

Bachelor of Arts (Honours) in Adult Education

Student Handbook 2011/2012

Literacy Development Centre
Waterford Institute of Technology
College Street Campus
Waterford
www.wit.ie/lcdc

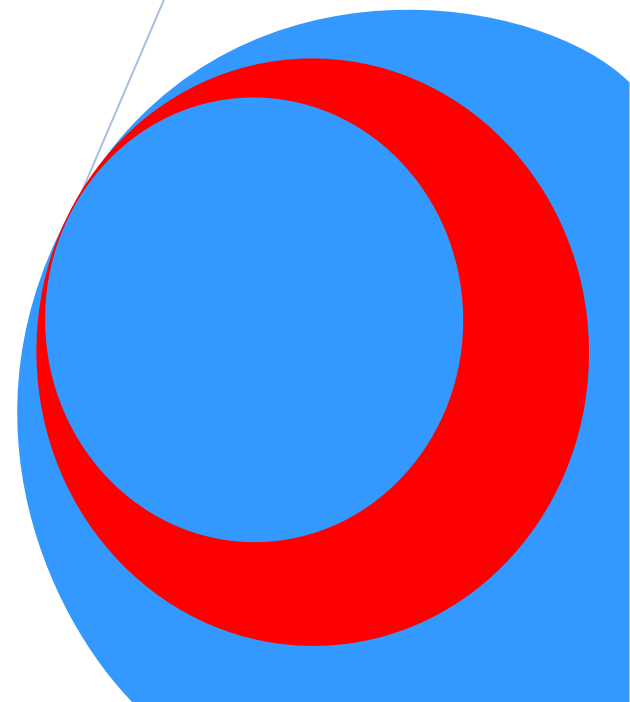


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INTRODUCTION

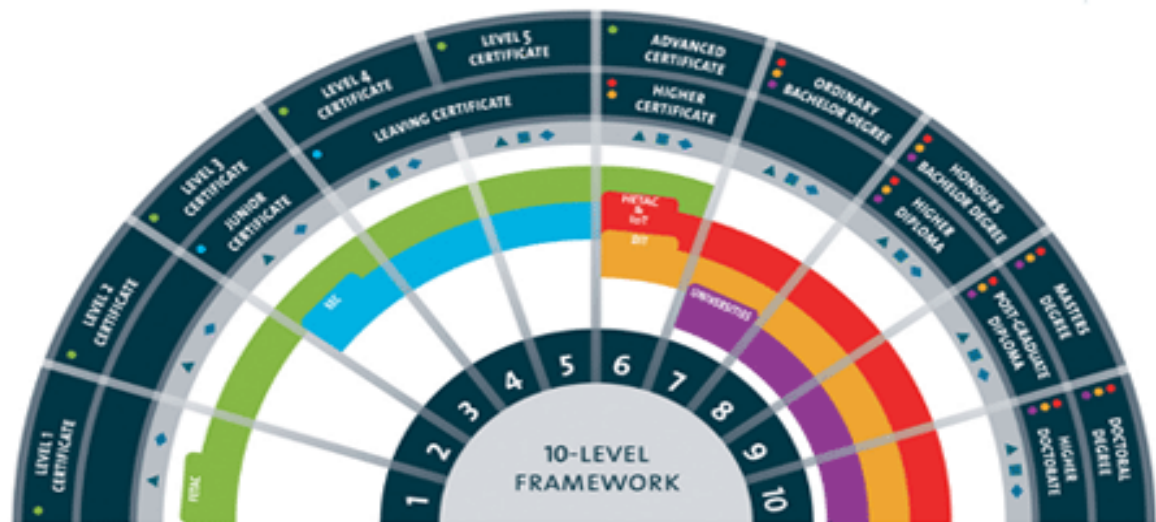
The Literacy Development Centre (LDC) at Waterford Institute of Technology offers a number of third level programmes, which have been designed as a single progression route with exit points at levels 6, 7 and 8 on the National Framework of Qualifications (NFQ). The aims and objectives of the suite of programmes offered by LDC were identified by working in close collaboration with all of the key stakeholders in the Adult Literacy sector in Ireland. These include: National Adult Literacy Agency (NALA), the Adult Literacy Organisers Association (ALOA), the Chief Executive Officer's Association (CEOA), the Department of Education & Science (DES), and Waterford Institute of Technology (WIT).

Programmes have been developed and co-managed by a partnership between WIT and NALA in response to an identified need for a third level programme which would assist literacy practitioners in upgrading their skills and also gain accreditation for the knowledge and skills accumulated through their work practice. The partnership with NALA has helped to ensure that programmes are relevant to the current developments in the sector and that programmes consistently meet the standards required for literacy practitioners. The LDC receives funding from the Department of Education & Skills to deliver programmes nationally.

The programmes are as follows:

- Certificate in Adult Literacy Awareness (Level 6 Special Purpose Award)
- Higher Certificate in Arts in Literacy Development (Level 6)
- Bachelor of Arts (Ordinary) in Adult Education (Level 7)
- Bachelor of Arts (Honours) in Adult Education (Level 8)

The qualifications delivered by the Literacy Development Centre have been endorsed by the *Learning for Life: White paper on Adult Education* and have been accepted by the DES and VECs as the appropriate qualification for literacy practitioners. Their recognition by the DES endorses these courses as the highest quality literacy education and training for adult literacy organisers and tutors in the country.



National Framework of Qualifications

All programmes comprise modules specifically developed for literacy practitioners and offer separate elective streams for managers and tutors. The aim of these programmes is to enable adult literacy personnel to explore theories which underpin various aspects of adult literacy and adult education practice, while enabling them to evaluate current scholarship in literacy. By identifying and promoting good practice, literacy practitioners can explore how, in their role, they can work towards a society where there is equality of access to, and participation in, education for all, in which everyone is able to reap the personal, social and economic benefits of lifelong learning. These programmes support practitioners to critically reflect on the different definitions of literacies and examine why literacy cannot be limited to a set of basic skills that the individual needs to be more socially or economically productive. By promoting the scholarship of literacy, the programmes delivered by the LDC also contribute significantly to the knowledge base exploring literacy as an academic discipline.

COURSE PROCEDURES

ENTRY REQUIREMENTS B.A. (ORDINARY) IN ADULT EDUCATION

Candidates wishing to gain access to the B.A. (Ordinary) in Adult Education must have the following:

- Higher Certificate in Arts in Literacy Development or an equivalent qualification.
- All potential participants must be working in adult or further education for the duration of the course.
- All modules are offered subject to sufficient numbers and resources.

ENTRY REQUIREMENTS: B.A. (HONOURS) IN ADULT EDUCATION

Candidates wishing to gain access to the B.A. (Honours) in Adult Education must have the following:

- Candidates should be graduates of the B.A. (Ordinary) in Adult Education (level 7) or its equivalent.
- Ongoing experience within the adult education field is required.

Please note: Applicants who have not completed the B.A. (Ordinary) in Adult Education will need to provide evidence that they have acquired the core knowledge of the level 6 and level 7 programmes which lead up the B.A (Honours) programme. Applicants must show that they have knowledge of the material contained in the modules Philosophy of Adult Education (level 6), Group Dynamics (level 6), Psychology of Adult Learning (levels 6 & 7), Curriculum Development (level 6) and Curriculum Planning and Quality Assurance (level 7). Such evidence can be presented in the form of an RPL (recognition of prior learning).

COURSE STRUCTURE B.A. HONOURS IN ADULT EDUCATION

Core Modules: All mandatory

1. Critical Education Theory
2. Equality and Social Analysis
3. Research Methodologies
4. Research Project

Electives

Choose two of the following:

- Strategic Management
- Intercultural Education
- Developing Literacies 3
- Quality Curriculum Planning and Assessment in Practice

All modules carry 10 credits unless otherwise stated and are offered subject to sufficient numbers and resources

LEARNING OUTCOMES

Having successfully completed this programme student will be able to:

- Demonstrate a detailed knowledge and understanding of key aspects of adult education.
- Critically evaluate theoretical and philosophical frameworks within the field of education, particularly adult education
- Recognise the key challenges of working in an intercultural environment and identify strategies, conditions and practical approaches to affirm cultural diversity in the context of adult education
- Demonstrate a knowledge of research methodologies which will enable them to prepare a research proposal, complete a literature review and complete a research project
- Analyse issues relating to equality of access and participation in adult education
- Progress to study at level 9

(Learning outcomes for **elective streams**)

- Devise appropriate methodologies and strategies to work effectively as tutors in the field of adult literacy
- Demonstrate a critical understanding of the strategic development process at micro and macro levels.

