An Chomhairle Mhúinteoireachta
The Teaching Council

Report of the Review Panel

Approved by the Teaching Council on 17 September 2012

following the review of the

Higher Diploma in Further Education (HDFE)

National University of Ireland

Maynooth

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1. Background

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(a) review and accredit programmes of teacher education and training provided by institutions of higher education and training in the State,
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(c) review the standards of knowledge, skill and competence required for the practice of teaching, and shall advise the Minister and, as it considers appropriate, the instructions concerned.

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In order to guide its review of programmes, the Teaching Council has drafted its Further Education: General and Programme Requirements for the Accreditation of Teacher Education Qualifications (March 2011). In 2011 the Council invited expressions of interest from colleges and universities wishing to put forward programmes for review in accordance with the Council's review strategy. A number of programmes was subsequently put forward and it was agreed that these would be reviewed in the 2011/12 academic year. This report sets out the findings following one of those reviews, i.e. the review of the Higher Diploma in Further Education, hereinafter referred to as 'the programme', in NUIM.

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At the conclusion of the visit, the Review Panel chair, in the company of fellow panel members, made an oral presentation to management and course staff in which he summarised their findings in broad outline and the subsequent steps in the review process of both programmes.
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- Programme outcomes
- Student handbooks (two volumes: (1) general and (2) teaching practice

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5. Review Visit

In broad outline, the review visit consisted of documentation reading and analysis in tandem with a process of systematic dialogue between panel members themselves and between Panel and members of the programme staff. This process afforded the Panel a valuable opportunity to consider the programme in detail and facilitated the exploration of issues that emerged during the reading of the documentation. The ready co-operation of the college staff in clarifying emerging issues and offering sound rationales for their programme orientations demonstrated a praiseworthy commitment and engagement with the review process.

6. Overall Finding

Having regard to the documentation that was considered in detail in the course of the visit to the college, together with the clarifications and rationales presented in the course of discussion, the Panel considers that the programme meets the requirements of the Teaching Council and should be approved for accreditation.

It is noted that the university has taken on board enthusiastically all of the Panel's recommendations and has already acted upon those that allowed for immediate action, while the others will be attended to over the course of the year.

7. Commendations

Arising from its review of the programmes, the Panel notes a number of particular strengths attaching to the programme, as follows:

7.1 Commitment of staff

The Panel commends a conscientious and diligent staff who show an impressive level of commitment to the delivery and systematic development of a high quality programme.

7.2 Documentation

The strength of the documentation underpinning the submission is laudable for an impressive coherence and clarity in addressing the information requirements of the Teaching Council as outlined in its *Pro Forma.*

7.3 A tradition of success

The Panel recognises that the programme is rooted in a strong and proud tradition of more than three decades of commitment to adult and community education. It builds on the experience and strengths gained from a focus on the promotion of equality between people and is admirably positioned to make a significant difference in enhancing the life chances of its students and in supporting the FE sector in general.

7.4 The philosophical underpinning

The Panel recognises an impressive coherence and a robust philosophical underpinning permeating the programme. The fundamental values and beliefs are set out with an engaging clarity that highlights a sound grasp of the nature of FE and the challenges attaching to its development in Ireland. Of particular note is the celebration of difference (as 'opportunity') inherent in the programme. Staff exhibit a robust determination to effect an appropriate balance between 'difference' and 'deficit' (implying necessary remediation), and the Panel endorses this position.

7.5 Aims and objectives

The Programme aims and outcomes as set out in the submission are expressed in a clear and concise manner, and the Panel is happy to note that they are in close alignment with Teaching Council requirements.

7.6 Attitudes and values

There is a welcome clarity in the specification of the attitudes, values and professional dispositions that the programme sets out to inculcate. There is a direct linkage with the Teaching Council's *Code of Professional Conduct* and its core values are set out in close alignment with relevant modules. All this is commendable, and so too is the purposeful emphasis on promoting reflective practice and lifelong learning as significant elements of the learning across the various modules.

7.7 Teaching practice

The teaching practice component of the programme is given due prominence and the planned arrangements for supporting students display a rich potential to contribute significantly to the fostering of FE teachers who will grow in competence as they progress in the profession.

7.8 Integrated nature of programme

The Panel recognises as a fundamental strength the integrated nature of the programme which is characterised by purposeful linkages and cross curricular connections.

8. Recommendations

Arising from its review of the programmes, the Panel notes a number of areas of the programmes which it recommends for further consideration.

The Panel's recommendations are as follows:

8.1 Entry requirements

The Panel recommends that staff review their recognition of prior learning arrangements on a continuous basis so that they can be assured they continue to be in direct alignment with evolving Teaching Council requirements.

8.2 Design and structure

The Panel recommends the college consider the possibility of transferring the module "Curriculum Development" into Foundation Studies, and of ensuring that it is encountered at an early stage of the programme in whole or in part .

8.3 Alignment of Learning Outcomes to Programme and Module Learning Outcomes (PLOs and MLOs)

The Panel believes that a relatively modest exercise of linking the Programme Learning Outcomes, as identified in Section 3,to the relevant modules would contribute richly to ensuring that all are represented with due prominence in the programme. A matrix with numerical identifiers, for example, would facilitate the exercise. Also, in respect of demonstrating reflective skills and applying legal principles to teaching [programme aims, p.13, (v) and (vi)], the Panel notes that these are currently expressed as outcomes rather than aims, and recommends their amendment.

8.4 Practical teaching

The Panel recommends that the roles and responsibilities of the various players – NUIM staff, mentors, co-operating teachers – be elaborated upon so that there is a greater level of clarity on the nature of their position and what is expected of them both by the college and hosts such as VECs. To that end, it believes that an examination of models of this kind already in operation in other institutions both nationally and abroad would be beneficial, and so too would be a consultation with related entities within the

college. Further, arising from these deliberations a useful memorandum of understanding between the college and a host entity such as a VEC could ultimately emerge.

8.5 Assessment procedures

Assessment constitutes an important feature in the documentation attaching to every module and it is clear to the Panel that the staff is acutely aware of its importance in the promotion of the teaching and learning. In respect of teaching practice, the Panel understands that the staff places a premium on the formative dimension of assessment and, accordingly, considers that the marking templates in the Teaching Practice Handbook could be reviewed and usefully deployed with this consideration to the fore. Furthermore, the Panel drew attention to the need for transparency in respect of the criteria underpinning judgements on final marks, and recommends that these might be more clearly specified in the Handbook.

The Panel views the overall assessment strategy being adopted as very comprehensive. Also, it considers that ongoing monitoring by staff will ensure an appropriate balance is achieved between avoiding unnecessary duplication on the one hand with providing adequate coverage of the full range of learning outcomes on the other. Specifically, the Panel recommends that the assessments identified for Learning Outcomes 3, 4 and 5 in the Learning Methodologies module (p.32) be clarified.

9. National Issues

The Review Panel recommends to the Teaching Council that a document outlining the roles and responsibilities of institutions, mentors and co-operating teachers should be produced so that there can be a confidence that each entity is engaging in a commonality of practice.

Appendix I – Review Panel Membership

Stan McHugh, former CEO of FETAC and Independent Review Panel Chair

John Fitzgibbons, former school principal and currently Education Officer, City of Cork VEC

Helen Murphy, Head of Literacy Development Centre, WIT

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Dr Patrick O'Connor, former school principal and Divisional Inspector, DES and rapporteur for the Panel

Appendix II – Visit schedule

SCHEDULE

National University of Ireland, Maynooth, Monday 18th June 2012

9.00 a.m. Arrival of Panel at National University of Ireland, Maynooth followed by pre-assessment meeting of Panel until 10.30 a.m	Welcome -Josephine Finn, Michael Kenny, Shauna Busto Gilligan
10.30 a.m. ***Tea/coffee break***	**Education Hall**
10.45 a.m. Introductory presentation by National University of Ireland, Maynooth – overview of the programme	Staff: Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Luke Murtagh, Tony Walsh, Fergal Finnegan
11.15 p.m. General requirements of the programme	Staff: Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Luke Murtagh, Tony Walsh ,Fergal Finnegan
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12.45 Attitudes, Values / Lifelong Learning / Reflective Practice	Staff Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Luke Murtagh, Tony Walsh, Fergal Finnegan
1.15 Lunch	**Location: Pugin Hall**
2.00.m Panel Discussion	
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3.45p.m. End of session	Staff: Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Luke Murtagh, Fergal Finnegan

Ailish – The programme was approved! There are a couple of typos in the doc.
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The Panel recognises that the programme is rooted in a strong and proud tradition of more than three decades of commitment to adult and community education. It builds on the experience and strengths gained from a focus on the promotion of equality between people and is admirably positioned to make a significant difference in enhancing the life chances of its students and in supporting the FE sector in general.

7.4 The philosophical underpinning

The Panel recognises an impressive coherence and a robust philosophical underpinning permeating the programme. The fundamental values and beliefs are set out with an engaging clarity that highlights a sound grasp of the nature of FE and the challenges attaching to its development in Ireland. Of particular note is the celebration of difference (as 'opportunity') inherent in the programme. Staff exhibit a robust determination to effect an appropriate balance between 'difference' and 'deficit' (implying necessary remediation), and the Panel endorses this position.

7.5 Aims and objectives

The Programme aims and outcomes as set out in the submission are expressed in a clear and concise manner, and the Panel is happy to note that they are in close alignment with Teaching Council requirements.

7.6 Attitudes and values

There is a welcome clarity in the specification of the attitudes, values and professional dispositions that the programme sets out to inculcate. There is a direct linkage with the Teaching Council's *Code of Professional Conduct* , and its core values are set out in close alignment with relevant modules. All this is commendable, and so too is the purposeful emphasis on promoting reflective practice and lifelong learning as significant elements of the learning across the various modules.

7.7 Teaching practice

The teaching practice component of the programme is given due prominence and the planned arrangements for supporting students display a rich potential to contribute significantly to the fostering of FE teachers who will grow in competence as they progress in the profession.

7.8 Integrated nature of programme

The Panel recognises as a fundamental strength the integrated nature of the programme which is characterised by purposeful linkages and cross curricular connections.

8. Recommendations

Arising from its review of the programmes, the Panel notes a number of areas of the programmes which it recommends for further consideration.

The Panel's recommendations are as follows:

8.1 Entry requirements

The Panel recommends that staff review their recognition of prior learning arrangements on a continuous basis so that they can be assured they continue to be in direct alignment with evolving Teaching Council requirements.

8.2 Design and structure

The Panel recommends the college consider the possibility of transferring the module "Curriculum Development" into Foundation Studies, and of ensuring that it is encountered at an early stage of the programme in whole or in part .

8.3 Alignment of Learning Outcomes to Programme and Module Learning Outcomes (PLOs and MLOs)

The Panel believes that a relatively modest exercise of linking the Programme Learning Outcomes, as identified in Section 3,to the relevant modules would contribute richly to ensuring that all are represented with due prominence in the programme. A matrix with numerical identifiers, for example, would facilitate the exercise. Also, in respect of demonstrating reflective skills and applying legal principles to teaching [programme aims, p.13, (v) and (vi)], the Panel notes that these are currently expressed as outcomes rather than aims, and recommends their amendment.

8.4 Practical teaching

The Panel recommends that the roles and responsibilities of the various players – NUIM staff, mentors, co-operating teachers – be elaborated upon so that there is a greater level of clarity on the nature of their position and what is expected of them both by the college and hosts such as VECs. To that end, it believes that an examination of models of this kind already in operation in other institutions both nationally and abroad would be beneficial, and so too would be a consultation with related entities within the college. Further, arising from these deliberations a useful memorandum of understanding between the college and a host entity such as a VEC could ultimately emerge.

8.5 Assessment procedures

Assessment constitutes an important feature in the documentation attaching to every module and it is clear to the Panel that the staff is acutely aware of its importance in the promotion of the teaching and learning. In respect of teaching practice, the Panel understands that the staff places a premium on

the formative dimension of assessment and, accordingly, considers that the marking templates in the Teaching Practice Handbook could be reviewed and usefully deployed with this consideration to the fore. Furthermore, the Panel drew attention to the need for transparency in respect of the criteria underpinning judgements on final marks, and recommends that these might be more clearly specified in the Handbook.

The Panel views the overall assessment strategy being adopted as very comprehensive. Also, it considers that ongoing monitoring by staff will ensure an appropriate balance is achieved between avoiding unnecessary duplication on the one hand with providing adequate coverage of the full range of learning outcomes on the other. Specifically, the Panel recommends that the assessments identified for Learning Outcomes 3, 4 and 5 in the Learning Methodologies module (p.32) be clarified.

9. National Issues

The Review Panel recommends to the Teaching Council that a document outlining the roles and responsibilities of institutions, mentors and co-operating teachers should be produced so that there can be a confidence that each entity is engaging in a commonality of practice.

Appendix I – Review Panel Membership

Stan McHugh, former CEO of FETAC and Independent Review Panel Chair

John Fitzgibbons, former school principal and currently Education Officer, City of Cork VEC

Helen Murphy, Head of Literacy Development Centre, WIT

Edward McArdle, former Registrar of General Teaching Council for Northern Ireland

Dr Cathal de Paor, Director of Continuing Professional Development, Faculty of Education, Mary Immaculate College, Limerick

Dr Patrick O'Connor, former school principal and Divisional Inspector, DES and rapporteur for the Panel

Appendix II – Visit schedule

SCHEDULE

National University of Ireland, Maynooth, Monday 18th June 2012

9.00 a.m. Arrival of Panel at National University of Ireland, Maynooth followed by pre-assessment meeting of Panel until 10.30 a.m	Welcome -Josephine Finn, Michael Kenny, Shauna Busto Gilligan
10.30 a.m. ***Tea/coffee break***	**Education Hall**
10.45 a.m. Introductory presentation by National University of Ireland, Maynooth – overview of the programme	Staff: Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Luke Murtagh, Tony Walsh, Fergal Finnegan
11.15 p.m. General requirements of the programme	Staff: Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Luke Murtagh, Tony Walsh ,Fergal Finnegan
11.30 p.m. Conceptual framework / programme aims and outcomes	Staff: Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Luke Murtagh, Tony Walsh, Fergal Finnegan
12.00 p.m. Design, structure and content / teaching, learning and assessment	Staff: Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Luke Murtagh, Tony Walsh, Fergal Finnegan
12.15pm Practical Teaching	Staff Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Luke Murtagh, Tony Walsh, Fergal Finnegan
12.45 Attitudes, Values / Lifelong Learning / Reflective Practice	Staff Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Luke Murtagh, Tony Walsh, Fergal Finnegan
1.15 Lunch	**Location: Pugin Hall**
2.00.m Panel Discussion	
3.00 p.m. ***Tea/coffee break***	
3.45p.m. End of session	Staff: Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Luke Murtagh, Fergal Finnegan

OLLSCOIL NA hÉIREANN, MÁ NUAD
MÁ NUAD, CO. CHILL DARA, ÉIRE
NATIONAL UNIVERSITY OF IRELAND, MAYNOOTH
MAYNOOTH, CO. KILDARE, IRELAND

ROINN AN OIDEACHAS AOSACH AGUS POBAIL
DEPARTMENT OF ADULT AND COMMUNITY EDUCATION

NUI MAYNOOTH
Ollscoil na hÉireann Má Nuad

9th May 2012

Ms. Ailish Murphy
Teaching Council
Block A
Maynooth Business Campus
Maynooth
Co. Kildare

Dear Ailish,

Please find enclosed six hard copies and one electronic copy of the application and supporting documentation for accreditation of initial teacher education (further education) for NUI Maynooth, Higher Diploma in Further Education.

Yours sincerely,

Josephine Finn.

Josephine W. Finn
Head of Department

Teil/Tel: +353 1 **708 3937** Facs/Fax: +353 1 **708 4687**
Láithreán Gréasáin/Web: http://adulteducation.nuim.ie

NDP
National Development Plan 2007 - 2013

SUMMARY

Since the 1970s the Department of Adult and Community Education at NUI Maynooth has offered a range of programmes of study in adult, community and further education (from levels 7 to 10). It has delivered part-time undergraduate programmes across the country through partnership arrangements with schools, local VECs and a variety of organisations. These programmes have not only met the learning needs of thousands of learners over the years but have also kept the Department abreast of the challenges and opportunities facing learners, educators, funding bodies and providers. The Department's students undertaking levels 9 and 10 programmes have generated a wealth of practitioner research that has contributed to the overall development of the sector in terms of improvements to programmes and enhanced understanding of the implications of practices within and outside the classroom, providing opportunities for the often silent voices of particular sectors of the population to be heard. The Department also played a lead role in drafting text and conducting the consultation processes that resulted in the publication of the Government Green and White Papers in Adult Education (1998, 2000). It is noteworthy that this Department advocated for and supported the White Paper's recommendation to 'progress the issue of formal recognition of qualifications for Adult Education practitioners' (DES, 2000:151).

A number of key fundamental values and beliefs underpin the Department's work. It is committed to a position that education is a human right. Thus theories and philosophies of education that acknowledge the importance of education in creating societies that strive for social justice, equality and inclusion inform practice. The Department espouses a critical pedagogy whereby the practice of teaching must be imbued with a capacity for understanding the multiplicity of factors that lead to educational disadvantage and a capacity to create a learning environment that enables the learners to transcend at least some of these factors. A critical pedagogy calls for an authentic relationship between the teacher and the learner. Within such a relationship the role of the teacher is not to transmit knowledge but to create knowledge with the learner. Thus an important part of the teacher's role is to (i) challenge discourses that equate differences with deficits and (ii) influence the development of new educational discourses that embrace differences and promote equality. Theories and practices of education must be contextualised within frameworks that acknowledge the impact on learners of social and cultural forces. In particular how these forces can exclude specific population(s) from access to education and from contributing to the knowledge-creation process.

The Higher Diploma has been designed specifically as initial teacher education for the Further Education (FE) sector. The central focus of this programme is on enabling the student to develop a repertoire of pedagogical skills and to adopt a professional, self-analytical and reflective approach to teaching in further education. This opportunity for self-appraisal and self-development is further facilitated by the advice and guidance made available by the supervisory team during teaching practice. It is designed to ensure that graduates acquire:

- the theoretical and practical competencies necessary to teach in FE;
- a capacity to implement a 'learner centred' approach in all aspects of their teaching;
- an appreciation of and a capacity to respond to the challenges and opportunities resulting from diversity within their learner group;
- an understanding of the role of FE within the broader educational landscape;
- a capacity to engage in purposeful educational interventions that promote social inclusion and active citizenship;
- an ability to respond in creative and imaginative ways to address exclusionary practices or procedures.

HIGHER DIPLOMA IN FURTHER EDUCATION
(Teaching Qualification)

The following information provides details of the programme. It is divided into three components: (1) Foundation Disciplines of Adult and Further Education; (2) Professional Studies; (3) Teaching Practice. The modules for each component are outlined under each heading. The e-learning platform Moodle is generally used for distribution of all support materials.

1 Foundation Disciplines of Adult and Further Education

These modules are inquiry-based and provides the basis for reflexive practice in teaching in further education. The module will enable the student teacher to build a conceptual framework and develop an informed and coherent theory of adult and further education for practical teaching, tutoring, and facilitating learning in further education.

Module code	Foundation Disciplines of Adult and Further Education	**12.5 ECTS**
1.	Psychology of Human Development	2.5
2.	Philosophy of Adult Education	2.5
3.	Sociology of Adult and Further Education	2.5
4.	History of Adult and Further Education in Ireland	5

2 Professional Studies

Professional Studies will engage student teachers with the competencies required for professional practice including: teaching methodologies; curriculum studies and assessment methods; integration methods for addressing literacy/numeracy; reflective practice and ethical issues; scholarly research and writing in practice. Study of these areas will be informed by an examination of and reflection on specific teaching competencies needed for delivery of education in further education settings relevant to the student including: PLC (post leaving certificate) courses, VTOS/BTEI settings, Youthreach and Community Training Workshops, community education, training and continuous professional development (CPD) settings, and other settings relevant to the cohort of students.

Module Code	Professional Studies	**27.5 ECTS**
1.	Programme Induction	2.5
2.	Learning Methodologies	15
3.	Curriculum Studies and Assessment	5
4.	Reflective Professional and Ethical Practice	2.5
5.	Introduction to Counselling in Adult and Further Education	2.5

3 Practical Teaching

Practice in the delivery of further education programmes in a variety of settings is integral to teacher education programmes and to student teacher development. The teaching practice will enable student teachers to practice the delivery of education for a minimum of 100 hours teaching practice in two authentic further education settings (recommended). This practice experience will be mentored and supervised by NUI Maynooth. It is recommended that the student teacher completes up to 30 hours of placement in the first semester and a more substantial placement in the second semester totalling 100 hours of teaching of which 30 hours is under supervision.

During the placement the student teacher will engage with a supervisory team. The team will be made up of a NUIM Department of Adult and Community Education staff member and a placement tutor (Initial Teacher Education: Criteria and Guidelines for Programme Providers, June 2011) and a staff member from the setting in which they are teaching. Arising from the teaching practice experience the student teacher will be enabled to develop their teaching practice, to develop their understanding of planning and development as part of a team, and legal/ethical obligations as teachers. The experience of practice in a supervised setting will also give student teachers a sound understanding of the means for providing feedback to learners, colleagues and the community of practice. Due to its relevance a student teacher is required to pass the practical teaching programme to achieve the qualification being awarded.

Module	Practical Teaching	**20 ECTS**
	100 hours of experience in a Further Education setting made up of 30 hours supervised teaching practice in two Further Education settings. During the course of the teaching placement student teachers will: • demonstrate teaching competencies using a range of methods; • act in an ethical manner; • record reflections in their teaching journal and/or portfolio; • assess and evaluate student's work; • actively engage with NUI Maynooth supervision, support, and mentoring processes. Students are expected to maintain a portfolio of their further education practice incorporating a reflective dimension.	20

Progression
Satisfactory achievement of the Higher Diploma in Further Education (at least a 2.2) qualifies the student to apply to enter the Masters in Education (MEd) programme.

Summary of Module Credits

1. Foundation Disciplines of Further Education	21%	12.5 ECTS
2. Professional Studies	46%	27.5 ECTS
3. Practical Teaching	33%	20 ECTS

Further Education:

Pro Forma for the submission of programmes of initial teacher education (further education) for accreditation by the Teaching Council

August 2011

SUBMITTED BY: (NAME OF PROGRAMME PROVIDER)
Department of Adult and Community Education, National University of Ireland Maynooth

NAME OF PROGRAMME:
Higher Diploma in Further Education (HDFE)

SIGNED BY:

POSITION:
Head of Department

DATE:

The Teaching Council
An Chomhairle Mhúinteoireachta

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Table 1 Template Form for the Submission of Details regarding the Profiles of Academic Staff

Introduction

The Teaching Council (hereafter referred to as the Council) was established on a statutory basis in March 2006 as the professional standards and regulatory body for teaching.

The Council works within the framework of the Teaching Council Act, 2001. Section 38 of that Act sets out the Council's powers to review and accredit programmes of initial teacher education.

This Pro Forma should be completed by providers of programmes of teacher education (further education) who wish to submit a programme for professional accreditation by the Council. When completing this form, programme providers should refer to:

- *General and Programme Requirements for the Accreditation of Teacher Education Qualifications [Further Education], March 2011.*

The following documents are also of relevance:

- *The Council's Policy on the Continuum of Teacher Education, June 2011*
- *Initial Teacher Education: Criteria and Guidelines for Programme Providers, August 2011.*

The above documents are available on the Teaching Council website, www.teachingcouncil.ie

The application and documentation submitted will be considered by a Review Panel appointed by the Council to review the programme. It is the responsibility of programme providers to supply the Council with such information about the programme being reviewed as they consider necessary to demonstrate that it is suitable for accreditation.

In preparing documentation for submission, providers should seek to be as concise as possible and avoid it being overly voluminous. To that end, providers should avoid duplication in the documentation and, where similar information is relevant under a number of headings, it should be included only once and cross-referenced as appropriate.

In submitting the completed Pro Forma, providers should bear in mind ease of navigation. In particular, providers must ensure that all documentation is paginated and that a detailed contents page is included. All submissions should adhere to the headings set out in this Pro Forma and colour-coded tabs which clearly identify the various sections of the document and distinguish one from the other are strongly recommended.

The completed Pro Forma should be accompanied by a short summary document of no more than **two** pages, which provides an overview of the documentation and draws the Review panel members' attention to the location of key information such as timetables, module descriptors, etc.

It should be possible for documentation to be submitted in one bound document of not more than 100 pages. Supplementary material may be enclosed as follows:

- Timetables
- Student handbook
- School placement handbook
- Relevant review reports (e.g. academic reviews)

- A short summary document (as outlined above).

Additional supplementary material may be made available to panel members during their visit to the programme provider. This material should be referenced in the Pro Forma under Section 4.

Programme providers wishing to submit a programme for accreditation, should first contact the Council to discuss the timeframe for review and arrange a date for submission of the completed Pro Forma. **Six hard copies and one electronic version** of the Pro Forma and all accompanying documentation must be received by the Council by the agreed date, typically not less than **eight** weeks prior to the Review Panel's visit to the college or university. The first meeting of the Review Panel will be convened when the Council has received all the documentation requested, in the specified format. If the documentation is incomplete, the programme provider shall be so notified and the required material must be submitted within the time period specified by the Council.

1 General Requirements

1.1 Programme Description

Please set out below the following details in relation to the programme:

- the title of the programme and qualification awarded

  Higher Diploma in Further Education (HDFE) Level 8

- a brief description of the history of the programme; where relevant

  Since the 1970s the Department of Adult and Community Education at NUI Maynooth has offered a range of programmes of study in adult, community and further education (from levels 7 to 10). The course presented here is informed by the requirements of Regulation Five (Further Education) of the Teaching Council Regulations (2009) and by the Department's:

  - 30 years experience of preparing teachers to work with adult learners in diverse educational settings
  - familiarity with the further education sector through partnerships with educational providers in the delivery of NUI Maynooth outreach programmes (c1200 students) which includes 50 colleges of Further Education or schools offering FE courses
  - scholarly endeavours in research and publications in national, European and international contexts
  - Maynooth Adult and Community Education (MACE) Publications
  - contributions to policy development in further education. This includes:
    - Lead role in the preparation of the Green and White Papers on Adult Education in Ireland
    - Represented University on Advisory Group to develop National Principles and Guidelines for the Implementation of RPL (2005)
    - Rappoteur for OECD Country Note (England and Scotland) on Recognition of Non Formal and Informal Learning (2008)
    - Participated in collaboration with disability agencies (St John of Gods, Stewarts Hospital, Camp Hill Kilkenny, KARE) to initiate a progression pathway for students with intellectual disabilities into the University and to create inclusive learning environments within the University. Five students are currently registered.
    - Designed level 7 programme, in collaboration with NALA, FAS and TEAGASC entitled NUI Certificate in Integrating Literacy. The course was first offered in 1998 and continues to be very useful to the sector. Every year c60 students participate.

- any internal or external reviews of the programme, where relevant (including internal reviews, external quality audits, academic reviews by accrediting bodies, reviews by students, former students, self-evaluation reviews, destination studies, etc.).[1]

1 The most recent review reports should be included, where they are reasonably concise. In the case of lengthier reports, they may be made available to the Review Panel at the time of its visit, or a summary of findings may be included here.

In line with university procedures all programmes offered by the Department are subject to an external examination process annually and subject to review within the quality assurance procedures of the University. The Department of Adult and Community Education Quality Review Reports are available on NUI Maynooth's website (http://qpo.nuim.ie/index.shtml).

Typically students evaluate each module on the courses and also evaluate the course as a whole.

1.2 Purpose of Qualification

Please confirm that the teacher education programme is designed to provide teachers with the necessary knowledge, skills and competences to be able to carry out their teaching role and responsibilities.

The purpose of the programme is to develop the knowledge, skills and competencies of adult and further education teachers enabling them to deliver effective, inclusive and student centred educational programmes.

