

SKILL UP



St Mary's
University College
Belfast
A College of Queen's University

The Department for the Economy
(DfE) is supporting limited **FREE**
places on the PG Cert in Enabling
Educational Skills Development at
St Mary's University College.

SKILL UP



Department for the
Economy
www.economy-ni.gov.uk

An Roinn
Geilleagair

Skill Up

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PG Certificate in Enabling Educational Skills Development

We are offering FREE places, funded by the Department for the Economy, on a number of modules leading to a PG Certificate in Enabling Educational Skills Development.

St Mary's University College in conjunction with the Department for the Economy (DfE) is offering a part-time Postgraduate Certificate entitled "Enabling Educational Skills Development". Students will be invited to choose two modules totalling 60 credits from a menu of options delivered by St Mary's to provide continuing professional development to the teaching profession for the development of leadership skills specific to their needs and contexts. The provision of research-informed tuition can bring lasting benefit to learners and enhance their contribution to the education sector and the wider economy and society.

This course offers participants in Education and Training an opportunity to engage in educational leadership development with a focus on the 'skills economy' in Northern Ireland. The fundamental aim of the Postgraduate Certificate qualification is to develop leaders involved in teaching and learning in the 21st Century. The course is suitable for anyone with an aspiration for personal skills development and leadership in Education and Training. Practitioners will develop their knowledge and research skills as learning leaders within schools, education and training, and further and higher education sectors by developing a critical and evidence-based, research capacity to inform and influence educational (principled) leadership practices in the future.

Modules will address issues such as:

- Dealing with increasing diversity of needs among pupils
- Responding to specific special educational needs (e.g. autism, behavioural issues, pastoral concerns)
- Promoting health and well-being of teachers and pupils
- Promoting literacy in an increasingly diverse classroom environment
- Advancing inclusivity and raising pupil outcomes
- Dealing with trauma and its educational impacts

Students will study part-time over a period of nine months. The modules will be delivered in various modalities (face-to-face and online) and different scheduling patterns (one evening per week over ten weeks, or four day-sessions held on Saturdays).

Tuition fees will be funded by the Department for the Economy as part of its Skill-Up initiative.

WHO CAN APPLY?

To be eligible for a fully funded place under this programme you must:

- Be over 18-years-old;
- Resident in Northern Ireland;
- Eligible to work in Northern Ireland;
- 'Settled' in Northern Ireland, and have been ordinarily resident in the UK for at least three years OR are a person who has indefinite leave to enter or remain in the UK.
- Must meet the existing entry requirements for the course.

Due to high demand you are advised to apply as early as possible.

Entrance Requirements

Candidates for admission to the PG Cert “Enabling Educational Skills Development” should normally hold either:

- (a) Qualified teacher status and an honours degree or equivalent qualification or
- (b) An honours degree or equivalent qualification with at least two years’ professional experience in an educational, training or professionally related context.

They should normally have an undergraduate degree with a 2.2 Honours classification or above, or equivalent qualification acceptable to the programme team.

Applicants should not be currently enrolled for another post-graduate programme within Queen's University and its University Colleges.

Applicants should not be currently or have previously been in receipt of DfE Skill-Up funding.

In the event of over-subscription, we ask applicants to complete a supplementary application question: **Please explain how the PGCert Enabling Educational Skills Development will benefit your career and improve your options for future leadership within the education sector (500 words max)**

Your answer will be assessed along three sub-dimensions: suitable qualifications, goals relevant to the programme and career aspirations.

Application Procedure

Application for the part-time PG Cert course can be made online at

<https://webapps.smucb.ac.uk/app/mlevel/Masters.aspx?Prog=SKU>

Application forms for entry to the PG Cert “Enabling Educational Skills Development” should be submitted no later than two weeks prior to the commencement of a course. Late applications will be considered subject to the availability of places.

Finance

Tuition fees will be claimed by the College from the Department for the Economy.

Academic Regulations

The formal regulations that appear in the Queen’s University Calendar apply to all participants.

Attendance

Students are expected to attend all planned teaching sessions and, if unable to do so, to inform the course tutor.

