Welcome

On behalf of the Early Childhood Education Team at TU Dublin, I wish you a rewarding and successful year ahead. You have enrolled on a highly sought after course and we hope you will find it challenging, stimulating and exciting. This handbook contains essential information about staff, modules, assessments, library and computer facilities and should be kept with other handbooks and documents you receive about your course.

Apart from academic endeavours, going to college has lots to offer in the sporting, cultural and social spheres. I encourage you to make the most of what is on offer, both within the university and in the wider city, and to develop new interests, make new friends and broaden your horizons.

Wishing you every success on your chosen course,

Martina Ozonyia,
Programme Chair, BA (Hons.) in Early Childhood Education,
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1The programme/module content and structure detailed in this Handbook may be amended for subsequent years via the University's standard quality enhancement procedures.
1. General Overview of Programme
The development of the Early Childhood Education sector in Ireland goes as far back as the 1940s, with statistics showing that about 48,000 children between 3-5 years old (Fallon, 2003) were in the educational system at that time. However, Early Childhood Education (ECE) in Ireland entered a new phase with the publication of the White Paper *Ready to Learn* (DES, 1999). The paper identified quality provision as a key theme as well as the need to focus on the disadvantaged and children with special needs in the years to come.

Since then, the sector has undergone many significant developments and changes, such as the introduction of the national quality framework *Síolta* (CECDE) in 2006, *Childcare (Pre-School) Regulations* (2006) and (2016), the national curriculum framework *Aistear* (NCCA 2009), the first of the two Free Pre-School Years (2010), Inclusion coordinators (2016) and mandatory registration for ECE services, also in 2016.

The many changes to policy and regulations have resulted in a need to up-skill educators, managers and leaders within ECE settings as well as persons working in the many other organisations who have support functions within the ECE sector.

Dublin Institute of Technology was at the forefront of these developments and was one of the longest established providers of Early Childhood Education programmes in Ireland. The first programme commenced in 1977, offering a one-year certificate to pre-school workers in the Eastern Health Board region. The certificate programme was extended to two years in 1985, followed by the introduction of a two-year part-time Diploma in 1993. This in turn evolved to the B.A. (Ord.) in ECCE in September 1999 and finally, in September 2005 DIT launched a new 3-year BA (Hons.) in ECE. On 1st January 2019, TU Dublin came into being, following the merge of DIT, IT Tallaght and IT Blanchardstown.
2. Introduction to the University and brief outline of its facilities

There are more than 28,000 students at TU Dublin. The University is composed of four colleges which formerly constituted Dublin Institute of Technology, as well as Schools and programmes located on the Tallaght and Blanchardstown campuses (formerly constituted as IT Tallaght and IT Blanchardstown):

- College of Arts and Tourism
- College of Business
- College of Engineering and Built Environment
- College of Sciences and Health

The President of the University is Professor David FitzPatrick.

2.1 Introduction to the College of Arts and Tourism

The College of Arts and Tourism is composed of six Schools:

- School of Languages, Law & Social Sciences
- Conservatory of Music and Drama
- School of Culinary Arts and Food Technology
- School of Media
- Dublin School of Creative Arts
- School of Hospitality Management & Tourism

The Director and Dean of the College is Mr. John O’Connor.

2.2 Introduction to the School of Languages, Law and Social Sciences

The School of Languages, Law & Social Sciences consists of three Departments; Languages, Law and Social Sciences. The Head of School is Dr. Angela Feeney. The Head of Department of Social Sciences, and Asst. Head of School, is Dr. Kevin Lalor. The Department of Social Sciences has been at the forefront of professional training in Early Childhood Education and Social Care in Ireland since our programmes first commenced in 1974 in Cathal Brugha Street campus.

Currently, the Department of Social Sciences offers the following programmes
BA (Hons.) in Early Childhood Education
BA (Hons.) in Social Care
MA in Mentoring, Management & Leadership in the Early Years
MA in Criminology
MA in Child, Family and Community Studies
MA in Social Care Leadership & Management

We also have a cohort of MPhil and PhD candidates, researching primarily in the fields of social care and early childhood education.

2.3 Staff of the Department of Social Sciences

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Tel. Number</th>
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<tbody>
<tr>
<td>Mr. Leslie Cassells</td>
<td>4024218</td>
</tr>
<tr>
<td>Ms. Mary Delany</td>
<td>4024177</td>
</tr>
<tr>
<td>Dr. Paddy Dolan</td>
<td>4024212</td>
</tr>
<tr>
<td>Ms. Judy Doyle</td>
<td>4024205</td>
</tr>
<tr>
<td>Ms. Katarina Filipovic</td>
<td>4024131</td>
</tr>
<tr>
<td>Ms. Margaret Fingleton</td>
<td>4025329</td>
</tr>
<tr>
<td>Dr. Carmel Gallagher</td>
<td>4024197</td>
</tr>
<tr>
<td>Dr. Ann Marie Halpenny</td>
<td>4024255</td>
</tr>
<tr>
<td>Dr. Niall Hanlon</td>
<td>4024224</td>
</tr>
<tr>
<td>Dr. Nicola Hughes</td>
<td>4024211</td>
</tr>
<tr>
<td>Dr. Fiona McSweeney</td>
<td>4024125</td>
</tr>
<tr>
<td>Ms. Martina Ozonyia</td>
<td>4024117</td>
</tr>
<tr>
<td>Mr. Jan Pettersen</td>
<td>4024278</td>
</tr>
<tr>
<td>Dr. Mairéad Seymour</td>
<td>4024133</td>
</tr>
<tr>
<td>Ms. Anne Marie Shier</td>
<td>4024227</td>
</tr>
</tbody>
</table>
2.4 School Office: Bradogue: Room BR105
Opening Hours:  Monday-Friday:
                9.30-12.30 &
                2.30-4.00
School Administrators:  Joanne Boyle & Caroline Brennan
                        Tel: 402 4164

3. Induction/ Registration
Students on the programme must register in order to attend classes, gain
access to course material on the online platform ‘Brightspace’, obtain a
student email account, obtain a Student ID Card, Library access and be
eligible to take examinations and access results on the Electronic Grade Book
(EGB) system. The status as a student of the programme is not confirmed
until registration has been completed. Instructions on how to finalise
Registration and obtain student card can be accessed on the following
website: http://www.dit.ie/studentservices/registration/registerpaynew/

Programme Calendar and Class Timetables: class timetables are available to
registered students at
https://testtimetables.dit.ie/Web/Timetable
3.1 Overview of Modules in Each year of the Programme

Fig. 1 – Overview of Modules on the B.A. (Hons.) in Early Childhood Education

### Psychology Strand
- Psychology and Child Development
- Skills Development

### Pedagogy Strand
- Early Education
- Language, Literacy and Numeracy
- Aistear & Early Years Curricula
- Outdoor Learning

### Professional Practice Strand
- Professional Practice in the Early Years
- Child Health & Nutrition
- Art in Early Education
- Drama in Education
- Inclusion in Early Years Practice
- Options (1 of 2): Art in Early Education 2 (or) Drama in Education 2
- Supervised Practice Placement: Developing as an early years practitioner

### Social Theory Strand
- Sociology & Social Policy
- Law
- Supervised Practice Placement: The skilled Early years educator

### Research Strand
- Research Methods in the early years
- Research Methods: Documenting young Children’s Meanings
- The competent Early years educator
- - Law
- - Sociology of Education & Inequality

### 1st Year Modules
- Child Development in context
- Mental Health during the Early Years

### 2nd Year Modules
- Pedagogy & Curriculum
- Perspectives on Early Childhood Education: Issues in Policy, Practice and Research
- Digital Childhoods
- Working with Families & Communities
- Child Protection and safeguarding in the early years
- Introduction to Business & Management skills in Early Years Services
- Digital childhoods

### 3rd Year Modules
- Supervised Practice Placement: The reflective practitioner
- Sociology of Education & Inequality
- Research Methods & Dissertation

60 ECTS
### List of Year 1 Modules with weighting

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>ECTS</th>
</tr>
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<tbody>
<tr>
<td>ECE1001</td>
<td>Psychology &amp; Child Development</td>
<td>10</td>
</tr>
<tr>
<td>ECE1002</td>
<td>Early Education</td>
<td>10</td>
</tr>
<tr>
<td>ECE1003</td>
<td>Professional Practice in the Early Years</td>
<td>5</td>
</tr>
<tr>
<td>ECE1004</td>
<td>Child Health &amp; Nutrition</td>
<td>5</td>
</tr>
<tr>
<td>ECE1005</td>
<td>Art in Early Education</td>
<td>5</td>
</tr>
<tr>
<td>ECE1006</td>
<td>Drama in Education</td>
<td>5</td>
</tr>
<tr>
<td>ECE1007</td>
<td>Supervised Practice Placement: Developing as an early years practitioner</td>
<td>5</td>
</tr>
<tr>
<td>ECE1008</td>
<td>Sociology and Social Policy</td>
<td>5</td>
</tr>
<tr>
<td>ECE1009</td>
<td>Research Methods in the Early Years</td>
<td>5</td>
</tr>
<tr>
<td>ECE1011</td>
<td>Skills Development</td>
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### List of Year 2 Modules with weighting

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>ECTS</th>
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</thead>
<tbody>
<tr>
<td>ECE2010</td>
<td>Child Development in context</td>
<td>5</td>
</tr>
<tr>
<td>ECE2011</td>
<td>Mental Health during the Early Years</td>
<td>10</td>
</tr>
<tr>
<td>ECE2014</td>
<td>Inclusion in Early Years practice</td>
<td>5</td>
</tr>
<tr>
<td>ECE2026</td>
<td>Language, Literacy and Numeracy</td>
<td>5</td>
</tr>
<tr>
<td>ECE2027</td>
<td>Aistear and Early Years curricula</td>
<td>5</td>
</tr>
<tr>
<td>ECE3028</td>
<td>Outdoor Learning</td>
<td>5</td>
</tr>
<tr>
<td>ECE2016</td>
<td>Supervised Practice Placement: the skilled early years educator</td>
<td>5</td>
</tr>
</tbody>
</table>
ECE2029 | Supervised Practice Placement: the competent early Years Educator | 5  
ECE2017 | Law | 5  
ECE2018 | Research Methods: Documenting Young Children's Meanings | 5  
ECE2015 or ECE2019 | Option: Art in Early Education 2 or Drama in Education 2 | 5  
INTL 2000 | Option: Study Abroad Option for students going on Erasmus exchange programme* | 25  

*Students who go abroad on Erasmus exchange in Semester Two Year 2, take the Study Abroad module instead of Semester Two modules

**List of Year 3 Modules with weighting**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE2013</td>
<td>Digital Childhoods</td>
<td>5</td>
</tr>
<tr>
<td>ECE3021</td>
<td>Introduction to Business &amp; Management Skills in Early Years Services</td>
<td>5</td>
</tr>
<tr>
<td>ECE3019</td>
<td>Pedagogy and curriculum</td>
<td>5</td>
</tr>
<tr>
<td>ECE3020</td>
<td>Working with Families &amp; Communities</td>
<td>5</td>
</tr>
<tr>
<td>ECE3030</td>
<td>Child Protection and safeguarding in the early years</td>
<td>5</td>
</tr>
<tr>
<td>ECE3029</td>
<td>Perspectives on Early Childhood Education: Issues in Policy, Practice &amp; Research</td>
<td>5</td>
</tr>
<tr>
<td>ECE3023</td>
<td>Supervised Practice Placement: The reflective practitioner</td>
<td>10</td>
</tr>
<tr>
<td>ECE2028</td>
<td>Sociology of Education and Inequality</td>
<td>5</td>
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</table>
3.2 Tutors
A tutor is assigned to every group of approximately 20 students. They offer a supportive role for the students and focus on both the academic and professional practice placement elements of the programme. Tutorials are held in the college with the students and the tutor also visits students in their professional placement setting. Tutors organise and set up practice placements for students. They facilitate pre placement seminars and placement preparation sessions.

During a student’s placement in the sector the tutor facilitates a three way meeting in the social care setting between the practice teacher/placement supervisor, the student and themselves to monitor the progress of the student in the social care setting. Should a practice teacher have an issue with the student on placement they will contact the tutor.

3.3. Procedures for exemptions
Module exemptions will be considered by the Head of School and the relevant lecturer on presentation of in-date academic module transcripts and details of module content. Such module transcripts must not be more than three years old in order to ensure that the content is current and relevant and up to date. See Appendix 1 for further details on RPL (recognition of prior learning).

3.4 Computer facilities
Computers are available on the Grangegorman campus. All students are issued with an e-mail account and have access to computer facilities in all TU Dublin sites across the city. The computer room is supervised by a team of technological support staff on campus to assist students with applications and report technical issues back to the helpdesk. Furthermore, the library on Grangegorman campus has a number of computer terminals which students can use for research purposes.
Brightspace VLE (Virtual Learning Environment) and anti-plagiarism tool

From September 2019, the university is moving to *Brightspace* VLE (Virtual Learning Environment), having previously used Webcourses. Individual lecturers will provide details on material and functions they will use in *Brightspace* throughout the year.

3.5 Library and other learning resources

The Library holds a combined book-stock of 200,000 items and subscribes to 2,100 journals across a wide variety of subject areas. The holdings of all campus libraries are available for searching on the Millennium Online Public Access catalogue (OPAC) [http://library.dit.ie/](http://library.dit.ie/). Membership of the library is automatically conferred on all registered staff and students and users may use the services of the seven constituent libraries. It is likely that students will rely for most of the literature sources on the libraries at Grangegorman and Aungier Street.

The libraries at Grangegorman and Aungier Street are well stocked with relevant and up-to-date books and journals in the social sciences field for short and long term loan.

**Grangegorman Library**

The main collections relating specifically to Social Care and Early Childhood are held in the library at Grangegorman. Total current book stocks amount to 35,000 volumes, divided into three main collections – Main Lending, Short Loan and Reference. Orders have been placed for all textbooks and periodicals listed in the reading lists detailed in the module descriptions. There are also print journal subscriptions covering all major social science areas and over 500 student dissertations.

**Grangegorman library term-time opening hours** (from 16 September 2019)

Monday - Thursday 09.30 - 21.30
Friday 09.30 - 17.15

Saturday (from 5 Oct) 10.00 – 17.00

**Photocopying** – Photocopying and printing are available in both colour and black & white in all libraries. Photocopy accounts are automatically set up on the student/library card at Registration. The student/library card must be topped up before use. This can be done in the library.

**Fines** – A fine system for late returned books is in operation.

**Library Staff:**
Catherine Cooke – College Librarian
Susan Chambers – Assistant Librarian
Wanda Carin – Senior Library Assistant
John English – Library Assistant
Ralph Murphy – Library Assistant.
Position vacant – Library Assistant
Paul McMahon – Library assistant (half-time)

**Contact Details for the Library**
Library times and all related details may be viewed at: [http://www.dit.ie/library/](http://www.dit.ie/library/)
Telephone: 402 4108
Email: grg.library@tudublin.ie

**Aungier Street**
The library at DIT Aungier Street is one of the most modern academic resource centres in the country. Its design takes account of changes in emphasis from teaching to learning and the new focus on a student centred learning experience. As a result the library provides a diverse range of study spaces, 8 group project rooms, 174 open access PC units, laptop facilities, a state of the art seminar room, a copy/print centre, AV Room and a new Assistive Technology Room.
**Information Technology**

In common with most modern academic libraries, TU Dublin Library has invested heavily in information technology. The vast majority of its information resources are now web-based. The Library website has been specifically designed to offer users speedy access from a single location to e-journals, subject databases, international library catalogues and selected subject-based links to useful web sites. The library actively promotes a policy of providing access to information worldwide to supplement its core collections. There has been and will continue to be heavy investment in information technology over the next few years. Wifi is available throughout all libraries.

**Electronic Resources**

There are a host of electronic resources available via the library website. The library has many online databases including

- Soc Index with Fulltext
- Social Science Citation Index
- Psychinfo
- ERIC
- British Education Index and Australian Education Index.
- Index to Theses and Dissertations Abstracts – two indexes providing access to and abstract details of Irish, UK and US research dissertations at Masters and Doctoral level.
- Full colour printed guides to all our databases are freely available. All databases are available across all sites and may also be accessed from home.
- Full Text online journals are available through the electronic journals portal. [http://ew5mz7jl6k.search.serialssolutions.com/](http://ew5mz7jl6k.search.serialssolutions.com/).

Subject specific material resources are grouped together on the website under the heading Subject Gateway:

and feature quick links to electronic journals, databases, Exam papers and internet links.

**Access to electronic resources from home**
Registered staff and students can access library web-based material, including all subject databases, from home using an IP authentication and pin-number system.

**Inter library loans and Document Delivery Service**
In keeping with library policy on access to information, the inter library loan and document delivery service is available to all staff and students. Requests for material are transmitted electronically on a daily basis to the British Library. Material is also sourced and borrowed from other Irish academic institutions and through the various professional bodies of which the library has institutional membership. Online catalogues from other 3rd level institutions are linked for easy access.

In addition to the literature resources available at TU Dublin, students may apply for an ALCID (Academic Libraries Co-operating in Ireland) card which allows them access to libraries all over Ireland including the extensive collections in Trinity College Dublin.

**User Education**
Tours of the library are arranged for new staff and students each year. Final year and post-graduate students are given a number of classroom and hands-on sessions on research skills in the library – finding information using both primary and secondary sources in their particular subject areas. Tuition is offered on the use of electronic databases and the Internet. Leaflets, bookmarks and guides to the various services are available.

**Other Information**
There are eight libraries within the university. They are located at Aungier Street, Bolton Street, Cathal Brugha Street, Kevin Street, Grangegorman,
Rathmines Road, Tallaght campus and Blanchardstown campus.

Hours of opening vary between libraries and according to the time of year.

**Support Services**

Career Advice
  4023351
Chaplaincy Service
  4024112
Counselling Service
  4024120
Learning Support Officer
  4024145
Health Centre (Bolton St.)
  4023614
Health Centre (Aungier St.)
  4023051
International Students Office
  4023438
Mature Students:
  https://www.dit.ie/careers/studentsgraduates/maturestudents/

Full details of all the student services provided by the university are available at: [http://dit.ie/currentstudents/](http://dit.ie/currentstudents/)

Registrations website: [www.dit.ie/registrations](http://www.dit.ie/registrations): please refer to this website for a range of useful information for new and returning students.

The Fees and Income Office is open from 9.00 to 12.30am and 2pm to 5pm Monday to Friday.
[www.dit.ie/registration/feesandgrants](http://www.dit.ie/registration/feesandgrants)

Or contact by email at: Studentfees@dit.ie
4. Assessment & Feedback

4.1 Assessment Strategy

The principles underlying the Strategy for Assessment are informed by the overall aims of the programme – to encourage critical and reflective thinking in professional practice and to promote the development of self-directed learning skills in students. Teaching methods reflect these aims and assessment is fashioned to encourage and support learning outcomes. Moreover, the assessment strategy adopted in the current programme emphasizes the importance of process in student learning. More specifically, assessment is considered as an integral part of the learning process and is aimed primarily at improving the quality of student learning. The assignment schedule reflects this emphasis on process by building progressive complexity into the tasks which students deal with throughout their programme and in addition less reliance on examination.

4.2 Assessment of College Work

This programme is based on the premise that formative assessment is critical for the enhancing student learning and is a critical step towards achieving learning outcomes and facilitating performance on summative assessments.

There are two main methods of assessing students’ progress - assignments carried out throughout the academic year and final exams. Assessment methods will be detailed at the beginning of each module outline.

Students are given an Assignment Schedule at the beginning of the academic year with final dates for submission of all assignments. Within the assignment programme a variety of formative and summative assessment methods are used including:

· guided peer and self-assessments
· written assignments
· oral presentations and guided discussion
· development of audio/video tapes of student’s work
Throughout the programme the student will be expected to demonstrate a developing knowledge and skills base. The progressive complexity of the assignment programme is designed to reflect this. Assignments will be mainly placement related and many take the form of project-based learning with clearly identified objectives and outcomes as the basis of assessment. Assignments will help the student develop links between theoretical knowledge and its application to the work environment. They are designed to assess whether students are achieving the stated learning outcomes. Continuous assessment will be formative, as it will allow both the lecturer and student to gauge the students understanding and knowledge during the course of the programme. The formative component is expressed through qualitative feedback which allows the student the opportunity:

- to use feedback as a learning tool in class and
- to improve in subsequent assignments

Formative assessment will inform both teaching and learning and will prepare the student for the summative assessment at the end of the module. Formative assessment is carried out within modules on an ongoing basis through a number of methods. These include reflective journals (e.g. in Early Education) for which formative feedback, in the form of written qualitative comments, is given on a regular basis.

