

Literacy Development Centre - SETU

Timetable Sept 2024 – May 2025 for Level 8

Bachelor of Arts (Hons) in Teaching in Adult and Further Education *

***(Recognised by the Teaching Council of Ireland)**

***This programme is only offered as a full programme and not offered as individual modules.**

Please contact literacy.wd@setu.ie for Application details.

Please Note:

Delivery of each module is blended, which is as follows:

SETU Waterford – College Street Campus **in person Day 1 and 3 (both Fridays)** and online for Days 2 and 4 (both Saturdays)

Module	Dates	Brief Descriptor
Pedagogy 1	20+21 Sep 4+5 Oct	This module aims to prepare student teachers to develop the knowledge, skills and competencies required for effective teaching in a further or adult and further education setting. The module also aims to ensure that students can demonstrate the ability to apply course concepts to professional practice and have developed the skills involved in self and peer observation and the assessment of peer observation.
Pedagogy 3 * (Semester 3)	20+21 Sep 4+5 Oct	This module aims to deepen the understanding of how to promote learning in the classroom and aims to transfer it out of the classroom into a new setting; develop competencies in how to support learner evaluation of their own learning with a view to making teaching more responsive to the needs of the learner. It will also examine how IT can be integrated into the classroom to promote the quality of learning.
Practice Placement 3 * (Semester 3)	Ongoing over the semester	
Strategic Management* (Semester 3)	18+19 Oct 8+9 Nov	This module is designed to provide learners with an understanding of strategy in the context of adult and further education and the role of leadership in facilitating strategic change. Learners will critically reflect on the strategies employed in the sector and the formulation and development of strategy.

Module	Dates	Brief Descriptor
Quality, Curriculum Planning & Assessment	18+19 Oct 8+9 Nov	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.
Psychology	22+23 Nov 6+7 Dec	The aim of the module is to enable further and adult education practitioners to critically evaluate theories of adult learning. Contemporary themes, issues and debates on what learning is and how learning takes place in further and adult education will also be considered. The student will also develop the capacity to evaluate the role and relevance of critical reflection and transformative learning in teaching-learning environments further and adult education. The question of what learning is and how learning takes place in contemporary themes, issues and debates in psychology as it relates to further and adult education will also be considered.
Pedagogy 2	17+18 Jan 7+8 Feb	This module aims to provide participants with learning opportunities to acquire the knowledge and competencies that will enable them to become effective student-centred teachers of learning. The module emphasises experiential learning in the form of micro-teaching and encourages participants to engage in self-assessment and peer-assessment as keys to on-going pedagogical development. Critically reflecting on experiences of learning and teaching is also fostered as a vital element of the developmental process.
Practice Placement 2	Ongoing over the semester	
Critical Education Studies	21+22 Feb 28+29 Mar	The aim of this module is to introduce adult education practitioners to the themes, issues and debates within the field of critical education theory and critical pedagogy. They will develop a critical attitude to exploring how education in society functions to reproduce existing society, with its attendant patterns of economic and social inequalities. Students will explore the nature of economic and social transformation and the role that adult education might play in the processes of transformation.
Education Equality & Social Inclusion	11+12 Apr 9+10 May	The aim of the module is to provide practical strategies for social inclusion in the practice of adult, community, and further education, for the educator to be able to critically analyse mechanisms of racism and other forms of social exclusion, and to be aware of the power of the educator in changing such outcomes.