

Master in Education Studies

Further Education



Programme Handbook 2026-2027



*An Associated College of
Trinity College Dublin, the University of Dublin*

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Welcome

Congratulations on choosing Marino Institute of Education for continuing your studies in education. The entire course team looks forward to working with you as together we explore practice and research in Further Education. We hope you will have a rich, challenging and fulfilling experience on the course. Please contact us at any stage if you have suggestions about how your experience on the course can be enhanced.

A Note on this Handbook

This handbook applies to all students taking the Master's in Education Studies (Further Education). It provides a guide to what is expected of you on this programme, and the academic and personal support available to you. Please retain for future reference.

The information provided in this handbook is accurate at the time of preparation. Any necessary revisions will be notified to students via Moodle and/or email.

Introduction to Marino Institute of Education

Guiding Principles

Marino Institute of Education is a centre for teaching, learning and research in education under the co-trusteeship of the Irish Christian Brothers and Trinity College Dublin. The work of the Institute is underpinned by seven guiding principles. They are to:

- Be ecumenical and respectful of people of other faiths.
- Provide a strong element of teacher education.
- Be supportive of the mission of Catholic education by assisting the processes to articulate the ethos of Catholic education and by proposing models to implement it.
- Provide education programmes to encourage and empower the disadvantaged and the poor.
- Build a community of learning which is person-centred, respectful of differences and accessible to people who are disadvantaged.
- Assist parents to fulfil the responsibilities of their role as educators.
- Respect all truth seekers and defend their right to pursue new knowledge wherever it may lead.

General Information about Marino Institute of Education

Marino Institute of Education (MIE) is a teaching, learning and research community committed to promoting inclusion in education. We have a long and proud involvement with education, specifically initial teacher education (ITE).

Our association with Trinity College Dublin began in 1976, when the first intake of lay students registered for the Bachelor in Education (B.Ed.) course. In July 2011, this relationship was further strengthened with the formalisation of an agreement, which places MIE under the joint trusteeship of the Congregation of Christian Brothers European Province and Trinity College Dublin, the University of Dublin.

In the last decade, the academic mission and scope of MIE's activity has been re-envisioned to encompass a deeper understanding of education in and beyond the classroom, to incorporate the continuum of teacher education and the education of specialist education practitioners at early years, primary and further education levels. This is allied with a commitment to education studies encompassing non-traditional education settings and the wider education environment in a pluralist context.

Message from the President of Marino Institute of Education



A Mhac léinn, a chara,

On behalf of my colleagues I extend a warm welcome to you to Marino Institute of Education (MIE). I am very pleased that you have elected to continue your studies at MIE. Tá súil agam go mbainfidh tú taitneamh agus tairbhe as an am a bheas tú anseo linn.

As a student within MIE you are part of a vibrant and innovative community which continues to design and develop new courses. We now have more than 1300 students registered on our courses, which include:

Undergraduate Programmes:

- Bachelor in Science (Early Childhood Education).
- Bachelor in Education (Primary Teaching).

- Bachelor in Science (Education Studies).
- Baitsiléir san Oideachas Trí Mheán na Gaeilge (Bunmhúinteoireacht).
- Trinity International Foundation Programme.

Postgraduate Programmes

- Master in Education Studies (Further Education).
- Master in Education Studies (Intercultural Learning and Leadership).
- Master in Education Studies (Early Childhood Education).
- Master in Education Studies (Inquiry-Based Learning).
- Master in Education Studies (Visual Arts).
- Master in Education Studies (Leadership in Christian Education).
- Professional Master of Education (Primary).
- Professional Diploma in Education (Further Education).

We are committed to educating leaders for the twenty-first century who share a professional belief in and moral commitment to, working towards excellence, equity, diversity and social justice within educational settings and communities at home and abroad.

As a teaching institution, we have always realised the value of education. However the recent pandemic really brought home to us all the importance of the physical space of schooling, personal interaction and, more importantly, it has taught us the value of educational relationships where students and staff form a binding community albeit real or virtual, where empathy, communication and connectivity enable friendships to grow and students to flourish. We also renewed the importance of actively engaging with our peers, friends, families and communities in the arts, sports, social activities and all of the aspects of life that enrich us holistically. In this context, I congratulate you for selecting to undertake your studies here at MIE because of our core values of care, community, and commitment to excellence. We are committed to ensuring that you and your peers will be in a position to learn together, collaborate, and connect with staff and other students in an online environment. Whilst Marino Institute of Education's roots are steeped in history, we continue to strive to serve our students as best we can whatever the circumstances.

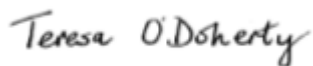
Message from the Course Coordinator

Although you are undertaking your course online, you will always be welcome to visit us on campus to use the library or enjoy other amenities our campus has to offer. Situated on a parkland site close to the city centre with beautiful grounds and several playing fields, MIE has several computer labs, a specifically designed early childhood education room, a designated art room, a modern library, a sports hall and gym, and an excellent canteen to cater for all tastes.

Our lecturers are very approachable and are dedicated to providing you with a top-quality educational experience. Please engage with them and with your fellow students to enrich your own learning and to broaden your understanding of what it means to be a student. Our counselling and chaplaincy services are also available online to assist you with any personal challenges that you may encounter on your learning journey.

We are with you every step of the way.

Ní neart go cur le chéile



Professor Teresa O'Doherty

President

Staff Contact List*

Name	Role	Email	Phone	Office
Dr David Aldridge	Dean of School of Curriculum & Childhood	David.aldridge@mie.ie	805 7751	M112
Dr Seán Delaney	Registrar & Vice President of Academic Affairs	Sean.delaney@mie.ie	805 7722	M115
Dr Craig Skerritt	Coordinator of MES Programmes	Craig.skerritt@mie.ie	805 7700	M108
Dr Andrea Ui Chianain	MES Further Education Course Leader	Andrea.uichianain@mie.ie	853 5125	P37
Dr Rory McDaid	Director of Research	Rory.mcdaid@mie.ie	805 7708	M224
Registrar's Office		registrars@mie.ie		M105
Education Office		educationoffice@mie.ie		M13
IT Department		Email servicedesk@mie.ie to log your query		M100
Library		librarydesk@mie.ie	805 7753	St Patrick's Building
Reception			805 7700	St Mary's Building

*For a full list of individual staff contact details please go to [Staff Directory - Marino Institute of Education \(mie.ie\)](#)

Academic Support Services

Library Services

Students on the Master in Education courses have full access to TCD library facilities. Many resources, especially research journals, are available to you online. You will receive details of how to access the Trinity Library materials early in your course.

The Trinity library is complemented by the MIE library, which is housed in St. Patrick's building and provides a range of services and facilities to support teaching, learning and research at MIE. The Library holds just under 30,000 items on its shelves and subscribes to a growing number of electronic resources, including access to over 7,000+ eBooks and 14,000+ e-Journal titles across 8 academic databases, accessible through the Library website. The Library contains a reference collection, short-loan and long-loan academic text collections as well as adult fiction. Library staff also provide expert support on developing research skills and accessing and using the Library's collection of scholarly resources. An introduction to the library facilities at MIE and TCD will form part of the student induction in September 2026 and students will be shown how to access electronic journals from the Trinity database. For more information and for opening hours please see the [library website](#).

Learning Tools

MIE uses a variety of online tools to deliver asynchronous and synchronous learning content to students. MIE utilises learning tools that are based on research in e-learning and instructional design principles, where pedagogy (and not the tools) leads the lecture.

Moodle is MIE's learning management system (LMS). Programme learning content will be made available to students via Moodle and this platform is used to host online classes, manage assignments, provide learner supports and create interactive content.

MIE uses the video conferencing platform Teams for classes that are conducted online.

Students and teaching staff will access online classes through a Microsoft Teams link.

Panopto is MIE's video content management software. All lecture recordings will be made available to students via the Panopto Moodle plugin. Panopto's recording functionality will enable students to submit video presentations for assignments.

MIE utilises Turnitin, a plagiarism-checking and -prevention service of text-based assignments.

All students in MIE are provided with a free Office 365 licence for the duration of their studies. Office 365 allow access to online versions of Microsoft suite applications such as Word, Excel and PowerPoint for content creation, Outlook for email, OneDrive for cloud document storage and Teams for collaboration. Office 365 licence holders may sign into Office on any device or download Office to a device for offline access.

All students have access to an online virtual induction before they can log into any of MIE's IT & eLearning systems.

Student Support Services

For all student services, see: [Student Services](#)

Student Medical Services

Fairview Medical Centre offers a health service for all MIE-registered students. The Medical Centre has a team of doctors and nurses on duty. Services available include illness review & fitness to attend college, phlebotomy, injections, clinical dressings, well woman services, asthma services, etc. Colds and flu are both viruses and do not generally need a doctor's visit. Each student can avail of three free visits – in person or online – for each academic year under this arrangement. Additional visits are possible at a reduced fee. Fairview Medical Centre is open 8.00am -5.30pm Mon-Thurs and 8.00am-5.00pm on Fridays. There is an emergency service on Saturday mornings. The centre's website is

<https://fairviewmedicalcentre.com/>

Student Counselling Service

MIE offers confidential counselling services to all students who feel they would benefit from such supports. Services include: online support, one to one counselling, and workshops. To find out more about availing of any of these services, please contact the MIE Student Counselling Service at marinocounselling@mie.ie.

To book an initial consultation, [Click Here](#)

Disability Services

MIE's Disability Service is delivered in conjunction with Trinity College Dublin Disability Service since 2012. The Disability Service operates on a disability needs basis, providing direct support to students who disclose a disability via both an online meeting with a Disability Officer and a referral to other disability supports such as Assistive Technology (AT) and Occupational Therapy (OT) services, as appropriate, in MIE or Trinity College Dublin (Trinity).

Students with a disability are encouraged to register with the Disability Service at MIE to seek supports where the disability could affect their ability to participate fully in all aspects of college life. To find out more about registering with the Disability Service or the supports that are available to you can check out our Moodle page [MIE Disability Service](#) or email: access@mie.ie

Reasonable Accommodations

MIE is committed to ensuring that students with disabilities have as complete and equitable access to all facets of student life as can reasonably be provided. This is in accordance with the Disability Act 2005, the Equal Status Acts, 2000 (as amended), and the Universities Act, 1997. MIE welcomes applications from prospective students with disabilities and endeavours to assist all students in realising their potential as professional educators by offering a range of supports, including reasonable accommodations.

MIE has adopted a code of practice which is applicable to all students with disabilities studying at the Institute which can be found here [Code of Practice for Students with Disabilities](#) and [Consent to Disclose and Share Disability Information](#).

Supports available to students with disabilities include:

- Needs assessment on entry to determine any additional learning requirements.
- Assistive technology training and support.
- Academic support.
- Pre-placement planning and support.
- Liaison with your assessors/lecturers to help arrange accessible programme materials.

- Extended library loans.

Students with a disability are encouraged to register with the [MIE Disability Service](#) to seek support where the disability could affect their ability to participate fully in all aspects of the course. To avail of supports from the Disability Service you must upload evidence of your disability. Reasonable Accommodations will be put in place only after a student has fully registered with the Disability Service. If you have any queries regarding any of the Student Support services, please be sure to contact our Access Officer, Louise Condon, at access@mie.ie, or telephone: 01 805 7752.

Chaplaincy

MIE Chaplaincy Service has a full-time Chaplain who works in close co-operation with other student support services on the College Campus. It offers pastoral and spiritual support to students and staff of all faiths and none in the MIE community.

The Chaplaincy Service offers support through a number of initiatives including:

- Pastoral care and wellbeing initiatives.
- Spiritual support.
- Regular creative rituals and Liturgies.
- Inter-faith initiatives.
- Bereavement support.
- Outreach projects – social justice and volunteering.
- Pilgrimages and immersion projects.
- Care of the Earth – supporting the sustainability vision of MIE.