Professional Practice modules in years 2 and 3 offer students ongoing support and feedback within the class setting and on an individual basis with assignments being undertaken. There is ongoing formative feedback offered on each of the Supervised Practice Placement modules by both the College Tutor and supervisor. The feedback is offered by the supervisor as part of the placement supervision and also at the bi-annual three-way meeting of student, tutor and supervisor. The college tutor meets on a regular basis with individual and groups of students in tutorials where formative feedback is an important focus of the sessions.

In Creative Studies, students are examined entirely by continuous assessment. In studying the art process in early education, students are given constant feedback on their work through individual and group discussion. This
feedback informs their thinking and is reflected in their reflective journals.

Summative assessments will be combined with continuous assessment in some modules, while a small number of modules will be assessed by examination only. In light of students’ increasing competencies, including application and critical thinking skills, as they progress through the programme, the number of examinations decreases as they advance from introductory modules to intermediate and advanced modules.

Grading will follow the TU Dublin General Assessment Regulations, where it is prescribed that individual assignments will be given a percentage mark.

**Submission Guidelines for assessments and guidelines for writing academic assignments and authenticating student work**

Submission guidelines, academic writing guidelines and Assessment regulations for the programme and applicable penalties are posted on the school website under ‘student resources’ and can be accessed by all students at the following page: [http://www.dit.ie/lsss/resources/socialsciences/](http://www.dit.ie/lsss/resources/socialsciences/)

**Assessment criteria for each module**

Assessment criteria for each module are submitted by individual lecturers when assignments are handed out to students.

**4.3 Assessment of Practice in Supervised Placement**

Three consecutive high quality supervised placement experiences are fundamental components of the degree programme. A partnership between the student, supervisor and tutor ensures that the student’s professional development is promoted in an integrated manner. Supervision of students’ practice is ongoing between student and placement supervisor with formal mid-placement reviews included to ensure the student receives structured feedback and dialogue.

College tutors visit students on placement (all students receive two visits per
year but some receive more if necessary). The college tutor’s visit usually
takes the form of an observation of the student’s practice and a three-way
session with student, practice teacher and tutor. In this session the student’s
progress, strengths, weaknesses and learning priorities for this placement
and/or future placements are discussed. The main learning areas and
assessment criteria of the placement reports which have been identified by
college staff in consultation with placement supervisors, and documented in
the 'learning outcomes' of the modules on Supervised Placement Practice -
provide an explicit and transparent framework which facilitates:

1. students to provide evidence of their own learning and development
   of self-assessment skills
2. supervisors’ assessment of the student’s skills development
3. tutors guidance, support and assessment of the student's skills
   development
4. clear criteria for determining pass/fail of module

The tutorial system is a critical tool in supporting student's professional
development. Individual and group tutorials focusing on practice issues can
be teacher or student-directed and are important in analysing and reflecting
on professional practice issues in a supportive environment. Supervisors are
asked to validate student’s own documented progress and performance in
relation to the skills identified in the placement report form in regularly
scheduled supervisory sessions and in the mid-year and end-of-year report
form. Short courses for placement supervisors are occasionally arranged and
provide additional support for supervisors on issues in training and
supervision.

Placement report forms contain:

a) a section for students to complete, in which they present their own
evidence of participation, learning and progress in their work with
children

b) a section for supervisors to validate students abilities and
competencies in their work with children, their ability to work with
staff and professional development as demonstrated throughout the
The end of year report forms build a detailed profile of the student's ability to work with children and staff, and to progress their professional development. Based on this detailed profile, supervisors will be required to verify that the student has reached a satisfactory level of competence, appropriate to his/her level of development/year of the programme, in relation to

- Interacting with children
- Facilitating a range of developmentally appropriate learning experiences
- Working professionally as a member of the early years team
- Working professionally with families

Students who obtain a satisfactory grade in all four areas will be deemed to have passed placement, while those who do not receive a satisfactory grade in all four areas will be deemed to have failed.

If a student fails or fails to complete a placement s/he will be offered one further opportunity at each level (i.e. two in total) to repeat a placement with the same or another agency. Students must pass their supervised practice placement to proceed to the next year/stage.

Evidence of student’s development of competencies and skills in their supervised placement is also monitored by the teaching team in the college through placement-based assignments which include:

- placement journal (a reflective journal evaluating the practice and features of the service and self which allows the student to set their own goals, monitor progress and plan further reflection, development or action)
- child observations
- record of activities in many programme areas e.g. art in early education, music, early education, language development, work with families as well as assessment and curriculum
- partnership with families project.
The schedule of formative/continuous assessment and end of year examinations for the introductory, intermediate and advanced modules is shown below in Section 4.5. An integral function of the formative/continuous assessment is to provide early, detailed and structured feedback to students as regards their performance on key learning areas - as specified in the assessment criteria. As can be seen in Section 4.5, the assessment of most modules is based on a combination of formative/continuous assessment and end of year examinations. However, as students advance from introductory modules to intermediate and advanced modules the number of end of year examinations decreases.

4.4 Link Between Assessment and Learning Outcomes
The assessment for each module has been informed by the learning outcomes outlined in the module descriptor.

4.5 Schedule, structure and weighting of assessment for modules

Schedule, structure and weighting of assessment for modules in Year 1

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Continuous Assessment</th>
<th>Mark</th>
<th>Exam</th>
<th>Mark</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE1001</td>
<td>Psychology &amp; Child Development</td>
<td>Essay</td>
<td>30%</td>
<td>Exam</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td>ECE1002</td>
<td>Early Education</td>
<td>Observations Learning Experience</td>
<td>40%</td>
<td>No</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE1003</td>
<td>Professional Practice in the Early Years</td>
<td>Assignment</td>
<td>30%</td>
<td>Exam</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td>ECE1004</td>
<td>Child Health &amp; Nutrition</td>
<td>Practice Journal</td>
<td>20%</td>
<td>Exam</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>ECE1005</td>
<td>Art in Early Education</td>
<td>Portfolio Reflective Journal</td>
<td>60%</td>
<td>No</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Code</td>
<td>Module Name</td>
<td>Continuous Assessment</td>
<td>Mark</td>
<td>Exam</td>
<td>Mark</td>
<td>Total</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------</td>
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<td>------</td>
<td>-------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>ECE2010</td>
<td>Child Development in context</td>
<td>Essay</td>
<td>30%</td>
<td>Exam</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td>ECE2011</td>
<td>Mental Health during the Early Years</td>
<td>Essay</td>
<td>30%</td>
<td>Exam</td>
<td>70%</td>
<td>100%</td>
</tr>
<tr>
<td>ECE2014</td>
<td>Inclusion in Early Years practice</td>
<td>Practice based portfolio</td>
<td>100%</td>
<td>No</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>ECE2026</td>
<td>Language, Literacy and Numeracy</td>
<td>Project</td>
<td>100%</td>
<td>No</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>ECE2027</td>
<td>Aistear and Early years curricula</td>
<td>Placement-based project</td>
<td>50%</td>
<td>No</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>Module Code</td>
<td>Module Name</td>
<td>Continuous Assessment</td>
<td>Mark</td>
<td>Exam</td>
<td>Mark</td>
<td>Total</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>-----------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>ECE2013</td>
<td>Digital Childhoods</td>
<td>Online Portfolio</td>
<td>100%</td>
<td>No</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>ECE3021</td>
<td>Introduction to Business &amp; Management Skills in Early Years Services</td>
<td>Essay</td>
<td>50%</td>
<td>Yes</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>ECE3019</td>
<td>Pedagogy and curriculum</td>
<td>Pedagogical Plan</td>
<td>60%</td>
<td>No</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Assessment Type</td>
<td>Weightage</td>
<td>Compensatory</td>
<td>Repeat Placement</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
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<td>-----------</td>
<td>--------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>ECE3020</td>
<td>Working with Families &amp; Communities</td>
<td>Practice-based assignment</td>
<td>100%</td>
<td>No</td>
<td>N/A</td>
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</tr>
<tr>
<td>ECE3030</td>
<td>Child Protection and Safeguarding in the Early Years</td>
<td>Portfolio</td>
<td>100%</td>
<td>No</td>
<td>N/A 100%</td>
<td></td>
</tr>
<tr>
<td>ECE3029</td>
<td>Perspectives on Early Childhood Education: Issues in Policy, Practice &amp; Research</td>
<td>Project</td>
<td>100%</td>
<td>No</td>
<td>N/A 100%</td>
<td></td>
</tr>
<tr>
<td>ECE3023</td>
<td>Supervised Practice Placement: The reflective practitioner</td>
<td>Placement Report</td>
<td>Satisfactory/unsatisfactory</td>
<td>No</td>
<td>N/A 100%</td>
<td></td>
</tr>
<tr>
<td>ECE2028</td>
<td>Sociology of Education and Inequality</td>
<td>Continuous Assessment</td>
<td>30%</td>
<td>Yes</td>
<td>70% 100%</td>
<td></td>
</tr>
<tr>
<td>ECE3024</td>
<td>Research Methods and Dissertation</td>
<td>Research Portfolio Dissertation</td>
<td>20%</td>
<td>No</td>
<td>N/A 100%</td>
<td></td>
</tr>
</tbody>
</table>

5. Regulations for progress to next stage
To progress to modules delivered in year 2, students must have satisfactorily completed all modules in year 1 of the programme. Similarly, to progress to modules in year 3 students must have satisfactorily completed all modules in year 2 of the programme. Award level shall be based on students’ performance on modules in year 3.

6. Compulsory and optional programme elements
The compulsory elements and options are presented as part of the module overview in section 12 below.

7. Placement grading, non-compensation and arrangements for repeat placement
Placement grading is satisfactory or unsatisfactory. Supervised practice placement is non-compensatory. i.e. marks awarded in other modules may not be considered to compensate the progression of a student to the next step of the programme. A student may not undertake more than two repeat placements during the programme and a student may not repeat placement more than once within the same year, in the introductory, intermediate or
advanced supervised practice placement.

8. Weighting of modules
The weighting of each module is outlined ahead of the module descriptors for each year in section 12 below.

9. Compensation arrangements
The compensation arrangements are as outlined in the General Assessment Regulations, and derogations are noted in individual module descriptors.

10. Achievement of Final Award
The final award for this programme is a B.A. (Honours) in Early Childhood Education to be classified as First Class Honours (70%+); Second Class Honours, First division (60-69%); Second Class Honours, Second Division (50-59%); Pass (40-49%), as per the TU Dublin General Assessment Regulations.

11. Details of each Programme Module
The following sections provide first, second and third years module syllabi including aims and learning objectives of each module, teaching methods, related assessment criteria, and essential and background reading lists follow for each year of the degree programme.
## 12. Overview of Modules in Each year of the Programme

*List of Year 1 Modules*

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE1001</td>
<td>Psychology &amp; Child Development</td>
<td>28</td>
</tr>
<tr>
<td>ECE1002</td>
<td>Early Education</td>
<td>31</td>
</tr>
<tr>
<td>ECE1003</td>
<td>Professional Practice in the Early Years</td>
<td>34</td>
</tr>
<tr>
<td>ECE1004</td>
<td>Child Health &amp; Nutrition</td>
<td>37</td>
</tr>
<tr>
<td>ECE1005</td>
<td>Art in Early Education</td>
<td>39</td>
</tr>
<tr>
<td>ECE1006</td>
<td>Drama in Education</td>
<td>42</td>
</tr>
<tr>
<td>ECE1007</td>
<td>Supervised Practice Placement: Developing as an early years practitioner</td>
<td>45</td>
</tr>
<tr>
<td>ECE1008</td>
<td>Sociology and Social Policy</td>
<td>50</td>
</tr>
<tr>
<td>ECE1009</td>
<td>Research Methods in the Early Years</td>
<td>53</td>
</tr>
<tr>
<td>ECE1011</td>
<td>Skills Development</td>
<td>56</td>
</tr>
</tbody>
</table>
**Module Title** | Psychology & Child Development  
---|---

**School Responsible** | Languages, Law & Social Sciences

### Module Overview:
Psychology and Child Development focuses on the early years in child development from conception to 6 years of age. The aim of the course is to provide students with the basis for understanding Psychological theories and the behaviour and mental processes of children at different developmental stages in early childhood. Child development is viewed contextually with an emphasis on the influences of family, community and the wider social environment. Students gain an understanding of both normative processes and of individual differences in social, emotional and cognitive development. Students are also encouraged to develop an understanding and critical awareness of theories in Psychology.

### Learning Outcomes (LO):
(to be numbered)
For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

1. Identify different conceptual models in psychology and their strengths and limitations
2. Describe systematically normative processes and individual differences in perceptual, social, emotional, cognitive and language development during infancy and early childhood
3. Understand the interdependence of the cognitive, psychosocial and physical domains of development
4. Show evidence of knowledge about key constructs and theories in Developmental Psychology
5. Demonstrate an understanding of children’s own contribution and active role in development and learning
6. Outline Bronfenbrenner’s ecology of child development with particular emphasis on the family as a critical unit of children’s experience
7. Understand the development of self-regulation and associated skills which develop in the early years, providing the foundation for later learning and development
8. Identify significant features of parenting competence and possible sources of risk and support in the parenting system
9. Reflect on experiences in early childhood and their potential impact on later developmental outcomes
10. Reflect on and gain further insight into the impact of day care on child development

### Indicative Syllabus:

1. **Introduction to Developmental Psychology**  
   Developmental Psychology within the context of contemporary Psychology; exploring the concept of development, normative and individual development, how does development occur, guiding themes in developmental psychology

2. **Overview of theoretical perspectives in Psychology**  
   Approaches to the study of behaviour and development; differing emphases on biological and environmental influences, cognitive approaches to behaviour and development, psychodynamic approaches

3. **Biological bases of behavior**
Brain development in infancy and early childhood. Understanding key issues in interdependence of brain development and social contexts

4. Learning and Behaviour
Behaviourism and its relevance to early childhood education; classical conditioning; operant conditioning, social learning theories

5. Cognitive, Psychoanalytical and Humanist Theories of Development
Key principles underpinning cognitive, psychoanalytical and humanist theories of development; exploring these differing perspectives and their implications for development in the early years

6. Contexts of Development
Development from an ecological perspective; Bronfenbrenner’s bio-ecological model of development, conceptualizing developmental contexts, clarifying how they are related to each other and potential influences on child development

7. Key skills and abilities in early childhood
Development of key executive functions, skills necessary to control, plan and coordinate information; understanding the development of self-regulation and how associated skills develop in the early years, and providing the foundation for later learning and development

8. Prenatal development
Stages of prenatal development; physical and psychological significance of the pre-natal periods; impact of teratogens after during infancy and childhood

9. Development in Infancy
Physical development; social development: temperament and development, attachment relationships; measurement of attachment; patterns of attachment; implications of day care during the first year of life; cognitive capacities: introduction to Piagetian framework

10. Development during Early Childhood
Normative processes of the pre-school child; physical, socio-emotional, cognitive and personality development; Piaget’s stage theory of cognitive development in childhood; Vygotsky’s socio-cultural context of cognitive development, peer relationships

11. Language Development
Understanding theoretical perspectives on language development. Key developmental patterns and milestones in development of language in the early years

12. Parenting influences on child development
Care-giving relationships; dimensions of parenting; Baumrind’s parenting styles; effects of parenting styles on children; Belsky’s model of the determinants of parenting

Learning and Teaching Methods:
A range of methods will be adopted including lectures, group discussions and presentations. Web Courses will be used to support students’ independent learning.

<table>
<thead>
<tr>
<th>Total Teaching Contact Hours</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Self-Directed Learning Hours</td>
<td>152</td>
</tr>
</tbody>
</table>

Module Delivery Duration:
Two hour lectures over two academic semesters

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting (%)</th>
<th>LO</th>
</tr>
</thead>
</table>
**Assessment**

<table>
<thead>
<tr>
<th>Assessment (No.)</th>
<th>Essay</th>
<th>30%</th>
<th>1 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td></td>
<td>70%</td>
<td>1-10</td>
</tr>
</tbody>
</table>

**Module Specific Assessment Arrangements (if applicable)**

(a) Derogations from General Assessment Regulations

(b) Module Assessment Thresholds

(c) Special Repeat Assessment Arrangements

**Indicative Reading:** (author, date, title, publisher)


<table>
<thead>
<tr>
<th>Module Code</th>
<th>Pre-requisite Module codes</th>
<th>Co-Requisite Module code(s)</th>
<th>ISCED Code</th>
<th>Subj ect Code</th>
<th>ECTS Credits</th>
<th>NFQ Level (CPD)#</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE1002</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

**Module Title**  Early Education

**School Responsible**  Languages, Law & Social Sciences  
Author: Mary Delany

**Module Overview:**
The module introduces students to the areas of Early Education by outlining the underlying principles and theories of working with the “whole child.” Students will learn about the context and extent of Early Years provision in Ireland. They will be introduced to the Aistear (2006) and Siolta (2009) frameworks with an emphasis on how these frameworks inform practice in Early Education. They will acquire the basic knowledge and skills required to support and stimulate children of various ages in a developmentally appropriate way in early years settings.

**Learning Outcomes (LO):** (to be numbered)
For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

1. Show that they understand the underpinning theories and principles of Early Education.
2. Describe the key features of safe, stimulating and responsive environments for babies, toddlers and young children.
3. Articulate the nature and role of play for children’s learning and holistic development.
4. Use observation as a tool for focusing on children’s needs, strengths and interests.
5. Be able to plan and organize appropriate play experiences for children from birth to six years of age in the context of the National Framework curriculum for the Early Years, ‘Aistear’.
6. Be able to apply the above outcomes in the context of the appropriate quality standards of the quality framework ‘Siolta’.
7. Understand how to apply the Aistear/Siola practice guide in order to work to improve and sustain a quality approach to the provision of Early Education.

**Indicative Syllabus:**

1. **Introduction**
   Definition, philosophy, theory and principles of Early Education.

2. **Early Childhood Education Provision in Ireland**
   Provision in the public, private and voluntary sectors, history of Early Education in Ireland, training in the sector and current trends including a basic introduction to the Child Care Act 1991 (Early Years Services) Regulations 2016.

3. **Children under Three (0-3)**
   Characteristics and needs of children under three; learning through the whole body and the senses; fostering dispositions to learn; learning within the context of nurturing and trusting relationships; developing a sense of self; learning about social relationships; environment - connecting ideas and understanding the world; responding to the world imaginatively and creatively.
4. Pre-school Children (3-6)
Fostering children’s holistic development - how children learn best, supporting choice, environment, children’s rights to a ‘voice’ and security; information in relation to the emergent curriculum.

5. Supporting Play
Defining play; purposes of play; theories that influence play in Early Years settings; spontaneous and structured play; developmental stages of play; types of play: physical, social, creative, imaginative, manipulative; impact of the environment on play; the role of the early educator in supporting play.

6. Providing Quality in work with young Children
Introducing the national framework for quality ‘Siolta’, the Early Years Curriculum framework, ‘Aistear and the Siolta/Aistear Practice Guide. Students will learn how these frameworks are constructed and how they are applied.

7. Observation and Learning experiences
Information in relation to the completion of observations and planning and implementation of a learning experience.

8. Review

Learning and Teaching Methods:
Lectures, discussion of issues, including links to placement and directed reading to inform discussion, videos, workshops with Early Education equipment.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations</td>
<td>40%</td>
<td>2,3,4,6 &amp; 7</td>
</tr>
<tr>
<td>Learning Experience</td>
<td>60%</td>
<td>1,3,5,6 &amp; 7</td>
</tr>
</tbody>
</table>

Module Delivery Duration:
One academic year

Assessment Type

<table>
<thead>
<tr>
<th>Module Specific Assessment Arrangements (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Derogations from General Assessment Regulations</td>
</tr>
<tr>
<td>(b) Module Assessment Thresholds</td>
</tr>
<tr>
<td>(c) Special Repeat Assessment Arrangements</td>
</tr>
</tbody>
</table>

Indicative Reading:
CECDE. (2006). Siolta, the National Quality Framework for Early Childhood Education. Dublin CECDE.
French, G. and Murphy, P. (2005). Once in a lifetime: Child care and education for


Web references

www.siolta.ie: website for the National framework for Quality in ECE.
www.ncca.ie: website of the National Council for Curriculum and Assessment.
www.tusla.ie: website of the new Child & Family Agency
www.dcya.ie: Dept of Children and Youth Affairs
www.des.ie: Dept. of Education and Skills

Journals

An Leanbh Óg
Australian Journal of Early Childhood
Early Childhood Development and Care
Early Years Education 3-13
European Early Childhood Education Research Journal
Journal of Early Childhood Literacy
Journal of Early Childhood Research
### Module Overview:
The module comprises an introduction to professional practice and the role of the reflective practitioner. It introduces the student to key elements of the knowledge, skills and values required of the early years educator both in theory and practice.

