TU Dublin
OT Baile Átha Cliath

Student Handbook
Lámhleabhar na Mac Léinn

Academic Year 2025/26
Bliain Acadúil 2025/26

TU995 Bachelor of Arts (Hons) in Early Childhood Education/Oideachas Luath-Óige

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OLLSCOIL TEICNEOLAÍOCHTA
BHAILE ÁTHA CLIATH

TU DUBLIN

TECHNOLOGICAL
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Introduction
Réamhrá

The Student Handbook provides general information on TU Dublin, its relevant policies, regulations and services, as well as specific information in respect of your School and your programme of study.

Some sections of this Handbook are LIVE, that is, information provided will be subject to change and therefore, where applicable, links are provided to ensure that information is up-to-date.

Cuireann an Lámhleabhar eolas ginearálta maidir le hOT Baile Átha Cliath ar fáil, a polasaithe ábhartha, rialacháin agus seirbhísí, mar aon le heolas áirithe maidir le do Scoil agus clár staidéir.

Tá cuid den Lámhleabhar seo BEO, is é sin le rá go bhféadfar eolas a athrú más gá, agus mar sin, cuirtear naisc ar fáil le háirithiú go bhfuil eolas cothrom le dáta.

Student Handbook
Lámhleabhar na Mac Léinn

General Student Information
Eolas Ginearálta do Mhic Léinn

All information relevant to students and student services is available on the TU Dublin website. The information provided below provides links to the website to ensure you can access the most up-to-date information.

Tá eolas ábhartha do mhic léinn agus eolas maidir le seirbhísí na mac léinn ar fáil ar suíomh gréasáin OT Baile Átha Cliath. Tá naisc ar fáil san eolas a leanas le háirithiú go bhfuil rochtain agat ar eolas atá cothrom le dáta.

Timetables & Academic Calendar
Amchláir & Acadúil

A guide to using the timetabling system is available at the link below.

Tá treoir maidir leis an gcóras amchláir ar fáil ag:

www.tudublin.ie/for-students/timetables/

This will show you how you can access your timetabling system and locate your timetable, using your TU Dublin student number.

Taispeánfaidh seo duit conas rochtain a fháil ar an gcóras amchláir agus conas teacht ar d'amchlár, ag baint úsáid as d'uimhir mic léinn.

TU Dublin's Academic Calendar is available at the link below:
Tá Féilire Acadúil OT Baile Átha Cliath ar fáil ag:

www.tudublin.ie/explore/university-calendar/

Registration
Clárú

You are required to register on your programme every year before you commence your studies. Information on how to register, select your modules, obtain a student card and pay fees is available online at the link provided below.

Ní mór duit clárú ar do chúrsa gach bliain sula dtosaíonn do chuid staidéir. Tuilleadh eolais maidir le conas clárú, modúil a roghnú, cárta mic léinn a fháil agus táillí a íoc:

www.tudublin.ie/for-students/student-services-and-support/registration-and-fees/

Once you register, you will be provided with a student card and a student number, as well as login details for your e-mail account and other TU Dublin systems – including the Virtual Learning Environment where you can access information and learning materials and activities relevant to your modules.

Nuair a cláríonn tú, gheobhaidh tú cárta mic léinn agus uimhir mic léinn, mar aon le sonraí logála isteach do do ríomhphost agus córais OT Baile Átha Cliath eile - Timpeallacht Foghlama Fíorúla san áireamh, rud a thugann rochtain duit ar eolas, ábhair foghlama agus gníomhaíochtaí a bhaineann le do mhodúil.

Student Hubs
Moil na Mac Léinn

Student Hubs are located in Aungier Street, Blanchardstown, Grangegorman and Tallaght.   They provide a single point of information for a range of areas including ID Cards, letters of registration, to have forms stamped and verified along with ICT Support and general queries. A full range of services available to students at the Student Service Hubs are available at the link below.:

Tá Moil na Mac Léinn suite i Sráid Aungier, Baile Bhlainséir, Gráinseach Ghormáin agus Tamhlacht. Is pointí eolais iad i gcomhair réimse leathan ábhar, lena n-áirítear Cártaí Aitheantais, litreacha clárúchán, chun foirmeacha a stampáil agus a áirithiú, mar aon le Tacaíocht TFC agus ceisteanna ginearálta. Tá réimse iomláin seirbhísí atá ar fáil do mhic léinn ag na Moil Seirbhísí Mic Léinn ar fáil anseo:

www.tudublin.ie/for-students/student-services-and-support/student-hubs/

Library Services
Seirbhísí Leabharlainne

There are five libraries in TU Dublin: Aungier Street, Blanchardstown, Bolton Street, Grangegorman (Park House) and Tallaght. The services provided by the library include study spaces, networked PCs, textbooks, journals and newspapers, photocopiers and printers. Information on all the library's services and e-resources is available at the link below.

Tá cúig leabharlann in OT Baile Átha Cliath: Sráid Aungier, Baile Bhlainséir, Sráid Bolton, Gráinseach Ghormáin (Teach na Páirce) agus Tamhlacht. I measc na seirbhísí atá ar fáil sna leabharlannaí tá spáis staidéir, ríomhairí, téacsleabhair, irisí agus nuachtáin, fótachóipeálaithe agus clódóirí.
Eolas maidir le seirbhísí iomláin na leabharlainne agus acmhainní ar líne:

www.tudublin.ie/library/

Academic Integrity in TU Dublin

Many of you will be aware of artificial intelligence (AI) systems that purport to "do the work for you". Before you decide to rely on these systems, pause and reflect! The use in part or entirety of such systems to produce any assessment and coursework without appropriate permission is considered by TU Dublin to be a serious breach of academic integrity.

TU Dublin has developed resources for students and staff on the topic of Academic Integrity which you are encouraged to explore to increase awareness of your responsibilities. You can find support resources for Academic Integrity as well as the University Guidelines on the use of artificial intelligence tools at: https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/academic-integrity/

When you gain access to Brightspace you will be required to undertake and complete two modules: one on Academic Integrity, and another on Artificial Intelligence.

During your time as a student of TU Dublin, you will have to complete assignments and other forms of assessment as part of your programme. Assessments serve several purposes: as well as assuring the University that YOU have achieved the required learning outcomes and the associated professional standards of the programme, assessments are also used to provide both you and the university with formative feedback on your learning progress, and where necessary, to put in place additional supports or resources where required.

Any attempt to undermine Academic Integrity will result in a diminishing confidence in the value and reputation of our programmes and awards. Any conduct which contributes to this, corrupts our reputation as individuals and harms the reputation of our University. Do remember that, where it is suspected that AI has been used in a way that contravenes Academic Integrity, you will be subject to penalties up to and including expulsion from the University in line with our current policies on academic integrity and GenAI Guidelines. You can find further information on these items by clicking the "TU Dublin Academic Integrity Policy and Associated Procedures" tab on the academic integrity link above.

TU Dublin is committed to promote a culture amongst both staff and students to uphold academic integrity. To adhere to this means that we, as a university community, can have confidence in the high quality of our teaching, learning, and assessment.

Ionracas Acadúil in OT Baile Átha Cliath

Tá an-chuid agaibh ar an eolas faoi chórais intleachta saorga (IS) a mhaíonn "an obair a dhéanamh duit". Roimh a bheartaíonn tú na córais seo a úsáid, fan agus smaoinigh! Meastar in OT Baile Átha Cliath go bhfuil úsáid na gcóras seo, go pointe nó go hiomlán, chun measúnú nó obair chúrsa ar bith a dhéanamh gan cead, go mór i gcoinne an t-ionracas acadúil.

Tá acmhainní forbaithe ag OT Baile Átha Cliath do mhic léinn agus do bhaill foirne maidir le hionracas acadúil, agus moltar duit breathnú thart orthu seo chun tuiscint ar do chúraimí a fheabhsú. Is féidir teacht ar acmhainní tacaíochta don Ionracas Acadúil mar aon le Treoirlínte na hOllscoile ar úsáid na hintleachta saorga ag:
https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/academic-integrity/
Nuair a bheidh rochtain agat ar Brightspace, beidh ort dhá mhodúl a dhéanamh: modúl amháin maidir le hionracas acadúil, agus modúl eile maidir le hintleacht shaorga.

Le linn do chuid ama mar mhac léinn OT Baile Átha Cliath beidh ort tascanna agus measúnuithe eile a dhéanamh mar chuid den chúrsa. Tá roinnt cuspóir ag an measúnú: mar aon le thaispeáint dúinn gur bhain TÚ na torthaí foghlama cuí agus na caighdeáin ghairmiúla a bhaineann leo amach, úsáidtear measúnuithe chun aiseolas a thabhairt duit agus don ollscoil maidir le dul chun cinn do chuid fhoghlaim agus chun tacaíochtaí nó acmhainní breise a chur in áit, más gá.

Tiocfaidh laghdú sa mhuinín ar an luach agus cáil ar ár gcúrsaí agus gradaim mar thoradh ar aon iarracht an bonn a bhaint den ionracas acadúil. Cuireann aon iompar a chuireann leis seo isteach ar ár gcáil mar daoine agus déantar dochar do cháil na hOllscoile chomh maith.

Ná déan dearmad, má mheastar go bhfuil IS tar éis a bheith in úsáid i mbealach a sháraíonn an t-ionracas acadúil, féadfar píonóis a ghearradh ort, díbirt ón Ollscoil san áireamh, de réir polasaithe na hOllscoile maidir leis an ionracas acadúil agus treoirlínte GenAI'. Is féidir tuilleadh eolais a fháil faoin dtáb "Polasaí Ionracais Acadúil agus Cúraimí Gaolmhara OT Baile Átha Cliath" ar an nasc thuas.

Tá OT Baile Átha Cliath tiomanta cultúr a chur chun cinn i measc na baill foirne agus na mic léinn a chloíonn leis an t-ionracas acadúil. Leis seo, ciallaíonn sé sin go bhféadfaimid, mar phobal ollscoile, muinín a bheith againn in ardchaighdeáin múinteoireachta, foghlama, agus measúnaithe na hollscoile.

Academic Support
Tacaíochtaí Acadúla

The Maths Learning Support Centre offers a drop-in support service for students struggling with maths.

Cuireann an t-Ionad Tacaíochta Foghlama don Mhata seirbhís tacaíochta buail isteach ar fáil do mhic léinn atá ag streacailt leis an mata.

The Academic Writing Centre offers support for students who are seeking to enhance and develop their academic writing skills. Find out how to book an appointment and other useful information and resources at the link provided below.

Cuireann an t-Ionad Scríbhneoireachta Acadúla tacaíocht ar fáil do mhic léinn atá ag iarraidh a gcuid scileanna scríbhnoireachta acadúil a chur chun cinn. Foghlaim conas coinne a chur in áirithe agus tuilleadh eolais agus acmhainní úsáideacha eile:

www.tudublin.ie/for-students/returning-students/continuing-with-your-studies/

The Computing Learning Centre offers a drop-in session for students who are struggling with computing modules. Find out more information here: www.tudublin.ie/clc

Cuireann an t-Ionad Foghlama Ríomhaireachta seirbhís buail isteach ar fáil do mhic léinn atá ag streachailt le modúil ríomhaireachta. Tuilleadh eolais anseo: www.tudublin.ie/clc

TU Dublin Students Union
Aontas na Mac Léinn OT Baile Átha

Once you register as a TU Dublin student you automatically become a member of the Students Union (TUDSU). Find out about the TUDSU Team, the advice they can offer and events they organise at the link provided below.

Nuair a chláraíonn tú mar mac léinn OT Baile Átha Cliath is ball uathoibríoch d'Aontas na Mac Léinn (AMLOTBAC) tú. Tuilleadh eolais maidir leis an fhoireann AMLOTBAC, an tacaíocht atá ar fáil uathu, agus a gcuid imeachtaí:

www.tudublinsu.ie

The Student Voice is a critical element of TU Dublin's Quality Framework. Resources have been designed to help students develop the knowledge and skills required to effectively engage with the Quality Assurance and Quality Enhancement processes of TU Dublin. These resources consist of thirteen episodes of interactive videos, key messages and learning activities and you can access them at the link provided below.

Is gné riachtanach de Chreat Cáilíochta OT Baile Átha Cliath é Glór na Mac Léinn. Rinneadh forbairt ar acmhainní chun cuidiú le mic léinn an t-eolas agus scileanna riachtanacha a fhorbairt chun páirt a ghlacadh i bpróisis Ráthú Caighdeáin agus Feabhsú Caighdeáin OT Baile Átha Cliath. Is éard atá i gceist leis na hacmhainní seo ná trí eipeasóid déag d'fhíseán idirgníomhach, príomhtheachtaireachtaí agus gníomhaíochtaí foghlama, agus is féidir teacht orthu anseo:

tudublinsu.ie/your-voice

Health & Safety
Sláinte agus Sábháilteacht

TU Dublin has put in place a number of measures and requirements for the wellbeing of students and staff. Information on these and their implications for you is available at the link provided below.

Tá roinnt bearta curtha in áit ag OT Baile Átha Cliath ar son leasa na mac léinn agus foirne. Eolas maidir leo agus na himpleachtaí féideartha duitse ar fáil anseo:

www.tudublin.ie/for-students/safety-health-welfare

Schools will provide information where there are specific health and safety requirements in place for your programme.

Cuirfidh scoileanna eolas ar fáil má bhíonn riachtanais sláinte agus sábháilteachta in áit do do chúrsa.

Student Health Service
Seirbhís Sláinte na Mac Léinn

TU Dublin Student Health Service provides a holistic approach to health and the service incorporates general medical, sexual, psychological and social aspects of student health and health promotion. Absolute confidentiality is maintained. Health Centres are based in Aungier Street, Blanchardstown, Grangegorman and Tallaght. Find out more at the link below.

Tá cur cuige iomlánaíoch i Seirbhísí Sláinte OT Baile Átha Cliath maidir le sláinte agus cuireann an seirbhís gnéithe sláinte ginearálta, gnéasaí, síceolaíche agus sóisialta de shláinte na mac léinn agus cothú na sláinte san áireamh. Coinnítear rúndacht iomláin. Tá na hIonaid Sláinte suite i Sráid Aungier, Baile Bhlainséir, Gráinseach Ghormáin agus Tamhlacht. Tuilleadh Eolais:

https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/student-health-centres

Student Counselling Service
Seirbhís Comhairleoireachta na Mac Léinn

The Student Counselling Service is a free and confidential service available to TU Dublin students. It provides a safe and secure environment where you may come and talk about any issue or difficulty that is of concern. Information on the service and about how you can make an appointment with a counsellor can be found at the link below:

Is seirbhís saor in aisce agus faoi iontaoibh í Seirbhís Comhairleoireachta na Mac Léinn atá ar fáil do mhic léinn OT Baile Átha Cliath. Is timpeallacht sábháilte í inar féidir leat labhairt faoi aon cheist nó deachracht atá ag cur isteach ort. Tuilleadh eolais maidir leis an seirbhís agus conas coinne a dhéanamh le comhairleoir ar fáil anseo:

www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/counselling-service/

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Pastoral Care & Chaplaincy
Tréadchúram & Séiplíneacht

Pastoral Care and Chaplaincy a safe and confidential setting where you can begin to explore concerns and worries, whatever they are. Find out about the service and how to make contact at the link provided below.

Is timpeallacht sábháilte agus iontaofa í Tréadchúram & Séiplíneacht inar féidir leat ábhair imní a phlé, pé rud iad. Tuilleadh eolais agus sonraí teagmhála:

www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/pastoral-care-chaplaincy/

Access Office
Oifig Rochtana

If you are an access student studying in TU Dublin, the Access Office can support you. You can find more about the Office including the academic support, social and personal supports and financial assistance at the link provided below.

Más mac léinn rochtana in OT Baile Átha Cliath tú, is féidir leis an Oifig Rochtana tacaíocht a thabhairt duit. Tuilleadh eolais maidir leis an Oifig, tacaíocht acadúil, shóisialta, phearsanta, agus airgid san áireamh:

www.tudublin.ie/for-students/student-services-and-support/access-support/

Disability Support Service
Seirbhís Tacaíochta do Dhaoine faoi

The Disability Support Service aims to ensure that any student with a disability does not experience an educational disadvantage and that all students can access and equally participate in and benefit from educational opportunities in our University.   You can find out how you can sign up with the Disability Service at the link provided below.

Is é aidhm an Seirbhís Tacaíochta do Dhaoine faoi Mhíchumas nach mbeadh míbhuntáiste oideachasúil ag aon mac léinn faoi mhíchumas agus go mbeadh rochtain ag gach mac léinn ar dheiseanna oideachasúil san Ollscoil, agus gur féidir leo páirt a ghlacadh iontu agus leas a bhaint astu go cothrom. Tuilleadh eolais maidir le clárú leis an Seirbhís Tacaíochta do Dhaoine faoi Mhíchumas:

www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/disability-support-service/

Grants & Financial Aid
Deontais & Cúnamh Airgid

Some students will face financial difficulties during their time at college. A number of assistance schemes are in place to support those students facing financial difficulties. To find out more about this, as well as how you can check your grant eligibility, see: the link provided below.

Beidh fadhbanna airgid ag roinnt mic léinn agus iad ar an ollscoil.
Tá roinnt scéime tacaíochta ar fáil chun tacaíocht a thabhairt do na mic léinn sin. Chun tuilleadh eolais a fháil agus eolas a fháil maidir le do cháilitheacht a sheiceáil, féach:

www.tudublin.ie/for-students/starting-at-tu-dublin/getting-started/grants--financial-aid/

Accommodation & Living Costs
Lóistín & Costais Maireachtála

Find out information on accommodation and a Cost-of-Living Guide at the link provided below.

Tuilleadh Eolais maidir le lóistín agus Treoir Costais Maireachtála:

www.tudublin.ie/for-students/student-services-and-support/accommodation--living-in-dublin

Societies
Cumainn

Students are very much encouraged to get involved in student-led activities while at TU Dublin. Find out more about our societies and what they have to offer at the link provided below.

Moltar go mór go mbíonn mic léinn páirteach i ngníomhaíochtaí mic léinn agus iad in OT Baile Átha Cliath. Tuilleadh eolais maidir lenár gcumainn agus cad atá ar fáil:

www.tudublin.ie/for-students/student-life/societies/

Sport
Spórt

TU Dublin Sport provides a huge range of opportunities to train, play, get fit, gain leadership skills, and compete in sport, no matter what your interest, ability or level.   Find out more about TU Dublin sports clubs and facilities at the link provided below.

Cuireann OT Baile Átha Cliath réimse leathan deiseanna ar fáil traenáil a dhéanamh, imirt, d'aclaíocht a fheabhsú, agus bheith san iomaíocht sa spórt, cibé do leibhéal suime nó cumais. Tuilleadh eolais maidir le cumainn agus áiseanna spóirt OT Baile Átha Cliath:

www.tudublin.ie/for-students/student-life/sport/

International Students
Mic Léinn Idirnáisiúnta

If you are an International student/Erasmus student in TU Dublin you can find more information on how international students are supported at the link provided below.

Más mac léinn idirnáisiúnta/Erasmus tú in OT Baile Átha Cliath is féidir tuilleadh eolais maidir le tacaíocht do mhic léinn idirnáisiúnta a fháil anseo:

www.tudublin.ie/study/international-students/

Career Development Centre
an t-Ionad Forbartha Gairme

Career Development Centre offers a range of supports and resources to aid your career development. Find out more at the link provided below.

Cuireann an t-Ionad Forbartha Gairme réimse tacaíochtaí agus acmhainní ar fáil chun d'fhorbairt gairme a chur chun cinn. Tuilleadh eolais:

www.tudublin.ie/for-students/career-development-centre/

Student Regulations
Rialacháin na Mac Léinn

All TU Dublin students must observe, in addition to the laws of the state, the regulations of TU Dublin. Therefore, it is your responsibility to acquaint yourself with these regulations which cover a range of areas. Policies are listed at the links provided below.

Ní mór do gach mac léinn rialacháin OT Baile Átha Cliath a leanúint, mar aon le rialacháin an Stáit. Mar sin, tá sé mar dualgas ort tú féin a chur ar an eolas faoi na rialacháin seo, a chlúdaíonn réimse ábhair. Tá Polasaithe ar fáil ag:

www.tudublin.ie/for-students/student-services-and-support/student-policies-regulations

https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-policies/

Also available at the same link are the TU Dublin Student Disciplinary Procedures which relate to all aspects of student behaviour. In the case of an alleged breach of general discipline that occurs on a TU Dublin campus or that involves resources or facilities located on a TU Dublin campus, a registered TU Dublin student shall be subject to these disciplinary procedures.

I gcás sárú araíonachta ginearálta ar champas OT Baile Átha Cliath a bhaineann le hacmhainní nó le háíseanna lonnaithe ar champas OT Baile Átha Cliath, cuirfear na nósanna imeachta seo i bhfeidhm ar mhac léinn cláraithe OT Baile Átha Cliath.

Technology Services' TU Dublin Acceptable Usage Policy, which sets out requirements for the responsible and appropriate use of IT resources, is available at the link provided below.

Tá Polasaí Úsáide Inghlactha de chuid Seirbhísí Teicneolaíochta OT Baile Átha Cliath, ina leagtar amach úsáid cuí agus siosmaideach acmhainní TF, ar fáil anseo:

www.tudublin.ie/for-students/student-services-and-support/student-policies-regulations

The Brightspace Privacy Statement and Usage Policy are available at the following link: https://www.tudublin.ie/connect/vle/brightspace-for-students/

Tá Ráiteas Príobháideachais agus Beartas Úsáide Brightspace ar fáil ag an nasc a leanas: https://www.tudublin.ie/connect/vle/brightspace-for-students/

The TU Dublin Quality Framework provides a pathway to allow students to raise complaints if they consider that the management and/or delivery of their programme of study is not in accordance with agreed procedure. The Student Complaint Process can be found at the link provided below.

Cuireann Creat Cáilíochta OT Baile Átha Cliath conair ar fáil a ligfidh do mhic léinn gearán a chur isteach má mhothaíonn siad nach bhfuil bainistíocht agus/nó cur chuige a gcúrsa i gcomhréir leis an nós imeachta aontaithe.
Tá Próiseas Gearán na Mac Léinn ar fáil anseo:

www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/documents/Student-Academic-Complaints-Procedure-Final.pdf

The Student Complaint Form is available at the link provided below.

Tá Foirm Gearán na Mac Léinn ar fáil anseo:

www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/documents/student-complaints-form-sept2023.pdf

Transport Information
Faisnéis Iompair

You can find out how best to travel to each campus by different modes of transport at the link provided below.

Is féidir tuilleadh eolais maidir leis an bealach is fearr teacht chuig na campais ar mhodhanna éagsúla iompair a fháil anseo:
www.tudublin.ie/explore/our-campuses/grangegorman/getting-here/#:~:text=TU%20Dublin's%20Grangegorman%20Campus%20is,Laoghaire%20%2D%20Stop%20190%2F195%20Broadstone

Other useful weblinks:
Useful information for new students, including how to get involved on campus, future career, concerns and questions:

Naisc úsáideacha eile:
Eolas úsáideach do mhic léinn nua, conas a bheith gníomhach ar champas, gairmeacha sa todhchaí, ceisteanna agus imníthe:

www.tudublin.ie/for-students/starting-at-tu-dublin/

Campus Life and 'What's Useful':
Saol an Champais agus 'Nithe Úsáideacha':

www.tudublin.ie/for-students/student-life/

Welcome
Fáilte

Welcome to the Bachelor of Arts (Hons.) in Early Childhood Education, School of Social Sciences, Law and Education

On behalf of the Early Childhood Education Team at TU Dublin, City Campus, we 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. We 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,

Dr. Lavinia McLean, Discipline Lead, Education

Dr. Sinéad Freeman, Programme Chair, Bachelor of Arts (Hons) in Early Childhood Education

Programme Overview
Léargas ar an gClár

Programme information

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 (now TU Dublin) is 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 merger of DIT, IT Tallaght and IT Blanchardstown.