ASSESSMENT PROCEDURES

As all our courses are third-level courses, students would need to be aware that essays or projects will need to be submitted for assessment and that it may be necessary to spend at least 15-18 hours per week in study. An exam may be one of the modes of assessment for some modules. Current thinking in adult education and training supports the view that assessment is an integrated part of the learning cycle. This is reinforced in this course through:

- stressing the link between learning outcomes and assessment
- using self assessment as well as tutor assessment
- discussing assessment criteria and marking schemes with students

Assignments are incorporated into each module by way of continuous assessment and end-of-module assessment. These assignments emphasise the practical application of the module material to the tutors' and organisers' work situation while underpinning it with theoretical knowledge. Given the practical nature of this course and the maturity of the participants, assignments may include self-assessment and peer-assessment as well as tutor assessment.

Forms of assessment may include:

- practical demonstrations
- presentations
- learning journals
- essays
- case studies
- work-based projects
- online contributions
- written and oral exercises
- in-house examinations

The actual form of assessment used will vary, according to the requirements of each particular module. Your tutor will give you more information regarding the actual assessment procedures for a particular module.

The importance of the recognition of prior learning (RPL) scheme has also been recognised and this has been used extensively on the project's programmes. A comprehensive knowledge base and expertise in RPL has resulted from this.

MODES OF ASSESSMENT

Various modes of assessment are used throughout this programme. The main tools of assessment are the learning journal, which is a core assessment tool for all modules, essays, lesson plans, reports, projects and online contribution. A brief description of each of these modes of assessment can be found below:

LEARNING JOURNAL

A learning journal is a personal reflection on what the participant understands from the module and what application it might have in their work. They may want to write up a personal journal from which they can subsequently write up a journal for assessment requirements. The learning journal should be not more than 3,000 words overall. Entry for each session should include the following:

- Knowledge and understanding of issues and ideas raised in the course
- Personal reflection on what these issues and ideas mean to you and how they might be useful in your practice
- Assess your experiences as a learner and how these might enhance your understanding of the learners in your own work

ESSAYS

- An essay is a piece of continuous writing (without headings, numbers or bullet points, however paragraphs are used to divide sections of the argument).
- It has a title setting out the issues to be dealt with in the essay.
- It takes the form of an argument which leads the reader from the title at the beginning to a conclusion at the end.
- The argument should draw on the course materials.
- Essays should have a maximum word length of 3,000 words

REPORTS

As the name implies the report gives information on how a project, experiment or piece of research was done. It can be simplified into three general principles:

How was it done? Why was it done? What does it mean?

- The format is completely different from that of an essay.
- The information should be clear and easy to find; therefore the structure is fairly rigid.
- There are sections, usually with subheadings and numbered.
- Bullet points can be used to achieve clarity and conciseness.
- The report should proceed in a logical and ordered way.

PROJECTS

There are a number of different types of projects. They can include:

- Lesson Plans
- Portfolios
- A curriculum/programme plan for a particular topic.
- A management/marketing plan

PLEASE NOTE:

- It is a requirement to attempt all assignments in a module.
- In some modules there is a requirement to pass key elements of the module in order to gain an overall pass in the subject.

ASSESSMENT CRITERIA

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

GRADES

WIT Academic Council has adopted a percentage grading system (formerly alphabetic grading system) for all part-time programmes in line with all sectoral conventions and full-time programmes from September 2010. The student is awarded by a percentage grade for each module. The grading of the overall award will be calculated as follows:

Pass	-	40%-49%
Merit 2-		50%-59%
Merit 1-		60%-69%
Distinction	-	70% +

ATTENDANCE AND ABSENTEEISM

Attendance is recorded. A minimum of **80%** attendance is required for each taught module. Participants are required to notify in writing if extenuating family or personal circumstances prevent or are likely to hinder attendance. In the event of personal illness, a doctor's certificate should be submitted for our records.

PRESENTATION OF ASSIGNMENTS

- Plain A4 paper
- Printed on one side only and stapled in top left hand corner
- Typed
- Please do not use bindings and covers: They are not necessary and take up filing space.

ASSIGNMENT FORMS

Please complete an Assignment Form for each assignment (originals and copies) and staple it onto the front of each assignment copy. A copy of this form is available at the back of this handbook. The assignment form must be signed by you certifying that the work you are submitting is your own. If you fail to sign this form, your assignments will be returned to you for signature. More information on this topic is detailed in the [Anti-Plagiarism Policy](#) available on the exams section of WIT's website.

SUBMISSION OF ASSIGNMENTS

Please submit **two** copies of each assignment to:

**Literacy Development Centre,
WIT,
College Street Campus,
Waterford.**

Please retain evidence of posting and **always** keep a copy of your assignments for your own records.

LATE SUBMISSIONS

Assignments submitted after the agreed date (normally 4 weeks following the end of a module) will be subject to a penalty of 10%.

All assignments are to be submitted to the Literacy Development Centre, WIT, College Street Campus, Waterford.

Any request for an extension based on mitigating or extenuating circumstances must be made in writing to the Head of the Literacy Development Centre at the above address and must include supporting documentation (medical certificate, letter from Courts Service etc). Requests cannot be made by phone or email.

The Centre will only accept assignments from participants registered on modules taking place during the academic year.

RESUBMISSION OF ASSIGNMENTS

If a student obtains an overall mark of less than 40% they are entitled to resubmit their assignment. The maximum mark allowable for a resubmitted assignment is 49%. There is a limit of 3 resubmissions per module.

Students are generally allowed up to four weeks to resubmit the assignment. The assignment must be accompanied by an “*Assignment Resubmission Form*”.

INCOMPLETE ASSIGNMENTS

It is a requirement of all modules, that the student attempts all assignments, that is, the Continuous and End-of-Module Assessments. Students **cannot pass** the module having only completed one part of the assessment.

DEFERRALS

If work for a module has not been completed by the agreed date, the student will be deferred until the next Examination Board. The Exam Boards are held twice a year. We will send out a letter after each exam board, asking students if they wish to complete work or withdraw.

If a student has not completed attendance at a module, s/he will be withdrawn (de-registered). If the student has been de-registered, and at a later date, wishes to complete the module, it is necessary to register again, paying the full fee and to resit the full module.

APPEALS

The official WIT results from the Registrar's Office are sent to students, following Examination Board meetings which take place in June and September. Students have **five** working days to appeal their results once results are sent to the student. All appeals must go through the WIT Registrar's Office. There is a fee involved in appealing results. This is refunded if the appeal is upheld.

PLAGIARISM

When you are writing for academic purposes you are expected to use and respond to the ideas of authors who have been studied during the course. However, when you do this you must acknowledge the source of the ideas. Not to do so, to make it appear that the idea or ideas are your own, is called plagiarism and is a serious offence. It is a form of theft (of intellectual property) and when it is detected the penalty is failure of that piece of work. This is why it is vitally important to use correct referencing and in order to do this you should record your sources correctly in your preparatory work for an assignment.

When you take notes, make sure that you have the author's name, the year of publication, the name of the book or journal, place of publication, the name of publisher and page numbers so that your reader (in this case your tutor and the external examiner) can trace the source of the idea and check if it is correctly used.

More information on WIT's policy on anti-plagiarism is available on our website. www2.wit.ie/exams/Anti-PlagiarismPolicy/

CANCELLATIONS POLICY

All cancellations must be received in writing (to Literacy Development Centre, Waterford Institute of Technology, College Street Campus, Waterford) 21 days before the module begins. Cancellations received after this period will be charged at 50% of the module cost

TRANSCRIPT OF RESULTS

A transcript of results is available to request online at a charge of €15, using the following link.

