

# Best Practices Identification - Grid



**PARTNER SUGGESTING THIS PRACTICE:** Maynooth University

**TITLE DOCUMENT:** BTEI LEVEL 3 INTEGRATED CURRICULUM: IRELAND TODAY!

**PROMOTER:** /

**LANGUAGES:**  EN |  DE |  FR |  FI |  GR |  Other:

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**WEBSITE:** <https://www.education.ie/en/Schools-Colleges/Services/Further-Education-and-Training/Back-to-Education-Initiative-BTEI/BTEI-Level-3-Integrated-Curriculum-Irel>

## The output of this document includes:

- Rational
- Theoretical background
- Characterisation of the context
- Reference to existing "needs"/"problems"
- Reference to possible "benefits"/"resources"
- Definition of goals
- Identification of target groups
- Description of main intervention strategies
- Partnership with other organisations
- Process evaluation
- Outcome evaluation

## Target group(s):

adult learners

## Topic or discipline:

integrated, learner led curriculum design

## Short Description

.This document sets out a curricular framework as an exemplar for the implementation of a BTEI Level 3 Foundation Programme on a phased basis which leads to a full FETAC Level 3 Certificate in General Learning. This curricular framework is designed to serve as an example of how a programme might be structured in order to have learners achieve a FETAC Level 3 Certificate in General Learning. The framework sets out a structure for delivering seven components leading to a FETAC major award over two years, parttime. This framework has been created to support Back to Education Initiative (BTEI) Co-ordinators and practitioners in the development of integrated programmes for delivery to learners who are primarily focused on the development of the skills necessary to progress further in their education in line with the objectives of the Back to Education Initiative. The curriculum was drafted in the knowledge that FETAC are in the process of introducing the new national Common Awards System, and it is hoped that this process will inform practice in terms of designing and submitting new programmes for validation when this becomes possible. The aims of the curricular framework are to: • Provide learners with an appropriate, planned introduction to learning at Level 3 of the National Framework of Qualifications • To help learners to develop both lower and higher order skills, including knowledge, comprehension, application, analysis, synthesis, and evaluation, which can be applied at higher levels of learning. • To support learners to develop comprehensive literacy, numeracy, ICT and language skills through participation in an integrated programme, with a focus on progression to Levels 4 and 5. • To provide tutors with a guide to supporting learners to develop the core skills required to facilitate learners to progress with ease from FETAC Level 3 to Level 4. • To provide a framework within which to comprehensively plan BTEI programmes leading to a full award at FETAC Level 3.

## Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?

this is an integrated design programme for adult learners, the themes for discussion are chosen by adults themselves, this means that the relevance of the project to this reaserach may depend on the adult learning group in question. it does provide a useful example of how to integrate a curriculum