Programme Aims

The Bachelor of Arts (Hons.) in Early Childhood Education is a four year honours degree

programme (Level 8) which qualifies graduates to work as early childhood educators. The overall aim of the degree programme is to provide students with a professional qualification, which will enable them to work in a variety of early years settings including pre-schools, nurseries, community services and family centres in the state, private, voluntary and community sectors. Graduates might also aspire to project development work, management positions with TUSLA and HSE funded services, the city and county childcare committees and the national voluntary organisations. It is also expected that graduates will pursue postgraduate studies and seek positions in research, policy and academic life.

The aim of the programme is to facilitate students' personal, social and professional development with a view to producing a well-adjusted professional who, with experience, will operate at the Advanced Practitioner level as proposed by the Model Framework for Education, Training and Professional Development in the Early Childhood Care and Education Sector. The BA ECE programme has taken cognisance of the two sector specific quality pillars: *Síolta: The National Framework for Quality in ECE* (CECDE, 2006) and *Aistear: The Early Childhood Curriculum Framework* (NCCA, 2009). Both of these policy documents have made a significant impact upon the ECE sector by introducing quality standards and a curriculum framework for the Irish early childhood education sector. An individual operating at this stage of professional development may operate with complete autonomy and will have full responsibility for the work of others. The learning outcomes have also been informed by the QQI standards for Level 7 & Level 8 and the Professional Award Criteria and Guidelines for Initial Professional Education (Level 7 and Level 8) Degree Programmes for the Early Learning and Care (ELC) Sector in Ireland (DES, 2019) which can be accessed at the following link: https://assets.gov.ie/30316/784a2158d8094bb7bab40f2064358221.pdf . The graduate of the BA (Hons.) in Early Childhood Education will possess an understanding of the holistic development of the child, in the context of changing family, community and state structures, based on sound knowledge of current relevant theory. The Learning Outcomes are set out in accordance with the QQI framework.

Programme Learning Outcomes

Knowledge: Breadth

On completion of the course, the graduate will be able to

1. Demonstrate an in-depth knowledge of child development in the context of Early Years services

2. Describe in detail the holistic development of children

3. Communicate and demonstrate the links between theoretical knowledge and the practice of early childhood education

4. Understand children in the context of family, community and society drawing on related disciplines such as sociology, law, and social policy

5. Integrate concepts of developmentally appropriate practice, partnership and issues involved in working with families

6. Manage overall operation and maintenance of an early years service

Knowledge: Kind

On completion of the course, the graduate will be able to

1. Demonstrate specialised knowledge of early childhood education-related aspects of the following areas: Psychology, Pedagogy, Curriculum, Professional Practice, Creative Activity, Sociology, Social Policy, and Research

2. Plan, organise and implement developmentally appropriate programmes that facilitate children's social, emotional, cognitive, physical and communicative development

3. Demonstrate awareness of the ethical issues implicit in the professional role

4. Demonstrate understanding of knowledge and skills required to support all children and their families during the early years

5. Articulate the integrated nature of the nurturing and developmental aspects of early childhood care and education

6. Be aware of the importance of equal opportunities for children and families based on rights, irrespective of ability, culture, class, ethnicity and socioeconomic status

7. Apply knowledge of financial, administrative and human resources theory to the practice of the managing an early years service

Know-how and Skill: Range

On completion of the course, the graduate will be able to

1. Use recorded observations and reflection on practice to develop short plans for the holistic development of individual children
2. Implement policies and procedures within the service, and to ensure that the required information on policies and procedures is disseminated to staff, parents and students
3. Demonstrate the ability to work with the whole child and the family in the context of community and society
4. Apply principles of best practice in safeguarding and child protection
5. Work as a member of a team and recognise the importance of teamwork and co-operative/ management skills
6. Liaise with other professionals providing services to young children, such as speech and language therapists, social workers, psychologists and teachers
7. Undertake many facets of the role of manager of an early years service, including administration, finance and human resources
8. Ensure the welfare, and development of children and adults in the service, in cognisance of relevant policy, procedures and law

Know-how and Skill: Selectivity

On completion of the course, the graduate will be able to

1. Co-ordinate the development, implementation and evaluation of a developmentally appropriate curriculum for children from birth to eight years
2. Develop high level appropriate strategies for facilitating and assisting children and families who are experiencing adverse social conditions or circumstances, based on knowledge of the public services available locally and nationally
3. Use a range of strategies to ensure the best development and support of all children and families
4. Evaluate policy and practice of the service

Competence: Context

On completion of the course, the graduate will be able to

1. Observe and assess children's rights and provide for children's needs at a high level
2. Maintain and develop effective working relationships with parents
3. Take responsibility for the welfare and the well-being of all children and adults in the

service

4. Be able to fulfil the role of manager, taking responsibility for all aspects of the service, including administration, finance and human resources

Competence: Role

On completion of the course, the graduate will be able to

1. Act as an autonomous professional, responsible for all aspects of the care and education of children
2. Apply financial, administrative and human resources theory to the practice of the manager role
3. Mentor, support and supervise staff and students
4. Develop quality improvement strategies within their service to enhance the quality and experience of all staff and children
5. Promote and support the professional development (including in-service and pre-service training and education) of all staff within the service
6. Have current knowledge of local, national and international developments in the area of early education
7. Liaise with outside agencies, such as city and county childcare committees, regulatory organisations and NGOs
8. Plan for and resource flexible early education services for children
9. Operationalise admission procedures and record-keeping systems relating to children, their families and staff
10. Ensure best practice in child protection is promoted
11. Identify and solve problems related to the effective operation of the service

Competence: Learning to Learn

On completion of the course, the graduate will be able to

1. Be committed to the need for further professional development
2. Engage in learning opportunities to improve knowledge and skills both at a personal and a professional level
3. Promote innovation within the service
4. Be committed to research in the immediate working environment and in ongoing professional development

Competence: Insight

On completion of the course, the graduate will be able to

1. Be confident in their professional role
2. Reflect on their practice and critically evaluate self in relation to personal and professional development
3. Demonstrate empathy and solidarity with children, families and community
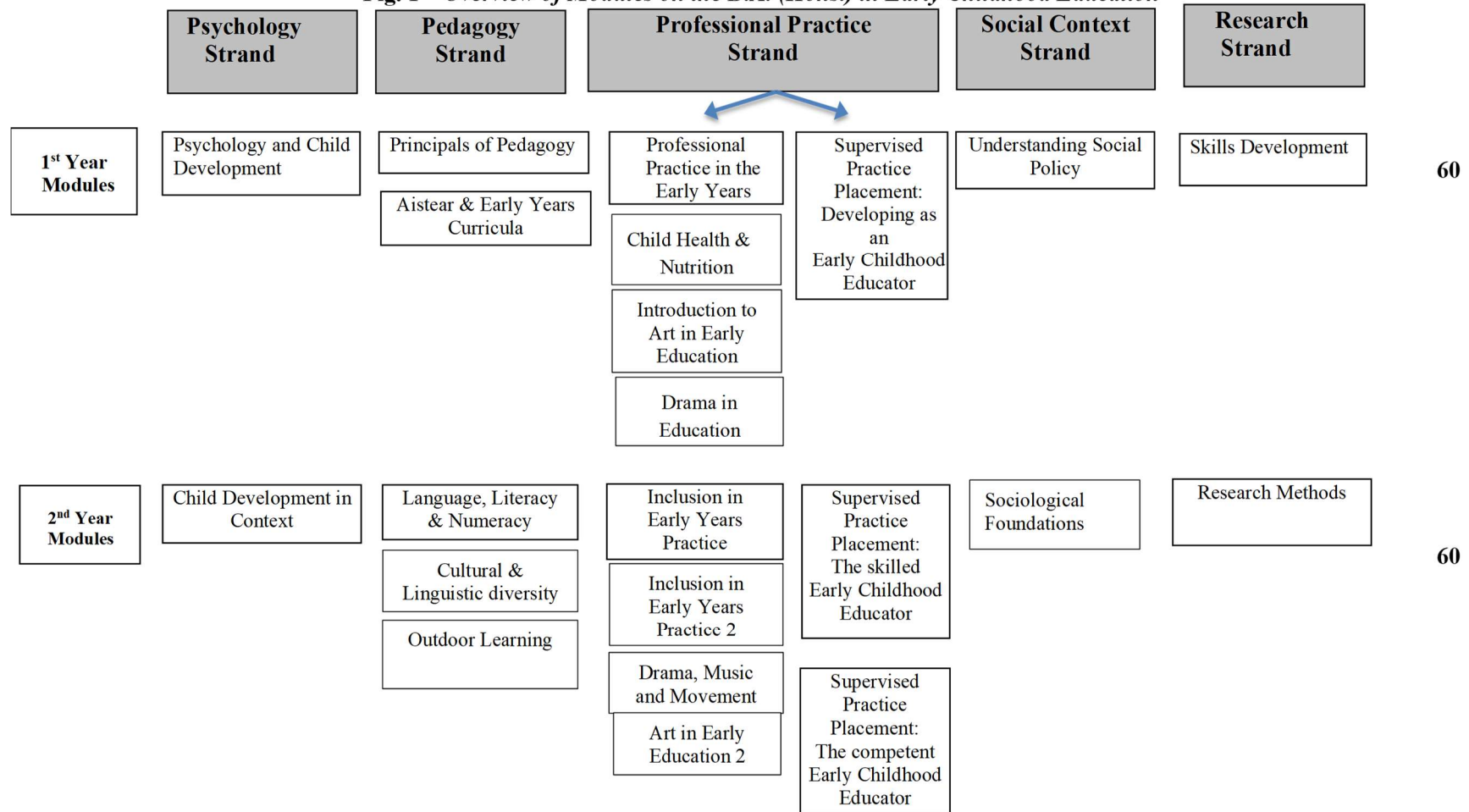
Graduate attributes

TU Dublin Graduate Attributes	BA (Hons.) in Early Childhood Education Specific attributes
Engaged: Civically engaged, socially responsible graduates with an international outlook who contribute meaningfully and positively in their professional, community and social environments.	Graduates of the Bachelor of Arts (Hons.) in Early Childhood Education (BA in ECE) should be engaged members of their local and professional communities who are aware both of the Irish contexts of early years education and of international dimensions and developments in the field. They should accept responsibility for their own actions and decisions and be aware of the impact of these decisions on individual children and staff as well as the effect on the respective groups. It is important that graduates are aware of the strengths and needs of diverse populations and that they can act in culturally appropriate ways.
Enterprising: Graduates who have the skills, knowledge and attributes needed to apply creative ideas and innovations and to find practical solutions.	Graduates of the BA in ECE are the potential leaders in their settings and in the broader field of policy and curriculum development in the early years. Given the limited financial resources available to the early years sector, graduates need to be creative in finding solutions to staffing and resource issues. They should be able to make efficient use of existing resources. Finding ways of leveraging opportunities to promote high quality care and education for young children and of promoting mentoring and support for staff. Throughout the programme the students should be encouraged to take leading roles through group-work, making presentations and critical reflection.
Enquiry based: Graduates with a spirit of curiosity and a desire to learn, motivated to draw upon existing knowledge, generating new ideas, seeking out learning opportunities, exploring the application of theory to practice and actively creating new knowledge	Critical and objective thinking, based on observation, reflection and evidence will allow graduates to make unbiased decisions and judgements. Through realising that multiple perspectives are often involved in any situation, graduates should be able to understand different viewpoints and outlooks. They should be able to critically evaluate research and literature and be aware that their own situation is one of many possible experiences. This capacity for critical thinking will facilitate effective decision-making and interventions by graduates in diverse work situations, not all of which can be foreseen and addressed during the degree programme at university.

Effective: Effective, highly skilled and confident graduates with the capacity to achieve desired results, believing that they can make a positive difference.	To function in a effective and efficient manner, graduates should be able to identify issues and problems, synthesise available information, identify gaps in knowledge and experience, acquire the necessary information/ experience/ skills and plan strategically. By functioning in a competent manner, it should be possible to address issues and find solutions. Effective practice requires the ability to create effective teams and to be able to recognise the strengths of individual team members, to plan work with the team and to be a good listener and communicator. Effective practitioners should be self-aware and be able to develop and maintain strong respectful professional relationships with all staff, children and parents. They should be personally resilient, and able to manage the many changes in the early years sector.
Expert in chosen subject discipline: Graduates with the professional knowledge and capacity independently to practice, reflect, review and build upon disciplinary expertise and judgment.	Graduates must be experts in the discipline of early years education, up to date with the many changes that are happening in early years policy, regulation and curriculum development and have the capacity to mentor, manage and lead teams. Reflection will be a key tool in learning from experience, identifying issues and opportunities and finding ways of moving forward. Graduates will be able to articulate their professional aims and goals, advocate for and make a contribution to the development of the early years sector and translate this reflection into high quality care and education for young children. They will be able to write academic assignments in the appropriate style using referencing styles, plagiarism checking software and become experts in the topic of their dissertation.

Programme Overview

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

	Psychology Strand	Pedagogy Strand	Professional Practice Strand		Social Context Strand	Research Strand	
1st Year Modules	Psychology and Child Development	Principals of Pedagogy	Professional Practice in the Early Years	Supervised Practice Placement: Developing as an Early Childhood Educator	Understanding Social Policy	Skills Development	**60**
		Aistear & Early Years Curricula	Child Health & Nutrition				
			Introduction to Art in Early Education				
			Drama in Education				
2nd Year Modules	Child Development in Context	Language, Literacy & Numeracy	Inclusion in Early Years Practice	Supervised Practice Placement: The skilled Early Childhood Educator	Sociological Foundations	Research Methods	**60**
		Cultural & Linguistic diversity	Inclusion in Early Years Practice 2				
		Outdoor Learning	Drama, Music and Movement	Supervised Practice Placement: The competent Early Childhood Educator			
			Art in Early Education 2				

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

Psychology Strand	Pedagogy Strand	Professional Practice Strand		Social Context Strand	Research Strand	
3rd Year Modules	Mental Health during the Early Years	Perspectives on Early Childhood Education: Issues in policy, practice and research	Working with Families & Communities	Supervised Practice Placement: The Reflective Educator	Sociology of Education & Inequality	Research Methods: Documenting young Children's Meanings	**60**
			Child Safeguarding		Law		
			Leadership & Mentoring Skills	Pedagogical & Practice documentation			
4th Year Modules	Therapeutic Skills with Young Children and Families	Early Years and School-Age childcare-Pedagogy and Curriculum	Introduction to Business & Management skills	Supervised Practice Placement		Research Methods	**60**
		Digital Childhood	Creativity in Early Childhood Education			Dissertation	
		Children's' Rights and Advocacy in the Early Years sector					

Programme Overview

Introduction to the University

TU Dublin is composed of three campuses, TU Dublin City Campus, TU Dublin Blanchardstown Campus and TU Dublin Tallaght Campus.

TU Dublin City Campus is composed of four faculties:

> Faculty of Arts and Humanities
>
> Faculty of Business
>
> Faculty of Engineering and Built Environment
>
> Faculty of Sciences and Health

Introduction to the Faculty of Arts and Humanities

The Faculty of Arts and Humanities is composed of six Schools:

> School of Social Sciences, Law and Education
>
> Conservatoire
>
> School of Culinary Arts and Food Technology
>
> School of Media
>
> School of Art and Design
>
> School of Tourism and Hospitality Management

The Director and Dean of the College is Dr. Orla McDonagh.

Introduction to the School of Social Sciences, Law and Education

The School of Social Sciences, Law and Education consists of four disciplines; Social Sciences, Law, Education and Social Care. Dr. Pat O'Connor is Head of School of Social Sciences, Law and Education. Dr. Lavinia McLean is the Discipline lead for Education. The School of Social Sciences, Law and Education 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. In City Campus the following programmes are offered in the Disciplines of Social Sciences, Social Care and Education.

Bachelor of Arts (Hons.) in Early Childhood Education

Bachelor of Arts (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.

Contact details for Staff in Social Sciences, Social Care and Education in City Campus

Lecturer	Tel. Number
Dr. Aisling Costello	2208114
Dr. Paddy Dolan	2205462
Ms. Katarina Filipovic	2205759
Dr. Margaret Fingleton	2205464
Dr. Sinéad Freeman	2205465
Dr. Niall Hanlon	2205762
Ms. Arlenne Heeney	2205760
Dr. Nicola Hughes	2205468
Ms. Judy McAvoy	2205477
Dr. Fiona McSweeney	2205469
Ms. Martina Ozonyia	2205472
Mr. Jan Pettersen	2205475
Dr. Mairéad Seymour	2205473
Dr. Anne Marie Shier	2205476

Staff can be e-mailed using the following format: forename.surname@tudublin.ie

Detailed biographies of staff can be found on the School website:

https://www.tudublin.ie/explore/schools-and-disciplines/business-law-and-languages/languages-law-social-sciences/people/academic-staff/social-sciences/

School Office

Opening Hours: Monday-Friday:

                                      9.30-12.30 & 2.30-4.00

School Administrators: Tel: 2208477

                                      Email: socialsciences@TUDublin.ie

Programme Chair

The Programme Chair is the academic leader for a programme and has a fundamental role to drive the programme, ensure the overall coherence of its delivery and uphold the reputation of the programme. The Programme Chair serves as the Chairperson of the Programme Team and of the Programme Committee. Their role includes convening meetings of the Programme Team and Programme Committee, maintaining minutes of these meetings, progressing their work and monitoring the implementation of the annual Quality Action Plan.

Programme Chair: Dr. Sinéad Freeman Tel: 01 2205465.

Email: sinead.freeman@tudublin.ie

Tutors

A tutor is assigned to every group of approximately 20 students. Tutors provide academic and pastoral support for students. They are a first point of contact for students and act as a conduit between the student and the wider School/University. For example, a tutor may advise a student how to make contact with and register with the Disability Support Service and, once they have done so, liaise closely with the student's disability support officer. Similarly, a tutor may advise a student how to engage with the Academic Writing Centre. Tutors are also typically where students seek advice about matters relating to registrations, examinations, and deferrals.

In addition, tutors support students throughout the practice placement process. Tutors organise and set up practice placements for students. They facilitate pre placement seminars and placement preparation sessions.

During a student's practice placement the tutor facilitates a three-way meeting in the early childhood education setting between the placement supervisor, the student and themselves to monitor the progress of the student in the setting. Should a placement

supervisor have an issue with the student on placement they will contact the tutor. Tutorials are held in the college/online with the students and the tutor also visits students in their professional placement setting.

INDUCTION/REGISTRATION

Registration

Students on the programme must register every year 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. Information on how to register, select your modules, obtain a student card and pay fees is available online at https://www.tudublin.ie/for-students/student-services-and-support/registration/ . Once students register, they are provided with a student card and a student number, as well as login details for e-mail account and other TU Dublin systems – including Brightspace (the Virtual Learning Environment to access information and learning materials and activities relevant to programme modules).

Induction Programme

All new and incoming students on the Bachelor of Arts (Hons.) in Early Childhood Education are offered an induction programme before lectures start. This programme includes several presentations as well as an opportunity to meet fellow students, our Head of School, staff, tutors and lecturers for the year. Students also have a tour of the Grangegorman campus, have an introductory tour of the library, attend presentations on health and safety and supports services available to registered students, attend more detailed meetings with tutors, have presentations from the Students' Union and are given information on clubs and societies which they are encouraged to get involved in. Students returning to Years 2, 3 and 4 of the programme each year will also undertake an induction session with their programme tutors which provides an overview of the year curriculum, assessments, placements and a reminder of the supports/services available to registered students as they progress through the academic year.

Communication

Students will be allocated e-mail addresses on registration (the address will be printed on the student ID card).

Please note that we are not permitted to give out our address list or any individual addresses to outside bodies. A guide for students on email etiquette is available on the student resources page under policy documents at https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/schools/social-sciences-law-and-education/

Students are advised to check their email account regularly as important information is contained in e-mails sent to these addresses.

Use of social media

Students are advised to be judicious in your use of Social Media as a TU Dublin Student. References and communications to classmates and lecturers should be courteous and respectful at all times. Students should assume all of their posts are publicly available to the entire world and write accordingly. There is no privacy online. Students' confidentiality agreement with practice placement extends to social media. The staff and clients with whom student works on placement should not be identifiable in student's posts. Students should not post photos of placement agencies on any medium. TU Dublin Students have a role in maintaining and enhancing the reputation of the University and should be mindful of this in the use of Social Media and in all professional communications. Netiquette guidelines for students are available on the student resources page under policy documents at https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/schools/social-sciences-law-and-education/

Use of phones and electronic devices during your lectures

Lecturers have spent considerable time and effort in preparing each lecture. Please respect this and give them full attention by using your phone/tablet/lap-top appropriately, or example, typing notes or following downloaded PowerPoint presentations. It is not appropriate to:

- Check your emails
- Check social media
- Tweet /Text etc.

Accessing e-email

To access student e-mail go to http://TUDublin.ie

When prompted for….

Username: Enter your student no. e.g. D061234567

Password: Enter your Date of Birth in the format DDMMYYYY

Username: D061234567, Password: 17011899 (17th January, 1899)

If you are experiencing any difficulties please contact the Computer Support desk office: 01 2205123   or https://www.tudublin.ie/connect/technology-services/need-it-support/

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When setting up mailing preferences, students need to make sure to enter the reply-to address in the correct format – firstname.lastname@student.tudublin.ie. If in doubt, enter the full address on student card. Otherwise, while you may be able to send mail, the recipients will not be able to reply.

Data Protection

Please note that we are generally not permitted to give out information concerning individual students to any person, including other students seeking such information.

Modularisation

A modularised programme is where the individual subjects are sub-divided into discrete packages of learning called modules. Modules can be combined in a number of different ways to make a programme, which gives more flexibility in terms of developing new and interesting subject combinations for programmes. As all modules have a credit value, getting an award is based on the principles of credit accumulation; the amount required per academic session is 60 credits.

Module:

A module is a subject or a number of subjects that make up a single topic of study.

CRN:

This is the Course Registration Number. The code number allocated to a specific module. The module code will generally be used as a short way of identifying the module.

Credits:

Each module carries a number of credits (multiples of 5) and students are expected to complete enough modules in a year to amount to 60 credits. This would mean taking 12 modules in a year or 6 per semester of 5 credits each.

ECTS:

European Credit Transfer System. ECTS is internationally recognised, which means that students will be able to have their learning at TU Dublin recognised at other European and international colleges and universities.

Core Modules:

A module is one which must be studied and passed in order to gain a particular named award.

Optional Modules:

A module is one which must be studied in conjunction with core modules and which student selects from within a prescribed and limited set for a particular named award.