The full-time Chaplain is located in Room 109A and can be contacted at chaplaincy@mie.ie

Dr Marie Whelton may also be contacted especially at times of bereavement at (01) 8535158 or at marie.whelton@mie.ie.

Careers Advisory Service

The aim of the Marino institute of Education Careers Service is to support, guide and empower MIE students to develop the skills, competencies, attitudes, and self-belief to engage successfully with the world of work and to make informed career decisions. The Careers Service works alongside academic staff to encourage students to become confident and competent learners and take charge of their own professional development.

We provide careers information, education, and guidance to students in several ways to enable them to realise their potential and the opportunities available to them as they progress through MIE.

Further details can be found on the MIE Careers Service on the following webpage [Careers Service](#)

MIE Policies

For a review of all MIE academic policies and procedures related to the MES programmes and student progression, please consult the following link:

[Quality Assurance](#)

This page has links to many aspects of student life in MIE. It is the place to go to find out about policies on plagiarism and academic integrity, attendance, appeals and so much more.

MES Further Education Teaching and Learning Calendar 2022 - 23

Year 1/Semester 1

Module 1: Theoretical Perspectives on Further Education

Tuesday, 1st September
Tuesday, 15th September
Tuesday, 29th September
Tuesday, 13th October
Tuesday, 20th October
Tuesday, 3rd November
Tuesday, 17th November
Tuesday, 1st December

Module 2: Teaching & Learning in Further Education

Wednesday, 2nd September
Wednesday, 16th September
Wednesday, 30th September
Wednesday, 14th October
Wednesday, 21st October
Wednesday, 4th November
Wednesday, 18th November
Wednesday, 2nd December

Module 3: Policy & Practice

Thursday, 3rd September
Thursday, 17th September
Thursday, 1st October
Thursday, 15th October
Thursday, 22nd October
Thursday, 5th November
Thursday, 19th November
Thursday, 3rd December

Year 1/Semester 2

Module 4: Leadership & Management

Tuesday, 5th January
Tuesday, 12th January
Tuesday, 26th January
Tuesday, 9th February
Tuesday, 23rd February
Tuesday, 9th March
Tuesday, 6th April
Tuesday, 20th April

Module 5: Innovation in Curriculum Design

Wednesday, 6th January
Wednesday, 13th January
Wednesday, 27th January
Wednesday, 10th February
Wednesday, 24th February
Wednesday, 10th March
Wednesday, 7th April
Wednesday, 21st April

Module 6: Supporting Communities of Reflective Practice

Thursday, 7th January
Thursday, 14th January
Thursday, 28th January
Thursday, 11th February
Thursday, 25th February
Thursday, 11th March
Thursday, 8th April
Thursday, 22nd April

MES Further Education Delivery Format and Credit Weightings

The MES in Further Education programme is delivered online, part-time over two academic years. Its total credit weighting is 90 credits, and the programme has been structured to connect theory to practice.

The following table lists the seven modules that make up the course:

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7
Theoretical Perspectives on Further Education	Teaching & Learning in Further Education	Policy & Practice in Further Education	Leadership & Management (10 credits)	Innovation in Curriculum Design	Supporting Communities of Reflective Practice	Research Methods & Dissertation (30 credits)
(10 credits)	(10 credits)	(10 credits)		(10 credits)	(10 credits)	

Table 1: Overview of Master in Education Studies (Further Education) Modules

Assessment and Progression

Assessment Regulations

1. To progress to Year 2, students must successfully pass assessments for each of the six modules in Year 1. These assessments take different formats and the overall workload for each module is equivalent to a 5,000-word essay.
2. Assessments for individual modules will be graded as distinction, pass or fail. The pass mark for each module and each module assessment component is 50%.
3. A student who fails to meet the passing grade for one module may be permitted to repeat the module assessment. Where a module is assessed by more than one component, only the failed assessment component(s) must be re-submitted. Unless specified otherwise, each assessment component must be passed in order to pass the module. Re-submission of a failed assessment is normally done for consideration by the Supplemental Court of Examiners. The grade on a resubmission is capped at a pass level only. A student whose overall module mark on resubmission of the failed component is at a failing level (i.e. below 50%) will be required to withdraw from the programme. Compensation between modules and within modules is not permitted.
4. Students may repeat one, and only one, module over the course of Year 1.

5. The final mark is based on a credit-weighted average of the mark awarded in each module.
6. In Year 2, the research methodology and dissertation module is assessed by means of a 15,000-word research dissertation on the theme of Further Education

Progression

1. Students must obtain credit for each academic year of their course by full attendance at online lectures and tutorials, by carrying out the required course work, and by successful completion of examinations or other designated assignments.
2. Students may be required to attend a *viva voce* examination at the discretion of the Institute.
3. Students failing to pass taught modules offered in Year 1 may re-submit required work before progressing to Year 2. Following the re-assessment, students who have failed to pass taught modules will be deemed to have failed overall and may apply to repeat the full first year of the course.
4. The Court of Examiners, including the external examiner and the Programme Board, will meet at the end of Year 1 to moderate assignment marks from the taught modules of the course, in order to record end-of-year results and to confirm each student's progression from Year 1 to Year 2. Students who have achieved at least an average pass grade of 50% may progress to the second year of the course.

Degree Award:

1. The degree is awarded as "Pass" (overall average of 50% to 69%) or "Distinction" (overall average of 70% or higher).
2. To qualify for the award of the Master's degree, students must, as a minimum,
 - achieve an overall pass mark which is the credit-weighted average mark for all modules taken
 - achieve a pass mark in all modules and
 - pass taught modules amounting to 60 credits and
 - achieve a pass mark in the dissertation.

3. In order to qualify for the award of Master's with Distinction students must as a minimum
 - achieve a final overall average mark for the course of at least 70% and a mark of at least 70% in the dissertation
 - have passed every module during the period of study. Distinction cannot be awarded if a candidate has failed any module during the period of study.

Exit award after Year 1:

Students who have successfully passed the six taught modules of the course and accumulated 60 credits and who do not wish to proceed to the dissertation stage in Year 2 will be considered for a Postgraduate Diploma in Further Education (exit award). The student may exit with the Postgraduate Diploma award, and within a five-year period apply to return to the same Master's course and rescind the postgraduate diploma award.

Following successful completion of the Master's requirements, the student will inform the MIE Registrar of his or her intention to rescind the Postgraduate Diploma and have the credit obtained during the Postgraduate Diploma year integrated into the Master's degree. The time limit for re-registering to complete the credits required for the Master's degree will normally be five years following completion of the Postgraduate Diploma year. An application for re-entry will be considered by the Programme Board, taking into account course quotas, the academic and professional calibre of the candidate and the supervisory capacity for research dissertations.

An exit Postgraduate Diploma in Further Education award can be awarded as Pass or Pass with Distinction. Students who have achieved an aggregate of at least 70% of the available marks in all of the six taught first-year modules passed will be eligible for consideration of the award of Postgraduate Diploma in Further Education with Distinction. A Postgraduate Diploma in Further Education with Distinction cannot be awarded if a candidate has failed (and repeated) any module or assessment component during the period of study. A Postgraduate Diploma in Further Education with Distinction is only awarded on exit from the course.

Should a student wish to exit the programme with a postgraduate diploma award, this should be notified to the MIE registrar's office prior to the annual court of examiners in

June. Students may apply to defer proceeding to the second year of the MES programme up to 31 July following completion of their first year of the programme.

A student who fails the dissertation in Year 2 is not permitted to repeat the dissertation but may apply to repeat the whole Master's course. Students are advised that such permission is not automatically granted. Students who are permitted to retake the course are liable for full annual fees.

A student who fails the dissertation in Year 2 and who has satisfactorily completed the required ECTS credits for a Postgraduate Diploma in Further Education (exit award), may exit with such an award. However, where the Postgraduate Diploma in Further Education is awarded as a result of a fail or unsatisfactory progression, it is not possible for the candidate to return with the Postgraduate Diploma award to work towards a Master's and rescind the Diploma.

2.8 Appeals Processes

The circumstances in which students on this programme are allowed to ask for a review of a decision relating to their academic progress are outlined in [MIE Postgraduate Appeals Process Policy](#)

Guideline Criteria for Marking Year One Assessments

Where no other criteria for marking assignments are provided by the module lecturer, the criteria below will be used.

Marking Criteria: MES Assignments

Distinction: 70%+

Structure / Organisation (organisation and structure of the text; logic)	Planning and structure is excellent. Text and argument systematically and explicitly organised; without any significant lacunae or repetition. Identifies and discusses pertinent issues in depth.
Analysis (Coherence of argument; reflection, distillation, criticality. Range and understanding of sources)	Critical review and synthesis of ideas; coherent, realistic and well-supported argument. Independent judgement and logical conclusions are consistently demonstrated. The student shows insight, imagination and creativity, with some evidence of original thinking. Critical coverage of all major sources; systematic, analytical use of these sources.
Application (perceptive appraisal of implications of theory in practice)	Demonstrates excellent ability to apply learning to their own practice. Excellent problem-solving skills are demonstrated with very strong application to practice and the ability to engage in critical reflection.
Presentation (length, use of presentation conventions, referencing, spelling, grammar, language)	Competent control of length. Clarity of language is consistently of a high standard throughout. Appropriate use of referencing conventions. Accurate grammar, spelling and use of language.
OVERALL	Work of outstanding quality, showing perceptive and critical insight.

Pass: 50% - 69%

Structure / Organisation (organisation and structure of the text; logic)	Planning and structure are clear. Text and argument structured in a sustained way; all major structural elements present.
Analysis (Coherence of argument; reflection, distillation, criticality. Range and understanding of sources)	Ideas organised and grouped into a coherent, realistic and well-supported argument; incorporating some critical analysis and relevant / appropriate use of supporting sources. Some critical thinking in evidence; independent judgement and logical conclusions are demonstrated; there is some evidence of insight, imagination and creativity. Use of a range of sources in the literature, though there may be some minor gaps; systematic, analytical use of these sources.
Application (perceptive appraisal of implications of theory in practice)	Demonstrates competent ability to apply learning to their own practice. Good problem-solving skills are demonstrated with good application to practice and evidences some ability to engage in critical reflection.
Presentation (length, use of presentation conventions, referencing, spelling, grammar, language)	Length requirements observed. Satisfactory use of language. Appropriate presentation and use of referencing conventions although there may be some errors. Grammar and spelling are accurate in the main.
OVERALL	Work of good quality, showing knowledge and understanding.

Fail: 49% or below

Structure / Organisation (organisation and structure of the text; logic)	Poor or weak organisation / structure. Significant gaps or repetition in the argument.
Analysis (Coherence of argument; reflection, distillation, criticality. Range and understanding of sources)	Some evidence of understanding of ideas although mainly descriptive with limited critical analysis and support. Arguments and conclusions are weak. There is generally an absence of insight, imagination and creativity. Some evidence of reading in the field but largely descriptive. Little or no analysis or understanding evident.
Application (perceptive appraisal of implications of theory in practice)	Demonstrates unsatisfactory ability to apply learning to their own practice. Problem solving skills are not in evidence; there is no evidence of critical reflection on practice.
Presentation (length, use of presentation conventions, referencing, spelling, grammar, language)	Basic command of presentation conventions and referencing; presentation marred by language / spelling errors affecting comprehensibility. The essay generally lacks fluency.
OVERALL	The work does not achieve the standards required at MES level.

External Examiners

Course	External Examiner	Affiliation
MES – Further Education	Professor Anthony Malone	Maynooth University

Submission of Course Work

All course work must be submitted by the due date to avoid imposition of penalties. Should work not be submitted by the due date, the penalties that applies are as follows:

- Ten percent (10%) of the marks awarded will be deducted from work that is submitted up to one week after the submission due date.
- Twenty percent (20%) of the marks awarded will be deducted from work submitted between one and two weeks after the submission due date.
- Assignments will not be accepted more than two weeks after the due date and the student will be returned as a non-submission (NS).