Please confirm that the primary outcome of the programme presented for accreditation is the award of a teacher education qualification designed for teaching in the further education sector.

The Higher Diploma has been designed specifically for FE teachers.

1.3 Accreditation

Has the programme received academic accreditation from a recognised institute of higher education and training in the State under the Qualifications (Education and Training) Act, 1999?

In process.

Please provide details / further information.

The programme will be accredited by the National University of Ireland Maynooth in 2012.

1.4 Qualification Level on the National Framework of Qualifications (NFQ)

Level 8

1.5 European Credit Transfer and Accumulation System (ECTS) Credits

Please confirm the number of ECTS credits the programme carries.

60 ECTS Credits.

1.6 Entry Requirements

Please provide details of the entry requirements for acceptance on to the programme. In particular, please give details of how the requirement to comply with Regulation Five of *The Teaching Council [Registration] Regulations, 2009* will be communicated to students who wish to register with the Council, prior to entry onto the programme.

In addressing this, it is likely that providers will make reference to the following:

1. The qualifications requirements for acceptance on to the programme

   A primary degree (level 8) or equivalent
   OR
   A primary degree (level 7) and an appropriate additional qualification or certifiable RPL as per Regulation Five of *The Teaching Council [Registration] Regulations, 2009*

2. Any procedures for the recognition of prior learning, specifying processes in place to ensure that prior learning has been matched with learning outcomes

The Department initiated RPL assessment procedures in the late 1990s to accommodate mature student entrants to part-time BA programmes. Courses at level 6 and higher, successfully completed by applicants, are considered for RPL. Exemptions are awarded where equivalence of learning is matched with programme learning outcomes. A Course Board appraises the applications and credits are awarded to individual students through NUI Maynooth academic procedures.

Recently, the Department initiated a pilot project for RPL claims incorporating learning gained in non-formal and informal settings. A number of claims have been successful. The Department is now leading a process to formulate a formal RPL policy for the University.

3. Any other criteria for entry to the programme

Applicants complete an application form through the Postgraduate Application Centre (PAC). Standard fields in the PAC form include: educational history, employment history and space to provide a personal statement. Applicants are required to identify two referees (at least one of which should comment on the applicant's academic suitability for the course) and provide certified transcripts of their degrees.

In addition each applicant is required to provide a short narrative in which they outline why they are applying for the course, what they hope to get from it, both personally and professionally, and what experience they will bring to the course.

4. Any procedures to assess: (a) attitudinal and dispositional factors which may impact on the applicant's suitability for entry to the profession, and (b) evidence of character together with the processes which are put in place for ensuring that applicants meet these requirements.

Applications are reviewed and those who are deemed appropriate are interviewed with a view to determining the suitability of the course for the student and the suitability of the student for the course. All successful applicants are required to secure Garda clearance before undertaking school based practice. (See Teaching Practice Handbook for details)

5. The policies and procedures to ensure consideration of supply and demand issues and quota requirements if appropriate, e.g. Quotas for mature entrants, students with learning difficulties, disabilities, etc.

The programme will offer 25 full-time places in its first year of delivery. Depending on demand levels in future years it is possible that the Department will offer additional courses as staffing levels allow. In relation to mature students, it is envisaged that all students entering the programme will have completed a degree, thus it is likely that they will all be in the mature student cohort (e.g. over 21 years of age). Applications from students with disabilities are welcomed. NUI Maynooth is a leading University in Ireland in the field of providing access for non-standard students. The number of such students (students on access programmes, mature students and students with a disability) as a percentage of the total undergraduate population in NUI Maynooth increased by 30% in the period 2006-2009. In the current 2011/12 academic year more than 25% of the undergraduate student population are from the target groups, a total of 1573 with 618 of these being new entrants. The Access Office has had great success both in recruiting students and in supporting them while in college. The target students attend an orientation programme and receive post–entry supports throughout their academic career. This programme adheres to the university policies with regard to widening participation to include non-traditional students.

6. Statistical information on student intake, transfers from other programmes/colleges and universities, etc.

Circa 25 full-time students will be accepted each year. The programme will also accept Erasmus participants from a range of European countries as appropriate.

7. The relationship between entry requirements and selection procedures and the student's ability to engage with the programme of teacher education.

The applicant's qualifications ensure that the student teacher has the capacity to fulfil the academic requirements of the course. Their references provide an insight into the applicant's suitability for the programme. The applicants' written narrative (as part of the application form) reflects their understanding of the purpose of the programme, how it is structured and what is expected of them as participants. Finally the interview provides an opportunity for Department staff to engage in a dialogue with the applicants about the course during which they can further verify each applicant's commitment, capacity and suitability.

2 The Programme

2.1 Conceptual Framework

Please provide details of the following:

- the research base for the conceptual framework

The adult education sector is diverse and operates in a range of formal, non-formal and informal settings. Currently, 200,000 adults participate in learning programmes across the country each year (AONTAS, 2010). These adults are engaged in Lifelong Learning, which the White Paper on Adult Education (2000:30) described as

> ... the governing principle of Irish education policy and as having a pivotal position in the overall Irish economic and social strategy. Because education is critical to the life chances of the individual, the community, society and economic development, educators in each educational sector should have appropriate, certified, expertise in pedagogy relevant to the sector they are working in.

The conceptual framework for this course has evolved as a result of NUI Maynooth's experience as a pioneer in adult education in Ireland. The following examples are included to give a flavour of how the Department relates to the sector and how it has helped shape the sector.

- This Department has delivered initial adult educator training since the mid 1970s.
- It has also delivered part-time undergraduate programmes across the country through partnership arrangements with schools, local VECs and a variety of organisations. These programmes have been offered since the late 1970s and have served to not only meet the learning needs of thousands of learners over the years but have also kept the Department abreast of the challenges and opportunities facing learners, educators, funding bodies and providers
- The Department's students undertaking levels 9 and 10 programmes have generated a wealth of practitioner research that has contributed to the overall development of the sector in terms of improvements to programmes, enhanced understanding of the implications of practices within and outside the classroom, providing opportunities for the often silent voices of particular sectors of the population to be heard.
- The Department played a lead role in drafting text and conducting the consultation processes that resulted in the publication of the Government Green and White Papers in Adult Education (1998, 2000). It is noteworthy that this Department advocated for and supported the White Paper's recommendation to 'progress the issue of formal recognition of qualifications for Adult Education practitioners' (DES, 2000:151).

This Teaching Council accreditation process is essentially the first (and therefore a most welcome) step in this formal recognition process. The decision to begin with educators working in the Further Education sector raises questions of definition such as 'what is FE?', 'how does it relate to adult education?' These are obviously key questions in that the answers indicate the purposes of FE, its relationship with other aspects of educational provision, who the learners in FE are and by inference what their teachers need to know to work effectively with them. A quick browse through documents pertaining to FE casts some light on the distinctions and degrees of overlap embedded within the definitions in use among stakeholders.

In many instances FE is defined in terms of what it is not. The Teaching Council definition for example, states that 'The term "further education" embraces education and training which usually occurs outside of post-primary schooling but which is not part of the third level system.' Others have attempted to define it in terms of what it is. *Learning for Life* (the White Paper on Adult Education 2000) for example, firmly located Further Education within the broader encompassing context of Adult Education. It describes FE as an integral part of a ''lifewide' commitment in the development of an Adult Education system' (chapter 4). Crucially, further education was seen as a means of creating '...an all-embracing system for second-chance education' that would address issues of literacy amongst adults and provide learning opportunities to the large number of adults who never completed second level education. Irish Vocational Education Association (IVEA) ascribed similar roles to FE, which it located within the all embracing concept of lifelong education. In 2007, Combat Poverty noted that "the provision of further education, adult education, community education, and workplace education is an enormous mosaic of

constantly changing borders". The notion of blurred borders between types of educational provision outside the formal education sector has led to some definitions that avoid defining what it is and focus instead on the purpose of FE. In 2011 AONTAS noted that FE provides for the needs of learners from disadvantaged backgrounds, offers provision with a 'lifewide' and learner-centred approach, offers education in a multiplicity of learning sites and provides flexible options. Enterprise Ireland described FE provision primarily as a step towards skilled employment. Thus, further education is charged with responding to a diverse learner cohort, offering an extensive range of progression pathways to employment and higher level education, providing an effective way for adults to engage in accredited learning at FETAC levels 1- 6, preparing learners to access and progress to HETAC levels 6+. As people seek continuing professional development and new skills in courses that suit their locations, time schedule and circumstances, and within the contexts of an economic crisis, substantial cutbacks, escalating unemployment rates and structural reforms it is likely that the role of FE will become even more central to the educational needs of society and the economy in the future.

Ongoing feedback from students has influenced the development of all aspects of this course, as has feedback from the educational providers where students work. Consultations have taken place with a number of responsible parties in the FE sector as well as some conversations with FE teachers.

- the principles, beliefs and values about education, about teacher education and about teaching and learning in the particular teaching sector for which the programme is designed

A number of key fundamental values and beliefs underpin the programme. These are as follows:

1. Education is a human right.
2. Numerous studies have shown that particular sectors of the population are poorly served by the formal education system – pupils from lower socio-economic groups are significantly less likely to complete second level education; pupils from lower socio-economic groups that sit the Leaving Cert tend to achieve significantly lower grades, for pupils with modest levels of performance in the Leaving Cert, those from higher socio-economic groups have a higher transfer rate to third level. It is therefore important that FE does not operate in a way that compounds these existing disadvantages.
3. In light of the above point this Department espouses a critical pedagogy whereby the practice of teaching must be imbued with a capacity for understanding the multiplicity of factors that lead to educational disadvantage and a capacity to create a learning environment that enables the learners to transcend at least some of these factors.
4. A critical pedagogy calls for an authentic relationship between the teacher and the learner. Within such a relationship the role of the teacher is not to transmit knowledge but create knowledge with the learner.
5. An important part of the teacher's role is to (i) challenge discourses that equate differences with deficits and (ii) influence the development of new educational discourses that embrace differences and promote equality.
6. Theories and practices of education must be contextualised within frameworks that acknowledge the impact on learners of social and cultural forces. In particular how these forces can exclude specific population(s) from access to education and from contributing to the knowledge-creation process.
7. Equality in terms of access to educational opportunities is an important first step in the process of widening participation. A second and equally important step is creating a learning environment where 'non-traditional students' can participate in their own right and not as exceptional individualised cases.

8. Among groups of learners in this sector it is normal to find various levels of literacy, numeracy and language skills within a group. In addition it is usual to find learners who have had negative prior experiences of education. For these learners the teacher has to enable them to go beyond the emotional and intellectual stagnation that often results from these experiences.
9. Practices of pedagogy, curriculum, assessment, administration and quality assurance are interdependent and are all equally important in widening and supporting participation.

- the rationale for the model of teacher education adopted in the programme

The student teachers are made aware of the systemic and procedural obstacles that inhibit access to education and become proficient in creative pedagogical methods that enable engagement by learners with a diverse range of experiences and learning styles.

- how the conceptual framework is reflected in the programme aims

The principles, beliefs and values listed below permeate student selection procedures, discussions in the classroom and approaches to assessment of the Higher Diploma.

- Maintaining and strengthening the student-centred culture that characterised the previous Postgraduate Diploma since it was established;
- Continuing to engage in purposeful educational interventions that promote social inclusion and active citizenship;
- Responding in creative and imaginative ways to address exclusionary practices or procedures;
- Developing new knowledge and practices in the field of adult education.

See page 13 for further details.

- How the core values outlined in Section 2.2 of Further Education document: *General and Programme Requirements for the Accreditation of Teacher Education Qualifications, July 2011* are integrated into the programme.

Commitment

These core values are reflected in how this Higher Diploma is delivered and in how the student teachers demonstrate a commitment to the learning by attending the programme, actively participating in classroom activities, working in small groups and completing the assignments. In turn, the student teacher will be required to demonstrate their commitment by utilising their theoretical and practical competencies with the learners where they undertake placements and by completing a portfolio according to requirements (see Student Handbook).

Student centred learning, cultural values, holistic development

In addition to formal input the course will model student centred learning that acknowledges the transformational nature of learning and will take account of the diversity that generally exists in FE learning groups including cultural diversity, gender based differences, different level of professional and personal experience and the variation in kinds of intelligences (e.g. EI). Students will be expected to also model these in their teaching practice.

Responding to change and professional development

The capacity to reflect will be particularly important. The FE teacher is required to balance the challenges of working with diverse learning groups within a new and evolving sector and in recessionary times where it is likely that the learners and the institutions will be under economic pressures. A reflective teacher is well positioned to identify their own needs in terms of ongoing professional development and is best positioned to respond to changes within their classroom and/or in the sector as a whole.

Social justice, equality, inclusion, respect and care

The Diploma's underpinning philosophy will be informed by theories and philosophies of education that acknowledge the importance of education in creating societies that strive for social justice, equality and inclusion. The relationship of respect and care between the teacher and learner models this environment within the classroom.

Collegiality, collaboration, co-operation

The Diploma will require student teachers to work together on classroom based activities, group based assignments, peer assessment, team teaching and other coursework with a view to developing the teacher's capacity, an appreciation of the learning that happens through collaboration and co-operation and through experiencing the support that comes from collegial interaction. In addition the course facilitators will endeavour to model best practice in their delivery of the course.

Quality Assurance

Student teachers will assess the quality of the Diploma by critiquing all its components (completing module evaluations, programme evaluations, teaching practice supervision, learning environment etc.) and by gaining an understanding of the institutional quality assurance processes including roles of external examiners, supervisors, departmental quality review process, institutional quality review process. Student teachers will also be required to critique the institutional quality controls in the schools/colleges and settings where they undertake teaching practice and the quality assurance of the awarding body. They will also be expected to critique their own teaching input in relation to the quality assurance procedures the institution, the awarding body and the learners in the classroom.

The following outlines a programme of study that addresses the needs of the sector as outlined above and that takes account of the Teaching Council's registration requirements. This proposal is specifically in respect of persons wishing to register under Regulation Five of the 2009 Regulation 2.2

Programme Aims

Please set out below the programme aims and also identify:

- how the programme complies with Regulation Five of The Teaching Council [Registration] Regulations, 2009
- how the aims are aligned with the conceptual framework
- how the aims are reflected in the learning outcomes for the courses and modules within the programme.

The aim of the Higher Diploma in Further Education is to educate teachers to the highest calibre to effectively deliver programmes in the Further Education and the Adult Education sector. This would include:

i) Develop the knowledge, skills, and competences of student teachers required to teach in Further Education settings.
ii) Present a theoretical foundation in lifelong learning to inform practice in further education.
iii) Provide a methodological foundation in skills and capabilities required to teach in diverse life wide learning situations and contexts.
iv) Offer a theoretical basis for the development and implementation of appropriate curriculum and assessment.
v) Demonstrate reflective skills for ongoing capacity development and contribution to the field.
vi) Apply professional legal, ethic and practice principles to teaching.
vii) Provide supervised and supportive practical teaching experience in authentic Further Education settings.

How the programme complies with Regulation Five of the Teaching Council [Registration] Regulations, 2009

This proposal is made in compliance with Regulation Five of the Teaching Council [Registration] Regulations, 2009. Applicants to the HDFE must hold a degree at Level 8, carrying 180 ECTS or equivalent, or a degree at Level 7 carrying 180 ECTS or equivalent, plus an appropriate additional qualification or appropriate prior learning based on NUI Maynooth criteria for recognition including:

- learning relevant to the programme;
- evidence that the learning completed is sufficient;
- evidence of satisfactory range, depth and breadth of learning;
- authentic and verifiable supporting documentation;
- quality of the learning equivalent to the standard and level of the award;
- evidence that the learner has the capacity to complete the programme.

How the aims are aligned with the conceptual framework AND How the aims are reflected in the learning outcomes for the courses and modules within the programme

AIMS	CONCEPTUAL FRAMEWORK	PROGRAMME LEARNING OUTCOMES (PLO) MODULE LEARNING OUTCOMES (MLO)
Develop the knowledge, skills, and competences of student teachers required to teach in Further Education settings	Numerous studies have shown that particular sectors of the population are poorly served by the formal education system – pupils from lower socio-economic groups are significantly less likely to complete second level education; pupils from lower socio-economic groups that sit the Leaving Cert tend to achieve significantly lower grades, for pupils with modest levels of performance in the Leaving Cert, those from higher socio-economic groups have a higher transfer rate to third level. It is	**PLO-The graduate teacher will be able to:** • Critically interpret the educational and social context within which further education takes place; • Apply appropriate informed learning strategies to teaching, learning and assessment in further education settings; • Reflect critically on their own teaching skills; • Engage with teacher communities of practice within the sector and the with other sectors of education in Ireland. **MLO – Learning Methodologies; Teaching Practice; Psychology of Human Development; Philosophy of**

	therefore important that FE does not operate in a way that compounds these existing disadvantages. In light of the above point this Department espouses a critical pedagogy whereby the practice of teaching must be imbued with a capacity for understanding the multiplicity of factors that lead to educational disadvantage and a capacity to create a learning environment that enables the learners to transcend at least some of these factors. A critical pedagogy calls for an authentic relationship between the teacher and the learner. Within such a relationship the role of the teacher is not only to transmit knowledge but also knowledge with the learner.	**Adult Education; Sociology of Adult and Further Education; History of Adult and Further Education.** • Critically locate their professional practices as a teacher in a wider social, cultural, political and economic context and the role of the teacher in this context; • Identify and critically reflect on the key sociological features of education affecting the direction of change in Irish society; • Critically evaluate the approaches, associated theorists and the resultant implications for teaching and how adults learn; • Demonstrate competence in a range of teaching methods including :E-learning/Blended learning, digital media, creative methods, problem posing etc.; • Facilitate learning in small/large group settings. • Critically review the relationship between public policy at national, EU and OECD levels.
Present a theoretical foundation in lifelong learning to inform practice in further education	Theories and practices of education must be contextualised within frameworks that acknowledge the impact on learners of social and cultural forces. In particular how these forces can exclude specific population(s) from access to education and from contributing to the knowledge-creation process.	**PLO-The graduate teacher will be able to:** • Demonstrate a knowledge and understanding of Education and the Education System **MLO-Psychology of Human Development; Philosophy of Adult Education; Sociology of Adult and Further Education; History of Adult and Further Education.** • Identify and critically reflect on the key sociological features of education affecting the direction of change in Irish society; • Critically evaluate the approaches and associated theorists and the resultant implications for teaching and how adults learn; • Apply philosophical theories to learning contexts; • Critically review the relationship between public policy at national, EU and OECD levels.
Provide a methodological foundation in skills and capabilities required to teach in diverse life wide learning situations and contexts	Among groups of learners in this sector it is normal to find various levels of literacy, numeracy and language skills with in a group. In addition, it is usual to find learners who have had negative prior experiences of education. For these learners the teacher has to enable them to go beyond the emotional and intellectual stagnation that often results from these experiences.	**PLO-The graduate teacher will be able to:** • Practice as a competent professional teacher in FE settings. **MLO – Learning Methodologies; Teaching Practice;** • Demonstrate competence in a range of teaching methods including: E-learning/Blended learning, digital media, creative, problem posing etc.; • Facilitate learning in small/large group settings; • Critically locate their professional practices as a teacher in a wider social, cultural, political and economic context and the role of the teacher in this context; • Critically review the relationship between public policy at national, EU and OECD levels.
Offer a theoretical basis for the	Practices of pedagogy, curriculum, assessment, administration and quality assurance are interdependent	**PLO -The graduate teacher will have:** • Competent knowledge of a topic and the curriculum process to provide educational

development and implementation of appropriate curriculum and assessment	and are equally important in widening and supporting participation.	interventions for learners; • The required teaching, learning and assessment competence. **MLO - Curriculum Studies and Assessment** • Demonstrate competence in curriculum design and assessment.
Demonstrate reflective skills for ongoing capacity development and contribution to the field	An important part of the teacher's role is to (i) challenge discourses that equate differences with deficits and (ii) influence the development of new educational discourses that embrace differences and promote equality	**PLO - The graduate teacher will be able to:** • Developed a knowledge and understanding of strategies for communicating effectively and developing positive relationships with learners, learners' families (where appropriate), the learning setting, the wider community, and colleagues; • Critically reflect on particular features of teaching and learning in the further education settings. **MLO - Reflective Professional and Ethical Practice** • Reflexively and critically analyse their own positioning within the life-long and life-wide further education context; • Demonstrate an ability to critically reflect on group dynamics within their assigned peer reflective group and among the teaching practice supervisory group.
Apply professional legal, ethic and practice principles to teaching	Education is a human right. Theories and practices of education must be contextualised within frameworks that acknowledge the impact on learners of social and cultural forces. In particular how these forces can exclude specific population(s) from access to education and from contributing to the knowledge-creation process.	**PLO -The graduate teacher will be able to:** • Demonstrate skill in learning, group management and organisational management; • Critically reflect on particular aspects of teaching and learning in the further education settings. **MLO – Programme Induction** • Demonstrate an understanding and evaluate the Teaching Council's Codes of Professional Conduct for Teachers (2007); Health and Safety regulations; Garda Clearance criteria.
Provide supervised and supportive practical teaching experience in authentic Further Education settings.	Equality in terms of access to educational opportunities is an important first step in the process of widening participation. A second and equally important step is creating a learning environment where 'non-traditional students' can participate in their own right and not as exceptional individualised cases.	**PLO-The graduate teacher will:** • Be able to critically interpret the educational and social context within which further education takes place; • Have developed a knowledge and understanding of strategies for communicating effectively and developing positive relationships with learners, learners' families (where appropriate), the learning setting, the wider community, and colleagues. **MLO- Reflective Professional and Ethical Practice** • reflexively and critically analyse their own positioning within the life-long and life-wide further education context; • demonstrate an ability to critically reflect on group dynamics within their assigned peer reflective group and among the teaching practice supervisory group.

2.3 Programme Design and Structure

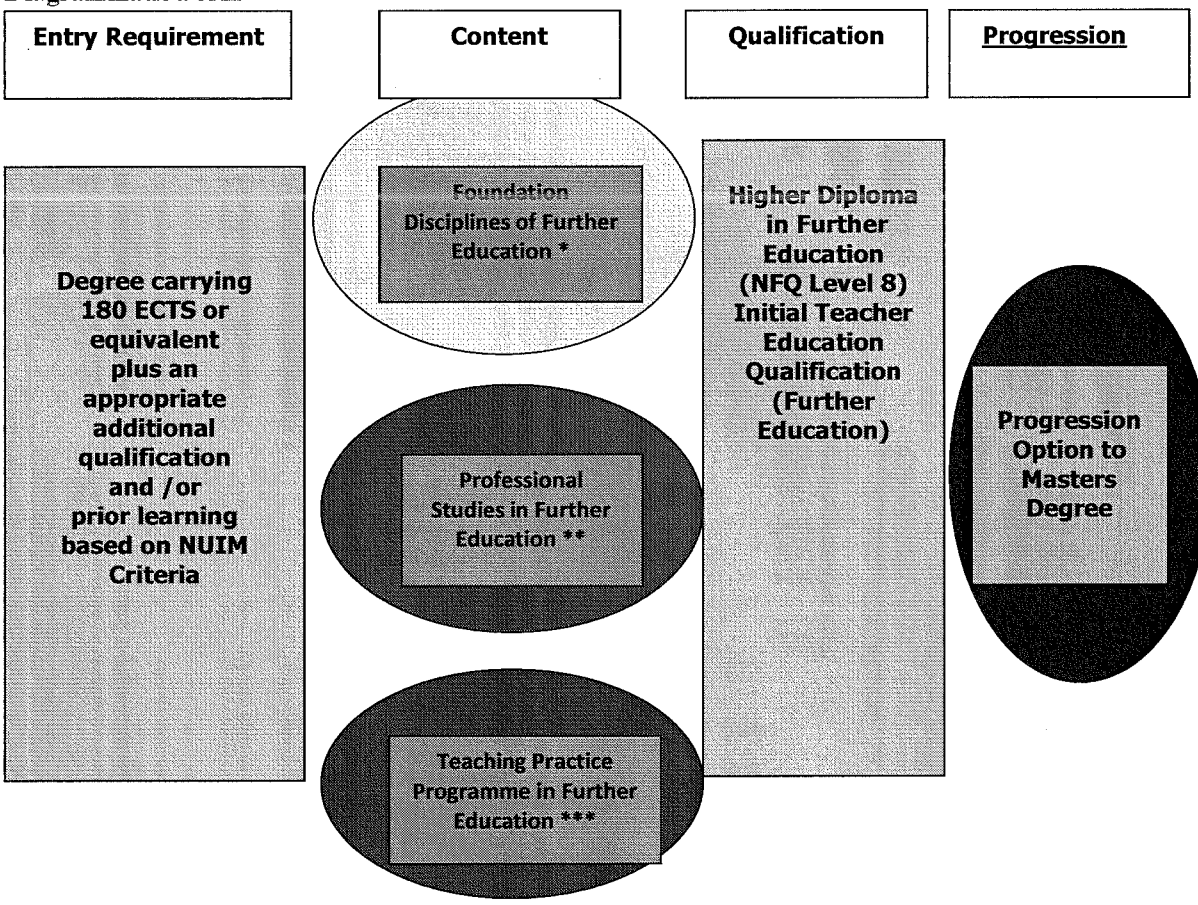
Please provide details below on the programme design, structure, and content.

In addressing this, providers should include reference to:

- the programme duration, structure, levels, credits and awards. It would be helpful if the programme structure could be illustrated in diagrammatic form

Programme Duration: 1 academic year full-time, 200 hours of class contact and 100 hours of teaching practice.
Programme Structure: 10 modules
Programme Level: Level 8
Programme Credits: 60 ECTS
Programme Award: NUI Maynooth: Higher Diploma in Further Education

Diagrammatic Form



*** 1: Studies in the Foundation Disciplines of Further Education**	**12.5 ECTS**
Psychology of Human Development	2.5
Philosophy of Adult Education	2.5
Sociology of Adult and Further Education	2.5
History and Policy of Adult and Further Education in Ireland	5

**** 2: Professional Studies in Further Education**	**27.5 ECTS**
Programme Induction	**2.5**
Learning Methodologies	15
Curriculum Development	**5**
Reflective Professional and Ethical Practice	**2.5**
Introduction to Counselling in Adult Education	**2.5**

***** 3: Teaching Practice in FE** **20 ECTS**

Teaching Practice: One Hundred (100) hours of teaching practice in at least two Further Education setting (recommended) incorporating 30 hours supervised teaching practice in further education settings in accordance with Guidelines from the Handbook on Teaching Practice. Students are expected to maintain a portfolio of their further education practice incorporating a reflective practice dimension.

NFQ = National Framework of Qualifications

- details of the programme delivery if part-time and/or operating through an outreach programme or online delivery.

The programme is delivered full-time at NUI Maynooth campus and it is intended that it will also be delivered at the University's Kilkenny Campus.

- contact hours

200 hours of class contact
100 hours teaching practice in authentic FE settings

- proposed student timetables

Semester 1		
2 day Induction Prior to term start		
	NUIM Course delivery	Teaching Practice
1. Week	Modules delivered ◊ Programme Induction (Higher Diploma in Further Education) ◊ Psychology of Human Development ◊ Learning Methodologies ◊ Philosophy of Adult Education ◊ History and Policy of Adult and Further Education in Ireland Class 5pm to 9pm Monday and 10am to 5pm Tuesday	Induction preparation for placement 30 hours. (10 hours external observation, 10 hours peer observation, 10 hours group work induction)
2. Week		
3. Week		
4. Week		
5. Week		
6. Week		
7. Week		Complete Minimum 20 and maximum 50 hours teaching experience in the co-operating Further Education teaching practice setting. Complete Minimum 5 and maximum 10 hours observed teaching experience in the co-operating Further Education teaching practice setting
8. Week		
9. Week		
10. Week		
11. Week		
12. Week		
Reading Week	1 day Induction.	
Semester 2		
	NUIM Course delivery	Teaching Practice
13. Week	Modules delivered ◊ Curriculum studies and Assessment ◊ Learning Methodologies (Part 2) ◊ Sociology of Adult and Further Education ◊ Reflective Professional and Ethical Practice ◊ Introduction to counselling in further education Class 5pm to 9pm Monday and 10am to 5pm Tuesday	Complete remaining placement requirement to a 100 hours total in the co-operating Further Education teaching practice setting. Complete remaining observed teaching requirement to 30 hours total in the co-operating Further Education teaching practice setting
14. Week		
15. Week		
16. Week		
17. Week		
18. Week		
19. Week		
20. Week		
21. Week		
22. Week		
23. Week		
24. Week		
Reading Week	1 day National Seminar with Advisory Forum	

- how progression is made within courses, where relevant

Continuous assessment methods are used throughout the programme. Student teachers will receive ongoing feedback and will be advised about their progress on an individual basis.