Programme Aims

St Mary's provides teachers and education related professionals with a stimulating, welcoming and supportive environment in which they have the opportunity to work alongside a strong community of fellow professionals. The programme has the following aims:

- Embed a culture of self-evaluation by providing opportunity for critical reflection
- Ensure that teachers receive targeted and supportive professional development, needed to strengthen leadership capacity and raise achievement in schools.
- Facilitate school improvement by encouraging and promoting professional collaboration and sharing of best practice.
- Inspire creativity, passion and optimism in the teaching profession.
- Make educational excellence and success accessible to all.
- Nurture the talent and ambition of teachers who are committed to their own professional development.
- Promote personal excellence, teamwork and leadership among educational professionals.
- Support career-long professional development

Assessment

All accredited modules are assessed by coursework. There are no formal, written examinations. Results are made available following the External Examination process. This may take up to eight weeks to complete. Results are made available in time for Summer graduation at the University. Distinction or commendation may be awarded on the recommendation of the Board of Examiners.

Awards

A pass with commendation will be awarded to those graduating with a Postgraduate Certificate who achieve an average mark of at least 60%.

A pass with distinction will be awarded to those graduating with a Postgraduate Certificate who achieve an average mark of at least 70%.

Delivery of modules

This PG Certificate programme aims to support learning leaders in the development of transformative leadership practices in learning communities across NI schools and colleges. It will build the educational capacity of learning organisations in a values-based and professional manner.

There are three basic modes of delivery: weekly taught sessions in college, Saturday study days, online learning. See each module in the programme below for details of the mode used for its delivery.

Students can choose from a menu of modules offered over two semesters, taking one per semester. The current list of modules is on offer.

Semester 1

EDC7012 Behaviour Issues in the Context of Special Educational Needs

Delivery: In College, Wednesdays, 25 Sept – 4 Dec 2024

EDC7041 Children and Young People in Crisis: Pastoral Responses

Delivery: In College, Wednesdays, 25 Sept – 4 Dec 2024

EDC7052 Issues in Curriculum: Improving Practice through Lesson Study (online module)

Delivery: Online

EDC7069 Pupil Learning through Physical Education and School Sport

Delivery: Online, Wednesdays, 25 Sept – 4 Dec 2024

EDC7082 Music Therapeutic Techniques in Education

Delivery: In College, Saturdays, 28 Sept – 26 October

EDC7087 Autistic Voice and SEN Practice

Delivery: Saturdays, 28 Sept – 26 October

EDC7043 Saibhreas agus Cruinneas na Gaeilge (10 CATS)

EDC7076 Gaeilge na Gaeltachta (20 CATS)

These modules are taken as a unit

Delivery: In College, Wednesdays, 25 Sept – 4 Dec 2024

Semester 2

EDC7006 Principles into Practice in the Early Years

Delivery: In College, Wednesdays, 8 Jan – 26 March 2025

EDC7007 Current Issues in the Teaching of Language and Literacy

Delivery: In College, Saturdays, 11 Jan – 8 Feb 2025

EDC7053 Personal Development: Promoting the Health and Well Being of Teachers and Pupils

Delivery: Online, Saturdays, 11 Jan – 8 Feb 2025

EDC7059 Contemporary Leadership Issues for the Effective School

Delivery: Wednesdays, 8 Jan – 26 March 2025

EDC7077 Building Capacity in Schools: Advancing Inclusivity to Raise Pupil Outcomes

Delivery: In College, Saturdays, 11 Jan – 8 Feb 2025

EDC7078 Current Issues and Future Directions in Physical Education and School Sport

Delivery: In College, Saturdays, 11 Jan – 8 Feb 2025

EDC7085 Understanding and Supporting Autistic Children and Young People in Education

Delivery: In College, Saturdays, 11 Jan - 22 Feb, 2025

EDC7089 Sainchúrsa Gaeilge do mhúinteoirí: eolas agus inniúlacht

Delivery: In College, Wednesdays, 8 Jan – 26 Mar, 2025

Catalogue of Modules

Semester 1

EDC7012 Behaviour Issues in the Context of Special Educational Needs

Tutor: Mrs Geraldine Parks

Delivery: In College, Wednesdays, 25 Sept – 4 Dec 2024

This module will address behaviour in the context of special educational needs within a framework of inclusive practice and entitlement in the mainstream school. Participants will have the opportunity to examine research that informs current thinking and debate in a number of areas including challenging behaviour, Autistic Spectrum Disorder and Attention Deficit Hyperactivity Disorder. The module will support the development of pedagogical competence in the field of special educational needs.