<https://studentssp.wit.ie/exams/Transcripts/examtranscript.aspx>

COURSE ASSESSMENT GUIDELINES

LESSON PLAN GUIDELINES

A. Context/Rationale

1. Setting the learning in context

- Institutional setting
- Accredited/non-accredited course
- Place of lesson within a course - Progression
- Links to other learning opportunities

2. Profile

Student Profile(1:1)	Group Profile
Relevant life history; e.g literacy/ numeracy difficulties Reason for coming to the scheme Approximate level they started at Present level.	Composition of group Mixed levels or one level Group members' previous experience Reasons for attending

3. Needs Analysis

- Describe how you agreed **long and short term goals** with your student(s)
- Long-term goals
- Short-term goals

B. Lesson Plan Framework

1. Objective(s) – as related to short-term goals (what you intend to teach)
2. Specific learning outcomes (SLOs) – (what the learner should be able to do as a result of the learning, expressed in terms of specific active verbs)
3. Content – subject matter to be covered in the class
4. Methodologies/approaches/strategies which need to be implemented to achieve the SLOs. Methodologies should take account of different learning styles and should attempt to encompass a range of learning preferences
5. Materials – list/describe the range of materials you intend to use. Bear in mind
 - Interactive learning
 - Independent learning
 - Student interests
 - Authentic material

Samples of materials must be provided.
6. Structure - with appropriate and realistic timings
 - Include a clear introduction that should be an attempt to present the purposes, tasks, activities, methods and approaches to be used.
 - Development (with timings) - outline tasks, activities, reinforcements.
 - Strategy for assessment of skills/knowledge/competency - written/oral/ visual. Assessment can be based on MLJ criteria or SLO – incorporating fluency/independence/application/depth of understanding
 - Conclusion - recap, reinforcement

- Strategy for tutor/student evaluation

C. Reflection/Retrospective Analysis

Reflection on how the lesson went

Your own and your student's evaluation of each lesson

Did the lesson achieve the aims of the plan?

What went well?

What could be improved?

How this evaluation will inform future practice

Student's own work from lessons should be included with comments on how it links to each lesson plan

LEARNING JOURNAL MARKING GUIDELINES

Mark	Understanding of module content (15 marks)	How learning might be applied to practice (10 marks)	Insights into the experience of being an adult learner based on participation on the course (5 marks)
12-15	Demonstrates and excellent understanding of the module content. Shows evidence of a deeply reflective approach to the learning. Provides evidence of having achieved the broad range of learning outcomes.	8-10 Makes an excellent link between theory and practice. Selects highly appropriate and creative examples from practice to illustrate ideas. Gives concrete examples of how new ideas might be applied in practice. Comprehensive analysis of current practice in relation to the module concepts.	5 Shows a high level of self-awareness in relation to the group process experienced on the module. Shows how their personal experience as a learner can be used to enhance their own practice. Gives a significant account of how study skills can be applied to their own learning on the module.
9-11	Demonstrates a good understanding of the module content through personal reflection. Provides evidence of having achieved most of the learning outcomes. Shows some evidence of critical reflection. Engages in a personal way with the ideas raised on the course.	6-7 Makes clear links between theory and practice. Ability to illustrate the ideas by providing relevant examples from practice. Evidence of a willingness to revise practice in the light of new ideas gained on the module. Analysis of current practice in the light of the module concepts.	3-4 Demonstrates self-awareness in relation to the group process experienced on the module. Shows how their personal experience as a learner can be used to enhance their own practice. Gives a good account of how study skills can be applied to their own learning on this and future modules.
6-8	Has grasped the basic concepts of the module content but may express their understanding through presentation of factual accounts rather than personal reflection Demonstrates achievement of a limited range of learning outcomes, possibly at a basic level. Evidence of critical reflection may be weak.	4-5 Some attempt to link theory and practice. Provides some examples from practice but not always relevant. Has difficulty in relating new ideas to personal practice. Little evidence of willingness to adapt personal practice. Lacks evidence of reflection on current practice.	1-2 Reference to group process without relation to self. Has difficulty in linking personal experience as a learner to their own practice. Gives some account of applying study skills but does not use it to improve approach to study. Tendency to include irrelevant personal detail.
<6	Has little understanding of the module content and may even demonstrate misunderstanding. No critical reflection. Does not meet the learning outcomes.	<4 No link between theory and practice. No examples to illustrate concepts.	0 No reference to self as learner.

The above guidelines are under review and may be subject to change based on the new numeric grading system introduced in WIT in 2011.

ESSAY MARKING GUIDELINES

MARK	Knowledge of course content (Marks out of 25)	Presentation and application of academic conventions (Marks out of 25)	Building an Argument to address essay title (Marks out of 25)	Understanding of issues (Marks out of 25)
20-25	Wide range of reading of course materials evident. Excellent choice of course materials and ability to relate them to the essay topic. Consistently selects apt references and quotations. Demonstrates an in-depth understanding of course content and its significance.	Accurate use of language and fluency of style Accurate and consistent referencing. Comprehensive and accurate bibliography. Keeps the argument objective rather than personal. Demonstrates competency in writing in an academic style.	Addresses the essay topic comprehensively. Controls the argument well, has a clear structure and a strong conclusion. Thorough analysis of topic supported by evidence drawn from the course materials.	Demonstrates thorough insight into the issues raised during the course. Evidence of independent thought by e.g. extending the argument beyond the parameters of the course. Excellent ability to link theory of the course to practice and to locate the topic in a broader context.
15-19	Range of reading of course materials evident Good choice of course materials and ability to relate them to the essay topic Selects apt references and quotations Demonstrates a sound understanding of course content and its significance	Communicates ideas through clear use of language. Good use of paragraphs. References and quotations generally accurate. Accurate bibliography. Attempts to keep the argument objective rather than personal. Attempts to integrate quotations into text of essay.	Addresses the main issues of the essay topic but may not always sustain the focus. Clear structure to the essay – introduction, body, and conclusion which emerges from the argument. Ideas organised in a logical progression with a clear link between points in the argument. Adequate analysis of topic supported by evidence drawn from the course materials.	Demonstrates insights into the issues raised during the course. Some evidence of independent thought. Shows an ability to link theory of the course to practice by including analysis of apt examples.
10-14	Acceptable choice of course materials, drawn from limited range of reading. Some attempt to identify relevant references and quotations. Related material to essay title but in a fairly basic way. Tends to present material in a mainly factual way and may paraphrase without evidence of personal engagement with the ideas.	Writes in a style that is generally comprehensible but there may be inaccuracies in grammar and syntax. Some attempt to reference but may not be able to apply the conventions. Bibliography included but may contain inaccuracies. Tends to write from personal perspective rather than generalise the argument. Significantly exceeds or falls short of word count	Understands the essay question but may not be able to sustain an argument. Structure lacks clarity, may lack evidence of a point of view or conclusion emerging. Ideas not always presented in a logical sequence, not consistently providing links between the ideas presented. Some basic analysis of topic but supporting evidence from course materials not always used.	Demonstrates an understanding of the issues raised during the course but at a relatively basic level. Some attempt to link theory and practice but chosen examples not always appropriate.
<10	Inability to select appropriate course material and relate it to the essay title. May demonstrate misunderstanding.	Poor writing skills which obscure the meaning. Inappropriate language and style. Inadequate attempt to reference material or provide a serviceable bibliography.	Does not address the essay title. No clear argument or evidence of analysis.	Shows inadequate understanding of the course concepts.

The above guidelines are under review and may be subject to change based on the new numeric grading system introduced in WIT in 2011.

PROJECT MARKING GUIDELINES

Mark	Knowledge and application of course material (50 marks available)		Presentation, format, layout and coherence (20 marks available)		Evidence of original thinking and creative application of ideas (30 marks available)
40-50	Demonstrates an excellent understanding of course content and supports this with relevant work related examples that show the ability to critically reflect on the subject matter.	16-20	Excellent presentation, use of language and format.	24-30	Highly creative thinking that demonstrates the ability to apply the content in an original manner that would be of practical value in a work environment.
30-39	Demonstrates a good understanding of course content and supports this with some examples of application in a work-related environment.	12-15	Good presentation with good use of language.	18-23	Demonstrates original thinking and some creativity that could be applied in a work setting.
20-29	Demonstrates a limited understanding of course content and its application.	8-11	Average presentation with some errors in use of language and format.	12-17	Demonstrates some evidence of original thinking.
<20	Does not demonstrate an understanding of course content.	<8	Poor presentation and poor use of language.	<12	Does not demonstrate original thinking or application in a work-related environment.

The above guidelines are under review and may be subject to change based on the new numeric grading system introduced in WIT in 2011.