- the balance of time/European Credit and Accumulation Transfer System (ECTS) Credits allocated to programme components

The credit weighting for each module is indicated later in this document.

- how cross-course/cross-curricular links are made

Cross-curricular themes such as citizenship, creativity, inclusion and diversity, literacy and numeracy, use of assistive technologies, working with students with disabilities and learning difficulties, ICT, are integrated into the modules and will be addressed through course content, in class exercises, critical reflection and in teaching practice.

- the varied student teacher experiences that will contribute to professional and personal development

The programme draws on pedagogical theories and methods that are regarded as best practice in the adult education sector. Students' critical reflection about their experiences as learners and educators throughout the course will contribute to their professional and personal development as educators. The course combines traditional university-level face-to-face delivery with innovative group learning, reflective journaling, e-learning/blended learning, distance learning and learning through creative arts. The methodology will provide experience in personal, inter-personal, small group, large group, electronic and blended learning competency.

- any arrangements made for part-time or flexible learning, including online forms of learning such as Moodle or Blackboard

The course will not be offered on a part-time basis in the first year however, it is envisaged that, if staffing levels permit, a part-time option will be developed in the near future.

- provision for independent study.

Students will have access to the full NUI Maynooth library and ICT facilities. Students will be directed to independent readings and some modules will direct students to review FE programmes, publications, and settings. Students will be encouraged to engage with policy documents, discussions and seminars/ conferences.

2.3.1 Engagement of Student Teachers with the Programme

Please provide details below showing how student teachers' meaningful engagement with the programme will be facilitated and encouraged.

This programme is designed to maximise student participation at all levels of programme delivery.

2.3.2 Attitudes, Values and Professional Dispositions

Please outline the means by which the development of the attitudes, values and professional dispositions which are set out in the *Code of Professional Conduct for Teachers* will be developed in students.

The modules listed below specifically relate to the attitudes, values and professional dispositions outlined in the Code of Professional Conduct for Teachers (Teaching Council's Codes of Professional Conduct for Teachers (2007)) which the programme seeks to inculcate in teachers of adult and further education. The entire programme is constructed in a way that seeks to develop the student professionally and personally.

Relevant modules:	***Values, attitudes and professional dispositions***
Induction to Programme; Learning Methodologies; Reflective Professional and Ethical Practice; Teaching Practice; Philosophy of Adult Education.	Commitment.
Induction to Programme; Learning Methodologies; Reflective Professional and Ethical Practice; Psychology of Human Development; Introduction to Counselling in Adult and Further Education.	Student centred learning, cultural values, holistic development.
Reflective Professional and Ethical Practice; Psychology of Human Development; Introduction to Counselling in Adult and Further Education.	Responding to change and professional development.
Sociology of Adult and Further Education; Counselling in Adult and Further Education; Teaching Practice; Reflective Professional and	Social justice, equality, inclusion, respect and

Ethical Practice; Learning Methodologies; Curriculum Studies and Assessment.	care.
Induction to Programme; Learning Methodologies; Reflective Professional and Ethical Practice; Psychology of Human Development; Introduction to Counselling in Adult and Further Education.	Collegiality, collaboration, co-operation.
Curriculum Studies and Assessment; Teaching Practice; Learning Methodologies; History and Policy of Adult and Further Education.	Quality Assurance.

2.3.3 Life-long Learning

Please outline how students will be encouraged to become life-long learners.

The Reflective and Ethical Practice and Counselling Skills modules together with inputs on practitioner research emphasise the need for continuous professional development in order for the educators to retain responsiveness and a learning disposition with regard to their work. Lifelong learning in the formal, informal and non-formal sectors is a core feature of the adult education theories, practice and policy which will be critically explored and encouraged throughout the course. In addition, the Department of Adult and Community Education offers occasional Master Classes, seminars and conferences on Adult Education that are open to former students. It also offers an MEd, EdD and PhD.

2.3.4 Reflective Processes

Please provide details of how the programme will facilitate the development of reflective practices by students.

Fundamental to the philosophies that inform adult education is the requirement to reflect on one's practice. As such, the HDFE is grounded in promoting reflective practice. Reflective practice is advocated and practised in all modules and, in addition, the Reflective and Ethical Practice module specifically deals with reflective practice.

2.4 Programme Content

Please provide details of the programme content below.

Providers should include:

- descriptors for each module of the programme
- some sample course handouts
- reading lists for each element of the programme[2].

The following information provides details of the programme. It is divided into three components: (1) Foundation Disciplines of Adult and Further Education; (2) Professional Studies; (3) Teaching Practice. The modules for each component are outlined under each heading. The e-learning platform Moodle is generally used for distribution of all support materials.

PROGRAMME OUTLINE

HIGHER DIPLOMA IN FURTHER EDUCATION
(Teaching Qualification)

The central focus of this programme is on enabling the student to develop a repertoire of pedagogical skills and to adopt a professional, self-analytical and reflective approach to teaching in further education. This opportunity for self-appraisal and self-development is further facilitated by the advice and guidance made available by the supervisory team during teaching practice.

The Higher Diploma in Further Education is made up of three areas of professional development:

1. Foundation Disciplines of Adult and Further Education
2. Professional Studies
3. Teaching Practice

1 Foundation Disciplines of Adult and Further Education

This domain is inquiry-based and provides the basis for reflexive practice in teaching in further education. The module will enable the student teacher to build a conceptual framework and develop an informed and coherent theory of adult and further education for practical teaching, tutoring, and facilitating learning in further education.

Module	Foundation Disciplines of Adult and Further Education	**12.5 ECTS**
1.	Psychology of Human Development	2.5
2.	Philosophy of Adult Education	2.5
3.	Sociology of Adult and Further Education	2.5
4.	History of Adult and Further Education in Ireland	5

2 Professional Studies

This domain will engage student teachers with the competencies required for professional practice including: teaching methodologies; curriculum studies and assessment methods; integration methods for addressing literacy/numeracy; reflective practice and ethical issues; scholarly research and writing in practice. Study of these areas will be informed by an examination of and reflection on specific teaching competencies needed for delivery of education in further education settings relevant to the student including: PLC (post leaving certificate) courses, VTOS/BTEI settings, Youthreach and Community Training Workshops, community education, training and continuous professional development (CPD) settings, and other settings relevant to the cohort of students.

Module	Professional Studies	**27.5 ECTS**
1.	Programme Induction (Higher Diploma in Further Education)	2.5
2.	Learning Methodologies	15
3.	Curriculum Studies and Assessment	5
4.	Reflective Professional and Ethical Practice	2.5
5.	Introduction to Counselling in Adult and Further Education	2.5

3 Practical Teaching

Practice in the delivery of further education programmes in a variety of settings is integral to teacher education programmes and to student teacher development. The teaching practice will enable student teachers to practice the delivery of education for a minimum of 100 hours teaching practice in two authentic further education settings (recommended). This practice experience will be mentored and supervised by NUI Maynooth. It is recommended that the student teacher completes up to 30 hours of placement in the first semester and a more substantial placement in the second semester totalling 100 hours of teaching of which 30 hours is under supervision.

During the placement the student teacher will engage with a supervisory team. The team will be made up of a NUIM Department of Adult and Community Education staff member and a placement tutor (Initial Teacher Education: Criteria and Guidelines for Programme Providers, June 2011) and a staff member from the setting in which they are teaching. Arising from the teaching practice experience the student teacher will be enabled to develop their teaching practice, to develop their understanding of planning and development as part of a team, and legal/ethical obligations as teachers. The experience of practice in a supervised setting will also give student teachers a sound understanding of the means for providing feedback to learners, colleagues and the community of practice. Due to its relevance a student teacher is required to pass the practical teaching programme to achieve the qualification being awarded.

Module	Practical Teaching	**20 ECTS**
	100 hours experience in two Further Education settings (recommended) with 30 hours supervised teaching practice. During the course of the teaching placement student teachers will: • demonstrate teaching competencies using a range of methods; • act in an ethical manner; • record reflections in their teaching portfolio; • assess and evaluate student's work; • actively engage with NUI Maynooth supervision, support, and mentoring processes. Students are expected to maintain a portfolio of their further education practice incorporating a reflective dimension.	20

Progression
Satisfactory achievement of the Higher Diploma in Further Education (at least a 2.2) qualifies the student to apply to enter the Masters in Education (MEd) programme.

Foundation Disciplines of Adult and Further Education (12.5 ECTS)
At the end of this section teacher students will be able to:
1. Demonstrate a comprehension of the foundation disciplines of adult and further education
2. Be competent in the historical understanding of policy and practice relating to adult, further and community education in Ireland and the EU.

MODULE DESCRIPTORS AND LEARNING OUTCOMES

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**
2) Module Code	To be confirmed shortly
3) Module Title	**Psychology of Human Development**
4) Module Coordinator/Contributors	Tony Walsh, Fergal Finnegan
5) Department	Department of Adult and Community Education
6) Credit Weighting (ECTS)	2.5
7) Teaching and Learning Methods	Contact Hours: Lectures and Blended learning: 12 hours
8) Module Overview or Module Content Descriptor	This module will provide opportunities for students to explore critically, with an eye to practical consequences, concepts such as adulthood, adolescence, development, learning and education from the multiple perspectives of psychology. The module combines elements of developmental psychology, educational psychology and learning theory and will provide an introduction to the most important theories of development in the field of adult education. Topics will be selected from humanism and self-directed learning (Rogers, Maslow); behaviourism (Skinner and Thorndike), psychoanalysis (Freud and Erikson);theories of intelligence and cognition (Vygotsky, Gardner, Piaget) feminism and moral development(Gilligan and Kohlberg); social and work-place learning (Engestrom); consciousness-raising (Freire);transformation theory (Mezirow); critical theory; attachment theory (Bowlby); how adults learn - styles of learning and the implications for teaching. It will explore the implications of these theories for teaching and learning. Students are encouraged to reflect on their own learning and practice.

9) INTENDED LEARNING OUTCOMES: At the end of this module Students will be able to	**How is it Assessed**	**Teaching and Learning Activities**
L.O.1. Identify the psychological approaches and theories pertinent to adult and further education	End of module essay	A mixture of lecture, class discussion, reflection and group work activities
L.O.2. Critically evaluate the approaches and associated theorists exploring the resultant implications for teaching and how adults learn.	End of module essay	A mixture of lecture, class discussion, reflection, research and group work activities
L.O.3. Evaluate the role of psychology in learning contexts	End of module essay	A mixture of lecture, class discussion, reflection and group work activities

10) **Module Assessment**: Total marks (100%) Essay / assignment, 2000 words approx.

11) **Reading List**

Brookfield, S. (1995) *Becoming a critically reflective teacher.* Oxford: Jossey-Bass.

Merriam, S, Caffarella, R. & Baumgartner, L. (2007) *Learning in adulthood: A comprehensive guide* 3rd ed. Oxford: Jossey-Bass.

Illeris, K. (Ed.) (2009) *Contemporary Theories of Learning.* London: Routledge.

Tennant, M. (2006) *Psychology and Adult learning* 3rd ed. London: Routledge.

Other key texts

Bion, W. R. (1961) *Experiences in Groups.* London: Tavistock.

Bruner, J. (1986) *Actual minds, possible worlds.*Cambridge MA: Harvard University Press.

Freud, S. (2001) The collected works. London. Vintage.
Gardner, H. (1993a) (2nd Ed) *Frames of Mind: A theory of multiple intelligences.* London: Fontana.
Gilligan, C. (1993) (2nd Ed) *In a different voice: Psychological theory and women's development.* Cambridge, Mass.: Harvard University Press.
Maslow, A. (1987) (3rd Ed) *Motivation and personality.* New York: Harper & Row.
Mezirow, J. (1991). *Transformative Dimensions of Adult Learning.* San Francisco: Jossey-Bass.
Morss, J.R (1996) *Growing critical: Alternatives to developmental psychology.* London: Routledge.
Rogers, C. R. (1967) *On becoming a person: A therapist's view of psychotherapy.* London: Constable.
Rogers, C. R. & Freiburg, J. H (1994) (3rd Ed) *Freedom to learn.* New York: Maxwell MacMillan.
Salzberger-Wittenberg, I., Henry, G. & Osborne, E. (1983).The emotional experience of learning and teaching. London: Routledge & Kegan Paul.
Skinner, B.F. (1974) *About behaviourism. London: Jonathan Cape.*
Vygotsky, L.V. (1978) (Cole, M. Ed) *Mind in society: The development of higher psychological processes.* Cambridge: Cambridge University Press.

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**		
2) Module Code	To be confirmed shortly		
3) Module Title	Philosophy of Adult Education		
4) Module Coordinator/Contributors	Fergal Finnegan, Brid Connolly		
5) Department	Department of Adult and Community Education		
6) Credit Weighting (ECTS)	2.5		
7) Teaching and Learning Methods	Contact Hours: Lectures and Blended learning: 12 hours.		
8) Module Overview or Module Content Descriptor	This module will draw on selected contrasting insights from major figures in Western philosophy of education, particularly Socrates and Plato (classical period), Kant and Hegel (Middle period) to Dewey, James, Noddings and Freire (recent period). Idealism, realism, pragmatism, extensialism, and postmodernism will also be considered. In each case the focus will be on the critical perspectives inspired by the work of these thinkers for building professional capacities among practitioners and that impact on andragogy, work-based learning, leaning in transient situations and critical theory.		
9) Intended Learning Outcomes: **At the end of this module Students will be able to**		**How is it Assessed**	**Teaching and Learning Activities**
L.O.1. Identify the philosophical theories pertinent to adult and further education		End of module essay	A mixture of lecture, class discussion, reflection and group work activities.
L.O.2. Critically evaluate the philosophies		End of module essay	A mixture of lecture, class discussion, reflection, research and group work activities.
L.O.3. Apply philosophical theories to learning contexts		End of module essay	A mixture of lecture, class discussion, reflection and group work activities.
10) **Module Assessment** Total marks (100%) Essay/ assignment, 2000 words approx.			

Reading List

Tennant, M. (2006). *Psychology and Adult learning* 3rd ed. London: Routledge.

Salzberger-Wittenberg, I., Henry, G. & Osborne, E. (1983). *The emotional experience of learning and teaching.* London: Routledge & Kegan Paul.

Josselson, R.E. (1991). *Finding herself: Pathways to identity development in women.* Oxford: Jossey-Bass.

Millar, A. (1987). *For your own good: The roots of violence in child-rearing* London: Virago.

Additional optional material will be provided through the university e-learning platform.

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**		
2) Module Code	To be confirmed shortly		
3) Module Title	Sociology of Adult and Further Education		
4) Module Coordinator/Contributors	Michael Murray, Brid Connolly		
5) Department	Department of Adult and Community Education		
6) Credit Weighting (ECTS)	2.5		
7) Teaching and Learning Methods	Contact Hours: Lectures and Blended learning: 12 hours:		
8) Module Overview or Module Content Descriptor	In this module a range of theories and research are introduced to provide insights to the web of social, cultural, economic and political factors that underpin learning in contemporary society. This module acknowledges the embedded and interdependent nature of learning in modern society and how this is being challenged and debated socially, politically, economically and culturally. The module also critically assesses the role of education in society at the individual level (learner, teacher, family member, etc), community (local, regional, global), institutional level (the schooling system) and the broader social, cultural, economic & political level. The module will pay particular reference to diversity, exclusion, differentiation, gender, community, and hegemonic issues.		
9) Intended Learning Outcomes: **At the end of this module students will be able to:**	How is it Assessed	Teaching and Learning Activities	
L.O. 1. Identify and critically reflect on the key sociological features of education affecting the direction of change in Irish society	End of module essay	Series of short inputs, including blended learning followed by small 4 – 5 member group and plenary group discussion	
L.O.2. Draw on a range of sociological and educational theories, concepts and research to investigate the interdependent nature of learning and the role of schooling as a social institution contributing to or hindering social change	End of module essay	Series of short inputs, including blended learning followed by small 4 – 5 member group and plenary group discussion	
L.O.3. Explore the role of education as a social institution	End of module essay	Series of short inputs including blended followed by small 4 – 5 member group and plenary group discussion	
L.O.4. Critically locate their professional practices as a teacher in a wider social, cultural, political and economic context and the role of the teacher in this context.	End of module essay	Series of inputs , including blended learning, followed by small 4 – 5 member group and plenary group discussion	
L.O.5. Demonstrate an awareness of the key equality, diversity and inclusion issues facing in contemporary Ireland	End of module essay	Series of inputs followed by small 4 – 5 member group and plenary group discussion	
L.O.6. Create a charter for equality, including gender equality	Work in groups or pairs to create a charter for equality in settings	Input on charter development and writing, with examples from equality organizations	
10) **Module Assessment**			

Total marks (100%) Essay assignment, 1,500 words approx: 75% of marks and preparation of charter 25% of marks.
11) **Reading List** Baker, J., Lynch, K., and Cantillon, S. (2009) *Equality: From theory to action,* 2nd Ed., Palgrave Macmillan, London. Banyard, K. (2010) *The Equality Illusion: The Truth about men and women today*, Faber and Faber, London Coleman, S. and Coulter, C. (2004) *The End of Irish History?* Manchester: Manchester University Press. Giroux, H. (2001) *Stealing Innocence.* Palgrave: MacMillan. Haralambos, M (2000) *Sociology: Themes and Perspectives.* London: Collins Educational. Mills. C. W. (2000) *The Sociological Imagination* Oxford: Oxford University Press Rawls, J. (1971) *A Theory of Justice* Harvard, Cambridge MA: Harvard University Press. Ritzer, George (2003) *Sociological Theory* McGraw Hill Schwalbe, Michael (2005) *The Sociologically Examined Life: Pieces of the Conversation* McGraw Hill Sennett, R. (2000) *The Corrosion of Character: The Personal Consequences of Work in New Capitalism* Norton and Co. Tovey, H. Share, P. (2003) *A Sociology of Ireland* Dublin: Gill and Macmillan Wilkinson, R. G., and Pickett, K., *The Spirit Level: Why more equality societies almost always do better*, London: Allen Lane, (2009) Additional readings and internet resources will be identified as the course progresses

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**		
2) Module Code	To be confirmed shortly		
3) Module Title	History of Adult and Further Education in Ireland		
4) Module Coordinator/Contributors	Luke Murtagh, Anne Ryan		
5) Department	Department of Adult and Community Education		
6) Credit Weighting (ECTS)	5		
7) Teaching and Learning Methods	Contact Hours: Lectures and Blended learning: 24 hours		
8) Module Overview or Module Content Descriptor	The module chronologically studies the key historical landmarks and resulting policies in the evolution of the Irish education system with particular reference to but informed by development in pre-school, primary, secondary and tertiary education. The module explores contemporary issues and developments in Irish education by critically engaging with a broad range of pertinent commission reports, policy statements and policy and legislative documents. The module will also address the input and impact of non-governmental organisations and citizens' movements in the development of education policy. The module will present an insight into EU and UN policies in all aspects of education that it relates to. This module will enable students to reflect critically on the adult, community and policy making process and to locate that process within the Irish public policy system. In particular the module will address: further education organisation and further education policy including FETAC policy, history of adult, community and non-compulsory education, contemporary policy issues in further education (including European and UN initiatives), education policies at primary and post-primary level and current legislative requirements for the delivery of further education.		
12) Intended Learning Outcomes: **At the end of this module Students will be able to**	**How is it Assessed**	**Teaching and Learning Activities**	
L.O. 1. Identify how public policy relating to education and in particular is made in Ireland	End of module essay	A mixture of lecture, class discussion, reflection and group work activities.	
L.O.2. Critically review the relationship between and public policy (national, EU and UN)	End of module essay	A mixture of lecture, class discussion, reflection and group work activities.	
L.O.3. Analyze the educational and policy theories underpinning public policy making	End of module essay	A mixture of lecture, class discussion, reflection and group work activities.	
L.O.4. Examine the multifaceted process at play in policy implementation in Ireland	End of module essay	A mixture of lecture, class discussion, reflection and group work activities.	
L.O.5. Propose feasible policy solutions to current issues in Ireland	End of module essay	A mixture of lecture, class discussion, reflection and group work activities.	
9) **Module Assessment:** Total marks (100%) Minor policy submission to state body (including appropriate historical background) .2000-3000 words.			
10) **Reading List** Aontas (2011) Community Education: More than Just a Course, Exploring the Outcomes and Impact of Department of Education and Skills Funded Community Education, Dublin, Aontas. Aontas (2012) What Next: Information Booklet on Choices of Training and Education for Adults in Ireland, Dublin, Aontas.			

Coakley, J. and Gallagher M (eds) (2009) Politics in the Republic of Ireland (5th ed). London: Routledge
Coolahan, J. (1989) Irish education: history and structure, Dublin: IPA
CEDEFOP (2008) Terminology of European Education and Training Policy, Luxembourg, CEDFOP.
Department of Education (1973) Report of Advisory Committee: Adult Education in Ireland, Dublin, Stationery Office [The Murphy Report].
Department of Education (1983) Report of the Commission on Adult Education: Lifelong Learning, Dublin, Stationery Office [The Kenny Report].
Department of Education (1995) White Paper on Education: Charting Our Education Future, Dublin, Stationery Office.
Department of Education and Science (1998) Green Paper on Adult Education: Adult Education in an Era of Lifelong Learning, Dublin, Stationery Office.
Department of Education and Science (2000) Learning for Life: White Paper on Adult Education, Dublin, Stationery Office.
Department of Education and Skills (2011) General Scheme of an Education and Training Boards Bill 2011, Dublin, DES
Department of Education and Skills (2011) New further education and training authority, SOLAS, launched by Minister Quinn- Government agrees to wind down FÁS, Press Statement, Dublin, DES
Department of Enterprise, Trade and Employment (2002) Report of the Taskforce on Lifelong Learning, Dublin, Stationery Office.
Department of Social Protection (2011) Project Plan for the Development and Implementation of the National Employment and Entitlements Service, Dublin, Department of Social Protection
European Commission (2005) Adults in Formal Education: Policies and Practices in Europe, Brussels, European Commission
Expert Group on Future Skills Needs (2007) Tomorrow's Skills: Towards a National Skills Strategy. , Dublin, Expert Group on Future Skills Needs.
Expert Group on Future Dublin, Expert Group on Future Skills Needs Skills Needs (2011) National Skills Bulletin, Dublin, Expert Group on Future Skills Needs.
Gunnigle, P., Heraty, N.,Morley,J (2011) 'Learning,Training and Development in Organisations 'in Gunnigle, P., Heraty, N.,Morley, J., Human Resource Management in Ireland, Dublin: Gill and Macmillan
Harvey, B (2008) Working for Change: A guide to influencing policy in Ireland (3rd edition), Dublin, Combat Poverty Agency
Maunsell, C. Downes,P and mcLoughlin V. (2008)National Report on Lifelong Learning in Ireland. Dublin: Education Disadvantage Centre.

Websites

AONTAS the Irish National Association of Adult Education – http://www.aontas.com/
European Centre for the Development of Vocational Training - http://www.cedefop.europa.eu/
European Commission - http://www.ec.europa.eu/.
Department of Education and Skills – http://www.education.ie
FAS – http://www.FAS.ie
Further Education and Training Awards Council (FETAC) - http://www.fetac.ie/
Higher Education and Training Awards Council - http://www.hetac.ie/
National Centre for Guidance in Education - http://www.ncge.ie/
National Adult Literacy Agency (NALA) - http://www.nala.ie/
National Qualifications Authority of Ireland (NQAI) - http://www.nqai.ie/
National Learning Network - http://www.rehab.ie/nln/index.aspx
Irish Vocational Education Association - http://www.ivea.ie/
Teaching Council - http://www.teachingcouncil.ie/
TEAGASC - http://www.teagasc.ie/

Professional Studies (27.5)
At the end of this section student teachers will be able to:

1. Enumerate and understand the knowledge, skills and competencies of best practice delivery in adult and further education including e-learning/blended learning and creative learning using the arts.
2. Demonstrate an ability to consider equality issues and learning difficulties in the planning, delivery and evaluation of adult and further education programmes
3. Develop curricula and assessment
4. Appraise education practice
5. Interpret the role of personal development in facilitating adult development and change brought about through adult learning
6. Reflexively and critically analyse their own positioning within the life-long and life-wide further education context

MODULE DESCRIPTORS AND LEARNING OUTCOMES

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**		
2) Module Code	To be confirmed shortly		
3) Module Title	Programme Induction		
4) Module Coordinator/Contributors	Michael Kenny, Luke Murtagh, Josephine Finn		
5) Department	Department of Adult and Community Education		
6) Credit Weighting (ECTS)	**2.5**		
7) Teaching & Learning Methods			
8) Module Overview or Module Content Descriptor	This module will provide an introduction to the aims and learning outcomes of the Higher Diploma; the essential pedagogical skills for successful teaching practice; academic and technical skills for research and learning. Codes of teaching practice, ethical considerations, attitudes and values will be examined. Supervision and mentoring processes will be explained and students' expectations for teaching practice support will be explored. Students will be required carry out 30 hours of teaching observation to explore learning methods in a range of settings.		
13) Intended Learning Outcomes: **At the end of this module students will be able to:**		**How is it Assessed**	**Teaching and Learning Activities**
L.O.1. Demonstrate an understanding and evaluate the Teaching Council's Codes of Professional Conduct for Teachers (2007); Health and Safety regulations; Garda Clearance criteria.		Portfolio of practice	A mixture of lecture, class discussion, reflection and group work activities.
L.O.2. Identify their primary teaching values and attitudes gained through their prior experience as learners.		Portfolio of practice	Reflective process, group work, and plenary group discussion.
L.O.3. Examine their expectations for teaching practice support and are able to make a distinction between the role of mentor and supervisor.		Portfolio of Practice	Reflective process, group work, and plenary group discussion.
L.O.6. Appraise teaching practice using observation techniques		30 hours observation in external settings, peer teaching, E-learning and community education.	Reflective process, group work, and plenary group discussion.

L.O. 7 Use of the Library and its range of services including searching for and evaluating information found online	Short annotated references from a range of online sources	Searching and evaluating information found online.
9) **Module Assessment**: Self appraisal of teaching practice experience. 1000 words: 75% of marks. Annotated bibliography of appropriate literature 500 words: 25% of marks.		

10) **Reading List**

Atkinson, T., & Claxton, G. (2000). *The Intuitive Practitioner: On the Value Of Not Always Knowing What One Is Doing*. Buckingham: Open University Press.

Benefiel, M., & Holton, G. (Eds.). (2010). *The Soul of Supervision: Integrating Theory and Practice*. New York: Morehouse Publishing.

Bolton, G. (2010). *Reflective Practice: Writing and Professional Development* (Third Edition ed.). London: Sage.

Brookfield, S. (1995). *Becoming a critically reflective teacher* (1st ed.). San Francisco: Jossey-Bass.

Cohen, N. H. (1995). *Mentoring adult learners : a guide for educators and trainers*. Malabar, Fla.: Krieger.

Cole, A. L. a. K., J.G. . (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. Boston: Allyn & Bacon.

Connolly, B. (2008). *Praxis, Critical Pedagogy and Critical Adult and Community Education.* Open University.

Davys, A., & Beddoe, L. (2010). *Best Practice in Professional Supervision: A Guide For the Helping Professions*: Jessica Kingsley.