### Learning Outcomes (LO)

On Completion of this module, the learner will be able to:

<table>
<thead>
<tr>
<th>Number</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify the characteristics, knowledge and skills of an early years professional.</td>
</tr>
<tr>
<td>2</td>
<td>Outline the values and attitudes appropriate to the early years professional.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate understanding of ethical practice particularly in relation to children and self as a professional.</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate understanding of theories of reflective practice.</td>
</tr>
<tr>
<td>5</td>
<td>Implement the reflective learning cycle theory.</td>
</tr>
<tr>
<td>6</td>
<td>Critically review the concepts of needs, rights and rights-based practice in relation to young children.</td>
</tr>
<tr>
<td>7</td>
<td>Develop effective interactions with young children.</td>
</tr>
<tr>
<td>8</td>
<td>Outline strategies to promote inclusive practice.</td>
</tr>
<tr>
<td>9</td>
<td>Specify the Childcare Regulations (2016) and understand their relevance for practice.</td>
</tr>
<tr>
<td>10</td>
<td>Demonstrate understanding of Children First (2015) and be able to recognise signs and symptoms of child abuse.</td>
</tr>
</tbody>
</table>

### Indicative Syllabus

- **The idea of a professional**
  - The nature of professions and professionalism; key characteristics of the early years professional.

- **Values, attitudes and dispositions for professional development**
  - Core values of the early education sector; core standards and related knowledge and skills; self-awareness; influence of past experiences, personal values and beliefs.

- **Introduction to ethical practice**
  - Professional ethics and decision-making; codes of ethics in early years practice; ethical dilemmas.
Reflective Practice
Introduction to the concept of reflective practice; experiential learning; theories of reflective practice; learning styles; the use of reflective practice in the early education context; Kolb’s reflective cycle; the role of reflective practice in self-assessment.

Key principles of professional practice in relation to children
Needs and rights of children; the whole child perspective; establishing and developing nurturing relationships with children; understanding the child in the context of his/her family and community.

Children as rights holders
The UN Convention on the Rights of the Child; listening to and consulting with children; promoting the participation of children in early years services.

Effective interactions with young children
Fostering constructive interactions with and between children; skills of the effective early years educator; the role of interactions in extending young children’s development.

Inclusive practice in early years services
Principles and strategies for promoting diversity, equality and inclusion in early years services.

Introduction to key policies and procedures in Irish early years services
Child Care Regulations (2016) and implications for practice.

Introduction to safeguarding and child protection
The role of the early years professional in safeguarding and child protection; Children First (2015); recognising physical and behavioural symptoms of child abuse; steps to be taken in relation to child protection concerns.

Student-led Issues
Students will be encouraged (while maintaining confidentiality) to identify and discuss practice issues of interest and concern on an ongoing basis in class.

Learning and Teaching Methods:
Lectures, group work, role-play, problem-solving exercises, student-led sessions presenting research and case studies. Webcourses will offer resources to support individual and group learning.

| Total Teaching Contact Hours | 48 |
| Total Self-Directed Learning Hours | 152 |

Module Delivery Duration:
Two semesters

Assessment 100%

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>Assessment (LO No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>30%</td>
<td>4, 5</td>
</tr>
<tr>
<td>Examination</td>
<td>70%</td>
<td>1, 2, 3, 6, 7, 8, 9, 10</td>
</tr>
</tbody>
</table>

**Module Specific Assessment Arrangements (if applicable)**

(a) Derogations from General Assessment Regulations

(b) Module Assessment Thresholds

(c) Special Repeat Assessment Arrangements

**Indicative Reading:**


The Child Health & Nutrition module highlights for the student the relevance of a safe and healthy environment in which a child can learn with a focus on developing best practices in the early years setting. Students will develop an understanding of the factors relating to positive health both for themselves and those in their care. The module also introduces nutrition as an important factor for a healthy life.

The aim of this module is to increase the student’s understanding of the principal factors relating to Child Health in the early years.

Learning Outcomes (LO): (to be numbered)
For a 5ECTS module a range of 4-10 LOs is recommended
On Completion of this module, the learner will be able to
1. Appreciate the importance of maintaining a safe and healthy work environment
2. Accept the responsibility involved in caring for infants and young children
3. Show knowledge of common childhood infections and conditions
4. Distinguish between normal physical development and delayed or abnormal physical development
5. Carry out daily maintenance tasks related to individual children.
6. Understand basic principles related to nutrition as a factor for healthy life
7. Plan and prepare a daily menu for young children based on nutritional standards

Indicative Syllabus:

1. Providing a Safe and Healthy Environment
   Safety and hygiene in the early education setting, Personal hygiene, food hygiene and hygiene in the home, The Health and Safety and Welfare at Work Act, Backcare, lifting techniques, Stress

2. Child Health: Pre pregnancy, Pregnancy and the Newborn
   Physical development, pre pregnancy considerations, Foetal development, Foetal abnormality, Care of newborn, developmental checks, infant feeding and toileting

3. Child Health: The Toddler and the Older Child
   Physical development, language development and common speech defects, Nutrition, Childhood obesity, Mealtimes in placement, Dental care, Toilet training, Hair care and headlice, immunisation and infectious fevers. Common conditions such as asthma, diabetes, epilepsy and eczema

4. Nutrition
   Study the theory behind the impact of a balanced diet for children and how this will affect children’s health. Based on this knowledge, the student will become able to plan for a variety of foods as part of the menu in an Early Years setting.

Learning and Teaching Methods:
A variety of learning methods will be used to achieve the module learning outcomes. For example: lectures, discussion case study, problem-solving exercises, video, work-based learning, readings, and computer-based learning.

<table>
<thead>
<tr>
<th>Total Teaching Contact Hours</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Self-Directed Learning Hours</td>
<td>52</td>
</tr>
</tbody>
</table>

**Module Delivery Duration:**
Semesters 1 and 2

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Health journal:</td>
<td>20%</td>
<td>5 &amp; 7</td>
</tr>
<tr>
<td>Exam</td>
<td>80%</td>
<td>1,2,3,4 &amp; 6</td>
</tr>
</tbody>
</table>

**Module Specific Assessment Arrangements (if applicable)**

- (d) Derogations from General Assessment Regulations
- (e) Module Assessment Thresholds
- (f) Special Repeat Assessment Arrangements

**Indicative Reading:** (author, date, title, publisher)

**Websites**
http://www.irishealth.com
http://www.dohc.ie/
www.cecde
Module Title: Art in Early Education

School Responsible: Languages, Law & Social Sciences
Author: Leslie Cassells

Module Overview:
This module introduces the concept of art as a personal language and a means of communication and addresses the potential of art to enrich personal, social and cultural identity. It also touches on therapeutic aspects of the subject that can be relevant to the student and in their future careers. The focus is on practical/experiential work that is underpinned by theory and students’ personal reflection on what they have gained throughout the course. Students develop skills and techniques in art making through decision-making and problem-solving exercises that have application on placement and develop approaches to reflection on learning.

Learning Outcomes (LO): (to be numbered)
For a 5ECTS module a range of 4-10 LOs is recommended
On Completion of this module, the learner will be able to

1. Demonstrate an ability to manipulate a range of 2-D and 3-D art materials and media including drawing media, paint, collage, mixed media, photographic images, etc.
2. Demonstrate proficiency in the generation of personal expressive solutions to given tasks.
3. Demonstrate an ability to relate relevant texts to practical experience.
4. Demonstrate an ability to document art making techniques and experiences via visual/written media.
5. Demonstrate an ability to reflect on their learning and the application of this learning to placement.

Indicative Syllabus:
1. Introduction to course
   Introduction to course, structure, content and assessment

2. Introduction to 2-D materials and media
   Investigate physical and expressive properties and qualities of a broad range of materials and media through manipulation and through themes, combining individual and group work

3. Introduction to Form
   Investigate form and construction through clay and found objects. Respond to a range of tasks/experiences. Investigate form and construction through clay and found objects. Introduction to therapeutic aspects of engaging with materials.

4. Project work
   Develop personal and intuitive responses to materials through a range of projects/topics/themes
   Reflect on this learning and the application of this learning on placement.

5. Group Workshops
   Practical workshops which inform synthesis of relevant/related articles on value of art on placement and reflection on related placement experience

6. Documentation of learning
Documentation of learning throughout the course. Reflection on course material and related personal experiences. References to relevant literature and where it has application on placement. Discuss relevant/related articles and the potential of art on placement

7. Preparation of art work for presentation

Learning and Teaching Methods:
Use will be made of a combination of the following methods: Lectures; practical workshops; demonstration; self-directed learning; collaborative work; group discussion; role-play, problem-solving exercises, video, work-based learning, computer-based learning; visits to relevant exhibitions/sites.

<table>
<thead>
<tr>
<th>Total Teaching Contact Hours</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Self-Directed Learning Hours</td>
<td>52</td>
</tr>
</tbody>
</table>

Module Delivery Duration:
Semesters 1 & 2

Assessment

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>60%</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>40%</td>
<td>5</td>
</tr>
</tbody>
</table>

Module Specific Assessment Arrangements (if applicable)

| (g) Derogations from General Assessment Regulations | Attendance Requirement: 75% non compensatable |
| (h) Module Assessment Thresholds                    | Each piece of work must be submitted for assessment. |
| (i) Special Repeat Assessment Arrangements          |                                              |

Essential Reading


Supplemental Reading

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Pre-requisite Module codes</th>
<th>Co-Requisite Modules code(s)</th>
<th>ISCED Code</th>
<th>Subjec t Code</th>
<th>ECTS Credits</th>
<th>NFQ Level (CPD)#</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE1006</td>
<td>None</td>
<td></td>
<td>5</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Module Title**: Drama in Education

**School Responsible**: Languages, Law & Social Sciences  
**Author**: Tara Power

**Module Overview**:
This module introduces the student to Drama in Education (DIE) as a methodology for learning. As it is essentially a social interactive art process, it enables communication between individuals, exploring person to person experiences. Drama, whether scripted, devised or improvised, is a way of thinking about life. This art form gives the student opportunities to create and express significant meanings and raise significant questions whilst making and experimenting with the elements of drama such as, spoken language, space, sound, gesture and text. It provides opportunities for Personal and Social development, Cultural and Artistic knowledge, and cross-curricular learning.

**Learning Outcomes (LO)**: (to be numbered)  
For a 5ECTS module a range of 4-10 LOs is recommended

<table>
<thead>
<tr>
<th>On Completion of this module, the learner will be able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Show skills of self awareness, decision making and problem solving</td>
</tr>
<tr>
<td>2 Understand the links between theory and practice</td>
</tr>
<tr>
<td>3 Become a more skilled communicator and listener</td>
</tr>
<tr>
<td>4 Develop negotiating skills, create independence, promote flexibility, leadership and teamwork.</td>
</tr>
<tr>
<td>5 Develop self esteem and self understanding through the process of reflecting on their own and others work.</td>
</tr>
<tr>
<td>6 Work effectively in a team</td>
</tr>
<tr>
<td>7 Become an effective critical thinker</td>
</tr>
</tbody>
</table>

**Indicative Syllabus**:

**Module Content**:  
The focus is on the student’s creative, imaginative personal and social skills with the emphasis on collaborative learning as well as cross curricular learning. The work of Dorothy Heathcote, Cecily O’Neill, Jonothon Neelands, and Nellie McCaslin will be explored and applied throughout this module.

**Reflection**:  
A regular part throughout the course will be for the students to become familiar with the process of reflection. Reflection is an ongoing process during each class as this is where the real learning occurs, when the students are given opportunities to think about what they have been doing. Awareness of the student’s own learning process and progress will be highlighted through the weekly workshops and recorded in a journal, which is assessed at the end of the module.

1. “Owning the learning”  
The course will create a safe learning environment and use a range of drama games and exercises, which are non-performance based. Whole group interaction and cohesion are established, where students learn to take responsibility for their learning throughout the course.
Students will develop body awareness and spatial perception, through expressive movement and sensory stimuli. Using stimuli introduces students to the way space and positioning of characters in that space, generate and convey meaning.
Dramatic play and its importance in the development of the under-fives will be explored with the focus on play corner activities and dressing up. This section will be interspersed throughout with the exploration of visual images, sensory work, sound and rhythm, music and movement. Students should gather a large repertoire of play activities suitable for different ability and age-groups.

3. “Process of Discovery”
The development of verbal and non-verbal communication skills, and making cultural explorations will be addressed through the creation and use of, for example, tableaux, puppets, masks, facial expression, gesture and movement. Signifying and symbolising character, power and status and group identity through artefacts, costume, props and objects.

4. “Pursuing Inquiry”
**Role.**
The different uses of role will be looked at, such as: the status of role, moving in and out of role, and the dramatic elements of role taking
• Creating characters
• Story making - the techniques and strategies of story making approaches in the telling of stories with the use of costume, props etc.
• Children in Literature – Exploring themes and techniques of presentation.

5. "Making the Connections"
Through the work of Dorothy Heathcote the focus is on using drama as a tool to stimulate holistic learning. Various practical tasks designed by the lecturer will be given to combine relevant sections of the module together.

<table>
<thead>
<tr>
<th>Learning and Teaching Methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The method employed in this module is mainly of a practical experiential nature which includes reflection, discussion, visual aids interlinked with the following drama conventions,</td>
</tr>
<tr>
<td>Tableaux (Image work)</td>
</tr>
<tr>
<td>Thought tracking</td>
</tr>
<tr>
<td>Group sculpture</td>
</tr>
<tr>
<td>Role on the wall</td>
</tr>
<tr>
<td>Teacher in Role</td>
</tr>
<tr>
<td>Questioning in Role</td>
</tr>
<tr>
<td>Circular Drama</td>
</tr>
<tr>
<td>Sound-tracking</td>
</tr>
<tr>
<td>Hot Seating</td>
</tr>
<tr>
<td>Whole-Group Role Play</td>
</tr>
<tr>
<td>Small Group Role play</td>
</tr>
<tr>
<td>Improvisation</td>
</tr>
</tbody>
</table>

| Total Teaching Contact Hours | 48 |
| Total Self-Directed Learning Hours | 52 |

Module Delivery Duration:
Two semesters

Assessment
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Journal</td>
<td>60%</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Book Review</td>
<td>20%</td>
<td>7</td>
</tr>
<tr>
<td>Practical tasks</td>
<td>20%</td>
<td>5, 6</td>
</tr>
</tbody>
</table>

**Module Specific Assessment Arrangements (if applicable)**

<table>
<thead>
<tr>
<th>Derogations from General Assessment Regulations</th>
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<tbody>
<tr>
<td>(j) Derogations from General Assessment Regulations</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Assessment Thresholds</th>
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<tbody>
<tr>
<td>(k) Module Assessment Thresholds</td>
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</table>

<table>
<thead>
<tr>
<th>Special Repeat Assessment Arrangements</th>
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</thead>
<tbody>
<tr>
<td>(l) Special Repeat Assessment Arrangements</td>
</tr>
</tbody>
</table>

**Indicative Reading:**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Pre-requisite Module codes</th>
<th>Co-Requisite Modules code(s)</th>
<th>ISCED Code</th>
<th>Subject Code</th>
<th>ECTS Credits</th>
<th>NFQ Level (CPD)#</th>
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</thead>
<tbody>
<tr>
<td>ECE1007</td>
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</tbody>
</table>

**Module Title:** Supervised Practice Placement: Developing as an Early Years Practitioner

**School Responsible:** School of Languages, Law and Social Sciences

**Module Overview:**

**Unit A:** Preparation for Placement will enable the student to derive maximum learning from the practice experience.

**Unit B:** The Supervised Practice Placement module offers the student opportunities to acquire and develop the relevant knowledge, skills and values required of the beginning early years professional. Supervised practice placement is designed to facilitate the beginning stages of professional development of the student. Before beginning Supervised Practice Placement the student will undertake preparation through attendance at pre-placement seminars as well as individual and group tutorials. Supervised Practice Placement then offers the student the opportunity to link theory with practice through placement supervision, placement-based assignments, class based discussions/exercises and individual/group tutorials. The aims of this module are to introduce the student to the early childhood sector and to the role of the early years practitioner through preparation for, and experience of, supervised work in early years services.

**Learning Outcomes (LO):** (to be numbered)

For a 5ECTS module a range of 4-10 LOs is recommended

<table>
<thead>
<tr>
<th>On Completion of this module, the learner will be able to</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>4</td>
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<td>8</td>
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<tr>
<td>9</td>
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<tr>
<td>10</td>
</tr>
</tbody>
</table>

### Indicative Syllabus:

**Unit A**
The syllabus outlined below will be delivered in pre-placement seminars during the first semester and in group and individual tutorials throughout the academic year.

**1. The role of the student on placement**
Taking responsibility for professional growth and development; acting in a professional manner; inclusive practice; acting in accordance with legal and policy requirements of service; emotional dimension of working with young children; influence of past experiences, values and beliefs.

**2. The role of the placement supervisor**
Students are supported in developing an understanding of the importance of supervision in their placement experience. The roles of the placement supervisor and the college tutor in placement supervision and assessment are outlined and discussed. Students have further opportunities to discuss the supervision process with ECE professionals and students from year 2 and 3 of the programme as part of the pre-placement seminars.

**3. The reflective practitioner and self assessment**
Using student reflection forms and the interim review form to assess and review professional development in the context of reflective practice.

**4. Introduction to observations**
Understanding the importance of documenting children’s activities and learning with a particular emphasis on observation; Focus on different types of observation methods;

**5. Introduction to story-telling**
Developing awareness of the contributions which telling stories can make to children’s learning and development; Adults telling stories; Children telling stories; Story-based activities in Drama and Art; Planning and preparation for storytelling

**6. Introduction to planning activities**
The importance of planning and preparing age-appropriate activities for working
with young children is emphasised. Understanding the importance of planning for child-led activities; critical reflection on effective planning for children's learning and development.

7. Managing children's conflict
Understanding the sources of conflict among young children. Discussion and role play activities to explore effective, inductive conflict resolution for children in the early years.

Unit B
The placement supervisor in conjunction with the student assesses the student's progress on placement practice. Assessment guidelines and criteria for pass/fail are set out in the Placement Assessment Report Form for each level of placement. The placement supervisor draws on a wide range of evidence in making the final assessment including observations of student in practice, feedback from placement supervisor's colleagues, student's reflection forms and journals. The student plays an important role in the assessment process as she/he maintains a log of her/his own progress through ongoing reflection and self-assessment. It is expected that students will receive regular feedback, both positive and developmental during the placement. The student, the placement supervisor and the college tutor sign the final Assessment Report Form.

The college retains overall responsibility for the placements and the final decision for the grade rests with the tutor and programme board. The grade awarded for all placements is Satisfactory or Unsatisfactory. Supervised Practice Placement must be passed at each level before a student is eligible to progress to the next level of Supervised Practice Placement. Supervised Practice Placements are non-compensatory (i.e. marks awarded in other modules may not be considered to compensate the progression of a student the next level of the programme). A student may not undertake more than 2 repeat Supervised Practice Placements during the programme and not consecutively in the introductory, intermediate or advanced Supervised Practice Placement. Students must be Garda vetted before starting placement.

Learning and Teaching Methods:

Unit A
Tutorials are offered both on an individual basis and on a group basis to support students in their professional development. Tutorials are a forum for discussing a wide range of issues relating both to college courses and placement. They may also be used to discuss issues of concern to the student or tutor. Pre-placement seminars are held in the first semester and include a range of teaching methods including guest speakers, presentations and group discussions and role play activities. Students must

Unit B
The student attends supervised practice placement during semester 2. Supervised Practice Placement 1 offers the student the opportunity to work with children in the early years, to link theory with practice through placement supervision, placement-based assignments, class based discussions/exercises and individual/group
tutorials.