Elective Modules:

A module is one chosen by the student from the total set available in the University, subject to restrictions such as prohibited combinations which may be specified in a Programme Document.

Semester:

There are two blocks of 15 weeks in a year (12 weeks of classes followed by 2 study weeks and a week of exams). These are called semesters and there are examinations at

the end of each semester. Some modules only last for one semester (Semester 1 or Semester 2) and some modules last for the whole year (both Semesters).

Mandatory First Aid

First Aid training is mandatory for all First Year students on the Bachelor of Arts (Hons.) in Early Childhood Education programme. It will be arranged by the School for first year students of the Bachelor of Arts (Hons.) in Early Childhood Education programme at a cost of approximately €100 per student. Thereafter, it is the responsibility of the student to ensure their first aid training certification is kept updated throughout the period for which they are a student on the programme. Students will be required to evidence their first aid certification to their relevant tutor prior to commencement of placement in each year of the programme. Please note that first aid fees are not covered by SUSI grants.

Fitness to practice

The maintenance of an atmosphere conducive to a positive student experience within the University requires that all students maintain discipline. Where reservations exist regarding a student's behaviour, conduct and/or fitness to practice, these should be referred by the Programme Tutor and Practice Education Team to the Head of School in a clear and unequivocal manner, documenting the evidence for such reservations (e.g. erratic behaviour, persistent lateness, mood swings interfering with college work, inappropriate disclosures or boundaries). The Practice Education Team and Head of School then formulates, in accordance with the University Fitness to Practice Policy, an appropriate response in order to address and resolve the concerns in relation to the student's fitness to practice. The *TU Dublin Code of Conduct and Fitness to Practice Policy* is available at https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/schools/social-sciences-law-and-education/

Garda Vetting

All incoming undergraduate students will be required to submit their details for Garda vetting in a timely manner, to determine whether they have criminal convictions, which may make them unsuitable for practice placements in early childhood education settings. The College garda vetting and overseas vetting policy is available on the student resources page at https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/schools/social-sciences-law-and-education/

The primary points to note are:

- You must fully and honestly complete the Garda Vetting Form. Failure to disclose a criminal conviction automatically renders what may appear to be a minor offence, unrelated to children or minors, to be a serious breach of TU Dublin regulations. That is, it will be interpreted as an attempt to deceive the University.

- Should Garda Vetting disclose a criminal conviction against you, the University reserves the right not to register you for a programme of study. Should you already be a registered student, the University reserves the right to cancel your registration, thus removing you from a course of study.

- A criminal conviction does not automatically make you unsuitable to work in early childhood education. As per TU Dublin Garda Vetting Policy document, the University has a mechanism to judge whether or not a conviction warrants preventing a student from registering or re-registering.

- Should a criminal conviction be deemed to be unrelated to a student's ability to perform in the early childhood education fields, note that this is a judgment that will be made by TU Dublin, according to the Policy document. In all instances, regardless how apparently minor the conviction, the judgment made by the University shall be communicated to the relevant management in proposed practice placement agencies. Agency managers shall judge whether a student with a conviction will be facilitated on placement. Should the University be unable, after reasonable efforts, to locate a placement willing to accept a student with a criminal conviction, the University reserves the right to cancel the student's registration, thus removing him/her from a course of study as the programme cannot be completed without undergoing practice placement.

- Should a criminal trial be 'pending' at the time a student competes the Garda Vetting from, he/she shall, of course, be deemed innocent of the charge.

However, students are requested to inform the University (the Admissions Officer) (a) of the nature of the charge and (b) of the outcome of the trial.

- The University reserves the right to vet students more than once, and at any point during a student's programme of study.

- Where a student has been charged but not convicted, generally TU Dublin is not obliged to disclose this information to placement (with the condition that the Head of School, having regard to the seriousness of the charges, is satisfied).

- Students will not be allowed to begin placement until the vetting process is complete.

- Previous Garda vetting documentation that a student may possess is not acceptable as TU Dublin must conduct Garda vetting independently.

- Mature, Non-standard, Access and Disability students who have accepted a place on a course (in May/June prior to CAO offers) must return a vetting form to the School Office within 10 days following their acceptance of a place. Failure to do so may result in an offer being withdrawn. Garda vetting process will commence immediately thereafter.

Attendance Policy

Attendance by students on the Bachelor of Arts (Hons.) in Early Childhood Education at lectures, seminars, workshops and supervised practice placement is extremely important to ensure students acquire and develop the skills, knowledge and proficiencies to practise as early childhood educator. While students are strongly encouraged to attend all module lectures there is a specific requirement for students to meet a minimum attendance requirement of 75% in practice related and creative studies modules which are:

- Aistear and Early Years curricula
- Introduction to Art in Early Education

- Drama in Education
- Skills Development
- Drama, Music and Movement
- Art in Early Education 2
- Perspectives on Early Childhood Education: Issues in policy, practice and research
- Therapeutic Skills with Young Children and Families
- Early Years and School-Age childcare – Pedagogy and Curriculum

Student attendance will be recorded by the lecturer in the above listed modules. If attendance is unsatisfactory, the tutor will meet with the student to discuss and address issues that may be affecting attendance. Individual students with a persistent number of absences and in danger of falling below the minimum attendance requirements will be required to discuss their attendance with their programme tutor and the Discipline Lead.

In certain circumstances, absences may be unavoidable due to illness or unforeseen events. In the case of absence due to medical reasons, if absent for 3 or more consecutive days, students must provide an original medical certificate from a registered General Practitioner or from the University Health Centre, to be submitted to his/her tutor, as soon as possible after illness, ideally within three days. Any student who is unable to attend a lecture or tutorial is obliged to contact their tutor as early as possible on the first day of absence to explain the reason for his/her absence and to give an estimate of its probable duration.

Where students fail to meet the minimum attendance requirement in any of the above listed modules, their result will be recorded as a Fail at the Examination Board. Arrangements to repeat the module will be as per the University's General Assessment Regulations.

Attendance in Practice Placement
On the Bachelor of Arts (Hons.) in Early Childhood Education students must complete a total of 800 hours of supervised practice placement.

Year of study	Hours required
Year 1	100 hours
Year 2	300 hours

Year 3	300 hours
Year 4	100 hours

Any absence from practice placement may require extension of the placement beyond the original dates to ensure the student completes the minimum 800 hours of supervised practice placement. If students are ill or need compassionate leave, their placement supervisor and college tutor must be notified as early as possible on the first day of absence to explain the reason for the absence and to give an estimate of its probable duration. If absent for 3 or more consecutive days, students must provide a medical certificate to both the placement supervisor and programme tutor.

100% attendance on practice placements across the four years of the programme is mandatory. Students are required to complete an attendance log-sheet on a weekly basis, detailing the hours and days that they have worked which is then signed by their practice placement supervisor on the attendance log sheet. Confirmation of attendance is also recorded on the practice placement assessment form. Students and supervisors are also required to complete the placement absence record sheet where relevant. These documents are then brought to the three way meetings and the hours that students have worked will be discussed (please see the relevant placement policy handbook for more details).

Study Abroad Option

During the second year of the Early Childhood Education programme, students are invited to apply to spend their second semester studying in one of our partner institutions. Current options are for students to study in Germany or Norway. Students who travel to Norway will complete an outdoor education programme in the University of Southeast Norway. This module incorporates a small placement element. Students who travel to Germany study in Alice Salomon Hochschule in Berlin, where they are offered a wide range of modules to select from, as well as a placement in a preschool in Berlin that is focused on English language acquisition. The modules available in these Colleges are not available in TU Dublin, they are taught through English, and represent an exciting option for students.

Erasmus students are entitled to funding that is intended to cover very basic living expenses. The exact amount varies, depending on the cost of living in the country students are studying in. Students already in receipt of a grant should retain that grant while they are on Erasmus, in addition to any Erasmus funding they receive. General information and further detail are available at:

https://www.tudublin.ie/study/international/study-abroad-erasmus/

Students from these and other Colleges also come to study in TU Dublin for one semester, bringing an international dimension to the course, and sharing different experiences, approaches and ways of working.

Library facilities

There are libraries in TU Dublin Grangegorman, Aungier Street, Bolton Street, Blanchardstown and Tallaght. Once you are a registered student you can use any TU Dublin library. The services provided by the Library include study spaces, networked PCs, textbooks, journals and newspapers, photocopiers and printers. Information on all the library's services and e-resources is available at https://www.tudublin.ie/library/.

Contact Details for the Library

Library times and all related details may be viewed at https://www.tudublin.ie/library/.

Telephone: (01) 220 6092

Email: library.gg@tudublin.ie

https://www.tudublin.ie/library/library-contacts/

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 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.

Computer facilities

All TU Dublin libraries offer bookable study spaces and access to PCs. Group study spaces can also be booked at https://tudublin.libcal.com/. Study spaces and access to PCs will be available in all other city campus and Tallaght and Blanchardstown libraries and can be used by city campus students. Information on library laptop loans is available at https://www.tudublin.ie/library/using-the-library/laptop-loans/

Updates on the study space availability options and library opening times are available at library website.

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 web site 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.

Brightspace VLE (Virtual Learning Environment) and anti-plagiarism tool. Individual lecturers will provide details on material and functions they will use in Brightspace throughout the year.

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/

Subject specific material resources are grouped together on the web site under the heading Subject Gateway: https://www.tudublin.ie/library/cc/ and feature quick links to electronic journals, databases and internet links. Past Exam papers are available at https://www.tudublin.ie/library/search-resources/exam-papers/

Access to electronic resources from home

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

ASSESSMENT & FEEDBACK

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.

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

Timely feedback is provided on all assessments in order that students can identify sections that have been completed satisfactorily and clearly know which sections require further study. Students can expect the marked assignment with a feedback within 4 working weeks of submission unless there is a good reason for this not to be possible.

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 for which formative feedback, in the form of written qualitative comments, is given on a regular basis.

Professional Practice modules 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.

Marking Scheme

Criterion Grade	Knowledge of relevant materials and evidence of reading (25)	Presentation and structure (20)	Argument and response to question (20)	Understanding of issues/Application (25)	Referencing and conforming to instructions (10)
A+ 1st 80-100%	As for A along with demonstration of comprehensive understanding of the topic; brings in relevant material (perhaps national and international) beyond that covered in the module.	As for A along with exceptionally clear and concise language in creating coherent arguments	As for A along with the synthesis of a broad range of relevant material; clearly shows evidence of original thought	As for A along with demonstration of strong critical evaluation of material	As for A
A 1st 70-79%	Breadth and depth of reading and understanding of relevant arguments and issues; Perhaps some areas covered in depth and awareness of provisional nature of knowledge. Uses appropriate terminology consistently.	Clarity of argument and expression; Has defined objectives in detail and addressed them comprehensively; Analytical and clear conclusions well-grounded in literature; Fluent writing style appropriate to type of assignment; Grammar and spelling accurate.	Shows an ability to synthesise a range of material and addresses all parts of the assignment topic; Perhaps shows unique or imaginative insights.	Depth of insight into theoretical issues and/or application to practice. Where appropriate, demonstrates an ability to apply ideas to new material or in a new context.	Uses a standard referencing system correctly and consistently; Work has been submitted within time boundaries and within prescribed parameters (e.g. word length).
B 2:1 60-69%	Draws on a range of sources; Perhaps some areas covered in depth; Good knowledge of topic and use of appropriate terminology.	Has defined objectives and addressed them through the work; Good summary of arguments based in theory/ Literature Language fluent; Grammar and spelling accurate.	Generally accurate and well informed answer to the question that is reasonably comprehensive; Creates an argument that shows evidence of having reflected on the topic.	Demonstrates the ability to work with theoretical material effectively and/or shows evidence of application.	Referencing is mainly accurate; Work has been submitted within time boundaries and within prescribed parameters (e.g. word length).

C **2:2** **50-59%**	Uses a limited range of source material; Reasonable knowledge of topic and some use of appropriate terminology.	Has outlined objectives and addressed them at the end of the work; Some evidence of conclusions grounded in theory/literature; Language mainly fluent; Grammar and spelling mainly accurate.	Addresses main issues of assignment topic without necessarily covering all aspects. Develops and communicates a basic logical argument with some use of appropriate supporting examples and evidence.	Demonstrates the ability to address theoretical material and/or shows evidence of application.	Referencing is mainly accurate; Work has been submitted within time boundaries and within prescribed parameters (e.g. word length).
D **Pass** **40-49%**	Shows only sparse coverage of relevant material or contains some errors and omissions; Limited knowledge of topic but some use of appropriate terminology. Overdependence on source material.	Has provided generalised objectives and focused the work on the topic area; Limited evidence of conclusions supported by theory/literature; Meaning apparent but language not always fluent; Grammar and/or spelling contain errors.	Shows some sign of understanding of the question set, though not necessarily sustained; Fails to support arguments with adequate evidence.	Demonstrates a basic ability to address theoretical material and/or shows limited evidence of application.	Some attempt at referencing; Deviates slightly from the required parameters.
Fail **39% -**	Contains very little appropriate material or contains numerous errors and omissions; Lacks evidence of knowledge relevant to the topic and/or significantly misuses terminology; Is plagiarised.	No information provided regarding objectives of assignment; Unsubstantiated/invalid conclusions based on anecdote and generalisation only, or no conclusions at all; Meaning unclear and/or grammar and/or spelling contain frequent errors.	Only briefly acknowledges the question if at all; Lacks any real argument or argument is illogical and incoherent.	Demonstrates a lack of understanding of theoretical material and/or lacks application.	Referencing is absent or unsystematic; Deviates significantly from the required parameters.

Assessment criteria for each module

Assessment criteria for each module are submitted by individual lecturers when assignments are handed out to students. To pass a module a student **must obtain 40%** or more in that module. To pass a programme as a whole, (or each year, if relevant) a student must pass each one of the required number of modules for the programme.

External Examiners are appointed by Academic Council to ensure that the results achieved by the student are appropriate, judged by their assessment performance. External Examiners shall have regard to the need for equity in assessment, the level of award, the objectives and nature of the programme, and the appropriate national and international standards which prevail in the discipline. Their duties include approving assessment methods, assessment criteria, draft examination papers and marking schemes, as appropriate.   They consider marked examination scripts and other assessment materials, attend Module/Progression and Awards Board meetings and ensure that the results achieved by candidates are appropriate. At least one external examiner is appointed.

Policy on Late Submission of Assignments
All pieces of continuous assessment must be submitted by the due date in the way requested by the lecturer (i.e. paper, electronically or both). Students must save and retain a copy of all submitted continuous assessment work.

Strict penalties are applied for lateness and will be applied unless an extension has been sought and granted by the lecturer in writing. Continuous assessment submitted up to one week late will lose 10% of marks awarded. Work submitted up to two weeks late will lose 20% of marks awarded. After two weeks, the maximum mark available will be 40%. No work will be accepted after four weeks. This means that the student risks failing the module and may be required to undertake a repeat assignment.

Extensions are only granted in exceptional circumstances. Valid reasons include bereavement, illness, an accident or other serious personal issues. Where possible these should be supported by documentary evidence. If you are experiencing problems you should inform your lecturer and tutor as soon as possible. The *Policy on Late Submission of Assignments* is available at https://www.tudublin.ie/explore/faculties-

and-schools/arts-humanities/schools/social-sciences-law-and-education/current-students/

Assessment of Practice Placement

Four 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 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 Practice Placement - 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 <u>own</u> 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 year

The end of year report forms builds 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 over the duration of programme) to repeat a placement with the same or another service. 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.

Placement grading, non-compensation and arrangements for repeat placement

Placement grading is satisfactory or unsatisfactory. Supervised practice placement is non-compensatory. For example, 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.

Annual monitoring of the programme

There is continuous monitoring of the programme through the programme committee meetings which take place at least twice in each semester. Students complete a Q6 form when they have finished a module on the programme. Feedback from this form is discussed at the programme committee meeting and it is used to complete the annual Q5 form, the Quality Enhancement form for each programme which is reported to the College Board and Academic Council.

Class Representative

At least one Class Representative is nominated by each stage of a programme. These elected representatives are the spokespeople who represent students' views at programme committee meetings and bring on behalf of the class to the attention of lecturers, year tutors and programme chairs issues that need to be highlighted. Class representatives are supported in their role by the Student's Union.

Our Student Voice

The Student Voice is an important element of the TU Dublin Quality Framework. TU Dublin has developed a training toolkit to provide resources and guidance to students on empowering the Student Voice and participating in Quality Assurance and Quality Enhancement Activities. Students can access thirteen episodes of the Our Student Voice resources containing videos, key messages and learning activities.

https://www.tudublin.ie/explore/about-the-university/academic-affairs/enhancing-student-engagement-in-quality-enhancement/our-student-voice/

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

Academic Integrity in TU Dublin

TU Dublin is committed to promote a culture amongst staff and students to uphold academic integrity. At its most basic academic integrity is about being honest and moral in an academic setting. To adhere to this means that we, as a university community, can have confidence in the high quality of our teaching, learning, assessment, and associated supports.

You will be aware of artificial intelligence (AI) systems and essay mills that purport to "do the work for you". Before you decide to rely on these systems, pause and reflect! The use in part or entirely of such systems to produce any assessment and coursework is considered by TU Dublin to be a serious breach of academic integrity.
TU Dublin has developed resources for both students and staff on the topic of academic integrity which you are encouraged to explore to increase awareness of your responsibilities.

The University has installed a self-directed learning programme on Academic Integrity that you are required to complete. You will find the module on your individual page in the Brightspace Virtual Learning Environment (VLE) by searching for academic integrity. When you sign the Student Declaration you are acknowledging your responsibility to undertake this module and to refrain from engaging in practises that breach academic conduct.

This academic term will see the introduction of a university-wide Academic Misconduct Score Card which will be used by academic members of staff where suspected instances of academic misconduct occur. Please note that instances of academic misconduct, once proven, will result in sanctions that may include suspension, or the withdrawal of an academic award (i.e. your degree).

Please note that there are academic supports provided by the University (https://www.tudublin.ie/for-students/student-services-and-support/academic-support/).

Assessment serves several purposes at TU Dublin: as well as assuring us that YOU have achieved the required learning outcomes and the associated professional standards of the programme, assessments are also used to provide both you and the university with feedback on your learning progress and where necessary to put in place the additional supports or resources.

Such an aspiration is not without its challenges in the face of sophisticated, accessible and low-cost cheating services. However, if we are to have confidence in programme development, monitoring and review, assessment, teaching and learning methodologies, feedback mechanisms, professional development programmes for staff, supports and training for learners, and information for external stakeholders then we all have an obligation to make academic integrity a core value of our university community.

Aside from any penalties that may be imposed for breaches in academic integrity, any attempt to undermine academic integrity will result in a diminishing confidence in the value and reputation of our programmes and awards. Any conduct which contributes to this corrupts our reputation as individuals and harms the reputation of our University. Derogations to this may be granted by individual academics and programme boards in instances where the acknowledged and documented use of AI does not undermine the module or programme outcomes and is a contributory element in the learner experience. Such derogations will be provided on a case by case basis and will normally be provided in writing (usually stated on an assignment specification etc.). Any student who is in doubt about the legitimate use of AI systems, or issues of academic integrity should in the first instance, consult with their Programme Co-ordinator or individual module lecturer.

Some Examples of Academic Misconduct:

Submitting **work that has been done in whole or in part by someone else** or submitting work which has been created artificially, e.g., by a machine or through artificial intelligence. This may be work completed for a learner by a peer, family member or friend or which has been produced, commercially or otherwise, by a third party for a pre-agreed fee (contracted);

Submitting work in which the learner has included **unreferenced material taken from another source(s)** (plagiarism);

Submitting work that may be **use of a ghost writer to carry out assessed work** which is then submitted as the learner's own work;

Submitting **work that has been previously submitted** by a fellow student and claiming it to be your work;

Submitting **falsified references designed to lend credibility and authority** to you assignment as evidence of research;

Cheating in exams (e.g., crib notes, copying, using disallowed tools, impersonation);

Cheating in projects (e.g., collusion; using 'essay mills' to carry out the allocated part of the project);

Selling or simply providing previously completed assignments to other learners;

Misrepresenting research (e.g., data fabrication, data falsification, misinterpretation);

Bribery, i.e., the offering, promising, giving, accepting or soliciting of an advantage as an inducement for an action;

Sharing or selling staff or institutional intellectual property (IP) with third parties **without permission**.

Falsification of documents; and,

Improper use of technology, laboratories, or other equipment.

You can report concerns and seek guidance from your Lecturer or Programme Co-ordinator who can help you access study supports and explore options to help you to protect your academic integrity.

TurnItIn

The School of Social Sciences, Law and Education use TurnItIn, a plagiarism-detecting system. TurnItIn will compare your text with all pages printed on the Internet, and all other assignments submitted by students in the thousands of other colleges using

TurnItIn worldwide. Where substantial matches occur, a plagiarism investigation will take place. The Social Sciences *Policy Statement on Plagiarism Prevention* and *Policy on recording of lectures* can be found at: https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/schools/social-sciences-law-and-education/current-students/

Programme Admission Criteria

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.

<u>Advanced entry to Year 3</u>

Applicants with the following qualifications shall be eligible to apply for entry to Year 3:

- Applicants who have equivalent 120 ECTS credits to the TU Dublin 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 TU Dublin over the first two academic years.
- Graduates with a Level 7 degree in Early Childhood Education

<u>Advanced entry to Year 4</u>

Applicants with the following qualifications shall be eligible to apply for entry to Year 4:

- Applicants who have equivalent 180 ECTS credits to the TU Dublin first, second and third year modules in a relevant area, and with an equivalent number of hours in practice placement to that accumulated by students in TU Dublin over the first three academic years.

Regulations for progress to next stage

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. In cases where a student has failed 50% (30 or more of the ECTS credits for that year) at the June exam board, they will not be progressed and will be required to internally repeat those modules in the subsequent academic year.

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. In cases where a student has failed 50% (30 or more of the ECTS credits for

that year) at the June exam board they will not be progressed and will be required to internally repeat those modules in the subsequent academic year.

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. In cases where a student has failed 50% (30 or more of the ECTS credits for that year) at the June exam board they will not be progressed and will be required to internally repeat those modules in the subsequent academic year.

Students are required to satisfactorily complete all year four modules (including the Supervised Practice Placement) for the award of BA (Hons.) in Early Childhood Education. In cases where a student has failed 50% (30 or more of the ECTS credits for that year) at the June exam board they will not be progressed and will be required to internally repeat those modules in the subsequent academic year.

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: NFQ, 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.

BA (Ordinary) Early Childhood Education
On the completion of Years One, Two and Three of this programme (total 180 ECTS credits), students may elect to **exit** with the award of 'BA (Ordinary) Early Childhood

Education'.

Level: NFQ, Level 7.

Title of award: <u>BA (Ordinary) Early Childhood Education</u>

Classification: Pass, 40-49%; Merit grade two: 50-59%; Merit grade one: 60-69%;

Distinction: 70% +

Re-admission criteria: students may apply to Year 4 of the BA (Hons.) in Early Childhood Education within three years of achieving the BA (Ordinary) Early Childhood Education.

For further information on submission guidelines, academic writing guidelines and Assessment regulations for the programme and applicable penalties can be found at the school website under 'student resources' and can be accessed by all students at the following page: https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/schools/social-sciences-law-and-education/current-students/

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 five years old in order to ensure that the content is current and relevant and up to date. See section below for Recognition of Prior Certified Learning (RPCL) for further details.