MODULE DESCRIPTORS

Module Name *Critical Education Theory*

Allocated Code **Level Denomination** **Date Created** **Date Modified** **Credits**

Official Use Only

8 Arts 02/02/2005 26/03/2010 10

Pre-requisite modules (if any)

Co-requisite modules (if any)

Description of Module

To encourage critical reflection on the philosophical issues underlying adult education theory. The questions of identity and social relationships developed through language and discourse relate to how people respond to social institutions, such as the education system.

On successful completion of this module, a student will be able to:

1. Critically reflect upon the assumptions underlying theories of adult education concerning the nature of the relationship between the person and the social environment.
2. Deconstruct theories to explore whether the emphasis on the person or the social environment is the point of departure
3. Evaluate the influences one's own philosophy has on how one approaches adult education as a tutor, curriculum developer and/or manager.
4. Locate and assess one's own practice against a range of theories.

Learning and teaching methods and strategies:

1. Directed reading
2. Group-work
3. Seminars/Discussions

Assessment Methods

1. Learning Journal: 30%
2. Project: 70%.

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts

Module Name **Critical Education Theory**

Indicative Content

1. Emerging definitions of Adult Education and the role of the educator: does 'Adult Education' mean the same as 'Lifelong Learning'? Is the educator a teacher/tutor/facilitator? Placing Adult Education in its historical and philosophical context; liberal, behaviouristic, cognitive, constructive, social constructivist philosophies of education.
2. Exploring the reasons why adults return to education: an analysis introducing concepts from a post-modern and discourse analysis perspective: education for vocational skills, for lifestyle change, personal development or social change?.
3. The dialectic between individual and society as exposed in educational practice. Is education an individual endeavor or a collective enterprise?
4. The philosophical assumptions underlying Adult Education Practice including those presented in current policies and reports: is the economic focus the most prominent in current policy?

Essential Material

1. Brookfield Steven D, (2005), *The Power of Critical Theory for Adult Learning and Teaching*, Open University Press, UK
2. Purcell – Gates Victoria, (2007), *Case Studies of Language, Literacy, Social Practice and Power*, Routledge, British Columbia.
3. Praecter C, Preedy M, Scott D & Soler J, (2001), *Knowledge, Power and Learning*, PCP/OU, London.
4. Papen U, (2007), *Literacy and Globalisation Reading and Writing in times of Social and Cultural Change*, Routledge.
5. Inglis T, (1997), *Empowerment and Emancipation in 'Adult Education Quarterly'*, Volume 48, NO. 1, Fall 1997 3-17.

Supplementary Material

1. Bourdieu P and Passeron JC, (1990), *Reproduction in Education, Society and Culture*, 2nd Edition, Sage, London.
2. Carrington V and Luke A, (1997) *Literacy and Bourdieu's Sociological Theory: A Reframing in Language and Education*, Volume 11, No. 2.
3. Cervero RM & Wilson AL, (2004), *Power in Practice*, 2nd Edition, Jossey Bass, San Francisco.
4. Barton D, Trusting K, Hodge R and Appleby Y, (2008), *Adult Education and Empowerment for Individual and Community Development*, Occasional Paper delivered at Conference "Adult Education and Local Development"

Module Name **Critical Education Theory**

Learning Modes

Full-time learners' mode

Part-time learners' mode

Activity Size	Hours	Group Size	Activity	Hours	Group
Lecture			Lecture	36	
Practical			Practical		
Seminar/Tutorial			Seminar/Tutorial		
Placement			Placement		
Other (Specify)			Groupwork	105	
Independent Learning			Independent Learning	129	
				270	

Distance education and web-based learners' mode

Activity	Hours	Group Size
Lecture		
Practical		
Seminar/Tutorial		
Placement		
Other (Specify)		
Independent Learning		

Module Name: *Equality and Social Analysis*

Allocated Code Level Denomination Date Created Date Modified Credits

Official Use Only

8 Arts 02/02/2005 09/09/2009 10

Pre-requisite modules (if any)

Co-requisite modules (if any)

Description of Module

The aim of the module is to enable adult education practitioners to evaluate critically, theoretical explanations of equality and socio-economic issues, the way societies are structured and why concepts of equality are considered important or relevant. The question of social class as structural will be considered as will the question of gender.

On successful completion of this module, a student will be able to:

1. Analyse critically the structures of modern societies and identify the assumptions about equality that underpin much social policy.
2. Evaluate whether a class analysis is still valid in contemporary Irish, European and Global terms.
3. Identify the assumptions made about gender that underpin the economic policies of modern societies.
4. Explain mechanisms of inequality in the context of globalisation.

Learning and Teaching Methodologies

1. Directed Reading
2. Group-work
3. Seminars/Discussions

Assessment Methods

1. Learning Journal 30%
2. Project or Exam 70%

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Module Name: *Equality and Social Analysis*

Indicative Content

1. Equality theories: equality as a realisable principle; Rawls' Theory of Justice; Concepts of Equality and Justice in Liberal Democracy.
2. Equality and social policy: equality of opportunity; meritocracy; educational disadvantage interventions; socialisation theory.
3. Class Analysis: forms of capital; the colonisation of social class in education.
4. Social policy: the relationship between social research and social policy; social relationships of knowledge production; critical analysis of social research; the welfare state and forms of citizenship; comparative study of welfare states.
5. Gender and the commodification of relationships; critique of the growth imperative.
6. Community development and the partnership process: representative and participatory forms of democracy; clientelism, corporatism and subsidiarity.
7. Development and modernisation theories; the free market, liberalism in politics and economics; colonisation and hegemony.

Essential Material

1. Baker J, Lynch K, Cantillon S and Walsh J, (2004), *Equality: From Theory to Action*, Palgrave Macmillan, London
2. Kirby P, (2002), *The Celtic Tiger in Distress: Growth with Inequality in Ireland*, Palgrave Macmillan, Basingstoke

Supplementary Material

1. Bourdieu P, (1997), *Education: Culture, Economy and Society*, Oxford University Press, Oxford
2. Clancy P, (1995), *Education in the Republic: The Project of Modernity?* in Clancy, P et al *Irish Sociological Perspectives*, IPA, Dublin
3. Freire P, (1998), *Pedagogy of Freedom: Ethics, Democracy and Civic Courage*, Maryland, Rowman & Littlefield
4. Giroux H, (2001), *Theory and Resistance in Education: Towards a Pedagogy for the Opposition*, Con, Bergin & Garvey, Westport
5. Lynch K (1999), *Equality in Education*, Gill and Macmillan, Dublin
6. Lynch K, (1995), *Caring Labour and Love Labour* in Clancy, P et al, *Irish Sociological Perspectives*, IPA, Dublin.

Module Name: *Equality and Social Analysis*

Learning Modes

Full-time learners' mode

Part-time learners' mode

Activity Size	HoursGroup Size	Activity	Hours	Group
Lecture		Lecture	50	
Practical		Practical	50	
Seminar/Tutorial		Seminar/Tutorial		
Placement		Placement		
Other (Specify)		Group work	20	
Independent Learning		Independent Learning	150	
			270	

Distance education and web-based learners' mode

Activity HoursGroup Size

Lecture

Practical

Seminar/Tutorial

Placement

Other (Specify)

Independent Learning

Resources

Module Name *Research Methodologies*

Allocated Code **Level****Denomination****Date Created** **Date Modified** **Credits**

Official Use Only

8 Arts 02/02/2005 26/03/2010 10

Pre-requisite modules (if any)

Co-requisite modules (if any)

Research project

Description of Module

The aim of this module is to enable the student to understand the research process and to provide the foundation for undertaking a research project.

On successful completion of this module, a student will be able to:

1. Demonstrate an ability to critically evaluate the authority of texts and to generate and use their own ideas as they construct meaning while reading and conducting research.
2. Source and critique appropriate literature.
3. Distinguish between quantitative and qualitative approaches.
4. Critically appraise a variety of research designs, data collection methods and sampling techniques.
5. Discuss issues of validity and reliability and ethics in research design
6. Use appropriate tools and techniques for analysing data.
7. Write a research proposal.