<table>
<thead>
<tr>
<th>Student Contact Hours with Placement</th>
<th>30 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Self-Directed Learning Hours</td>
<td></td>
</tr>
</tbody>
</table>

**Module Delivery Duration:**

- Pre-placement seminars in semester 1
- Group and individual tutorials in semesters 1 and 2

**Assessment**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit A: Students must achieve 80% attendance at pre-placement seminars in order to be able to progress to year 2 of the programme</td>
<td>Satisfactory or Unsatisfactory</td>
<td>1-9</td>
</tr>
<tr>
<td>Unit B: Satisfactory Placement Report</td>
<td>Satisfactory or Unsatisfactory</td>
<td>1-9</td>
</tr>
</tbody>
</table>

**Module Specific Assessment Arrangements (if applicable)**

<table>
<thead>
<tr>
<th>(a) Derogations from General Assessment Regulations</th>
<th>Satisfactory or Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Module Assessment Thresholds</td>
<td>100% attendance</td>
</tr>
<tr>
<td>(c) Special Repeat Assessment Arrangements</td>
<td>This module is non-compensatory (i.e. marks awarded in other modules may not be considered to compensate the progression of a student to Supervised Practice Placement: the competent Early Years Professional). A student may not undertake more than two repeat Supervised Practice Placements during the three year programme and not consecutively in the</td>
</tr>
</tbody>
</table>
Supervised Practice
Placements within and across the 3 years of the Programme.

<table>
<thead>
<tr>
<th>Indicative Reading</th>
<th>author, date, title, publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>Pre-requisite Module codes</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>ECE1008</td>
<td>None</td>
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</table>

**Module Title** | Sociology and Social Policy

**School Responsible** | Languages, Law & Social Sciences

**Module Overview:**

The module consists of two equally weighted units – Introduction to Sociology (Unit A) and Introduction to Social Policy (Unit B). The module is designed to provide students with a foundation in sociology and social policy, with a view to providing the social, political, cultural and historical context for the development of Early Childhood Education. The sociology component provides the student with a theoretical and conceptual foundation in sociology with a particular focus on concepts relevant to childhood and families. In the social policy component, the student is introduced to the concepts of social policy, the factors that influence the development of welfare provision in Ireland and social service provision. It also examines the development of family and childcare policy in Ireland today focusing on the impact of such policies on the child’s well-being.

**Learning Outcomes (LO):** (to be numbered)

For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

1. Critically examine sociological theories of social development and organization
2. Understand key sociological concepts of relevance to early childhood education
3. See the development and dispositions of children as social processes within broader changing social networks
4. Demonstrate an understanding of social policy as an academic discipline including themes, concepts and approaches
5. Describe the historical development of the Irish welfare model
6. Describe the organisation of the main social services in contemporary Ireland and demonstrate an understanding of their relevance to childhood
Indicative Syllabus:

Module Content Unit A:

1. Introduction to Sociology
   Introduction to the discipline of sociology and the key concerns and perspectives afforded by the sociological imagination

2. Theories of Social Development and Structures
   Key sociological theories on social processes, structures and organisation, including those pioneered by Marx, Durkheim, Weber, Elias, Bourdieu and Foucault

3. Social Divisions
   Key sociological concepts of social class, gender, and ethnicity

4. Social Belonging
   Concepts of social belonging and cultural meaning – family and religion

5. Sociology of Childhood
   Introduction to the sociology of childhood; perspectives on socialisation; childhood as a social and cultural construction; the culture of childhood; child–adult relations

Module Content Unit B:

1. Introduction to Social Policy
   Social Policy as an academic discipline; ideologies and perspectives; historical development of Irish welfare system

2. Poverty
   Absolute poverty and relative deprivation; measurement of deprivation; social welfare systems; child poverty

3. Social services in Ireland
   Housing; healthcare

4. Family, children and social policies
   The development of family policy in Ireland; changes in family life and changes in family policy; education; child protection

Learning and Teaching Methods:

Lectures, class exercises and group discussions

Total Teaching Contact Hours 48
Total Self-Directed Learning Hours 152

Module Delivery Duration:

One academic year

Assessment
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment</td>
<td>100%</td>
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</table>

**Essential Reading:**

**Supplemental Reading:**
<table>
<thead>
<tr>
<th>Module Code</th>
<th>Pre-requisite Module codes</th>
<th>Co-Requisite Modules code(s)</th>
<th>ISCED Code</th>
<th>Subject Code</th>
<th>ECTS Credits</th>
<th>NFQ Level (CPD)#</th>
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</thead>
<tbody>
<tr>
<td>ECE1009</td>
<td>None</td>
<td>None</td>
<td></td>
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<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

**Module Title**: Research Methods in the Early Years

**School Responsible**: Languages, Law and Social Sciences

**Module Overview:**
This module introduces the student to research methods and makes them aware of the role of research in informing both theory and practice, particularly in the area of early childhood education. It uses the existing body of early-years related research to both introduce concepts in research methodology and help the student develop a critical attitude towards reading and conducting research.

Students are also introduced to a range of different data collection methods with particular emphasis on observation as a data collection method both in general and in the early years setting. The aims of this introductory module in research methods are to introduce the student to research concepts and skills necessary in the training of early years professionals and in particular to make the student aware of the relationship between research, theory and practice and how they inform each other; through the examination of existing research and conducting small scale research using observation.

In addition the module provides an integratory role between different strands through course content and assessment of the module.

**Learning Outcomes (LO):** (to be numbered)
For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Comprehend the relationship between theory, research and practice especially in early childhood care and education;</td>
</tr>
<tr>
<td>2</td>
<td>Recognise the importance of ethical principles in conducting research;</td>
</tr>
<tr>
<td>3</td>
<td>Distinguish between the presentation format of research reports and other styles of presentation;</td>
</tr>
<tr>
<td>4</td>
<td>Use electronic resources to conduct literature searches relevant to early childhood care and education;</td>
</tr>
<tr>
<td>5</td>
<td>Use observation as a data collection method in an early childhood setting and present qualitative and quantitative observational data</td>
</tr>
<tr>
<td>6</td>
<td>Complete observation as a data collection method in an early childhood setting;</td>
</tr>
<tr>
<td>7</td>
<td>Read and critique research;</td>
</tr>
</tbody>
</table>

**Indicative Syllabus:**
Concepts used in Research
Introduction to research statements and hypotheses. Overview of quantitative and qualitative research designs. Overview of data collection methods. Overview of sampling methods. Introduction to validity and reliability in social and educational research.

Ethics in Research
Ethics in research. Informed consent. Protection of and respect for participants. Ethical issues in research involving children

Introducing Social and Educational Research
Types of research. The purposes of social and educational research. Feasibility and practical limitations of research. Using research to guide practice with emphasis on care and education in early childhood. Quantitative and qualitative research.

Reading and Assessing Research
Introduction to appraisal of research reports. Format of research report. Reading and understanding a research report. Evaluating a research report. Using journal articles to consider factors such as style of writing and intended audience. Using Resources

Conducting literature searches for published research. Using databases, electronic journals etc.

Observation as a Data Collection Method

Learning and Teaching Methods:
Class discussion of topics such as different styles of writing; appropriate research designs in the early years setting; ethics in research; application of research to practice. (Students will be required to be prepared for these discussions by pre-reading of assigned material to ensure active participation and a deep rather than surface approach to the subject matter. Students will be encouraged to approach the material from a critical standpoint.
Lectures: Conducting literature searches using databases and other resources available in the library: Student presentation and discussion of existing research encountered in other subject areas. Student presentation and discussion of own research.

| Total Teaching Contact Hours | 36 |
| Total Self-Directed Learning Hours | 64 |
**Module Delivery Duration:**
Whole academic year

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<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
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**Module Specific Assessment Arrangements (if applicable)**
(a) Derogations from General Assessment Regulations
(b) Module Assessment Thresholds
(c) Special Repeat Assessment Arrangements

**Indicative Reading:**


<table>
<thead>
<tr>
<th>Module Code</th>
<th>Pre-requisite Module codes</th>
<th>Co-Requisite Modules code(s)</th>
<th>ISCED Code</th>
<th>Subjetc Code</th>
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**Module Title**: Skills Development

**School Responsible**: Languages, Law and Social Sciences

**Module Overview: Skills Development Module**

**Unit 1** Academic Skills.
This unit will equip first year students with the skills required to learn effectively at third level.

**Unit 2** Communication and Groupwork Skills.
This unit is designed to increase Early Childhood Education students' understanding of communication, social interaction and group dynamics, and to develop students' communication and presentation skills.

**Learning Outcomes (LO):**

On Completion of this module, the learner will be able to

1. Understand the way they learn
2. Critically evaluate information
3. Source information for assignments
4. Understand the requirements for different types of assignment and write appropriately
5. Use feedback effectively
6. Apply a standardised referencing system correctly
7. Make presentations to groups.
8. Recognise various communication styles and skills in self and others.
9. Be aware of the roles people play in groups and the conflicts that can arise.
Be able to use observation of self and others in interpersonal situations to help develop communications skills.

**Indicative Syllabus:**

**Unit 1**
- Knowing yourself as a learner
- Reading and note taking for third level
- Using lectures effectively
- Sourcing information
- Writing in one’s own words – paraphrasing; referencing and plagiarism
- Critical evaluation of information – deconstructing arguments; evaluating research
- Assignment writing – knowing what is required; how it is graded; planning; constructing; creating arguments
- Feedback – what does it mean; how can it be used to improve
- Time management
- Preparing for examinations

**Unit 2**
- Preparing and making presentations
- Understanding basic principles of group processes
- Understanding roles and interactions
- Methods of observing and recording group behaviour
- The use of sociograms and self-description
- Dealing with conflict in groups
- Communications processes and skills
- Awareness exercises
- Exploration and discussion of personal viewpoints

**Learning and Teaching Methods:**

- Lectures/Workshops with groups of no more than 25 students
- Lectures/Workshops will be supplemented by a VLE where students can access and share resources and complete self-tests
- Experiential group exercises, group and individual presentations, small and large group discussion, role-play, kinaesthetic methods

| Total Teaching Contact Hours | 48 |
| Total Self-Directed Learning Hours | 52 |

**Module Delivery Duration:**

Unit 1 will be delivered over the first semester. Unit 2 will be delivered in semester
## Assessment

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### Module Specific Assessment Arrangements (if applicable)

- (a) Derogations from General Assessment Regulations
  - **Unit 1**
  - All parts of the assignment must be submitted and achieve a pass grade

- (b) Module Assessment Thresholds
  - Mandatory attendance: 80%

- (c) Special Repeat Assessment Arrangements
  - **Unit 1**
  - All failed elements must be resubmitted within four weeks

## Unit 1

### Indicative Reading:

Unit 2
Indicative Reading
### Year 2 Modules

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<td>ECE2011</td>
<td>Mental Health during the Early Years</td>
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<td>ECE2014</td>
<td>Inclusion in Early Years practice</td>
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<td>Language, Literacy and Numeracy</td>
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<td>Aistear and Early years curricula</td>
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<td>ECE3028</td>
<td>Outdoor Learning</td>
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<td>Supervised Practice Placement: The skilled Early Years Educator</td>
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<td>Option: Study Abroad option for students going on Erasmus exchange programme in Semester 2</td>
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### School Responsible:
School of Languages, Law and Social Sciences

### Module Overview:
The main aim of this module is to build upon and to extend the student’s knowledge of theoretical constructs and explanations of the young child’s developing personal, intellectual and social competence within the context of familial and extra-familial influences.

### Learning Outcomes (LO):
On Completion of this intermediate module, the learner will be able to:

1. Adopt a critical perspective to Developmental Psychology;

2. Demonstrate critical understanding about normative processes and individual differences in the development of children’s personal, socioemotional and cognitive competence during the Early Years;

3. Evaluate theories of child competence;

4. Discuss core constructs of the social ecology of child development and its implications for Early Years Professionals;

5. Review determinants and developmental significance of paternal involvement during the Early Years;

6. Discuss the impact of television with particular emphasis on young children’s psychological development and well being;

7. Evaluate the impact of poverty during the Early Years;

8. Review cultural models of parenting and its developmental implications.
Indicative Syllabus:

Section A: Critical Perspectives on Developmental Psychology
The social construction of childhood, Life span view of development, Social ecology of early childhood

Section B: The Development of Competence during the Early Years
1. Development of Sense of Self during the Early Years
   Development of self-awareness, self-concept, self-esteem, self-referential feelings; Factors influencing the development of sense of self.

2. Development of Self-control and Mastery Motivation
   Development of self-regulation and control systems in the brain; Theory and research on the growth of self-control and self-direction across emotional, social, motivational, and cognitive domains; Determinants of initiative, self-efficacy and mastery motivation

3. Development of Intelligence
   Construct of intelligence; Measurement of intelligence; Factors influencing the development of intelligence; Critical evaluation of intelligence, Different types of intelligence.

4. Development of Theory of Mind abilities
   Developmental stages and functions of Theory of Mind abilities; Theories about Theories of Mind abilities; Precursors and developmental implications of Theory of Mind.

5. Moral Development
   Developmental progression of moral reasoning, feelings and behaviour, Theories of moral development; moral education.

6. Development of Empathy, Prosocial reasoning and Altruistic behaviour
   Developmental perspective in empathy, prosocial reasoning and prosocial behaviour during the early years; Theoretical perspectives; Determinants and developmental significance.

7. Gender Development
   Development of gender and sex role concepts; Gender stereotyping; Theoretical perspectives.

8. Personality development during the Early Years
   Construct of personality, personality types and implications during the early years, Genetic and environmental sources of influence.

Section C: The Social Ecology of Child Development during the Early Years

1. The Role of the Father in Child Development
   Paternal involvement during the Early Years; Determinants and developmental implications.
2. **Television**  
Impact of TV on young children’s psychological development and well being.

3. **Socioeconomic Status and Poverty**  
Childrearing beliefs, values, parenting styles and developmental status as a function of socioeconomic status and economic hardship.

4. **Cultural Contexts of Development**  
Cross-cultural comparisons, similarities and differences in developmental processes in different cultures; Cultural models of parenting and its developmental consequences.

---

### Learning and Teaching Methods:
Lectures, discussions, links to placement work, DVDs, reading, self-directed study.

### Total Teaching Contact Hours:
- Lectures: 24 hours

### Total Self-Directed Learning Hours:
76 hours

### Module Delivery Duration:
Semester 1

### Assessment
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Indicative Reading: (author, date, title, publisher)

Additional reading will be provided.
**Module Title**: Mental Health during the Early Years

**School Responsible**: School of Languages, Law and Social Sciences

**Module Overview:**
This module has three main aims. The first aim is to introduce psychological key constructs, theories and processes of well-being during the Early Years with particular emphasis on the contribution of developmental psychopathology to understanding infant and early childhood mental health problems. Second, this module aims to provide a critical knowledge base of the assessment and classification of infants and young children’s mental health problems. The third main aim is to provide a forum for the critical review of psychological models and approaches to the intervention of mental health problems during the early years.

**Learning Outcomes (LO):**
On Completion of this intermediate module, the learner will be able to:

1. Review key concepts of psychological well-being and mental health during the early years.
2. Identify protective and adverse factors in young children’s’ development.
3. Discuss principles and methodological aspects of infant, toddler and preschool assessment of mental health.
4. Demonstrate an understanding of the importance of a developmental framework in the assessment and treatment of infants’ and young children’s mental health problems.
5. Critically review the classification of infant and early childhood mental disorders.
6. Identify and critically evaluate the symptoms and diagnostic criteria of mental disorders arising during the early years.
7. Demonstrate awareness about the importance of prevention and early detection.
8. Critically evaluate psychological models and approaches to the intervention and management of mental health problems during the early years.
9. Discuss implications of infant and early childhood mental health for early years professionals.

**Indicative Syllabus:**

**Part A: Psychological perspectives of well-being and mental health during the early years**
1. Well-being and mental health during the early years
2. Introduction to developmental psychopathology during the early years
3. Factors influencing well-being and mental health during infancy and the preschool period
Indicative Syllabus: continued

Part B: Classification and assessment of mental health problems during the early years
1. Diagnosis and classification systems of mental disorders during the early years
2. Assessment tools of infant, toddler and preschool mental health
3. Mental health problems arising during the early years including:
   - Relationship and attachment problems
   - Regulatory disorders of sensory processing
   - Sleep problems
   - Feeding problem
   - Toileting problems
   - Learning and communication difficulties
   - Autism Spectrum disorder
   - Fear and anxiety problems
   - Depression
   - Attention and over-activity problems
   - Oppositional defiance problems

Part C: Psychological approaches to the intervention and management of mental health problems during the early years
1. Psychological models of infant and early childhood mental health problems
2. Interventions and management of mental health problems during the early years.

Learning and Teaching Methods:
Lectures, group discussion, case studies, problem-based learning and video-based material.

Total Teaching Contact Hours:
Lectures: 36 hours

Total Self-Directed Learning Hours: 164 hours

Module Delivery Duration:
Semester 2

Assessment
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<tr>
<td>Written exam</td>
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Module Specific Assessment Arrangements (if applicable)
(m) Derogations from General Assessment Regulations
(n) Module Assessment Thresholds
(o) Special Repeat Assessment Arrangements
Indicative Reading:  (author, date, title, publisher)


Additional reading will be provided
<table>
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<th>Module Code</th>
<th>Pre-requisite Module codes</th>
<th>Co-Requisite Modules code(s)</th>
<th>ISCED Code</th>
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**Module Title**  
Inclusion in Early Years Practice
Author: Jan Pettersen

**School Responsible**  
Languages, Law & Social Sciences

**Module Overview:**  
The module is developed in response to the state driven initiative to include children with Additional Needs in mainstream childcare settings, placing new demands on Early Years Professionals to up-skill in order to respond appropriately to these specific challenges. The module is aligned to the national LINC programme, which identifies distinct areas of professional practice in need of development as outlined in the syllabus and Learning Outcomes below. In completing this module, it is envisaged that students will be better equipped to meet the new reality in Early Childhood settings.

**Learning Outcomes (LO):**  
(to be numbered)
For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

| 1 | Actively engage in understanding, connecting and critically reflecting on the support for children with a variation of additional needs. |
| 2 | Identify the theory, key concepts, policy and legislation and pedagogical practice pertaining to including children with additional needs in an Early Years service. |
| 3 | Facilitate critical engagement with early years’ curricula, pedagogy and assessment in including children with additional needs. |
| 4 | Develop professional and ethical practice in keeping with current legislation including Childcare (Pre-school) Regulations (2016), incorporating reflective practice. |
| 5 | Adopt an on-going, proactive role in managing personal and professional learning needs of children with additional needs. |
| 6 | Engage with opportunities to learn through a variety of delivery methods aimed to support children with additional needs and to reflect on these practices in an appropriate manner. |
| 7 | Collaborate with colleagues, parents, other professionals and communities to develop and sustain strong teamwork alliances on behalf of children with additional needs within the setting. |
| 8 | Develop a personal philosophy and understanding of practices that will |
facilitate early years’ educators in becoming leaders and advocates for the inclusion of children with additional needs into mainstream Early Years settings.

### Indicative Syllabus:

**Inclusion in Early Years settings**  
Assisting students in understanding the rationale for a model for Inclusion in Early Years education and to provide the student with an overview of the range of additional needs.

**Practice approaches to Additional Needs**  
Critically situate inclusion in a changing ECCE environment, prepare and equip students with knowledge, skills and attitudes to plan an inclusive approach to curriculum for the early years in both design and implementation. Furthermore, it will contribute to ensure that the student gain an appreciation of the value and challenges of inclusive education. Lastly, it will situate and analyse the place and role of Special Education within an evolving ECCE sector and provide a critical study of the essentials of Special Education in the Irish context.

**Working with families**  
Students will develop understanding of the psychological impact of disability on children and their families, and with insights into a range of psychological issues, the first signs of which appear in early childhood.

**Incorporating inclusion in the Curriculum**  
The student will gain skills with regards to developing a differentiated curriculum for children in varying categories with special educational needs, using their strengths and multicultural backgrounds as leverage.

### Learning and Teaching Methods:

- Lectures, videos, discussion of issues, including links to placement and directed reading to inform discussion.

| Total Teaching Contact Hours | 24 |
| Total Self-Directed Learning Hours | 76 |

### Module Delivery Duration:

- One semester

### Assessment

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**Module Specific Assessment Arrangements (if applicable)**

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<td>Module Assessment Thresholds</td>
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<td>Special Repeat Assessment Arrangements</td>
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**Indicative Reading:** (author, date, title, publisher)


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**School Responsible:** School of Languages, Law and Social Sciences

**Module Overview:**
In this module, students will build on the knowledge and understanding and skills formed in the Early Childhood Education module. They will examine the main theories of early education in greater depth, develop their understanding of the importance of the environment, interactions and play on children’s learning. Students will identify the role of the early childhood educator in providing language, literacy and numeracy learning opportunities for children from birth to six years. Through this work they will develop insights into how children think and learn and how they as early childhood educators, can best facilitate their development.