Mezirow, J. (1990). *Fostering critical reflection in adulthood : a guide to transformative and emancipatory learning*. San Francisco: Jossey-Bass.

Moon, J. A. (2006). *Learning Journals: A Handbook for Reflective Practice and Professional Development* (2nd ed. ed.). London: Routledge.

Palmer, P., J. (2007). *The Courage To Teach: Exploring The Inner Landscape Of A Teacher's Life*. San Fransisco: Jossey-Bass.

Rogers, C. R. (1969). *Freedom to learn : a view of what education might become*. Columbus: Charles E. Merrill.

Salzberger-Wittenberg, J., Henry, G., & Osborne, E. (1983). *The Emotional Experince of Teaching and Learning*. London: Routledge.

Scaife, J. (2010). *Supervising The Reflective Practitioner: AN Essential Guide To Thepry and Practice*. London: Routledge.

Schön, D. A. (1991). *The reflective practitioner : how professionals think in action*. London: Arena.

Stevens, D., & Cooper, J. (2009). *Journal Keeping: How to Use Reflective Writing for Learning, Teaching, Professional Insight and Positive Change*. Sterling: Stylus Publishing.

Teaching Council's Codes of Professional Conduct for Teachers (2007)

West, L. (1996). *Beyond fragments : adults, motivation, and higher education : a biographical analysis*. London ; Bristol, PA: Taylor & Francis.

Winter, R., Buck, A., & Sobiechowska, P. (1999). *Professional Experience and the Investigative Imagination: The Art of Reflective Writing*. London: Routledge.

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**
2) Module Code	To be confirmed shortly
3) Module Title	Learning Methodologies
4) Module Coordinator/Contributors	Michael Kenny, Peter Hussey, Brid Connolly, Liz O'Byrne
5) Department	Department of Adult and Community Education
6) Credit Weighting (ECTS)	15
7) Teaching and Learning Methods	Contact Hours: Lectures and Blended learning: 60 hours
8) Module Overview or Module Content Descriptor	This module will expose students to a wide range of teaching and learning methods and provide an opportunity for reflection on their own styles. It looks at developing the proficiencies of student teachers to use conventional/creative, passive/interactive and multimedia learning methods. It draws on methods used in radical adult education practice and in creative community education. Student teachers will gain a grounding in group work practice, facilitation skills, presentation skills, arts based practices. The content will draw on the theoretical perspectives of Augusto Boal, Paulo Friere, Carl Rogers, and Ken Robinson. Guest practitioners working in further education settings will provide some inputs. Students will also engage in peer learning. Topics addressed in this module include: problem based learning, teaching concepts, identifying learner cultural context and associated 'mental sets', differentiation, teaching in mixed ability settings, teaching in situations of challenging behaviour, desk-less and creative teaching, collaborative learning, E-learning/Blended learning, digital media for teaching and learning, course closures and research in active teaching and learning settings. All learning methodologies will be underpinned by the learning gained in foundation studies modules.

14) Intended Learning Outcomes: **At the end of this module students will be able to:**	**How is it Assessed**	**Teaching and Learning Activities**
L.O. 1. Identify the range of methodologies that can be applied in learning settings.	Portfolio assignment In class practicum	Series of inputs, including blended learning, with small group and full group discussion and engagement.
L.O.2. Identify and analyse group work theories and methods	Portfolio assignment	Provision of the opportunity to practice, together with feedback on the practice
L.O.3. Identify and analyse the theories and practice for facilitating learning on E-learning platforms	On line assignment	Peer teaching online
L.O.3. Demonstrate competence in a range of teaching methods including :E-learning/Blended learning, digital media, creative, problem posing etc.	In class practicum and practice in the learning environment, feedback from peers and staff.	Series of inputs, including blended learning, with small group and full group discussion and engagement.
L.O.4. Identify and analyse the learning needs of students with learning difficulties, and use appropriate methods to meet the needs.	In class practicum and practice in the learning environment, feedback from peers and staff.	Series of inputs, including blended learning, with small group and full group discussion and engagement.
L.O.5. Facilitate learning in small/large group settings	In class practicum and practice in the learning environment, feedback from peers and staff.	Series of inputs, including blended learning, with small group and full group discussion and engagement.

9) **Module Assessment**: Teaching portfolio. The portfolio will present a critique and overview of learning methodologies arising from the module and the applications of the methodologies in the teaching practice settings.

10) **Reading List**

Benson, J.F. (1987) *Working more creatively with groups* Routledge. London

Bruner, Jerome, 1992, *Acts Of Meaning,* Harvard University Press, Harvard.

Butler, S., Wintram, C., (1991) *Feminist Groupwork* Sage, London.

Connolly, Bríd (2008) *Adult Learning in Groups* McGraw Hill, Milton Keyes.

Dewey, John, 1938 *Experience And Education,* Macmillan, New York.

Garrison, D.R, Anderson, T., 2003, *E-Learning in the 21st century: A framework for research & practice*. Routledge-Falmer, London.

Hooks, Bell, 1994, *Teaching To Transgress: Education As The Practice Of Freedom*, Routledge, New York.

Jarvis, P.,(2008) *Lifelong Learning and the Learning Society* Complete Trilogy Set , Routledge.

Jarvis, Peter, 1988, *Adult and Continuing Education: Theory and Practice*, Routledge, London.

Kaye, S. M., (2009) *Critical Thinking: A Beginners Guide* ,Oneworld Oxford.

National Adult Literacy Agency (2003) *Skillwords: Integrating Literacy*, Dublin: NALA.

National Adult Literacy Agency (2005) *Guidelines for Good Adult Literacy Work.* Dublin: NALA.

National Adult Literacy Agency (2008) *Literacy as Social Practice: More than reading and writing,* Dublin: NALA.

Ní Chinnéide, Blathnaid (2002) *Integrating Literacy: NALA Guidelines for Training Centres*, Dublin: NALA.

Prendiville, Patricia, (2005). *Developing Facilitation Skills: A Handbook for Group Facilitators* Combat Poverty Agency, Dublin

Rogers, Alan, 2002, *Teaching Adults, Third Edition*, OU Press, Buckingham.

Tett, Lyn. Hamilton, Mary and Hillier, Yvonne (2006) *Adult Literacy, Numeracy and Language: Policy, Practice and Research*, UK: Open University.

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**
2) Module Code	To be confirmed shortly
3) Module Title	Curriculum Studies and Assessment Methods
4) Module Coordinator/Contributors	Michael Kenny, Peter Hussey, Luke Murtagh, Josephine Finn
5) Department	Department of Adult and Community Education
6) Credit Weighting (ECTS)	5
7) Teaching & Learning Methods	Contact Hours: Lectures and Blended learning: 24 hours
8) Module Overview or Module Content Descriptor	This module introduces students to the theories and practice of curriculum studies and assessment. The module will equip student teachers with the requisite knowledge, skills and competences in curriculum development including: • course development and design; • constructing aims, objectives and learning outcomes; • application of learning outcomes to course content; • syllabus development; • incremental learning strategies; • facilitating creativity and multiple intelligences; • meeting accreditation requirements; • assessment of prior learning; • assessment tools and methods; • course evaluation; • adaptation of programme to provide differentiation for a wide range of learners. Throughout the module key documents from national agencies such as the National Council for Curriculum and Assessment; NCCA, Qualifications Authority, DES are explored and the students are encouraged to actively engage in analysis of their curricular experience to date and their experiences in their teaching practice settings.

9) Intended Learning Outcomes: **At the end of this module students will be able to:**	**How is it Assessed**	**Teaching and Learning Activities**
L.O.1. Demonstrate competence in curriculum design	Design and development of curricula (including assessment).	Attend inputs, including blended learning, with small group and full group discussion and engagement.
L.O.2. Assess prior leaning based on equivalence of accredited and /or experiential learning	Assessment of accredited prior learning.	Attend inputs, read, group debate, research and online interaction
L.O.3. Evaluate the range of programmes on offer as the post Leaving Certificate and vocational training programmes; community education; arts education; community training workshops; skill training programmes; workplace and in service learning, continuing professional development.	Design and development of curricula (including assessment).	Attend inputs, read, group debate, research and online interaction.
L.O.4. Identify some of the innovative dimensions of different curricular programmes which could be applied in practice	Design and development of curricula (including assessment).	Attend inputs, read, group debate, research and online interaction.
L.O.5. Collaborate with colleagues in curriculum investigations and compare and contrast curricula in a range of further	Design and development of curricula (including	Attend inputs, read, group debate,

education settings.	assessment).	research and online interaction.
10) **Module Assessment;** Detailed critique of a curriculum in use in student's teaching practice setting. 3000 words.		
11) **Reading List** National Adult Literacy Agency (2008) *Literacy as Social Practice: More than reading and writing,* Dublin: NALA. National Qualifications Authority of Ireland. *Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training. 2006.* NALA (2005) *Guidelines for Good Adult Literacy Work.* Dublin: NALA. Ward, Lionel O. (ed), 1982. *The ethical dimension of the school Curriculum.* Pineridge Press, Swansea, U.K. Straughan, R and J. Wrigley, (eds). 1980. *Values and evaluation in education.* Harper & Row, London. Stufflebeam, Daniel L., George F. Madaus, Thomas Kellaghan. (eds). 2002. *Evaluation models: viewpoints on educational and human services evaluation.* Kluwer Academic, Boston. Monteith, Moira. (ed), 2004. *ICT for Curriculum Enhancement.* Portland Books, Bristol, UK Davis, Barbara Gross. 2001. *Tools for teaching* San Francisco:Jossey-Bass Publishers.		

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**
2) Module Code	To be confirmed shortly
3) Module Title	Introduction to Counselling in Adult and Further Education
4) Module Coordinator	David McCormack and Mary B Ryan
5) Department	Department of Adult and Community Education
6) Credit Weighting (ECTS)	2.5
7) Teaching & Learning Methods	8 hours lectures; 4 hours discussion and Group work.
8) Module Overview or Module Content Descriptor	On completion of the module the students will have explored a rationale for learning about counselling in adult learning settings, located one's practice in the context of counselling and related activities, explored the role of personal awareness in facilitating adult development and change, and explored the kinds of relationship that facilitate adult development.

9) Intended Learning Outcomes: **At the end of this module students will be able to:**	**How is it Assessed**	**Teaching and Learning Activities**
Examine the role of counselling in adult learning settings and located the practice of a facilitator of adult learning in the context of counselling and related activities	Class Input in Class debate.	Attend inputs, Read, Group Debate, Assimilate, Answer Questions Research and online interaction.
Interpret the role of personal development in facilitating adult development and change brought about through adult learning.	In Class debate.	Attend inputs, Read, Group Debate, Assimilate, Write, Research and online interaction, Prepare End of module Assignment.
Sketch the practice of counselling and related activities in the process of adult, further and community education.	Class Input End of module Assignment.	Read and assimilate, Write, Research and online interaction, Prepare End of module Assignment.
Locate the process of counselling in adult, further and community education in the educative experience of the adult learner.	End of module Assignment	Read and assimilate, Write, Research and online interaction, Prepare End of module Assignment

Module Assessment: Essay based on students' Learning Journal related to the module learning and students' own practice. 2000 words.

Reading List

Clark, M. C., and Dirkx, J. M. (2008). 'The Emotional Self in Adult Learning'. *New Directions for Adult and Continuing* Education (120), 89-95.

Crawford, M., Edwards, R. and Kidd, L. (eds.) (1998) *Taking Issue: Debates in Guidance and Counselling in Learning* London: Routledge.

Dirkx, J.M. (2001) 'The Power of Feelings: Emotion, Imagination, and the Construction of Meaning in Adult Learning'

in *New Directions for Adult and Continuing Education*, Spring

Dirkx, J. M. (2006). 'Engaging Emotions in Adult Learning'. *New Directions in Adult and Continuing Education* (109), 15-26.

Dirkz, J. M. (2008). 'The Meaning and Role of Emotions in Adult Learning'. *New Directions for Adult and Continuing Education* (120), Edwards, R., Harrison, R., and Tait, A., (eds.) (1998) *Telling Tales: Perspectives on Guidance and Counselling in Learning*, London: Routledge.

Hunt, C., & West, L. (2009). 'Salvaging the self in adult learning'. Studies in the Education of Adults, 41(1), 68-82.

Mc Cormack, D. (2007) 'Demanding Reflexivity' in Connolly, B., Fleming, T. Mc Cormack, D. and Ryan, A. (eds.)

Radical Learning for Liberation 2, Maynooth: Mace.

Mc Cormack, D. (2009) 'A Parcel of Knowledge: An Autoethnographic Exploration of the Emotional Dimension of Teaching and Learning in Adult Education', *The Adult Learner*, 2009, pp. 13-28.

McLeod, J. (2007) *Counselling Skills*, Open University Press.

Mc Leod, J. (2003, 3rd ed.) *An Introduction to Counselling*, Open University Press. 361.06 MCL

West, L. (2006) "Managing Change and Transition: A Psychosocial Perspective on Lifelong Learning" in Sutherland,

P. and Crowther, J. (eds) *Lifelong Learning: Concepts and Contexts*, London: Routledge.

West, L. and Hunt, C. (2006) 'Learning in a Border Country: Using Psychodynamic Ideas in Teaching and Research', *Studies in the Education of Adults*, Vol. 38, Issue 2, Autumn.

Course Title	HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)
1) Module Code	To be confirmed shortly
2) Module Title	Reflective Professional and Ethical Practice
3) Module Coordinators	Tony Walsh, Anne Ryan
4) Department	Department of Adult and Community Education
5) Credit Weighting (ECTS)	2.5
6) Teaching & Learning Methods	Blended learning; 9 hours lectures, pre-session reading, Group Project and Presentation - 3 hours
7) Module Overview or Module Content Descriptor	The central focus of this module is on enabling the student teacher in the further education setting to develop a professional, self-analytical, ethical and reflective approach to teaching and learning practice and to be critically aware of the contexts, and structures in which these activities take place. This module draws on the seminal perspectives contained within the foundation and professional studies modules and applies these to the practice experience of the student teacher. The module is designed to provide a variety of practical experiences in which students participate in critical and reflective engagements with their fellow students, their workplace experience and the module's designated readings. Through this students develop their capacity to adopt a proactive analytic stance vis-à-vis their own work in the classroom and the broader contexts in which their educational initiative is located. The module will cover: Situating the 'self' in the 'system': Establishing a 'reflective' theoretical practice framework: Engaging in reflective practice: Becoming a reflective researcher.

8) Intended Learning Outcomes: **At the end of this module students will be able to:**	**How is it Assessed**	**Teaching and Learning Activities**
L.O. 1. comprehend and demonstrate an understanding of the implications of theoretical adult education perspectives and the application of discourse, systems, and agency theories to their work and their teaching contexts	Group project	A mixture of lecture, class discussion, reflection and group work activities.
L.O.2. demonstrate competence in applying these frameworks to the analysis of a specific work context and their own teaching	Group or pair presentations	A mixture of lecture, class discussion, reflection, research and group work activities.
L.O.3. reflexively and critically analyse their own positioning, within the life-long and life-wide further education context	Group project	A mixture of lecture, class discussion, reflection, research and group work activities.
L.O.4. demonstrate an ability to critically reflect on group dynamics within their assigned peer reflective group and among the teaching practice supervisory group	Group project	A mixture of lecture, class discussion, reflection, research and group work activities.
L.O.5. incorporate reflective learning in their portfolio of practice	Portfolio of practice	A mixture of lecture, class discussion, reflection, research and group work activities.

9) Module Assessment: Presentation: 25% of marks and Group Project: 75% of marks.

Reading List

Chambers, R. (1997) *Whose Reality Counts* Dublin: Action Aid.
Crowther, J., Martin, I. and Shaw, M. (eds) (1999) *Popular Education and Social Movements in Scotland Toda,* Leicester: NIACE.
Dressman, M. (2008) Using Social Theory in Educational Research New York: Routledge.
Easton, P. A. (1997) *Sharpening Our Tools: Improving Evaluation in Adult and Non-formal Evaluation* UIE Studies 4: UNESCO Institute for Education and German Foundation for International Development.

Foley, G. (ed.) (2004) *Dimensions of Adult Learning: Adult education and training in a global era* Berkshire: Open University Press.
International Commission on Education for the Twenty-First Century (1996), *Learning the Treasure Within,* Paris: UNESCO.
Mayo, P. (1999) *Gramsci, Freire and Adult Education: Possibilities for Transformative Action* London: Zed Books.
O'Sullivan, E. (1999) *Transformative Learning: Educational Vision for the 21st Century* London: Zed Books.
Ryan, A. (2010) 'Conscientization: The Art of Learning' in *Pedagogy, Oppression and Transformation in a Post-Critical Climate* London: Continuum. PP 86-101.
Ryan, A. B. (2001) *Feminist Ways of Knowing* Leicester: NIACE.
Ryan, A. B. 'Discourse: some considerations for the reflective practitioner' (awaiting publication)
Ryan, A. and Walsh, T. (2004) 'Creating New Knowledge' in *Unsettling the Horses: Interrogating Adult Education Perspective* Maynooth: MACE. PP 111-124.
Schratz, M. and Walker, R. (1995) *Research as Social Change: New opportunities for qualitative research* London and New York: Routledge.
Walsh, T. 'Seeing the Wood for the Trees: Reflective practice and systemic thinking' (forthcoming publication).
Youngman, F. 2000 *The Political Economy of Adult Education and Development* Leicester: NIACE.

Teaching Practice (20 ECTS)

At the end of this section student teachers will be able to:

1. Present learning in a well organised but engaging manner demonstrate originality and innovation in teaching methods with attention paid to introduction, content development, questioning, assessment of student learning and closure of input;
2. Demonstrate a range of teaching and classroom management skills over the 100 hours of engagement;
3. Demonstrate a capacity for reflection both during and following each learning session. Evaluate learning showing insight and awareness.

MODULE LEARNING OUTCOMES

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**		
2) Module Code	To be confirmed shortly		
3) Module Title	Teaching Practice		
4) Module Coordinator/Contributors	Michael Kenny, Brid Connolly, Josephine Finn		
5) Department	Department of Adult and Community Education		
6) Credit Weighting (ECTS)	20 ECTS		
7) Teaching & Learning Methods	**Contact Hours: Lectures, Experiential Group Work, eLearning: 100 hours**		
8) Module Overview or Module Content Descriptor	This module provides an opportunity for student teachers to develop their practical teaching skills and to become familiar with the culture and operation of teaching in settings. Students will accumulate 100 hours of practitioner experience in a setting or settings made up of 100 hours teaching practice in, where possible, at least two FE settings. Teaching is done in collaboration with a co-operating teacher within the teaching setting and under the supervision of the NUI Maynooth. During the course of the teaching practice placement students will engage in professional practice, apply ethical processes, conduct reflective practice by preparing a portfolio, engage actively with the supervision and mentoring process and provide evidence of reflective practitioner engagement. A minimum of 30 hours will be designated to direct teaching practice observation but other observation and reflective practice engagements are welcomed by the supervision team during the teaching practice placements. Students will incorporate and integrate theory and practice, plan for and undertake group teaching, undertake learning assessment using a wide range of strategies, develop organisational and behaviour management skills in the teaching setting, observe experienced teachers teaching and be involved in a wide range of activities. Students will reflect critically on their practice, receive and respond to feedback on their practice, seek and receive advice and guidance from their supervision team in a supportive environment. Students are expected to maintain a professional portfolio of their practice incorporating a reflective practice dimension. This portfolio is an important component of the overall assessment and the student cannot graduate from the Higher Diploma without passing this module. However, for students with prior experience NUI Maynooth will take account of recognition of prior learning (RPL) and experience for this module but teaching practice and portfolio compilation will be required for the requisite number of hours in the year of study.		
9) Intended Learning Outcomes: **At the end of this module students will be able to:**		**How is it Assessed**	**Teaching and Learning Activities**

L.O.1. Co-operate with 30 hours of observed supervision	Professional Portfolio and placement observation.	
L.O.2. Demonstrate a range of teaching and classroom management skills over the 100 hours of engagement.	Professional Portfolio and placement observation.	
L.O.3. Show evidence of professional planning and schemes of work for the classes that they taught	Professional Portfolio	
L.O.4. Present learning in a well organised but engaging manner demonstrate originality and innovation in teaching methods with attention paid to introduction, content development, questioning, assessment of student learning and closure of input.	Professional Portfolio	
L.O.5. Demonstrate a capacity for reflection both during and following each learning session. Evaluate learning showing insight and awareness.	Professional Portfolio	
10) **Module Assessment:** A reflective commentary in the Teaching Portfolio on students' own teaching practice during the Higher Diploma study period: 25% of marks. Five teaching practice observation and teaching placement setting reports during the Higher Diploma study period: 75% of marks.		
11) **Reading List:** Connolly, B., (2008) *Adult Learning in Groups*, OU and McGrawHill, Maidenhead. Connolly, B., (1999) 'Groupwork in Adult and Community Education: A Feminist Evaluation' in Connolly, B., and Ryan, A.B., *Women and Education in Ireland,* MACE, Maynooth. Jacques, D., (2000) *Learning in Groups: A Handbook for Improving Groupwork*, 3rd Edition, Croom Helm. Jarvis, P.,(2008) *Lifelong Learning and the Learning Society Complete Trilogy Set*, Routledge. Hutchinson, E. D., (2011) Dimensions of Human Learning: Person and Environment Sage, California.		

2.5 Teaching, Learning and Assessment Strategies

Please provide details of the models of teaching, learning and assessment which underpin the programme, including the research basis for these and how these models are used in the structure of the programme as well as in the teaching, learning and assessment modes, e.g. lectures, small group work, on-line learning, etc.

Please include:

- a sample exam paper for each year of the programme, where available
- some school/centre placement report templates
- a summary/analysis of mark broadsheets for each academic year[3], where available
- a sample of assignments to be set.

3 Such a summary would provide overall figures on, for example, the percentage of students passing and failing; the percentage of students awarded each grade level; the percentage of students who pass the school placement element of the programme; the percentage awarded each grade level in respect of the school placement.

A range of delivery methods will be used as appropriate. All methods are underpinned by a Freirean commitment to the active participation of the students in the learning process and a dialogical approach to knowledge creation. Continuous assessment models are used where possible including: written assignments, visual work, use of digital media, arts based assessment, practical exercises and teaching practice.

Please also detail:

- the relationship between performance in the school/centre placement and the final degree/diploma award

In order to achieve the award the student teacher must pass the practical teaching module assessment and the teaching portfolio assessment for the learning methodologies module.

- any compensatory systems which are in place

The following describes the Marks and Standards relevant for the higher diploma programmes at NUI Maynooth. NUI Maynooth uses the ECTS (European Credit Transfer System). In this system, each year of full-time study (September – May) is accorded 60 ECTS credits.

Candidates must submit all the course assignments within the academic year in order to graduate. In normal circumstances candidates who do not meet this requirement will be ineligible to submit material and will be deemed to have not completed the course.

Students who fail to pass a programme must repeat all of the modules that they failed, or suitable substitute modules, in the subjects that they failed. The University may discontinue or alter modules in subsequent years. Some modules which are assessed by means of laboratory assignments, continuous assessment or project work may not have supplemental examinations in the autumn, but may be repeated in a subsequent year. Where a student repeats the examination component of a module, the continuous assessment component will be carried forward from the previous attempt at the module. In all cases of repeating, students will be examined on the content of the module of the current academic year, but the department will attempt to accommodate 'exam only' students by the provision of alternative questions where the content of the module may have altered significantly.

Discretion of the Board of Examination

The Board of Examiners reserve the right to adjust the marks of any student, taking into account the advice of the relevant departments, the advice of the relevant external examiners and the overall performance of the student. This is particularly relevant in borderline cases. In addition, the departmental examiner, in consultation with the external examiner, may make adjustments to marks of students, based on medical or other personal circumstances that in their professional opinion have resulted in the examination marks not being a fair result for the student. The Departmental Examiner, in consultation with the relevant External Examiner may adjust the results of all students if, in their opinion, the overall marking was either too harsh or too lenient.

- how outcomes will be reported to students

Student feedback is given on an ongoing basis over the course. Official results are posted directly to students and available electronically on the University student webpage as soon as they have been approved by the University Examination's Board.

- the appeal processes

See Higher Diploma Handbook.

- how the assessment policies and procedures are expected to contribute to the development of the learning outcomes set out in Section 3 of this document.

The assessment pertinent to each module is detailed above. The assessment methods are designed to offer students the opportunity to describe, evaluate and critically analyze information, data and knowledge.

2.6 PRACTICAL TEACHING PROGRAMME

Please provide details below on the proposed practical teaching programme.

Please include reference to:

- the number, duration and timing of the placements and, specifically, the minimum portion of the placement which must be in block

Semester One (September to October)	Induction preparation for placement 30 hours. (10 hours external observation, 10 hours peer observation, 10 hours group work induction)
Semester One (November to January)	Complete Minimum 20 and maximum 50 hours teaching experience in the co-operating Further Education teaching practice setting. Complete Minimum 5 and maximum 10 hours observed teaching experience in the co-operating Further Education teaching practice setting
Semester Two (January to May)	Complete remaining placement requirement to a 100 hours total in the co-operating Further Education teaching practice setting. Complete remaining observed teaching requirement to 30 hours total in the co-operating Further Education teaching practice setting

- the number and types of placement settings and school/centre contexts

Student teachers are advised to arrange two placements in different settings: one placement could take place in the first semester (before Christmas) with a second placement in the Spring. In total 100 hours teaching in the co-operating authentic FE settings within the academic year is required.
Each student will have five visits during placement of which at least two will be from a member of the academic staff of Department of Adult and Community Education. Each student teacher will work to an timetable agreed with the manager and supervision team in the co-operating Further Education Centre.

Each student's placement will be negotiated on an individual needs basis.

- the nature of the placement, addressing, for example the nature of the relationship with the host school/centre, the type of teaching and non-teaching activities involved and the required teacher/student ratio

The Department will establish placement agreements with appropriate Further Education Centres. In consultation with the FE Centre, co-operating teachers will be nominated to facilitate student teachers in practice teaching. The student teacher will work closely with the co-operating teachers and observe their practice but they will also to have their own practice observed.

- the respective roles of the student teacher, the Co-operating Teacher, the school/centre Principal/Director and the programme provider placement tutor

The student teacher shall work closely with the Co-operating Teacher, observe their practice and teach under their supervision.

The Co-operating Teacher shall facilitate student teachers to practice teaching. The role of the co-operating teacher will be one of a 'critical friend'. She/he will accompany the student teacher through their practice placement; provide advice and guidance when necessary; observe her/his teaching practice; provide feedback to the student and to the NUIM staff member.

The Principal/Director of the FE centre co-operates with the programme provider to facilitate the placement.

The programme provider placement tutor co-ordinates the placement.

- Programme provider placement tutors, their qualifications, experience and arrangements made for their professional development

Experienced supervisors will be appointed and appropriate briefing will be provided by the Department of Adult and Community Education, NUI Maynooth.

- the nature of partnership between the programme provider placement tutor and Co-operating Teacher

The programme provider placement tutor will be in direct and regular communication with the Co-operating Teacher in relation to the placement and the student teacher.

- the assessment of school/centre placement including the specific learning outcomes associated with the placement and the ways in which the placement contributes to the development of the learning outcomes set out in Section 3 of this document; the criteria for the achievement of various grades on teaching practice; the commonality of approach/understanding between tutors; the contribution of the school/centre placement grade(s) to the final award and the proportion of marks which are added to the preparation and performance elements respectively; appeals procedures in relation to the teaching practice grade

See Teaching Practice Handbook.

- arrangements made for preparation for placement

The Induction Module provides student teachers with the necessary skills for teaching practice together with other modules on the programme. The Department of Adult and Community Education, NUI

Maynooth provides briefing to supervisors and the programme provider placement tutor manages the placement.