Learning and teaching methods and strategies:

1. Seminar
2. Discussion
3. Reading of Research
4. Practical exercises around data collection methods

Assessment Methods

1. Learning Journal: 30%
2. Research Proposal including literature review 70%.

Module Name *Research Methodologies*

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Indicative Content

1. Format of the research report.
2. Formulating a research question or hypothesis. Feasibility and practical limitations of research. Time management in conducting research.
3. Planning and structuring a literature review - Finding sources; writing style; organising and expressing ideas; writing critically; using arguments; citing references.
4. Review of research designs- data collection methods and sampling.
5. Sampling - defining populations; selection of sample appropriate to research designs.
6. Constructing and analysing numerical data - Presenting quantitative information using tables, charts and statistical analysis.
7. Constructing and analysing narrative data - Content analysis. Thematic analysis. Constant comparative method.
8. Presenting and discussing quantitative and qualitative findings- Methods of presentation; interpretation through comparison and discussion.

Essential Material

1. Blaxter L, Hughes C & Tight M, (1996), How to Research, Open University Press, Buckingham
2. Coughlan D & Brannick T, (2004), Doing Action Research in Your Own Organisation, Sage Publications, London
3. Hart C, (1998), Doing a Literature Review, Sage Publications, London
4. Locke LF, Silverman SJ & Spirduso WW, (1998), Reading and Understanding Research, Sage Publications, London
5. Kane E and O Reilly-de Brun M, (2001), Doing Your Own Research, Marion Boyers, London

Module Name **Research Methodologies**

Supplementary Material

1. Bannister P, Burman E, Parker I, Taylor M & Tindall C, (1994), *Qualitative Methods in Psychology: A Research Guide*, Open University Press, Buckingham
2. Bell J, (1987), *Doing Your Research Project*, Open University Press, Milton Keynes
3. Breakwell GM, Hammond S & Fife-Shaw C, (2000), *Research Methods in Psychology*, 2nd Edition, Sage Publications, London
4. Carr W, (1995), *For Education: Towards Critical Educational Inquiry*, Open University Press, Buckingham
5. Denscombe M, (1998), *The Good Research Guide*, Open University Press, Buckingham
6. Greene J & Oliveria M, (1999), *Learning to Use Statistical Tests in Psychology*, 2nd Edition, Open University Press, Buckingham

Learning Modes

Full-time learners' mode

Activity **Hours****Group Size**

Lecture

Practical

Seminar/Tutorial

Placement

Other (Specify)

Independent Learning

Part-time learners' mode

Activity **Hours** **Group**

Lecture

Practical 10

Seminar/Tutorial 25

Placement

Other (Specify)

Independent Learning 235

270

Distance education and web-based learners' mode

Activity **Hours****Group Size**

Lecture

Practical

Seminar/Tutorial

Placement

Other (Specify)

Independent Learning

Module Name *Research Project*

Allocated Code **Level****Denomination****Date Created** **Date Modified** **Credits**

Official Use Only

8 Arts 02/02/2005 26/03/2010 10

Pre-requisite modules (if any)

Co-requisite modules (if any)

Research methodologies

Description of Module

This module aims to develop the students ability to carry out a systematic investigation of a complex problem within their own professional practice, to effectively interpret and apply the research findings of others, to integrate the learning from other modules, to analyse the problem in light of conceptual and theoretical knowledge and to comprehensively plan the effective long term solution to this problem.

On successful completion of this module, a student will be able to:

1. Identify an appropriate area for research within their professional practice.
2. Apply appropriate research methods to the selected problem.
3. Collect, interpret and critically analyse the data.
4. Present their findings in a written report and as a succinct presentation.

Learning and teaching methods and strategies:

1. Research Tutorials
2. Class presentations
3. Individual study
4. Research and writing
5. Consultation sessions with project supervisors

Assessment Methods

1. Presentation of written findings: 30%
2. Written Report: 70%

Module Name **Research Project**

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Indicative Content

1. Research tutorials will cover the following topics: Preparing a proposal; writing a literature review; research design; data collection methods; analysis of data; and presenting the project.
2. Individual supervision sessions with research supervisors.
3. Individual independent research
4. Presentation of findings to group
5. Writing a research report.

Essential Material

1. Blaxter L, Hughes T & Tight M, (1996), How to do Research, Open University Press, Buckingham
2. Coughlan D & Brannick T, (2004), Doing Action Research in Your Own Organisation, Sage Publications, London
3. Denscombe M, (2003), The Good Research Guide for Small Scale Social Research Projects, 2nd Edition, Open University Press, Berkshire

Module Name **Research Project**

Supplementary Material

1. Bell J, (1995), Doing Your Own Research Project. A Guide for First-Time Researchers in Education and Social Science, 2nd Edition, Open University Press, Buckingham
2. Kane E & O Reilly de Bruin, (2001), Doing your own research, Marion Boyers, London
3. Lynne W & Dunsmuir A, (1990), How to do Social Research, Harper Rowe, May
4. May T, (1998), Social Research, Issues, Methods and Process, 2nd Edition, Open University Press, Buckingham
5. Mc Kenna J, (1996), Curriculum Action Research, 2nd Edition, Kogan Page, London
6. Neuman W L, (2000), Social Research Methods. Qualitative and Quantitative Approaches, Allyn and Bacon, Boston
7. Jean McNiff, jeanmcniff.com Available www.jeanmcniff.com (Accessed 2009, September 09)

Learning Modes

Full-time learners' mode

Part-time learners' mode

Activity	Hours	Group Size	Activity	Hours	Group
Lecture			Lecture	0	
Practical			Practical	30	
Seminar/Tutorial			Seminar/Tutorial	20	
Placement			Placement		
Other (Specify)			One to one supervisor support		10
Independent Learning			Independent Learning	210	
				270	

Distance education and web-based learners' mode

Activity **Hours** **Group Size**

Lecture
Practical
Seminar/Tutorial
Placement
Other (Specify)
Independent Learning

Resources

Module Name *Strategic Management in Education*

Allocated Code **Level****Denomination****Date Created** **Date Modified** **Credits**

Official Use Only

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Pre-requisite modules (if any)

Co-requisite modules (if any)

Description of Module

This module is designed to provide learners with an understanding of strategy and the strategy development process in an education setting. It will also equip learners with the tools required for strategy formulation and evaluation. It will also enable learners to critically reflect on the strategies employed in the adult education sector in Ireland and internationally.

On successful completion of this module, a student will be able to:

1. Demonstrate a critical understanding of the strategy development process.
2. Apply internal and external tools of analysis to a strategy scenario.
3. Demonstrate awareness of the importance of stakeholder management in the education sector and how stakeholders influence the strategy development process.
4. Display knowledge and understanding of the role of leadership in strategy implementation.
5. Demonstrate an ability to critically reflect on the challenges behind strategy implementation in the education sector in Ireland.
6. Evaluate the changes in strategies employed at EU and national level relating to the provision of adult education.
7. Develop a plan with strategic options for an adult education provider and evaluate how this plan may be implemented.
8. Demonstrate an ability to reflect on strategies previously employed in the adult education sector and why they may have succeeded/failed.

Learning and teaching methods and strategies:

1. Reflective Journal
2. Guided Reading
3. Group-work
4. Lectures
5. Case Studies
6. Work-based assignments

Assessment Methods

1. Reflective Journal: 30%
2. Strategy Project 70%.

Module Name ***Strategic Management in Education***

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Indicative Content

1. Introduction to strategic management.
2. The impact of values and ethics on the development of strategy in adult education.
3. The concept of strategy.
4. Overview of different schools of strategy.
5. Internal and external tools of strategic analysis (environmental, industry and resource analysis)
6. Developing competitive advantage in an education setting.
7. The strategic planning process at industry and organisation level.
8. The strategic planning process: private and public sector.
9. Stakeholder management in the public sector.
10. Managing finance in an education setting.
11. Strategic alliances and joint ventures.
12. The role of leadership in a strategic change process.
13. Developing strategic options and scenarios for an adult education provider.