EDC7041 Children and Young People in Crisis: Pastoral Responses

Tutor: Rev Dr Edward McGee

Delivery: In College, Wednesdays, 25 Sept – 4 Dec 2024

This module aims to support teachers in developing a critical knowledge and understanding of the key issues pertaining to the emotional, behavioural, social and psychological impact of continuous, post and intergenerational traumatic stress on children and young people. The influence and far-reaching implications of intergenerational trauma will be explored within the context of the Northern Ireland conflict while drawing on comparisons of intergenerational trauma in other international conflict zones. Structures and mechanisms that can be used to support pupils affected by a traumatic incident will be examined. A particular focus will be given to the development of strategies that promote safety, trauma prevention and resiliency. In addition, emphasis will be placed on fostering self-care techniques to help to minimize anxiety and counteract vicarious trauma.

EDC7052 Issues in Curriculum: Improving Practice through Lesson Study (online module)

Tutor: Dr Matthew Martin

Delivery: Online

In this module students receive structured support, theoretical and practical training and research guidance as they set about putting the principles of Lesson Study into action within the context of their own teaching. Students on this module organise a peer review relationship for themselves within which lessons will be designed, methods compared and learning results evaluated.

Maximising the potential that is inherent in collaborative planning and collaborative reflection is central to the module's focus. Students will be shown examples of ways in which Lesson Study works particularly well in improving the quality of teaching and learning. Students will also be encouraged to reflect on the particularities of the method's suitability and application to their particular classroom, their particular disciplines and their particular pupils.

EDC7069 Pupil Learning through Physical Education and School Sport

Tutor: Mr Ciaran Walsh

Delivery: Online, Wednesdays, 25 Sept – 4 Dec 2024

This course aims to support the continuing professional development of teachers interested in or specialising in Physical Education both at Primary and Post-Primary level. It will enable teachers to enhance their knowledge and skills, to critically evaluate new developments and theoretical perspectives in Physical Education and School Sport, to integrate new knowledge into their professional practice and to initiate new developments in their schools. The overall aim is to improve standards of teaching and learning in Physical Education and enhance pupils' experience and enjoyment

EDC7082 Music Therapeutic Techniques in Education

Tutor: Ms Karen Diamond

Delivery: In College, Saturdays, 28 Sept – 26 October

The benefits of music therapy in supporting a diverse range of learning needs are well documented. This module explores the procedures, challenges and benefits of using music therapeutic techniques in a range of educational contexts. The aim of the module is to help primary and post-primary teachers understand how music therapeutic techniques have the ability to increase individuals' capacity for learning and for coping in the school environment. It provides teachers with practical strategies for implementation in their own educational setting. Participants will develop knowledge and understanding of music therapeutic techniques through pedagogical exploration and experiential learning as they discover its role in supporting children and young people. Please note, while it is not compulsory to have a background in music, it may be beneficial if the participant has some musical knowledge. It is hoped to run the course over three intensive sessions.

EDC7087 Autistic Voice and SEN Practice

Tutor: Dr Gillian O'Hagan

Delivery: Saturdays, 28 Sept – 26 October

For many learners education can be a challenge. This course allows participants to explore new perspectives on the issue of autism that will make a real difference to learners' lives. It will be of interest to professionals working in all educational settings. Participants will further their knowledge and understanding of current autism theory, research, and policy. Students will reflect on the distinctive needs of the autistic learner, explore the social psychology of autism, and consider the challenges faced by autistic students in schools. A strong focus is placed on evidence-based practice for supporting learners on the autism spectrum, and in developing the skills and expertise required to meet the needs of autistic children and young people. Coursework is designed to enable students to apply learning to their own setting.

Semester 2

EDC7006 Principles into Practice in the Early Years

Tutor; Ms Deirdre Cree

Delivery: In College, Wednesdays, 8 Jan – 26 March 2025

This module examines the need to establish and adhere to a set of clearly defined and workable principles that should underpin education in the early years of school. How the principles inform good practice will be explored in terms of their significance for the work of Early Years professionals in the current educational climate. The nature of children and childhood will be examined in order to identify what characterises young learners. The question of how children's complex needs can best be met in the nursery and at Key Stage One will also be addressed.

