies for addressing conflict and fostering mutual respect and understanding.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome			
U.4 (a) Demonstrate the knowledge and skills to engage in invisible, visible and recorded preparation for learning and teaching in EMBVE.			
Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.			<i>Please tick</i>
Integrated into core programme areas			<input type="checkbox"/>
Discrete module(s) on EMBVE			<input type="checkbox"/>
Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>
Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.			

Learning Outcome
 U.4 (b) Examine discrete and integrated/
 thematic approaches to preparation for learning and teaching for children’s learning experiences
 and outcomes in EMBVE.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
U.4 (c) Independently and collaboratively prepare for learning, teaching and assessment in EMBVE on a short-term and long-term basis.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Appendix D: Postgraduate/Level 9 Learning Outcome Alignment Forms

Learning Outcome			
P.1 (a) Analyse the patronage system within Irish primary education, its historical context and evolution and the positioning of multi-denominational and equality-based schools and their respective ethos within in this system.			
Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.			<i>Please tick</i>
Integrated into core programme areas			<input type="checkbox"/>
Discrete module(s) on EMBVE			<input type="checkbox"/>
Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>
Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.			

Learning Outcome
P. 1 (b) Critically reflect on the value of EMBVE patrons' curricula and their role in expressing the ethos of equality-based and multi-denominational schools in Ireland.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
 P. 2. (a) Critically reflect on the values, dispositions, and attitudes to facilitate learning and teaching in EMBVE, as communicated through the *Patrons/Quality Frameworks* for Community National Schools and Educate Together Schools respectively.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
P. 2 (b) Critically reflect on their personal lens and the potential impact of power, privilege and bias on children's learning experiences and outcomes in EMBVE, especially for those with minoritised backgrounds and identities.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
 P.3 (a) Demonstrate a critical understanding of the vision, aims, strands, elements/ themes, and learning outcomes of EMBVE patrons’ curricula and reflect on how these curricula can be enacted to facilitate learning and teaching for all children, including those with additional educational needs.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
P.3 (c) Experience and develop a critical understanding of the underpinning pedagogical approaches and methodologies for facilitating learning and teaching in EMBVE and reflect on their potential impact on children's learning experiences and outcomes in EMBVE.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

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Learning Outcome
 P. 3 (d) Demonstrate a critical understanding of relevant subject knowledge to teach the strands, elements/themes and learning outcomes of EMBVE patrons' curricula.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
 P.3 (e) Interrogate opportunities and challenges of teaching about identity and difference through EMBVE patrons’ curricula and explore proactive and reactive strategies for addressing conflict and fostering mutual respect and understanding.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome
 P.4 (a) Demonstrate the knowledge and skills to engage in visible, invisible and recorded preparation to facilitate discrete and integrated/ thematic learning and teaching opportunities in EMBVE.

Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.	<i>Please tick</i>
Integrated into core programme areas	<input type="checkbox"/>
Discrete module(s) on EMBVE	<input type="checkbox"/>

Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>

Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.

Learning Outcome			
P. 4 (c) Collaboratively prepare for learning, teaching and assessment in EMBVE on a short-term and long-term basis.			
Please indicate whether this LO will be addressed through integrated learning opportunities across core programme areas or through discrete module(s) on EMBVE.			<i>Please tick</i>
Integrated into core programme areas			<input type="checkbox"/>
Discrete module(s) on EMBVE			<input type="checkbox"/>
Module Name(s) and Code(s) through which this LO will be addressed	Mode of Module Delivery <i>Face-to-face, Online Synchronous, and/or Asynchronous.</i>	Year(s) and semester(s) of delivery	Evidence of Learning <i>Please specify how this LO will be assessed (e.g. formative or summative)</i>
Please describe how this LO will be addressed through this programme area(s)/module(s). Please refer to delivery format (e.g. lecture/seminar), recommended reading and materials.			

Appendix E: Application for Additional Programmes Leading to a Special Award in EMBVE

*Please note, separate applications must be submitted for each prospective programme to be provided within each HEI.