- arrangements made for collective de-briefing after the placement

Support will be provided by NUI Maynooth staff. Detailed feedback sessions will take place between the supervising team and the student teacher guided by the Student Teacher Appraisal Guide (see Teaching Practice Handbook).

- provisions made to support student teachers experiencing difficulties during the placement

Students will receive support from NUI Maynooth staff, peers, the University's academic advisor, and the support structures of NUI Maynooth.

- how the placement will be coordinated

Practical teaching is set out in the Teaching Practice module and will be managed by the NUI Maynooth placement tutor. The placement will be supervised by the placement supervision team made up of the cooperating teacher, the Department of Adult and Community Education NUI Maynooth academic staff member and the supervising manager in the Further Education setting. Student teachers select placements and make arrangements for their teaching practice from a list of suitable centres located on the Department's website. Placements must be approved by the Course Director.

Supervisors will visit the student five times over the course of the placement.

- how the placement will be linked to the rest of the programme.

Acumulated teaching experience during the Higher Diploma in Further Education is of critical importance to the integrity of the course. This experience provides student teachers with the opportunities to apply their theoretical knowledge and develop their skills in planning, delivering, facilitating, assessing and evaluating leaning in further education settings. The placement will be linked to the rest of the programme by visits, observations, reports, reflections, feedback and supervisory team meetings.

2.7 Staffing

Please provide details on the proposed programme staffing using the template form in Table 1[4].

Please include details in relation to the following:

- proposed staff structure and designations, include details of support staff (administrators, secretaries, etc.) that will be assigned to the programme
- proposed opportunities for reflective practice, research, curriculum development and professional development of staff
- proposed staff who will be responsible for school/centre placement supervision, identifying the percentage of programme providers' placement tutors who are practising teachers

4 In relation to those staff who are employed on an occasional basis (including teaching practice supervisors, external examiners, etc.), the Council will be happy to accept an abridged version of the staff profile.

All staff listed in Table 1

- staff library and other resources

University Library and specialised Education Resource Centre complimented by the Moodle learning platform.

- proposed opportunities for networking with other teacher educators and examples of any relevant strategic alliances with staff in other programme providers

Dublin Region Higher Education Alliance;
Annual Symposium;
Kilkenny Campus Steering Committee (includes Carlow IT, FETAC providers in the region).
It is proposed that an Advisory Group be established to advise on the ongoing development of the course and to ensure that the evolving needs of the sector continue to be addressed. Consultations have taken place with of number of potential members. This includes: John Tynan, Director of Education, Crafts Council of Ireland; Mr Pat O' Mahony, Education and Research Officer, IVEA; Ms Eileen Curtis, Acting CEO, Kilkenny VEC. Their feedback has been very useful and they have welcomed and supported the Advisory Group proposal. Please see emails Appendix 1.

- proposed staff/student ratios

The intake for HDFE is between 20-25 full-time annually.

- the role of proposed staff in the development of the required learning outcomes

See modules listed above. The learning outcomes for each module are already established.

2.8 Facilities

It is expected that facilities appropriate to the programme concerned are available to support research, teaching and learning.

Please provide details in relation to the following:

accommodation facilities including lecture halls, libraries and other resource rooms such as laboratories, music studios, ICT rooms, workshops for art and practical subjects, etc

Students have designated classrooms. All rooms are suitable for the range of activities and have the necessary ICT and other equipment.

- provisions made for access for people with disabilities

Like all courses in NUI Maynooth, this course is accessible to all students, including those with disabilities.

- provisions made to ensure the visual environment (print materials, posters, etc.) is inclusive and non-discriminatory

The philosophical positioning of this Department is such that great care is given to creating inclusive and non- discriminatory learning environments.

- teaching resources and equipment

Resources and equipment are adequate to meet the needs of the learners and undergo continuous review.

- details of online and/or off-campus/outreach facilities.

The NUI Maynooth Moodle Learning Platform, as noted above, supports all class-based activity and creates forums for students to interact with each other. The campus has a full library, ICT supported teaching facilities and student support services.

2.9 Student Support and Guidance Systems

It is expected that provision is made for the personal and social development of student teachers. In particular, procedures and resources should be in place to ensure that those in need of special help are identified and supported.

Please provide details in relation to the following:

- the role of the tutor

The tutor and course co-ordinator have procedures in place to ensure that those in need of special help are identified and supported. These procedures are:

- Application process: identify support needs;
- Pre-acceptance interview: identify support needs;
- Liaise with Access Office: identify support needs;
- Class appoints class representatives to liaise with student group and identify support needs;
- Term, semester and end-of-module evaluations;
- Phased assignment submission over academic year to support an incremental learning environment;
- Feedback to individual students from modules submitted in the first semester and at the beginning of the last semester;
- Group meetings with class at least four times per year;
- Tutor meetings three times per year to identify support needs;
- The tutor and course co-ordinator provide tangible and emotional support in response to the students' needs, and liaise with the support services in the university.

- any structures in place to facilitate staff/student interaction

The course is structured so that staff/ student interaction is maximised.

- any opportunities for students to network with those in other colleges

- Collaboration with other course providers and colleges through an IVEA (Irish Vocational Education Association) working group;
- Occasional collaboration with other colleges in specific module delivery;
- Participation in AONTAS seminars;

- Participation in higher education conferences;
- Participation in the Department's annual postgraduate conference.

- identifying and supporting students in need of professional guidance and support

NUI Maynooth's Careers Office provides such support.

- learning skills and support resources

Students have access to these services within the university. NUI Maynooth has a wide range of support services through the Access Office and the Writing Centre within the Teaching and Learning Centre. In addition, a Programme Director is appointed to take care of the professional needs of each student cohort.

- ICT services including computer network access, technical services help-desk, access to the internet and availability of interactive whiteboard(s)

Students have access to these services within the university. Interactive whiteboards are available in the Education Resource Centre, ICT support is available through the Computer Centre, and courses in ICT are available online.

- counselling and welfare services

Students have access to these services within the University.

- careers services.

Students have access to these services within the University.

2.10 Communication and Decision-making Structures

It is expected that appropriate structures are in place so as to facilitate the participation of staff and students in relevant deliberation and decision-making processes.

Please provide details in relation to the following:

- the extent to which the faculty department is represented on the governing authority

The Faculty of Social Science is represented on the Governing Authority.

- representation at Academic Council

Three of the staff involved in the programme sit on Academic Council.

- any relevant strategic partnerships

The Department of Adult and Community Education partners with a wide range of education providers in Ireland, in Europe, Palestine, Africa and Asia. These partnerships focus on good practice in the provision of adult, community and further education and therefore feed into programme developments. Students have come from a range of countries and from a range of partner organisations to participate in courses offered by the Department.

- how staff will be able to participate in the decision-making processes

All staff in the programme meet three times a year to review reports from the external examiner, to discuss programme implementation and to plan future developments.

- how students will be involved in the decision-making processes

Students review every module and the full programme. Their feedback has always played a role in course updates. Students are invited to participate in the Departmental Quality Reviews. Student representatives are routinely appointed for all courses offered by the Department.

- any quality assurance/peer review systems that will be in place

External Examiners appointed by the National University of Ireland undertake this function. The University's Quality Review system requires that all the work of the Department, including this course, be reviewed every three years.

- proposed structures for the management of teaching practice

The placement supervision team will work collaboratively with the participating education provider to manage the teaching practice of the students.

- the relationship between professional and administrative aspects of school/centre placement

As outlined above.

- relationships with other agencies or organisations delivering all or part of the programme

Programme is delivered by the Department of Adult and Community Education, NUI Maynooth.

2.11 Financial Resources

It is expected that the programme will be adequately resourced to ensure the programme aims can be met.

The course will be supported with ongoing resourcing from the University.

Please provide details of the expected overall budget for the programme.

The budget is broken down at 55% of fee income for academic costs (academic salary, academic administration, external examiner, etc.) in the relevant department and 45% for non-academic costs (such as premises, university administration, student services, etc.) in the University.
20 students at €5,418 per student per year = €108,360

Academic costs	€59,600
Non-academic costs	€48,760

An indication of likely student fees should be provided.

Student fees have remained static over the last 3 years. It is envisaged that there may be a 2-3% increase in fees or no increase in the coming year(s). Fees are currently being negotiated with the Bursar's Office.

3 Programme Outcomes

The Council expects that programmes of initial teacher education should be designed and delivered so as to enable graduates to meet expected learning outcomes as specified in Part 3 of *Further Education: General and Programme Requirements for the Accreditation of Teacher Education Programmes, July 2011.*

Please provide details below of how the programme submitted for accreditation will ensure that graduate teachers achieve the learning outcomes under the following headings:

1. Values
2. Professional conduct
3. Communication and relationships
4. Teaching, learning and assessment
5. Subject knowledge, curriculum process and content
6. Group management and organisation
7. The teacher as lifelong learner
8. Knowledge and understanding of education and the education system

Providers are reminded to avoid duplication in the submitting documentation. Where similar information is relevant under a number of headings, it should be included only once and cross-referenced as appropriate.

1. Values 2. Professional conduct 3. Teacher as lifelong learner	**Skill** The graduate teacher: 1. values him/herself as a professional whose development is a lifelong process; 2. is able to plan and improve the effectiveness of his/ her own practice through continuous reflection on that practice; 3. knows and subscribes to the core values and standards of professional conduct as set out lined in the Teaching Council's Codes of Professional Conduct for Teachers (2007); 4. can demonstrate a professional commitment to seeking, accepting and acting upon constructive practice advice; 5. can apply his or her knowledge of learners' holistic development to his/her teaching and to the promotion of social responsibilities; 6. can discuss the way in which teaching is shaped by knowledge of human development and learning; 7. can appreciate the interdependence of his/her own learning and that of the students he/she teaches; 8. can respond and contribute to changes in education policies and practices; 9. is able to contribute to the processes of curriculum development and school/centre planning.
4. Communication and relationships	**Competence** 1) Learners/learners' families: • develop appropriate teacher-learner relationships fundamental to engagement in the teaching/learning process; • demonstrate an appreciation for differences in learners' backgrounds and identities that shape their experience and impact on their learning; • demonstrate an understanding of the concepts of equality and diversity, and can accommodate diversity when encountered; 2) The learning setting and the community: • reflect the positive partnership ethos of support and collaboration with the wider community required for effective FE teaching; • engage in debate on how teachers may utilise the community as a learning resource and appreciate that the community, in turn, is enriched by this interaction and service. 3) Colleagues: • has an understanding of the roles of all various staff within and outside the learning (school/centre/programme) setting; • emphasises the importance of co-operation, collaboration and collegiality among colleagues.

5. Teaching, Learning and Assessment	**Competence** The graduate teacher will be able to: 1. use an integrated approach to planning including teaching/learning strategies, teaching/learning activities, assessment modes and teaching/learning resources; 2. demonstrate a capacity to undertake student needs and skills analysis, including the recognition of prior learning, and accommodate those with special/exceptional needs; 3. have knowledge of the factors that promote and hinder effective learning, and has the capacity to accommodate flexible and adaptable approaches to learning; 4. set clear, challenging and achievable expectations for learners that enable learners to become agents in their own learning; 5. have the capacity to develop effective, creative and imaginative teaching strategies that are appropriate to the learners and meet individual learning outcomes; 6. utilise a range of strategies to support, monitor and assess students' learning, progress achieved, and offer feedback; 7. assess the achievement of programme/module learning outcomes and adapt his/her teaching accordingly; 8. access, develop and use a variety of curriculum resources to enhance and enrich the learning environment; 9. be competent in utilising technology, including social and multimedia, to aid learning.
6. Subject knowledge, curriculum process and content	**Knowledge** The graduate teacher will have: 1. adequate knowledge to analyse a subject matter and design relevant curriculum methodology to deliver the syllabus and identify how it is linked to other subjects and students life experiences; 2. demonstrate competence in curriculum concepts, course design, programmes or modules preparation, and learning outcome preparation (including curriculum planning, implementation, evaluation and quality assurance); 3. developed the knowledge to plan coherent and progressive teaching programmes which match learners' needs and abilities; 4. an awareness of curriculum/module requirements including FETAC (or equivalent) levels and to higher education transition; 5. the linguistic, pedagogical knowledge and skills to teach the curriculum.

7. Group Management and Organisation	**Skill** The graduate teacher can: 1. demonstrate the appropriate learning group management and organisation skills necessary for a range of situations; 2. establish group management strategies that accommodate varying learning styles in a way that respects the dignity of all learners; 3. implement the relevant health and safety policies/practices in the course of his/her teaching; 4. apply a range of strategies that promote positive behaviour for interaction and learning; 5. create and maintain a safe, interactive and progressive learning environment; 6. assess and make optimal use of the setting in which a course, programme or module is being undertaken; 7. demonstrate a professional capacity to meet deadlines, manage his/her time and workload effectively and efficiently, and maintain a healthy work/life balance.
8. Knowledge and understanding of Adult and Further Education and the Education System	**Knowledge** The graduate teacher will have: 1. developed a knowledge and understanding of contemporary debates on the nature, purpose and context of education and is able to know how to construct coherent arguments about educational matters and professional practices; 2. an understanding of how reflective practice can inform his/her professional practice and values; 3. a competent working knowledge of the sector in which he/she will be teaching and his/her professional responsibilities within it; 4. a reasonable understanding of other education sectors and of factors impacting on learners' transition from one sector to another; 5. a competent knowledge and understanding of the statutory framework related to education, including relevant European developments; 6. can demonstrate a capacity to apply his or her knowledge of learners' backgrounds, identities, experiences and learning modes to his/her teaching.

4 Supplementary Information

The programme provider may make supplementary information available to the Review Panel at the time of its visit. Supplementary documentation which the provider proposes to make available should be listed below.

Quality Review documents:
Self Assessment Report 2009
Peer Review report 2010

Publications: MACE (Maynooth Adult and Community Education) and other publications.

Emails from supporting external organisations: Appendix 1

Table 1

Template Form for the Submission of Details regarding the Profiles of Academic Staff

Name and title	Qualifications (including awarding body, date awarded, details of any relevant study currently being undertaken)	Experience (including details of current role and duration in all former roles)	Experience in the sector	Research Undertaken and/or published
Professor Anne Ryan (Chair of Department)	BA, MPhil, PhD	Professor of Adult and Community Education (2005-present), Head of Department (2005-2010), Lecturer Adult and Community Education (1991-2005)	Practising Lecturer/ Educator/ Researcher	Ryan, A. 'Conscientisation: the Art of Learning' in O'Shea, A. and O'Brien, M. (eds) (2011) *Pedagogy, Oppression and Transformation in a 'Post-Critical' Climate.* London: Continuum, pp 86-101. Ryan, A. 'Levels of Engagement between Cultures' in Treacy, B., Martin, A. and Walsh, T. (eds) (2006) *No Longer Strangers: Cultural Integration in Church and Society in Ireland.* Dublin: Dominican Publications, pp 15-23.
Ms Josephine Finn (Head of Department)	BA, HDip (Adult and Community Education) (PhD nearing completion)	Head of Department	Practising Lecturer/ Educator/ Researcher	Finn, J. and Janssen, OECD Report: Country Note for Scotland & England. *Thematic Review and Collaborative Analysis on Recognition of Non-formal and Informal Learning* (April 2008). Finn, J. 'Validation of Non-formal Adult Education Courses: A New Validation Function for Higher Education Institutes in Europe' in *REACTION, Validation and Recognition of Experiential Learning.* Kaunas: Vytautas Magnus University (2007)
Mr Michael Kenny (PGDACFE Co-	MAgrSc, (Rural Dev.) PGDHE, MIITD, (EdD	Lecturer Adult and Community Education (1995-present), Co-ordinator BSc Rural Development by Distance Learning (1996-present), Course Director Postgraduate Diploma in Adult, Community &	Practising Lecturer/ Educator/ Researcher	Kenny, M. (2006) 'Growing an E-Learning Programme for Rural Adults: A Case Study'. AISHE - All Ireland Society for Higher Education conference.

Ordinator)	nearing completion)	Further Education (2009-present)		McCormack, D. and Kenny, M. (2006) *Introductory Module Unit 2: Study Skills for Adults Returning to Learning.* Maynooth: Department of Adult and Community Education.
Dr Bríd Connolly (Lecturer)	BA, DipAdComEd, MA (Equality Studies), MEd (Lifelong Learning), EdD	Lecturer, PhD Co-ordinator	Practising Lecturer/ Educator/ Researcher	Connolly, B. (2010) 'Community Based Adult Education' in P. Peterson, E. Baker, B. McGaw (eds) *International Encyclopedia of Education* Volume 1. pp. 120-126, Oxford: Elsevier. Connolly, B. (2008) *Adult Learning in Groups.* Maidenhead: Open University Press.
Dr Bernie Grummell (Lecturer)	BA, MSocSc, PhD	Lecturer, EdD Co-ordinator	Practising Lecturer/ Educator/ Researcher	Lynch, K., Grummell, B., and Devine, D. (2012) *New Managerialism in Education: Commercialisation, Carelessness and Gender.* London: Palgrave Macmillan (forthcoming). Grummell, B. (2010) 'Filtering informal learning in everyday life: invoking ordinariness and moving to civic engagement' in *International Journal of Lifelong Education,* 29 (5): 565-579
Dr Michael Murray (Lecturer)	BA, MA (DCU), PhD	Lecturer, Co-director of MEd in Adult and Community Education/ Guidance and Counselling, MA Community Education, Equality and Social Activism	Practising Lecturer/ Educator/ Researcher	Murray, M., (forthcoming)'Politics at the touch of a Button? An evaluation of the First ever Oireachtas e-consultation', for *Parliamentary Affairs.* Murray, M., Fagan, G.H., and McCusker, P. (2009) 'Measuring Horizontal Governance – A Review of Public Consultation by the Northern Ireland Government' in *Policy and Politics. Policy Press*
Mr David McCormack (Lecturer)	MA, M.Min, H.Dip.Ed., Dip. Psychotherapy , M.I.A.C.P (EdD nearing completion)	Lecturer Postgraduate Dip in Guidance Counselling/Adult, Community and Further Education. Co-Director Centre for Transformative Narrative Inquiry	Practising Lecturer/ Educator/ Researcher	Mc Cormack, D (2010) 'The Transformative Power of Journaling: Reflective Practice as Self-Supervision'. In *The Soul of Supervision: Integrating Practice and Theory,* (ed) Benefiel, M and Holton, G., New York, Morehouse, pp. 26-37. Mc Cormack, D. (2009) 'A Parcel of Knowledge' An Autoethnographic Exploration

				of the Emotional Dimension of Teaching and Learning, *The Adult Learner*, pp. 13-28
Mr Tony Walsh (Lecturer)	MA, M.Soc.Sc(Psych), CQSW. (EdD nearing completion)	Lecturer, Co-ordinator MA in Leadership Management and Defence Studies. Academic Director, Centre for the Study of Irish Protestantism. Co-Director Centre for Transformative Narrative Inquiry	Practising Lecturer/ Educator/ Researcher	Ryan A and Walsh T (2004) 'Creating new knowledge' in *Unsettling the Horses: Interrogating Adult Education Perspectives.* A. Ryan and T. Walsh (Eds) Maynooth. MACE. Walsh T. (2012) 'Military Education for a postmodern world' in *Building a Better Future: Contributions by the Irish Defence Forces* T.Walsh (Ed). Maynooth. MACE.
Mr Fergal Finegan	BA, MA , HDip (Adult and Community Education) (PhD nearing completion)	Occasional Lecturer	Practising Lecturer/ Educator/ Researcher	Finnegan, F. (2011) Learning as Transformation or Adaptation? Thinking with and against Mezirow and Bourdieu In M. Alhadeff-Jones & A. Kokkos, (Eds.) *Transformative Learning in Time of Crisis: Individual and Collective Challenges* (pp. 80-88) New York & Athens: Teachers College, Columbia University & Hellenic Open University Finnegan, F., Fleming, T., Kurantowicz, E. & Nizinska, A. (2011). Uczenie siê i uznanie: Doœwiadczenia studentów i badaczy w projekcie RANLHE. *Terazniejszosc - Czlowiek - Edukacja, 53*(1), 7-19
Mr Peter Hussey	BA, HDip (Adult and Community Education), MA	Occasional Lecturer	Practising Lecturer/ Educator/ Researcher	Hussey, P. (2004) 'Notes for Imaginers' in *Unsettling the Horses: Interrogating Adult Education Perspectives.* A. Ryan and T. Walsh (Eds) Maynooth. MACE.
Ms Liz O'Byrne	BA, HDip (Adult Guidance and Counselling), MEd (Adult Guidance and Counselling)	Occasional Lecturer	Practising Lecturer/ Educator/ Researcher	
Dr Luke Murtagh	MA (Adult and Community Education),	Occasional Lecturer	Practising Lecturer/ Educator/ Researcher	Murtagh L (ed) (2005) 'Pilot Framework for Educational Provision for Asylum Seekers, Refugees and Minority Linguistic Groups: Volume IV,

	PhD			English Language Provision for Migrant Workers, Dublin IVEA Murtagh, L (2005) Members Soapbox: Luke Murtagh on what is needed for the adult education sector to progress in Explore Issue No I AONTAS
Dr. Vernon Galloway, University of Edinburgh (Proposed External Examiner)	PhD	Lecturer /Education, Community and Society (ECS)		Crowther, J., Galloway, V. and Martin, I., 2005 *Popular Education Engaging the Academy* Leicester: NIACE. Crowther, C., Galloway, V. and Martin, I., 2005 *Introduction: Radicalising Intellectual Work* in Popular Education: Engaging the Academy, Ed. Crowther, C., Galloway, V. & Martin, I., Leicester: NIACE.

Appendix 1: Emails from Supporting Organisations

Date: Fri, 04 May 2012 12:08:44 +0000
From: Pat O'Mahony (IVEA) <pat.omahony@ivea.ie>
To: Josephine W. Finn <Josephine.W.Finn@nuim.ie>

Josephine

IVEA greatly appreciates that NUIM is in the process of developing a new level 8 Post Graduate Diploma in Teaching for those working in the Further Education and Training Sector. For too long, the specific pedagogical needs of the sector have not been adequately met so this is very much a step in the right direction.

It is my understanding that this programme will be available from next September and, given the implementation of Section 30 of the Teaching Council Act, it is absolutely crucial that this development should go ahead as planned.

As you are aware, IVEA has been working with the Department of Adult and Community Education (NUIM), and other Higher Education Institutes offering TEQs, to develop standards for all delivering further education and training and I attach the latest draft of these standards for your information. It would be IVEA's wish to see programmes developed at level 7 to deliver the competences set out in this document.

Regards

Pat O'Mahony
Education and Research Officer

Irish Vocational Education Association,
Piper's Hill
Kilcullen Road
Naas, Co Kildare
Ireland

Mobile: +353 (0)872304539
Phone: +353 (0)45 901 070 / (0)45 901698
Fax: +353 (0)45 901 711

Date: Thu, 03 May 2012 12:54:58 +0100
From: John Tynan <john@ccoi.ie>
To: Josephine Finn <Josephine.W.Finn@nuim.ie>

Dear Josephine,

Following previous discussion we have had on this area of work, I am very pleased to hear that the Department is developing a course suited to the needs of educators in the Further Education sector. It's an area which is of direct interest to us at the Crafts Council of Ireland, with requests we have received previously from the craft sector for development of curriculum which can assist those in a training and/or teaching capacity particularly within the field of adult education.

We would welcome opportunities to offer placements to student teachers, where appropriate. I look forward to meeting you later in the month of May or in June to discuss any proposals you may have to establishing an 'Advisory Board' for the course.

Kind regards,

John Tynan
Head of Education, Training & Development
Crafts Council of Ireland
Castle Yard
Kilkenny
Mobile:

+353 (0) 56 7761804 general enquiries
m: 087 765 1625
e: john@ccoi.ie

http://www.learncraftdesign.com

DRAFT PROPOSED SCHEDULE

National University of Ireland, Maynooth, Monday 18th June 2012

Location: Education Hall, Education House, North Campus, NUI Maynooth

- ◊ Mr Stan McHugh, Teaching Council Accreditation (Further Education) Panel Chairperson, former Chief Executive Officer of the Further Education and Training Awards Council (FETAC).
- ◊ Mr Eddie McArdle, former Registrar of General Teaching Council, Northern Ireland,
- ◊ Mr John Fitzgibbons, Education Officer, City of Cork Vocational Education Committee,
- ◊ Dr Cathal de Paor, Director of Continuing Professional Development, Mary Immaculate College,
- ◊ Ms Helen Murphy, Head of Literacy Development Centre, Waterford Institute of Technology
- ◊ Mr Pat O'Connor, former Department of Education Inspector, rapporteur

9.00 a.m. Arrival of Panel at National University of Ireland, Maynooth followed by pre-assessment meeting of Panel until 10.30 a.m	Welcome -Josephine Finn, Michael Kenny, Shauna Busto Gilligan
10.30 a.m. ***Tea/coffee break***	**Education Hall**
10.45 a.m. Introductory presentation by National University of Ireland, Maynooth – overview of the programme	Staff: Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Michael Murray, Luke Murtagh, Tony Walsh, David McCormack, Mary Ryan
11.15 p.m. General requirements of the programme	Staff: Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Michael Murray, Luke Murtagh, Tony Walsh, David McCormack, Mary Ryan
11.30 p.m. Conceptual framework / programme aims and outcomes	Staff: Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Michael Murray, Luke Murtagh, Tony Walsh, David McCormack, Mary Ryan
12.00 p.m. Design, structure and content / teaching, learning and assessment	Staff: Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Michael Murray, Luke Murtagh, Tony Walsh, David McCormack, Mary Ryan
12.15pm Practical Teaching	Staff Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Michael Murray, Luke Murtagh, Tony Walsh, David McCormack, Mary Ryan
12.45 Attitudes, Values / Lifelong Learning / Reflective Practice	Staff Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Michael Murray, Luke Murtagh, Tony Walsh, David McCormack, Mary Ryan
1.15 Lunch	**Location: Pugin Hall**
2.00.m Panel Discussion	
3.00 p.m. ***Tea/coffee break***	
3.45p.m. End of session	Staff: Josephine Finn, Anne Ryan, Brid Connolly, Michael Kenny, Shauna Busto Gilligan, Michael Murray, Luke Murtagh, Tony Walsh, David McCormack, Mary Ryan

DRAFT

Higher Diploma in

Further Education

Student Handbook

2012-2013

Welcome

We are very pleased welcome you to the Department of Adult and Community Education and we look forward to working with you in the vibrant world of adult and further education. The aim of the Department is to provide the environment in which participants will become reflective practitioners in adult & further education, and will be equipped to engage with the demands of professional responsibility. This course will expose you to theories, concepts and practices that will enable you to develop your own philosophy of adult and community education to more confidently and competently support further education learners.

The education approach in this course is underpinned by democracy, inclusion and equity. You will find the supportive staff supportive and an enabling learning environment. The Department of Adult and Community Education appreciate on-going feedback to enable us to respond to your needs.

This handbook will provide you with information about the course, the tutors and the services of NUIM. Good luck for the coming year: This will be a learning journey for all of us.

Relevant Department Staff List

Josephine Finn	(Head of Department)	708 3601
Shauna Busto Gilligan	(Departmental Administrator)	708 3937
Professor Anne Ryan		708

Department Lecturers

Bríd Connolly	708 3306	David McCormack	708 3947
Fergal Finnegan	708 3631	Tony Walsh	708 3951
Michael Murray	708 3591		

The Course Co-ordinator for Higher Diploma:
Michael Kenny, (01) 7083590, michael.kenny@nuim.ie

Please refer the Departmental Website for notices and events
http://adulteducation.nuim.ie/

Staff offices are situated in Education House on the North Campus.

Note

Assignment drafts arrangements to be agreed with individual lecturers.

Submission of first semester assignments is on or before the last Friday in January.

Submission of second semester assignments is on or before the last Friday in May

Submission of The Portfolio of teaching Practice is on or before the last Friday in May

These dates will be confirmed with module co-ordinators during the academic year.