Recognition of Prior Certified Learning
Policy for the B.A (Hons.) in Early Childhood Education

- Programmes/modules completed more than five years prior to the application for Recognition of Prior Learning (RPL) are not eligible for exemptions.
- Exemptions are not permitted in an award year.
- Where exemptions are approved, they will not be applied to more than 15 ECTS across the first three 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.

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.

In calculating the final award mark for the BA (Hons.) the following proportions will be observed:

30% of the final mark will be based on the overall mark in Year 3

70% of the final mark will be based on the overall mark in Year 4.

The final grade classification of advanced entry students to Year 3 will be based on 30% of the overall mark in Year 3 and 70% of the overall mark in Year 4.

The final grade classification of advanced entry students to Year 4 will be based on 100% of the overall mark in Year 4.

The final grade classification for students who exit in Year 2 will be based on 100% of Year 2 and they will exit with Higher Certificate in Early Childhood Education (NFQ Level 6).

The final grade classification for students who exit in Year 3 will be based on 100% of Year 3 and they will exit with BA (Ordinary) in Early Childhood Education (NFQ, Level 7).

Accessing results

Students whose programmes are on the Electronic Gradebook can access their results on-line. The result release dates will be published on the examination notice boards. When accessing results on-line the following instructions must be followed:

- Get your User ID and PIN which was forwarded to your student e-mail account.

- Log on to

https://studentapps.dit.ie/BAN8L1/twbkwbis.P_WWWLogin and click on the *"Student Self Service"* link on the left hand side of the page.

- Enter the *"Secure Area"* (for new users to this site you will be required to change your PIN)

- Click on the black *"Student Services"* link

- Click on the *"Student Records"* link to view your results

If students are having difficulties with logging on please contact the Grangegorman Exams Office: Phone 01220 6001, Email: exams.grangegorman@tudublin.ie
When contacting the Examination office **please identify what programme you are taking**. Under no circumstances will exams/assessment results be given over the phone.

Exam/Continuous Assessment Dates

Exam dates for written examinations at TU Dublin Grangegorman are set by the Exams Office. For Semester One examinations, precise dates are usually issued in mid-November/Early December. For Semester Two examinations precise dates are usually issued in April. **Please note that timetables are always provisional and are subject to change.** It is each student's responsibility to ensure they receive their examination details for examinations, if a timetable is changed, a revised timetable would be issued by email to the class email list and posted on the examinations noticeboard. We only use University e-mail addresses to communicate with students. It is not possible to add non-university e-mail addresses to this list.

The commencement of the examination weeks are detailed on the Official Academic Calendar which changes each year. As a general guide, Semester One examinations normally commence during the second week in January, Semester two examinations normally commence during the third week in May, with the Supplemental examinations normally commencing in late August.

Deferrals of assessments

A failed exam/assessment or a failure to sit an exam/assessment will be counted as an 'attempt' such that the next attempt will be deemed to be a 'second attempt', 'third attempt' or 'fourth attempt' as the case may be. However, an attempt at an exam/continuous assessment may not be counted if a student has obtained a deferral.

Students who discover or think that they will not be able to sit an exam or submit a continuous assessment (for instance because of illness or hospitalisation) should write to the Head of School at the earliest possible opportunity seeking a deferral or in the case of an exam submit a Personal Circumstances form to the Grangegorman Exams Office.

Students seeking a deferral should write to the Head of School, giving reasons for seeking the deferral. An application for a deferral must be in writing and signed by the person seeking the deferral. The Head of School, at his or her discretion, may grant deferrals at the written request of the student before the relevant set of exams begins or the due date for submission of continuous assessment work.

Deferrals sought before the commencement of exams/deadlines for continuous assessment submissions may be granted, at the discretion of the Head of School on the following grounds only:

- Illness (supported by a medical note)
- Bereavement or serious illness of a close family member, partner or close friend necessitating absence
- Pregnancy or recent childbirth (father or mother) necessitating absence
- Unavoidable circumstances requiring absence from exams/submission of assessments
- Excessive personal stress where certified by a doctor or counsellor
- Other unavoidable factors preventing the sitting of exams/submission of assessments.

Deferrals will not be granted, in particular, in the following circumstances:

- Lack of preparedness for exams/assessments (without other mitigating factors)
- Uncertified illness or stress

Extenuating circumstances, appeals and rechecks

Extenuating Circumstances: If something happens before or during an exam/submission of an assessment that may affect a student's performance in the exam/assessment, a student may submit an extenuating circumstances form requesting that the Progression and Award board take these circumstances into account. A personal circumstances form must be submitted **within 2 days** of student's final exam. In the case of continuous assessment work the personal circumstances form must **be submitted no later than the same day** as the hand-in date for the assessment. An extenuating circumstances form should be accompanied by a professional opinion form. These forms are available at: https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/extenuating-circumstances/ Completed forms should be emailed to Academic Affairs at ecforms@tudublin.ie

Rechecks: Student may seek a recheck if, having received results, student believes that we have miscalculated or made a mistake inputting the exam/assessment results. A recheck does not involve a remarking or reassessment of the relevant paper. It simply requires that we check that the results entered have been correctly calculated and that all marks have been accounted for. A recheck must be sought **in writing within three working days of the publication of results on TU Dublin notice board or the issuing of results on the Electronic Gradebook** (and **not** within three days of your receiving your results).

Appeals: In certain circumstances specified by the General Assessment Regulations, an appeal may be sought in respect of examination results. The grounds for seeking an appeal are limited. All appeals must be sought **in writing within seven working days of the publication of results or the issuing of results on the Electronic Gradebook** (and **not** within seven days of you receiving your results).

Forms for rechecks and appeals may be obtained from the following link:
https://www.tudublin.ie/explore/about-the-university/academic-
affairs/assessment-regulations/procedures-following-publication-of-results/

Repeat Exams/Continuous Assessment
Some students who sit exams and/or submit continuous assessments fail them. A minority of students, for various reasons, do not sit some examinations or submit some assessments. In either case, a student is said to be 'referred' in the exam/assessment that he or she has failed or not sat. In either case, it is possible for a student to take 'Supplemental exams' in the relevant modules. These supplemental exams typically take place in August following Semester One and Semester Two exams/assessments. 'Referral' continuous assessment work must be resubmitted, usually by the end of August. Details of these projects will be emailed to the student by the relevant lecturer. It is the student's responsibility to find out what the reassessment requirements are.

There are two sittings of examinations/assessments in each year. Semester One modules are assessed in January and the repeat attempt is normally held in late August. Semester two and year long modules are assessed in May and the repeat attempt is normally held in August. Each sitting counts as an attempt.

The Summer exams/assessments are sometimes called the 'sessional' exams/assessments, and the Autumn exams/assessments the 'supplemental' exams/assessments. A student who does not pass or does not sit an exam/submit a continuous assessment piece of work then the student is said to be 'referred' in that exam/assessment. There is no limit on the number of attempts a student may make to pass a module (with the exception of the Supervised Practice Placement modules where in the interests of protection of children and vulnerable service user groups, only one repeat placement will be facilitated across the entirety of the 4 year programme).

Internal Repeat Required for 30+ Failed ECTS
In cases where a student has failed 30+ ECTS credits at the June exam board, they
will be required to internally repeat those modules in the subsequent academic
year. Where a student has failed a module or modules on attendance grounds only, the credits for that module/s do not contribute to the 30 ECTS threshold. Students who fail

a module or modules on attendance only will be required to complete supplemental work for that module before the autumn exam boards.

If a decision is made at a Progression and Award board meeting that a student is ineligible to continue to the next stage of a programme because s/he has not passed all modules on a year of a programme then they must take a year out. A student in this instance is considered to be an external repeat student. Following the supplemental examination/assessment results being issued in September, an external repeat application form will be enclosed with the transcript of results and if a student wishes to sit/resubmit an examination/continuous assessment they should complete the external repeat examination entry form. A fee of €300 currently applies for External Repeat Students.

External repeat applications for exams/assessments must be submitted by the closing date as these forms will only be accepted late in exceptional circumstances.

Please note: It is not possible to schedule special supplemental exams/assessments outside of the officially scheduled exam/assessment period.

For further information on exam procedures see "General Assessment Regulations" available at:

https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/

Deferral and Withdrawal

Deferring a year of the programme

If a student is considering deferring from their programme they should contact their Course Co-Ordinator/Year Tutor to discuss deferring in the first instance. If a student decides to defer they should complete a Deferral of Studies Application Form for their relevant Campus which can be accessed at More information available at:

https://www.tudublin.ie/for-students/student-services-and-support/deferring-from-your-programme/

The funding agency/sponsor should be informed that they have deferred their studies for 1 year e.g. SUSI.

Fee Implications when Deferring:

Students remain liable for fees up until the date on which they formally submit a Deferral Form. For fee purposes the date of deferral will be considered the date by which the completed form was approved by the Head of School.

Full-Time Students

Students who defer before 31st October no fees due. However, the date of deferral may impact the level of a SUSI grant in the future.

Students who defer between 1st November and 31st January are liable for 50% Student Contribution fee and 50% Tuition Fee if applicable.

Students who defer after 31st January are liable for 100% Student Contribution fee and 100% Tuition fee if applicable.

Withdrawal from the programme

TU Dublin recognises that for a variety of reasons a student may need to withdraw from their programme. If students are having second thoughts about their chosen career path it is very important to reflect on their motivations and the reasons for their initial choices. If a student is considering withdrawing they should contact their Programme Chair/Year Tutor to discuss withdrawing in the first instance. If a student decides to withdraw they must complete a Withdrawal Request Form. These forms can be found on the university website https://www.tudublin.ie/for-students/student-services-and-support/withdrawing-from-your-programme/.

It is important that students officially withdraw from the programme through the registrations office so that the withdrawal is correctly recorded on the student banner system. Failure to do so will have implications on student's future entitlement to free tuition fees.

Important dates

Students who withdraw before **31st October**: no fees due. However, the date of withdrawal may impact the level of a SUSI grant in the future.

Students who withdraw between **1st November** and **31st January** are liable for 50% Student Contribution fee and 50% Tuition Fee if applicable.

Students who withdraw after **31st January** are liable for 100% Student Contribution fee and 100% Tuition fee if applicable. More information available at:

https://www.tudublin.ie/for-students/student-services-and-support/deferring-from-your-programme/

Student Complaints Procedure

The TU Dublin City Campus Handbook for Academic Quality Enhancement (Chapter 14) https://www.tudublin.ie/explore/about-the-university/academic-affairs/academic-quality-assurance-and-enhancement/quality-assurance-and-enhancement-processes/city-centre-quality-assurance/handbook-for-academic-quality-enhancement/ provides a pathway to allow students to raise complaints if they consider that the management and/or delivery of their programme of study is not in accordance with agreed procedure. The Student Complaint Form can be found at

https://www.tudublin.ie/media/website/explore/about-the-university/academic-affairs/documents/student-complaints-form-sept2023.pdf
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MODULES AND PROGRAMME SCHEDULE

The following sections provide information on the first, second, third and fourth years module and programme schedules. Further information on each module including learning outcomes, assessments, reading lists and learning and teaching details can be accessed on the Akari Curriculum.

List of Year 1 Modules with weighting

Module Code	Module Name	Contact hours	Independent learning hours	ECTS
ECE1001	Psychology and Child Development	48	152	10
ECE1002	Principles of Pedagogy	24	76	5
ECE2027	Aistear and Early Years Curricula	24	76	5
ECE1003	Professional Practice in Early Childhood Education	48	152	10
ECE1004	Child Health and Nutrition	48	152	5
ECE1005	Introduction to Art in Early Education	48	52	5
ECE1006	Drama in Education	48	52	5
ECE1007	Supervised Practice Placement: Developing as an Early Childhood Educator	100 (over one semester)		5
ECE1008	Understanding Social Policy	24	76	5
ECE1011	Skills Development	24	76	5

Programme Schedule Year 1
*Semester indicated for assessment may be subject to change.

Module title	Module Code	ECTS	Core/ Option *	Weekly hours				Assessment		Pre requisite / co-requisite
				Lecture	Lab / practical	Tutorial	Self-Directed learning	Continuous Assessment %	Examination %	
Semester One										
Psychology and Child Development (delivered over Semester 1 & 2)	ECE1001	10	Core	2			6	Essay (30%)	Exam (70%)	
Principles of Pedagogy	ECE1002	5	Core	2			6	Portfolio (100%)* Pending approval by AQEC		
Professional Practice in Early Childhood Education (delivered over Semester 1 & 2)	ECE1003	10	Core	2			6	Assignment (30%)	Exam (70%)	
Child Health and Nutrition (delivered over Semester 1 & 2)	ECE1004	5	Core	2			6	Health and Nutrition Journal (30%)	Exam (70%)	

Introduction to Art in Early Education (delivered over Semester 1 & 2)	ECE1005	5	Core	2			2	Combined portfolio and reflective journal – Practical element (50%) Combined portfolio and reflective journal – Written element (50%)		
Drama in Education (delivered over Semester 1 & 2)	ECE1006	5	Core	2			2	Reflective Journal (60%) Book Review (20%) Practical task (20%)		
Supervised Practice Placement: Developing as an Early Childhood Educator (delivered over Semester 1 & 2)	ECE1007	5	Core							
Skills Development	ECE1011	5	Core	2			6	Unit 1: Critical Analysis (20%) APA referencing test (15%) Reflection on time management & feedback (15%) Unit 2: Group Presentation (50%)		

Semester Two									
Aistear and Early Years curricula	ECE2027	5	Core	2			6	Portfolio (100%)* Pending approval by AQEC		
Understanding Social Policy	ECE1008	5	Core	2			6	Project (100%)		

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE1001	None				10	8
Module Title	Psychology & Child Development					

School Responsible:	Social Sciences, Law and Education

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:

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

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

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

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

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

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

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

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

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

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

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

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. Brightspace will be used to support students' independent learning.	
Total Teaching Contact Hours	48
Total Self-Directed Learning Hours	152

Module Delivery Duration:
Semesters 1 & 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Essay	30%	1, 4 & 6
Exam	70%	1-10
Module Specific Assessment Arrangements (if applicable)		
a. Derogations from General Assessment Regulations		
b. Module Assessment Thresholds		
c. Special Repeat Assessment Arrangements		

Indicative Reading

Atkinson, R. L, Nolen-Hoeksema, S., Fredrickson, B., Loftus, G., & Lutz, C. (2014). *Atkinson & Hilgard's introduction to psychology*. (16th ed.) Harcourt College.

Boyd, D., & Bee, H. (2014). *The developing child*. Allyn & Bacon.

Berk, L. (2019). *Exploring child development*. Pearson.

Carpendale, J., Lewis, C., & Müller, U. (2018). *The development of children's thinking: Its social and communicative foundations*. Sage Publications.

Deering, D., & Halpenny, A. M. (2012). Theoretical perspectives on children's development during the early years. In MhicMhathúna, M. and Taylor, M. (Eds). *Early childhood education and care. An introduction for students in Ireland*. Gill & Macmillan.

Greene, S., & Nixon, L. (2020). *Children as agents in their worlds: A psychological-relational perspective*. Routledge.

Hayes, N. (2013). *Early years practice: Getting it right from the start*. Gill & McMillan.

Hayes, N.,O'Toole, L., & Halpenny, A. M. (2017). *Introducing Bronfenbrenner: A guide for practitioners and students in early years education*. Routledge.

Halpenny, A. M., & Pettersen, J. (2014). *Introducing Piaget: A guide for practitioners and students in early years education*. Routledge.

Rathus, S. (2017). *Childhood and adolescence: Voyages in development*. Cengage Advantage books.

Santrock, J. (2015). *Child development* (15th ed.) McGraw Hill.

Whitebread, D. (Ed). (2019). *The SAGE handbook of developmental psychology and early childhood education*. Sage publications.

Version No:		Amended By	Ann Marie Halpenny
Commencement Date		Associated Programme Codes	TU995

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE1002	None				5	8
Module Title	Principles of Pedagogy					

School Responsible:	Social Sciences, Law and Education

Module Overview:
The module introduces students to the areas of Early Childhood 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	Recognise the theories and principles of Early Childhood Education	
2	Describe the key features of 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	Plan and organize appropriate play experiences for children from birth to six years of age in the context of the Early Childhood Curriculum Framework 'Aistear'.	
6	Apply the above outcomes in the context of the appropriate quality standards of the quality framework 'Siolta'.	

Indicative Syllabus:
1. Introduction
Definition, philosophy, theory and principles of Early Childhood 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 childhood educator in supporting play.

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

Learning and Teaching Methods:	
Lectures, discussions, videos, workshops with Early Education equipment.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
Semester 1

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Portfolio* *pending approval by AQEC	100%	1-6
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Indicative Reading:
CECDE (2006). *Siolta, the National Quality Framework for Early Childhood Education*. DES.
Donohoe, J., & Gaynor, F. (2011). *Education and Care in the Early Years* (4th ed.) Gill & Macmillan.
French, G., & Murphy, P. (2005). *Once in a lifetime: Child care and education for children*

from birth to three. National Children's Resource Centre, Barnardos.

Hayes, N. (2010). *Early Childhood: An Introductory Text* (4th ed.). Gill & Macmillan.

Hayes, N. (2013). *Early Years Practice: Getting it right from the start* (4th ed.). Gill & Macmillan.

Halpenny, A. M., & Pettersen, J. (2014). *Introducing Piaget; A guide for practitioners and students in early years education*. Routledge.

Macintyre, C. (2012). *Enhancing learning through play; a developmental perspective for early years settings* (2nd ed). Routledge.

Mhic Mathuna, M., & Taylor, M. (Eds.) (2012). *Early Childhood Education & Care: An introduction for Students in Ireland*. Gill & Macmillan.

National Council for Curriculum and Assessment. (2009). *Aistear: The early childhood curriculum framework*. National Council for Curriculum and Assessment.

Palaiologou, I. (2019). *Child Observation: a guide for students of early childhood* (4th ed.). Learning Matters.

Smidt, S. (2005). *Observing, assessing and planning in the Early Years*. Routledge.

Smidt, S. (2009). *Introducing Vygotsky; A guide for practitioners and students in early years education.* Routledge.

Smidt, S. (2011). *Introducing Bruner: A guide for practitioners and students in early years education.* Routledge.

Smidt, S. (2013). *Introducing Malaguzzi: A guide for practitioners and students in early years education.* Routledge.

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.ncca.ie/en/Practice-Guide: website for the Aistear/Siolta Practice Guide.
www.tusla.ie: website of the new Child & Family Agency
www.gov.ie Department of Children and Youth Affairs
www.education.ie Department of Education and Skills
www.omepireland.ie

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

Version No:		Amended By	Martina Ozonyia
Commencement Date	September 2021	**Associated Programme Codes**	TU995

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2027					5	
Module Title	Aistear and Early years curricula					

School Responsible:	Social Sciences, Law and Education

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.

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	Apply the principles of early education that underpin both Aistear and Síolta to work with young children
2	Develop and engage with the learning experiences of Aistear and Síolta for children 0-6 years
3	Integrate their learning through undertaking curriculum design and learning experiences with services and children
4	Develop an understanding of the underlying philosophies of current models of early years provision and emergent curriculum
5	Develop awareness of the skills, knowledge and competencies required to work professionally with children 0-6 years

Indicative Syllabus:
1. Review of the Role of the Early Childhood Professional
Review of students learning and experience, the role of the early childhood educator in a range of settings, a review of the principles of good practice including practical implications of Aistear: The Early Childhood Curriculum Framework and Síolta: The National Quality Framework for Early Education .
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 0-6 years
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.

Learning and Teaching Methods:	
Lectures, discussions, links to placement work, case studies, reading, self-directed study.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%**	**LO Assessment (No.)**
Portfolio* *pending approval by AQEC	100%	1-5
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds	Attendance requirement: 75%.	
(c) Special Repeat Assessment Arrangements		

Indicative Reading: (author, date, title, publisher)
Centre for Early Childhood Development and Education. (2006). *Síolta. The national quality framework for early childhood education. Full and part- time daycare user manual.* Centre for Early Childhood Development and Education.
French, G. (2008). *Supporting quality: Book 1 Policy and governance.* Barnardos Training and Resource Service.
French, G. (2008). *Supporting quality: Book 2 Enhancing children's learning and development*. Barnardos Training and Resource Service.
French, G. (2007). *Children's early learning and development*. Background paper to Aistear. Commissioned by the National Council for Curriculum and Assessment (www.ncca.ie).
Mhic Mhathúna, M., & Taylor, M. (Eds), (2012). *Early childhood education and care: An introduction for students in Ireland* (pp.127-134). Gill & MacMillan.

National Council for Curriculum and Assessment. (2009). *Aistear: The early childhood curriculum framework*. National Council for Curriculum and Assessment.

Web references

The Centre for Early Childhood Development and Care www.cecde.ie
Dublin City Childcare Committee www.childcareonline.ie
HighScope Foundation, USA www.highscope.org
The National Council for Curriculum and Assessment www.ncca.ie
Aistear/Siolta Practice Guide www.ncca.ie/en/Practice-Guide

Version No:		**Amended By**	Martina Ozonyia
Commencement Date	September 2021	**Associated Programme Codes**	TU995

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE1003	None				10	8
Module Title	Professional Practice in Early Childhood Education					

School Responsible:	Social Sciences, Law and Education

Module Overview:
This module comprises an introduction to professional practice in early childhood education and to the role of the reflective early childhood educator. It introduces the student to key knowledge, skills and values required of the early childhood educator.
Learning Outcomes (LO)
On Completion of this module, the learner will be able to:

1	Identify the characteristics, knowledge and skills of an effective early childhood educator.
2	Outline the values and attitudes appropriate to the early childhood educator.
3	Illustrate understanding of ethical practice particularly in relation to working with children and to their own professionalism.
4	Demonstrate knowledge of theories of reflective practice.
5	Examine their own practice using reflective cycle theory.
6	Discuss the role of the educator in supporting early learning and development.
7	Critically review the concepts of needs, rights and rights-based practice in relation to young children.
8	Outline strategies to promote inclusive practice in early childhood education.
9	Specify the Childcare Regulations (2016) and understand their relevance for practice.
10	Demonstrate understanding of Children First Act (2015) and of responsibilities related to child protection.

Indicative Syllabus
Professional practice

- The nature of professions and professionalism
- Key characteristics of the early childhood education profession
- Values, attitudes and dispositions for professional development
- Core values of the early childhood 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
- Theories of reflective practice
- Experiential learning, Kolb's reflective cycle
- Gibbs reflective model
- The use of reflective practice in the ECE context
- The role of reflective practice in self-assessment

Key principles of professional practice in relation to children

- Needs and rights of children
- Holistic learning and development, the whole child perspective
- The role of the adult in supporting early learning and development
- Establishing and developing nurturing relationships with children
- Understanding children in the context of their family and community
- Early learning environments

Children as rights holders

- The UN Convention on the Rights of the Child
- Promoting the participation of children in early years services

Inclusive practice in early childhood education

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

Introduction to key policies in Irish early years services

- Child Care Regulations (2016) and implications for practice

Introduction to child protection and safeguarding

- The role of the early childhood educators in safeguarding children and child protection
- Children First Act (2015)
- Children First Guidelines (2017)

Learning and Teaching Methods:
Lectures, group work, role-play, problem-solving exercises, student-led sessions presenting research and case studies.