With advanced notice and good reason, due dates may be extended by the lecturer concerned at their discretion in consultation with the particular student and the course leader (and Registrar, if appropriate). Requests for an extension must be made in writing to the lecturer and may be gained on medical grounds (supported by a certificate from a medical doctor) or in respect of *ad misericordiam* situations (with the approval of the course leader).

Study Requirements

Use of Moodle

As stated previously, Moodle is the virtual learning environment (VLE) used to support teaching and learning on the MES. It contains course materials and is used to keep students informed and involved with all aspects of their course.

Moodle will also contain supplementary lecture material which is additional to the face-to-face contact. This includes a sample of papers and articles relevant to the module topic. Nevertheless, it is essential that students do not limit their study to the material available on Moodle. It is expected at Master's level that students will carry out their own research using the TCD search engines and that course assignments and research dissertation will reflect this in-depth engagement with literature in the field.

Self-Directed Learning

Self-directed learning is an essential element of the MES. Lecturers will ask students to read material between classes and to present their views on their reading during the face-to-face sessions.

Assignment Due Dates – Year 1

Assignment titles are usually give on the second weekend of each module. Local arrangements may be made from time to time to allow a change in the dates below.

Module	Due Date
Module 1	Task 1: October 4 Task 2: November 8 Task 3: December 6
Module 2	Essay: December 13
Module 3	Essay: December 13
Module 4	Group Presentation: Week of April 12 Collaborative Essay: May 2
Module 5	Collaborative Curriculum Redesign: May 2
Module 6	Reflective Practice Project: May 2

MES (Further Education)

Programme Content, Year 1

Course Leader Information

MES Further Education Course Leader	Dr Andrea Ui Chianain
Email	Andrea.uichianain@mie.ie
Office	St. Patrick's Room 37
Telephone	01 853 5125

Introduction

The Master in Education Studies (Further Education) prepares participants to advance Further Education by building an online community where participants will interact with fellow educators from a range of locations and diverse settings. Course content follows an online, interactive approach where weekly synchronous and asynchronous classes are designed to promote collaboration, build knowledge and encourage students to interact effectively in a digital environment.

Course Learning Outcomes

On successful completion of the MES (Further Education), students should be able to:

1. Demonstrate a systematic understanding of contemporary issues in Further Education theory, policy and practice; (CLO1)
2. Articulate critical awareness and appreciation for diverse perspectives in Further Education; (CLO2)
3. Demonstrate practical expertise and knowledge in Further Education; (CLO3)
4. Critically evaluate and enhance their own practice in Further Education; (CLO4)
5. Provide a rationale for the practice of ethical education and research; (CLO5)
6. Demonstrate skills of criticality and reflection required for effective research practitioners; (CLO6)
7. Design and implement a piece of research that makes an original contribution to the body of knowledge within Further Education; (CLO7)
8. Demonstrate effective communication skills for a wide array of audiences; (CLO8)

9. Outline a plan for self-directed and independent lifelong learning and continuing academic/professional development. (CLO9)

Year 1 Module Information

Module No. 1: Theoretical Perspectives on Further Education	
Module 1 credits:	10 (250 Hours Student Effort)
Module 1 Co-ordinator:	Dr Carol Bruce
Module 1 Lecturers:	Dr Carol Bruce & Pat Maunsell
Mode of delivery: Online	Online with 65% synchronous lectures, and 35% asynchronous content
Delivery Format	Online lecture synchronous: Delivered via Teams, lecturers will present lecture materials, typically via PowerPoint, and include live class activities such as breakout room discussions, polls and interactive whiteboards. Online lecture asynchronous: Recorded using Panopto, these sessions can utilise a multi camera setup, facilitated by a switch, that allows the incorporation of materials that may be unwieldy in a live class setting, such as physical documents or a blackboard. Asynchronous sessions may also be configured to include MCQs, recap questions and interactive elements, such as interactive hotspots, to enhance viewer engagement and understanding. Format of pre-prepared online resources: Outside of asynchronous lectures, this content can include a wide range of materials such as videos, readings, recap quizzes, interactive elements (such as Moodle's H5P tool or collaborative platforms like the Moodle Board tool) related to the learning content for individual modules. Lecturers will be encouraged to use any eLearning tool

	they see fit provided it meets MIE's stringent data and security guidelines as outlined in MIE's blended learning guidelines.
Module Structure: Student Effort Details: Lectures/Tutorials: 16 hours synchronous/9 hours asynchronous Study/Self-study: 170 hours Assignment Preparation: 55 hours	
Semester delivered:	Semester 1 (Year 1)
Duration of module:	
No. of weeks (duration)	9 weeks
No. of hours per week	2 hours and 45 minutes total per week, consisting of 1 hour and 45 minutes synchronous, followed by 1 hour asynchronous.
Module rationale: This module provides a systematic understanding of core perspectives informing further education in Irish and international contexts. By participating in this module, students will develop their understanding of key theoretical and historical perspectives and debates relevant to further education. Students will enhance their capacity to think critically and to apply knowledge to practice to create a more just and equitable educational sector. Students will engage in reading, writing, and discussion in all aspects of the module which reflect key concepts in education. Students will critique their writing in light of their learning and understanding. Students will be expected to engage in substantial writing, reading, and reflection prior to, during, and following the classes.	
Aims of module: - Consider developments in further education from a historical perspective; - Explore international perspectives and philosophies on the nature and purpose of Further Education;	

- Reflect upon and critically discuss sociological perspectives on education, with particular reference to concepts of disadvantage and inequality in education.

Learning outcomes: On successful completion of Module, students should be able to:

1. Evaluate key theoretical perspectives relevant to further education.
2. Scrutinise and display a critical knowledge of sociological, historical and philosophical insights informing the development of the Further Education (FE) sector in Ireland.
3. Identify and assess contemporary and perennial issues affecting Further Education practice.
4. Self-reflect, articulate and evaluate their personal philosophy of education.

Module structure:

This module will take place over 9 weeks, with a blend of synchronous and asynchronous provision. Each week will consist of three hours of synchronous and asynchronous teaching plus an average of 18-20 hours of personal study. The weekly synchronous classes will be held at the same time each week and will orient students to new readings, discuss previous readings and respond to questions related to readings, assessment tasks and the module in general. All sessions will also contain asynchronous resource materials and activities to supplement student online learning. Students will be expected to engage in substantial writing, reading and reflection prior to, during, and following the classes, and will critique their writing in light of their learning and understanding.

Outline of Module 1:

THEME 1 (Weeks 1-3): Conceptualisations of Teaching and Learning

THEME 2 (Weeks 4-6): Equality, Diversity and Inclusion in FE

THEME 3 (Weeks 7-8): Leading Lifelong Learning

Online platforms to be employed for partial delivery of the module.

- Teams for weekly synchronous classes
- Panopto for synchronous class recording access

- Moodle for asynchronous learning content access
- Assessment Task 1: To be submitted via the standard Moodle assignment activity
- Assessment Task 2: To be submitted via Panopto recording software
- Assessment Task 3: To be submitted via the standard Moodle assignment activity

Teaching approaches to engage students:

To engage students, lecturers will be asked to adhere to [MIE's Blended & Online Learning and Quality Assurance Policy](#), while giving special attention to activities and approaches that maximise the benefit of group learning.

As this is the first module, a variety of pedagogical and monitoring approaches will be deployed to ensure students are engaging and that potentially struggling students are flagged. Lecturers will be shown how to deploy both Moodle and Panopto's analytic tools to establish if students are not signing in, not adequately engaging with learning activities or are otherwise representing signs that they are struggling with the workload. In such cases lecturers will be encouraged to contact struggling students to see if additional support is required.

In keeping with the module themes of leadership and group dynamics, a particular emphasis will be on lecturers to lead and model feedback via discussion boards to foster a sense of community and incorporate, where suitable, the student experience and views on leadership styles, competence and group dynamics into learning activities both in live classes (such as breakout discussions) and in shorter weekly asynchronous learning activities.

Module Content Areas

THEME 1: Conceptualisations of Teaching & Learning

This strand provides an opportunity for students to develop their knowledge and understanding of contemporary perspectives on teaching, learning and professionalism in Irish FE. Topics to be explored include:

- Teacher and learner agency

- Culture and identity in FE
- Ethics, care and accountability

THEME 2: Equality, Diversity and Inclusion in FE

In this strand, students will develop their knowledge and understanding of a range of ideas and perspectives on the nature and purpose of adult education. Students will be enabled to reflect on their own personal philosophical positions regarding educational practice and provision in Further Education. Topics to be explored include:

- Culture, diversity and inclusion
- Access and participation
- Diversification

THEME 3: Leading Lifelong Learning

In this strand, students will explore the historical development of lifelong learning, critique national and international perspectives on educational reform and quality assurance, and consider the significance of communities of learning in adult education. Topics to be explored include:

- Educational reform and international perspectives on FE
- Educational partnerships and communities of inquiry
- Standards, assessment and curriculum development

Module assessment:

The module assessment will be linked to the module learning outcomes. This will be informed and supported by the following documentation from Trinity College Dublin:

[Linking Assessment Methods with Learning Outcomes Using Blooms Taxonomy](#)

[Designing & Delivering Digital Assessments](#)

Continuous assessment: (MLOs: i, ii, iii, iv, v)

Continuous assessments equivalent to 1250 words will be used throughout the module and involve students engaging in a range of activities to allow them and their lecturer(s) to gauge their progress. These assignments will contribute to a combined total of 25% of the final grade in this module. Continuous assessments can include graded discussion board posts, a blog task, MCQs, etc.

Students will receive feedback on continuous assessments in order to support them in the completion of the summative component of the module.

Summative assessment:

The summative assessment consists of 3 short tasks (each equivalent to 1250 words). Each task is worth 25% of the final grade, equating to 75% of the final grade in total (when all three tasks are added together).

Task 1—Teaching & Learning Podcast relating to the theme, Conceptualisations of Teaching and Learning, due at the end of Week 3. (MLO: v)

Task 2—Virtual Poster relating to the theme, Equality, Diversity and Inclusion in FE, due at the end of Week 6. (MLO i, ii)

Task 3— Historical Timeline relating to the theme of Lifelong Learning, due at the end of week 9. (MLO: iii, iv, v)

Orientation to the module:

Lecture 1 will serve as an orientation to this module. As this is the first module of the Master's and the creation of a learning community is an integral part of its success, this orientation lecture will focus on building a community spirit among the students. It will provide an overview of theoretical perspectives on further education that refers to its history, philosophy and sociology. Students will also be provided with practical information about engaging in the module to maximise their learning and the learning of their peers. The lecturer will set out expectations for the module and provide the students with a reading list and details of any other resources needed (e.g. software required).

How the module will be evaluated by students:

Each student will be asked to submit a module evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Core Texts:

Ballentine, J., Stuber, J. & Everitt, J. (2022). *The sociology of education--A systematic analysis* (9th ed.). Routledge.

Bennett, P. & Smith, R. (Eds). (2018). *Identity and resistance in further education*. Routledge.

Coolahan, J. (2017). *Towards the era of lifelong learning: A history of Irish education 1800-2016*. IPA.

Emirbayer, M. & Mische, A. (1998). What is agency? *The American Journal of Sociology*, 103(4), 962-1023.

Hansen, D. (Ed). (2007). *Ethical visions of education: Philosophies in practice*. Teachers College Press.

Harford, J. & O' Donoghue, T. (Eds.). (2020). *A cultural history of education in the modern age*. Bloomsbury.

Heraty, N., Morley, M. & McCarthy, A. (2000). Vocational education and training in the Republic of Ireland: Institutional reform and policy developments since the 1960s. *Journal of Vocation Education and Training*, 52(2), 177-199.