Module Name ***Strategic Management in Education***

Essential Material

1. Bush T & Coleman M, (2000), Leadership and Strategic Management in Education, Paul Chapman Publishing, London
2. Kotler P & Fox K, (1995), Strategic Marketing for Educational Institutions, Prentice Hall, London
3. Longworth N, (2003), Lifelong Learning in action: transforming education in the 21st century, Kogan Page, London
4. Thompson J, (2009), Strategic Management, Cengage Learning Ltd., London
5. Preedy M, Glatter R and Wise, C. [Eds], (2003), Education Management: strategy, quality and resources, Chapman PublishingOpen University Press, London
6. Johnson, G & Scholes, J., (2001), Exploring Public Sector Strategy, Pearson Education, Essex
7. Morley, M & Heraty, N., (1905, June 22), Strategic Management in Ireland Available Gill Macmillan, Dublin

Supplementary Material

1. AONTAS, (2003), Journal: The Adult Learner: The Journal of Adult and Community Education, AONTAS, Dublin
2. Hill C & Jones G, (2006), Strategic Management, Houghton Mifflin, London
3. Johnson J & Scholes K, (2006), Exploring Corporate Strategy, Prentice Hall, New York
4. Porter M, (1996), "What is Strategy?" Harvard Business Review, Nov-Dec1996 Vol 74 Issue 6
5. Markides C, (1999), "A dynamic view of strategy" Sloan Management Review, USA, Spring 1999 Vol 40 Issue 3
6. Handy C, (1990), Understanding Voluntary Organisations: How to make them function effectively, Penguin, Harmondsworth

Module Name *Strategic Management in Education*

Learning Modes

Full-time learners' mode

Part-time learners' mode

Activity Size	Hours	Group Size	Activity	Hours	Group
Lecture			Lecture	36	
Practical			Practical		
Seminar/Tutorial			Seminar/Tutorial		
Placement			Placement		
Other (Specify)			Other (Specify)	129	
Independent Learning			Independent Learning		105
				270	

Distance education and web-based learners' mode

Activity **Hours****Group Size**

- Lecture
- Practical
- Seminar/Tutorial
- Placement
- Other (Specify)
- Independent Learning

Resources

Module Name *Intercultural Education*

Allocated Code **Level****Denomination****Date Created** **Date Modified** **Credits**

Official Use Only

8 Arts 02/02/2005 26/03/2010 10

Pre-requisite modules (if any)

Co-requisite modules (if any)

Description of Module

This module examines theories of race, racism and interculturism and critically reflects on perceptions, attitudes and practices that promote prejudice and discrimination against minorities. This module will also develop the students awareness of practical strategies and approaches to teaching in an intercultural environment.

On successful completion of this module, a student will be able to:

1. Demonstrate an understanding of theories and concepts of race, racism, equality, rights and interculturalism.
2. Critically examine their attitudes and perceptions.
3. Evaluate the legislative framework, policies and practices that support the development of an intercultural society.
4. Examine the relationship between ethnicity and gender.
5. Recognise the key challenges of working in an intercultural environment and identify strategies, conditions and practical approaches to affirm cultural diversity in the context of adult education.

Learning and teaching methods and strategies:

1. Lectures
2. Group Discussion
3. Guided Reading
4. Case Studies
5. Research exercises
6. Workshops
7. Group activities
8. Video Material

Assessment Methods

1. Learning Journal: 30%
2. Project: 70%.

Module Name *Intercultural Education*

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Indicative Content

1. Theories of Race and Racism: biological, political, social constructs, colour prejudice, ideology of racial superiority, discrimination.
2. Concepts of Equality and Rights: opportunity, outcomes and conditions, individual and community rights.
3. Ethnicity and Cultural Diversity: identity, language, tradition, history, diaspora, religion.
4. Colonialism, relationship between North and South, development, debt, aid and militarisation.
5. Anti-Discrimination and Equality Legislation: Domestic, European Union, protection of minorities.
6. Gender, feminism and cultural diversity, gender equality and education.
7. Racism and Anti-racism in Ireland.
8. Intercultural Studies: concept of interculturism, the relationship between interculturalism and education, practical approaches to intercultural education.

Essential Material

1. Modood T & Werbner P, (1997), *The Politics of Multiculturalism in the New Europe: Racism, Identity and Community*, Zed Books, London
2. Solomos J & Back L, (1999), *Theories of Race and Racism*, Routledge, London
3. Walters Shirley, (1997), *Globalisation, Adult Education and Training: Impacts and Issues*, Zed Books, London
4. Banks, J. A. & Banks. C. A. M. (eds), (2004), *Handbook of research on multicultural education*, Jossey-Bass, San Francisco

Supplementary Material

1. Achebe Chinua, (2001), *Things Fall Apart*, Penguin, London
2. Amin Samir, (1988), *Eurocentrism*, Zed Books
3. Bennet Milton J, (1998), *Basic Concepts of Intercultural Education: Selected Readings*, Intercultural Press

Module Name ***Intercultural Education***

Learning Modes

Full-time learners' mode

Part-time learners' mode

Activity Size	Hours	Group Size	Activity	Hours	Group
Lecture			Lecture	50	
Practical			Practical	50	
Seminar/Tutorial			Seminar/Tutorial		
Placement			Placement		
Other (Specify)			Groupwork	20	
Independent Learning			Independent Learning	150	
				270	

Distance education and web-based learners' mode

Activity	Hours	Group Size
Lecture		
Practical		
Seminar/Tutorial		
Placement		
Other (Specify)		
Independent Learning		

Module Name: *Developing Literacies 3*

Allocated Code **Level****Denomination** **Date Created** **Date Modified** **Credits**

Official Use Only

8 Arts 02/02/2005 26/03/2010 10

Pre-requisite modules (if any)

Co-requisite modules (if any)

Description of Module

This module will provide students with the opportunity to: Develop conceptual understanding of adult literacy issues that enables them to develop as reflective practitioners and critically evaluate current scholarship and practice. Develop an understanding of the barriers faced by adults with limited literacy, and the impact of these barriers on their life. Develop and justify appropriate responses to the needs of individual, and groups of adult literacy learners.

On successful completion of this module, a student will be able to:

1. Evaluate the relevance of literacy as social practice for adult literacy practitioners
2. Develop a literacy strategy which reflects these understandings and meets the diverse needs of specific group of adult literacy learners.
3. Identify key stakeholders who define what is understood by literacy and evaluate their relative contributions to this debate.
4. Critically reflect upon the diverse range of barriers which prevent adults from developing their literacy potential.
5. Demonstrate an understanding of the techniques of research and scholarship through the conduct of a piece of classroom-based professional enquiry.
6. Demonstrate conceptual understandings of adult literacy issues that enable students to critically evaluate current scholarship and practice

Learning and teaching methods and strategies:

1. Lectures
2. Discussions
3. Workshops
4. Work based activities
5. Assignments and projects.

Assessment Methods

1. Learning Journal: 30%
2. Project: 70%.

Module Name: *Developing Literacies 3*

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Indicative Content

1. Review conceptual and theoretical underpinnings of a view of language and literacy as social practice and of literacy as a repertoire of practices
2. Identify, discuss and critique disadvantages, real and perceived, of limited literacy for adults within society. Determine advantages of having 'acceptable' levels of literacy and relevance of this for adult literacy learners...
3. Critically examine barriers to effective language and literacy development for adults - experience and factors affecting literacy learners. Consider physical, attitudinal, structural and cultural barriers/factors. Discuss importance of 'cultural competence' for adult literacy tutors/managers.
4. Critically examine and critique features of effective adult literacy provision and discussion of relevance of these to participants' work context and their adult literacy learners.
5. Explore, through selected case studies, different contexts of adult literacy need, demand and provision to explore key understandings developed through 2,3 and 4.
6. Examine action research as an approach to practice based professional enquiry within participants work context leading to improving quality of action within it.
7. Collaborative and individual critical presentation and analysis of case studies of adult literacy learners in specific contexts
8. Examination of appropriate models of provision to meet individual and group learners needs.