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

Module Delivery Duration:
Semesters 1 & 2

Assessment 100%

Assessment Type	Weighting (%)	Assessment (LO No.)

Assignment	30%	4, 5
Examination	70%	1, 2, 3, 6, 7, 8, 9, 10

Module Specific Assessment Arrangements (if applicable)

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

Indicative Reading:

Baptiste, N., & Reyes, L. (2009). *What every teacher should know about understanding ethics in early care and education* (3rd ed.). Pearson.

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

Department of Children and Youth Affairs (2015). *Children First.* Department of Children and Youth Affairs.

Hallet, E. (2013). *The reflective early years practitioner*. Sage Publications.

Hayes, N., & Filipović, K. (2018). Nurturing 'buds of development': from outcomes to opportunities in early childhood practice. *International Journal of Early Years Education*, 26(3), 220-232.

Lindon, J., & Webb, J. (2016). *Safeguarding and child protection. Linking theory and practice* (5th ed.). Hodder Education.

Miller, L., Cable, C., & Drury, R. (2012). *Extending professional practice in the early years.* Sage.

Stephen, C. (2010). Pedagogy: the silent partner in early years learning. *Early Years,* 30(1), 15-28.

Online resources:

Aistear Siolta Practice Guide: http://www.ncca.ie/en/Practice-Guide/About/Introduction/AistearSiolta-Practice-Guide-Introduction.pdf

First Five: A Whole-of-Government Strategy for Babies, Young Children and their Families 2019-2028 (Summary):

https://www.dcya.gov.ie/documents/earlyyears/19112018_5032_DCYA_EarlyYears Summary_Booklet_A5_v7_Web.pdf

Version no:		Amended by	Katarina Filipovic
Commencement Date	September 2021	Associated Programme Codes	TU995

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Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE1004	None	None			5	8
Module Title	Child Health & Nutrition					

School Responsible:	Social Sciences, Law and Education

Module Overview:
This module aims to develop an understanding of child health, nutrition, and wellbeing in early childhood. It highlights the relevance of a safe and healthy environment for child learning and development. Students will understand the role of early childhood educators in promoting and maintaining positive attitudes to child health and nutrition. Students will develop strategies support health, nutrition and overall well-being of babies, toddlers and young children.

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Recognise the importance of maintaining a safe and healthy early childhood environment.
2	Demonstrate understanding of the key principles of holistic child development including child health, nutrition and overall wellbeing of children in the early years.
3	Express the knowledge of common childhood illnesses and familiarity with the resources for prevention and/or recognition of illness.
4	Identify basic principles related to nutrition as a factor for healthy life.
5	Demonstrate the ability to support heathy eating and optimal nutrition of children, including planning a daily menu for children based on nutritional standards.

Indicative Syllabus:
Providing a safe and healthy early childhood environment • Safety and hygiene in the early year setting • Personal hygiene • Food hygiene and hygiene in the home • Strategies to promote infectious control and hygiene in ECE environments • Selfcare, managing stress **Key principles of holistic child health and development** • Theories of holistic health and development • Factors influencing child health, nutrition, and overall wellbeing

- Recognizing the importance of children's health and nutrition in the early years

Child Health: Prenatal, pregnancy and the new-born child
- Pregnancy and foetal development
- Birth and care for the new-born
- Infant feeding, sleep routines and toileting
- Mother and baby mental health and well-being
- Attachments and early relationships

Child Health: Toddler and the early years
- Prevention and protecting children from illness
- Identification and appropriate treatment of common childhood illness
- Supporting holistic child development
- Speech and language development
- Dental care, toilet training, hygiene routines

Nutrition
- Impact of health eating on early childhood education and care
- Links to overall health and wellbeing
- Healthy food and nutrition guidelines
- Promoting healthy eating in ECE setting
- Planning heathy menus in ECE settings

Learning and Teaching Methods:
A variety of learning methods will be used to achieve the module learning outcomes. For example: lectures, case studies, problem-solving exercises, video, practice-based learning, group discussions/group work, student presentations.

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

Module Delivery Duration:
Semesters 1 & 2

Assessment		
Assessment Type	**Weighting**	**LO Assessment (No.)**
Health and nutrition journal	30%	4 & 5
Exam	70%	1-4
Module Specific Assessment Arrangements (if applicable)		
a. Derogations from General Assessment Regulations		
b. Module Assessment Thresholds		
c. Special Repeat Assessment Arrangements		

Indicative Reading:

CECDE (2006). *Siolta, the National Quality Framework for Early Childhood Education*. CECDE.

Gaine, N. (2013). *Child Health and Well-being.* Gill Education.

Musgrave, J. (2017). *Supporting children's health and wellbeing*. SAGE Publications.

Rose, J., Gilbert, L., & Richards, V. (2015*). Health and well-being in early childhood.* SAGE Publications.

Websites:

https://www.gov.ie/en/campaigns/healthy-ireland/

https://www.gov.ie/en/organisation/department-of-health/

Version no:		Amended by	Katarina Filipovic
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Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE1005	None				5	8
Module Title	Introduction to Art in Early Education					

School Responsible:	Social Sciences, Law and Education

Module Overview:
This module introduces the student to art in early childhood education, developing the concept of art as a personal language, a means of communication and a vehicle for personal expression. It helps students connect with their feelings and helps build relationships. It also introduces students to how art can help develop observational skills, and understand how things are constructed. It also introduces therapeutic aspects of art that can be relevant to the student, as well in their work with children. The focus is on the process through practical/experiential engagement, underpinned by theory. Students are asked to reflect in their learning from this engagement, and consider how they can bring meaningful aspects of this to children. Skills and techniques in art making are developed through decision-making and problem-solving exercises that have application on placement and students 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	Manipulate and make use of a range of 2-D and 3-D art materials and media including drawing media, paint, collage, mixed media, photographic images, etc
2	Show proficiency in the generation of personal expressive solutions to given tasks.
3	Demonstrate a basic level of skill and technique that is related to students' own personal development as well as working with children.
4	Document a range of art making techniques and experiences and link those to working with children.
5	Reflect on their learning and the application of this learning to placement.
6	Relate relevant texts to practical experience and extend that to work with children
7	Demonstrate and articulate the importance of a child-centred approach to art and creative engagement.

Indicative Syllabus:

1. Introduction

Introduction to module, rationale, structure, content and assessment requirements

2. Introduction to 2-D materials and media

Investigate and explore physical and expressive properties and qualities of a broad range of materials and media through manipulation and through themes

3. Introduction to Form

Investigate form and construction through a range of 3-D (including 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 personal learning from engaging with these processes and relevance and application of this learning on placement.

5. Group work
Practical workshops/discussion, to reinforce principles of planning, implementation and evaluation of work for children.

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

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.

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

Module Delivery Duration:
Semester 1&2

Assessment		
Assessment Type	**Weighting (%**	**LO Assessment (No.)**
Combined portfolio and reflective journal – Practical element	50%	1, 2, 3, 4
Combined portfolio and reflective journal – Written element	50%	4, 5, 6, 7
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	**Attendance Requirement:** 75% non compensatable	
(b) Module Assessment Thresholds	Each piece of work must be submitted for assessment	
(c) Special Repeat Assessment Arrangements		

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

Fox, J., & Schirrmacher, R. (2014). *Art and creative development for young children*. (8th ed.). Wadsworth.
Koster, J.B. (2014). *Growing artists: Teaching art to young children*. (6th ed.). Cengage.
Lowenfeld, V. (1975). *Your child & his art*. Macmillan.
Lowenfeld, V., & Brittain, W. L. (1987). *Creative and mental growth.* Macmillan.
Striker, S., & Kimmel, E. (2012). *The original anti-colouring book*. Scholastic.
Yenawine, P. (2018). *Visual thinking strategies for preschool: Using art to enhance literacy and social skills.* Harvard Education Press.

Supplemental Reading:
Housen, A. & Yenawine, P. (2005). *Basic VTS at a glance*. Visual understanding in Education.
Lowenfeld, V. & Brittain, W. L. (1987). *Creative and mental growth.* (8th Ed.). Prentice Hall.
Oaklander, V. (2006). *Hidden treasure: A map to a child's hidden self.* Karnac Books.
Schwake, S. (2013). *Art lab for little kids.* Quarry.
Whiteford, R. (2012). *Belair: Early years - art: Ages 3-5*. Collins Educational.

Websites:
Vtshome.org

Version No:		Amended By	Leslie Cassells
Commencement Date	September 2021	Associated Programme Codes	

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE1006	None				5	8
Module Title	Drama in Education					

School Responsible:	Social Sciences, Law and Education

Module Overview:

This module introduces the student to Drama in Education (DIE) as a methodology for learning. The module will provide students the opportunity to critically examine and reflect on the role of drama in their learning and personal development.

Drama, whether scripted, devised or improvised, is a way of thinking about life and a powerful tool to explore perspective and empathy for both the student's own development and in the context of ECEC. Drama in education gives students the opportunities to create, devise and make meaningful plans relevant to the early year's learner. Drama elements and strategies such as space, signing, role, sound, gesture and text are the vessel by which these questions can be raised, reflected on and where the process and not the finished product is emphasised.

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	Analyse relevant drama in education theory and discuss the approaches of different pioneers to DIE
2	Critically evaluate the role of drama in education in the early year's curriculum
3	Become a more skilled communicator and listener
4	Integrate drama conventions into classroom workshops
5	Develop self esteem and self understanding through the process of reflecting on their own and others work.
6	Devise and facilitate activities and lesson plans for children under the age of six

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 in the context of the young child. The work of Dorothy Heathcote, Cecily O'Neill, Carmel O'Sullivan, Slade and Way 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.

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 and experiential and constructivist approaches to learning are used. Delivery will include blended and face to face workshops.

Play
Dramatic play and its importance in the development of the under-fives will be explored with the focus on play corner activities   This section will be interspersed throughout with the exploration of visual images, space, sensory work, sound and rhythm, music and movement. Students will gather a repertoire of dramatic play activities suitable for various ability and age-groups in ECEC.

Storytelling
Students will learn the techniques and strategies of story making and telling as starting points for drama. Props and objects will be used where applicable. 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, still image, hot-seating, teacher in role, facial expression, gesture and movement

Role
The different uses of role, such as: the status of role, moving in and out of role, and the dramatic elements of role taking will be explored. Teacher in role and children in role are techniques used throughout the module.

Learning and Teaching Methods:	
The method employed in this module is mainly of a practical experiential nature which includes reflection, process drama, 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 Improvisation	
Total Teaching Contact Hours	48
Total Self-Directed Learning Hours	52

Module Delivery Duration:
Semesters 1 & 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Reflective Journal	60%	1, 2, 3,5,6
Book Review	20%	1,2
Practical tasks	20%	3,4,6
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds	Each piece of work must be submitted for assessment. Attendance requirement: 75%. This is non-compensable	
(c) Special Repeat Assessment Arrangements		

Essential Reading

Toye, N., & Prendiville, F. (2000). *Drama and Traditional Story for the Early Years.* Routledge Falmer.

Wagner, B.J. (1999). *Dorothy Heathcote. Drama as a learning medium.* Calendar Publishers.

Supplemental Reading

Carlton, J. (2012). Story *drama in the special needs classroom: step-by-step lesson plans for teaching through dramatic play.* Jessica Kingsley Publishers.

Hendy, L. (2001). *Supporting Drama and Imaginative Play in the Early Years (Supporting Early Learning),* Open University Press.

Hiatt, K. (2006). *Drama Play: Bringing Books to Life Through Drama in the Early Years.* Routledge.

McCuiston, J. (2015). *Teaching Drama to Little Ones :12 Ready-to-Go Lesson Plans for Kids Age 3-7.* Beat by Beat press.

Version No:		Amended By	Tara Power
Commencement Date	September 2021	**Associated Programme Codes**	TU995

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE1007					5	
Module Title	Supervised Practice Placement: Developing as an Early Childhood Educator					

School Responsible:	Social Sciences, Law and Education

Module Overview:

Unit A: Preparation for Placement will enable the student to derive maximum learning from the practice experience. Before beginning Supervised Practice Placement, the student will undertake preparation through attendance at pre-placement seminars as well as individual and group tutorials.

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.
Supervised Practice Placement 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 education sector and to the role of the early childhood educators through preparation for, and experience of, supervised work in early years services.

Learning Outcomes (LO):

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

1	Demonstrate the understanding of the occupational role of the early childhood educator
2	Discuss the importance of reflective practice through observations, reflections and discussions with practice supervisor and college tutor
3	Provide for the holistic needs of children at individual and group level
4	Actively engage in effective interactions with, and start to form relationships with young children.
5	Demonstrate familiarity with the structure, organization and daily routine of early years services, and knowledge of relevant policies and procedures
6	Observe and document children's learning and development
7	Plan, provide and evaluated age-appropriate experiences and activities
18	Beginning to demonstrate engagement with the principles and standards of Síolta, Aistear, and Aistear/Siolta Practice guide.

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 educator and self-assessment
Using student reflection forms 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 observations.

5. Introduction to storytelling
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. Interactions with young children
Fostering constructive interactions with and between children.

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 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.

Unit B
The student attends supervised practice placement during semester 2. Supervised Practice Placement 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.

Student Contact Hours with Placement	100 hours
Total Self-Directed Learning Hours	

Module Delivery Duration:
Pre-placement seminars in Semester 1
Group and individual tutorials in Semesters 1 and 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Unit A: Active participation in individual and group tutorials	Satisfactory or Unsatisfactory 80% attendance	1-9
Unit B: Satisfactory Placement Report	Satisfactory or Unsatisfactory 100% attendance	1-9
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	Satisfactory or Unsatisfactory	
(b) Module Assessment Thresholds	100% attendance for unit B	
(c) Special Repeat Assessment Arrangements	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 four year	

	programme and not consecutively in the Supervised Practice Placements within and across the four years of the Programme.

Indicative Reading

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

Department of Children and Youth Affairs. (2011, 2015). *Children First.* Department of Children and Youth Affairs.

Feeney, S. (2012). *Professionalism in early childhood education: Doing our best for young children.* Pearson.

Hayes, N. (2013). *Early Years Practice: Getting it Right from the Start.* Gill & Macmillan.

National Council for Curriculum and Assessment (2015). *Aistear/Síolta Practice Guide.* NCCA.

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Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE1008	None				5	8
Module Title	Understanding Social Policy					

School Responsible:	Social Sciences, Law and Education

Module Overview:

The module provides students with a foundation in the academic discipline of Social Policy, with a view to providing the social, political, cultural and historical context for the development of Early Childhood Education. The focus is on the core concepts of needs, rights, well-being, and ideology, and how the development of Irish social policies can be understood using these concepts. While child and family policies are emphasised, these are presented in the context of wider social policies concerning health, housing, poverty, social protection and education, as the well-being of children is dependent upon the social context of children's lives, namely families, schools, states, and other wider organisations.

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	Compare theoretical approaches to the core Social Policy concept of needs
2	Discuss the historical development of the Irish welfare system
3	Analyse particular Irish social policies in terms of core Social Policy concepts, such as needs, rights, well-being and ideology
4	Compare ideological positions and their relevance for children's lives in Ireland
5	Examine the impact of Irish social policies on child well-being

Indicative Syllabus:

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

- Introduction to Social Policy; Social Policy as an academic discipline

- Core concepts of needs, rights and well-being

- Ideological perspectives

- Historical development of Irish welfare system; development of family policy in Ireland; changes in social policies in the context of broader social change

- Social services in Ireland: poverty; social protection; housing; healthcare; education; child protection

Learning and Teaching Methods:

Lectures; workshops; group discussions

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

Module Delivery Duration:

Semester 2

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Project Indicative assessment: Students identify actual policy documents from the Irish political context, and analsye them in terms of needs, ideology and rights. They also discuss the development of the policy in relation to social and political developments in Ireland, in particular the welfare state. Relevance to child wellbeing and early childhood education should also be addressed.	100%	1–5

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

Indicative Reading:
Blakemore, K., & Griggs, E. (2007). *Social policy: An introduction*. Open University Press.
Connolly, L. (Ed.) (2014). *The 'Irish' family*. Routledge.
Dean, H. (2012). *Social policy* (2nd ed.). Polity.
Dukelow, F. & Considine, M. (2017). *Irish social policy: A critical introduction* (2nd ed.). Policy Press.

Version No:		**Amended By**	Paddy Dolan
Commencement Date	September 2021	**Associated Programme Codes**	

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE1011	None	None			5	8
Module Title	Skills Development					

School Responsible:	Social Sciences, Law and Education

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	Identify the way they learn.
2	Critically evaluate information.
3	Source information for assignments.
4	Interpret the requirements for different types of assignment and write appropriately.
5	Interpret and apply feedback.
6	Apply a standardised referencing system correctly.
7	Make presentations to groups.
8	Recognise various communication styles and skills in self and others.
9	Recognise the roles people play in groups and the conflicts that can

	arise.
10	Develop communications skills, through the observation of self and others in interpersonal situations.

Indicative Syllabus:

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

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

Learning and Teaching Methods:

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

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

Module Delivery Duration:

Unit 1 will be delivered over weeks 1-6 of semester 1 and Unit 2 will be delivered over weeks 7-12 of semester 1.

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)

Unit 1: Academic Skills
  o Critical Analysis
  o APA referencing test
  o Reflection on time management & feedback
	20%
	15%
	15%
		2, 3, 4
		6
		1, 4, 5

Unit 2: Communication & Groupwork Skills o Group Presentation	50%	7-10

Module Specific Assessment Arrangements (if applicable)	
a) Derogations from General Assessment Regulations	All parts of the assignments for Unit 1 and Unit 2 must be submitted and achieve a pass grade.
b) Module Assessment Thresholds	Mandatory attendance: 75%
c) Special Repeat Assessment Arrangements	All failed assignments for Unit 1 and Unit 2 must be resubmitted within four weeks. Assignments can only be resubmitted twice.

Unit 1: Academic Skills
Indicative Reading
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
Chong Ho Shon, P. (2015). *Sage study skills: How to read journal articles in the social sciences*. Sage Publications Ltd.
Cooper, H., & Shoolbred, M. (2016). *Pocket study skills: Where's your argument?* Palgrave Macmillan.
Cottrell, S. (2013). *The study skills handbook* (4th ed.). Palgrave Macmillan.
Cottrell, S. (2013). *Critical thinking skills: Developing effective analysis and argument* (2nd ed). Palgrave Macmillan.
Godfrey, J. (2016). *Pocket study skills: Writing for university* (2nd ed.). Palgrave Macmillan.
Godwin J. (2014). *Pocket study skills: Planning your essay* (2nd ed.). Palgrave Macmillan.

Williams, K., & Davies, M. (2017). *Pocket study skills: Referencing and understanding plagiarism* (2nd ed.). Palgrave Macmillan.

Unit 2: Communication & Groupwork Skills
Indicative Reading
Baron, R.S., Kerr, N.L., & Miller, N. (1996). *Group process, group decisions, group action*. Open University Press.
Benson, J.F. (2010). *Working more creatively with groups* (3rd ed.). Routledge.
Brehm, S., Kassin, S., & Fein, S. (2005). *Social psychology.* Houghton Mifflin.
Douglas, T. (1976). *Groupwork practice.* Tavistock.
Harris, T.E., & Sherblom, J.C. (2008). *Small group and team communication* (4th ed.). Pearson Allyn & Bacon.
Lishman, J. (2009). *Communication in social work* (2nd ed.). Palgrave Macmillan.
McCarthy, P., & Hatcher, C. (2000). *Presentation skills: The essential guide for students.* Sage.
Moss, B. (2008). *Communication skills for health and social care.* Sage.
Prendiville, P. (2008). *Developing facilitation skills: A handbook for group facilitators* (3rd ed.). Combat Poverty Agency.

Version No:		**Amended By**	Nicola Hughes and Cormac Behan
Commencement Date	September 2021	**Associated Programme Codes**	TU995

Date of Academic Council approval

List of Year 2 Modules with weighting

Module Code	Module Name	Contact hours	Independent learning hours	ECTS
ECE2010	Child Development in context	24	76	5
ECE2026	Language, Literacy and Numeracy	24	76	5
ECE2034	Cultural and Linguistic Diversity	24	76	5
ECE3028	Outdoor Learning	24	76	5
ECE2014	Inclusion in Early Years practice	24	76	5
ECE2034	Inclusion in Early Years practice 2	24	76	5
ECE2019	Drama, Music and Movement	48	52	5
ECE2015	Art in Early Education 2	48	52	5
ECE2016	Supervised Practice Placement: the skilled Early Childhood Educator	150 (over one semester)		5
ECE2029	Supervised Practice Placement: the competent Early Childhood Educator	150 (over one semester)		5
ECE2032	Sociological Foundations	24	76	5
ECE1009	Research Methods	24	76	5
INTL2000	Elective: Study Abroad	200	400	30

*Students who go abroad in Semester Two Year 2, take the Study Abroad module

instead of Semester Two modules

Programme Schedule Year 2
*Semester indicated for assessment may be subject to change.

Module title	Module Code	ECTS	Core/ Option*	Weekly hours				Assessment		Pre requisite/ co- requisite
				Lecture	Lab / Practical	Tutorial	Self-Directed learning	Continuous Assessment %	Examination %	
Semester One										
Child Development in Context	ECE2010	5	Core	2			6	Written assignment (30%)	Exam (70%)	
Language, Literacy and Numeracy	ECE2026	5	Core	2			6	Project (100%)		
Inclusion in Early Years Practice	ECE2014	5	Core	2			6	Practice based portfolio (100%)		
Sociological Foundations	ECE2032	5	Core	2			6	Essay (25%)	Exam (75%)	
Drama, Music and Movement	ECE2019	5	Core	4			4	Reflective Journal (50%) Book Review (20%) Practical tasks(incorporates music, movement and drama) (30%)		
Supervised Practice Placement: The Skilled Early Childhood Educator	ECE2016	5	Core							ECE1007

Semester Two									
Cultural and Linguistic diversity	ECE2034	5	Core	2			6	Project (100%)	
Art in Early Education 2	ECE2015	5	Core	4			4	Combined portfolio and reflective journal – Practical element (100%)	ECE1005
Outdoor Learning	ECE3028	5	Core	2				Group project (20%) Essay (80%)	
Research Methods	ECE1004	5	Core	2				Research project (100%)	
Inclusion in Early Years Practice 2	ECE2033	5	Core	2				Practice based portfolio (100%)	
Supervised Practice Placement: The Competent Early Childhood Educator	ECE2029		Core						ECE2016
Study Abroad	INTL2000	30	Optional					Complete and pass modules worth 30 ECTS in host institution (Pass/Fail)	

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2010	None				5	8
Module Title	Child Development in Context					

School Responsible:	Social Sciences, Law and Education

Module Overview:

The aim of this module is to build upon and extend the student's knowledge of theoretical constructs and explanations of the young child's developing personal, cognitive, social and emotional competence within the context of familial, extra-familial, cultural, social and environmental influences.