HIGHER DIPLOMA IN FURTHER EDUCATION
(Teaching Qualification)

Overview
The central focus of this programme is on enabling the student to develop a repertoire of pedagogical skills and to adopt a professional, self-analytical and reflective approach to teaching in further education. This opportunity for self-appraisal and self-development is further facilitated by the advice and guidance made available by the supervisory team during teaching practice.

The Higher Diploma in Further Education is made up of three areas of professional development:

1. Foundation Disciplines of Adult and Further Education
2. Professional Studies
3. Teaching Practice

1 Foundation Disciplines of Adult and Further Education

This domain is inquiry-based and provides the basis for reflexive practice in teaching in further education. The module will enable the student teacher to build a conceptual framework and develop an informed and coherent theory of adult and further education for practical teaching, tutoring, and facilitating learning in further education.

Module code	**Foundation Disciplines of Adult and Further Education**	**12.5 ECTS**
1.	Psychology of Human Development	2.5
2.	Philosophy of Adult Education	2.5
3.	Sociology of Adult and Further Education	2.5
4.	History of Adult and Further Education in Ireland	5

2 Professional Studies

This domain will engage student teachers with the competencies required for professional practice including: teaching methodologies; curriculum studies and assessment methods; integration methods for addressing literacy/numeracy; reflective practice and ethical issues; scholarly research and writing in practice. Study of these areas will be informed by an examination of and reflection on specific teaching competencies needed for delivery of education in further education settings relevant to the student including: PLC (post leaving certificate) courses, VTOS/BTEI settings, Youthreach and Community Training Workshops, community education, training and continuous professional development (CPD) settings, and other settings relevant to the cohort of students.

Module Code	Professional Studies	27.5 ECTS
1.	Programme Induction (Higher Diploma in Further Education)	2.5
2.	Learning Methodologies	15
3.	Curriculum Studies and Assessment	5
4.	Reflective Professional and Ethical Practice	2.5
5.	Introduction to Counselling in Adult and Further Education	2.5

3 Practical Teaching

Practice in the delivery of further education programmes in a variety of settings is integral to teacher education programmes and to student teacher development. The teaching practice will enable student teachers to practice the delivery of education for a minimum of 100 hours supervised practice in two authentic further education settings. This practice experience will be mentored and supervised by NUI Maynooth. It is recommended that the student teacher completes up to 30 hours of placement in the first semester and a more substantial placement in the second semester totalling 100 hours of teaching of which 30 hours is under supervision.

During the placement the student teacher will engage with a supervisory team. The team will be made up of a NUIM Department of Adult and Community Education staff member and a placement tutor (Initial Teacher Education: Criteria and Guidelines for Programme Providers, June 2011) and a staff member from the setting in which they are teaching. Arising from the teaching practice experience the student teacher will be enabled to develop their teaching practice, to develop their understanding of planning and development as part of a team, and legal/ethical obligations as teachers. The experience of practice in a supervised setting will also give student teachers a sound understanding of the means for providing feedback to learners, colleagues and the community of practice. Due to its relevance a student teacher is required to pass the practical teaching programme to achieve the qualification being awarded.

Module	Practical Teaching	20 ECTS
	200 hours of experience in a Further Education setting made up of 100 hours supervised teaching practice in two Further Education settings. During the course of the teaching placement student teachers will: • demonstrate teaching competencies using a range of methods; • act in an ethical manner; • record reflections in their teaching journal and/or portfolio; • assess and evaluate student's work; • actively engage with NUI Maynooth supervision, support, and mentoring processes. Students are expected to maintain a portfolio of their further education practice incorporating a reflective dimension.	20

Progression

Satisfactory achievement of the Higher Diploma in Further Education (at least a 2.2) qualifies the student to apply to enter the Masters in Education (MEd) programme.

Module Delivery and Teaching Practice Schedule

<table>
<tr><th colspan="3">Semester 1</th></tr>
<tr><td colspan="3">2 day Induction Prior to term start</td></tr>
<tr><td></td><td>NUIM Course delivery</td><td>Teaching Practice</td></tr>
<tr><td>1. Week
2. Week
3. Week
4. Week
5. Week
6. Week</td><td rowspan="2">Modules delivered
◊ Programme Induction (Higher Diploma in Further Education)
◊ Psychology of Human Development</td><td>Induction preparation for placement 30 hours. (10 hours external observation, 10 hours peer observation, 10 hours group work induction)</td></tr>
<tr><td>7. Week
8. Week
9. Week
10. Week
11. Week
12. Week</td><td>◊ Learning Methodologies
◊ Philosophy of Adult Education
◊ History and Policy of Adult and Further Education in Ireland

Class 5pm to 9pm Monday and 10am to 5pm Tuesday</td><td>Complete Minimum 20 and maximum 50 hours teaching experience in the co-operating Further Education teaching practice setting.
Complete Minimum 5 and maximum 10 hours observed teaching experience in the co-operating Further Education teaching practice setting</td></tr>
<tr><td>Reading Week</td><td colspan="2">1 day Induction.</td></tr>
<tr><th colspan="3">Semester 2</th></tr>
<tr><td></td><td>NUIM Course delivery</td><td>Teaching Practice</td></tr>
<tr><td>13. Week
14. Week
15. Week
16. Week
17. Week
18. Week
19. Week
20. Week
21. Week
22. Week
23. Week
24. Week</td><td>Modules delivered
◊ Curriculum Development
◊ Teaching & Learning in Further Education Settings
◊ Learning Methodologies
◊ Sociology of Adult and Further Education
◊ Reflective Professional & Ethical Practice
◊ Introduction to Adult Guidance in further education settings

Class 5pm to 9pm Monday and 10am to 5pm Tuesday</td><td>Complete remaining placement requirement to a 100 hours total in the co-operating Further Education teaching practice setting.

Complete remaining observed teaching requirement to 30 hours total in the co-operating Further Education teaching practice setting</td></tr>
<tr><td>Reading Week</td><td colspan="2">1 day National Seminar with Advisory Forum</td></tr>
</table>

Timetable

Semester 1: To be competed

Monday: Adult Education Room 1 Ground Floor Rowan House

1	17.30-18.30				
2	18.45-21.00				

Tuesday: Adult Education Room 1 Ground Floor Rowan House

1	09.00-12.30				
2	13.30-16.15				

SECOND SEMESTER

Semester 2: To be competed

Monday: Adult Education Room 1 Ground Floor Rowan House

1	17.30-18.30				
2	18.45-21.00				

Tuesday: Adult Education Room 1 Ground Floor Rowan House

1	09.00-12.30				
2	13.30-16.15				

Summary Sheet of Assignment Submissions for the HDipE 2012-2013

Module	Credit Value	Assessment	Marks
Foundation Disciplines of Adult and Further Education			
Psychology of Human Development	2.5	Essay / assignment, 2,000 words approx:	25
Philosophy of Adult Education	2.5	Essay / assignment, 2,000 words approx:	25
Sociology of Adult and Further Education	2.5	Essay assignment, 1,500 words approx: 75% of marks; Preparation of charter: 25% of marks	25
History of Adult and Further Education in Ireland	5	Minor policy submission to state body (including appropriate historical background) 2000-3000 words:	50
Professional Studies			
Programme Induction (Higher Diploma in Further Education)	2.5	Self-appraisal of teaching practice experience. 1,000 words: 75% of marks Annotated bibliography of appropriate literature. 500 words: 25% of marks	25
Learning Methodologies	15	Teaching portfolio. The portfolio will present a critique and overview of learning methodologies arising from the module and the application of the methodologies in the teaching practice setting:	150
Curriculum Studies and Assessment	5	Detailed critique of a curriculum in use in student's teaching practice setting. 3,000 words:	50
Reflective Professional and Ethical Practice	2.5	Presentation: 25% of marks Group Project: 75% of marks	25
Introduction to Counseling in Adult and Further Education	2.5	Essay based on students' learning journal related to the module learning and students' own practice. 2,000 words:	25
Practical Teaching			
Practical Teaching	20	A reflective commentary in the teaching portfolio won students' own teaching practice during the Higher Diploma study period. 25% of marks Five (5) teaching practice observation and placement setting reports during the Higher Diploma study period. 75% of marks	200
		Total marks	600

MODULE DESCRIPTORS AND LEARNING OUTCOMES

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**
2) Module Code	To be confirmed shortly
3) Module Title	**Psychology of Human Development**
4) Module Coordinator/Contributors	Tony Walsh, Fergal Finnegan
5) Department	Department of Adult and Community Education
6) Credit Weighting (ECTS)	2.5
7) Teaching & Learning Methods	Contact Hours: 12 hours of Lectures and Blended learning
8) Module Overview or Module Content Descriptor	This module will provide opportunities for students to explore critically, with an eye to practical consequences, concepts such as adulthood, adolescence, development, learning and education from the multiple perspectives of psychology. The module combines elements of developmental psychology, educational psychology and learning theory and will provide an introduction to the most important theories of development in the field of adult education. Topics will be selected from humanism and self-directed learning (Rogers, Maslow); behaviourism (Skinner and Thorndike), psychoanalysis (Freud and Erikson);theories of intelligence and cognition (Vygotsky, Gardner, Piaget) feminism and moral development(Gilligan and Kohlberg); social and work-place learning (Engestrom); consciousness-raising (Freire);transformation theory (Mezirow); critical theory; attachment theory (Bowlby); how adults learn - styles of learning and the implications for teaching. It will explore the implications of these theories for teaching and learning. Students are encouraged to reflect on their own learning and practice.

9) Intended Learning Outcomes: **At the end of this module students will be able to:**	**How is it Assessed**	**Teaching and Learning Activities**
L.O.1. Identify the psychological approaches and theories pertinent to adult and further education	End of module essay	A mixture of lecture, class discussion, reflection and group work activities
L.O.2. Critically evaluate the approaches and associated theorists exploring the resultant implications for teaching and how adults learn.	End of module essay	A mixture of lecture, class discussion, reflection, research and group work activities
L.O.3. Evaluate the role of psychology in learning contexts	End of module essay	A mixture of lecture, class discussion, reflection and group work activities

10) **Module Assessment**: Total marks (100%) Essay / assignment, 2000 words approx: 100% marks

11) **Reading List**

Brookfield, S. (1995) *Becoming a critically reflective teacher.* Oxford: Jossey-Bass.
Merriam, S, Caffarella, R. & Baumgartner, L. (2007) *Learning in adulthood: A comprehensive guide* 3rd ed. Oxford:

Jossey-Bass.
Illeris, K. (Ed.) (2009) *Contemporary Theories of Learning*. London: Routledge.
Tennant, M. (2006) *Psychology and Adult learning* 3rd ed. London: Routledge.
Other key texts
Bion, W. R. (1961) *Experiences in Groups*. London: Tavistock.
Bruner, J. (1986) *Actual minds, possible worlds.*Cambridge MA: Harvard University Press.
Freud, S. (2001) The collected works. London. Vintage.
Gardner, H. (1993a) (2nd Ed) *Frames of Mind: A theory of multiple intelligences.* London: Fontana.
Gilligan, C. (1993) (2nd Ed) *In a different voice: Psychological theory and women's development.* Cambridge, Mass.: Harvard University Press.
Maslow, A. (1987) (3rd Ed) *Motivation and personality.* New York: Harper & Row.
Mezirow, J. (1991). *Transformative Dimensions of Adult Learning.* San Francisco: Jossey-Bass.
Morss, J.R (1996) *Growing critical: Alternatives to developmental psychology*. London: Routledge.
Rogers, C. R. (1967) *On becoming a person: A therapist's view of psychotherapy.* London: Constable.
Rogers, C. R. & Freiburg, J. H (1994) (3rd Ed) *Freedom to learn.* New York: Maxwell MacMillan.
Salzberger-Wittenberg, I., Henry, G. & Osborne, E. (1983).The emotional experience of learning and teaching. London: Routledge & Kegan Paul.
Skinner, B.F. (1974) *About behaviourism. London: Jonathan Cape.*
Vygotsky, L.V. (1978) (Cole, M. Ed) *Mind in society: The development of higher psychological processes.* Cambridge: Cambridge University Press.

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**		
2) Module Code	**To be confirmed shortly**		
3) Module Title	Philosophy of Adult Education		
4) Module Coordinator/Contributors	Fergal Finnegan, Brid Connolly		
5) Department	Department of Adult and Community Education		
6) Credit Weighting (ECTS)	2.5		
7) Teaching and Learning Methods	Contact Hours: Lectures and Blended learning: 12 hours:		
8) Module Overview or Module Content Descriptor	This module will draw on selected contrasting insights from major figures in Western philosophy of education, particularly Socrates and Plato (classical period), Kant and Hegel (Middle period) to Dewey, James, Noddings and Freire (recent period). Idealism, realism, pragmatism, extensialism, and postmodernism will also be considered. In each case the focus will be on the critical perspectives inspired by the work of these thinkers for building professional capacities among practitioners and that impact on andragogy, work-based learning, leaning in transient situations and critical theory.		
9) Intended Learning Outcomes: At the end of this module Students will be able to		**How is it Assessed**	**Teaching and Learning Activities**
L.O.1. Identify the philosophical theories pertinent to adult and further education		End of module essay	A mixture of lecture, class discussion, reflection and group work activities.
L.O.2. Critically evaluate the philosophies		End of module essay	A mixture of lecture, class discussion, reflection, research and group work activities.
L.O.3. Apply philosophical theories to learning contexts		End of module essay	A mixture of lecture, class discussion, reflection and group work activities.
10) **Module Assessment** Total marks (100%) Essay assignment, 2000 words approx: 100% marks			

Reading List

Tennant, M. (2006). *Psychology and Adult learning* 3rd ed. London: Routledge.

Salzberger-Wittenberg, I., Henry, G. & Osborne, E. (1983). *The emotional experience of learning and teaching.* London: Routledge & Kegan Paul.

Josselson, R.E. (1991). *Finding herself: Pathways to identity development in women.* Oxford: Jossey-Bass.

Millar, A. (1987). *For your own good: The roots of violence in child-rearing* London: Virago.

Additional optional material will be provided through the university e-learning platform.

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**
2) Module Code	To be confirmed shortly
3) Module Title	Sociology of Adult and Further Education
4) Module Coordinator/Contributors	Michael Murray, Brid Connolly
5) Department	Department of Adult and Community Education
6) Credit Weighting (ECTS)	2.5
7) Teaching and Learning Methods	Contact Hours: Lectures and Blended learning: 12 hours:
8) Module Overview or Module Content Descriptor	In this module a range of theories and research are introduced to provide insights to the web of social, cultural, economic and political factors that underpin learning in contemporary society. This module acknowledges the embedded and interdependent nature of learning in modern society and how this is being challenged and debated socially, politically, economically and culturally. The module also critically assesses the role of education in society at the individual level (learner, teacher, family member, etc), community (local, regional, global), institutional level (the schooling system) and the broader social, cultural, economic & political level. The module will pay particular reference to diversity, exclusion, differentiation, gender, community, and hegemonic issues.

9) **Intended Learning Outcomes: At the end of this module students will be able to:**	How is it Assessed	Teaching and Learning Activities
L.O. 1. Identify and critically reflect on the key sociological features of education affecting the direction of change in Irish society	End of module essay	Series of short inputs, including blended learning followed by small 4 – 5 member group and plenary group discussion
L.O.2. Draw on a range of sociological and educational theories, concepts and research to investigate the interdependent nature of learning and the role of schooling as a social institution contributing to or hindering social change	End of module essay	Series of short inputs, including blended learning followed by small 4 – 5 member group and plenary group discussion
L.O.3. Explore the role of education as a social institution	End of module essay	Series of short inputs including blended followed by small 4 – 5 member group and plenary group discussion
L.O.4. Critically locate their professional practices as a teacher in a wider social, cultural, political and economic context and the role of the teacher in this context.	End of module essay	Series of inputs , including blended learning, followed by small 4 – 5 member group and plenary group discussion
L.O.5. Demonstrate an awareness of the key equality, diversity and inclusion issues facing in contemporary Ireland	End of module essay	Series of inputs followed by small 4 – 5 member group and plenary group discussion
L.O.6. Create a charter for equality, including gender equality	Work in groups or pairs to create a charter for equality in settings	Input on charter development and writing, with examples from equality organizations
10) **Module Assessment**		

Total marks (100%) Essay assignment, 2000 words approx: 75 marks; charter 25 Marks.
11) **Reading List** Baker, J., Lynch, K., and Cantillon, S. (2009) *Equality: From theory to action,* 2nd Ed., Palgrave Macmillan, London. Banyard, K. (2010) *The Equality Illusion: The Truth about men and women today*, Faber and Faber, London Coleman, S. and Coulter, C. (2004) *The End of Irish History?* Manchester: Manchester University Press. Giroux, H. (2001) *Stealing Innocence.* Palgrave: MacMillan. Haralambos, M (2000) *Sociology: Themes and Perspectives.* London: Collins Educational. Mills. C. W. (2000) *The Sociological Imagination* Oxford: Oxford University Press Rawls, J. (1971) *A Theory of Justice* Harvard, Cambridge MA: Harvard University Press. Ritzer, George (2003) *Sociological Theory* McGraw Hill Schwalbe, Michael (2005) *The Sociologically Examined Life: Pieces of the Conversation* McGraw Hill Sennett, R. (2000) *The Corrosion of Character: The Personal Consequences of Work in New Capitalism* Norton and Co. Tovey, H. Share, P. (2003) *A Sociology of Ireland* Dublin: Gill and Macmillan Wilkinson, R. G., and Pickett, K., *The Spirit Level: Why more equality societies almost always do better*, London: Allen Lane, (2009) Additional readings and internet resources will be identified as the course progresses

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (Level 8)**
2) Module Code	**To be confirmed shortly**
3) Module Title	History of Adult and Further Education in Ireland
4) Module Coordinator/Contributors	Luke Murtagh, Anne Ryan
5) Department	Department of Adult and Community Education
6) Credit Weighting (ECTS)	5
7) Teaching and Learning Methods	Contact Hours: Lectures and Blended learning: 24 hours
8) Module Overview or Module Content Descriptor	The module chronologically studies the key historical landmarks and resulting policies in the evolution of the Irish education system with particular reference to but informed by development in pre-school, primary, secondary and tertiary education. The module explores contemporary issues and developments in Irish education by critically engaging with a broad range of pertinent commission reports, policy statements and policy and legislative documents. The module will also address the input and impact of non-governmental organisations and citizens' movements in the development of education policy. The module will present an insight into EU and UN policies in all aspects of education that it relates to. This module will enable students to reflect critically on the adult, community and policy making process and to locate that process within the Irish public policy system. In particular the module will address: further education organisation and further education policy including FETAC policy, history of adult, community and non-compulsory education, contemporary policy issues in further education (including European and UN initiatives), education policies at primary and post-primary level and current legislative requirements for the delivery of further education.

9) Intended Learning Outcomes: **At the end of this module Students will be able to**	**How is it Assessed**	**Teaching and Learning Activities**
L.O. 1. Identify how public policy relating to education and in particular is made in Ireland	End of module essay	A mixture of lecture, class discussion, reflection and group work activities.
L.O.2. Critically review the relationship between and public policy (national, EU and UN)	End of module essay	A mixture of lecture, class discussion, reflection and group work activities.
L.O.3. Analyze the educational and policy theories underpinning public policy making	End of module essay	A mixture of lecture, class discussion, reflection and group work activities.
L.O.4. Examine the multifaceted process at play in policy implementation in Ireland	End of module essay	A mixture of lecture, class discussion, reflection and group work activities.
L.O.5. Propose feasible policy solutions to current issues in Ireland	End of module essay	A mixture of lecture, class discussion, reflection and group work activities.

10) **Module Assessment:**
Total marks (100%) Minor policy submission to state body including an outline of the appropriate historical background. 2000-3000 words approx: 100% marks

11) **Reading List**

Aontas (2011) Community Education: More than Just a Course, Exploring the Outcomes and Impact of Department of Education and Skills Funded Community Education, Dublin, Aontas.
Aontas (2012) What Next: Information Booklet on Choices of Training and Education for Adults in Ireland, Dublin, Aontas.
Coakley, J. and Gallagher M (eds) (2009) Politics in the Republic of Ireland (5th ed). London: Routledge
Coolahan, J. (1989) Irish education: history and structure, Dublin: IPA
CEDEFOP (2008) Terminology of European Education and Training Policy, Luxembourg, CEDFOP.
Department of Education (1973) Report of Advisory Committee: Adult Education in Ireland, Dublin, Stationery Office [The Murphy Report].

Department of Education (1983) Report of the Commission on Adult Education: Lifelong Learning, Dublin, Stationery Office [The Kenny Report].
Department of Education (1995) White Paper on Education: Charting Our Education Future, Dublin, Stationery Office.
Department of Education and Science (1998) Green Paper on Adult Education: Adult Education in an Era of Lifelong Learning, Dublin, Stationery Office.
Department of Education and Science (2000) Learning for Life: White Paper on Adult Education, Dublin, Stationery Office.
Department of Education and Skills (2011) General Scheme of an Education and Training Boards Bill 2011, Dublin, DES
Department of Education and Skills (2011) New further education and training authority, SOLAS, launched by Minister Quinn- Government agrees to wind down FÁS, Press Statement, Dublin, DES
Department of Enterprise, Trade and Employment (2002) Report of the Taskforce on Lifelong Learning, Dublin, Stationery Office.
Department of Social Protection (2011) Project Plan for the Development and Implementation of the National Employment and Entitlements Service, Dublin, Department of Social Protection
European Commission (2005) Adults in Formal Education: Policies and Practices in Europe, Brussels, European Commission
Expert Group on Future Skills Needs (2007) Tomorrow's Skills: Towards a National Skills Strategy. , Dublin, Expert Group on Future Skills Needs.
Expert Group on Future Dublin, Expert Group on Future Skills Needs Skills Needs (2011) National Skills Bulletin, Dublin, Expert Group on Future Skills Needs.
Gunnigle, P., Heraty, N.,Morley,J (2011) 'Learning,Training and Development in Organisations 'in
Gunnigle, P., Heraty, N.,Morley, J., Human Resource Management in Ireland, Dublin: Gill and Macmillan
Harvey, B (2008) Working for Change: A guide to influencing policy in Ireland (3rd edition), Dublin, Combat Poverty Agency
Maunsell, C. Downes,P and mcLoughlin V. (2008)National Report on Lifelong Learning in Ireland. Dublin: Education Disadvantage Centre.

Websites

AONTAS the Irish National Association of Adult Education – http://www.aontas.com/
European Centre for the Development of Vocational Training - http://www.cedefop.europa.eu/
European Commission - http://www.ec.europa.eu/.
Department of Education and Skills – http://www.education.ie
FAS – http://www.FAS.ie
Further Education and Training Awards Council (FETAC) - http://www.fetac.ie/
Higher Education and Training Awards Council - http://www.hetac.ie/
National Centre for Guidance in Education - http://www.ncge.ie/
National Adult Literacy Agency (NALA) - http://www.nala.ie/
National Qualifications Authority of Ireland (NQAI) - http://www.nqai.ie/
National Learning Network - http://www.rehab.ie/nln/index.aspx
Irish Vocational Education Association - http://www.ivea.ie/
Teaching Council - http://www.teachingcouncil.ie/
TEAGASC - http://www.teagasc.ie/

Professional Studies (27.5 credits)

At the end of this section student teachers will be able to:

1. Enumerate and understand the knowledge, skills and competencies of best practice delivery in adult and further education including e-learning/blended learning and creative learning using the arts.
2. Demonstrate an ability to consider equality issues and learning difficulties in the planning, delivery and evaluation of adult and further education programmes
3. Develop curricula and assessment
4. Appraise education practice
5. Interpret the role of personal development in facilitating adult development and change brought about through adult learning
6. Reflexively and critically analyse their own positioning within the life-long and life-wide further education context

MODULE DESCRIPTORS AND LEARNING OUTCOMES

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**
2) Module Code	**To be confirmed shortly**
3) Module Title	Programme Induction (Higher Diploma in Further Education)
4) Module Coordinator/Contributors	Michael Kenny, Luke Murtagh, Josephine Finn
5) Department	Department of Adult and Community Education
6) Credit Weighting (ECTS)	**2.5**
7) Teaching & Learning Methods	
8) Module Overview or Module Content Descriptor	This module will provide an introduction to the aims and learning outcomes of the Higher Diploma; the essential pedagogical skills for successful teaching practice; academic and technical skills for research and learning. Codes of teaching practice, ethical considerations, attitudes and values will be examined. Supervision and mentoring processes will be explained and students' expectations for teaching practice support will be explored. Students will be required carry out 30 hours of teaching observation to explore learning methods in a range of settings.

9) Intended Learning Outcomes: **At the end of this module students will be able to:**	**How is it Assessed**	**Teaching and Learning Activities**
L.O.1. Demonstrate an understanding and evaluate the Teaching Council's Codes of Professional Conduct for Teachers (2007); Health and Safety regulations; Garda Clearance criteria.	Portfolio of practice	A mixture of lecture, class discussion, reflection and group work activities.
L.O.2. Identify their primary teaching values and attitudes gained through their prior experience as learners.	Portfolio of practice	Reflective process, group work, and plenary group discussion.
L.O.3. Examine their expectations for teaching practice support and are able to make a distinction between the role of mentor and supervisor.	Portfolio of Practice	Reflective process, group work, and plenary group discussion.

L.O.6. Appraise teaching practice using observation techniques	30 hours observation in external settings, peer teaching, E-learning and community education.	Reflective process, group work, and plenary group discussion.
L.O. 7 Use of the Library and its range of services including searching for and evaluating information found online	Short annotated references from a range of online sources	Searching and evaluating information found online.
10) **Module Assessment**: Appraisal of teaching practice observations (1000 words) 75 marks; short annotated bibliography (500 words) 25 marks.		
11) **Reading List** Teaching Council's Codes of Professional Conduct for Teachers (2007)		

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**
2) Module Code	To be confirmed shortly
3) Module Title	Learning Methodologies
4) Module Coordinator/Contributors	Michael Kenny, Peter Hussey, Brid Connolly, Liz O'Byrne
5) Department	Department of Adult and Community Education
6) Credit Weighting (ECTS)	15
7) Teaching and Learning Methods	Contact Hours: Lectures and Blended learning: 60 hours
8) Module Overview or Module Content Descriptor	This module will expose students to a wide range of teaching and learning methods and provide an opportunity for reflection on their own styles. It looks at developing the proficiencies of student teachers to use conventional/creative, passive/interactive and multimedia learning methods. It draws on methods used in radical adult education practice and in creative community education. Student teachers will gain a grounding in group work practice, facilitation skills, presentation skills, arts based practices. The content will draw on the theoretical perspectives of Augusto Boal, Paulo Friere, Carl Rogers, and Ken Robinson. Guest practitioners working in further education settings will provide some inputs. Students will also engage in peer learning. Topics addressed in this module include: problem based learning, teaching concepts, identifying learner cultural context and associated 'mental sets', differentiation, teaching in mixed ability settings, teaching in situations of challenging behaviour, desk-less and creative teaching, collaborative learning, E-learning/Blended learning, digital media for teaching and learning, course closures and research in active teaching and learning settings. All learning methodologies will be underpinned by the learning gained in foundation studies modules.

9) Intended Learning Outcomes: **At the end of this module students will be able to:**	**How is it Assessed**	**Teaching and Learning Activities**
L.O. 1. Identify the range of methodologies that can be applied in learning settings.	Portfolio assignment In class practicum	Series of inputs, including blended learning, with small group and full group discussion and engagement.
L.O.2. Identify and analyse group work theories and methods	Portfolio assignment	Provision of the opportunity to practice, together with feedback on the practice
L.O.3. Identify and analyse the theories and practice for facilitating learning on E-learning platforms	On line assignment	Peer teaching online
L.O.3. Demonstrate competence in a range of teaching methods including :E-learning/Blended learning, digital media, creative, problem posing etc.	In class practicum and practice in the learning environment, feedback from peers and staff.	Series of inputs, including blended learning, with small group and full group discussion and engagement.
L.O.4. Identify and analyse the learning needs of students with learning difficulties, and use appropriate methods to meet the needs.	In class practicum and practice in the learning environment, feedback from peers and staff.	Series of inputs, including blended learning, with small group and full group discussion and engagement.
L.O.5. Facilitate learning in small/large group settings	In class practicum and practice in the learning environment, feedback from	Series of inputs, including blended learning, with small group and full group discussion and engagement.

	peers and staff.	