Module Name: *Developing Literacies 3*

Essential Material

1. Crowther J, Hamilton M & Tett L, (2001) *Powerful Literacies*, NIACE, Leicester.
2. Niks M, (2003), *Dancing in the dark: How do adults with little formal education learn? How do practitioners do collaborative research?*
3. Feeley M, (2007) *Redefining Literacy from an Egalitarian Perspective*, *The Adult Learner*, AONTAS, Dublin.
4. Tett L & Maclachlan K, (2008), *Learners, tutors and power in adult literacies research in Scotland*, *International Journal of Lifelong Education*, Vol 27, No. 6 (November – December 2008), 659-672.
5. National Research and Development Centre, www.nrdc.org.uk
6. National Adult Literacy Database, www.nald.ca
7. National Adult Literacy Database/ Research in Practice, www.nald.ca/ripal

Supplementary Material

1. Prinsloo M & Breier M, (1996), *The social uses of literacy: Theory and Practice in Contemporary South Africa*, John Benjamins Publishing, Amsterdam.
2. St Clair R & Sandlin A, (2004), *Incompetence and Intrusion: On the Metaphorical use of illiteracy in US Political Discourse*, *Adult Basic Education*, Chapter 14 (1) pp45-49)
3. Eds Solinger, Fox M, & Irani K. (2005), *The more we get together – The politics of collaborative research*.
4. www.ncver.edu.au
5. www.nzliteracyportal
6. www.ncela.gwu.edu

Module Name: *Developing Literacies 3*

Learning Modes

Full-time learners' mode

Part-time learners' mode

Activity Size	HoursGroup Size	Activity	Hours	Group
Lecture		Lecture	36	
Practical		Practical		
Seminar/Tutorial		Seminar/Tutorial		
Placement		Placement		
Other (Specify)		Groupwork	105	
Independent Learning		Independent Learning	129	
			270	

Distance education and web-based learners' mode

Activity HoursGroup Size

- Lecture
- Practical
- Seminar/Tutorial
- Placement
- Other (Specify)
- Independent Learning

Resources

Module Name: *Quality Curriculum Planning and Assessment in Practice*

Allocated Code **Level****Denomination****Date Created** **Date Modified** **Credits**

Official Use Only

8 Arts 02/02/2005 26/03/2010 10

Pre-requisite modules (if any)

Co-requisite modules (if any)

Education Policy

Description of Module

This module aims to give students an insight into the field of curriculum planning and quality assurance and the issues affecting educational policy at local and national level.

On successful completion of this module, a student will be able to:

1. Explore the relevance of particular quality concepts and models in an adult education context.
2. Explore good practice in curriculum planning, incorporating relevant curriculum and quality frameworks.
3. Outline the principles and procedures for effective quality management, as they relate to the evolving adult basic education curriculum.
4. Discuss different approaches to teaching and learning in an adult education setting, including strategies for catering for diversity.
5. Explain the theoretical underpinnings of different approaches to assessment and accreditation, including NALA's Mapping the Learning Journey assessment tool
6. Critically evaluate certification issues with reference to the standards set by the awarding body (e.g. FETAC).

Learning and teaching methods and strategies:

1. Presentations
2. Lectures
3. Group work
4. Guided reading
5. Discussion
6. Reflection
7. Self-directed research

Assessment Methods

1. Learning Journal: 30%
2. Project: 70%.

Module Name: *Quality Curriculum Planning and Assessment in Practice*

Assessment Criteria

1. 40%-49%: The student will have attained the learning outcomes at a basic level
2. 50%-59%: as well as the above, the student will be able to demonstrate an understanding of some of the complexities of the topics
3. 60%-69%: In addition to the above, the student will demonstrate a more detailed knowledge of all the topics covered and will have the ability to assess and analyse concepts.
4. 70%+: The learner will be able to demonstrate a comprehensive understanding of all the material covered and be able to adapt the knowledge to respond to a range of contexts.

Indicative Content

1. Curriculum concepts and terms; curriculum theories and theorists; application of theory to practice.
2. Curriculum frameworks in use; curriculum frameworks design; values and curriculum; blending curriculum planning and quality assurance frameworks such as NALA EQF, STTCs/Youthreach and FETAC.
3. Understanding quality assurance; evolution of provider quality assurance in further education and training programmes; teams and quality assurance; curriculum planning/guidelines in ABE - ITABE ; NRDC/NALA adult curriculum guidelines. Using a model of reflection in QA evaluation.
4. Range of teaching and learning approaches; widening participation and elearning; catering for student diversity; lifelong learning and the relevance of the EU.
5. Certification issues in Adult Basic Education. National Framework of Qualifications: the 10 levels, with particular attention to levels 1 – 3; the elements describing the 10 levels; level descriptors; uses of the National Framework and its implications for Adult Basic Education. Administrative, managerial and ethical issues regarding the assessment and certification process.

Module Name: *Quality Curriculum Planning and Assessment in Practice*

Essential Material

1. Merrifield, J., Coleman, U. and McDonogh, O., (2001), *Issues and Opportunities in Assessment*, NALA, Dublin
2. National Adult Literacy Advisory Group, (2004), *National Adult Literacy and Numeracy Implementation Plan*, NALA, Dublin
3. Marsh, C. Willis, G., (2003), *Curriculum, Alternative Approaches, Ongoing Issues*, 3rd Edition, Pearson Education, New Jersey
4. NALA/Socrates, (2002), *Summary of the NALA Evolving Quality Framework for Adult Basic Education*, NALA/Socrates, Dublin
5. O Connor, T. (1998) 'The Impact of the European Social Fund on the Development of Initial Vocational Education and Training in Ireland', in Trant et al, *the Future of the Curriculum*.
6. Torrance, H. and Prior, J., (1998), *Investigating Formative Assessment*, OU Press, Buckingham
7. Trant, A.; O'Donnabhain, D; Lawton, D; and O'Connor, T., (1998), *The Future of the Curriculum*, CDVEC Curriculum Development Unit, Dublin,
8. www.fetac.ie

Supplementary Material

1. Black, P., (1998), *Testing, Friend or Foe*, Falmer, London
2. CORI, (1998), *Inequality in Education - The Role of Assessment and Certification*, CORI, Dublin
3. Kelly, A.V., (1999), *The Curriculum: Theory and Practice*, 3rd Edition, Paul Chapman, London
4. Marsh, C., (1997), *Key Concepts for Understanding Curriculum Vols. I & II*, Falmer, London
5. Merrifield, J., Coleman, U. and McDonogh, O., (2001), *Issues and Opportunities in Assessment*, NALA, Dublin
6. NALA, (2002), *Mapping the Learning Journey – NALA Assessment Framework for Literacy and Numeracy*, NALA, Dublin

Module Name: *Quality Curriculum Planning and Assessment in Practice*

Learning Modes

Full-time learners' mode

Activity Size	Hours	Group Size
Lecture		
Practical		
Seminar/Tutorial		
Placement		
Other (Specify)		
Independent Learning		

Part-time learners' mode

Activity	Hours	Group
Lecture	36	
Practical		
Seminar/Tutorial		
Placement		
on-line learning	105	
Independent Learning	129	
	270	

Distance education and web-based learners' mode

Activity	Hours	Group Size
Lecture		
Practical		
Seminar/Tutorial		
Placement		
Other (Specify)		
Independent Learning		

Resources

1. Large volume of texts to be photocopied in WIT and posted to where the module is being delivered. 2. Computer and projector for power point delivery in some sessions. 3. A spacious room to allow for small group work. 4. Web access during delivery and for student study in the evening is becoming essential but often not available at venues.



COURSE ASSESSMENT FEEDBACK TEMPLATES

Learning Journal Feedback Sheet

Student Name and ID:

Course/Module:

1. Knowledge and understanding of issues raised in the course
Understanding of module content
(15 marks available)

2. Personal reflection on what these issues and ideas mean to you and how they might be useful in practice
Demonstration of how learning might be applied in practice
(10 marks available)

3. Assess your experiences as a learner and how these might enhance your understanding of the learners in your own work
Identification of strengths and weaknesses as a learner
(5 marks available)

Total mark out of 30

Assessor:

Moderator:

Date:

Essay Feedback Sheet

Student Name and ID:

Course/Module:

1. Knowledge of course materials and content

(Marks out of 25)

2. Presentation, structure and use of academic conventions

(Marks out of 25)

3. Argument and response to question

(Marks out of 25)

4. Understanding of issues and application of knowledge

(Marks out of 25)

Total marks awarded out of 100

Total mark out of 70%

Assessor:

Moderator:

Date:

Project Feedback Sheet

Student Name and ID:

Course/Module:

1. Knowledge and application of course material

(Marks out of 50)

2. Presentation, format, layout and coherence

(Marks out of 20)

3. Evidence of original thinking and creative application of ideas

(Marks out of 30)

Total Marks out of 100

Total marks as a percentage of 70%

Assessor:

Moderator:

Date:

**Literacy Development Centre
Waterford Institute of Technology**

Assignment Form

Please read the following notes before submitting an assignment

1. Please type your assignment on plain A4 paper, bindings or covers are not necessary. Simply staple your assignment form to each copy.
2. Two copies of each assignment must be submitted with an assignment form attached.
3. Late assignments will be subject to a 10% penalty.
4. The Centre will only accept assignments from participants registered on modules taking place during the current academic year.