The aim of this module is to develop the student’s knowledge of the role of the early childhood educator, to broaden their professional practice in the area of early education, to develop an understanding of the implementation of Aistear: The Early Childhood Curriculum Framework and how that intersects with Síolta: The National Quality Framework for Early Education. In addition, to introduce the learner to the study of language as an entity in itself and as a communication and learning medium and inform them of particular strategies to enhance their professional practice when working with children with additional needs.

**Learning Outcomes (LO):** (to be numbered)
For a 5 ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

1. Understand the process of first language acquisition

2. Explore the theoretical and practice requirements for pre-literacy, literacy, pre-numeracy and numeracy learning and development in children 0 – 6 years

3. Examine and practise how to support early language, literacy and numeracy acquisition with particular focus on the role of the environment as a ‘third teacher’ in an early childhood setting

4. Be able to identify common language problems and particular strategies for use with children with additional needs

5. Be able to facilitate supportive interactions with and among children to encourage communication, language and thinking

6. Facilitate a range of early education learning experiences, including early language, literacy and numeracy learning experiences

7. Integrate their learning through undertaking a developmentally appropriate project with children
Indicative Syllabus:

1. **Language Acquisition**
   Introduction to language acquisition; theories of language acquisition; stages of language acquisition: development of meaning, communication, phonology, vocabulary, syntax, pragmatics; role of parents and caregivers: child directed speech.

2. **Pre-Literacy, Literacy, Pre-numeracy and numeracy**
   Exploration of the research and recent Literacy and Numeracy Strategy 2011 determining the importance of these skills to children’ holistic development and lifelong learning. Identification of the skills involved in children 0-6 years learning pre-literacy, literacy and pre-numeracy and numeracy skills. Particular focus on shared opportunities for learning and play.

3. **Promoting pre-literacy, literacy, numeracy and literacy skills**
   Exploration of the importance of interactions, books, storytelling, mark making and scientific concepts in the learning and development of these. Completing environmental audit of current work placement in relation to the provision of opportunities for learning.

4. **Identify difficulties and strategies**
   Exploration of common difficulties many children may have with language acquisition (approximately 20% of children have additional needs) and identification of various strategies that could be used by early years practitioners to enhance communication.

5. **Language Development in Group Situations**
   Factors affecting language development in group situations; importance of conversation: development of conversational ability, creating opportunities for conversations, how to help children sustain conversations; language enriching activities: story-telling, picture books, personal narratives, rhymes and songs, puppets, drama; language variety and diversity: regional and social dialect, individual difference, bilingualism.

5. **Language Learning Problems**
   Recognising problems in early language development; common problems: stuttering, disfluency, pronunciation, restricted use of vocabulary and of language functions, language delay; medical problems: hearing and speech organs, social and emotional problems; consultation with parents and speech therapist.

**Learning and Teaching Methods:**
Lectures, discussions, links to placement work, DVDs, case studies, reading, self-directed study

| Total Teaching Contact Hours | 24 |
| Total Self-Directed Learning Hours | 76 |

**Module Delivery Duration:**
The module is delivered in semester one and two.

**Assessment**

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**Module Specific Assessment Arrangements (if applicable)**
(a) Derogations from General Assessment Regulations

(b) Module Assessment Thresholds

(c) Special Repeat Assessment Arrangements

Indicative Reading:


Web references
www.cecde.ie: website of the Centre for Early Childhood Development and Care.
www.childcareonline.ie: website of Dublin City Childcare Committee
www.highscope.org: website of HighScope Foundation, USA.
www.ncca.ie: website of the National Council for Curriculum and Assessment.
Module Title: Aistear and Early years curricula

Module Overview:
The aim of this module is to develop the student’s knowledge of the role of the professional early childhood educator and to broaden their professional practice in the area of early education. Particular emphasis on implementation of learning experiences based on Aistear: The Early Childhood Curriculum Framework and how that intersects with Síolta: The National Quality Framework for Early Education. To develop an understanding of current models of early years provision and emergent curriculum. Strategies to support children resolve conflicts will be addressed and applied in practice.

Learning Outcomes (LO): (to be numbered)
For a 5ECTS module a range of 4-10 LOs is recommended
On Completion of this module, the learner will be able to
1. Discuss the role of the professional early childhood educator
2. Understand the principles of early education that underpin both Aistear and Síolta
3. Develop and engage with the learning experiences of Aistear and Síolta for children 0-6 years
4. Integrate their learning through undertaking curriculum design and learning experiences with services and children
5. Develop an understanding of the underlying philosophies of current models of early years provision and emergent curriculum
6. Develop awareness of the skills, knowledge and competencies required to work professionally with children 0-3 years
7. Apply interaction strategies in practice to include conflict resolution with and among children.

Indicative Syllabus:
1. Review of the Role of the Early Years Professional
   Review of students learning and experience, the role of the early educator in a range of settings, a review of the principles of good practice including practical implications of the Child Care Act 1991 (Early Years services) Regulations 2016.
2. Engaging with Aistear and Síolta
   Consideration of the principles and core aspects of early education such as environment and interaction that underpin Aistear: The Early Childhood Curriculum Framework and Síolta: The National Quality Framework for Early Education.
Engagement with the Aistear/Siolta practice guide.

3. **Critical Analysis of Models of Early Years Provision**
   Critical analysis of models of Early Education in Irish and international contexts, including High-Scope, Montessori, Early Start and emergent play, linked to theories of child development and learning.

4. **Working with Children under Three**
   Supportive adult-child interactions; promoting continuity of care; creating a climate of trust for the children; respecting children’s choices; supporting children’s intentions; providing and equipping active learning environments, both indoors and out; organizing daily routines and schedules; facilitating child development during mealtimes, personal care routines, sleep and play times; working in partnership with parents.

**Learning and Teaching Methods:**
Lectures, discussions, links to placement work, DVDs, case studies, reading, self-directed study.

<table>
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<th>Total Teaching Contact Hours</th>
<th>24</th>
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<td>Total Self-Directed Learning Hours</td>
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**Module Delivery Duration:**
The module is delivered in semester one and two.

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**Module Specific Assessment Arrangements (if applicable)**
(a) Derogations from General Assessment Regulations
(b) Module Assessment Thresholds
(c) Special Repeat Assessment Arrangements

**Indicative Reading:** (author, date, title, publisher)


**Web references**


[www.childcareonline.ie](http://www.childcareonline.ie): website of Dublin City Childcare Committee.

[www.highscope.org](http://www.highscope.org): website of HighScope Foundation, USA.


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<th>Co-Requisite Modules code(s)</th>
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**Module Title**: Outdoor Learning

**School Responsible**: Languages, Law & Social Sciences  
Author: Jan Pettersen

**Module Overview**:

This Module provides an overview of issues related to outdoor learning within early childhood education services from multi-disciplinary perspectives.

**Learning Outcomes (L.O):** (to be numbered)

For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

1. trace historical developments which have influenced the use of the outdoors within early childhood education settings
2. understand the key issues in relation to young children and the outdoors from multi-disciplinary perspectives including sociology, psychology, health, geography and early childhood education
3. have an appreciation of children’s right to play outdoors and be aware of the relevant legislation and policies in this regard both national and international, including Aistear and Siolta
4. be aware of key features of playground design which facilitate interaction with the environment and applies indoor-outdoor connectedness in the context of early childhood education curriculum
5. identify important features of outdoor environments for infants, toddlers, pre-school aged children (and school aged children)
6. know how to include the voice of the children, alongside the voice of families, communities, regulatory authorities in planning, using and designing outdoor environments
7. identify features of outdoor environments which are inclusive
8. critically analyse contemporary national and international models and designs of outdoor play spaces within early years services, including reference areas
9. gain understanding of how related issues, such as nutrition and sustainability can enhance the outdoors experience for the child and how the teacher can work to develop the child’s awareness in regards to these issues.

**Indicative Syllabus**:

1. **History of outdoor play in early childhood education services, international and national perspectives**  
   Key historical developments which have influenced the use of the outdoors within early childhood education settings. Particular attention given to work of key early childhood educationists such as Froebel, Montessori, Steiner, and Mc Millan

2. **Contemporary issues in childhood and outdoor play: multi-disciplinary perspectives**  
   Consideration of dominant discourses of childhood and childhood play which impact on
early childhood services’ provision of outdoor play e.g. childhood in crisis, commodification of children’s play, safety and regulation, children’s control over time and space

3. Needs and rights of young children in relation to outdoor play
Consideration of relevant legislation, international and national impacting on children’s experiences of outdoor environments e.g. UN Convention of the Rights of the Child, National Children’s Strategy, National Play Policy, Health Strategies

4. Working positively with safety guidelines and regulations
National planning, health and safety guidelines and regulations pertaining to outdoor play environments. Consideration of children’s need for risk, challenge and exploration outdoors in the context of regulation, including Aistear and Siolta.

5. Planning and designing outdoor environments for early years services
Indoor – outdoor connectedness, outdoor environments for babies, toddlers, pre-school aged children, designing outdoor environments which are inclusive. Working collaboratively with children, families, local community, architects, landscape designers, in planning and designing outdoor environments.

6. Develop awareness of environmental sustainability
Environmental issues are high up on the agenda world wide. When bringing children outdoors into nature, the teacher should take the opportunity to put focus on these issues and encourage children to become aware, through engaging in appropriate activities.

Learning and Teaching Methods:
A combination of methods including lectures, discussion, use of video, photographs and field-work.

| Total Teaching Contact Hours | 24 |
| Total Self-Directed Learning Hours | 76 |

Module Delivery Duration:
Two semesters

Assessment

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>100%</td>
<td>1-6</td>
</tr>
</tbody>
</table>

Module Specific Assessment Arrangements (if applicable)
(a) Derogations from General Assessment Regulations
(b) Module Assessment Thresholds
(c) Special Repeat Assessment Arrangements

Essential Reading: (author, date, title, publisher)
## Module Overview:

This module comprises of two units:

**Unit A:**
The aim of unit A is to facilitate the student’s ongoing professional development through working under supervision in an Early Years’ Service and through linking learning from all modules to practice. Supervised Practice Placement in semester 1 of year 2 offers the student opportunities to acquire and develop the relevant knowledge, skills and values required of the Early Years professional to practice at an intermediate level.

**Unit B:**
Individual and group tutorials in unit B provide a forum for students to discuss their experiences in college and placement. The main aims of Unit B are to support and monitor students’ placement progression, academic learning and well-being.

## Learning Outcomes (LO):

On completion of this module, the learner will be able to:

1. Demonstrate an understanding of the importance of communication, social responsiveness and relationships with young children.

2. Begin to show initiative and responsibility in the provision of developmentally appropriate experiences and learning opportunities in Early Childhood Education and within this context; demonstrate engagement with the principles and standards of Síolta, Aistear, Aistear/Síolta Practice guide

3. Display knowledge of health and safety guidelines for young children.

4. Deal with routine child management in accordance with placement policies.

5. Demonstrate the understanding of the importance of developing professional relationships with Staff and the Manager of the Early Years Service.

6. Begin to engage in self-reflection and demonstrate an understanding of
the importance of self-assessment.

Indicative Syllabus:

UNIT A: Supervised Placement
Building on the experience of year 1 the tutor arranges an appropriate Supervised Practice Placement in year 2. The student will have the opportunity to broaden his/her experience in terms of one or more of the following criteria: age group, Early Years curriculum, mainstream or additional needs and type of setting (public or private). The main learning areas are working with young children, teamwork and professional development as an Early Years Practitioner.

UNIT B: Group and individual tutorials
Accompanying the supervised placement, group and/or individual tutorials will address the following main topics:
- College and placement induction for second year
- Integration of students’ experiences in college and placement
- Identification of criteria for placement progression
- Evidence of students’ placement progression in accordance with the established guidelines.

Learning and Teaching Methods:

Unit A:
The main responsibility for learning and teaching in the Supervised Practice Placement lies with the student and practice teacher who manage the learning on an ongoing basis. Strong links are maintained with the student's college tutor through regular college-based tutorials and one placement-based tri-partite meeting per semester. College based courses strive, where appropriate, to link theoretical concepts with professional practice. Students use a variety of methods to develop their knowledge and skill on placement including observation, discussion/supervision, planning and carrying out activities/placement-based assignments, reflection.

Unit B:
Group discussion, individual/group presentations, role play, reflection, problem-based learning and video-based material. Individual meetings and discussion with tutor.

Total Teaching Contact Hours:
Unit A: Student Contact Hours with Placement 30 days
Unit B: Tutorials 24hrs

Total Self-Directed Learning Hours: 100 hours

Module Delivery Duration:
### Assessment

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit A: Placement Report</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The practice teacher in conjunction with the student assesses the student’s progress on placement practice. Assessment guidelines and criteria for satisfactory/unsatisfactory are set out in the Assessment Report Form of the Supervised Practice Placement: the skilled Early Years Practitioner. The practice teacher draws on a wide range of evidence in making the final assessment including observations of student in practice, feedback from practice teacher’s colleagues as well as student’s own reflections and self-assessment. The student, the practice teacher and the tutor sign the Assessment Report Form for the Supervised Practice Placement: the skilled Early Years Practitioner. The final decision for the grade rests with the tutor and the Programme Board. The grade awarded for the placement is Satisfactory or Unsatisfactory.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory or Unsatisfactory (Non-compensatory)</td>
<td>1-6</td>
<td></td>
</tr>
<tr>
<td>This module must be passed before a student is eligible to progress to the subsequent Supervised Practice Placement in semester 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit B:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active participation in individual and group tutorials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory or Unsatisfactory (Non-compensatory)</td>
<td>1-6</td>
<td></td>
</tr>
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</table>

### Module Specific Assessment Arrangements (if applicable)

<table>
<thead>
<tr>
<th>Description</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Derogations from General Assessment Regulations</td>
<td>Satisfactory or unsatisfactory</td>
</tr>
<tr>
<td>(b) Module Assessment Thresholds</td>
<td>100% Attendance requirement for Unit A</td>
</tr>
<tr>
<td>(c) Special Repeat Assessment Arrangements</td>
<td>This module is non-compensatory (i.e. marks awarded in other</td>
</tr>
</tbody>
</table>
modules may not be considered to compensate the progression of a student to Supervised Practice Placement: *the competent Early Years Professional.*

A student may not undertake more than two repeat Supervised Practice Placements during the three year programme and not consecutively in the Supervised Practice Placements within and across the 3 years of the Programme.
<table>
<thead>
<tr>
<th>Module Code</th>
<th>Pre-requisite Module codes</th>
<th>Co-Requisite Modules code(s)</th>
<th>ISCED Code</th>
<th>Subject Code</th>
<th>ECTS Credits</th>
<th>NFQ Level (CPD)#</th>
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<tr>
<td>ECE2029</td>
<td>Supervised Practice Placement: The Competent Early Years Educator</td>
<td></td>
<td></td>
<td></td>
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</table>

**School Responsible**: School of Languages, Law and Social Sciences

**Module Overview:**

This module comprises of two units:

**Unit A:**

The aim of unit A is to facilitate the student’s ongoing professional development through working under supervision in an Early Years service and through linking learning from all modules to practice. Supervised Practice Placement: the competent Early Years Practitioner offers the student opportunities to further acquire and develop the relevant competencies required of the Early Years Practitioner.

**Unit B:**

Individual and group tutorials in unit B provide a forum for students to discuss their experiences in college and placement. The main aims of unit B are to support and monitor students’ placement progression, academic learning and well-being.

**Learning Outcomes (LO):**

On Completion of this module, the learner will be able to:

1. Demonstrate competence in communication, social responsiveness and relationships with young children.

2. Take initiative and responsibility in the provision of developmentally appropriate experiences and learning opportunities in Early Childhood Education and demonstrate engagement with the principles and standards of Síolta, Aistear, Aistear/Síolta Practice guide.

3. Demonstrate awareness of the importance of vigilance and appropriate conduct in relation to health and safety guidelines for young children.

4. Demonstrate competence in child management.

5. Demonstrate commitment to teamwork and professional interaction with Staff and the Manager of the Early Years’ Service.
| 6 | Provide evidence of own professional development, in particular initiative, responsibility, documentation of own learning and self-assessment. |

**Indicative Syllabus:**

**UNIT A: Supervised Placement**
Continuing their supervised practice in the same placement the students will have the opportunity to further deepen their experiences in their setting (e.g. in terms of a particular age group, Early Years curriculum, mainstream or additional needs. The main learning areas are working with young children, teamwork and professional development as an Early Years Practitioner.

**UNIT B: Group and individual tutorials**
Accompanying the supervised placement, group and/or individual tutorials will address the following main topics:
- Integration of students’ experiences in college and placement
- Identification of criteria for placement progression
- Evidence of students’ placement progression in accordance with the established guidelines.

**Learning and Teaching Methods:**

**Unit A:**
The main responsibility for learning and teaching in the Supervised Practice Placement: the competent Early Years Practitioner lies with the student and practice teacher who manage the learning on an ongoing basis. Strong links are maintained with the student’s college tutor through regular college-based tutorials and one placement-based tri-partite meeting per semester. College based courses strive, where appropriate, to link theoretical concepts with professional practice. Students use a variety of methods to develop their knowledge and skill on placement including observation, discussion/supervision, planning and carrying out activities/placement-based assignments, reflection.

**Unit B:**
Group discussion, individual/group presentations, role play, reflection, problem-based learning and video-based material. Individual meetings and discussion with tutor.

**Total Teaching Contact Hours:**
- Unit A: Student Contact Hours with Placement 30 days
- Unit B: Tutorials 24 hours

**Total Self-Directed Learning Hours:**
100 hours
Module Delivery Duration:

Semester 2

Assessment

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit A: Placement Report</strong>&lt;br&gt;The practice teacher in conjunction with&lt;br&gt;the student assesses the student’s progress on placement practice.&lt;br&gt;Assessment guidelines and criteria for satisfactory/unsatisfactory are set out in&lt;br&gt;the Assessment Report Form of the Supervised Practice Placement: the competent Early Years Practitioner. The practice teacher draws on a wide range of evidence in making the final assessment including observations of student in practice, feedback from practice teacher’s colleagues, student’s own reflections and self-assessment.&lt;br&gt;The student, the practice teacher and the tutor sign the Assessment Report Form for the Supervised Practice Placement: the competent Early Years Practitioner. The final decision for the grade rests with the tutor and the Programme Board. The grade awarded for the placement is Satisfactory or Unsatisfactory.&lt;br&gt;Supervised Practice Placement: the competent Early Years Practitioner must be passed before a student is eligible to progress to year 3.</td>
<td>Satisfactory or Unsatisfactory (Non-compensatory)</td>
<td>1-6</td>
</tr>
<tr>
<td><strong>Unit B:</strong>&lt;br&gt;Active participation in individual and group tutorials.</td>
<td>80% attendance</td>
<td>1-6</td>
</tr>
</tbody>
</table>

Module Specific Assessment Arrangements (if applicable)

<table>
<thead>
<tr>
<th>Derogations from General Assessment Regulations</th>
<th>Satisfactory or unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Assessment Thresholds</td>
<td>100% Attendance requirement for Unit A</td>
</tr>
<tr>
<td>Special Repeat Assessment Arrangements</td>
<td>This module is non-compensatory (i.e. marks awarded in other modules may not be considered to compensate the progression of a student to year 3. A student may not undertake more than two repeat Supervised Practice Placements during the three year programme and not consecutively in the Supervised Practice Placements within and across the 3 years of the Programme.</td>
</tr>
</tbody>
</table>
Module Title: Law

School Responsible: Languages, Law & Social Sciences

Module Overview:
The module is designed to equip the student with an appreciation of the means by which legislative provisions regulate the welfare and safety of the child in Irish society as well as introduce students to the legal issues affecting the family. In this regard it aims to instruct students on how the Courts will interpret legislation affecting the family and/or the child. The unit also aims to examine the legal context of early childhood education as well as looking at questions of rights and equality with specific reference to ECE.