Leahy, K. & Phelan, P. (2014). A review of technology education in Ireland: A changing technological environment promoting design activity. *International Journal of Technological Design Education*, 24, 375-389.

Lynch, K. (2021). *Care and capitalism: Why affective equality matters for social justice*. Polity Books.

Madalinska-Michalak, J. (2023). Quality in teaching and teacher education. International perspectives from a changing world. Brill.

Priestley, M., Alvunger, D., Philippou, S. & Soini, T. (Eds). (2021). *Curriculum making in Europe: Policy and practice within and across diverse contexts*. Emerald Publishing Limited.

Priestly, M., Philippou, S., Alvunger, D. & Soini, T. (2022). Curriculum making and teacher agency. In Tierney, R., Rizvi, F. & Erickson, K. (Eds.). *Encyclopaedia of Education* (4th ed.). Elsevier International.

Raey, D. (Ed.). (2019). *Bourdieu and education*. Routledge.

Siegel, H. (2012). *The Oxford handbook of philosophy of education*. Oxford University Press.

Walsh, B. (2016). *Essays in the history of Irish education*. Palgrave Macmillan.

Supplementary Reading:

Ball, S. (2017). *The education debate* (3rd ed.). Policy Press.

Biesta, G.J.J. (2017). *The rediscovery of teaching*. Routledge.

Bourdieu, P. (1986). The forms of capital. In Richardson, J. (Ed.), *Handbook of Theory and Research for the Sociology of Education*. Greenwood.

Darling-Hammond, L, Burns, D., Campbell, C., Goodwin, A L., Hammerness, K., Low, E., McIntyre, A., Sato, M. & Zeichner, Z. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. Wiley & Sons.

Merriam, S. & Baumgartner, L. (2020). *Learning in adulthood: A comprehensive guide*. Jossey-Bass.

Noddings, N. (2015). *Philosophy of education*. Routledge.

Priestley, M., Biesta, G.J.J. & Robinson, S. (2015). *Teacher agency: An ecological approach*. Bloomsbury.

Raey, D. (2017). *Miseducation—Inequality, education and the working classes*. Policy Press.

Module No. 2: Teaching & Learning in Further Education	
Module 2 credits:	10 (250 Hours Student Effort)
Module 2 Co-ordinator:	Dr Andrea Ui Chianain
Module 2 Lecturers:	Dr Andrea Ui Chianain
Mode of delivery: Online	Online with 65% synchronous lectures, and 35% asynchronous content
Delivery Format	Online lecture synchronous: Delivered via Teams, lecturers will present lecture materials, typically via PowerPoint, and include live class activities such as breakout room discussions, polls and interactive whiteboards. Online lecture asynchronous: Recorded using Panopto, these sessions can utilise a multi camera setup, facilitated by a switch, that allows the incorporation of materials that may be unwieldy in a live class setting, such as physical documents or a blackboard. Asynchronous sessions may also be configured to include MCQs, recap questions and interactive elements, such as interactive hotspots, to enhance viewer engagement and understanding. Format of pre-prepared online resources: Outside of asynchronous lectures, this content can include a wide range of materials such as videos, readings, recap quizzes, interactive elements (such as Moodle's H5P tool or collaborative platforms like the Moodle Board tool) related to the learning content for individual modules. Lecturers will be encouraged to use any eLearning tool they see fit

	provided it meets MIE's stringent data and security guidelines as outlined in MIE's blended learning guidelines.
Module structure: student effort details: Lectures/Tutorials: 16 hours synchronous/9 hours asynchronous Study/Self-study: 170 hours Assignment Preparation: 55 hours	
Semester delivered:	Semester 1 (Year 1)
Duration of module: No. of weeks (duration) No. of hours per week	9 weeks 2 hours and 45 minutes total per week, consisting of 1 hour and 45 minutes synchronous, followed by 1 hour asynchronous.
Module rationale: This module will facilitate students' understanding of the principles and theories related to the practice of adult education. Students will explore methodologies, curriculum design and assessment practices aimed at supporting the teaching of diverse learners within Further Education contexts. Throughout the module, students will develop and extend their own practice to become more effective in meeting the needs of diverse adult learners.	
Aims of module: - Consider and critique theoretical perspectives on adult learning and development; - Explore the nature of adult learning and the particular needs of the FE student body; - Review the most prevalent special educational needs teachers are likely to encounter in adult students;	

- Discuss strategies to meet the special needs of students and promote learning;
- Enable students to become confident and effective facilitators of adult learning.

Learning outcomes: On successful completion of Module, students should be able to:

- (i) Describe & critique key theoretical perspectives on adult learning and development;
- (ii) Compile and outline ways to utilise a broad range of teaching and learning methodologies in further education;
- (iii) Outline how they would implement core principles of Universal Design for Learning to address equity of FE for diverse learners;
- (iv) Create accessible lessons plans for use in their classrooms/centres.

Module structure:

This module will take place over 9 weeks, with a blend of synchronous and asynchronous provision. All sessions will contain asynchronous resource materials and activities to supplement student online learning. Students will engage in reading, writing, and discussion in all aspects of the module which reflect key concepts in teaching and learning further education. Students will critique their writing in light of their learning and understanding. Students will be expected to engage in substantial writing, reading, and reflection prior to, during, and following the classes.

Outline of Module 2:

THEME 1 (Weeks 1-3): Theories of Adult Learning & Teaching

THEME 2 (Weeks 4-6): Special Educational Needs for Adults

THEME 3: (Weeks 7-9): UDL in Further Education

Online platforms to be employed for partial delivery of the module.

- Moodle for asynchronous learning content access.
- Teams for weekly synchronous classes.
- Panopto for synchronous class recording access.

Continuous Assessment: At the discretion of the module coordinator. Sample assessments could include Moodle MCQs, graded discussion forums, short essay submissions etc...

Summative Assessment: Turnitin Moodle plugin for essay submission.

Teaching approaches to engage students:

Lecturers will be asked to continue regularly checking interaction statistics using both Moodle and Panopto's user metric tools to try to identify any struggling students. The key concepts regarding the creation of a community of learners, especially the emphasis on incorporating Savery's Characteristics of Successful Online Instructors (HRC, 2009) into the modelling of discussion board posts, timely feedback and the provision of short, ungraded, engaging activities for learners both in live classes and as asynchronous activities will also continue.

A range of teaching approaches will be used to engage students. These include the use of pre-recorded & live lectures, small group discussions/breakout rooms, pairs work, and individual activities and reflections. A range of technologies will also be utilised to increase student engagement such as: Mentimeter, Quizlett, and other Moodle activities designed to enhance teaching and increase student engagement.

Module Content Areas

THEME 1: Theories of adult learning & teaching

This theme aims to introduce students to the theories of adult learning and teaching.

Theorists include Knowles, Lindeman, and Mezirow, among others.

- Andragogy vs Pedagogy
- Adult Learning Theory
- Teacher as Facilitator

THEME 2: Special educational needs for adults

This theme aims to enable students to gain an understanding of special educational needs from an educational perspective, while exploring the unique needs of adult learners. For

each of the below topics, students will demonstrate an understanding of characteristics, prevalence, assessment, and specific interventions:

- General learning disabilities
- Physical disabilities
- Exceptional abilities

THEME 3: UDL in Further Education

This theme aims to enable students to gain an understanding of UDL strategies and methodologies they can use in their classrooms to create an environment for all.

- UDL in the FE classroom
- Adapting content to challenge all learners

Establishing positive classroom environments

Module assessment:

The module assessment will be linked to the module learning outcomes. This will be informed and supported by the following documentation from Trinity College Dublin:

[Linking Assessment Methods with Learning Outcomes Using Blooms Taxonomy](#)

[Designing & Delivering Digital Assessments](#)

Continuous assessment: (MLOs: I, iii, iv)

Continuous assessments equivalent to 1250 words, will be used throughout the module and involve students engaging in a range of activities to allow them and their lecturer(s) to gauge their progress. These assignments will contribute to a combined total of 25% of the final grade in this module. Continuous assessments can include graded discussion board posts, a blog task, MCQs, etc.

Students will receive feedback on continuous assessments in order to support them in the completion of the summative component of the module.

Summative assessment: (MLOs: i, ii, iv)

An essay of 3750 words (75%)

Orientation to the module:

Lecture 1 will serve as the orientation to this module and will provide an overview of the core topics of exploration, along with the continuous and summative assessment briefs and deadlines. The lecturer will also set out expectations for the module and the required level of student engagement. The lecturer will also provide students with reading lists and details of any other resources needed (e.g. software required).

How the module will be evaluated by students:

Each student will be asked to submit a module evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Core Texts:

Avis, J. & Fisher, R. (2018). *Teaching in Lifelong Learning*. 3rd edition. Open University Press.

Brockett, R. (2015). *Teaching adults: A practical guide for new teachers*. Jossey-Bass Higher & Adult Education.

Heelan, A., Tobin, T. & Ryder, D. (2021). *UDL for FET practitioners. Guidance for implementing Universal Design for Learning in Irish further education and training*. [UDL for FET Practitioners](#)

Quirke, M., Mc Carthy, P. (2020). A conceptual framework of Universal Design for Learning (UDL) for the Irish further education and training sector where inclusion is everybody's business. SOLAS.

SOLAS. (2020). *Future FET: Transforming learning. The National further education and training (FET) strategy*. [Future FET: Transforming Learning](#)

Spalding, D. (2014). *How to teach adults: Plan your class, teach your students, change the world*. Jossey-Bass Higher and Adult Education.

Taylor, K. & Marienau, C. (2016). *Facilitating learning with the adult brain in mind. A conceptual and practical guide*. Jossey-Bass.

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

Supplementary Readings:

Knowles, M., Holton, E., Swanson, R. & Robinson, P. (2020). *The adult learner: The definitive classic in adult education and human resource development*. Routledge.

Meir, D. (2018). Further Education and inclusive practice: Past experiences, current issues and future concerns. *Research in Post-Compulsory Education*, 23(3), 328- 347.

Spenceley, L. & Wallace, S. (2014). *Inclusion in Further Education*. Critical Publishing.

Tomlinson, C. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD Publishers.

Module No. 3: Policy & Practice in Further Education	
Module 3 credits:	10 (250 Hours Student Effort)
Module 3 Co-ordinator:	Dr Kevin Scullion
Module 3 Lecturers:	Dr Kevin Scullion & Tina Reddin
Mode of delivery: Online	Online with 65% synchronous lectures, and 35% asynchronous content
Delivery Format	Online lecture synchronous: Delivered via Teams, lecturers will present lecture materials, typically via PowerPoint, and include live class activities such as breakout room discussions, polls and interactive whiteboards. Online lecture asynchronous: Recorded using Panopto, these sessions can utilise a multi camera setup, facilitated by a switch, that allows the incorporation of materials that may be unwieldy in a live class setting, such as physical documents or a blackboard. Asynchronous sessions may also be configured to include MCQs, recap questions and interactive elements, such as interactive hotspots, to enhance viewer engagement and understanding. Format of pre-prepared online resources: Outside of asynchronous lectures, this content can include a wide range of materials such as videos, readings, recap quizzes, interactive elements (such as Moodle's H5P tool or collaborative platforms like the Moodle Board tool) related to the learning content for individual modules. Lecturers will be encouraged to use any eLearning tool they see fit

	provided it meets MIE's stringent data and security guidelines as outlined in MIE's blended learning guidelines.
Module structure: student effort details: Lectures/Tutorials: 16 hours synchronous/9 hours asynchronous Study/Self-study: 170 hours Assignment Preparation: 55 hours	
Semester delivered:	Semester 1 (Year 1)
Duration of module:	
No. of weeks (duration)	9 weeks
No. of hours per week	2 hours and 45 minutes total per week, consisting of 1 hour and 45 minutes synchronous, followed by 1 hour asynchronous.
Module rationale: This module examines a range of themes and contemporary educational issues relevant to further education. This lecture and workshop-based module will explore the governance and regulation of further, community, and adult education through the examination of relevant policy and practice documents. Students will be equipped with the knowledge to teach and lead in accordance with the curriculum, while meeting Teaching Council and Department of Education and Skills requirements.	
Aims of module: • Explore the purpose of the Further Education (FE) sector, and how this has changed over time; • Introduce students to the principles of comparative education and how this impacts policy and practice developments in the ROI-FE system; • Explore and evaluate the role of SOLAS;	

- Consider and critique the National vision and future of the FE sector in Ireland;
- Develop students' criticality, reflection, and discussion skills.