10) **Module Assessment**: Teaching portfolio: 100%.

11) **Reading List**

Benson, J.F. (1987) *Working more creatively with groups* Routledge. London

Bruner, Jerome, 1992, *Acts Of Meaning,* Harvard University Press, Harvard.

Butler, S., Wintram, C., (1991) *Feminist Groupwork* Sage, London.

Connolly, Bríd (2008) *Adult Learning in Groups* McGraw Hill, Milton Keyes.

Dewey, John, 1938 *Experience And Education,* Macmillan, New York.

Garrison, D.R, Anderson, T., 2003, *E-Learning in the 21st century: A framework for research & practice.* Routledge-Falmer, London.

Hooks, Bell, 1994, *Teaching To Transgress: Education As The Practice Of Freedom*, Routledge, New York.

Jarvis, P.,(2008) *Lifelong Learning and the Learning Society* Complete Trilogy Set , Routledge.

Jarvis, Peter, 1988, *Adult and Continuing Education: Theory and Practice*, Routledge, London.

Kaye, S. M., (2009) *Critical Thinking: A Beginners Guide* ,Oneworld Oxford.

National Adult Literacy Agency (2003) *Skillwords: Integrating Literacy*, Dublin: NALA.

National Adult Literacy Agency (2005) *Guidelines for Good Adult Literacy Work.* Dublin: NALA.

National Adult Literacy Agency (2008) *Literacy as Social Practice: More than reading and writing,* Dublin: NALA.

Ní Chinnéide, Blathnaid (2002) *Integrating Literacy: NALA Guidelines for Training Centres*, Dublin: NALA.

Prendiville, Patricia, (2005). *Developing Facilitation Skills: A Handbook for Group Facilitators* Combat Poverty Agency, Dublin

Rogers, Alan, 2002, *Teaching Adults, Third Edition*, OU Press, Buckingham.

Tett, Lyn. Hamilton, Mary and Hillier, Yvonne (2006) *Adult Literacy, Numeracy and Language: Policy, Practice and Research*, UK: Open University.

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (Level 8)**
2) Module Code	To be confirmed shortly
3) Module Title	Curriculum Studies and Assessment Methods
4) Module Coordinator/Contributors	Michael Kenny, Peter Hussey, Luke Murtagh, Josephine Finn
5) Department	Department of Adult and Community Education
6) Credit Weighting (ECTS)	5
7) Teaching & Learning Methods	Contact Hours: Lectures and Blended learning: 24 hours
8) Module Overview or Module Content Descriptor	This module introduces students to the theories and practice of curriculum studies and assessment. The module will equip student teachers with the requisite knowledge, skills and competences in curriculum development including: • course development and design; • constructing aims, objectives and learning outcomes; • application of learning outcomes to course content; • syllabus development; • incremental learning strategies; • facilitating creativity and multiple intelligences; • meeting accreditation requirements; • assessment of prior learning; • assessment tools and methods; • course evaluation; • adaptation of programme to provide differentiation for a wide range of learners. Throughout the module key documents from national agencies such as the National Council for Curriculum and Assessment; NCCA, Qualifications Authority, DES are explored and the students are encouraged to actively engage in analysis of their curricular experience to date and their experiences in their teaching practice settings.

9) Intended Learning Outcomes: **At the end of this module students will be able to:**	**How is it Assessed**	**Teaching and Learning Activities**
L.O.1. Demonstrate competence in curriculum design	Design and development of curricula (including assessment).	Attend inputs, including blended learning, with small group and full group discussion and engagement.
L.O.2. Assess prior leaning based on equivalence of accredited and /or experiential learning	Assessment of accredited prior learning.	Attend inputs, read, group debate, research and online interaction
L.O.3. Evaluate the range of programmes on offer as the post Leaving Certificate and vocational training programmes; community education; arts education; community training workshops; skill training programmes; workplace and in service learning, continuing professional development.	Design and development of curricula (including assessment).	Attend inputs, read, group debate, research and online interaction.
L.O.4. Identify some of the innovative dimensions of different curricular programmes which could be applied in practice	Design and development of curricula (including assessment).	Attend inputs, read, group debate, research and online interaction.
L.O.5. Collaborate with colleagues in curriculum investigations and compare and contrast curricula in a range of further education settings.	Design and development of curricula (including assessment).	Attend inputs, read, group debate, research and online interaction.

10) **Module Assessment;**
The module will be assessed on design and development of curricula (including assessment);the implementation of a curricular programme in the student's teaching

practice setting

11) **Reading List**

National Adult Literacy Agency (2008) *Literacy as Social Practice: More than reading and writing,* Dublin: NALA.
National Qualifications Authority of Ireland. *Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training. 2006.*
NALA (2005) *Guidelines for Good Adult Literacy Work.* Dublin: NALA.
Ward, Lionel O. (ed), 1982. *The ethical dimension of the school Curriculum.* Pineridge Press, Swansea, U.K.
Straughan, R and J. Wrigley, (eds). 1980. *Values and evaluation in education.* Harper & Row, London.
Stufflebeam, Daniel L., George F. Madaus, Thomas Kellaghan. (eds). 2002. *Evaluation models: viewpoints on educational and human services evaluation.* Kluwer Academic, Boston.
Monteith, Moira. (ed), 2004. *ICT for Curriculum Enhancement.* Portland Books, Bristol, UK
Davis, Barbara Gross. 2001. *Tools for teaching* San Francisco:Jossey-Bass Publishers.

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**
2) Module Code	To be confirmed shortly
3) Module Title	Introduction to Counselling in Adult and Further Education
4) Module Coordinator	David McCormack and Mary B Ryan
5) Department	Department of Adult and Community Education
6) Credit Weighting (ECTS)	2.5
7) Teaching & Learning Methods	8 hours lectures; 4 hours discussion and Group work.
8) Module Overview or Module Content Descriptor	On completion of the module the students will have explored a rationale for learning about counselling in adult learning settings, located one's practice in the context of counselling and related activities, explored the role of personal awareness in facilitating adult development and change, and explored the kinds of relationship that facilitate adult development.

9) Intended Learning Outcomes: **At the end of this module students will be able to:**	**How is it Assessed**	**Teaching and Learning Activities**
Examine the role of counselling in adult learning settings and located the practice of a facilitator of adult learning in the context of counselling and related activities	Class Input in Class debate.	Attend inputs, Read, Group Debate, Assimilate, Answer Questions Research and online interaction.
Interpret the role of personal development in facilitating adult development and change brought about through adult learning.	In Class debate.	Attend inputs, Read, Group Debate, Assimilate, Write, Research and online interaction, Prepare End of module Assignment.
Sketch the practice of counselling and related activities in the process of adult, further and community education.	Class Input End of module Assignment.	Read and assimilate, Write, Research and online interaction, Prepare End of module Assignment.
Locate the process of counselling in adult, further and community education in the educative experience of the adult learner.	End of module Assignment	Read and assimilate, Write, Research and online interaction, Prepare End of module Assignment

Module Assessment: Learning Journal, forming the basis of a written essay that uses concepts and ideas from the course to clarify the relevance of counselling in the field of adult education in general and in the students' own practice.

Reading List

Clark, M. C., and Dirkx, J. M. (2008). 'The Emotional Self in Adult Learning'. *New Directions for Adult and Continuing* Education (120), 89-95.

Crawford, M., Edwards, R. and Kidd, L. (eds.) (1998) *Taking Issue: Debates in Guidance and Counselling in Learning* London: Routledge.

Dirkx, J.M. (2001) 'The Power of Feelings: Emotion, Imagination, and the Construction of Meaning in Adult Learning'
in *New Directions for Adult and Continuing Education*, Spring

Dirkx, J. M. (2006). 'Engaging Emotions in Adult Learning'. *New Directions in Adult and Continuing Education* (109), 15-26.

Dirkz, J. M. (2008). 'The Meaning and Role of Emotions in Adult Learning'. *New Directions for Adult and Continuing Education* (120), Edwards, R., Harrison, R., and Tait, A., (eds.) (1998) *Telling Tales: Perspectives on Guidance and Counselling in Learning*, London: Routledge.

Hunt, C., & West, L. (2009). 'Salvaging the self in adult learning'. Studies in the Education of Adults, 41(1), 68-82.

Mc Cormack, D. (2007) 'Demanding Reflexivity' in Connolly, B., Fleming, T. Mc Cormack, D. and Ryan, A. (eds.) *Radical Learning for Liberation 2*, Maynooth: Mace.

Mc Cormack, D. (2009) 'A Parcel of Knowledge: An Autoethnographic Exploration of the Emotional Dimension of Teaching and Learning in Adult Education', *The Adult Learner*, 2009, pp. 13-28.

McLeod, J. (2007) *Counselling Skills*, Open University Press.

Mc Leod, J. (2003, 3rd ed.) *An Introduction to Counselling*, Open University Press. 361.06 MCL
West, L. (2006) "Managing Change and Transition: A Psychosocial Perspective on Lifelong Learning" in Sutherland,
P. and Crowther, J. (eds) *Lifelong Learning: Concepts and Contexts*, London: Routledge.
West, L. and Hunt, C. (2006) 'Learning in a Border Country: Using Psychodynamic Ideas in Teaching and Research', *Studies in the Education of Adults*, Vol. 38, Issue 2, Autumn.

Course Title	HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)
1) **Module Code**	To be confirmed shortly
2) **Module Title**	Reflective Professional and Ethical Practice
3) **Module Coordinators**	Tony Walsh, Anne Ryan
4) **Department**	Department of Adult and Community Education
5) **Credit Weighting (ECTS)**	2.5
6) **Teaching & Learning Methods**	Blended learning; 9 hours lectures, pre-session reading, Group Project and Presentation - 3 hours
7) **Module Overview or Module Content Descriptor**	The central focus of this module is on enabling the student teacher in the further education setting to develop a professional, self-analytical, ethical and reflective approach to teaching and learning practice and to be critically aware of the contexts, and structures in which these activities take place. This module draws on the seminal perspectives contained within the foundation and professional studies modules and applies these to the practice experience of the student teacher. The module is designed to provide a variety of practical experiences in which students participate in critical and reflective engagements with their fellow students, their workplace experience and the module's designated readings. Through this students develop their capacity to adopt a proactive analytic stance vis-à-vis their own work in the classroom and the broader contexts in which their educational initiative is located. The module will cover: Situating the 'self' in the 'system': Establishing a 'reflective' theoretical practice framework: Engaging in reflective practice: Becoming a reflective researcher.

8) Intended Learning Outcomes: **At the end of this module students will be able to:**	**How is it Assessed**	**Teaching and Learning Activities**
L.O. 1. comprehend and demonstrate an understanding of the implications of theoretical adult education perspectives and the application of discourse, systems, and agency theories to their work and their teaching contexts	Group project	A mixture of lecture, class discussion, reflection and group work activities.
L.O.2. demonstrate competence in applying these frameworks to the analysis of a specific work context and their own teaching	Group or pair presentations	A mixture of lecture, class discussion, reflection, research and group work activities.
L.O.3. reflexively and critically analyse their own positioning, within the life-long and life-wide further education context	Group project	A mixture of lecture, class discussion, reflection, research and group work activities.
L.O.4. demonstrate an ability to critically reflect on group dynamics within their assigned peer reflective group and among the teaching practice supervisory group	Group project	A mixture of lecture, class discussion, reflection, research and group work activities.
L.O.5. incorporate reflective learning in their portfolio of practice	Portfolio of practice	A mixture of lecture, class discussion, reflection, research and group work activities.

9) Module Assessment: Presentation 25 marks and Group Project 75 marks

Reading List

Chambers, R. (1997) *Whose Reality Counts* Dublin: Action Aid.
Crowther, J., Martin, I. and Shaw, M. (eds) (1999) *Popular Education and Social Movements in Scotland Toda,* Leicester: NIACE.
Dressman, M. (2008) Using Social Theory in Educational Research New York: Routledge.
Easton, P. A. (1997) *Sharpening Our Tools: Improving Evaluation in Adult and Non-formal Evaluation* UIE Studies 4: UNESCO Institute for Education and German Foundation for International Development.

Foley, G. (ed.) (2004) *Dimensions of Adult Learning: Adult education and training in a global era* Berkshire: Open University Press.
International Commission on Education for the Twenty-First Century (1996), *Learning the Treasure Within,* Paris: UNESCO.
Mayo, P. (1999) *Gramsci, Freire and Adult Education: Possibilities for Transformative Action* London: Zed Books.
O'Sullivan, E. (1999) *Transformative Learning: Educational Vision for the 21st Century* London: Zed Books.
Ryan, A. (2010) 'Conscientization: The Art of Learning' in *Pedagogy, Oppression and Transformation in a Post-Critical Climate* London: Continuum. PP 86-101.
Ryan, A. B. (2001) *Feminist Ways of Knowing* Leicester: NIACE.
Ryan, A. B. 'Discourse: some considerations for the reflective practitioner' (awaiting publication)
Ryan, A. and Walsh, T. (2004) 'Creating New Knowledge' in *Unsettling the Horses: Interrogating Adult Education Perspective* Maynooth: MACE. PP 111-124.
Schratz, M. and Walker, R. (1995) *Research as Social Change: New opportunities for qualitative research* London and New York: Routledge.
Walsh, T. 'Seeing the Wood for the Trees: Reflective practice and systemic thinking' (forthcoming publication).
Youngman, F. 2000 *The Political Economy of Adult Education and Development* Leicester: NIACE.

Teaching Practice (20 ECTS)

At the end of this section student teachers will be able to:

1. Present learning in a well organised but engaging manner demonstrate originality and innovation in teaching methods with attention paid to introduction, content development, questioning, assessment of student learning and closure of input;
2. Demonstrate a range of teaching and classroom management skills over the 100 hours of engagement;
3. Demonstrate a capacity for reflection both during and following each learning session. Evaluate learning showing insight and awareness.

MODULE LEARNING OUTCOMES

1) Course Title	**HIGHER DIPLOMA IN FURTHER EDUCATION (level 8)**
2) Module Code	To be confirmed shortly
3) Module Title	Teaching Practice
4) Module Coordinator/Contributors	Michael Kenny, Brid Connolly, Josephine Finn
5) Department	Department of Adult and Community Education
6) Credit Weighting (ECTS)	20 ECTS
7) Teaching & Learning Methods	Contact Hours: Lectures, Experiential Group Work, eLearning: 100 hours
8) Module Overview or Module Content Descriptor	This module provides an opportunity for student teachers to develop their practical teaching skills and to become familiar with the culture and operation of teaching in settings. Students will accumulate 100 hours of practitioner experience in a setting or settings made up of 100 hours teaching practice in, where possible, at least two FE settings. Teaching is done in collaboration with a co-operating teacher within the teaching setting and under the supervision of the NUI Maynooth. During the course of the teaching practice placement students will engage in professional practice, apply ethical processes, conduct reflective practice by preparing a portfolio, engage actively with the supervision, support, and mentoring process and provide evidence of reflective practitioner research. A minimum of 30 hours will be designated to direct teaching practice observation but other observation and reflective practice engagements are welcomed by the supervision team during the teaching practice placements. Students will incorporate and integrate theory and practice, plan for and undertake group teaching, undertake learning assessment using a wide range of strategies, develop organisational and behaviour management skills in the teaching setting, observe experienced teachers teaching and be involved in a wide range of activities. Students will reflect critically on their practice, receive and respond to feedback on their practice, seek and receive advice and guidance from their supervision team in a supportive environment. Students are expected to maintain a professional portfolio of their practice incorporating a reflective practice dimension. This portfolio is an important component of the overall assessment. However for students with prior experience NUI Maynooth will take account of recognition of prior learning (RPL) and experience for this module but teaching practice and portfolio compilation will be required for the requisite number of hours in the year of study.

Intended Learning Outcomes: **At the end of this module students will be able to**	**How is it Assessed**	**Teaching and Learning Activities**
L.O.1. Co-operate with 30 hours of observed supervision	Professional Portfolio and Observation	

L.O.2. Demonstrate a range of teaching and classroom management skills over the 100 hours of engagement.	Professional Portfolio and observation	
L.O.3. Show evidence of professional planning and schemes of work for the classes that they taught	Professional Portfolio	
L.O.4. Present learning in a well organised but engaging manner demonstrate originality and innovation in teaching methods with attention paid to introduction, content development, questioning, assessment of student learning and closure of input.	Professional Portfolio	
L.O.5. Demonstrate a capacity for reflection both during and following each learning session. Evaluate learning showing insight and awareness.	Professional Portfolio	

9) **Module Assessment:**

Professional Portfolio.

The term professional portfolio is used in this module and course to denote an instrument which is used by the student teacher to document his/her work, to support the process of reflection on his/her practice and to identify areas in which he/she may need support or guidance. The portfolio also facilitates students to become more conscious of the theories and assumptions that guide their practice and provides a basis for collaborative dialogue with the supervision team about teaching.

10) **Reading List:**

Connolly, B., (2008) *Adult Learning in Groups*, OU and McGrawHill, Maidenhead.

Connolly, B., (1999) 'Groupwork in Adult and Community Education: A Feminist Evaluation' in Connolly, B., and Ryan, A.B., *Women and Education in Ireland,* MACE, Maynooth.

Jacques, D., (2000) *Learning in Groups: A Handbook for Improving Groupwork*, 3rd Edition, Croom Helm.

Jarvis, P.,(2008) *Lifelong Learning and the Learning Society Complete Trilogy Set* , Routledge.

Hutchinson, E. D., (2011) Dimensions of Human Learning: Person and Environment Sage, California.

Portfolio of Teaching Practice

Introduction
The aim of the portfolio is to provide evidence of your teaching competence and your capacity to reflect on your teaching.

The Portfolio
The Portfolio of Teaching Practice should contain:

1. Evidence of preparation you made before teaching in a Further Education setting
2. Evidence of your preparation of teaching materials
3. A record of your teaching process and outputs
4. Evidence of keeping an appropriate learning record
5. Evidence of student engagement with your teaching
6. Evidence of your engagement with colleague within the FE setting

What should the Portfolio Look Like?
The portfolio should be not more that 8,000 words. However it does not all have to be presented in a written format. You can use a variety of formats to present your work including visual (static or moving), graphic or other creative formats. You are welcome to decide for yourself the most appropriate medium to record your work with learners within the confines of the code of professional practice for teachers in further education and the policies / procedures of your particular further education setting. You should be aware of learner confidentiality and should refer to protection of learner policies. Respect for the learner's circumstances should also be exercised.

The portfolio should include support documentation, journaling and feedback sheets etc so that you present a comprehensive overview of your teaching competence.

In general the suggested outline for the portfolio is as follows:

- ◊ An introduction to the learning experience depicted in the portfolio. This introduction should describe the learning situation, learner needs, the learner community, and the process of teaching. The introduction should contain reflection as to why you selected this particular situation as evidence of your competence in teaching in a further education setting
- ◊ Statements that indicate the theoretical foundations that inform your curriculum planning and development for learners in terms of learning, creativity, collaboration, and individual progression
- ◊ Observation of student learning from your perspective

- ◊ Reflection on your own teaching practice in the further education setting
- ◊ Reflection on observed teaching practice of others in the further education setting
- ◊ Critical reflection on the development of your own teaching practice in the further education setting and suggestions for how you can further enhance your practice.

The latest submission date for this piece of work is noted in the student handbook

Guidelines for Students

Extension of Submission Date

Deadlines for the submission of essays and course-work assignments must be strictly observed. If illness, covered by a medical certificate, prevents a student from meeting a deadline for the submission of an essay, or other assigned work for assessment, then the Head of Department or the HDDFE Course co-ordinator may grant an appropriate extension.

Ethical and Professional Responsibilities:

As you enter a further education centre you should be mindful that you are doing so in a professional capacity and this entails certain responsibilities on your part. You will be working with and observing learners of varying age who by their nature represent a vulnerable population. It is critical that you uphold professional standards of the teaching profession.

For more information see: The Teaching Council's Codes of Professional Conduct
http://www.teachingcouncil.ie/_fileupload/Professional%20Standards/finalcodes_ENG%20BW%2034227443_brf_BandW_13jul2007_ck.pdf

Garda Clearance Procedures:

See http://admissions.nuim.ie/gardavetting/gardavettingpolicy.shtml

NUI Maynooth offers a number of educational programmes that require students to undertake placements, with external agencies, which will bring them into contact with the public and in which they will assume positions of trust. To ensure the protection of the public, and justify public trust and confidence, the University is committed to ensuring that only suitable candidates are allowed to undertake these programmes.

NUI Maynooth uses the Garda Central Vetting Unit (GCVU) vetting service to assess the suitability of such applicants, and may also require applicants to provide an Enhanced Disclosure by the completion of an affidavit at the time of registration.

For the HDFE NUI Maynooth requires students to be Garda Vetted before they fully complete their registration as a student of the University.

Garda Vetting Process

The following sections describe the details of the various stages that are involved in the Garda Vetting process.

Stage 1: Completion of student section of form

Applicants who have been provisionally offered, and have accepted, a place on the programme are sent a Garda Vetting Form and the instructions for completion of the form. This documentation highlights for students the importance of full disclosure.

Where an applicant is under 18 years of age, they must arrange the completion of an additional form 'Garda Vetting Parent/Guardian Consent Form'.

Stage 2: Students complete provisional registration during first year registration process.

They acknowledge at registration that their registration process is not complete until they have satisfied Garda Vetting requirements for the programme.

Stage 3: Completion of Admissions Office section of form

Students return their completed confidential form to the relevant academic department co-ordinator for checking. The Department completes a batch summary sheet which is then forwarded to the Admissions Office with the application form(s). Once the Authorised Signatory is satisfied that all sections of the form are duly completed, the form is signed. Then, in line with the requirements of the GCVU, the batch summary form and the forms are forwarded to the GCVU in Thurles.

Stage 4: Completion of Garda Central Vetting Unit section of the form

The GCVU responds to the vetting request by ticking and signing one of the relevant sections of the form: The form and any attached documentation are returned in confidence to the Authorised Signatory.

Stage 5: Confirmation of GCVU response by Authorised Signatory

Where the information supplied by the GCVU is inconsistent with the response from the student the Authorised Signatory will meet with the student to clarify if the information supplied by the GCVU is correct. If the student does not agree that the information supplied by the GCVU is correct, the Authorised Signatory will request the GCVU to review their information and confirm or change their initial response.

Stage 6: Evaluation of information

Once the information has been confirmed, it is then reviewed by the relevant Head of Department, Programme Coordinator and Authorised Signatory and classified as follows:

· No previous convictions recorded
· Minor Offence
· Serious Offence
· Very Serious Offence

Thereafter the information will be dealt with by the University as outlined in Stage 7.

Stage 7: University Response to information provided by GCVU

(a) No previous convictions recorded

The names of all students where no previous convictions have been recorded are indicated to the relevant Programme Coordinator or Head of Department. Then the Head of Department sends a copy of this information to the student and to the placement agency if a request is received from them.

If a conviction is recorded, or is pending, the Authorised Signatory meets with the Head of Department/Programme Co-ordinator to consider the convictions.

(b) Minor Offence

With regard to minor offences, i.e. offences which, within the absolute discretion of the University, are not considered to pose any risk to children or vulnerable adults, the University response is different depending on whether or not the student openly disclosed the offence:

(i) If the offence has been disclosed, the Programme Coordinator or Head of Department will notify the student, and the placement agency if a request is received from them. The full information will be provided to the placement agency if a request is received from them.

(ii) If the offence has not been disclosed the Authorised Signatory will meet with the student to seek an explanation for the non-disclosure.

If a satisfactory explanation is received the information will be provided to the placement agency by the Programme Coordinator or Head of Department, and to the student. If a satisfactory explanation is not received the offence will be deemed to be a serious offence and will be dealt with as for section (c) (ii) below.

(c) Serious Offence

With regard to serious offences, i.e. offences, the nature of which could potentially indicate a risk to children or vulnerable adults, the university response will be different depending on whether or not the student openly disclosed the offence

(i) If the offence has been disclosed the Authorised Signatory, Programme Coordinator and Head of Department will meet with the student to discuss the circumstances of the offence:

If there has been evidence of significant rehabilitation and/or evidence of appropriate behaviour modification by the student since the event took place, then the student will be advised that he/she will be allowed to continue in the programme and that all placement agencies, whether or not they request the information, will be advised of the offence. If there is no evidence of significant rehabilitation and/or evidence of appropriate behaviour modification by the student, the student will be advised that their offence is being treated as a very serious offence and the procedure outlined in section (d) below will be followed.

(ii) If the offence has not been disclosed the Programme Coordinator and the Authorised Signatory will meet with the student. Other than in very exceptional circumstances, the student will be advised that their offence is being treated as a very serious offence and the procedure outlined in section (d) below will be followed.

(d) Very Serious Offence

With regard to very serious offences, i.e. offences, the nature of which could potentially indicate a serious risk to children and vulnerable adults or other members of the public, the student will be required to meet with the Authorised Signatory, Programme Coordinator and Head of Department and advised that owing to the nature of their conviction(s) they cannot continue in that programme of study. Following the meeting the student will be advised in writing of the University's decision. The student may, within two weeks of the date of the letter, make an appeal to the Registrar to have his/her case reviewed by an Appeal Committee on Garda Vetting comprising of the Registrar and two members of Academic Council dult appointed at Academic Council.

Stage 8: Students who have satisfactorily completed Garda Vetting (and any other requirements of the registration process) will be deemed to be fully registered as students of NUI Maynooth.

Additional Documentation Requirements

An applicant who has resided outside of Ireland, including Northern Ireland, for three years or more, after the age of 18, is required to provide the following supporting documentation when submitting their Garda Vetting Application Form:
A recent (less than one year old) original police clearance from the jurisdiction(s) of previous residence*.
* NUI Maynooth reserves the right to seek a sworn declaration where a satisfactory police/criminal records disclosure is not available.

NUI Maynooth Garda Vetting Policy is available to download as a pdf at

http://admissions.nuim.ie/gardavetting/documents/NUIMaynoothprocedureforGardaVetting.pdf

Plagiarism:

The following are excerpts from the University Calendar entry concerning plagiarism. The entire text may be accessed at http://www.nuim.ie/calendar/rules/documents/plagiarism.pdf

'Plagiarism is the passing off of another person's work as your own. It includes copying without acknowledgement from a published source (print or electronic), or from unpublished sources (e.g. another student's essay or notes). Plagiarism occurs when material is copied word for word, but not only in that circumstance. Plagiarism also occurs when the substance or argument of a text is copied even with some verbal alterations, such as in paraphrase or translation, without acknowledgement.

Plagiarism includes using material from books or periodicals, from the internet, from grind tutors, or from other students, without full acknowledgement of the sources. Copying and collusion are related to plagiarism. Copying occurs when a student copies work from a peer, with or without the consent of the original author. Collusion is when students collaborate to present work as if it were individual and original. Both copying and collusion are forms of plagiarism.

Plagiarism in postgraduate or research material is a particularly serious offence. Penalties imposed may involve suspension or expulsion from the course and from the University, in addition to deduction of marks.'

Please ensure that all sources have been referenced prior to the submission of an assignment. If you wish to review your work to clarify references or citations, Turnitin, the online plagiarism prevention software will be of assistance to you. It can be accessed through your Moodle home page as follows.

Go to https://moodle.nuim.ie/2010/ , click on Learning Support, then on Centre for Teaching and Learning and finally on Turnitin Self-Access Space. The instructions for checking your assignment are given on that page.

Grading and assessment guidelines

The chart on the following page gives details of the marking / grading system used by the National University of Ireland. It also attempts to interpret what these grades mean and the qualities we look for, especially in academic essays. Individual tutors will give further details on what they are looking for especially where written assignments do not follow a conventional academic format.