Learning Outcomes (LO): (to be numbered)
For a 5ECTS module a range of 4-10 LOs is recommended
On Completion of this module, the learner will be able to

<p>| | |</p>
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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand the various types of ‘law’ that can affect children in Ireland e.g. EU law, court decisions, Acts of Oireachtas, etc.</td>
</tr>
<tr>
<td>2</td>
<td>Explain the basic means by which the area of child care is legislated for and regulated in Ireland</td>
</tr>
<tr>
<td>3</td>
<td>Critically assess and examine how legislation and court decisions impact on and affect the child in Ireland</td>
</tr>
<tr>
<td>4</td>
<td>Examine the potential of legislative provisions to tackle inequality</td>
</tr>
<tr>
<td>5</td>
<td>Understand the impact of the Childcare (Pre-school) regulations 2006 with amendments and their consequences for the operation of Early Years services.</td>
</tr>
</tbody>
</table>

Indicative Syllabus:

1. Introduction to law in Ireland
   Introduction to legal terminology; Sources of law – enactment of legislation by Oireachtas, EU law, international law (e.g. UN); Role of constitution in family life; Origin of case law; Interpretation of legislation by courts.

2. Child/ family legislation
   Legislative provisions directly relevant to the family and the child - Guardianship of Infants, Child Care Act, 1991, Children Act, 2001; Children and Family Relationships Act 2015; UN Treaties concerning children, care orders, adoption, fostering.

3. Effect on children of related areas of law
   Areas of law which, whilst not directly concerned with the child, will undoubtedly affect the child’s legal status (e.g. affect of decrees of nullity, divorce, separation on children, status of non-marital children); children and domestic violence.
4. **The Legal Context of Early Childhood Care and Education**

Regulation of Child Care Services- Child Care Act 1991 (as amended) and Child Care Regulations (2006) (as amended); issues affecting the child care worker in today’s society; legal responsibility for caring for children, duties owed to children in the charge of carers (acting in *loco parentis*), duties towards parents of such children; data protection and freedom of information.

5. **Law, Rights and Equality**

Equality legislation; rights of minorities; children’s rights in Ireland; children’s rights and Early Childhood Education

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**Learning and Teaching Methods:**
Lectures, class exercises and group discussions

<table>
<thead>
<tr>
<th>Total Teaching Contact Hours</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Self-Directed Learning Hours</td>
<td>76</td>
</tr>
</tbody>
</table>

**Module Delivery Duration:**
Semester 1

**Assessment**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class test</td>
<td>50%</td>
<td>1-5</td>
</tr>
<tr>
<td>Essay</td>
<td>50%</td>
<td>1-5</td>
</tr>
</tbody>
</table>

**Module Specific Assessment Arrangements (if applicable)**

(a) Derogations from General Assessment Regulations

(b) Module Assessment Thresholds

(c) Special Repeat Assessment Arrangements

**Indicative Reading:**

**Books:**
Bunreacht na hEireann/Irish Constitution (available from Government Publications Office).


**Journals:**


Module Title: Research Methods: Documenting Young Children’s Meanings

Module Overview:
This module aims to explore strategies and resources for early childhood educators to support, encourage and document children’s meanings in early childhood settings. The value of conceptualising pedagogical documentation as research with children and early childhood educators will be explored. A range of methods and tools for accessing and sharing children’s meanings will be presented and discussed. A key aim of the module is for early years practitioners to learn how to better facilitate children’s interpretive and expressive abilities using observation, circle time, art, photography and mindful activities to create and convey an understanding of children’s meanings.

Learning Outcomes (LO): (to be numbered)
For a 5ECTS module a range of 4-10 LOs is recommended

On completion of this module, the learner will be able to

1. Conceptualise pedagogical documentation as research with children and early childhood educators with a view to making children’s meanings visible;

2. Recognise children as agents of their development and learning through making visible children’s theories and provisional explanations for making sense of the world around them;

3. Develop greater understanding of child-centred research in terms of children’s participation in meaning-making processes;

4. Further develop and build on observation skills to access, interpret and share young children’s meanings through socio-dramatic play;

5. Gain insight into a range of methods, informed by the Mosaic Approach, in order to access and facilitate the expression of thoughts, feelings, values, and culture of children with whom early childhood educators work;

6. Document and record, interpret and share the processes and products of children creating meaning through a variety of means;

7. Further build on and expand skills of listening to young children’s voices and supporting and documenting children’s conversations;

8. Facilitate children’s interpretive and expressive abilities using art to create and
convey meanings through symbols;

9 Develop an understanding of the role of the camera in researching young children’s meanings;

10 Document children’s voices and meanings using mindfulness and music;

Indicative Syllabus:

**Pedagogical Documentation as Research with Children and Early Childhood Educators**
Role of pedagogical documentation in facilitating research with children in early childhood; Making children’s meanings and learning visible through documenting everyday experiences; Methodological and ethical issues; Balancing protection and participation issues; Informed consent and young children.

**Documentation as an empowering pedagogy**
Empowering children and minimising the power differential by using child-friendly methods and techniques in documentation which builds on children’s competencies and interests; Supporting children’s rights to participate and actively engage in documenting their meanings; Generating knowledge about early childhood and children’s lives.

**Building on skills of observation: Documenting children’s socio-dramatic play**
Observing and documenting children’s explorations and investigations through a focus on socio-dramatic play; Supporting children to select, assign, and explore different roles in their socio-dramatic play; Documenting children’s thinking in depth and breadth. Performance of understanding through socio-dramatic play.

**Listening to children’s voices :Circle time as a tool for supporting children’s conversations**
Listening as a vital part of establishing respectful relationships with the young children we work with; Listening to children as an active process of receiving, interpreting and responding to communication; Group interviews following a model of circle time; Facilitating children’s responses to formal and informal opportunities to talk.

**Making children’s meanings visible**
Documenting children’s creations, manipulation and meaning making through engaged interaction with art materials; Exploring the use of visual tools such as painting and drawing to support the expression of children’s meanings;

**Documenting everyday moments**
Pedagogical documentation facilitating a focus on everyday moments in early childhood; Capturing children’s meanings through the use of children’s diaries; Creating a synthesis of children’s meanings through their use of art and symbols, cameras and other creative tools.

**Supporting mindful moments and meaning in early childhood**
Introducing mindful activities tailored to supporting mindful moments in early childhood settings; Using the power of stories to introduce the concept of mindfulness; encouraging
children to stop, listen, reflect on and understand their experiences.

<table>
<thead>
<tr>
<th>Learning and Teaching Methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A range of methods will be adopted including lectures, workshops, group discussions and presentations. Guest lecturers to include former graduates to share their experiences of understanding children’s meanings. Web Courses will be used to support students’ independent learning.</td>
</tr>
</tbody>
</table>

| Total Teaching Contact Hours | 24 |
| Total Self-Directed Learning Hours | 76 |

<table>
<thead>
<tr>
<th>Module Delivery Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two hour lectures over one academic semester</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicative Reading</th>
</tr>
</thead>
</table>


Module Code | Pre-Requisite Module codes | Co-Requisite Module code(s) | ISCED Code | Subject Code | ECTS Credits | NFQ Level (CPD)#
--- | --- | --- | --- | --- | --- | ---
ECE2015 | None | | | | 5 | 8

**Module Title** | Art in Early Education 2

**School Responsible** | Languages, Law & Social Sciences

**Module Overview:**

This module continues to develop students’ practical experience of art processes as a vehicle for communication, self-expression and personal development. Appropriate therapeutic aspects of the subject are introduced. Students examine how to research, plan, facilitate and evaluate an art programme with a group on placement, drawing on their own practical experience of the subject and relevant theories. Students will document their learning and its application in early education through visual and written presentation. At the end of this course students will be able to facilitate art with individuals or groups under supervision in an early education setting.

**Learning Outcomes (LO):**  (to be numbered)
For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

1. Demonstrate an ability to generate personal artistic solutions to given tasks
2. Identify an appropriate art related programme, including theme and suitable materials for an individual or group in a placement setting
3. Identify relevant theoretical information and synthesise with practical knowledge in preparation for planning a series of art workshops
4. Plan and facilitate a series of art workshops appropriate to context
5. Demonstrate an ability to evaluate the strengths and weaknesses of implemented art workshops
6. Communicate a visual and written account of research, preparation and facilitation of art workshops carried out under supervision

**Indicative Syllabus:**

Indicative syllabus covered in the module and / or in its discrete elements

1. **Introduction to course**
   Introduction to course, structure, content and assessment

2. **Introduction to assignment on placement**
   Students are introduced to methods of research and gathering information in placement context which are relevant to devising art workshops. Facilitation in synthesis of practical experience with theory in order to develop a rationale for meaningful art workshops. How to research, devise a theme, select appropriate materials, plan, implement and evaluate a series of art related workshops

3. **Art Workshops**
   Students undertake a series of practical workshops which are relevant to a range of placement contexts

4. **Individual/Group work**
   Exploration of the expressive, emotive and communicative potential of drawing, painting, print,
photography and collage through individual and collaborative work

5. Visual Communication
   How to communicate information effectively through consideration of image and text

6. 3-D Work
   Exploring approaches to relief work and 3-D construction

7. Preparation of art work for presentation

Learning and Teaching Methods:
Use will be made of a combination of the following methods: Lectures; practical workshops; demonstration; self-directed learning; collaborative work; group discussion; role-play, problem-solving exercises, video, work-based learning, computer-based learning; visits to relevant exhibitions/sites.

<table>
<thead>
<tr>
<th>Total Teaching Contact Hours</th>
<th>Workshops 48 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assignment preparation 10 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Self-Directed Learning Hours</th>
<th>Preparation for workshops 10 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assigned Reading and writing up Journal 20 hours</td>
</tr>
</tbody>
</table>

Module Delivery Duration:
Indicate if the module is normally delivered for example over one semester or less, or over one academic year etc.: Semesters 1 & 2.

Assessment

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>50%</td>
<td>1-6</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>50%</td>
<td>1-6</td>
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</tbody>
</table>

Module Specific Assessment Arrangements (if applicable)

- (d) Derogations from General Assessment Regulations
  - Attendance requirement: 75%.
  - This is non-compensatable

- (e) Module Assessment Thresholds
  - Each piece of work must be submitted for assessment.

Indicative Reading: (author, date, title, publisher)

**Websites**
- [www.communityarts.net](http://www.communityarts.net)
- [www.imma.ie](http://www.imma.ie)
- [www.lessonplanspage.com/WriteLessonPlan.htm](http://www.lessonplanspage.com/WriteLessonPlan.htm)
- [www.lessonplanz.com](http://www.lessonplanz.com)
- [www.princetonol.com/groups/idad](http://www.princetonol.com/groups/idad)
- [www.tate.org.uk](http://www.tate.org.uk)
- [www.theideabox.com](http://www.theideabox.com)
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<tr>
<th>Module Code</th>
<th>Pre-requisite Module codes</th>
<th>Co-Requisite Modules code(s)</th>
<th>ISCED Code</th>
<th>Subject Code</th>
<th>ECTS Credits</th>
<th>NFQ Level (CPD)#</th>
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</thead>
<tbody>
<tr>
<td>ECE2019</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

**Module Title**: Drama in Education 2

**School Responsible**: Languages, Law & Social Sciences

**Module Overview:**
Drama in Education is essentially a social interactive art process, which is both of a practical and intellectual discipline. This process enables communication between individuals, exploring person to person experiences. With the focus on an imagined, fictional world of make believe, the drama draws one’s attention to the ‘real world’ helping to recognise a sense of one’s own reality and to understand it better. It provides opportunities for Personal and Social development, Cultural and Artistic knowledge, and cross-curricular learning. Drama in Education is an invaluable teaching method which gives the student opportunities to apply it to their practice with the emphasis on the under sevens.

**Learning Outcomes (LO):** (to be numbered)
For a 5ECTS module a range of 4-10 LOs is recommended

<table>
<thead>
<tr>
<th>On Completion of this module, the learner will be able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Use drama to create trust and safety within a group</td>
</tr>
<tr>
<td>2 Stimulate the imagination and help others to express their feelings and thoughts in a constructive way</td>
</tr>
<tr>
<td>3 Experience the effect of voice and body language in relation to group dynamics</td>
</tr>
<tr>
<td>4 Make decisions and solve problems creatively</td>
</tr>
<tr>
<td>5 Integrate drama strategies with other areas of learning</td>
</tr>
<tr>
<td>6 Identify and know the different roles of facilitation and relate these to their class group</td>
</tr>
<tr>
<td>7 Apply theory to practice</td>
</tr>
<tr>
<td>8 Plan prepare and facilitate drama with young children</td>
</tr>
</tbody>
</table>

**Indicative Syllabus:**
Indicative syllabus covered in the module and / or in its discrete elements

1. **Reflection**
A regular part throughout the course will be for the students to become familiar with the process of reflection. Reflection is an ongoing process during each class as this is where the real learning occurs, when the students are given opportunities to think about what they have been doing. Awareness of the student’s own learning process and progress will be highlighted through the weekly workshops and recorded in a journal, which is assessed at the end of the module.

2. **Venturing into the unknown**
The work of Dorothy Heathcote, with particular attention to ‘Mantle of the expert’, Cecily O’Neill, Jonathan Neelands, and Nellie McCaslin will be explored and applied throughout this module and will concentrate on Group Interaction exercises, Social and Leadership skills, and extend the Role repertoire to deepen the quality of learning. Students continue to gather play activities suitable for different ability and age-groups which will be a resource for their
3. Exploring Alternatives
Facilitation skills, relevant theory, and exercises. Problem based scenarios, such as those taken from the student’s own work environment and explored during class in cooperation with fellow students.

4. Building Bridges
Drama and Story
Explore and present stories in engaging ways. Identify the dramatic potential of stories as well as the social, moral or cultural issues in them e.g. the dilemmas faced by characters, or the moral of a story and to discuss how the characters deal with them. The aim is for the student to be able to understand the use of stories, starting points, generate ideas for stories, use appropriate stimuli and to adapt the stories to the specific needs of the child.

Dance Drama
Movement for the student group (Martha Graham, Rudolf Laban, Veronica Sherborne)
Further exploration of story with the inclusion of movement rhythm and music.
Prepare and plan a movement activity for children

5. The Process of Ownership
Easing ownership of the work into the student’s hands as they facilitate drama with small student groups. Students are given opportunities to practice different drama conventions and techniques and in particular TIR. This is in preparation for the project each student will carry out individually in their placement.

Building believe, involvement and commitment using the models of Teacher in Role, (TIR) small group work and whole group drama.

In small groups, students present real-life situations to their class in order to encourage using drama for change. They will identify and select topics which could be usefully explored through Role playing. Use of different drama conventions will be used.

The shared experience of presenting these scenarios to their peer group and seeing them interpreted by their peers through the drama, reinforces the active learning aspect of the course and students will be able to rely on all learning aspects that have been presented and become aware of the drama process and its usefulness to their area of work as well as to their own learning process and understanding of their field of work.

Learning and Teaching Methods:
The method employed in this module is mainly of a practical experiential nature which includes reflection, discussion, visual aids interlinked with the following drama conventions, Tableaux (Image work), Thought tracking, Group sculpture, Role on the wall, Teacher in Role, Questioning in Role, Circular Drama, Sound tracking, Hot Seating, Whole-Group Role Play, Small Group Role play and Improvisation

<table>
<thead>
<tr>
<th>Total Teaching Contact Hours</th>
<th>48 hours</th>
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</thead>
<tbody>
<tr>
<td>Total Self-Directed Learning Hours</td>
<td>52 hours</td>
</tr>
</tbody>
</table>

Module Delivery Duration:
Indicate if the module is normally delivered for example over one semester or less, or over one academic year etc.: Semesters 1 & 2.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>50%</td>
<td>1-6</td>
</tr>
<tr>
<td>Practical Tasks</td>
<td>50%</td>
<td>1-6</td>
</tr>
</tbody>
</table>

### Module Specific Assessment Arrangements (if applicable)

<table>
<thead>
<tr>
<th>Module Specific Assessment Arrangements</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>(g) Derogations from General Assessment Regulations</td>
<td>Attendance requirement: 75%. This is non-compensatable</td>
</tr>
<tr>
<td>(h) Module Assessment Thresholds</td>
<td>Each piece of work must be submitted for assessment.</td>
</tr>
<tr>
<td>(i) Special Repeat Assessment Arrangements</td>
<td></td>
</tr>
</tbody>
</table>

### Indicative Reading:

- Baldwin, P. (1997) Stimulating Drama Cross Curricular Approaches to Drama in the Primary School, National Drama

### Web references, journals and other:

- The Journal of National Drama
- Research in Drama Education
<table>
<thead>
<tr>
<th>Module Code</th>
<th>Pre-requisite Module codes</th>
<th>Co-Requisite Modules code(s)</th>
<th>ISCED Code</th>
<th>Subject Code</th>
<th>ECTS Credits</th>
<th>NFQ Level (CPD)#</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL2000</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>8</td>
</tr>
</tbody>
</table>

**Module Title** Study Abroad Option for students going on Erasmus exchange programme

**School Responsible** Languages, Law & Social Sciences

**Module Overview:**
Second Year Early Childhood Education students will spend one semester studying early childhood education in a partner college abroad. This will enable them to gain insights into policy and practice of early childhood education in another country and to learn about early childhood educators’ perspectives on provision in their country. They will be encouraged to focus on the particular elements of early childhood education that the target country specialises in.

**Learning Outcomes (LO):** (to be numbered)
For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

1. Demonstrate understanding of the development of early childhood education policy and provision in the target country
2. Demonstrate an understanding of the content of modules studied in the partner college by passing module assessments in the partner college
3. Demonstrate an understanding of early childhood education practice in early childhood settings in the partner college through placement experience or site visits
4. Understand the scope and remit of research in early childhood education in the target country
5. Critically analyse early childhood education policy and provision in the target country
6. Compare and contrast early childhood education in Ireland with that of the partner country.
7. Understand education and training in the field of early childhood education in the target country and those of other international students

**Indicative Syllabus:**
Indicative syllabus covered in the module and / or in its discrete elements

- Study a range of relevant modules in the partner college and meet the learning outcomes of each module
- Engage in supervised practice placement as organised by the partner college
- Participate in the cultural activities of the partner college and country
- Engage with national and international students and lecturers
- Present information and insights about the Irish early childhood education policy and practice
- Become familiar with the approach to early childhood research in the target country
Learning and Teaching Methods:
Statements about the various types of learning and teaching methods that are used in the delivery of the module
- Lectures and seminars
- Experiential learning
- Self-study

<table>
<thead>
<tr>
<th>Total Teaching Contact Hours</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Self-Directed Learning Hours</td>
<td>300</td>
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</table>

Module Delivery Duration:
Indicate if the module is normally delivered for example over one semester or less, or over one academic year etc.: one semester, in Semester 2.

Assessment
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (LO Assessment (No.))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modules taken at partner college according to specifications set down by each partner college, to total 25 credits</td>
<td>Pass or fail 1-7</td>
</tr>
</tbody>
</table>

Module Specific Assessment Arrangements (if applicable)
- (j) Derogations from General Assessment Regulations
- (k) Module Assessment Thresholds
- (l) Special Repeat Assessment Arrangements

Indicative Reading: (author, date, title, publisher)
Reading lists provided by the partner college and material from DIT Library, particularly e-journals and e-books.

Hayes, N. (2013). Early Years Practice: getting it right from the start. Dublin: Gill and Macmillan
## Year 3 Modules

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE2013</td>
<td>Digital Childhoods</td>
<td>104</td>
</tr>
<tr>
<td>ECE3019</td>
<td>Pedagogy and curriculum</td>
<td>107</td>
</tr>
<tr>
<td>ECE3020</td>
<td>Working with Families and Communities</td>
<td>111</td>
</tr>
<tr>
<td>ECE3021</td>
<td>Introduction to Business &amp; Management Skills in Early Years Services</td>
<td>114</td>
</tr>
<tr>
<td>ECE3030</td>
<td>Child Protection and Safeguarding in the Early Years</td>
<td>118</td>
</tr>
<tr>
<td>ECE3029</td>
<td>Perspectives on Early Childhood Education: Issues in Policy, Practice &amp; Research</td>
<td>122</td>
</tr>
<tr>
<td>ECE3023</td>
<td>Supervised Practice Placement: The reflective practitioner</td>
<td>125</td>
</tr>
<tr>
<td>ECE2028</td>
<td>Sociology of Education and Inequality</td>
<td>130</td>
</tr>
<tr>
<td>ECE3024</td>
<td>Research Methods and Dissertation</td>
<td>132</td>
</tr>
<tr>
<td>Module Code</td>
<td>Pre-requisite Module codes</td>
<td>Co-Requisite Modules (code(s))</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>ECE2013</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

**Module Title**: Digital Childhoods

**School Responsible**
Languages, Law & Social Sciences
Author: Jan Pettersen

**Module Overview**:

The aim of this module is to provide students with a knowledge base in the role of technology in the lives of young children and its positive and negative implications for children’s development, learning and well being. The module will also provide students with knowledge on how to implement the meaningful use of available technology as a part of the early education curriculum.