Full details on all WIT policies are available in our Student Handbook www.wit.ie/lde

WIT student ID number:

--	--	--	--	--	--	--	--	--	--

Module Details

Programme Title _____

Module Title _____

Location _____

Lecturer _____

Assignment title
(i.e. Learning Journal, Essay etc) _____

Word Count

Personal Details

Name _____

Home Address _____

Personal Declaration

I certify that this assignment is my own work and I have not copied the work of any other student or individual and all materials used are appropriately referenced.

Date

Signature

Literacy Development Centre
Waterford Institute of Technology

Assignment Resubmission Form

If a student obtains an overall mark of less than 40% they are entitled to resubmit their assignment. The maximum mark allowable for a resubmitted assignment is 49%. There is a limit of 3 resubmissions per module.

Students are generally allowed up to four weeks to resubmit the assignment. The assignment must be accompanied by an "Assignment Resubmission Form".

WIT student ID number:

--	--	--	--	--	--	--	--	--	--

Module Details

Programme Title _____

Module Title _____

Location _____

Lecturer _____

Assignment title
(i.e. Learning journal, Essay etc) _____

Word Count _____

Please tick as appropriate - 1st 2nd 3rd re-submission

Personal Details

Name _____

Home Address _____

Personal Declaration

I certify that this assignment is my own work and I have not copied the work of any other student or individual and all materials used are appropriately referenced.

Date

Signature

OBJECTIVITY AND CLARITY IN ACADEMIC WRITING

The use of argument rather than opinion is necessary in academic writing. Arguments must be evidence-based in order to back up the claim that you are making. The best writing presents a coherent argument.

You should also be aware that academic writing is quite formal so you should avoid colloquialisms and spoken forms of English e.g. evaluating something in terms of its being 'fantastic' or 'Ok' or using elisions such as 'we're' or 'it's'.

The way in which you write is as important as what you say. When you are writing try to:

- use properly formed and mainly simple sentences
- punctuate them in a way that makes your meaning clear
- pay attention to grammar, making all parts of sentences consistent
- be precise about the particular words and phrases you use
- address your reader appropriately
- present your work with care, reading it through to correct spelling and other mistakes.

(Chambers and Northedge, 1997, p.130)

REFERENCING

A reference/citation is an entry, which gives precise details of the original source of the information used. Academic work is not limited to your own views and opinions, but is developed by thinking about ideas put forward by others. It is essential to acknowledge the material that you have consulted to prepare a piece of academic work.

The School of Education uses the Harvard style of referencing. Harvard is also known as the 'author-date' style. It ensures that the author's name and year of publication and page reference appear concisely within the text, and the full bibliographic reference is listed at the end of the text. In this end-of-text reference list, entries are arranged in alphabetical order of the source, usually by author's surname. Even within the Harvard style there are many variations, but the following is the style used in the School of Education.**HARVARD: IN-TEXT REFERENCES**

References may be placed at the end of a sentence or integrated into the text. For example:

The researcher's moral, personal and social values all influence the research process (Greenbank, 2003, p.791).

Greenbank (2003, p.791) claims that the researcher's moral, personal and social values all influence the research process.

If you need to reference a work written by three or more authors in the first instance include all of the authors' names in the text. Thereafter write the first author's name followed by 'et al'.

Edwards, Lynch and Connor (2004) report...

Edwards et al (2004) report.....

HARVARD: END OF TEXT REFERENCING

Your reference list must contain all the referenced material within your text. You may also include an optional bibliography. Your bibliography includes any other sources which you read, but are not referred to in the text.

REFERENCING A BOOK

- Reference a book in your reference list or bibliography as follows:

Author(s) surname(s), first initial. (edition) (date), *book title (in italics)*, place of publication, publisher i.e.

Example:

Kolb, D. A. (1984), *Experiential Learning: experience as the source of learning and development*, New Jersey, Prentice Hall

- To reference a chapter from an edited book you should put the title of the book in italics, not the chapter title:

Bolton, C. R. (1978), 'Alternative Instructional Strategies For Older Learners'. Chapter 6 in Sherron, R.H. & Lumsden, D.B. (eds.) *Introduction to Educational Gerontology*, Washington D.C. Hemisphere Publishing Corporation

Referencing a Journal Article

- Reference a journal article as follows:

Author(s) surname(s), first initial. (date), 'article title (in inverted commas)', *name of journal (in italics)*, volume no, issue no, page numbers e.g.

Example:

Scala, M. A. (1996), 'Going back to school: participation motives and experiences of older adults in an undergraduate classroom', *Educational Gerontology*, Vol. 22, No.8, pp.747-773

- Referencing a journal article in electronic format is similar to non-electronic journal articles. However you should also include the URL address for the article and the date accessed. For example:

Newman, J. M. (2000), 'Action research: a brief overview', *Forum: Qualitative Social Research*, Vol. 1, No. 1. [online]. Available from: <http://qualitative-research.net/fqs> [accessed 22 June 2004]

Referencing Corporate and Government Publications

- Reference corporate & Government publications as follows:

Author/ organisation, (date), *title (in italics)*, place of publication, publisher.

- If you don't know who the author is then it is assumed that the business or organisation is the author e.g.

Department of Education and Science, (2000), *Learning for Life: White Paper on Adult Education*, Dublin, Government Publications.

Referencing Internet Sources

- The standards for referencing Internet sourced material are varied. You can reference Internet sources in a similar way to non-Internet sources. The guidelines to reference Internet-sourced material are as follows:

Author/editor or compiler, year of publication (most recent version), 'title', version number (if applicable), [online], publisher and place of publication (if known), available from: web page address, [date last accessed] e.g.

Example:

Donnelly, W. (Head of Research and development), 2005, 'Welcome to the School of Research & Innovation', [online], Waterford Institute of Technology, Available from: http://www.wit.ie/so_research/. [Accessed 15th March 2005].

The word 'online' in square brackets denotes the method of communication and should be used for all Internet sources.

The 'date last accessed' in square brackets is the date on which you access or downloaded the document. Online materials may be continually updated, revised or deleted. Therefore it is important to show when you accessed the material.

The in-text reference for an Internet source is the same as non-Internet sources. Cite the author followed by the year of publication.

Literacy Development Centre
School of Education & Professional Development
RECOGNITION OF PRIOR LEARNING POLICY 2010/11



What is Recognition of Prior Learning?

WIT acknowledges that adults bring a wide range of experience and knowledge to the classroom. In some instances, where adults can demonstrate that their prior learning and/or the quality and duration of their experience is equivalent to the learning outcomes of Third Level module(s), students may be entitled to an exemption from particular module(s). This is referred to as **Recognition of Prior Learning (RPL)**.

How can I apply?

If you wish to apply for **RPL**, you must compile a portfolio of documentary evidence to demonstrate that you have already achieved the learning outcomes of a module or modules and would not be disadvantaged by not studying that particular module(s).

All formal applications for **RPL** must be made in writing to:

Helen Murphy,
Head of Literacy Development Centre,
WIT College Street Campus,
Waterford.

What is the cost?

A fee of 40% of the module cost will be charged for each RPL application.

When is the closing date for receipt of applications?

The closing date for receipt of RPL applications for the academic year 2011/12 is **26 August 2011**.

Who can help me further?

If you wish to apply for an exemption or discuss your options, please contact the Literacy Development Office at 051 302872.

**School of Education & Professional Development
RECOGNITION OF PRIOR LEARNING/MODULE EXEMPTION APPLICATION –**



NAME _____

ADDRESS _____

DATE OF BIRTH _____ **STUDENT NUMBER** _____

COURSE: _____

I wish to apply to be considered for exemption in the following modules:

1.

2.

3.

4.

I understand that exemptions can only be awarded on production of evidence of having met the learning outcomes of particular module(s) through prior or experiential learning at the appropriate level. The course board will make a recommendation based on the evidence submitted. Please find attached certification relevant to my application.

SIGNATURE OF APPLICANT _____ **DATE** _____

FOR OFFICE USE ONLY

DATE RECEIVED _____

DATE COPY SENT TO EXAMINER _____

DATE RETURNED _____

DECISION _____

BANNER UPDATED _____