Learning outcomes: On successful completion of Module, students should be able to:

1. Critique relevant legislation, policy, and practices applicable to further education and lifelong learning
2. Evaluate the regulatory framework and Quality Assurance Processes governing further education
3. Compare and contrast developments in the Irish FE sector with developments in other jurisdictions and contexts
4. Describe the role played by International Organisations and Non-Governmental Organisations in the development of policy and practice in the Irish Further Education sector

Module structure:

This module will take place over 9 weeks, with a blend of synchronous and asynchronous provision. All sessions will contain asynchronous resource materials and activities to supplement student online learning. Students will engage in reading, writing, and discussion in all aspects of the module which reflect key concepts in policy and practice in further education. Students will critique their writing in light of their learning and understanding. Students will be expected to engage in substantial writing, reading, and reflection prior to, during, and following the classes.

Outline of Module 3:

THEME 1 (Weeks 1-3): The Irish FE Landscape

THEME 2 (Weeks 4-6): Further Education Policy & Governance

THEME 3 (Weeks 7-9): The Structure & Administration of Further Education in Ireland

Online platforms to be employed for partial delivery of the module.

- Moodle for asynchronous learning content access

- Teams for weekly synchronous classes
- Panopto for synchronous class recording access
- Continuous Assessment: At the discretion of the module coordinator. Sample assessments could include Moodle MCQs, graded discussion forums, short essay submissions, etc.
- Summative Assessment: Turnitin Moodle plugin for essay submission

Teaching approaches to engage students:

Lecturers will be asked to regularly check interaction statistics using both Moodle and Panopto's user metric tools to try to identify any struggling students. The key concepts regarding the creation of a community of learners, especially the emphasis on incorporating Savery's Characteristics of Successful Online Instructors (HRC, 2009) into the modelling of discussion board posts, timely feedback and the provision of short, ungraded, engaging activities for learners both in live classes and as asynchronous activities, will also continue.

A range of teaching approaches will be used to engage students. These include the use of pre-recorded & live lectures, small group discussions/breakout rooms, pairs work, and individual activities and reflections. A range of technologies will also be utilised to increase student engagement such as: Mentimeter, Quizlett, and other Moodle activities designed to enhance teaching and increase student engagement.

Module Content Areas

THEME 1: The Irish FE landscape

The existing structure, function, and future of the FE sector will be examined together with relevant organisations such as SOLAS and AONTAS. Students will delve into the strategies set out to enhance and develop further education from an educational point of view alongside vocational training for employment markets.

Key concepts to be explored include:

- Strategies currently related to the future vision of the Irish FE sector

- External & internal influences shaping contemporary FE
- The future vision of FE in the Irish context

THEME 2: Further Education policy & governance

Within this theme, students will explore the policies, governance, regulation, and legal aspects relating to FE. Students will see that associating policy, governance, regulators and legislation to Further Education has brought profound changes to society in terms of who is educated and the content of education.

Key concepts:

- FE Policies & Practice
- FE Regulators & Governance
- Legislative Policy & Practice

THEME 3: The structure & administration of Further Education in Ireland

Students will explore the structure and administration of Further Education programmes in Ireland and gain insight into QQI & other awarding bodies, together with the certifications on offer within the FE sector. Finally, students will gain a detailed knowledge of the quality assurance process and related requirements within this sector.

Key concepts

- Quality Assurance
- QQI, NFQ & Awarding Bodies
- Certification

Module assessment:

The module assessment will be linked to the module learning outcomes. This will be informed and supported by the following documentation from Trinity College Dublin:

[Linking Assessment Methods with Learning Outcomes Using Blooms Taxonomy](#)

[Designing & Delivering Digital Assessments](#)

Continuous assessment: (MLOs: I, iii, iv)

Continuous assessments equivalent to 1250 words, will be used throughout the module and involve students engaging in a range of activities to allow them and their lecturer(s) to gauge their progress. These assignments will contribute to a combined total of 25% of the final grade in this module. Continuous assessments can include graded discussion board posts, a blog task, MCQs, etc.

Students will receive feedback on continuous assessments in order to support them in the completion of the summative component of the module.

Summative assessment: (MLOs: i, iii)

An essay of 3750 words (75%).

Orientation to the module:

Lecture 1 will serve as the orientation to this module and will provide an overview of the core topics of exploration, along with the continuous and summative assessment briefs and deadlines. The lecturer will also set out expectations for the module and the required level of student engagement. The lecturer will also provide students with reading lists and details of any other resources needed (e.g. software required).

How the module will be evaluated by students:

Each student will be asked to submit a module evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Core Texts:

Armitage, A. & Cogger, A. (2019). The new apprenticeships: Facilitating earning, mentoring, coaching and assessing. Critical Publishing.

Avis, J., Fisher, R. & Thompson, R. (2018). Teaching in lifelong learning (3rd ed.). Open University Press.

European Commission. (2018). Promoting adult learning in the workplace. Promoting Adult Learning in the Workplace

EUCEN. (2018). Adult learning: It's never too late to learn. Adult Learning: It is never too late to learn.

Gravells, A. (2017). Principles and practices of teaching and training: A guide for teachers and trainers in the FE and skills sector. Learning Matters.

Gregson, M. (2020). Reflective teaching in further, adult, and vocational education. Bloomsbury Academic.

Grenham, T. (Ed.). (2018). Transformative education in contemporary Ireland: Leadership, justice, service. Peter Lang.

McGuinness, S., Bergin, A., Kelly, E., McCoy, S., Smyth, E., Whelan, A. & Banks. J. (2014). Further education and training in Ireland: Past, present and future. Further Education and Training in Ireland: Past, Present and Future

Wheelahan, L. (2016). 'College for all' in anglophone countries: Meritocracy or social inequality? An Australian example. Research in Post-Compulsory Education, 21(1-2), 33- 48.

Supplementary Readings:

Department of Education and Science. (1998). *Green paper: Adult education in an era of learning*. Stationary Office.

Department of Education and Science. (2000). *Learning for life: White paper on adult education*. Stationary Office.

Department of Education and Skills. (2020). *Further education and training (FET) progression to higher education (HE)*. [Further Education Training \(FET\) Progression to Higher Education \(HE\)](#)

SOLAS. (2020). *The 2020 further education and training (FET) services plan*. [The 2020 Further Education and Training \(FET\) Services Plan](#)

SOLAS. (2020) *People strategy*. [People Strategy](#)

SOLAS. (2020). *Future FET: Transforming learning. The National further education and training (FET) strategy*. [Future FET: Transforming Learning](#)

Module No. 4: Leadership & Management	
Module 4 credits:	10 (250 Hours Student Effort)
Module 4 Co-ordinator:	Dr Ann O'Reilly
Module 4 Lecturers:	Dr Ann O'Reilly & AON
Mode of delivery: Online	Online with 65% synchronous lectures, and 35% asynchronous content
Delivery Format	Online lecture synchronous: Delivered via Teams, lecturers will present lecture materials, typically via PowerPoint, and include live class activities such as breakout room discussions, polls and interactive whiteboards. Online lecture asynchronous: Recorded using Panopto, these sessions can utilise a multi camera setup, facilitated by a switch, that allows the incorporation of materials that may be unwieldy in a live class setting, such as physical documents or a blackboard. Asynchronous sessions may also be configured to include MCQs, recap questions and interactive elements, such as interactive hotspots, to enhance viewer engagement and understanding. Format of pre-prepared online resources: Outside of asynchronous lectures, this content can include a wide range of materials such as videos, readings, recap quizzes, interactive elements (such as Moodle's H5P tool or collaborative platforms like the Moodle Board tool) related to the learning content for individual modules. Lecturers will be encouraged to use any eLearning tool they see fit

	provided it meets MIE's stringent data and security guidelines as outlined in MIE's blended learning guidelines.
Module Structure: Student Effort Details: Lectures/Tutorials: 16 hours synchronous/9 hours asynchronous Study/Self-study: 170 hours Assignment Preparation: 55 hours	
Semester delivered:	Semester 2 (Year 1)
Duration of module:	9 weeks
No. of weeks (duration)	2 hours and 45 minutes total per week, consisting
No. of hours per week	of 1 hour and 45 minutes synchronous, followed by 1 hour asynchronous.
Module rationale: This module explores a range of themes concurrent with the principles and practice of leadership and management in the context of Further Education. Students will explore styles of leadership, the empowerment of people, strategic & project management, and organisational strategies, thereby gaining both theoretical knowledge while developing and enhancing their practical leadership skills. As a result of this module, students will be equipped to become reflective, effective, and ethical leaders and managers in further education.	
Aims of module: • Review and critically evaluate theories and frameworks of leadership and management in FE • Identify and consider contemporary issues faced by managers in FE, and learn how to navigate change effectively • Explore methods for creating enterprising and innovative FE colleges • Empower students to create vision and lead others through change in education	

- Strengthen students' reflective practice and dedication to employing ethical management strategies that empower others

Learning outcomes: On successful completion of the module, students should be able to:

1. Analyse theories and frameworks of leadership and evaluate the impact of leadership styles on organizational effectiveness
2. Articulate how they would employ skills of leadership & management in an FE setting
3. Outline strategies for empowering others through leadership and delegation
4. Create a strategic vision statement for FE which could be used to effectively lead others through change.

Module structure:

This module will take place over 9 weeks, with a blend of synchronous and asynchronous provision. All sessions will contain asynchronous resource materials and activities to supplement student online learning. Students will engage in reading, writing, and discussion in all aspects of the module which reflect key concepts in leadership and management. Students will critique their writing in light of their learning and understanding. Students will be expected to engage in substantial writing, reading, and reflection prior to, during, and following the classes.

Outline of Module 4:

THEME 1 (Weeks 1-3): What is Educational Leadership?

THEME 2 (Weeks 4-6): Developing Educators

THEME 3 (Weeks 7-9): Leading & Managing Educational Change

Online platforms to be employed for partial delivery of the module.

- Moodle for asynchronous learning content access.
- Teams for weekly synchronous classes.

- Panopto for synchronous class recording access.
- Continuous Assessment: At the discretion of the module coordinator. Sample assessments could include Moodle MCQs, graded discussion forums, short essay submissions etc.
- Summative Assessment: Turnitin Moodle plugin for essay submission.

Teaching approaches to engage students:

Lecturers will be asked to regularly check interaction statistics using both Moodle and Panopto's user metric tools to try to identify any struggling students. The key concepts regarding the creation of a community of learners, especially the emphasis on incorporating Savery's Characteristics of Successful Online Instructors (HRC, 2009) into the modelling of discussion board posts, timely feedback and the provision of short, ungraded, engaging activities for learners both in live classes and as asynchronous activities will also continue.

A range of teaching approaches will be used to engage students. These include the use of pre-recorded & live lectures, small group discussions/breakout rooms, pairs work, and individual activities and reflections. A range of technologies will also be utilised to increase student engagement such as: Mentimeter, Quizlett, and other Moodle activities designed to enhance learning and increase student engagement.

Module Content Areas

THEME 1: What is educational leadership?