Learning Outcomes (LO):

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

1.	Demonstrate critical understanding about normative processes and individual differences in the development of children's personal, socioemotional and cognitive competence during the Early Years
2.	Critically evaluate theories of child development and accommodate divergent opinions
3.	Discuss systems thinking and the dynamic interaction between human behaviour and social, cultural and environmental factors.
4.	Discuss social contexts that influence child development and the implications for Early Childhood Education
5.	Discuss the impact of technology and media on young children's psychological development and well being
6.	Evaluate the impact of poverty and inequality on early child development
7.	Characterise family dynamics in a changing social world
8.	Discuss the United Nations Sustainable Development Goals (SDGs) in relation to child development outcomes

Indicative Syllabus:

Section A: Critical Perspectives on Developmental Psychology
The social construction of childhood, lifespan and systems views of development.

Section B: The Development of Competence during the Early Years
Development of Sense of Self during the Early Years:
Development of self-awareness, self-concept, self-esteem, self-efficacy, self-control and regulation. Factors influencing the development of sense of self and well-being including nature connectedness.

Development of Intelligence:
Construct of intelligence; Measurement of intelligence; Factors influencing the development of intelligence; Critical evaluation of intelligence.

Moral Development and empathy:
Developmental progression of moral reasoning. Theories of moral development; moral education. Development of empathy and prosocial behaviour during the early years.

Gender:
Development of gender and sex role concepts; Gender stereotyping; Theoretical perspectives. Gender inequality and developmental outcomes.

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
Diverse families in Child Development:
Paternal involvement during the Early Years; Determinants and developmental implications. Divorce, stepfamilies and siblings.

Technology and media:
Impact of technology and media on young children's psychological development and well-being.

Inequality and Poverty:
Socio-economic status, poverty, inequality, ethnicity and developmental outcomes.

Cultural Contexts of Development:
Cross-cultural comparisons, similarities and differences in developmental processes and outcomes.

Learning and Teaching Methods:	
Lectures, discussion, group-work, links to placement, reading, self-directed study.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
Semester 1

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment**
Written assignment	30%	1 to 8
Written exam	70%	1 to 8
Module Specific Assessment Arrangements (if applicable)		
a. Derogations from General Assessment Regulations		
b. Module Assessment Thresholds		
c. Special Repeat Assessment Arrangements		

Indicative Reading

Berk, L. (2019). *Exploring child development.* Pearson.

Boyd, D., & Bee, H. (2014). *The developing child.* Allyn & Bacon.

Blakemore, J., Berenbaum, S., & Liben, L. (2012). *Gender development.* Psychology Press.

Doherty, M. (2009). *Theory of mind: How children understand others' thoughts and feelings.* Psychology Press.

Gardiner, H., & Kosmitzki, C. (2010). *Lives across cultures: Cross-cultural human development.* Pearson.

Greene, S., & Nixon, L. (2020). *Children as agents in their worlds: A psychological-relational perspective.* Routledge.

Hayes, N., O'Toole, L., & Halpenny, A. (2017). *Introducing Bronfenbrenner: A guide for practitioners and students in early years education.* Routledge.

Kuther, T. (2020). *Child and adolescent development in context.* Sage Publications.

Killen, M., & Coplan, R. (2011). *Social development in childhood adolescence: A contemporary reader.* Willey Blackwell.

Neaum, S. (2016). *Child development for Early Years Students and Practitioners.* Sage.

Sanders, M., & Morawska, A. (2018). *Handbook of parenting and child development across the lifespan.* Springer International Publishing.

Santrock, J. (2015). *Child development.* McGraw-Hill.

Slaughter, V., & de Rosnay, M. (2016). (Eds.). *Theory of mind: Development in context.* Routledge.

Whitebread, D. (Ed). (2019). *The Sage handbook of developmental psychology and early childhood education.* Sage publications.

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Commencement Date	September 2025	**Associated Programme Codes**	TU995

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Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2026					5	8
Module Title	Language, Literacy and Numeracy					

School Responsible:	Social Sciences, Law and Education

Module Overview:
In this module, students will build on the knowledge, 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 children's development. The aim of this module is to introduce the learner to the study of language, literacy and numeracy as a communication and learning mediums. This module will also inform students of 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	Demonstrate understanding of 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 pivotal role of the environment in an early childhood setting
4	Be able to facilitate supportive interactions with and among children to encourage communication, language and thinking
5	Facilitate a range of early education learning experiences, including early language, literacy and numeracy learning experiences
6	Be able to identify common language problems and particular strategies for use with children with additional needs
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 life-long 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. Language learning problems

Exploration of common difficulties many children may have with language acquisition. Identification of various strategies sometimes in collaboration with parents and/or speech therapists that could be used by early childhood educators 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.

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

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

Module Delivery Duration:		
Semester 1		
Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Project	100 %	1-7
Module Specific Assessment Arrangements (if applicable)		
b. Derogations from General Assessment Regulations		
c. Module Assessment Thresholds		
d. Special Repeat Assessment Arrangements		

Indicative Reading:
Carr, M., & Lee, W. (2019). *Learning stories in Practice.* Sage Publications.
Centre for Early Childhood Development and Education. (2006). *Síolta. The national quality framework for early childhood education. Full and part-time daycare user manual.* Centre for Early Childhood Development and Education.
Department of Education and Skills (2011). *Literacy and Numeracy for Learning And Life.*https://www.education.ie/en/Publications/Policy_reports/lit_num_strategy_full.pdf
French, G. (2013a). *Early speech and language matters: Enriching the communication environment and language development in early childhood*. Barnardos Training and Resource Service.
French, G. (2013b). Early literacy and numeracy matters. *An Leanbh Óg: The OMEP Ireland Journal of Early Childhood Studies, 7*(31-45).

French. G. (2012a). *Early literacy and numeracy matters: Enriching literacy and numeracy experiences in early childhood*. Barnardos.

French, G. (2008). *Supporting quality: Book 1 Policy and governance.* Barnardos Training and Resource Service.

French, G. (2008). *Supporting quality: Book 2 Enhancing children's learning and development*. Barnardos Training and Resource Service.

French, G. (2007). *Children's early learning and development*. Background paper to Aistear. Commissioned by the National Council for Curriculum and Assessment (www.ncca.ie).

French, G., & Murphy, P. (2005). *Once in a lifetime: Child care and education for children from birth to three*. National Children's Resource Centre, Barnardos.

MacNaughton. G., & Williams, G. (2009). *Teaching young children: Choices in theory and practice* (2nd ed). Open University Press.

Mhic Mhathúna, M. (2012). Child language in the early years. In Mhic Mhathúna, M. & Taylor, M. (Eds), *Early childhood education and care: An introduction for students in Ireland* (pp.214-228). Gill & MacMillan.

National Council for Curriculum and Assessment. (2009). *Aistear: The early childhood curriculum framework*. National Council for Curriculum and Assessment.

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.

Version No:		Amended By	Mary Delany and Martina Ozonyia
Commencement Date	September 2022	Associated Programme Codes	TU995

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Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2034					5	8
Module Title	Cultural and Linguistic Diversity					

School Responsible:	Social Sciences, Law and Education

Module Overview:
In this module, students will build on the knowledge, understanding and skills formed in the Language, Literacy and Numeracy module. They will examine the key theories of bilingualism and multilingualism as well as explore the concept of cultural diversity. Students will identify the role of early childhood educators in supporting additional language acquisition for children from birth to six years of age.

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Understand the process of bilingualism and multilingualism.
2	Explore the theoretical and practice requirements for bilingualism, multilingualism and cultural diversity.
3	Examine and practice how to support the maintenance of home language and the development of English as an additional language in children from 0-6 years.
4	Facilitate a supportive learning environment for children and families of diverse language and cultural backgrounds in Early Years settings.
5	Describe and illustrate how to provide a holistic and inclusive bilingual, multilingual and culturally diverse environment for all children.
6	Articulate the role of values and attitudes as part of the promotion of bilingualism and cultural diversity in professional practice.

Indicative Syllabus:

1.Bilingualism and Multilingualism
Bilingualism and multilingualism. The theory of bilingualism. The value of bilingualism in society. Social, cultural and cognitive benefits of bilingualism. English as a second language. Bilingual education Naoinra. Stages of second language development.

2. Support of Home Language and acquisition of subsequent languages
The importance of maintaining home language; incorporating child's language
and culture within the early years setting and practice. Recognition of cultural distance, cultural shock and acculturation as issues to be addressed in supporting Bilingualism and Cultural Diversity.

3. Bilingualism and language acquisition
Discuss the facilitation of the use of the Aistear (2006) theme Communication in Early Years settings. Practical strategies to support bilingualism in Early years practice. Educators support in home language, English as an additional language and any subsequent language acquisition.

4. Cultural Diversity
Making accessible to children the cultural heritage of different communities and encouraging children to engage in cultural production to express themselves. Students will be given opportunities to reflect on their role and the effect of their own values and attitudes on practice. They will formulate a recognition of the funds of knowledge that children, families and communities hold and incorporate this into their work practice.

5. Diversity and Equality in Practice
Discuss the facilitation and the use of the Aistear (2006) theme 'Identity and Belonging' in Early Years settings. Encouraging self-esteem in Early Years settings. Exploring ways of recognising and respecting diversity in the setting in keeping with the Diversity and Equality Guidelines (2016). Understanding how to implement an Anti-bias approach and encourage intercultural dialogue in Early Years settings. Discussion of strategies to ensure that ECE settings are inclusive of different minority groups.

Learning and Teaching Methods:	
Lectures, discussions, links to placement work, case studies, reading, self-directed study.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Project	100%	1-6
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 Charter and Guidelines for Early Childhood Care and Education.* https://assets.gov.ie/38186/c9e90d89d94b41d3bf00201c98b2ef6a.pdf

Kissinger, K. (2017) *Anti-Bias Education in the Early Childhood Classroom*, Routledge.

Lightbown, P., & Spada, N. (2013). *How Languages are Learned* (4th ed.). Oxford University Press.

Malini, M. (2015). *English as an Additional Language in the Early Years: Linking theory to Practice.* Routledge.

MhicMhatuna, M. (2012). Child Language in the Early Years. In MhicMhathúna, M. and Taylor, M. (Eds). *Early childhood education and care. An introduction for students in Ireland.* Gill & Macmillan.

Murray, C., & Urban, M. (2012). *Diversity & Equality in Early Childhood*, Gill & MacMillan.

Smidt, S. (2016). *Multilingualism in The Early Years: Extending the Limits of Our World.* Routledge.

Ui Chonghaile, M. (2012). Na Naionrai. In MhicMhathúna, M. and Taylor, M. (Eds). *Early childhood education and care. An introduction for students in Ireland.* Gill & Macmillan.

Web references

Equality and Diversity Early Childhood National Network

http://www.edenn.org

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Commencement Date	September 2022	**Associated Programme Codes**	TU995

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Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE3028	None				5	8
Module Title	Outdoor Learning					

School Responsible: Social Sciences, Law and Education

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

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	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 Síolta.
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 Síolta.

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 worldwide. 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:
Semester 2

Assessment		
Assessment Type	**Weighting (**	**LO Assessment (No.)**
Group project	20%	3 & 5
Essay	80%	1-6
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)

Hendricks, B. E. (2001). *Designing for Play*. Ashgate.

Knight, S. (2011). *Risk and adventure in Early Years Outdoor Play: Learning from Forest Schools*. Sage.

Pettersen, J. (2012). Outdoor Learning. In Mhic Mhathuna, M. & Taylor, M. *Early Childhood Education & Care; An introduction for students in Ireland.* Gill & Macmillan.

Ouvry, M. (2000). *Exercising Muscles and Minds*, National Early Years Network.

White, J. (Ed.) (2011). *Outdoor provision in the early years*. Sage.

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Commencement Date	September 2022	**Associated Programme Codes**	

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2014	None	None			5	8
Module Title	Inclusion in Early Years Practice					

School Responsible:	Social Sciences, Law and Education

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:
Semester 1

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Practice based portfolio	100%	1-8
Module Specific Assessment Arrangements (if applicable)		
Derogations from General Assessment Regulations		
Module Assessment Thresholds		
Special Repeat Assessment Arrangements		

Indicative Reading: (author, date, title, publisher)
Bates, B. (2016). *A quick guide to special needs and disabilities*. Sage.
Centre for Early Childhood Development and Education (CECDE) (2006). *Síolta: The National Quality Framework for Early Childhood Education.* Dublin: CECDE.
Department of Children and Youth Affairs (2016). *Diversity, Equality & Inclusion charter and guidelines for Early Childhood Care and Education*. Dublin: Stationary Office.
Frederickson, N., & Cline, T. (2002*). Special Educational Needs, Inclusion and Diversity: A Textbook.* Open University Press.
McWilliam, R.A. (2010). *Working with families of young children with special needs*. Guilford Press.
National Council for Curriculum and Assessment (NCCA) (2009). *Aistear: The Early Childhood Curriculum Framework.* NCCA.

National Council for Curriculum and Assessment (NCCA) (2015) *Aistear/Síolta Practice Guide.* NCCA.

Version No:		Amended By	Jan Pettersen
Commencement Date		Associated Programme Codes	

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2033	None	ECE2014			5	8
Module Title	Inclusion in Early Years Practice 2					

School Responsible:	Social Sciences, Law and Education

Module Overview:
Following on from the co-requisite module delivered in the previous semester, this module aims to develop competencies with regards to the implementation of inclusion, diversity and equality in an Early Childhood Education environment. In completing this module. 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. 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	Connecting and critically reflecting on the support for children with a variation of additional needs through practical examples.
2	Implement key concepts, policy and legislation and pedagogical practice pertaining to including children with additional needs in an Early Years service.
3	Link early years' curricula, pedagogy and assessment with practice for including children with additional needs.
4	Demonstrate professional and ethical practice in keeping with current legislation.
5	Exhibit ability to manage personal and professional learning needs of children with additional needs.
6	Show examples of how to implement a variety of methods aimed to support children with additional needs and appropriately reflect on these practices.
7	Work with peers to develop inclusive approaches on behalf of children with additional needs within a practice environment.
8	Apply a personal philosophy of practices to facilitate advocacy for the inclusion of children with additional needs in an Early Childhood Education environment.

Indicative Syllabus:
Inclusion in Early Years settings
Students should be able to display understanding of the rationale for a model for Inclusion in Early Years education and to provide the student with an overview of the the range of additional needs
Practice approaches to Additional Needs
Students should be able to 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. The

student should be able to demonstrate understanding 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 practical examples of how to relate to 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 apply the understanding gained in the prerequisite module to incorporate examples of 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		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Practice based portfolio	100%	1-8
Module Specific Assessment Arrangements (if applicable)		
Derogations from General Assessment Regulations		
Module Assessment Thresholds		
Special Repeat Assessment Arrangements		

Essential Reading
Bates, B. (2016). *A quick guide to special needs and disabilities*. Sage.
Centre for Early Childhood Development and Education (CECDE) (2006). *Síolta: The National Quality Framework for Early Childhood Education.* CECDE.
Department of Children and Youth Affairs (2016). *Diversity, Equality & Inclusion charter and guidelines for Early Childhood Care and Education*. Stationary Office.
Frederickson, N., & Cline, T. (2002*). Special Educational Needs, Inclusion and Diversity: A Textbook.* Open University Press.
McWilliam, R.A. (2010). *Working with families of young children with special needs*. Guilford Press.
Moloney, M., & McCarthy, E. (2018). *Intentional leadership for effective inclusion in early childhood education and care: Exploring core themes and strategies*. Routledge.

National Council for Curriculum and Assessment (NCCA) (2009). *Aistear: The Early Childhood Curriculum Framework.* Dublin: National Council for Curriculum and Assessment.

National Council for Curriculum and Assessment (NCCA) (2015) *Aistear/Síolta Practice Guide.* NCCA

Version No:	2	Amended By	Jan Pettersen
Commencement Date	September 2022	Associated Programme Codes	

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2019	None	None			5	
Module Title	Drama, Music and Movement					

School Responsible:	Social Sciences, Law and Education

Module Overview: Skills Development Module
This module introduces the student to drama, music and movement as methodologies for learning in the context of early childhood care and education. These art forms will give the students an opportunity and ability to create, plan and teach these inherent elements of the early year's curriculum. In the drama component students will become equipped with ways in which to utilize the vast opportunities for learning and development which educational drama offers. In the music and movement component students will gain an understanding of how they can incorporative elements of music and movement into their drama and other practices. They will be encouraged to examine movement to music as an inherent part of a developmentally appropriate curriculum during the early years.

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Effectively plan and facilitate workshops in drama that incorporate music and movement for early years learners in their placements and professional life
2	Apply theory to practice
3	Build a repertoire of drama activities, songs and movement activities for various stages of early years education
4	Connect themes appropriate to different age groups to drama activities
5	Be aware of the potential of music, movement and drama in education as integrating factors in promoting the development of the "whole" child
6	Develop a deeper understanding of non verbal and verbal communication
7	Recognise the importance of play

8	Explore sound in a creative environment

Indicative Syllabus:

The Importance of Play

Students will look at the importance of play in the early years and explore its characteristics. They will look at the role of play in the modern world and how to engage children in dramatic play using props, costume, voice and role. Pioneers of play such as Piaget and Vygotsky will provide a theoretical underpinning.

Music and Movement

Students will develop body awareness and spatial perception, through expressive movement and sensory stimuli. Students will gather a repertoire of songs and nursery rhymes which are accompanied by movements. Theoretical influences such as the Kodaly (music) and Laban (movement) will be explored. Instruments will be used to make sound stories, to experiment with different rhythms and pulses and look at the role of music in enhancing drama. Music and Movement will encourage students to express themselves.

Drama Activities and Games

The course will create a safe learning environment and use a range of drama games and exercises, which are non-performance based. Mime, improvisation, role play (Teacher in Role, Children in Role), and still image are an example of some of the conventions used. Students will become confident in adapting these activities to the size, space and age of their group. The practice will be underpinned by drama in education theorist, Dorothy Heathcote.

Storytelling

Students will look at the art of Storytelling and learn how to become effective storytellers through the use of their voice, body and expression. They will look at strategies and approaches in developing a story into a drama and hot seating characters within the story.

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, music and movement conventions.

- The use of space and objects
- Storytelling
- Role Play
- Mime
- Teacher in Role
- Hot Seating
- Movement activities
- Music activities
- Improvisation

Total Teaching Contact Hours	48

Total Self-Directed Learning Hours	52

Module Delivery Duration:
Semester 1

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Reflective Journal	50%	2,4,5,6,7
Literature review	20%	3,4,7,8
Practical tasks (incorporates music, movement and drama)	30%	1,3,4,8
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds	Each piece of work must be submitted for assessment. Attendance requirement: 75%. This is non compensatable.	
(c) Special Repeat Assessment Arrangements		

Essential Reading
Pica, R. (2003). *Experiences in Movement: Birth to Age Eight* (3rd ed.). Delmar Cengage
     Learning.
Prendiville, F., & Toye, N. (2000) *Drama and Traditional Story for the Early Years.*
     Routledge Falmer.
Wagner, B. (1999). *Dororthy Heathcote. Drama as a learning medium.* Calendar
   Island Publishers.

Supplemental Reading
Bradshaw, A. (1988). *Pentatonic Folksongs*. Bradshaw Music Education.
Fereraband, J. M. (1986). *Music for very Little People*. Boosey and Hawkes.
Forral, K. (1995). *Music in Preschool*. Kultura Foreign Trading Co.
Hendy, L. (2001). *Supporting Drama and Imaginative Play in the Early Years (Supporting
     Early Learning).* Open University Press.

Version No:		Amended By	Tara Power and Sarah Fitzgibbon
Commencement Date	September 2022	**Associated Programme Codes**	TU995

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2015	ECE1005				5	8
Module Title	Art in Early Education 2					

School Responsible:	Social Sciences, Law and Education

Module Overview:
This module builds on Introduction to Art in Early Education and continues to develop students experience and understanding of art as a non-verbal language, means of communication and vehicle for personal expression. It also continues to help students connect with their feelings and build relationships. It continues to develop students' observational skills, help them understand how things are constructed, and addresses the potential of art to enrich personal, social and cultural identity. Students develop further skill and technique through decision-making and problem-solving exercises that have application on placement, and appropriate therapeutic aspects of art processes are also developed.   Students consider how to research, plan, facilitate and evaluate a short child-centred art programme for individual children or groups on placement, drawing on practical experience and relevant theory as the starting point.   Students document and reflect in their learning from continued engagement with processes, and consider different ways they can bring meaningful aspects of this experiential learning to children.   At the end of this module, students will have a deeper understanding of how to facilitate learning and development through art with individual children or groups under supervision in early education 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	Demonstrate competence and consistency in the use of a range of 2-D media
2	Demonstrate a fluency in working with 3-D materials
3	Generate a range of personal solutions to visual problem-solving tasks
4	Demonstrate an appropriate level of skill and technique that is related to students' own personal development as well as working with children.
5	Identify and research an appropriate art related programme, including theme and suitable materials for individual children or groups on placement.
6	Plan and implement a series of art workshops that demonstrate an awareness of the importance of a child-centred approach
7	Identify, reflect on and evaluate their own learning through engaging with art processes, and that of children on placement
8	Document and reflect on processes experienced, what they have learned from that engagement, consider how that links with theory, and how it can help children learn.

Indicative Syllabus:

1. **Introduction** Introduction to module, rationale, structure, content and assessment. Guidance on presenting work for assessment. 2. **2-D Studies** Students engage with a range of exercises that will develop competence with 2-D expression. 3. **3-D work** Art Workshops to help develop a fluency in relief work and 3-D construction. 4. **Studio work** Students undertake a series of practical workshops aimed at experiential learning through problem-solving. Relevance of their own learning and how that relates to working with children is considered. Use is made of a wide selection of media. 5. **Groupwork** Students explore expressive, emotive and communicative potential of drawing, painting, print, photography and collage. 6. **Planning, implementation and evaluation of work with children** Students develop skill and fluency in planning, implementation and evaluation of work with children. 7. **Document learning** Students document and reflect on their learning and the implications of that for their work with young children.

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.

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

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Combined portfolio and reflective journal – Practical element	100%	1-8

Module Specific Assessment Arrangements (if applicable)	
(d) Derogations from General Assessment Regulations	**Attendance Requirement:** 75% non compensatable
(e) Module Assessment Thresholds	Each piece of work must be submitted for assessment
(f) Special Repeat Assessment Arrangements	

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

Epstein, A., & Trimis, E. (2002). *Supporting Young Artists: The Development of the Visual Arts in Young Children*. High/Scope Press.

Isbell, R., & Raines, S. (2002). *Creativity and the Arts for Young Children*. Delmar.

Isenberg, J. P., & Jalongo, M. R. (2000). *Creative Expression and Play in Early Childhood.* (3rd ed.). Prentice Hall.

Koster, J. B. (2009). *Growing Artists: Teaching the Arts To Young Children*. (4th ed.). Delmar.

Koster, J. B. (2000). *Bringing Art into the Elementary Classroom*. Wadsworth.

Lowenfeld, V., & Brittain, W. L. (1987). *Creative and mental growth.* (8th ed.). Prentice Hall.

Mayesky, M. (2009). *Creative Activities for Young Children*. (9th ed.). Delmar.

Schirrmacher, R. (2009). *Art and Creative Development for Young Children*. (6th ed.). Wadsworth.

Supplemental Reading:

Cherry, C. (1999). *Creative Art for the Developing Child*. McGraw-Hill.

Gandini, E. (2005). *In the Spirit of the Studio: Learning from the Atelier of Reggio Emilia*. Teachers College Press.