General Information	
Higher Education Institution	
Department(s) involved in the development of EMBVE programme(s)	
HEI faculty liaison person & contact details	
Date of application	

Programme Name/Title

Level (please tick)	Level 8	<input type="checkbox"/>
	Level 9	<input type="checkbox"/>
Language of Delivery (please tick)	English	<input type="checkbox"/>
	Gaeilge	<input type="checkbox"/>
Programme Type	<i>Additional Programme Leading to a Special Award in EMBVE</i>	
Award Type	<i>Special Award</i>	
Proposed Commencement Date		
Mode of Delivery (please describe e.g. face-to-face, online synchronous, online asynchronous, mixed mode of delivery)		
Duration of the programme		
Number of credits required for certification		

Time required (hours – please specify for contact hours and independent learning time)

Programme Structure (e.g. number of modules to be included in the programme)

Names/titles and codes for each module to be included in programme

Contact Hours	Independent Learning Hours

Confirmation of Inclusion of required application documentation. Please tick below to confirm that all required documentation has been submitted in respect of this proposed programme.

Appendix E - Application for an Additional Programme in EMBVE	<input type="checkbox"/>
Appendix C: Undergraduate/Level 8 Learning Outcome Alignment Form OR Appendix D: Postgraduate/Level 9 Learning Outcome Alignment Form	<input type="checkbox"/>
Please tick here to confirm that the HEI will receive internal approval to run the EMBVE programme following recognition by the patrons for same.	<input type="checkbox"/>

Name:	Role:	Authorised Signature:

Glossary of Terms in EMBVE

<p>Anti-Racism Education</p>	<p>Anti-racism education is a transformative approach that explicitly addresses racism and its impacts at individual, institutional and systemic levels by examining power, policy, curriculum and practice. It develops racial literacy, critical awareness and action through brave conversations about “race”, supports allyship and activism, and equips learners and educators to challenge and dismantle racial inequities within the formal and hidden curriculum.</p>
<p>Character Education</p>	<p>A purposeful and dialogical approach to cultivating moral, civic and intellectual virtues that guide ethical reasoning and behaviour. In an EMBVE context, it recognises that virtues are socially constructed and shaped by context and power dynamics. By aiming to foster personal integrity, critical social responsibility and thoughtful engagement with complex moral, political and social issues, character education can empower individuals to contribute meaningfully to society.</p>
<p>Citizenship</p>	<p>Has both legal and social dimensions. From a legal perspective, citizenship describes the relationship between an individual and a state or region, and includes rights such as passports and voting, and responsibilities such as taxes and laws. The social interpretation of citizenship relates to a person’s sense of belonging, place, and connection, and includes rights and responsibilities connected to our relationship with others. In this way identity and citizenship are interwoven as beyond a legal framework people consider themselves citizens of many groups or regions that do not have a legal definition – such as indigenous people, tribal groups, states within countries, countries within states or other complex iterations.</p>
<p>Conceptual Enquiry Approach</p>	<p>A pedagogical approach for teaching about and from religions, beliefs and worldviews that is grounded in constructivism and aims to foster understanding, critical empathy and appreciation of difference, through inquiry, dialogue and reflection on concepts and their significance to the experience of individuals and religious or belief communities.</p>
<p>Controversial Issues</p>	<p>Issues that provoke strong emotional reactions and have the potential to be divisive. They often involve deeply held political, social, religious or personal beliefs and values and can impact individuals, communities and society. In educational contexts, they require sensitive handling to avoid reinforcing prejudice, oppression or harm. When engaged with, in a meaningful way, in a safe and supportive environment, controversial issues offer opportunities for critical dialogue, reflection and transformative dialogue.</p>
<p>Critical Multicultural Education</p>	<p>Fosters children’s understanding and critical consciousness of the realities of inequality by moving beyond the use of superficial, apolitical, and tokenistic approaches to teaching and learning about diversity. This transformative approach aspires to facilitate institutional and social change by challenging the unequal power relations experienced by minoritised groups, including the reproductive processes that favour dominant cultural capital, values and practices over others.</p>
<p>Democracy</p>	<p>Extends beyond governance and challenges the concept of the ‘rule of the majority’ and the dismissal of minoritised voices and perspectives. It involves the ethical expression of individual and collective power and facilitates the expression of all voices within a community. It involves the establishment and continued renewal of structures that ensure equitable and transparent processes are in place to facilitate deliberation and action.</p>