In this theme students will explore and evaluate leadership theories and frameworks, while also reflecting on their own style or experience of leadership. Students will also consider the role of ethics in educational leadership, and develop existing skills of self-reflection while exploring their potential for growth in leadership and management.

Key concepts include:

- Models and styles of leadership, including developments in leadership theory
- Educational leadership

- Governance, leadership & management
- Authority, professionalism & ethical leadership in further education
- Identifying and responding to leadership deficit

THEME 2: Developing educators

This theme considers the relationships and social dynamics often present between management, individuals, and teams in educational organisations, and will explore best practices in the development and empowerment of individuals through effective leadership and management.

Key concepts include:

- Developing others: Goal setting and managing workflow
- Delegation & empowering others to lead
- Performance management and evaluation
- Conflict resolution and restorative practices

THEME 3: Leading & managing educational change

In this theme students will explore the theories and practices of creating vision, navigating change, and managing conflict in the educational organisation, while considering best practices in leadership which foster the development of positive organisational relationships and climate.

Key concepts include:

- Strategic & project management creating change: the power of vision
- Organising high performing teams in educational systems
- Command and control, civic and market-based approaches to governance
- Identifying and responding to barriers to change

Module assessment:

The module assessment will be linked to the module learning outcomes. This will be informed and supported by the following documentation from Trinity College Dublin:

[Linking Assessment Methods with Learning Outcomes Using Blooms Taxonomy](#)

[Designing & Delivering Digital Assessments](#)

Continuous assessment: (MLOs: i, iii, iv)

Continuous assessments equivalent to 1250 words, will be used throughout the module and involve students engaging in a range of activities to allow them and their lecturer(s) to gauge their progress. These assignments will contribute to a combined total of 25% of the final grade in this module. Continuous assessments can include graded discussion board posts, a blog task, MCQs, etc.

Students will receive feedback on continuous assessments in order to support them in the completion of the summative component of the module.

Summative assessment: (MLOs: iii, iv)

A collaborative essay of 3,750 words (60%).

A group presentation (15%).

*Students will be encouraged to use Microsoft Teams to interact and collaborate on their group essay and presentation, including storing their files on Teams and working on them in live time.

Orientation to the module:

Lecture 1 will serve as the orientation to this module and will provide an overview of the core topics of exploration, along with the continuous and summative assessment briefs and deadlines. The lecturer will also set out expectations for the module and the required level of student engagement. The lecturer will also provide students with reading lists and details of any other resources needed (e.g. software required).

How the module will be evaluated by students:

Each student will be asked to submit a module evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Core Texts:

Appleyard, K, Appleyard, N. & Wallace, S. (2014). *The professional teacher in further education*. Critical Publishing.

DeWitt, P. (2018). *Coach it further: Using the art of coaching to improve school leadership*. Corwin.

Dennis, A. (2016). Further education colleges and leadership: Checking the ethical pulse. *London Review of Education*, 14(1), 116-130.

Forman, K. & Soloff, J. (2014). *Preparing for educational leadership* (3rd ed.). Pearson Learning Solutions.

Giles, D. (2018). *Relational leadership in education: A phenomenon of inquiry and practice*. Routledge.

Harford, J. & Fuller, K. (2015). *Gender and leadership in education: Women achieving against the odds*. Peter Lang.

Lencioni, P. (2020). *The motive: Why so many leaders abdicate their most important responsibilities*. Jossey-Bass.

Supplementary Readings:

Manning, G. & Curtis, K. (2021). *The art of leadership* (7th ed.). McGraw-Hill Education.

Green, R. (2016). *Practicing the art of leadership: A problem-based approach to implementing the professional standards for educational leaders* (5th ed.). Pearson.

Module No. 5: Innovation in Curriculum & Design	
Module 5 credits:	10 (250 Hours Student Effort)
Module 5 Co-ordinator:	TBD
Module 5 Lecturers:	TBD
Mode of delivery: Online	100% online delivery with 65% synchronous lectures, and 35% asynchronous content
Delivery Format	Online lecture synchronous: Delivered via Teams, lecturers will present lecture materials, typically via PowerPoint, and include live class activities such as breakout room discussions, polls and interactive whiteboards. Online lecture asynchronous: Recorded using Panopto, these sessions can utilise a multi camera setup, facilitated by a switch, that allows the incorporation of materials that may be unwieldy in a live class setting, such as physical documents or a blackboard. Asynchronous sessions may also be configured to include MCQs, recap questions and interactive elements, such as interactive hotspots, to enhance viewer engagement and understanding. Format of pre-prepared online resources: Outside of asynchronous lectures, this content can include a wide range of materials such as videos, readings, recap quizzes, interactive elements (such as Moodle's H5P tool or collaborative platforms like the

	Moodle Board tool) related to the learning content for individual modules. Lecturers will be encouraged to use any eLearning tool they see fit provided it meets MIE's stringent data and security guidelines as outlined in MIE's blended learning guidelines.
Module structure: Student effort details (Include hours): Lectures/Tutorials: 16 hours synchronous/9 hours asynchronous Study/Self-study: 170 hours Assignment Preparation: 55 hours	
Semester delivered:	Semester 2 (Year 1)
Duration of module:	
No. of weeks (duration)	9 weeks
No. of hours per week	2 hours and 45 minutes total per week, consisting of 1 hour and 45 minutes synchronous, followed by 1 hour asynchronous.
Module rationale: This module will provide students with a systematic understanding of the processes and techniques of curriculum design and innovation. This module will provide students with a knowledge of models of curriculum development theory and equip them with the skills required to utilise equitable instructional design practices, such as UDL, within the further education sector. Through this module, students will develop a critical awareness of the range of issues to be considered throughout the processes of creating curriculum and utilising instructional design practices.	
Aims of module: Review different models of curriculum planning & development	

- Explore the range of factors which create inequalities within the curriculum
- Equip students with the ability to carry out an environment & needs analysis
- Introduce students to a broad range of teaching approaches, methods and techniques, and enable students to assess the appropriateness of each
- Facilitate students in the evaluation of curriculum for efficiency and effectiveness
- Develop students' skills of curriculum design and evaluation

Learning outcomes: On successful completion of Module, students should be able to:

1. Outline and critically analyse contemporary models of curriculum design;
2. Critically evaluate the theoretical and practical implications of choosing and employing particular design methods with adult learners;
3. Demonstrate growth in critical awareness of current problems and/or new insights within contemporary approaches to curriculum design in further education;
4. Design and evaluate a new curriculum/unit of study for learners in further education settings.

Module structure:

This module will take place over 9 weeks, with a blend of synchronous and asynchronous provision. All sessions will contain asynchronous resource materials and activities to supplement student online learning. Students will engage in reading, writing, and discussion in all aspects of the module which reflect key concepts as related to innovation in curriculum and design. Students will critique their writing in light of their learning and understanding.

Outline of Module 5

THEME 1 (Weeks 1-3): What is Curriculum Design?

THEME 2 (Weeks 4-6): Promoting equality in FE through the Curriculum

THEME 3 (Weeks 7-9): Curriculum Assessment & Evaluation

Online platforms to be employed for partial delivery of the module.

- Moodle for asynchronous learning content access.
- Teams for weekly synchronous classes.
- Panopto for synchronous class recording.
- Continuous Assessment: At the discretion of the module coordinator. Sample assessments include Moodle MCQs, graded discussion forums, short essay submissions etc.

Teaching approaches to engage students:

A range of teaching approaches will be used to engage students. These include the use of pre-recorded & live lectures, small group discussions/breakout rooms, pairs work, and individual activities and reflections. A range of technologies will also be utilised to increase student engagement such as: Mentimeter, Quizlett, and other Moodle activities designed to enhance teaching and increase student engagement.

Module Content Areas

THEME 1: What is Curriculum Design?

This theme introduces students to the range of factors that influence the design and inclusivity of curriculum.

Topics to be explored include:

- What is Curriculum? Definitions, purpose, ideologies, and theoretical views
- Key influencers of curriculum

THEME 2: Promoting equality in FE through the Curriculum

This theme guides students through a critical assessment of equality in further education and considers the use of UDL as a means for promoting increased equality within the sector.

Topics to be explored include:

- Inequalities and the curriculum
- Considering the needs of learners—environmental and needs analysis

- Adapting UDL for adult learners
- Developing UDL inspired curriculum for FE

THEME 3: Curriculum Assessment & Evaluation

- Assessment for All
- Curriculum Evaluation: Processes & Models
- Peer-to-Peer assessments of Curriculum Projects

Module assessment:

The module assessment will be linked to the module learning outcomes. This will be informed and supported by the following documentation from Trinity College Dublin:

[Linking Assessment Methods with Learning Outcomes Using Blooms Taxonomy](#)

[Designing & Delivering Digital Assessments](#)

Continuous assessment: (MLOs: i, iii, iv)

Continuous assessments equivalent to 1250 words, will be used throughout the module and involve students engaging in a range of activities to allow them and their lecturer(s) to gauge their progress. These assignments will contribute to a combined total of 25% of the final grade in this module. Continuous assessments can include graded discussion board posts, a blog task, MCQs, etc.

Students will receive feedback on continuous assessments in order to support them in the completion of the summative component of the module.

Summative assessment: (MLOs: i, ii, iii, iv)

Working in pairs or small groups, students will choose an existing FE programme of study to analyse, critique and modify, and will present their work using a software programme of their choice. Students are encouraged to use Microsoft Teams to interact collaborate on their group project, including storing their files on Teams and working on them in live time. Equivalent word count: 3750

Orientation to the module:

Lecture 1 will serve as the orientation to this module and will provide an overview of the core topics of exploration, along with the continuous and summative assessment briefs and deadlines. The lecturer will also set out expectations for the module and the required level of student engagement. The lecturer will also provide students with reading lists and details of any other resources needed (e.g. software required).

How the Module will be evaluated by students:

Each student will be asked to submit a module evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Core Texts:

Atkins, L. (2022). Addressing in/equalities: A re-imagined curriculum for low-attaining youth. *Qualitative Research Journal*, 22(3), 364-377.

Butcher, C. (2019). *Designing learning: From module outline to effective teaching*. Routledge.

Caffarella, R. & Daffron, S. (2013). *Planning programs for adult learners: A practical guide* (3rd ed.). Jossey-Bass.

Gravells, A. (2017). *Principles and practices of teaching and training: A guide for teachers and trainers in the FE and skills sector*. Learning Matters.

Huddleston, P. & Unwin, L. (2013). *Teaching and learning in further education: Diversity and change*. Routledge.

Nind, M., Rix, J., Sheehy, K. & Simmons, K. (Eds.). (2013). *Curriculum and pedagogy in inclusive education: Values into practice*. Routledge.

Thompson, R. (2009). Creativity, knowledge and curriculum in further education: A Bernsteinian perspective. *British Journal of Educational Studies*, 57(1), 37-54.

Tummons, J. (2012). *Curriculum studies in the lifelong learning sector*. Learning Matters.

Supplementary Reading:

Boyle, B. & Charles, M. (2016). *Curriculum development--A guide for educators*. Sage Publications.

Dalby, D. & Noyes, A. (2022). Mathematics curriculum waves within vocational education. *Oxford Review of Education*, 48(2), 166-183.

Jordan, A. (2022). The who, how and why of choosing post-16 computing curricula: A case study of English further education colleges. *Journal of Further & Higher Education*, 46(10), 1447-1464.

Print, M. (2020). *Curriculum development and design*. Routledge.

Scott, D. (2018). *Learning technology: A handbook for FE teachers and assessors*. Critical Publishing Ltd.