Jalongo, M. R., & Stamp, L. N. (1997). *The Arts in Children's Lives: Aesthetic Education in Early Childhood*. Allyn & Bacon.

Lowenfeld, V. (1982). *The Lowenfeld lectures: Viktor Lowenfeld on art education and therapy.* Pennsylvania University Press.

Striker, S., & Schaedler, S. (1999). *Nature's Wonders: For the Young at Art*. Owl Books.

Yenawine, P. (2013). *Visual thinking strategies: Using art to deepen learning across school disciplines.* Harvard Education Press.

Yenawine, P. (2018). *Visual thinking strategies for preschool: Using art to enhance literacy and social skills.* Harvard Education Press.

Websites:

www.communityarts.net

www.imma.ie

www.lessonplanspage.com/WriteLessonPlan.htm

www.lessonplanz.com

www.princetonol.com/groups/iad

www.tate.org.uk

www.theideabox.com

Vtshome.org

Version No:		Amended By	Leslie Cassells
Commencement Date		Associated Programme Codes	

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2016	ECE1007				5	8
Supervised Practice Placement: The Skilled Early Childhood Educator						

School Responsible:	Social Sciences, Law and Education

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 Childhood Educator 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.	Interact and be socially responsive during naturally occurring opportunities for interaction with children.
2.	Implement routine tasks in an early years service.
3.	Facilitate the provision of appropriate learning experiences and learning stories documentation in an early years service.
4.	Demonstrate engagement with the principles and standards of Síolta, Aistear, Aistear/Siolta Practice guide.
5.	Conduct practice in line with health and safety guidelines for young children.
6.	Support children's positive behaviour in accordance with placement policies.
7.	Establish professional relationships with Staff and the Supervisor of the early years service.
8.	Self-reflect and identify 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 Educator.

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 supervisor 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 reflection.

Unit B:
Group discussion, 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	150
Unit B: Tutorials	24

Total Self-Directed Learning Hours:

Module Delivery Duration:
Semester 1

Assessment

Assessment Type	Weighting (%)	LO Assessment
Unit A: Placement Report The practice supervisor 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 Childhood Educator. The practice supervisor draws on a wide range of evidence in making the final assessment including observations of student in practice,	Satisfactory or Unsatisfactory (Non-compensatory)	1-8

feedback from practice supervisor's colleagues as well as student's own reflections and self-assessment. The student, the practice supervisor and the tutor sign the Assessment Report Form for the Supervised Practice Placement: The skilled Early Childhood Educator. The final decision for the grade rests with the tutor and the Programme Board. The grade awarded for the placement is Satisfactory or Unsatisfactory. This module must be passed before a student is eligible to progress to the subsequent Supervised Practice Placement in semester 2. **Unit B:** Active participation in individual and group tutorials.	Satisfactory or Unsatisfactory (Non-compensatory) 80% attendance	1-8

Module Specific Assessment Arrangements (if applicable)

(a) Derogations from General Assessment Regulations	Satisfactory or unsatisfactory
(b) Module Assessment Thresholds	100% Attendance requirement for Unit A
(c) Special Repeat Assessment Arrangements	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 Childhood Educator). A student may not undertake more than two repeat Supervised Practice Placements during the four year programme and not consecutively in the Supervised Practice Placements within and across the 4 years of the Programme.

Indicative Reading

Allen, S., Whalley, M., Lee, M., & Scollan, A. (2020). *Developing professional practice in the early years*. McGraw-Hill Education.

Feeney, S. (2012). *Professionalism in early childhood education: Doing our best for young children.* Pearson.

Hayes, N. (2013). *Early years practice: Getting it right from the start*. Gill & Macmillan.

NCCA. (2016). *Aistear Síolta practice guide.* https://www.aistearsiolta.ie/en/
O'Toole, L., & Hayes, N. (2020). S*upporting positive behaviour in early childhood settings and primary schools: Relationships, reciprocity and reflection*. Routledge.

Version No:		Amended By	Sinéad Freeman
Commencement Date	September 2021	**Associated Programme Codes**	TU995

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2029	ECE2016				5	8
Module Title	Supervised Practice Placement: The Competent Early Childhood Educator					

School Responsible:	Social Sciences, Law and Education

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 Childhood Educator offers the student opportunities to further acquire and develop the relevant competencies required of the Early Childhood Educator

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	Display further initiative and responsibility over routine tasks by planning and facilitating half-day sessions in an early years service.
3	Demonstrate competence in facilitating appropriate learning experiences and learning stories documentation in an early years service.
4	Display further engagement with the principles and standards of Síolta, Aistear, Aistear/Siolta Practice guide
5	Demonstrate awareness of the importance of vigilance and appropriate conduct in relation to health and safety guidelines for young children.
6	Demonstrate competence in promoting children's positive behaviour.
7	Demonstrate competence in communicating and maintaining professional relationships with staff and the Supervisor in the early years service.
8	Identify and implement various observation methods in an early years service.
9	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 Educator

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 Childhood Educator lies with the student and practice supervisor 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, 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   150 hours
Unit B: Tutorials   24 hours

Total Self-Directed Learning Hours:

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment**
Unit A: Placement Report The practice supervisor in conjunction with the student assesses the student's progress on placement practice. Assessment guidelines and criteria for satisfactory/unsatisfactory are	Satisfactory or Unsatisfactory (Non-compensatory)	1-9

set out in the Assessment Report Form of the
Supervised Practice
Placement: the Competent Early Childhood
Educator. The practice supervisor draws on a
wide range of evidence in making the final
assessment including observations of student
in practice, feedback from
practice supervisor's colleagues, student's
own reflections and self-assessment.

The student, the practice supervisor and the
tutor sign the Assessment Report Form for the
Supervised Practice Placement: the
competent Early Childhood Educator. The
final decision for the grade rests with the tutor
and the Programme Board. The grade
awarded for the placement is Satisfactory or
Unsatisfactory.

Supervised Practice Placement: the
competent Early Childhood Educator must be
passed before a student is eligible to progress
to year 3.

Unit B: Active participation in individual and group tutorials.	Satisfactory or Unsatisfactory (Non- compensatory) 80% attendance	1-9

Module Specific Assessment Arrangements (if applicable)

a) Derogations from General Assessment Regulations	Satisfactory or unsatisfactory
b) Module Assessment Thresholds	100% Attendance requirement for Unit A
c) Special Repeat Assessment Arrangements	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 four year programme and not consecutively in the Supervised Practice Placements within and across the 4 years of the Programme.

Indicative Reading
Allen, S., Whalley, M., Lee, M., & Scollan, A. (2020). *Developing professional practice in the early years*. McGraw-Hill Education.
Feeney, S. (2012). *Professionalism in early childhood education: Doing our best for young children.* Pearson.
Hayes, N. (2013). *Early years practice: Getting it right from the start*. Gill & Macmillan.
NCCA. (2016). *Aistear Siolta practice guide*. https://www.aistearsiolta.ie/en/
O'Toole, L., & Hayes, N. (2020). S*upporting positive behaviour in early childhood settings and primary schools: Relationships, reciprocity and reflection*. Routledge.

Version No:		Amended By	Sinéad Freeman
Commencement Date	September 2021	Associated Programme Codes	TU995

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2032					5	
Module Title	Sociological Foundations					

School Responsible:	Social Sciences, Law and Education

Module Overview:
This is an introductory module to the discipline of sociology, aimed at second year students of the BA in Early Childhood Education. Students are encouraged to develop a sociological imagination, so that children's lives, chances and prospects are understand within broader social contexts undergoing constant change. Such contexts, structures and processes are seen through key sociological concepts, such as social class, gender, ethnicity, family, and religion. The module also addresses core themes in the discipline, such as the development of agency or individuality within society, and the ongoing tensions, competition and cooperation among and between various social groups.

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Examine social interactions and conduct using a sociological imagination
2	Critically compare theories of social development
3	Evaluate explanations of processes of social division and belonging
4	Discuss the social construction and changing understandings of childhood in the context of adult–child relations

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

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

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

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

- Social Belonging & Identity
  - Concepts of social belonging and cultural meaning – family, religion, self-identity, education

- Sociology of Childhood
  - Perspectives on socialisation; childhood as a social and cultural construction; the culture of childhood; child–adult relations

Learning and Teaching Methods:	
Discussions, lectures, online learning	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
Semester 1

Assessment		
Assessment Type	**Weighting (%)**	**LO (No.)**
Essays	25	1
Exam	75	1–4

Essential Reading:
Giddens, A., & Sutton, P. W. (2021). *Sociology* (9th ed.). Polity.

Supplemental Reading:
Connolly, L. (Ed.) (2014). *The 'Irish' family*. Routledge.
Elias, N. (2012). *What is sociology?* University College Dublin Press.
Leonard, M. (2015). *The sociology of children, childhood and generation*. Sage.

Version No:		**Amended By**	Paddy Dolan
Commencement Date	September 2025	**Associated Programme Codes**	TU995

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE1009	None	None			5	8
Module Title	Research Methods in the Early Years					

School Responsible:	Social Sciences, Law and Education

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. The learning acquired by the student in this module will be consolidated and developed in ECE2018, research methods and dissertation modules.

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	Comprehend the relationship between theory, research and practice especially in early childhood education
2	Recognise the importance of ethical principles in conducting research
3	Distinguish between the presentation format of research reports and other styles of presentation
4	Use electronic resources to conduct literature searches relevant to early childhood education.
5	Use observation as a data collection method in an early years setting and present qualitative and quantitative observational data.
6	Read and critique research.

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. Reading, understanding and evaluating a research report, journal articles etc. Feasibility and practical limitations of research. Using research to guide practice with emphasis on care and education in early childhood. Quantitative and qualitative research.

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

Observation as a Data Collection Method
Use of observation in social and educational research. Use of observation as a tool in the early years setting. Observation of children. Advantages and limitations. Negotiating access. Role of the observer. Participant and non-participant observation. Structured and unstructured observations. Preparation of different types of observation schedules. Presentation of observational findings: narrative and numerical data. Assessing the validity of observational data. Interpreting observational data in context of existing theories and practices.

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

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Essay	25%	1-4
Exam	75%	1-4
Module Specific Assessment Arrangements (if applicable)		

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

Indicative Reading:

Aubrey, C., David, T., Godfrey, R., & Thompson, L. (2005). *Early childhood educational research: Issues in methodology and ethics* (2nd ed.). Falmer Press.

Fawcett, M., & Watson, D. (2016). *Learning through child observation* (3rd ed.). Jessica Kingsley Publishing Ltd.

Hobard, C., & Frankel, J. (2009). *A practical guide to child observation & assessment*. (4th ed.). University Press.

Mukherji, P., & Albon, D. (2018). *Research methods in early childhood education: An Introductory Guide* (3rd ed). Sage.

McNaughton, G., Rolfe, S., & Siraj-Blatchford, I. (2010). *Doing early childhood research: International perspectives on theory and practice* (2nd ed.). Open University Press.

Palaiologou, I. (2019). *Child observation: A guide for students of early childhood* (4th ed.). Learning Matters.

Papatheodorou, T., Luff, P., & Gill, L. (2012). *Child observation for learning and research*. Longman.

Roberts-Holmes, G. (2018). *Doing your early years research project: A step by step guide* (4th ed.). Sage.

Supplemental Reading:

Bell, J. (2018). *Doing your research project: A Guide for first time researchers in education, health and social science* (7th ed.). Open University Press.

Bryman, A. (2016). *Social research methods* (5th ed.). University Press.

Christensen, P., & James, A. (eds.) (2008). *Research with children: Perspectives and practices* (2nd ed.). Routledge.

Cohen, L, Mannion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

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

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Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
INTL2000	None				30	8
Module Title	Study Abroad					

School Responsible:	Social Sciences, Law and Education

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	
Total Teaching Contact Hours	200
Total Self-Directed Learning Hours	300

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		
Assessment Type	**Weighting (**	**LO Assessment (No.)**
Modules taken at partner college according to specifications set down by each partner college, to total 30 credits	Pass or fail	1-7
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	A specific mark will not be awarded for this study abroad module. Students will receive a pass/fail classification for this study abroad module	
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Indicative Reading: (author, date, title, publisher)
School of Social Sciences, Law and Education. (2021). *Study abroad handbook*. TU Dublin.

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Commencement Date		**Associated Programme Codes**	TU995

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List of Year 3 Modules with weighting

Module Code	Module Name	Contact hours	Independent learning hours	ECTS
ECE2011	Mental Health during the Early Years	36	164	10
ECE3029	Perspectives on Early Childhood Education: Issues in Policy, Practice & Research	24	76	5
ECE3020	Working with Families & Communities	24	76	5
ECE3030	Child Safeguarding	24	76	5
ECE3033	Leadership & Mentoring Skills	24	76	5
ECE3023	Supervised Practice Placement: The Reflective Educator	300 (over two semesters)		10
ECE3032	Pedagogical and Practice documentation	24	76	5
ECE2028	Sociology of Education & Inequality	24	76	5
ECE2017	Law	24	76	5
ECE2018	Research Methods: Documenting Young Children's Meanings	24	76	5

Programme Schedule Year 3

*Semester indicated for assessment may be subject to change.

Module title	Module Code	ECTS	Core/ Option *	Weekly hours				Assessment		Pre requisite/ co-requisite
				Lecture	Lab / practical	Tutorial	Self-Directed learning	Continuous Assessment %	Examina tion %	
Semester One										
Child safeguarding	ECE3030	5	Core	2			6	Project (100)		
Leadership and Mentoring	ECE3033	5	Core	2			6	Group Presentation (30%)	Online Open Book Exam (70%)	
Perspectives on Early Childhood Education: Issues in Policy, Practice & Research	ECE3029	5	Core	2			6	Personal Written review (30%) Essay (70%)		
Pedagogical and Practice Documentation (delivered over Semester 1 & 2)	ECE3032	5	Core	2			6	Portfolio (80%) Presentation (20%)		

Law	ECE2017	5	Core	2			6	Reflective Journal (30%)	Exam (70%)	
Supervised Practice Placement: The Reflective Educator (Semester 1 & 2)	ECE3023	10	Core							ECE2016 ECE2029
Semester Two									
Working with Families and Communities	ECE3020	5	Core	2			6	Practical Assignment (100%)		
Mental Health during the Early Years	ECE2011	10	Core	3			14	Written case-study assignment (30%)	Exam (70%)	
Research Methods: Documenting Young Children's Meanings	ECE2018	5	Core	2			6	Written assignment (30%) Project (70%)		
Sociology of Education and Inequality	ECE2028	5	Core	2			6	Continuous assessment (30%)	Exam (70%)	

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2011	None	None			10	
Module Title	Mental Health during the Early Years					

School Responsible:	Social Sciences, Law and Education

Module Overview:
This module examines key 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 difficulties. The module provides a critical knowledge base of the assessment and classification of infants and young children's mental health difficulties and provides a forum for the critical review of psychological models and approaches to the intervention of mental health difficulties during the early years. The main aims of the module are to enable the student to develop a critical understanding of the assessment, classification, aetiology and intervention of mental health difficulties and to facilitate the application of this knowledge to early childhood education practice.

Learning Outcomes (LO):	
On Completion of this intermediate module, the learner will be able to:	
1.	Explain key concepts of psychological well-being and mental health during the early years.
2.	Describe protective and adverse factors in young children's' development and well-being.
3.	Discuss principles and methodological aspects of infant, toddler and preschool assessment of mental health.
4.	Identify the role of developmental frameworks in the assessment and treatment of infants' and young children's mental health problems.
5.	Explain the classification of infant and early childhood mental disorders.
6.	Identify and analyse the symptoms and diagnostic criteria of mental disorders arising during the early years.
7.	Assess the role of prevention and early detection in relation to mental health difficulties in the early years.
8.	Evaluate psychological models and approaches to the intervention and management of mental health difficulties during the early years.

9.	Discuss the implications of infant and early childhood mental health for early childhood educators.

Indicative Syllabus:

Psychological perspectives of well-being and mental health during the early years
-Well-being. mental health and developmental psychopathology during the early years
-Risk and protective factors influencing well-being and mental health during the early years

Classification and assessment of mental health problems during the early years
-Diagnosis and classification systems of mental disorders during the early years
-Assessment tools of infant, toddler and preschool mental health
-Mental health difficulties arising during the early years including:
Relationship and attachment difficulties
Regulatory disorders of sensory processing
Sleep difficulties
Feeding and eating difficulties
Toileting difficulties
Motor difficulties
Learning and communication difficulties
Autism Spectrum disorder
Attention and over-activity difficulties
Fear and anxiety difficulties
Trauma and stressor related difficulties
Depression
Oppositional defiance difficulties
Obsessive compulsive difficulties

Psychological approaches to the intervention and management of mental health problems during the early years
-Psychological models of infant and early childhood mental health problems
-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:
36

Total Self-Directed Learning Hours:	164

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment**
Written case-study assignment Written exam	30% 70%	2,3,4,5,9 1-9
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Indicative Reading:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Association.

Bayat, M. (2019). *Addressing challenging behaviours and mental health issues in early childhood* (2nd ed.). Routledge.

Carr, A. (2016). *The handbook of child and adolescent clinical psychology: A contextual approach* (3rd ed.). Routledge.

Paris, J. (2015*). The intelligent clinician's guide to the DSM-5®.* Oxford University Press.

Phares, V. (2020). *Understanding abnormal child psychology*. John Wiley & Sons.

Luby, J. (2016). *Handbook of preschool mental health: Development, disorders, and treatment* (2nd ed.) Guilford Press.

Shulman, S. (2016). *Research and practice in infant and early childhood mental health.* Springer.

Summers, S.J., & Chazen-Cohen, R. (2012). *Understanding early childhood mental health: A practical guide for professionals*. Paul H. Brookes Publishing Co.

Weis. R. (2020). *Case studies in abnormal child and adolescent psychology*. Sage.

Zero to Three. (2016). D*C:0-5: Diagnostic classification of mental health and developmental disorders of infancy and early childhood.* Zero to Three.

Additional readings will be provided for each lecture.

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Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE3029					5	7
Module Title	Perspectives on Early Childhood Education: Issues in policy, practice and research					

School Responsible:	Social Sciences, Law and Education

Module Overview:
This 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, children's rights 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 learners creating a vision for themselves as early childhood educators and articulating their underpinning knowledge, skills and values in their future roles.

Learning Outcomes (LO):	
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.
2	Critically reflect on the development of early childhood education In Ireland and the implications for practice in early childhood settings.
3	Identify 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
5	Critically review trends in theory, practice and research in early childhood education
6	Consider emerging and future issues which they are likely to encounter in their professional lives and advocate for children, families and the Early Years profession
7	To reflect on their knowledge, skills and values developed to date and how this will equip them as Early Years Educators in the field of early childhood education.

Indicative Syllabus:
Irish early childhood policy
1.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. AIM and LINC provision.

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

6. New and emerging issues
Consideration and critical appraisal of new and emerging issues in the field of early childhood education such as advocacy for children, families and the Early Years profession.

7.Towards the Advanced Early Childhood Educator: a personal and professional review
Critical review of personal values, skills and knowledge required to equip the Early Childhood Educator for their work in the Early Years sector.

Learning and Teaching Methods:	
A combination of methods including lectures, discussion, set readings, You Tube video clips and case studies. Some internet sites will be recommended to support students independent learning	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Personal Written review	30%	6 & 7
Essay	70%	1, 2, 3, 4 & 5
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds	75% attendance requirement on this module	
(c) Special Repeat Assessment Arrangements		

Indicative Reading:

Dahlberg, G., & Moss, P. (2005). *Ethics and politics in early childhood education.* Routledge Falmer.

Early Years Advisory Group. (2013). *Right from the start*. Department of Children and Youth Affairs.

French, G. (2013a). Aistear – A journey without a road map. In *Childlinks, Summer 2013*, Barnardos.

Moloney, M. (2014). Breach of trust: Getting it right for children in early childhood care and education in Ireland. *NZ Research in Early Childhood Education Journal. Special Issue: Early Childhood Policy 17,* 71 – 88.

Organisation for the Economic Cooperation and Development. (2012). *Starting strong III*. Paris: Organisation for the Economic Cooperation and Development. www.oecd.org

Penn, H. (2009). *Early childhood education and care: Key lessons from research for policy makers*. Brussels: European Commission's Directorate-General for Education and Culture.

Rogers, M. (2013). *The landscape of early childhood education and care in Ireland*. The Arts Council.

Urban, M., Lazzarri, A., Vandenbroeck, M., Peeters, J., & van Laere, K. (2011). *Competence requirements in early childhood education and care*. European Commission, Directorate-General for Education and Culture.

DCYA. (2016). Diversity, Equality & Inclusion charter and guidelines for Early Childhood Care and Education. Stationary office.

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Commencement Date	September 2023	Associated Programme Codes	TU995

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Module Code DT572/3	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE3020					5	8
Module Title	Working with Families and Communities					

School Responsible:	Social Sciences, Law and Education

Module Overview:
The module will focus on the knowledge, skills and values required of early childhood 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 childhood professional.

Learning Outcomes (LO)	
On completion of this module, the learner will be able to	
1	Demonstrate knowledge of the theory and concept of partnership with families and communities in early years services.
2	Outline Irish, EU and international legislation and policy relevant to working with families in early years services.
3	Demonstrate knowledge of Aistear and Siolta in relation to the role of families and communities in early years services.
4	Outline key research evidence on the role of partnership with families and communities in the early years.
5	Critically review the conceptual and theoretical frameworks underpinning working with families and communities in the early years.
6	Demonstrate knowledge of policies and procedures which can promote partnership with families and communities.
7	Demonstrate understanding of the role of intergenerational learning in the community.

8	Demonstrate skills relevant to developing partnership with families and communities.
9	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 childhood 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
Aistear (2009); Siolta (2006); Diversity, Equality and Inclusion Guidelines, (2016); UN Convention on the Rights of the Child (1989); Child Care Act (1991); Child Care Regulations (2016); Children First Act (2015); The Quality Framework on ECEC in Europe (2014). OECD Starting Strong (2012).

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.
Brightspace will offer resources to support individual and group learning.

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

Module Delivery Duration:

Semester 2

Assessment
Practice-based assignment.   100%

Assessment Type	Weighting (%)	Assessment (LO No.)
Practice-based assignment	100%	1-9

Module Specific Assessment Arrangements (if applicable)

c. Derogations from General Assessment Regulations	
d. Module Assessment Thresholds	
e. Special Repeat Assessment Arrangements	

Indicative Reading:
Bernard van Leer Foundation. (2012). *Parental involvement in early learning: A review of research, policy and good practice*. www.bernardvanleer.org
Brunton, P., & Thornton, L. (2010). *The parent partnership toolkit for early years.* Optimus Education.
Fitzpatrick, A. (2012). Working with Parents in Early Years Services. In MhicMhathúna, M. and Taylor, M. (Eds). *Early childhood education and care. An introduction for students in Ireland.* Gill & Macmillan.
Kernan, M., & Cortellesi, G. (2019). *Intergenerational learning in practice: together old and young*. Routledge.
Keyser, J. (2006). *From parents to partners: Building a family-centered early childhood program.* Redleaf Press/NAEYC.
Lane, F. (2012). *Can we help? A guide to supporting children and families in early years services.* Barnardos.
McNaughton, G., & Hughes, P. (2011). *Parents and professionals in early childhood settings*. McGraw Hill/Open University.
Needham, M., & Jackson, D. (2014). *Engaging with parents in early years settings*. Sage.
OECD (2012). *Starting Strong 111. A quality toolbox for early childhood education and care.* www.oecd.org
Whalley, M. (2017). *Involving parents in their children's learning* (3rd ed.) Sage.