EDC7007 Current Issues in the Teaching of Language and Literacy

Tutors; Dr Geraldine Magennis-Clarke and Dr Donna Hazzard

Delivery: In College, Saturdays, 11 Jan – 8 Feb 2025

This module aims to raise awareness of current issues and debates in the teaching of language and literacy. Students will be encouraged to reflect upon and evaluate their existing practice within Nursery / Primary School settings. As teachers engage in this process, it is hoped that they will begin to refine their understanding of effective literacy teaching and apply this to their own professional contexts.

EDC7053 Personal Development: Promoting the Health and Well Being of Teachers and Pupils

Tutor: Mrs Nora O' Baoill

Delivery: Online, Saturdays, 11 Jan – 8 Feb 2025

This module aims to provide primary and post-primary teachers with the opportunity to explore international research and scholarship on social and emotional education and its application to school and classroom practice. It seeks to develop teachers' understanding of the relationship between safeguarding, school life, school ethos and the Personal Development curriculum in nurturing a positive and sustainable sense of well-being and in raising standards across the whole school community. Areas to be addressed include; emotional literacy, circle time, consensual decision making, anti-bullying procedures and protocols including cyber bullying, suicide prevention, community engagement, spiritual development and peer mediation. Throughout the module teachers will be encouraged to reflect on their personal and professional functioning as individuals who are working in partnership with external agencies to promote validating, safe and person-centred learning environments.

EDC7059 Contemporary Leadership Issues for the Effective School

Tutors: Prof. Martin Hagan and Dr Séamas Ó Donnghaile

Delivery: Wednesdays, 8 Jan – 26 March 2025

This module addresses leadership practice and thinking in both historical and cultural contexts and provides an overview of the field of current leadership studies. Consideration is given to leadership theory, and problematizing leadership in a range of different school and educational settings. The module identifies the characteristics of successful school leaders and reflects on the extent to which leadership and management may be thought of as essentially different modes of practice. The module proposes that a move away from traditional managerialist styles of leadership towards more values based and learning centred leadership practice has greater potential for promoting more effective, 'intelligent' schools.

EDC7077 Building Capacity in Schools: Advancing Inclusivity to Raise Pupil Outcomes

Tutor: Nora O'Baoill

Delivery: In College, Saturdays, 11 Jan – 8 Feb 2025

Educational reform is the great progressive cause of our time. However, this reform depends on capacity building so that standards are raised for all children and young people. This module provides students with the opportunity to synthesise contemporary research and scholarship on key issues in the capacity building debate and to explore its relationship to professional practice. Areas to be covered include professional learning communities, leadership and mentoring in provisions for SEN and collaborative modes of school inquiry for evidence-based responses to learner diversity.

EDC7078 Current Issues and Future Directions in Physical Education and School Sport

Tutor: Dr Elaine Mc Laughlin

Delivery: In College, Saturdays, 11 Jan – 8 Feb 2025

This module aims to provide participants with advanced knowledge and understanding of contemporary issues in Physical Education. Core areas of study include physiology, psychology, sociology, and child development. During the course of the module students will explore the challenges teaching and coaching encounter in today's social context. A range of issues will be examined, for example, liability, mental health, participation and engagement. Teaching methodologies will include lectures, tutorials and discussion. This module is suitable for both the specialist and nonspecialist professional and working with all age ranges.

EDC7085 Understanding and Supporting Autistic Children and Young People in Education

Tutor: Dr Craig Goodall

Delivery: In College, Saturdays, 11 Jan - 22 Feb, 2025

By the end of this module students will have developed a broad understanding of what autism is, the cognitive and sensory differences of autistic individuals and issues impacting on autistic children and young people within school. Students will gain expert knowledge and insight into the lived experiences of autistic individuals, particularly the educational experiences of autistic children and young people. This module aims to ensure that each student leaves with a mindset that prioritises personalisation and support for autistic children and young people through changes in practice and the education environment, rather than prioritising normalisation or changing the child to fit the education system. By appreciating the characteristics and learning styles of autistic young people we can not only make school more inclusive but more enjoyable for all pupils. Through critical reflection, practitioners will develop advanced knowledge and critical understanding of autism and how to better support the autistic population within their schools.