Module No. 6: Supporting Communities of Reflective Practice	
Module 6 credits:	10 (250 Hours Student Effort)
Module 6 Co-ordinator:	TBD
Module 6 Lecturers:	TBD
Mode of delivery: Online	100% online delivery with 65% synchronous lectures, and 35% asynchronous content
Module structure: Student effort details (Include hours): Lectures/Tutorials: 16 hours synchronous/9 hours asynchronous Study/Self-study: 170 hours Assignment Preparation: 55 hours	
Semester delivered:	Semester 2 (Year 1)
Duration of module:	
No. of weeks (duration)	9 weeks
No. of hours per week	2 hours and 45 minutes total per week, consisting of 1 hour and 45 minutes synchronous, followed by 1 hour asynchronous.
Delivery Format	Online lecture synchronous: Delivered via Teams, lecturers will present lecture materials, typically via PowerPoint, and include live class activities such as breakout room discussions, polls and interactive whiteboards. Online lecture asynchronous: Recorded using Panopto, these sessions can utilise a multi camera setup, facilitated by a switch, that

	allows the incorporation of materials that may be unwieldy in a live class setting, such as physical documents or a blackboard. Asynchronous sessions may also be configured to include MCQs, recap questions and interactive elements, such as interactive hotspots, to enhance viewer engagement and understanding. Format of pre-prepared online resources: Outside of asynchronous lectures, this content can include a wide range of materials such as videos, readings, recap quizzes, interactive elements (such as Moodle's H5P tool or collaborative platforms like the Moodle Board tool) related to the learning content for individual modules. Lecturers will be encouraged to use any eLearning tool they see fit provided it meets MIE's stringent data and security guidelines as outlined in MIE's blended learning guidelines.
Module rationale: Professional Learning Communities (PLCs) foster a culture of collaboration, focus on student learning, and support the professional development of staff (Fullan, 2001). This module will provide students with an advanced understanding of how to establish a PLC in their local Centres, with a particular focus on collaborative reflective practice. This module will also explore traditional (Gibbs, 1988; Schön, 1987; Johns, 2000) and contemporary (McGarr & McCormack, 2014; Saric & Steh, 2017) models of reflective practice to help students engage in meaningful reflection that is systematic, rigorous and focused on professional growth. This module will also explore how reflection can happen in interaction with others (Rodgers, 2002. p.700) to foster a community of reflective	

practice, and how reflective PLCs can help educators to appreciate how teaching is co-created (Bovill, 2019), and how meaning is informed by lived 'situated' experience (Bruner, 1990; Fullen, 2006).

Aims of module:

- Explore what is meant by a Community of Reflective Practice
- Develop a critical awareness and understanding of traditional and contemporary models of reflective practice
- Develop students' skills in reflective practice and collaborative practice
- Equip students with the knowledge and skills necessary to participate in, establish and facilitate a community of reflective practice in their education setting

Learning outcomes: On successful completion of Module, students should be able to:

1. Evaluate traditional and contemporary models of reflective practice, inquiry and collaborative practice in an education context
2. Describe and appraise how communities of reflective practice function to enhance teaching, learning and professional development in the FE context
3. Demonstrate the knowledge, skills and characteristics needed to facilitate a community of reflective practice
4. Design and implement a plan for establishing and facilitating a community of reflective practice within an FE setting

Module structure:

This module will take place over 9 weeks, with a blend of synchronous and asynchronous provision. All sessions will contain asynchronous resource materials and activities to supplement student online learning. Students will engage in reading, writing, and discussion in all aspects of the module which reflect key concepts in reflective practice in further education. Students will critique their writing in light of their learning and understanding.

Outline of Module 6

THEME 1 (Weeks 1-3): Advanced understandings of Reflective Practice THEME 2 (Weeks 4-6): Understanding PLCs and Collaborative Reflection THEME 3 (Weeks 7-9): Facilitating Communities of Reflective Practice
Online platforms to be employed for partial delivery of the module. • Moodle for asynchronous learning content access. • Teams for weekly synchronous classes. • Panopto for synchronous class recording access. • Continuous Assessment: At the discretion of the module coordinator. Sample assessments include digital or hard copy reflective journal submissions. • Summative Assessment: Turnitin Moodle plugin for essay submission.
Teaching approaches to engage students: A range of teaching approaches will be used to engage students. These include the use of pre-recorded & live lectures, small group discussions/breakout rooms, pairs work, and individual activities and reflections. A range of technologies will also be utilised to increase student engagement such as: Discussion boards, Wikis and other Moodle activities designed to enhance teaching and increase student engagement.
Module Content Areas
THEME 1: Advanced understandings of Reflective Practice This theme guides students through a series of traditional and contemporary models of reflective practice that are used in education to enhance professional development. Students will critically evaluate the models and will employ one model for their own professional development. Topics to be explored include: • Traditional Models of Reflective Practice • Contemporary Models of Reflective Practice • Recording and employing Individual Reflections

THEME 2: Understanding PLCs and Collaborative Reflection

This theme introduces students to the concept of Professional Learning Communities (PLCs) in Further Education, and how reflective practice can happen in interaction with others (peers, students, and/or leaders). Students will consider how a reflective PLCs can help educators to appreciate how teaching is co-created and how meaning is informed by sharing lived experiences. Topics to be explored include:

- Professional Learning Communities in FE
- Collaborative Reflection and shared meaning
- Contributing to a Community of Reflective Practice in FE

THEME 3: Facilitating Communities of Reflective Practice

This theme focuses on equipping students with the knowledge and skills necessary to plan for, establish and facilitate a community of reflective practice in an FE setting. Topics to be explored include:

- Preparing and planning for a PLC in FE
- Promoting and supporting collaborative reflection (ethics and management)
- Leading and facilitating a community of reflective practice in FE

Module assessment:

The module assessment will be linked to the module learning outcomes. This will be informed and supported by the following documentation from Trinity College Dublin:

[Linking Assessment Methods with Learning Outcomes Using Blooms Taxonomy](#)

[Designing & Delivering Digital Assessments](#)

Continuous assessment: (MLOs: i, ii)

Continuous assessment, equivalent to 1250 words, in the form of a reflective journal will be used throughout the module and involve students engaging in a range of activities to allow them and their lecturer(s) to gauge their progress. These assignments will contribute to a combined total of 25% of the final grade in this module. Continuous assessments can include graded discussion board posts, a blog task, MCQs, etc.

Students will receive feedback on continuous assessments in order to support them in the completion of the summative component of the module.

Summative assessment: (MLOs: iii, iv)

A project which illustrates their design and implementation of a community of reflective practice in their local context. 3,750 words in total (75%).

Orientation to the module:

Lecture 1 will serve as the orientation to this module and will provide an overview of the core topics of exploration, along with the continuous and summative assessment briefs and deadlines. The lecturer will also set out expectations for the module and the required level of student engagement. The lecturer will also provide students with reading lists and details of any other resources needed (e.g. software required).

How the Module will be evaluated by students:

Each student will be asked to submit a module evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Core Texts:

Appleyard, K., Appleyard, N. & Wallace, S. (2015). *Reflective teaching and learning in Further Education*. Critical Publishing.

Dfcof, K.O. (2015). Reflective practice: Understanding why and how we do things the way we do. *Education Today*, 65(4), 27–32.

Geng, G., Smith, P., Black, P., Budd, Y. & Disney, L. (Eds.). (2019). *Reflective practice in teaching: Pre-service teachers and the lens of life experience*. Springer.

Gregson, M., Pollard, A., Nixon, L. & Speeding, T. (Eds.) (2015). *Readings for reflective teaching in further, adult and vocational education*. Bloomsbury Academic.

MacRuairc, G., Ottesen, E. & Precey, R. (2013). *Leadership for inclusive education: Values, vision and voices*. Brill.

McArdle, K. & Coutts, N. (2010). Taking teachers' continuous professional development (CPD) beyond reflection: Adding shared sense-making and collaborative engagement for professional renewal. *Studies in Continuing Education*, 32(3), 201-215.

McGarr, O. & McCormack, O. (2014). Reflecting to conform? Exploring Irish student teachers' discourses in reflective practice. *Journal of Educational Research*, 107(4), 267-280.

Orton, K. (2015). Reflective practice: Understanding why and how we do things the way we do. *Education Today*, 65(4), 27-32.

Timperley, H. (2015). Professional conversations and improvement-focused feedback. A review of the research literature and the impact on practice and student outcomes. Australian Institute for Teaching and School Leadership (AITSL).

Walsh, S. (2013). *Classroom discourse and teacher development*. Edinburgh University Press.

Supplementary Reading:

Cordingley, P. (2014). "Teacher licensing and collaboration: a model for developing the confidence of the profession as a whole". In: Hallgarten, J., Bamfield, L. & McCarthy, K. (Eds.). *Licensed to create: Ten essays on improving teacher quality*. RSA Action and Research Centre.

Hébert, C. (2015), Knowing and/or experiencing: A critical examination of the reflective models of John Dewey and Donald Schön. *Reflective Practice*, 16(3), 361-371.

doi: [10.1080/14623943.2015.1023281](https://doi.org/10.1080/14623943.2015.1023281)

McAndrews, C. & Hansberry, J. (2018). Facilitation and dialogue as methods of reflective practice in professional education. *Planning, Practice & Research*, 33(1), 86-95.

Rushton, I. (2017) 'Instructional leadership: The art of asking questions to promote teaching effectiveness'. In P. Preciado Babb, L. Yeworiew & S. Sabbaghan (Eds.). *Selected Proceedings of the IDEAS Conference: Leading Educational Change*, 131-139. Werklund School of Education, University of Calgary.

Rushton, I. & Suter, M. (2013). *Reflective practice for teaching in lifelong learning*. Open University Press.

Thompson, N. & Pascal, J. (2012). Developing critically reflective practice. *Reflective Practice*, 13(2), 311-325. doi: [10.1080/14623943.2012.657795](https://doi.org/10.1080/14623943.2012.657795)

Zwozdiak-Myers, P. (2018). *The teacher's reflective practice handbook*. Becoming an extended professional through capturing evidence-informed practice. Routledge.

MES Year Two Module

Module No. 7 Research Methods & Dissertation	
Module 7 credits:	30
Module 7 Co-ordinator:	Dr Rory McDaid
Module 7 Lecturers:	Dr Rory McDaid & Dr Andrea Uí Chianáin, and dissertation supervisors
Mode of delivery: Online	Online with 80% synchronous and asynchronous content and 20% individual online supervision sessions.
Delivery Format	Online lecture synchronous whole group: Delivered via Teams, lecturers will present lecture materials, typically via PowerPoint, and include live class activities such as breakout room discussions, polls and interactive whiteboards. Online lecture synchronous small group: Recorded using Panopto, these sessions can utilise a multi camera setup, facilitated by a switch, that allows the incorporation of materials that may be unwieldy in a live class setting, such as physical documents or a blackboard. Asynchronous sessions may also be configured to include MCQs, recap questions and interactive elements, such as

	interactive hotspots, to enhance viewer engagement and understanding. Format of pre-prepared online resources: Outside of asynchronous lectures, this content can include a wide range of materials such as videos, readings, recap quizzes, interactive elements (such as Moodle's H5P tool or collaborative platforms like the Moodle Board tool) related to the learning content for individual modules. Lecturers will be encouraged to use any eLearning tool they see fit provided it meets MIE's stringent data and security guidelines as outlined in MIE's blended learning guidelines. Individual online supervision sessions: Delivered via Teams, content as lecturer sees fit.
Module Structure: Student Effort Details (Include hours): Online Classes: 24 hours Research Tutorials & Supervision Meetings: 13 hours Self-study: 268 Dissertation Research & Writing: 445 Total: 750 Hours	
Semester delivered:	Year 2: Semester 1 and 2
Duration of module:	
No. of weeks (duration)	24 weeks
No. of lecturing hours per week	2 hours lecture per week in semester 1 only.