Education 'about' and 'from' Religions and Beliefs	This approach seeks to transcend the informative "world religions" or "knowledge acquisition" approach by activating both the cognitive and affective dimensions of the child. Through child-centered, experiential, dialogical and participative methodologies, learners grow in knowledge and critical understanding of religions, beliefs, and worldviews. Pupils are also encouraged to explore the meanings behind such knowledge and its significance for religious and belief communities, as well as potential points of resonance with their own lived experience.
Equality	Irish legislation understands equality as removing disadvantages or barriers that people may face, and acknowledging that some people's needs are different from others due to aspects of their identity. Equality encompasses respect, recognition, representation, love and care, as well as resources. Equality in education means striving for the best possible opportunities, conditions and outcomes for every child and young person, whatever their background, identity, or ability.
Human Rights Education	Involves education about, for and through human rights. It enables pupils to recognise and understand their own rights and to respect the rights of others. It engages learners in the process of realising these rights, empowering them to advocate for their own rights and the rights of others. It also involves the facilitation of learning and teaching that is underpinned by the rights of the child. In an EMBVE context, human rights are not contingent on fulfilling responsibilities, thus affirming the inherent dignity and equality of all people.
Identity	Relates to the ways in which people individually or collectively see themselves. Elements of identity, and their significance, vary between individuals and are influenced by individual and collective circumstances and experiences, societal structures, and associated power and privilege dynamics. Identities are multi-faceted, intersectional, fluid, dynamic, relational, and extend from the local to national to global and can be personal and/ or collective.
Identity Education	Aims to develop the individual's dynamic self-understandings and self-definitions used to structure, direct, give meaning to and present the self, that is negotiated intra- and interpersonally across the lifespan within sociocultural contexts, along with the psychosocial processes, meaning-systems, practices and structures that affect their continued development.
Intersectionality	Refers to the ways in which peoples' experiences of the world and interactions with others are influenced or shaped by their concurrent membership across various social identities or categories. Intersectionality is a recognition that people's experiences of inequality, oppression, or disadvantage, may be intensified due to the interaction of multiple different aspects of their identities. Intersectionality accounts for all aspects of identity in which people have varying levels of power and privilege including but not limited to age, "race", gender, sexual orientation, religion/belief, membership of the Traveller and Roma Communities, disability, civil status, family status and socio-economic status.
Philosophical Inquiry	Facilitates participant's engagement in open-ended philosophical dialogue and supports the development of their philosophical skills and dispositions including critical, collaborative, creative and caring thinking. Typically centred on a philosophical question or statement posed by the (child) participants or (teacher) facilitator, who may facilitate or fully participate in the dialogue.

<p>Positionality</p>	<p>Refers to how a person’s identity and lived experiences, shaped by factors such as “race”, gender, class and historical, political, and social contexts influence their perspectives, values, and ways of being in the world. This includes how they relate to others and engage with the world around them. It recognises that all knowledge is situated and shaped by power dynamics, challenging the notion of neutrality or universal truths. Positionality is fluid, shifting across contexts and relationships and demands ongoing reflexivity and awareness of how privilege, marginalisation and social structures shape understanding and interaction, especially in diverse educational settings.</p>
<p>Values Education</p>	<p>A deliberate process of exploring the intellectual, ethical, emotional, spiritual and aesthetic ideals that inform how individuals and communities behave. It recognises that values are shaped by lived experience, culture and power and therefore are never neutral. Through critical reflection and dialogue, learners are encouraged to question, reinterpret and take ownership of the values that guide their actions, understanding them as dynamic, contested and context-dependent rather than fixed or universal.</p>

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