Irish-Medium Education

Semester 1

EDC7043 and EDC7076 are taken as a linked pair of courses

EDC7043 Saibhreas agus Cruinneas na Gaeilge (10 CATS)

Teagascóir: An tUasal Pádraig de Bléine

Is é aidhm an mhodúil seo barr feabhais a chothú i labhairt agus i scríobh na Gaeilge agus díreofar ar fhoinsí a thacaíonn le cruinneas labhartha agus scríofa. Tabharfar deis do rannpháirtithe scileanna profléitheoireachta a fhorbairt agus cuirfear ar an eolas iad faoi áiseanna tagartha a thacaíonn leis an fhoghlaím neamhspleách. Déanfaidh rannpháirtithe cnuasach áiseanna maidir le saibhriú na Gaeilge a fhorbairt.

This two-day course arises from the recommendations made in the Review of Irish Medium Education (DE, 2009) and the Chief Inspector's Report (ETI, 2009). The following are the key aspects of the course: n Accuracy in the Irish language: both written (grammar) and oral (phonology). n Enrichment in the Irish language: the development and improvement of general standards of linguistic competence through a focus on Gaeltacht-based texts as well as written and oral resources originating from the Gaeltacht.

EDC7076 Gaeilge na Gaeltachta (20 CATS)

Teagascóir: An tUasal Pádraig de Bléine

Forbrófar tuiscint agus inniúlachtaí na mac léinn trí dheiseanna a sholáthar le hardchaighdeán labhartha agus scríofa sa Ghaeilge a bhaint amach. Tabharfar eolas ar na foinsí agus ar na toibreacha (idir thraidisiúnta agus leictreonach) le scileanna teanga a chur chun cinn. Beidh an bhéim ar bhinneas béil agus ar chruinneas scríofa. Déanfar staidéar ar réimse téacsanna (idir bhuntéacsanna agus aistriúcháin) a rinne cainteoirí dúchais Ghaeilge. Leagfar béim ar ghnéithe éagsúla de scríobh agus de labhairt nádúrtha na Gaeltachta. Beidh taifeadadh ar chaint agus ar chomhrá Ghaeltacht Dhún na nGall san áireamh. Beidh faill ag na mic léinn forbairt a dhéanamh ar inniúlachtaí sna réimsí seo a leanas: scileanna profléitheoireachta a thabhairt chuig leibhéal ard cruinnis; foinsí tairbheacha atá dírithe ar fhorbairt chruinnis agus saibhris a rochtain; agus cur i bhfeidhm rialacha na gramadaí trí obair i ngrúpaí.

This module aims to develop students' understanding and competencies by providing opportunities to promote and facilitate a high standard in oral and written use of the Irish language and to disseminate information regarding valuable sources (both traditional and electronic) for advancing language skills relating specifically to written and oral accuracy and eloquence. The course explores the study of texts including translations and original works by native Irish speakers in order to highlight aspects of the native speaker style of spoken and written language. This includes recordings with transcripts of native speakers from the Donegal Gaeltacht. Through completion of the module students should develop the following professional competencies: proofreading skills in Irish to a high level of accuracy, the ability to access and use a range of essential sources aimed at linguistic enrichment an enhanced ability to apply grammatical knowledge with increasing accuracy.

Semester 2

EDC7089 Sainchúrsa Gaeilge do mhúinteoirí: eolas agus inniúlacht

Teagascóirí: Dr Tomás Ó Ruagáin, Dr Seán Mac Corraidh agus Dr Gabrielle Nig Uidhir

Delivery: In College, Wednesdays, 8 Jan – 26 Mar, 2025

Tabharfar aghaidh ar an chúrsa cumaisc seo ar riachtanais ghairmiúla mhúinteoirí Gaeilge agus gaelscolaíochta ag an bhunleibhéal nó ag an mheánleibhéal. Is iad na haidhmeanna atá leis an chúrsa eolas na rannpháirtithe ar chórais na gramadaí, na fóineolaíochta agus na comhréire sa Nua-Ghaeilge

a fhorbairt trí théacsanna liteartha agus acmhainní closamhairc agus inniúlacht na múinteoirí ar labhairt agus ar scríobh na teanga a fhairsingiú.

This blended course will address the professional language needs of teachers of Irish and of those who teach through the medium of Irish, at both primary and postprimary phases. The aims of the course are to advance participants' knowledge of the grammatical, phonological and syntactic systems of Modern Irish through consideration of literary texts and audiovisual resources and to increase teachers' proficiency in the speaking and writing of the language.

INFORMATION FOR APPLICANTS

St Mary's University College
Belfast has made all reasonable
efforts to ensure that the
information in this guide is
accurate and up to date when
compiled.

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