	Three tutorials will be provided per semester. Supervision meetings will begin in Semester one and continue into semester 2.
Module rationale: A critical component of the MES in FE is the development of the necessary research skills towards the completion of a research dissertation. In Year 2, students will be provided with a comprehensive introduction to the research methodologies most commonly employed by researchers in the field of education. Qualitative and quantitative approaches (based on descriptive statistics) particularly suitable to research and study in Further Education will be explored. The module aims to ensure that students have the research skills to conduct and write a quality research dissertation and any future independent research projects. In this module, students will be provided with: 1. A series of small group tutorials that will focus on data collection and analysis protocols, validity, reliability and trustworthiness, academic writing, referencing and the use of statistical and qualitative software packages (such as NVivo and SPSS), as required 2. Individual supervision by members of the FE supervision team 3. The opportunity to work independently on a research project of their choice	
Aims of module: The module aims are as follows: • To facilitate the acquisition of knowledge required to design and conduct a systematic and targeted research project • To enable students to acquire the skills necessary to engage in an ethically informed piece of practice-based research	

- To build on the work carried out in Year 1 by providing students with the opportunity to carry out their own empirical or conceptual research on a topic relevant to FE
- To provide students with an opportunity to communicate research-based findings to wider audiences concerned with further education in Irish and international contexts

Learning outcomes: On successful completion of this Module, students should be able to:

1. Appraise core ontological and epistemological traditions in education research
2. Critically evaluate the ethical implications of undertaking education research in an FE context
3. Select and utilise appropriate data collection tools to conduct research, and justify their choices
4. Design, develop and investigate a research question relevant to further education
5. Analyse data using an appropriate data analysis framework supported by validity and reliability protocols; with support from software analysis packages as required to meet the specific needs of each cohort.
6. Write a dissertation based on evidence gathered through data collection and analysis

Module structure:

This module will take place in both Year 2 of the programme, with a blend of synchronous and asynchronous provision, as well as individual supervision meetings. All sessions will contain asynchronous resource materials and activities to supplement student online learning. Students will engage in reading, writing, and discussion in all aspects of the module which reflect key concepts in educational research methods. Students will critique their writing in light of their learning and understanding, as well as feedback received from individual supervision sessions. Tutorials will focus on data

analysis; three tutorials will be scheduled in each semester to support students in small groups.

Outline of Module 7:

THEME 1: (Semester 1/Weeks 1-3): Research Methods in Education

THEME 2: (Semester 1/Weeks 4-6): Research Design and Ethics in Education Research

THEME 3: (Semester 1/Weeks 7-9): Constructing a Research Proposal

THEME 4: (Semester 2/Weeks 1-9): Independent Research

Online platforms to be employed for the delivery of the module.

- Moodle for asynchronous learning content access.
- Teams for weekly synchronous classes
- Panopto for synchronous class recording access.
- Summative Assessment: Turnitin Moodle plugin for essay submission.

Teaching approaches to engage students:

Tutorials will focus on data analysis and encourage a creativity-based approach in terms of devising research questions and choosing a topic of interest. Students will be encouraged to engage with different “in the field” aspects of data gathering, such as primary source data gathering via interview and survey. Additionally, individual online supervision sessions will ensure a sense of personally tailored feedback and individual development and growth.

Module Content Areas

THEME 1: Research Methods in Education

Students will be provided with a comprehensive introduction to the research methodologies most commonly employed by researchers in the field of education. Qualitative and quantitative approaches particularly suitable to research and study in Further Education will be explored. Topics covered will include:

- Ontology and epistemology in education research

- Qualitative and quantitative methodology
- Methods of data collection

THEME 2: Research Design and Ethics in Education Research

This theme will guide students through the core features of research design including; constructing research questions, selecting a research paradigm, designing data collection instruments and considering data analysis. This theme will also explore various ethical implications relating to empirical and documentary research in FE. Topics covered include:

- Validity, reliability and trustworthiness in research
- Ethical considerations, plagiarism and academic integrity in research
- An Introduction to data analysis frameworks and instrument design

As part of this module, all students will be made aware of MIE's [academic integrity policy](#) and [procedure](#) and the regulations and sanctions surrounding the same.

In conjunction with these lectures, members of the supervision team will meet with students to help them identify a suitable research topic for their dissertation within the area of Further Education. Students will be encouraged to pursue areas of study that is relevant to their practice, and that is compatible with the areas of expertise of the panel.

THEME 3: Constructing a Research proposal

Students will be required to develop and submit a research proposal (3,000 words) in Year 2 (Semester 1). The proposal will include: a provisional title (subject to change), the general area of investigation, the research questions, aims and objectives of the study, a preliminary literature review, an outline of the proposed methodology and reference to any ethical considerations involved.

THEME 4: Independent Research

Students will be required to submit a 15,000-word research dissertation at the end of Year 2. Students will activate a research method appropriate to the research question under investigation and will gather data (empirical or documentary) to generate findings that are embedded in existing knowledge bases. Students will develop recommendations that are meaningful, targeted and challenging and will demonstrate scholarly writing and presentation skills congruent with level 9 standards.

Module assessment:

Formative assessment: (MLOs: vii, viii, ix)

Step 1: Students will write a 3000-word research proposal outlining the topic they wish to investigate in their research dissertation, along with: the research questions, aims and objectives, literature review, research design and methodology, and ethical considerations.

Step 2: The student will submit their proposal to their supervisor for review. After feedback is received, the student will integrate any required changes. This element is ungraded (pass/fail).

Step 3: All students are required to obtain ethical approval for their project from the [Marino Ethics in Research Committee \(MERC\)](#), and will submit an [Application for Ethical Approval of Research Projects](#) to a subgroup of MERC which is responsible for reviewing MES research projects.

Step 4: The committee will provide feedback to the student on their application. The student will continue to engage with the ethics committee by submitting updated proposals (with their supervisor's guidance) until ethical approval is granted.

Step 5: Once the student has received ethical approval for their project, they will proceed with the design and execution of their research project, and with the writing of their thesis. Students will receive a detailed schedule by which various elements of the research and writing processes should be completed. Students will submit drafts of their research instruments and chapters to their supervisors throughout this process, and will receive constructive feedback, while also engaging in online discussions regarding their research.

Summative assessment (MLOs: I, ii, iii, v, vi, vii, viii)

Summative Assessment will be a Research Dissertation of 15,000 words (worth 100% of the grade in this module).

Orientation to the module:

Lecture 1 will serve as the orientation to this module and will provide an overview of the core themes and elements in this module. The lecturer will also set out expectations for the module and supervisory sessions, along with the required level of student engagement. The lecturer will also provide students with relevant deadlines, an outline of supervision and related tasks, a brief for the final dissertation structure, reading lists, and details of any other resources needed (e.g. software required).

Assessment Feedback (to students):

Meetings with supervisors are scheduled regularly throughout the module to ensure that students provide updates on their progress and receive guidance about their dissertations throughout the module in order to help them refine subsequent drafts of their chapters.

Once submitted, the dissertation will be graded by a member of staff (different to the student's supervisor) who will create a written report with feedback on each section of the thesis. This member of staff will then meet with the supervisor to discuss the feedback and agree upon a grade. Following approval at the Court of Examiners, the feedback report will be sent by the Course Leader to the student.

How the module will be evaluated by students:

Each student will be asked to submit a module evaluation consisting of an identification of strengths, weaknesses, suggested improvements and any other comments.

Core Texts:

Braun, V. & Clarke, V. (2021) *Thematic analysis: A practical guide*. Sage publications.

British Educational Research Association. (2018). Ethical guidelines for educational research (4th Ed). BERA.

Cohen, L., Manion, L. & Morrison, K. (2017). *Research methods in education* (8th ed.). Routledge.

Creswell, J. W. (2017). *Research design: Qualitative and quantitative approaches* (5th ed.). Sage.

Denscombe, M. (2017). *The good research guide* (6th ed.). Open University Press.

McNiff, J. & Whitehead, J. (2009). *You and your action research project* (3rd ed.). Routledge.

Miles, M.B., Huberman, A.M. & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. Sage.

Oliver, P. (2003). *The student's guide to research ethics*. Open University Press/McGraw Hill Education.

Supplementary Reading

Boland, A., Cherry, G. & Dickson, R. (2017). *Doing a systematic review: A student's guide*. Sage

Coe, R., Waring, M., Hedges, L. & Arthur, J. (Eds). (2017). *Research methods and methodologies in education*. Sage Publications.

Punch, K. F. (2009). *Introduction to research methods in education*. Sage.

Saldana, J. (2012). *Coding manual for qualitative researchers*. Sage.

Swetnam, D. & Swetnam, R. (2009). *Writing your dissertation* (3rd ed.). How to Books.

Wallace, S. (2013). *Doing research in further education and training*. Learning Matters.

Guideline Criterial for Marking: Research Dissertations

	FAIL 0-49%	PASS 50-69%	DISTINCTION 70%+
Introduction 10%	The student does not clearly outline the focus of the study. Links between the purpose of the study and the specialist field are weak. Context is not well established.	The focus of the study is clearly articulated. The purpose of the study is related to the specialist field. The research context is well established.	The focus of the study is excellently articulated. The purpose of the study is very clearly related to the specialist field.
Review of Literature 25%	The literature is unacceptably narrow, lacks focus in terms of the research topic and omits key texts and contributors. The author fails to demonstrate understanding of relevant theory. There is no critique of the literature.	The chosen literature is sound in terms of its relevance to the research question. The author demonstrates command of relevant theory. The paper contains good critique of the literature, with some critical evaluation of alternative positions. The literature is up-to-	The literature is excellently chosen in terms of relevance to the research question. The author demonstrates an excellent command of relevant theory. They engage with the literature in a critical and authoritative manner. Alternative positions are critically evaluated. The literature is up-to-date and is outstanding in terms of breadth and depth.

	FAIL 0-49%	PASS 50-69%	DISTINCTION 70%+
		date and is comprehensive in terms of breadth and depth.	
Research Methodology 20%	The methodology is inappropriate in terms of the research topic. Scant attention has been paid to the methodology literature and there are serious gaps in terms of the limitations and ethical implications of the methodology. Researcher positionality is not addressed. Data analysis processes are omitted.	The methodology has been well chosen in terms of relevance to research topic, taking into consideration a sound range of methodological literature. The arguments made in support of the choice of methodology are logical and well made. Researcher positionality is clearly explained. The data analysis processes are cogently explicated. Pertinent ethical issues are coherently discussed.	The methodology has been excellently chosen in terms of relevance to research topic, taking into consideration a wide range of methodological literature. A comprehensive argument is made in support of the choice of the methodology. Researcher positionality is very clearly explained. The limitations of the methodology are clearly outlined. The data analysis processes are excellently explicated. All pertinent ethical issues are excellently discussed.

	FAIL 0-49%	PASS 50-69%	DISTINCTION 70%+
Findings, Analysis and Discussion 30%	The data is presented in a confusing manner. The author fails to use the literature in critiquing the data. Conclusions are inappropriate in terms of the data presented.	The data is presented clearly and cogently. Very good use is made of the literature in order to offer critical examination of the data. A range of insightful arguments are made within the discussion, and solid links are established between the conclusions and the data. Some original thinking is evident in places.	The author presents the data in an excellent manner. Superb use of the literature is used to critically examine the data. The author is highly insightful in terms of the arguments made within the discussion and there are excellent links between the conclusions and the data. There is evidence of original thought emerging from the analysis of data.
Presentation and Format 15%	Academic conventions are generally ignored. The dissertation is disorganised. The reference list is weak and references are inaccurate or	The author displays skilled use of academic conventions with format and structure followed consistently throughout. The dissertation is systematically	The author displays skilled use of academic conventions with format and structure followed superbly and consistently throughout. The dissertation is systematically and clearly organised. The author has paid

	FAIL 0-49%	PASS 50-69%	DISTINCTION 70%+
	absent. Length requirements are not observed.	organised. The author has paid attention to the accurate formation of the reference list and referencing system. Competent control of length. Some minor errors in evidence.	excellent attention to the accurate formation of the reference list and referencing system. Competent control of length.