**Learning Outcomes (LO): (to be numbered)**

For a 5ECTS module a range of 4-10 LOs is recommended

**On Completion of this module, the learner will be able to**

1. Describe the transformations of young children’s lives as a result of the rapid advance in Information and Communications Technology
2. Outline inequalities in access to technology as a function of social exclusion
3. Critically examine different types of ICT equipment, including interactive toys and software programmes available for infants, toddlers and young children and identify evaluation criteria
4. Discuss risks and opportunities in relation to the wellbeing, development and learning of all young children as a result of exposure to, and use of technology
5. Examine the role of technology in Early Years Setting
6. Describe meaningful ways in which to integrate the use of ICT in a learning environment for all young children

**Indicative Syllabus**:

**Module Content**

1. *Young children in the information age*
   Historical examination of the proliferation of multimedia technologies in young children’s lives in the contemporary Western world, inequalities in access to ICT as a function of SEN support and cultural contexts. Understanding the main arguments in the debate about young children’s access to technology.

2. *Types of ICT equipment, including interactive toys and software programmes*
available for young children
Exploration of different types of hardware resources available for young children, range of interface modalities, ICT within the context of young children’s wider media exposure, convergence of boundaries between different media; critical examination of different software programmes, identification of evaluation criteria

3. The impact of ICT on young children: risks and opportunities
Critical examination of theoretical perspectives underlying the debate on risk and safety of ICT during the early years, empirical evidence of risks and opportunities for children’s wellbeing, development and learning, review of the role of ICT for children ‘at-risk’ and children with disabilities, impact of product marketing

4. ICT in Early Years Settings
The role of ICT in Early Years Services, pedagogical models underlying the integration of ICT in the Early Years curriculum, provision of ICT and factors determining its effectiveness (e.g. ratio of access points, costing included teacher training), strategies to support and enhance opportunities for the development of multimedia literacy in all young children irrespective of socioeconomic status, gender and culture, observations of children’s use of ICT in Early Years settings

Learning and Teaching Methods:
Blended Learning.
Lectures, blogs, group discussions, videos and project work.

| Total Teaching Contact Hours | Class contact: 8  
|                             | Online: 16     |
| Total Self-Directed Learning Hours | Self study: 76 |

Module Delivery Duration:
Semester 1

Assessment

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Portfolio</td>
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</table>

Module Specific Assessment Arrangements (if applicable)

<table>
<thead>
<tr>
<th>Derogations from General Assessment Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Assessment Thresholds</td>
</tr>
<tr>
<td>Special Repeat Assessment Arrangements</td>
</tr>
</tbody>
</table>
**Indicative Reading:**
Module Code | Pre-requisite Module codes | Co-Requisite Module code(s) | ISCED Code | Subject Code | ECTS Credits | NFQ Level (CPD)#
--- | --- | --- | --- | --- | --- | ---
ECE3019 | None | | | | 5 | 8

**Module Title**: Pedagogy and Curriculum

**School Responsible**: Languages, Law & Social Sciences
Authors: Máire Mhic Mhathuna & Mary Delany

**Module Overview:**
In this advanced module students will learn how influential philosophies of education, linked to current theories of how children think and learn, underpin curriculum development and assessment in a particular context. Examples of curricula, international and national, will be analysed in the light of their fundamental philosophies and assessment approaches. General principles of assessment will be examined and the links to curriculum planning for early learning will be explored and analysed. Building on two earlier modules, students will reflect on their experiences of curricula to date and apply principles of assessment for early learning in their practice placement. A focus on contemporary approaches to documenting children’s early learning will be emphasised. In particular approaches advocated within Aistear: the Early Childhood Curriculum Framework. Pedagogy, pedagogical organisation and pedagogical interactions to enhance children’s learning and development will be analysed. The aim of this module is to develop the learner’s understanding of the factors that influence curriculum development, implementation, assessment and evaluation. Also develop understanding of the contribution of theorists, educational theorists and theories of child development, as well as political and cultural influences, in determining curriculum content and methods of assessment. The module aims to specifically develop students’ ability to use assessment to gather information on which they will base pedagogical and curriculum plans and their interactions to enhance children’s early learning and development and develop their problem-solving capabilities.

**Learning Outcomes (LO): (to be numbered)**
For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

| 1 | Show evidence of understanding the social, cultural and political influences on curriculum and assessment. |
| 2 | Analyse and critically evaluate different curricula and methods of assessment. |
| 3 | Identify the core features of curriculum design and assessment. |
| 4 | Critically examine influences on assessment and evaluate tools of assessment. |
| 5 | Communicate and articulate the links between curriculum planning and assessment. |
| 6 | Assess children’s learning and use that information to devise pedagogical plans to enhance children’s learning and development. |
Critically reflect on pedagogy, pedagogical organisation or framing and pedagogical interactions to enhance children's learning and development, with a focus on extended purposive conversations.

**Indicative Syllabus:**

1. **Introduction to the Course**
   Review of principles of Early Education, students’ experience of different curricula, definitions of curriculum, prescribed, delivered and hidden curriculum, links between curriculum planning and assessment for early learning.

2. **Influences on Curriculum**
   Philosophy of education, pedagogy, how children think and learn, aims of early education, political and cultural determinants of content.

3. **Curriculum Development**
   Views of stakeholders, role of expert advisers, consultation, support systems, regulation, monitoring, further development and evaluation. The dynamic development of the curriculum within the service. How is the curriculum communicated to children, parents and relevant professionals?

4. **Examples of curricula in Irish and international fields and criteria for Evaluating Curricula**
   HighScope, Reggio Emilia, Steiner, Froebel, Te Whariki, Foundation Stage of the English curriculum, Scottish curriculum, Aistear and the Irish Primary Curriculum. Critically evaluate these different curricula with a focus on methods of assessment, principles of curriculum design, features of curriculum implementation: planning, organisation, appropriateness for individual child and for group, cultural appropriateness, equality issues.

5. **Assessment overview**
   Definitions of assessment; why it’s important to observe and plan for early learning; contemporary assessment theory, principles of assessment; influences on assessment; effective assessment; outcomes of assessment.

6. **Interactive Process of Curriculum Planning and Assessment**
   Gathering information and evidence from parents, educators and children; purposes and types of assessment, formative and summative; links between assessment and stages of planning.

7. **Assessment Techniques and Models**
   Documentation, portfolio building, child observation record, learning stories, frameworks generally; ways of recording information.

8. **Undertaking Assessment to Plan for Early Learning**
   The practicalities of undertaking assessment for early learning; learning outcomes for
children; opportunities for child initiatives and spontaneous learning; further knowledge about individual children and child development; short-term, medium-term and long-term planning; assessment of self as facilitator of children’s learning; contribution of service as a whole to the facilitation of children’s learning; the contribution of feedback from staff assessment to the development of curriculum planning and delivery in the service.

9. Pedagogical organisation and interactions
Underpinning concepts of pedagogy, pedagogical organisation and enhancing children’s language and thinking through pedagogical interactions; practical application of pedagogical interactions, in particular extended purposive conversations and conflict resolution in early childhood settings.

Learning and Teaching Methods:

<table>
<thead>
<tr>
<th>Lectures, discussions, links to placement work, DVDs, case studies, student led presentations, reading, self-directed study.</th>
</tr>
</thead>
</table>

| Total Teaching Contact Hours | 36 |
| Total Self-Directed Learning Hours | 96 |

Module Delivery Duration:
The module is normally delivered over one academic year.

Assessment

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical Plan</td>
<td>60%</td>
<td>LOs 1-8</td>
</tr>
<tr>
<td>Presentation</td>
<td>40%</td>
<td>LOs 1-8</td>
</tr>
</tbody>
</table>

Indicative Reading:


### Module Overview:

The module will focus on the knowledge, skills and values required of early years educators to work in partnership with families and communities in early years services. The aim of the module is to introduce the student to the theory and practice of working with families and communities and to critically evaluate a range of policies and practices in early years services. Furthermore, the module aims to empower students to work effectively with families and communities.

The overall aim of the module is to enhance the ongoing development of the reflective early years professional.

### Learning Outcomes (LO)

On completion of this module, the learner will be able to

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand the theory and concept of partnership with families and communities in early years services.</td>
</tr>
<tr>
<td>2</td>
<td>Outline Irish, EU and international legislation and policy relevant to working with families in early years services.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate knowledge of Aistear and Siolta in relation to the role of families and communities in early years services.</td>
</tr>
<tr>
<td>4</td>
<td>Outline key research evidence on the role of partnership with families and communities in the early years.</td>
</tr>
<tr>
<td>5</td>
<td>Understand conceptual and theoretical frameworks underpinning working with families and communities in the early years.</td>
</tr>
<tr>
<td>6</td>
<td>Understand policies and procedures which can promote partnership with families and communities.</td>
</tr>
<tr>
<td>7</td>
<td>Demonstrate understanding of the role of intergenerational learning in the community</td>
</tr>
<tr>
<td>8</td>
<td>Demonstrate skills relevant to developing partnership with families and communities.</td>
</tr>
</tbody>
</table>
Plan, carry out and critically review a specific piece of work in an early years service to develop partnership with families/communities.

**Indicative Syllabus**

1. **Understanding the theory and concept of partnership with families and communities in early education**
   The ecology of early childhood; evolving ideas of partnership with families; ideas about power sharing between families and practitioners; the role of the community in the lives of young children; children as citizens.

2. **The Irish and international legislative and policy context of partnership with families and communities in early education**

3. **Aistear and Siolta**
   Building Partnerships with Parents Curriculum Pillar; using resources in the pillar; skills development. Siolta Standards for Families and Communities.

4. **Research on the role of families and communities in young children’s development and in early years services**
   Early intervention and prevention; empirical studies including the EPPE study, Harvard Family Research Project; the home learning environment.

5. **Intergenerational learning in the community**
   Intergenerational learning and its role in early years services and the community; Together Old and Young (TOY) project.

6. **Conceptual and theoretical frameworks underpinning partnership with families and communities**
   Bio-ecological systems theory; power, control and rights; intergenerational learning; theoretically based models of partnership.

7. **Key elements of policies and practices which enhance partnership with families and communities**
   Induction; ongoing communication; sharing in children’s learning; family support; conflict resolution; networking in the community.

8. **Professional practice and skills development**
   Attitudes and values; supporting diverse families to feel valued; sharing information; helping families support learning in the home; consulting and negotiating with families; developing networks in the community; supporting adults’ and children’s engagement with the wider community, evaluating work with families and communities.
**Learning and Teaching Methods:**
Lectures, group work, student-led sessions presenting research and case studies. Webcourses will offer resources to support individual and group learning.

<table>
<thead>
<tr>
<th>Total Teaching Contact Hours</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Self-Directed Learning Hours</td>
<td>76</td>
</tr>
</tbody>
</table>

**Module Delivery Duration:**
One semester

**Assessment**
Practice-based assignment. 100%

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>Assessment (LO No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice-based assignment</td>
<td>100%</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
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</table>

**Indicative Reading:**
### Module Overview:

This module provides the student with a broad practical insight into some of the business and management skills required of the Manager in a childcare service/setting. This module introduces students to the areas of organisational psychology issues relevant to the Early Years Services. It also outlines the process for developing a business plan relevant to the childcare sector, recruitment and selection of staff, discipline and grievance procedures together with the know-how to compile policies and procedures.

### Module Structure:

This module is composed of two distinct, but closely related units: *Organisational Psychology issues relevant to the Early Years* and *Business and Management Skills in the Early Years Services*.

#### Unit A Module Aim:
To give students a framework within which they can develop understanding of the Leadership role, individual and group supervision and organisational behaviour.

#### Unit B Module Aim:
This module should provide the student with the knowledge and skills applicable to the development of a business plan relative to the childcare sector, which would include market research, staffing and other related areas. It will also give the learner a broad understanding of the role and responsibilities of the Manager in a childcare service. It will give students a framework within which they can understand group and organisational behaviour.

### Learning Outcomes (LO): (to be numbered)

*For a 5ECTS module a range of 4-10 LOs is recommended*

**On Completion of this module, the learner will be able to**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify processes in the development of groups and relate these to staff issues in the workplace</td>
</tr>
<tr>
<td>2</td>
<td>Describe and analyse the structure of groups.</td>
</tr>
<tr>
<td>3</td>
<td>Identify and analyse organisational issues in the running of agencies.</td>
</tr>
<tr>
<td>4</td>
<td>Describe the management structure of state and voluntary bodies related to their area of work.</td>
</tr>
<tr>
<td>5</td>
<td>Understand the role of the supervisor and attain strategies for supervision</td>
</tr>
</tbody>
</table>
Understand the role and function of the manager in relation to the areas covered in this module.

Outline and understand the various components of a business plan relative to the childcare sector.

Have the ability to demonstrate and understand the skill and process involved in the recruitment and selection of staff.

Identify the need for and the procedure in relation to a grievance and a discipline procedure and an understanding of the implications for the manager/service if the appropriate procedures are not followed in either process.

Understand the legislative requirements, importance and relevance of having policies and procedures in relation to staffing and other areas.

**Indicative Syllabus:**

**Indicative syllabus covered in the module and / or in its discrete elements**

**Unit A:**

Behaviour in small groups
1. Models of group development and the factors that lead to group maturity
   Development of norms within groups.

2. Group structure
   Roles, status, power, communication, leadership structure of groups.
   Group development and structure in relation to team development.

3. Conflicts within groups

4. Group cohesiveness and Groupthink
   Competition within and between groups

5. Behaviour in organizations

6. Organisational Structure
   The distinctions between formal and informal structure
   Line management and flowcharts.

7. Leadership in Organisations
   Leadership theories. Using theories to develop leadership at different levels of the organization.

8. Motivation
   Theories of motivation and their application in early years services

9. Supervision
   Learning core skills related to supervision theory and practice.

**Unit B:**

1. **Role of the Manager**
   Broad overview of the role of the manager and the manager’s various functions within the childcare context.
2. Recruitment & Selection
The process of recruitment of staff: undertaking a job analysis, writing a job description and person specification, developing an advertisement, the use of an application form or curriculum vitae.

The process of selection of staff: choosing selection methods, short-listing, interview process, developing a score sheet, reference checking, Garda clearance, medicals and contracts of employment

3. Business Plan
The development of a business plan: layout, aims/objectives, SWOT analysis, knowledge of project, market research, customer care, staffing and financial information.

4. Discipline & Grievance
An overview of discipline and grievance procedures: compiling relevant policies, understanding the legislative requirements and the application of the process in relation to both procedures.

5. Policies & Procedures
The process for developing policies and procedures: ensuring compliance with legislation and the requirement of record keeping.

Learning and Teaching Methods:
A combination of methods including lectures, group discussion, experiential learning, practice-related activities, reflection, peer and self-assessment, readings and case studies.

| Total Teaching Contact Hours | 24 |
| Total Self-Directed Learning Hours | 76 |

Module Delivery Duration:
2 semesters

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight (%</th>
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</tr>
</thead>
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</tr>
<tr>
<td>Essay</td>
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<td>6-10</td>
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### Module Specific Assessment Arrangements (if applicable)

<table>
<thead>
<tr>
<th>Derogations from General Assessment Regulations</th>
<th>10 marks awarded for 80% attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Assessment Thresholds</td>
<td>Both assessments must be submitted.</td>
</tr>
<tr>
<td>Special Repeat Assessment Arrangements</td>
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</tbody>
</table>

### Indicative Reading:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Pre-requisite Module codes</th>
<th>Co-Requisite Modules code(s)</th>
<th>ISCED Code</th>
<th>Subject Code</th>
<th>ECTS Credits</th>
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</table>

**Module Title:** Child Protection and Safeguarding in the Early Years

**School Responsible:** Languages, Law & Social Sciences  
Author: Anne Fitzpatrick

**Module Overview:**
The module will explore the issue of child protection and safeguarding from a theoretical and practice perspective. The aim is to give students an understanding of the nature and scope of child protection work in the Irish legislative context. It aims to develop the student’s awareness, responsiveness and skills and to help him/her consider ethical dilemmas in child protection work. The overall aim of the module is to enhance the ongoing development of the reflective early years professional.

**Learning Outcomes (LO):**

On Completion of this module, the learner will be able to

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Outline policy and procedures as set out in Children First (2015) and related Irish early childhood policy documents.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate an in-depth knowledge of contemporary understandings of child abuse and recognise signs and symptoms.</td>
</tr>
<tr>
<td>3</td>
<td>Identify causes and effects of child abuse.</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate understanding of definitions and effects of domestic violence.</td>
</tr>
<tr>
<td>5</td>
<td>Specify the knowledge and skills required of the early years practitioner to undertake preventative child protection and safeguarding work with children and families.</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrate an understanding of key practices involved in child protection work e.g assessing risk; reporting; inter-professional work.</td>
</tr>
<tr>
<td>7</td>
<td>Identify ethical dilemmas in relation to child protection work.</td>
</tr>
<tr>
<td>8</td>
<td>Devise policy and procedure guidelines in relation to child protection and safeguarding for a specific service.</td>
</tr>
<tr>
<td>9</td>
<td>Demonstrate an understanding of current and historic issues in child protection in the Irish context.</td>
</tr>
</tbody>
</table>
## Indicative Syllabus

### Brief history of the development of the Irish child welfare/protection system
Legislation and policy from 19th century to present; changing views of care needs of children and the emergence of child abuse as an issue of public policy.

### Irish legislative and policy framework

### Definitions, causes and effects of child abuse
Types of abuse; signs and symptoms; research on the causes and impact of child abuse on children.

### Domestic violence
History; theories; recognising domestic violence; research on the impact of domestic violence on children.

### Safeguarding children – principles of good practice
Children’s rights; the voice of the child; child-centred and interdisciplinary practice, partnership with families.

### Practice issues for the protective care of children in early years services
Good practice in relation to children, families and staff will be addressed:  
*Children*: awareness raising, empowering children, anti-discriminatory practice, protective care of children, children and domestic violence; children and risk; promoting resilience  
*Families*: awareness raising; empowering/supporting families; partnership with families and communities; cultural diversity  
*Staff/service*: awareness-raising; child protection policies including staff recruitment, training and supervision, codes of behaviour, social media policies, interagency work.

### Children First (2015)
Working with Children First requirements; best practice in  
(a) observing, recording and reporting; (b) informing, consulting and involving families; (c) inter-professional work.

### Policy development in child protection work
Devising policy and procedure guidelines for a specific service; monitoring and evaluation strategies.

### Case Studies
Students will work on case studies to develop expertise in child protection work. This will include college-based practice in observations and recording, making a report, liaising with parent/family, attending a case conference.
Learning and Teaching Methods:
Lectures, group work, role-play; problem-solving exercises; student-led sessions presenting research and case studies. Webcourses will offer resources to support individual and group learning.

<table>
<thead>
<tr>
<th>Total Teaching Contact Hours</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Self-Directed Learning Hours</td>
<td>76</td>
</tr>
</tbody>
</table>

Module Delivery Duration:
One semester

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>Assessment (LO No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
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<td>1-9</td>
</tr>
</tbody>
</table>

Module Specific Assessment Arrangements (if applicable)

(a) Derogations from General Assessment Regulations
(b) Module Assessment Thresholds
(c) Special Repeat Assessment Arrangements

Indicative Reading:
Department of Children and Youth Affairs (2016). *Diversity, equality and inclusion guidelines for early childhood care and education*. Dublin: Department of


<table>
<thead>
<tr>
<th>Module Code</th>
<th>Pre-requisite Module codes</th>
<th>Co-Requisite Module codes</th>
<th>ISCED Code</th>
<th>Subjec Code</th>
<th>ECTS Credits</th>
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<tr>
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</table>

**Module Title**: Perspectives on Early Childhood Education: Issues in policy, practice and research

**School Responsible**: Languages, Law & Social Sciences

**Authors**: Anne Fitzpatrick & Mary Delany

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**Module Overview:**
This advanced module will act as a capstone for integrating course material, drawing together perspectives on theory, policy and practice introduced over the three years of the programme. Furthermore, it will explore significant current and emerging issues in early childhood education theory, policy, practice and research. The role of early childhood settings in societies will be examined with reference to a broad range of ideological and contextual factors. Policy, research and practice developments will be reviewed from a child-centred and quality perspective. The emphasis in the module will be to promote critical reflection and informed responses to significant issues in the field of early education with a view to students creating a vision for themselves as early childhood educators and articulating their underpinning values in their future roles.