Grade	%	Description
A++	100	Practically perfect in everyway.
A+	90	Excels in insight, originality, creativity, critical analysis or 'ownership'.
A	80	Demonstrates a high degree of originality/ insight/analysis. Strong, critical/reflexive/reflective authorial voice Excellent use of reading/research materials Authoritative use of theory/ concepts Addresses and takes ownership of the question Well organised and structured- Correct and comprehensive use of referencing.
A-	70	High quality work which meets most, but not all of the A criteria
B+	68	Meets all of the criteria of the 'B' grade but shows a greater degree of originality, insight or competence without reaching a first class level.
B	65	Some critical analysis but tends to be derivative or partial Addresses the question but limited originality/ creativity/ ownership. Active but limited authorial voice-argument incomplete Accurate, well-informed, comprehensive use of reading / research. Good understanding of subject matter and use of theory/ concepts Well organised and structured. Correct and comprehensive use of referencing
B-	60	Good quality work which meets most but not all of the B criteria.
C+	58	Clearly meets the criteria of grade C
C	55	Descriptive - Lacks critical evaluation/ analysis and originality. Passive authorial voice - tends to report - lacks reflexivity. Relies on unsupported opinion / incomplete argument. Generally accurate with some minor or one major error/ omission. Superficial treatment of relevant (but limited) reading. Adequate organisation / structure - tends to be fragmented. Serious but incomplete attempt at referencing
C-	50	Satisfactory work which meets most but not all the C grade criteria
D+	48	Stronger than D but does not meet the C grade standard
D	45	Does not address question directly No evidence of independent thinking/ analysis/ Generally accurate- some serious errors/omissions - misses key points Some relevant material-does not demonstrate deep understanding. Inadequate citation
D-	40	Barely deserves to pass
E+	38	Better than E but does not deserve to pass
E	35	Poor coverage of material-lacking in content / understanding Disorganised presentation -Inappropriate / highly inaccurate material No serious effort or engagement with subject matter Absence of citation
E-	30	Fails to address the question-some related material
F+	20	Fails to address the question
F	10	No evidence of thinking - Serious misunderstanding of basic material Fails to recognise or address the question Little or no appropriate material/ Incoherent presentation. Absence of citation
F-	0	Totally irrelevant answer. Plagiarism

Student Support and Guidance Systems in the University

Library Services

The Library collection is housed in the John Paul II Library and the Russell Library. It provides students with the latest electronic resources, printed books, periodicals, audio-visual and archival material. Students have access to 40,920 full-text electronic journals in addition to a range of electronic databases, ebooks and e-theses. It offers services such as printing and photocopying, access to laptops, and borrowing from within the library catalogue and inter-library loans.

The Library is regarded as an essential resource for satisfactory participation on the PGDE course. Special arrangements have been made for borrowing from the Library by PGDE students. These are as follows:

- 3 long loan items for 3 weeks;
- 2 week-loan items for 1 week;
- 1 day-loan item for 2 days;
- 2 reserve items (3 hours - Library use only) at any one time. Please refer to www.library.nuim.ie for further details.

Education Resource Centre, Education House

The Education Resource Centre (ERC) is a managed multi-media resource centre for staff and students of the Education Department and the Department of Adult and Community Education, located in the basement of Education House.

The ERC website www.resources-maynooth.ie hosts an online catalogue and a substantial database of teaching resources shared by students from both departments.

Students are encouraged to make the most of the generous resources available in the centre and online and your suggestions for new resources are welcome.

Students are required to abide by the Centre's code of conduct that is outlined below.

Code of conduct:

- All prospective users of the centre are issued with an ERC borrowing card at the start of the academic year. Students must have this card when borrowing items.
- A wide range of hardware is available for loan (subject to some restrictions). Larger or more costly items (eg laptops and projectors) require the payment of a refundable deposit of 50 euro.
- Late returns of items will incur an incremental fine (10c per item, per day overdue).
- Students who neglect to pay fines or otherwise fail to show appropriate courtesy to the staff and other users in the Education Resource Centre will be

precluded from all future borrowing and the instance(s) will be reported to their course leader.

- Students borrowing laptops do so on the understanding that they are for academic and/or pedagogic purposes only. Illegal or inappropriate use of any of the Centre's audio-visual and computer resources will be subject to the legal conditions set out by the University's Code of Conduct concerning the use of Computing facilities.
- Students are reminded to:
    - Do not leave hardware unattended anywhere. If the hardware is stolen on campus students must contact NUIM Security immediately. If the hardware is stolen off campus, students must contact the Gardaí and notify the Education Resource Centre. A claim concerning stolen hardware must be accompanied by a signed/stamped Garda declaration.
    - Save your work every so often and save copies of your files (eg on a USB key or email a copy to yourself prior to returning the laptop). All files will be automatically deleted when the laptop is returned.
- We also recommend that you disable automatic logins to websites such as Moodle, your bank or other sites which could allow someone else to see your personal details.

OPENING HOURS	
Monday	16:00 - 18:00
Tuesday	09.30 - 18:00
Wednesday	09.30 - 18:00
Thursday	09.30 - 16:00
Friday	*Opened on request*

e: erc@nuim.ie
w: www.resources-maynooth.ie
t: 01 708 3473

The Language Centre

For teachers of languages the extensive resources of the Language Centre, located in the Arts Building, North Campus, are available for consultation and utilisation. The Language Centre also provides part-time courses in languages at various levels of difficulty.

Computer Centre

The Computer Centre provides courses/workshops in word processing, etc. and students who are not already skilled in this field are advised to avail of such courses, at times which do not interfere with other PGDE course commitments. The Computer Centre issues a book (which is revised annually), which advises students on the facilities available during the academic year.

Academic Advisory Office

This office functions as a convenient first point of contact for students who wish to seek advice on general issues that may arise from their relationship with the University. Information is also provided which will assist students in accessing information on regulations and progression routes to their programme of study. Any student requiring help on their general experience of University life is encouraged to make contact with the Office. The Office also provides an ombudsman-like role for students who may be encountering difficulties in their programme of study.

Career Development Centre

The Career Development Centre offers a range of one-to-one consultations and various other group workshops. Students can access a range of supports of drop-in advisory to scheduled services from job search strategies to study and examination techniques. Please refer to www.careers.nuim.ie for further details.

Counselling Services

The Counselling Service is a confidential professional service that is provided to all students of NUI Maynooth. Counselling provides an opportunity for students to discuss in private any issues or concerns they feel are impacting on their academic performance or personal well-being. Counselling is offered on a one-to-one basis and is short-term in nature. It is provided free of charge. Confidentiality is assured to all who avail of the service. The Counselling Service is open Monday to Friday 9.30a.m. to 5.00p.m. It operates on an appointment basis. Self-referral to the service is welcomed and encouraged. Please refer to www.counselling.nuim.ie for further details.

Access Office

Mature students, students with disabilities, students who enter NUIM through the HEAR (Higher Education Access Route) programme, Travellers and New Irish are supported by MAP (Maynooth Access Programme). The Access Office liases closely with the Education Department particularly in relation to students with specific learning difficulties or other special education needs. The office provides a range of supports including access to various assistive digital technologies. Further information is available from www.access.nuim.ie

Chaplaincy Services

Chaplaincy provides a safe and confidential setting in which students have an opportunity to explore concerns and worries. The Chaplaincy service offers a range of professional supports including meditation group; bereavement support and pastoral counselling. The service has close contacts with organisations such as Aware, the Samaritans and Cura. It offers various religious services including daily Eucharist, weekly Confession and weekend retreats. Please refer to www.chaplaincy.nuim.ie for further details.

Creche Services

The Crèche is available for the children of all college students and employees (except those of the Crèche staff). In addition to day services the Crèche also runs an after-school programme. Please refer to www.creche.nuim.ie for further details.

Medical Centre

The University Medical Centre is a general practice providing a free service to all students of National University of Ireland, Maynooth. The staff includes a GP, Nurse and Secretary. Students can access the medical centre Monday – Friday from 09.30 – 12.45 and 14.00 – 16.45. Out of hours the University has an arrangement with a number of doctors in the area. Services include:

- General Medical Consultations
- Emergency Consultations
- Nurse's Clinic
- Dressing Clinic
- Travel Immunization / Vaccinations
- Asthma Clinic
- Sexual Health Service
- Nutrition Clinic
- Antenatal
- Walk-in Clinic

Student Services

Student Services is an integral part of the University community, enabling the promotion and development of its educational mission. Using a holistic approach, we offer a range of clearly defined services to support and empower students to achieve their personal and academic potentials and so enhance their life's journey. We strive to create a community which is open and caring and where diversity is expected and respected.

Residence Office

The apartments on the new campus provide accommodation for almost 900 students. The Residence Officer also works with local landlords/landladies to secure accommodation for students. Many PGDE students, because they are only on campus for three days choose to stay in College Rooms. These are booked through the Conference and Accommodation Office http://www.maynoothcampus.com/ and provide a less expensive, more flexible arrangement for students.

Student Facilities

The Students' Union operates a newly extended Student Social Centre which contains a lively bar, music venue, catering outlet and common room. The Centre also contains the Students' Union offices, meeting rooms, music rehearsal and recording studios, and offices for Clubs and Societies. Other facilities on campus include the University Restaurant, an AIB bank, a bookshop, two convenience stores and a coffee shop.

Sports Office

The Sports Officer actively encourages students to become involved in sporting activities and to adopt a healthy lifestyle which incorporates regular exercise. As well as the many sporting activities which are available through the student Sports Clubs, the Sports Officer organizes weekly aerobics sessions for staff and students. There is also a GAA Development Officer who works with the four GAA sports clubs. The sporting facilities which are available include: Indoor Swimming, Sports Hall, Weights Room, Racquetball Court, Billiards and Snooker, Room, Tennis Courts, Canoe Club Boathouse, Throwing Circle, Outdoor Pitches and Changing Facilities, Cardio-Vascular Equipment and astro-turf Pitches.

Student Financial Aid

The University operates a hardship fund, which is used to assist students who are in financial need. Students who are interested in seeking additional financial support should contact any member of the Student Aid Committee to arrange an interview.

Childcare Fund: The Students' Union operates a fund which makes a contribution towards the childcare costs of students who have children in full-time care. Application forms can be collected from the SU Office and must be submitted to the SU Welfare Officer before the end of October each year.

Students' Union

The Students' Union is the representational body for students in NUI Maynooth. The aim of the Students' Union is to promote, defend and advance the interests of its members. Every registered student is a member of the Students' Union.

Campus Maps: North and South Campus

See: http://www.nuim.ie/location/webmaps/index.shtml and
http://www.nuim.ie/location/maps/index.shtml

Higher Diploma in

Further Education

Teaching Practice Handbook

2012-2013

Handbook of Teaching Practice

Welcome

The Department of Adult and Community Education, NUI Maynooth are pleased to work with you on the teaching practice module within the Higher Diploma in Further Education. Details of the module are as follows.

Module	**Practical Teaching**	**20 ECTS**
	100 hours experience in two Further Education settings with 30 hours supervised teaching practice. During the course of the teaching placement student teachers will: ◊ demonstrate teaching competencies using a range of methods; ◊ act in an ethical manner; ◊ record reflections in their teaching portfolio; ◊ assess and evaluate student's work; ◊ actively engage with NUI Maynooth supervision, support, and mentoring processes.	

In particular the teaching practice involves the following commitment.

Semester One (September to October)	Induction preparation for 30 hours placement. (10 hours external observation, 10 hours peer observation, 10 hours group work induction)
Semester One (November to January)	Complete teaching experience (Minimum 20 and maximum 50 hours) in a Further Education setting Complete observed teaching experience (Minimum 5 and maximum 10 hours) in a Further Education setting
Semester Two (January to May)	Complete remaining placement requirement up to a 100 hours total in a Further Education setting Complete remaining observed teaching requirement up to 30 hours total in a Further Education setting

This handbook will provide you with information about the teaching practice element of the course, the procedures involved and the supervisory team that will support you in the practice. The Department of Adult and Community Education, NUI Maynooth thank the co-operating centres of further education and our colleagues for their support in preparing the next generation of further education teachers.

Relevant Department of Adult and Community Education Staff List

Josephine Finn (Head of Department)	708 3601
Shauna Busto Gilligan (Departmental Administrator)	708 3937
Professor Anne Ryan	7083683
Teaching Practice Placement Co-ordinator (To be Decided)	

Department Lecturers

Bríd Connolly	708 3306
Ted Fleming	708 3631
Michael Murray	708 3591
David McCormack	708 3947
Tony Walsh	708 3951

The Course Co-ordinator for Higher Diploma:
Michael Kenny, (01) 7083590, michael.kenny@nuim.ie

Please refer the Departmental Website for notices and events http://adulteducation.nuim.ie/

Staff offices are situated in Education House on the North Campus.

Teaching Practice Overview:

Validating acumulated teaching experience, prior to and during the Higher Diploma in Further Education, is of critical importance to the integrity of the course. This experience provides student teachers with opportunities to apply their theoretical knowledge and develop their skills in planning, delivering, facilitating and evaluating learning in further education settings.

Teaching Practice Organisation

Practical teaching experience will be organised as set out in the practice teaching module. Each student will arrange their placement with the appropriate further education centres in consultation with the course director and the Department of Adult and Community Education placement tutor. In consultation with the FE Centre, co-operating teachers in the FE Centre will be nominated to facilitate student teachers in practice teaching.

The student teacher shall work closely with the Co-operating Teacher, observe their practice and teach under their supervision. The role of the co-operating teacher will be one of a 'critical friend'. She/he will accompany the student teacher through their practice placement, provide advice and guidance when necessary, observe her/his teaching practice, provide feedback to the student and to the NUIM staff member.

Student teachers are advised to arrange 2 placements in different settings, one in the first term (before Christmas) and one after. One hundred (100) hours placement in appropriate further education centres within the academic year is required in total. The Department advises as follows:

Semester One (November to January)	Complete teaching experience (Minimum 20 and maximum 50 hours) in a Further Education setting Complete observed teaching experience (Minimum 5 and maximum 10 hours) in a Further Education setting
Semester Two (January to May)	Complete remaining placement requirement up to a 100 hours total in a Further Education setting Complete remaining observed teaching requirement up to 30 hours total in a Further Education setting

Student teachers registered on the HDFE are assigned two teaching practice supervisors during the year (an associate teacher assigned by the Department of Adult and Community Education, and a member of the academic staff of the Department.

Each student will have five visits during the year of which at least two will be from a member of the academic staff of the Department of Adult and Community Education. Each student teacher will work to a timetable agreed with the manager and supervision team in the Further Education Centre.

Detailed feedback sessions take place between the supervising team and the student teacher in keeping with the specially designed Student Teacher Appraisal Guide as outlined in the next section of this handbook.

Student Teacher Appraisal Guide

Category	Excellent	Very Good	Good	Fair	Unsatisfactory
Preparation / Organisation	Research evidence with detailed knowledge of learner needs and context	Evidence of comprehensive knowledge of learner needs and context	Some evidence of knowledge of learner needs and context	Little evidence of knowledge of learner needs and context	No evidence of knowledge of learner needs and context
	Specific lesson plans available detailing clear aims and objectives appropriate to the learning group	Lesson plans available detailing clear aims and objectives appropriate to the learning group	Lesson plans available with aims and objectives not always clear and only somewhat appropriate to the class group	Lesson plans with aims and objectives that are unclear and not always appropriate to the class group	No lesson plan available
	Specific assessment plans available detailing clear assessment process for the learning group	Assessment plans available detailing assessment process for the learning group	Assessment outline available	Inadequate Assessment outline available	No Assessment outline available
	Strategic and creative use of varied and appropriate pedagogic resources	Use of varied, creative and appropriate resources including textbooks but not with total reliance on them	Limited use of creativity and appropriate resources including reliance on textbooks and with little other resource material used	Heavily reliant on textbooks throughout lesson and little evidence of creativity	No resources of note in evidence
	Up to date folder of lesson plans clearly demonstrating continuity and progression	Up to date folder of lesson plans which demonstrates continuity and progression	Up to date folder of lesson plans with inconclusive evidence of continuity and progression	Lesson plan folder incomplete	No Lesson Plan folder available
	Up to date comprehensive portfolio with significant reflective content	Up to date comprehensive portfolio	Portfolio in process	Portfolio planned	No Portfolio

Category	Excellent	Very Good	Good	Fair	Unsatisfactory
Presentation and Development of Lesson	Excellent presentation of lesson; skilfully organised with attention paid to introduction, concept development, questioning, assessment of participant learning and closure	Presentation of lesson is very well organised with attention paid to introduction, concept development, questioning, assessment of participant learning and closure	Presentation of lesson is well organised with attention paid to introduction, concept development, questioning, assessment of participant learning and closure	Lesson is satisfactorily organised from beginning to end	Lesson is poorly organised with little attention paid to introduction, concept development, questioning, assessment of participant learning and closure
	Transitions are skilfully planned and executed with clear reference to learner feedback	Transitions are determined by feedback from pupils	Transitions are sometimes implemented without reference to pupil learning	Transitions are made without sufficient reference to pupil learning	Transitions are poorly planned and executed without reference to pupil learning
	Skilful questioning and engagement. Learner responses are appropriately managed. Learners are encouraged to develop their own questions and responses	Questioning and engagement are planned and well distributed. Learners are encouraged to develop their own responses	Questioning and engagement are generally planned. Limited encouragement for learner responses	Questioning and engagement is superficial, or inappropriate for the learner. Limited encouragement for learner responses	Low level questioning and engagement. No encouragement for learner responses
	Objectives are clearly met as evidenced by appropriate assessment of learning	Objectives are met as evidenced by appropriate assessment of learning	Some evidence that the learners are meeting the learning objectives	There is little evidence that the learners have met the learning objectives	No evidence that objectives have been met

Category	Excellent	Very Good	Good	Fair	Unsatisfactory
Classroom Climate	Excellent use of positive reinforcement and support. Clear evidence of the establishment of a positive learning climate	Uses positive reinforcement frequently within the learning setting: Support is specific and mutual respect is evident	Uses positive reinforcement frequently within the learning setting: Support is specific and mutual respect is evident	Uses positive reinforcement occasionally within the learning setting: Support is non-specific	Rarely uses positive reinforcement and support is absent
	Excellent level of responsiveness to individuals as well as to the learning group	Responsive to individuals as well as to the learning group	Works well with individuals and with learning group as a whole	Works with entire learning group with little attention to the needs of individual pupils	No clear attention to the needs of individual learners
	Excellent engagement with learners at all times. Clear evidence of alertness to potential problems	Very good engagement with learner group at all times and alertness to potential problems	Good engagement with learner group at all times and generally alert to potential problems	Inconsistent engagement with learner group. Not always alert to potential problems	Engagement is inadequate and learners demonstrate a lack of respect for the teacher
	Excellent awareness of how to use the learning space creatively including awareness of health and safety issues	Very good awareness of how to use the learning space creatively including awareness of health and safety issues	Good awareness of how to use the learning space creatively including awareness of health and safety issues	Some awareness of how to use the learning space creatively including awareness of health and safety issues	Has little capacity to use the learning space creatively and poor awareness of health and safety issues

Category	Excellent	Very Good	Good	Fair	Unsatisfactory
Personal Competence	Excellent communication skills and excellent capacity to respond to the spoken and non verbalised needs of learners	Very good communication skills and good capacity to respond to the spoken and non verbalised needs of learners	Good communication skills and some capacity to respond to the spoken and non verbalised needs of learners	Adequate communication skills, but lacking in a capacity to recognise and respond to the spoken and non verbalised needs of learners	Poor communication skills and no capacity to recognise the needs of learners
	Language is very clear with discerning choice of vocabulary for the particular learning setting	Very good use of language, with keen understanding of students' linguistic, literacy & numeracy capabilities.	Language is clear and at an appropriate level for the learning setting	Language is clear but sometimes too simple or complicated for learning setting.	Language too simple or too complicated for the learning setting.
	Very high level of competence in and enthusiasm for creating a positive learning environment	High level of competence in creating a positive learning environment	Competent in creating a positive learning environment	Adequate, but with some shortcomings in creating a positive learning environment	Not competent in creating a positive learning environment

Category	Excellent	Very Good	Good	Fair	Unsatisfactory
Reflective and Developmental Capacities.	Demonstrates originality and innovation in teaching to an excellent degree	Demonstrates originality and innovation in teaching to a high degree	Demonstrates some degree of originality and personal initiative in teaching	Teaching methods tend to be mostly routine with little evidence of originality	Teaching methods show no element of personal initiative
	Demonstrates an excellent capacity for 'reflection in action' and 'on action'	Demonstrates a high capacity for 'reflection in action' and 'on action'	Demonstrates some capacity for 'reflection in action' and 'on action'	Low-level capacity for 'reflection in action' and 'on action'	Little or no evidence of a capacity for 'reflection in action' and 'on action'
	Lesson evaluations show excellence in critical reflection	Lesson evaluations show keen insight and awareness	Lesson evaluations are conscientious, with some degree of critical awareness	Lesson evaluations are conscientious, but are lacking in critical awareness	Lesson evaluations are superficial
	Excellent capacity to understand, respond to, and act, on advice.	Very good capacity to understand, respond to, and act, on advice.	Evidence of a satisfactory capacity to respond to advice.	Under-developed capacity to respond to advice	Little or no capacity to respond to advice
	Very keen perceptiveness in evaluating own teaching	Keen perceptiveness in evaluating own teaching	Reflective in evaluating own teaching	Under-developed capacity to reflect on own teaching	Little or no capacity to reflect on own teaching
	Portfolio shows originality in reflectiveness	Portfolio shows high competence in reflectiveness	Portfolio shows competence in reflectiveness	Portfolio shows inadequate reflectiveness	Portfolio not prepared

Category	Excellent	Very Good	Good	Fair	Unsatisfactory
Professional Behaviour in the learning setting	Has a highly professional approach to teaching and is very well versed in learning setting policy, procedures and the code of professional conduct for teachers	Has a professional approach to teaching and is aware of policy/ procedures within the learning setting and the code of professional conduct for teachers	Has a positive attitude to teaching and some knowledge of policy/procedures within the learning setting and the code of professional conduct for teachers	Some inconsistencies in attitude to teaching and to the code of professional conduct for teachers and some gaps in knowledge of policy and procedures applicable in the learning setting	Unaware of policies and procedures applicable within the learning setting
	Exemplary in relations with all staff and colleagues	Respectful in relations with all staff and colleagues	Adequate working relationship with staff and colleagues	Mainly satisfactory relations with staff but some shortcomings in evidence	Poor working relationship with staff
	Always punctual, attentive and communicative	Almost always punctual, attentive and communicative	Generally punctual, attentive and communicative	Sometimes negligent in punctuality, attentiveness and communicativeness	Punctuality, attentiveness and communicativeness are problematic
	Contributes wherever reasonably possible to the activities of the learning setting	Takes some initiatives to contribute to the activities of the learning setting	Contributes when asked – less likely to take initiative	Pursues own work well, but reluctant to become involved in activities beyond that	Makes little or no contribution to the life of the learning setting. beyond own teaching
	Highly and constructively engaged with the community of learners	Constructively engaged with the community of learners	Some engagement with the community of learners outside teaching	Little engagement with the community of learners	No engagement with the community of learners

Portfolio of Teaching Practice

Introduction

The aim of the portfolio is to provide evidence of your teaching competence and your capacity to reflect on your teaching.

The Portfolio

The Portfolio of Teaching Practice should contain:

1. Evidence of preparation you made before teaching in a Further Education setting
2. Evidence of your preparation of teaching materials
3. A record of your teaching process and outputs
4. Evidence of keeping an appropriate learning record
5. Evidence of student engagement with your teaching
6. Evidence of your engagement with colleague within the FE setting

What should the Portfolio Look Like?

The portfolio should be not more that 8,000 words. However it does not all have to be presented in a written format. You can use a variety of formats to present your work including visual (static or moving), graphic or other creative formats. You are welcome to decide for yourself the most appropriate medium to record your work with learners within the confines of the code of professional practice for teachers in further education and the policies / procedures of your particular further education setting. You should be aware of learner confidentiality and should refer to protection of learner policies. Respect for the learner's circumstances should also be exercised.

The portfolio should include support documentation, journaling and feedback sheets etc so that you present a comprehensive overview of your teaching competence.

In general the suggested outline for the portfolio is as follows:

- ◊ An introduction to the learning experience depicted in the portfolio. This introduction should describe the learning situation, learner needs, the learner community, and the process of teaching. The introduction should contain reflection as to why you selected this particular situation as evidence of your competence in teaching in a further education setting

- ◊ Statements that indicate the theoretical foundations that inform your curriculum planning and development for learners in terms of learning, creativity, collaboration, and individual progression
- ◊ Observation of student learning from your perspective
- ◊ Reflection on your own teaching practice in the further education setting
- ◊ Reflection on observed teaching practice of others in the further education setting
- ◊ Critical reflection on the development of your own teaching practice in the further education setting and suggestions for how you can further enhance your practice.

Observation Team Form

Name and contact for Student Teacher:

Location of Teaching Practice Setting: _____

_____

Name and contact for Manager of Teaching Practice Setting:

_____

Name and contact for Co-Operating teacher:

_____

Name and contact for Associate supervisor NUIM:

_____

Name and contact for Staff member NUIM:

_____

Date of Placement commencement: _____

Duration of Placement: _____

Further Education Learning group: _____ _____

Observation of 'Student Teacher in a Teaching Situation' Form

Observation Number _____ Location of educational setting: _____

Date and time of lesson: _____ Duration of lesson: _____

Learning group: _____ Subject area: _____

Nature any special educational needs: _____

Marking Sheet

	% Allocation of Marks	**Marks**
1. Clarity of purpose of session	5%	
2. Content (includes structure, relevance of content to stated purpose)	25%	
3. Capacity to engage with the learners	25%	
4. Evidence of group work and facilitation skill	25%	
5. Visual aids used to reinforce / support message	10%	
6. Handling of questions at end of presentation	10%	
Total	100% (15 marks)	

Observer 1 name: _____ Date: _____

Observer 2 name: _____ Date: _____

Student Teacher Placement Setting Feedback Sheet

Feedback Visit Number ____ Location of educational setting: _____

Date and time of visit: _____

Marking Sheet

	Max Mark	Actual Mark
Preparation / Organisation	3	
Presentation and Development of Lesson	3	
Classroom Climate	2	
Personal Competence	1	
Reflective and Developmental Capacities	2	
Professional Behaviour in the learning setting	3	
Miscellaneous Observations	1	
Total	15 (100%)	

Placement staff member (Co-operating teacher): _____ Date: _____

NUIM Placement Tutor: _____ Date: _____

NUIM Supervising Staff: _____ Date: _____

FE centre manager/Director: _____ Date: _____

Lesson Content, Processes & Outcomes (Guide to Observer)

Lesson Content: What subject matter / content was covered during the lesson?

Lesson Processes: Tick any of the following teaching methods that you observed during the lesson

Whole-class teaching	☐
Small group (3 – 6) work	☐
Work in pairs	☐
One-to-one tuition	☐
Individual assignments	☐
Role play	☐
Individualised programmes of learning	☐
Structured discussion	☐
Link with prior learning / other curricular areas	☐
Students undertake research	☐
Student self-assessment	☐
Decision-making / Problem-based learning	☐
Practical activities	☐
Use games / mnemonics / quizzes	☐
Use Mind Maps© / Concept mapping	☐
Case studies	☐
Prepare a performance	☐
Use the Internet / ICT	☐
Use a data projector / overhead projector	☐
Use digital / still camera	☐
Use DVD / Video / TV / Radio	☐
Make films / radio programmes	☐
Create displays	☐
Use an outside speaker	☐
Students give oral presentations	☐
Project / task work	☐
Co-teach / Team teach	☐
Other....Specify_____	☐

Lesson Outcomes: Did the student make progress during the lesson?

What evidence do you have to support your assertion?