

H9PRACTFE: Practicum in Teaching for Further Education

Module Code:	H9PRACTFE
Long Title	Practicum in Teaching for Further Education APPROVED
Title	Practicum in Teaching for Further Education
Module Level:	LEVEL 9
EQF Level:	7
EHEA Level:	Second Cycle
Credits:	15
Module Coordinator:	Leo Casey
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Demonstrate an ability to teach effectively and inclusively in Further Education contexts.
LO2	Demonstrate an understanding of and ability to decide when different teaching strategies should be used and an ability to effectively implement such strategies.
LO3	Analyse and evaluate one's own teaching, discuss this analysis and evaluation with an experienced professional, and identify ways in which the instructional session could be improved the next time it is presented.
LO4	Demonstrate an ability to communicate effectively with students, learners and peers and an ability to work with other professional educators in planning curricula, coordinating modules, and developing and evaluating educational programmes.
LO5	Demonstrate a capacity for on-going professional development by scholarly reflection on practice and a commitment to the values and standards as outlined in the Teaching Council Code of Professional Conduct.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment			
Indicative Content			
Effectiveness of Teaching (60%) • Teaching performance, classroom management, emphasis on what the student does • Preparing, analysing and evaluating and teaching session • Considering the strengths, weaknesses, and trade-offs in evaluating a session • What constitutes effective classroom management in various situations • Evaluating feedback available from students (those being taught) and professionals			
Capacity for On- going Professional Development (40%) • Scholarly reflection on practice • Professional conduct during placement • Understanding and adherence to the Teaching Council Code of Professional Conduct • Adherence to and management of Placement documents and process requirements Note: Full details of the assessment and guidelines for students on placement are provided in the Placement Booklet.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Practical	% of total:	100
Assessment Date:	n/a	Outcome addressed:	1,2,3,4,5
Non-Marked:	No		
Assessment Description: Students are expected to evidence their progress by means of three types of submission. (i) Schedule of Activities - used to ascertain the activities to be undertaken by the student and agreed with the Placement Tutor. (ii) Journal - a weekly diary entry and log of activities that is entered as the student progresses. (iii) Reflection - this (with the other two) comprises the main evidence base for the learning uplift experienced by the student during the placement. During the Provisional Teaching Phase the students are expected to prepare Learning Teaching and Assessment Strategies for all instruction they deliver.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</i>			
Reassessment Description Students must pass all components of assessment on the module; a component fail leads to a component repeat.			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Lecture	15	Per Semester	1.25
Lecturer Supervised Learning	Placement Supervision	15	Per Semester	1.25
Placement	Work-based learning	130	Per Semester	10.83
Independent Learning	Independent Learning	215	Per Semester	17.92
Total Weekly Contact Hours				2.50

Module Resources	
<i>Recommended Book Resources</i>	
Schön, D. (1983), <i>The Reflective Practitioner: How professionals think in action</i> , Temple Smith, London.	
<i>Supplementary Book Resources</i>	
<p>Brookfield, S. (1995), <i>Becoming a Critically Reflective Teacher</i>, Jossey-Bass, San Francisco.</p> <p>Cordingley, P. (2006), Talking to learn: the role of dialogue in professional development. <i>Education Review</i>, 19(2).</p> <p>Gibbs, G. (1988), <i>Learning by Doing: A Guide to Teaching and Learning Methods</i>, Oxford Further Education Unit, Oxford.</p> <p>Johns, C. (2000), <i>Becoming a reflective practitioner</i>, Blackwell Science, Oxford.</p> <p>Huddleston, P. & Unwin L. (2007), <i>Teaching and Learning in Further Education: Diversity and Change</i>, 3rd. Routledge, Oxford.</p> <p>Pickering, J., Pachler, N., & Daly, C. (2007), <i>New Designs for Teachers' Professional Learning</i>, Institute of Education, University of London.</p>	
<i>Recommended Article/Paper Resources</i>	
The Teaching Council of Ireland. Teaching Council Code of Professional Conduct.	
<i>This module does not have any other resources</i>	
Discussion Note:	