**Learning Outcomes (LO):** (to be numbered)
For a 5 ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

1. Discuss and appraise the ideological and contextual factors underpinning early childhood policy and practice.
3. Understand the underlying issues in the development of quality and curriculum standards in the Irish context.
4. Critically examine current policy development and implementation in early childhood education from a comparative perspective.
6. Consider emerging and future issues which graduates are likely to encounter in their professional life.
7. To reflect on their knowledge, skills and values developed to date and how this will equip them as a practicing professional in the field of early childhood education.
8. Critically review new and emerging issues such as supporting and enhancing creativity in children’s play and arts activities in the early years; supporting children from birth to three and their families, professionalisation of the early childhood education sector.

**Indicative Syllabus:**

1. Irish early childhood policy
   To explore the role and function of early childhood education settings in Ireland from a comparative perspective. The history of policy development regarding early childhood education within the Irish context; the emergence of national frameworks including Síolta, the National Quality Framework for Early Childhood Education; Aistear: The Early Childhood Curriculum Framework and the new regulations relating to the sector the Child Care Act 1991 (Early Years services) Regulations 2016 completed by TUSLA and the EYE Inspections completed by the DES.

2. Irish early childhood provision
   The emergence of universal programmes such as the Free Pre-School Year and those in areas designated as disadvantaged (National Early Years Access Initiative, Area Based Approach)
Childhood (ABC) incorporating the Prevention and Early Intervention Programme; Delivering Equality of Opportunity in Schools; anticipating policy development in early childhood education for the future.

3. Quality in policy and practice
Appraisal of the national quality support service. Policy, research and practice developments in relation to defining, assessing and supporting quality; power and authority in evaluation; inclusion of minority and groups with specific requirements; overview and critique of evaluation tools and regulatory frameworks; influence of philosophy and principles of practice of early childhood education on quality; international review.

4. Innovative policy and practice development
Critique of current theories of early childhood education; identification of emerging themes and issues in policy, practice and research. An exploration of current innovative services and/or programmes in the early childhood sector. The development of early childhood organisations and networks in response to perceived needs.

5. A vision for children in the 21st century
Multiple perspectives on high quality early childhood education; the meaning of a child-centred approach; the National Early Years Strategy; OECD Starting Strong; education and training of early educators; early childhood in the developing world; minorities and inclusion.

6. New and emerging issues
Consideration and critical appraisal of new and emerging issues in the field of early childhood education such as supporting and enhancing creativity in children’s play and arts activities in the early years; supporting children from birth to three and their families, professionalisation of the early childhood education sector.

7. Towards the Advanced Early Childhood Educator: a personal and professional review
Review of reflective tools (personal portfolio building), skills and knowledge required to equip the early childhood educator for their professional life. Review of student’s own strengths and future learning needs.

Learning and Teaching Methods:
A combination of methods including lectures, discussion, set readings, DVDs, You Tube clips and case studies. Web courses will be used to support students’ independent learning.

<table>
<thead>
<tr>
<th>Total Teaching Contact Hours</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Self-Directed Learning Hours</td>
<td>76</td>
</tr>
</tbody>
</table>

Module Delivery Duration:
Module is delivered over one semester.

Assessment
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>100%</td>
<td>LO 1-8</td>
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</table>

Module Specific Assessment Arrangements (if applicable)
(a) Derogations from General Assessment Regulations
<table>
<thead>
<tr>
<th>(b) Module Assessment Thresholds</th>
<th>(c) Special Repeat Assessment Arrangements</th>
</tr>
</thead>
</table>

**Indicative reading:**


### Module Overview:

This module comprises of two units:

**Unit A:**
The aim of unit A is to facilitate the student’s ongoing professional development through working under supervision in an Early Years’ service and through linking learning from all modules to practice. Supervised Practice Placement 3 offers the student opportunities to acquire and develop the relevant knowledge, skills and values required of the Early Years professional to practice at an advanced level. Particular emphasis is placed on supporting the student’s development as a reflective practitioner.

**Unit B:**
Individual and group tutorials in unit B provide a forum for students to discuss their experiences in college and placement. The main aims of unit B are to support, mentor and monitor students’ professional development through reviewing placement progression, academic learning, critical reflective journals and personal well-being.

### Learning Outcomes (LO):

On completion of this module, the learner will be able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Plan learning experiences with children’s interests, development, curriculum, best practice guidelines and theoretical frameworks in mind.</td>
</tr>
<tr>
<td>2</td>
<td>Show understanding of the diversity of families and communities in which children live.</td>
</tr>
<tr>
<td>3</td>
<td>Understand the importance of promoting professional relationships between service staff and families</td>
</tr>
<tr>
<td>4</td>
<td>Establish and maintain professional relationships with all staff within the setting and external multi-disciplinary staff.</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate evidence of working as a reflective practitioner through engaging</td>
</tr>
<tr>
<td></td>
<td>in critical reflective practice by incorporating theory, services’ policies, procedures and practices.</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Apply theoretical frameworks to all work with children and families.</td>
</tr>
<tr>
<td>8</td>
<td>Demonstrate professional behaviour in relation to all aspects of the role of the early educator.</td>
</tr>
</tbody>
</table>

### Indicative Syllabus:

**UNIT A: Supervised Placement**

Building on the experience of years 1 and 2 the tutor arranges an appropriate Supervised Practice Placement in year 3. The student will have the opportunity to broaden his/her experience in terms of *one or more* of the following criteria: age group, early years curriculum, mainstream or additional needs and type of setting (public, private, community). The main learning areas are working with young children, working with families, teamwork and professional development as an early educator at an advanced level. Particular emphasis is placed on supporting the student’s development as a reflective practitioner.

**UNIT B: Group and individual tutorials**

Accompanying the supervised placement, group and/or individual tutorials will address the following main topics:

- Ø College and placement induction for third year
- Ø Integration of students’ experiences in college and placement
- Ø Identification of criteria for placement progression
- Ø Evidence of students’ placement progression in accordance with the established guidelines at an advanced level
- Ø Presentation of students’ critical reflections on their placement experience

### Learning and Teaching Methods:

**Unit A:**

The main responsibility for learning and teaching in the Supervised Practice Placement lies with the student and practice teacher who manage the learning on an ongoing basis. Strong links are maintained with the student’s college tutor through regular college-based tutorials and one placement-based tri-partite meeting per semester. College-based
modules strive, where appropriate, to link theoretical concepts with professional practice. Students use a variety of methods to develop their knowledge and skill on placement including observation, discussion/supervision, planning and carrying out learning experiences/placement-based assignments and critical reflection.

**Unit B:**
Group discussion, individual/group presentations, role play, reflection, problem-based learning and video-based material. Individual meetings and discussion with tutor.

<table>
<thead>
<tr>
<th><strong>Total Teaching Contact Hours:</strong></th>
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</thead>
<tbody>
<tr>
<td>Unit A: Student Contact Hours with Placement</td>
<td>60 days</td>
</tr>
<tr>
<td>Unit B: Tutorials</td>
<td>48 hours</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Total Self-Directed Learning Hours:</strong></th>
<th></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Module Delivery Duration:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 and 2, Attendance requirement: 100%</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Type</strong></td>
<td><strong>Weighting (%)</strong></td>
</tr>
<tr>
<td><strong>Unit A:</strong> The practice teacher in conjunction with the student assesses the student’s progress on placement practice. Assessment guidelines and criteria for satisfactory/unsatisfactory are set out in the Supervised Practice Placement Assessment Report Form for each level of placement. The practice teacher draws on a wide range of evidence in making the final assessment including observations of student in practice, feedback from practice teacher’s colleagues, student’s journal/report, observations and reflections. The student plays an important role in the assessment process as he/she maintains a log of his/her own progress through ongoing critical reflection and self-assessment. It is expected that students will receive regular feedback, both positive and developmental during</td>
<td>Satisfactory or Unsatisfactory</td>
</tr>
</tbody>
</table>
the placement.

The student, the practice teacher and the tutor sign the final Assessment Report Form. The college retains overall responsibility for the placements and the final decision for the grade rests with the tutor and Programme Board. The grade awarded for all placements is Satisfactory or Unsatisfactory.

Supervised Practice Placement must be passed at each level before a student is eligible to progress to the next level of Supervised Practice Placement. Supervised Practice Placements are non-compensatory (i.e. marks awarded in other modules may not be considered to compensate the progression of a student to the next level of the programme). A student may not undertake more than 2 repeat Supervised Practice Placements during the programme and not consecutively in the introductory, intermediate or advanced Supervised Practice Placement.

**Unit B:**
Active participation in individual and group tutorials.

<table>
<thead>
<tr>
<th><strong>Module Specific Assessment Arrangements (if applicable)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Derogations from General Assessment Regulations</td>
</tr>
<tr>
<td>Satisfactory or unsatisfactory</td>
</tr>
<tr>
<td>(b) Module Assessment Thresholds</td>
</tr>
<tr>
<td>100% Attendance requirement</td>
</tr>
<tr>
<td>(c) Special Repeat Assessment Arrangements</td>
</tr>
<tr>
<td>This module is non-compensatory (i.e. marks awarded in other modules may not be considered to compensate the progression of a student to Supervised Practice Placement: <em>the competent Early Years Professional</em>. A student may not undertake more than two repeat Supervised Practice Placements during the three year</td>
</tr>
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</table>
programme and not consecutively in the Supervised Practice Placements within and across the 3 years of the Programme.

**Indicative Reading:**
Aistear Siolta Practice Guide [www.ncca.ie](http://www.ncca.ie)
<table>
<thead>
<tr>
<th>Module Code</th>
<th>Pre-requisite Module codes</th>
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<th>ISCED Code</th>
<th>Subject Code</th>
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**Module Title**: Sociology of Education and Inequality

**School Responsible**: Languages, Law & Social Sciences

**Module Overview**:

This module provides the theoretical and conceptual tools for examining and explaining inequality in Irish education and society. Students will examine inequality relating to social class, gender, race, ethnicity and dis/ability drawing on theoretical-empirical literature. Theory and research on educational disadvantage from various perspectives will be examined. The module also addresses power relations between adults and children, and how these manifest and change within preschool and school settings.

**Learning Outcomes (LO)**: (to be numbered)

For a 5ECTS module a range of 4-10 LOs is recommended

On Completion of this module, the learner will be able to

1. Explain and critically examine the key sociological concepts and theories of relevance to examining inequality
2. Apply sociological concepts and theories to the analysis of inequality in Irish society and education
3. Critically reflect on the structures that contribute to inequality in Irish society
4. Explain the key sociological concepts and theories of relevance to the study of education, including those of the ‘new’ social studies of childhood

**Indicative Syllabus**:

Sociological perspectives on education – functionalist, social reproduction, post-structuralist, feminist, child standpoint/social studies of childhood; conceptualising equality and inequality; social class and inequality; gender and inequality; race and ethnicity and inequality; disability and inequality; child–adult relations in educational settings.

**Learning and Teaching Methods**:
Lectures, class exercises and group discussions, guided reading, student presentations, online discussion forums

<table>
<thead>
<tr>
<th>Total Teaching Contact Hours</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Self-Directed Learning Hours</td>
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**Module Delivery Duration:**

One semester

<table>
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<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
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</thead>
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<td>1, 2, 4</td>
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<tr>
<td>Exam</td>
<td>70</td>
<td>1-5</td>
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**Module Specific Assessment Arrangements (if applicable):**

<table>
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</thead>
<tbody>
<tr>
<td>Module Assessment Thresholds</td>
<td></td>
</tr>
<tr>
<td>Special Repeat Assessment Arrangements</td>
<td></td>
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</tbody>
</table>

**Indicative Reading:**


Module Title: Research Methods and Dissertation
Author: Dorit Deering
School Responsible: School of Languages, Law and Social Sciences

Module Overview:

This module comprises of two main sections: the Research Methods component and the Dissertation:

**Section A: Research Methods**
Section A builds upon the student’s knowledge of the research methods modules in years 1 and 2. The main aims of this component are to develop students’ knowledge of research concepts and skills necessary in the training of Early Years Professionals to an advanced level particularly in the areas of preparation of literature review, research design, sample selection, quantitative and qualitative data analysis, critical evaluation of findings as well as to prepare students for independent under-graduate research in Early Childhood Education.

**Section B: Dissertation**
Building upon section A students will apply their knowledge of principles of good research practice by designing, conducting and writing up their own research.

**SECTION A**

**Learning Outcomes (LO): Section A**

On Completion of this intermediate module, the learner will be able to:

1. Formulate a research question and demonstrate awareness of its pivotal role in the research process.
2. Select and defend an appropriate design, data collection methods and data analyses depending on research question.
3. Demonstrate critical awareness of ethical principles in conducting research.
4. Select literature relevant to a research question.
5. Critically appraise a variety of research designs and data collection methods.
6. Demonstrate core skills in data collection, analysis and presentation of qualitative and quantitative data.
7. Write a formal research proposal.
8. Demonstrate a critical understanding of the relationship between theory, research and practice in Early Childhood Education.

Indicative Syllabus: Section A

1. The Research Process and Preparation of Proposal for Research
   Identifying a research area; formulating a research question or hypothesis. Feasibility and practical limitations of research. Time management in conducting research; Framework for developing effective research proposals.

2. Preparing a Literature Review

3. Choosing a Research Design and Methodology
   Revisiting traditions of research: quantitative and qualitative methods. Choosing an appropriate research design and data collection method to study a particular research question; Combining qualitative and quantitative research.

4. Sampling and Ethical Issues
   Methods of choosing a sample; Sampling in quantitative and qualitative research; Purposive sampling; Generalizability of sample to population; Assumptions that can be drawn from research; Issues of access and negotiation with gatekeeper. Protection of participants and informed consent.

5. Constructing, Analysing and Presenting Numerical Data
   Different types of numerical data; Coding of numerical data; Introduction to descriptive statistical methods and SPSS; Presentation of findings; Tabulation, cross tabulation; presentation of graphs; Reliability and validity in quantitative research. Generalising from quantitative research.

6. Constructing, Analysing and Presenting Qualitative Data
   Different types of qualitative data; Coding and descriptive analysis of qualitative data; Reliability and validity in qualitative research; Generalising from qualitative research.

7. Dissertation Writing
   Structure of dissertation. Constructive alignment and coherency between sections; Critical discussion of findings and implications for theory and practice in Early Childhood Education; Bibliography and referencing. Appendices.

Learning and Teaching Methods: Section A

Section A of this module will be delivered in a workshop format in semester 1 to facilitate students' successful completion of the dissertation in semester 2.

- Lectures and workshops in computer lab.
- Small group work – students will work with their peers in designing,
collecting and analysing data. Class discussion of relevant topics. Students will be required to be prepared for these discussions by pre-reading of assigned material to ensure active participation and a deep rather than surface approach to the subject matter. Students will be encouraged to approach the material from a critical standpoint.

**Total Teaching Contact Hours:**
Lectures: 24 hours

**Total Self-Directed Learning Hours:** 76 hours

**Module Delivery Duration: Section A**
Semester 1

**Assessment Section A**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment</th>
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</thead>
<tbody>
<tr>
<td>Research portfolio</td>
<td>20%</td>
<td>1 to 8</td>
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</table>

**Module Specific Assessment Arrangements (if applicable)**

(a) Derogations from General Assessment Regulations

(b) Module Assessment Thresholds

(c) Special Repeat Assessment Arrangements

**Indicative Reading: Section A**
SECTION B

Learning Outcomes (LO): Section B

On Completion of this intermediate module, the learner will be able to:

1. Show critical awareness of the nature of the research process.
2. Select and critically analyse literature relevant to a research problem.
3. Demonstrate careful adherence to ethical principles throughout the research process.
4. Select a sample appropriate to a research question and research design.
5. Use and justify a data collection method appropriate to selected research question and research design.
6. Systematically analyse quantitative and/or qualitative data and present research findings in appropriate format.
7. Critically evaluate research findings.
8. Compile a research report.
9. Demonstrate critical awareness of the relationship between research, theory and practice in Early Childhood Education.

Indicative Syllabus: Section B

The students shall plan and carry out research on a topic in the area of Early Childhood Care and Education and write a dissertation on this research of approximately 8,000 to 9,000 words.

Learning and Teaching Methods: Section B

Students shall be assigned a research supervisor for one semester to guide them
through the research and writing process. The submission of the dissertation is due at the end of semester 2.

**Total Teaching Contact Hours:**
Supervision (20 Min per week)  
4 hours

**Total Self-Directed Learning Hours:**
Research and preparation of dissertation  
196 hours

**Module Delivery Duration: Section B**

Semester 2

**Assessment: Section B**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting (%)</th>
<th>LO Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation</td>
<td>80%</td>
<td>1 to 9</td>
</tr>
</tbody>
</table>

**Module Specific Assessment Arrangements (if applicable)**

<table>
<thead>
<tr>
<th>(a) Derogations from General Assessment Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Module Assessment Thresholds</td>
</tr>
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<td>(c) Special Repeat Assessment Arrangements</td>
</tr>
</tbody>
</table>

**Indicative Reading: Section B**


Appendix 1: Entry criteria, progression and RPL (recognition of prior learning)

Entry Arrangements

School leavers entry to year 1
Leaving certificate in six subjects at least two of which must be at grade H5 or higher on higher-level papers. Minimum results in Irish or English and Mathematics are O6/H7.

Non-Standard applicants entry to Year 1
Applicants who have gained a QQI Level 5 award in Early Childhood Care and Education (or equivalent) with a minimum of 6 distinctions (or expect to do so by June in the year of application) are eligible to apply for entry to Year 1.

Mature applicants to Year 1
A mature student who is 23 years of age on the 1st of January of the year of entry and who does not meet the normal admission requirements may be considered for admission to the programme. Mature applicants who have gained a QQI Level 5 award in Early Childhood Care and Education (or equivalent) with a minimum of 6 distinctions (or expect to do so by June in the year of application) are eligible to apply for entry to Year 1.

Advanced Entry to Years 2 and 3
A number of advanced entry places to years 2 and 3 may be available each academic year.

Advanced entry to Year 2
Applicants who have gained a QQI Level 5 award in Early Childhood Care and Education (or equivalent) with a minimum of 6 Distinctions and a QQI Level 6 award in Early Childhood Care and Education (or equivalent), with a 75% Distinctions profile (or who expect to do so by June in the year of application) are eligible to apply for Advanced entry to Year 2.

An applicant who has completed all first year modules (including placement) of a BA (Hons.) ECE programme in another institute/university (or equivalent), may also be
considered for advanced entry to Year 2.

Access to Year 3
Depending on availability, applicants with the following qualifications shall be eligible to apply for entry to Year 3:

- Applicants who have equivalent 120 ECTS credits to the DIT first and second year modules in a relevant area, and with an equivalent number of hours in practice placement to that accumulated by students in DIT over the first two academic years.
- Graduates with a Level 7 degree in Early Childhood Education

Progression
Students are required to satisfactorily complete all year one modules (including the Supervised Practice Placement) before progressing to year two modules. There will be no compensation between the Supervised Practice Placement module and other modules.

Students are required to satisfactorily complete all year two modules (including the Supervised Practice Placement) before progressing to year three modules. There will be no compensation between the Supervised Practice Placement module and other modules.

Students are required to satisfactorily complete all year three modules (including the Supervised Practice Placement) for the award of BA (Hons.) in Early Childhood Education.
There will be no compensation between the Supervised Practice Placement module or the dissertation and other modules.

Exit award, Higher Certificate in Early Childhood Education
On the completion of Years One and Two of this programme (total 120 ECTS credits), students may elect to exit with the award of ‘Higher Certificate in Early Childhood Education’.
Level: QQI, Level 6.
Title of award: Higher Certificate in Early Childhood Education
Classification: Pass, 40-49%; Merit grade two: 50-59%; Merit grade one: 60-69%; Distinction: 70% +
Re-admission criteria: students may apply to Year 3 of the BA (Hons.) in Early Childhood Education within three years of achieving the Higher Certificate.

Recognition of Prior Learning (RPL) Policy for the B.A (Hons.) in Early Childhood Education (approved at College AQEC 1/2/2019)

- Programmes/modules completed more than five years prior to the application for RPL are not eligible for exemptions.
- Exemptions are not permitted in Year 3.
- Where exemptions are approved, they will not be applied to more than 15 ECTS across the first two years of the programme.
- Exemptions from module components will not be permitted.
- Students must demonstrate a level of competency and experience equivalent to the learning outcomes for the module/s from which an exemption is sought. Students must provide sufficient evidence to the relevant internal examiner and programme chair that they have met all the required learning outcomes from the relevant module, and that there is substantial overlap in the syllabus content of the previously completed module and the module for which the exemption is sought.