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Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE3030	None				5	8
Module Title	Child Safeguarding					

School Responsible:	Social Sciences, Law and Education

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

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

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
Current legislation and policies relevant to child protection, children's rights and family support, including the Child Care Act 1991. Childcare (Pre-School) Regulations 2016.

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.

Learning and Teaching Methods:	
Lectures, group work, problem-solving exercises; student-led sessions presenting research and case studies. Brightspace will offer resources to support learning.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
Semester 1

Assessment		
Assessment Type	**Weighting (%)**	**Assessment (LO No.)**
Project	100%	1-9
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Indicative Reading:
Buckley, H., Whelan, S., & Holt, S. (2006). *Listen to me! Children's experience of domestic violence.* Children's Research Centre.
Conroy, A., & Kingston, C. (2015). *Protecting children. A child protection guide for early years and school age childcare services*. Barnardos.
Department of Children and Youth Affairs. (2017). *Children First: national guidance for the protection and welfare of children.* Department of Children and Youth Affairs.
Department of Children and Youth Affairs. (2016). *Developing a child protection and welfare policy: A resource for early years services.* Department of Children and Youth Affairs.
Department of Children and Youth Affairs (2016). *Diversity, equality and inclusion guidelines for early childhood care and education.* Department of Children and Youth Affairs.
Department of Health and Children. (2002). *Our duty to care.* Stationery Office.
Government of Ireland (2015) Children First Act.
Hamilton, C. (2012). *Irish social work and social care law.* Gill & Macmillan.
Health Services Executive. (2011). *Child protection and welfare practice handbook.* Health Services Executive.
Sterne, L., & Poole, L. (2010). *Domestic violence and children. A handbook for schools and early years settings.* Routledge.
Tusla (2019). *Child Safeguarding: a Guide for policy, procedure and practice* (2nd ed.). Tusla Child and Family Agency.
Webb, J., & Lindon, J. (2016). *Safeguarding and child protection. Linking theory and practice* (5th ed.). Hodder Education.

Version No:		Amended By	Martina Ozonyia
Commencement Date	September 2023	**Associated Programme Codes**	TU995

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE3033	None	None			5	
Module Title	Leadership and Mentoring					

School Responsible:	Social Sciences, Law and Education

Module Overview:
This module introduces students to the areas of leadership and professional mentoring in Early Years Services and aims to provide students a framework within which they can develop understanding of said roles. It will explore individual and group supervision as well as organisational behaviour. In addition, this module will investigate perspectives on mentoring and the potential role of mentoring in leadership of the early childhood education sector. The concept and meaning of mentoring is analyzed in relation to mentors and mentees and the module offers students an opportunity to reflect on key aspects of the mentoring role through class-based 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	Identify processes in the development of groups and relate these to staff issues in the workplace.
2	Describe and analyse the structure of groups.
3	Identify and analyse organisational issues in the running of agencies.
4	Understand the concepts from motivation theory and how leadership can influence individual and team performance in the workplace.
5	Understand the role of the supervisor and attain strategies for supervision
6	Review the concept and definition of mentoring from an historical perspective
7	Explore the concept and practice of mentoring in the context of leadership in the early childhood education sector
8	Analyse the attributes and processes of the good mentor in the context of early childhood education
9	Explore the relationship between reflective practice, mentoring and supervision

Indicative Syllabus:

1. Models of group development and the factors that lead to group maturity Development of norms within groups. **2. Group and organizational structure** Roles, status, power, communication, leadership structure of groups. Group development and structure in relation to team development. The distinctions between formal and informal structure, line management and flowcharts.

3. Conflicts within groups
4. Group cohesiveness and Groupthink
Competition within and between groups.

5. Behaviour in organizations

6. Leadership and supervision in Organisations
Leadership theories. Using theories to develop leadership at different levels of the organization. Learning core skills related to supervision theory and practice.

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

8. Introduction to the concept of mentoring
Introduction to the concept; definitions; career and psychosocial functions; mentoring as a function of leadership. Implications of mentoring in the context of best practice in the Irish and international early childhood education context.

9. Mentoring and leadership in the early years
Mentoring as an early years leadership strategy in supporting professional development; mentoring leading to the development of leadership capacity; the leader's role as an early years mentor.

10. Historical development of mentoring
Brief history of mentoring across disciplines – from Greek mythology to 21st century emphasis on mentoring (Homer, Levinson, Freire, Kram). Emerging role of mentoring in the early childhood education context.

11. Values and principles underpinning mentoring
Core principles; ethics of mentoring; lifelong learning; empowerment; change and growth; collaboration.

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:
Semester 1

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Online open book exam	70%	1-5
Group presentation	30%	6-9

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)

Robins, A. (Ed.) (2006). *Mentoring in the early years.* Paul Chapman Publications.

Rodd, J. (2013). *Leadership in early childhood: The pathway to professionalism.* (4th ed.). Allen and Unwin.

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

Brockbank, A., & McGill, I. (2012). *Facilitating reflective learning: coaching, mentoring and supervision* (2nd ed.). Kogan Page.

Chu, M. (2012). *Developing mentoring and coaching relationships in early care and education: A reflective approach.* Western Washington University.

Department of Education Victoria, (2013). *Report on the assessment for learning and development project 2012: Transforming practice in the early years.* Victoria, Australia: Ministry of Education. http://www.vcaa.vic.edu.au/documents/earlyyears/aldprojectreport2012.pdf

Gallagher, P.A., Abbott-Shim, M., & VandeWiele, L. (2011). An evaluation of the individualised learning intervention: a mentoring program for early childhood teachers. NHSA Dialog: *A Research-to-Practice Journal for the Early Childhood Field*, 14(2) 57-74.

Hujala, E., Waniganayake, M., & Rodd, J. (2013). *Researching leadership in early childhood education.* University of Tampere.

Mitchell, L., & Cubey, P. (2003). *Characteristics of professional development linked to enhanced pedagogy and children's learning in early childhood settings: Best evidence synthesis.* Wellington, NZ: Ministry of Education.

Murphy, C., & Thornton, K. (Eds.) (2015). *Mentoring in early childhood education: A compilation of thinking, pedagogy and practice.* Wellington, New Zealand Centre for Educational Research.

Nolan, A., Morrissey, A., & Dumenden, I. (2013). Expectations of mentoring in a time of change: views of new and professionally isolated early childhood teachers in Victoria, Australia. *Early Years: An International Journal of Research and Development.* 33(2) 109-114.

Version No:		Amended By	Jan Pettersen
Commencement Date	September 2023	Associated Programme Codes	

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE3023	ECE2016 ECE2029				10	8
Module Title	Supervised Practice Placement: The Reflective Educator					

School Responsible:	Social Sciences, Law and Education

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 educator. **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:	
1	Plan, implement and evaluate learning experiences with children's interests, development, curriculum, best practice guidelines and theoretical frameworks in mind.
2	Demonstrate understanding of the diversity of families and communities in which children live.
3	Demonstrate understanding of the importance of promoting professional relationships between service staff and families.
4	Establish and maintain professional relationships with all staff within the setting and external multi-disciplinary staff.
5	Demonstrate evidence of working as a reflective educator through engaging in critical reflective practice by incorporating theory, services' policies, procedures and practices.

6	Apply theoretical frameworks to all work with children and families.
7	Demonstrate engagement with the principles and standards of Síolta, Aistear, Aistear/Siolta Practice guide, Childcare Regulations (2016) and Children First (2015).
8	Demonstrate professional behaviour in relation to all aspects of the role of the early childhood educator.

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 educator.

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 third 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 at an advanced level
- 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 supervisor 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.

Total Teaching Contact Hours:	
Unit A: Student Contact Hours with Placement	300 hours
Unit B: Tutorials	48 hours

Total Self-Directed Learning Hours:

Module Delivery Duration:
Semester 1 & 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment**
Unit A: The practice supervisor 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 supervisor draws on a wide range of evidence in making the final assessment including observations of student in practice, feedback from practice supervisor'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 the placement. The student, the practice supervisor 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	Satisfactory or Unsatisfactory	1-8

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. **Unit B:** Active participation in individual and group tutorials.	Satisfactory or Unsatisfactory 80% attendance	1-8

Module Specific Assessment Arrangements (if applicable)	
(a) Derogations from General Assessment Regulations	Satisfactory or unsatisfactory
(b) Module Assessment Thresholds	100% Attendance requirement for Unit A 80% Attendance requirement for Unit B
(c) Special Repeat Assessment Arrangements	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 4. A student may not undertake more than two repeat Supervised Practice Placements during the four year programme and not consecutively in the Supervised Practice Placements within and across the 4 years of the Programme.

Version No:		**Amended By**	Mary Delany and Martina Ozonyia
Commencement Date		**Associated Programme Codes**	TU995

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE 3032					5	
Module Title	Pedagogical & Practice Documentation					

School Responsible:	Social Sciences, Law and Education

Module Overview:
This module builds on the learning of previous modules and work placement practices. It is linked to the third-year placement practice module which provides students with the opportunity to link theory and classroom learning with work-based practice and display critical reflective skills. It facilitates the development of practice skills and competencies in an Early Years environment. Students will complete this project while on placement in an Early Years setting. In this project, students will document the application of Aistear, the curriculum Framework for Early Childhood (2009) and Siolta, the national quality Framework for Early Childhood (2009) in their work in an Early Years setting. Students will observe and document a child/children's holistic development and reflect on how best to support the development of children as competent learners. They will plan, complete and review meaningful learning experiences within their setting in collaboration with their setting supervisor and team. Students will submit a placement project detailing their experiences and will also be required to make a presentation to a group of their peers on this intervention. Knowledge and respect for equality and diversity of the children, families and communities involved in student settings should be evident in this project.

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Demonstrate competence in communication, social responsiveness and building relationships with young children.
2	Demonstrate the ability to observe and document a child/children holistic development in an Early Years setting.
3	Plan appropriate learning experiences with children's interests, holistic development, curriculum, best practice guidelines and theoretical frameworks in mind.
4	Demonstrate commitment to teamwork and professional relationships with staff and supervisors of the Early Years' Service.
5	Provide evidence of their own professional development, initiative, responsibility and documentation of own learning and self-assessment.
6	Demonstrate evidence of working as a reflective practitioner through engaging in critical reflective practice by incorporating theory, services' policies, procedures, and practices.

7	Illustrate an awareness of diversity in Early Childhood Education in engagement with children, families, and communities.
8	Establish relationships with parents based on mutual understanding, trust and cooperation

Indicative Syllabus:

This module will revisit and build on theory, practice skills and competencies attained in previous modules which focused on professional development and curriculum.

Lectures will take the form of workshops and placement review with particular focus on:

Documentation and process of Observation and identification of children's needs to ensure appropriate provision of Learning experiences

Process and Documentation of personal self-assessment and critical reflection skills

Child-centred and Children's Rights based practice

Adopting an inclusive and democratic approach to working in contexts of diversity.

Identifying parents/ caregivers as having the main educational responsibility for their children and building partnerships and trust with parents and local communities through having open-ended communications and cooperation.

Students will submit and present on their project at the end of the semester.

Learning and Teaching Methods:

Workshops, 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:

Semester 1 & 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Portfolio	80%	1-8
Presentation	20%	1-8
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Indicative Reading:

Carr, M., & Lee, W. (2019). *Learning stories in Practice*. Sage Publications.

Urban, M., Lazzarri, A., Vandenbroeck, M., Peeters, J., & van Laere, K. (2011). *Competence requirements in early childhood education and care*. European Commission, Directorate-General for Education and Culture.

Department of Justice, Equality & Law Reform, (2002). *Model framework for education, training and professional development in the early childhood care and education sector*. The Stationery Office.

Department of Education and Science (2009). *Developing the workforce in the ECCE sector*. Background and discussion paper. The Stationery Office.

Feeney, S. (2012). *Professionalism in early childhood education: Doing our best for young children*. Pearson.

Jones, M., & Shelton, M. (2011). *Developing your portfolio: Enhancing your learning and showing your stuff. A guide for the early childhood student or professional*. (2nd ed.) Routledge.

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.ncca.ie/en/Practice-Guide: website for the Aistear/Siolta Practice Guide.
www.tusla.ie: website of the new Child & Family Agency
www.gov.ie Dept of Children and Youth Affairs
www.education.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

Version No:		Amended By	Mary Delany and Katarina Filipovic
Commencement Date	September 2023	Associated Programme Codes	TU995

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2018	None				5	8
Module Title	Sociology of Education & Inequality					

School Responsible:	Social Sciences, Law and Education

Module Overview:
This module is aimed at third year students of the BA in Early Childhood Education, building on the Sociological foundations module of the second year of the programme. The module continues to address child–adult relations within changing social contexts, but does so with a particular emphasis on power ratios between different positions or identities structured by social class, gender, ethnicity, ability and generation. The module provides the theoretical and conceptual tools for examining and explaining inequality in education and society, especially in relation to the preschool sector.

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	Assess the efficacy and relevance of key sociological concepts in explaining unequal social relations and outcomes in educational settings
2	Critically compare and evaluate relevant sociological theories of inequality and identity formation
3	Critically reflect on the structures and processes (as well as their intersection) that contribute to inequality in society
4	Apply theories of educational inequality to the Irish early years sector

Indicative Syllabus:
Sociological perspectives on educational inequality – functionalist; social reproduction; post-structuralist; feminist; child standpoint/social studies of childhood
Conceptualising equality and inequality in terms of social interdependence and interaction
Social structures and processes of education through key sociological concepts – social class; gender, race and ethnicity, (dis)ability; child–adult power relations
Intersections of inequality

Learning and Teaching Methods:	
Lectures, group discussions, student presentations	

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

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Exam	70%	1–3
Continuous assessment Indicative assessment: Continuous assessment is comprised of one group presentation during the semester. This is based on the critical reading and comparison of two prescribed journal articles. In relation to tutorial discussions, these occur in the time available following the group presentation. Students should aim to extend the discussion, saying something different, or elaborating on previous points (including those made during student presentations). Students can also connect the discussion of the articles with broader or other theoretical frameworks within the relevant concept/topic. Formative feedback is provided through prior class discussion of a prescribed text, usually one of the journal articles due for presentation, based on worksheets.	30%	1, 4

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

Indicative Reading:

Blaise, M. (2012). *Playing it straight: Uncovering gender discourse in the early childhood classroom*. Routledge.

Connolly, P. (2002). *Racism, gender identities and young children: Social relations in a multi-ethnic, inner city primary school*. Routledge.

Devine, D. (2003). *Children, power and schooling: How childhood is structured in the primary school*. Trentham.

Gabriel, N. (2017). *Sociology of early childhood*. London: Sage.

Lynch, K., & Lodge, A. (2002). *Equality and power in schools: Redistribution, recognition, and representation*. Routledge.

MacNaughton, G. (2000). *Rethinking gender in early childhood education*. Sage.

Platt, L. (2019). *Understanding inequalities: Stratification and difference* (2nd ed.). Polity.

Qvortrup, J., Corsaro, W. A., & Honig, M.-S. (Eds.). (2009). *The Palgrave handbook*

> *of childhood studies*. Palgrave.
>
> The module also relies on a variety of journal articles for specific concepts.

Version No:		Amended By	Paddy Dolan
Commencement Date		**Associated Programme Codes**	TU995

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2017	None				5	8
Module Title	Law					

School Responsible:	Social Sciences, Law and Education

Module Overview:
The module is designed to equip the student with an appreciation of the means by which legal provisions regulate the welfare and safety of the child in Irish society as well as introduce students to the wide variety of legal issues affecting the family. It aims to instruct students on the role of the courts within this area of law. The module also aims to examine the legal and regulatory context of early childhood education as well as exploring questions of rights and equality with 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

1	Identify and explain the various types of 'law' that can affect children in Ireland e.g. EU law, the Constitution, legislation and case law
2	Explain the basic means by which the area of child care is legislated for and regulated in Ireland
3	Critically assess and examine how legislation and court decisions impact on and affect the child in Ireland
4	Examine the potential of legislative/constitutional provisions to tackle inequality
5	Understand the impact of childcare legislation and regulations with amendments and their consequences for the operation of Early Years services.

Indicative Syllabus:

1. Introduction to law in Ireland
   Introduction to legal terminology; sources of law – Primary sources: EU, Constitution, legislation, case-law; secondary sources including international law

2. The Court System and Structure in Ireland – civil and criminal courts in Ireland and their roles

3. Marriage and Marital Breakdown – requirements for a valid marriage; nullity; separation; divorce and consequences of all of the above for children

4. Domestic Violence – definitions; legislation and various orders available from the courts

5. Guardianship, Custody and Access – differentiation between these terms and understanding of rights and duties in the event of parental separation

6. **Child Protection** – how the State protects children who are at risk/in need of protection

7. **Child representation and participation** – the legal position on the voice of the child

8. **Education Rights –** the right to education and rights within education in Ireland

9. **Regulation of childcare service and data protection** – legislation and regulation governing child care services in Ireland and how they must operate; protecting data within the childcare setting

Learning and Teaching Methods:	
Lectures, class exercises and group discussions	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
Semester 1

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Reflective Journal	30%	1-5
Exam	70%	1-5
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Indicative Reading:
Books:
Bracken, L. (2018). *Child Law in Ireland.* Dublin: Clarus Press.
Bracken, T. (2016). *The Modern Family: Relationships and the Law*. Dublin: Clarus Press.
Bunreacht na hEireann/Irish Constitution (available from Government Publications Office).
Byrne R., & McCutcheon J.P. (2014). *Byrne and McCutcheon on the Irish Legal System* (6th ed). Bloomsbury Professional.
Kenneally, A., & Tully, J. (2013). *The Irish Legal System*. Clarus Press.
Kennedy, D., & Maguire, E. (2016). *Irish Family Law Handbook.* (5th ed). Bloomsbury Professional.
Ní Mhuirthile, T., O'Sullivan, C., & Thornton, L. (2016). *Fundamentals of the Irish Legal System: Law, Policy and Politics*. Round Hall.
Shannon, G. (2016). *Children and Family Relationships Law in Ireland.* Clarus Press.
Wood, K. (2014). *Family Breakdown: A Legal Guide*. Clarus Press.

Journals:

International Journal of Children's Rights (available via SocIndex/Academic Search
  Complete).
International Journal of Law, Policy and the Family (available via Lexis).
Irish Journal of Family Law (available on Westlaw).

Version No:		**Amended By**	Fiona Broughton Coveney
Commencement Date	September 2023	**Associated Programme Codes**	TU995

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2018					5	8
Module Title	Research Methods: Documenting Young Children's Meanings					

School Responsible:	Social Sciences, Law and Education

Module Overview:
Developing on the students' knowledge from ECE1009 this module particularly focuses on exploring strategies and resources for early childhood educators to support, encourage and document children's meanings in early childhood settings and research. 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, sharing and documenting children's experiences will be presented and discussed. A key aim is to further develop the students' research skills, in particular doing research with young children.

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	Review key concepts of research methods with a focus on early childhood education;
2	Understand key ethical issues in research with children (child protection, child assent, parental consent, confidentiality and anonymity);
3	Conceptualise pedagogical documentation as research with children and early childhood educators with a view to making children's meanings visible;
4	Recognise children as agents of their development and learning through making visible children's theories and explanations for making sense of the world around them;
5	Develop greater understanding of child-centred, age-appropriate research methods and innovative strategies to enhance children's participation in research;
6	Further develop and build skill in carrying out a range of observations types with a view to accessing, interpret and share young children's perspectives and experiences;
7	Gain insight into a range of multi-modal research methods (e.g. photography, drawings, child conferencing) informed by the Mosaic Approach, and mindfulness, in order to access and facilitate the expression of thoughts, feelings, values, and culture of children participating in research;
8	Further build on and expand skills of listening to young children's perspectives and supporting and documenting children's conversations in research with children
9	Further develop skills in data analysis and strategies to facilitate sharing children's experiences through research;
10	Build skills of writing effective research reports

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.

Learning and Teaching Methods:	
A range of methods will be adopted including lectures, workshops, group discussions and presentations. Brightspace will be used to support students' independent learning.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Essay	30%	**1-4**
Project	70%	**5-10**
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Indicative reading

Clark, A. (2017). *Listening to Young Children*. Jessica Kingsley Publishers.

Carr, M., & Lee, W. (2019). *Learning Stories in Practice.* Sage.

Greig, A., Taylor, J., & McKay, T. (2013). *Doing research with children* (3rd ed.). Sage Publications.

Edwards, C., Gandini, L., & Forman, G. (Eds.) (2012). *The hundred languages of children: The Reggio Emilia experience in transformation* (3rd ed.). Clio.

Farrell, A., Kagan, S., & Tisdall M., (Eds.). *The Sage handbook of early childhood research*. Sage Publications.

Fawcett, M., & Watson, D. (2016). *Learning Through Child Observation*. Jessica Kingsley Publishers.

Fleet, A., Patterson, C., & Robertson, J. (2017). *Pedagogical Documentation in Early Years Practice: Seeing Through Multiple Perspectives*. Sage Publications.

Halpenny, A. M. (2021). *Capturing children's meanings in early childhood research and practice: A practical guide*. Routledge.

Harcourt, D., Perry, B., & Waller, T. (Eds.). (2011). *Researching Young Children's Perspectives: Debating the Ethics and Dilemmas of Educational Research with Children*. Routledge.

Johnson, V., Hart, R., & Colwell, J. (Eds.). (2014). *Steps for engaging young children in research: The guide*, Vol. 1. Bernard van Leer Foundation.

Johnson, V., Hart, R., & Colwell, J. (Eds.). (2014). *Steps for engaging young children in research: The researcher toolkit*, Vol. 2. Bernard van Leer Foundation.

Krechevsky, M., Mardell, B., Rivard, M., & Wilson, D. (2013). *Visible learners:Promoting Reggio-inspired approaches in all schools*. Jossey-Bass.

Mukherji, P., & Albon, D. (2018). *Research methods in early childhood: An introductory guide* (3rd ed.). London: Sage Publications.

Murray, J. (2017). *Building knowledge in early education: Young children are researchers*. Routledge.

Nilson, B. A. (2017). *Week by week: Plans for documenting children's development.* Cengage Learning.

Roberts-Holmes, G. (2018). *Doing your early years research project: A step by step guide*. Sage Publications.

Rose, G. (2016). *Visual methodologies: An introduction to researching with visual materials*. (4th ed.). Sage.

Version No:		**Amended By**	Ann Marie Halpenny
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List of Year 4 Modules with weighting

Module Code	Module Name	Contact hours	Independent learning hours	ECTS
ECE4000	Therapeutic Skills with Young Children and Families	36	64	10
ECE3019	Early Years and School-Age childcare – Pedagogy and Curriculum	48	152	5
ECE2013	Digital Childhood	24	76	5
ECE4002	Children's Rights and Advocacy in the Early Years sector	24	76	5
ECE3021	Introduction to Business & Management Skills	24	76	5
ECE4001	Creativity in Early Childhood Education	24	76	5
ECE4037	Supervised Practice Placement 4	100 (over one semester)		5
ECE3024	Research Methods	24	76	5
ECE4038	Dissertation	4	296	15

Programme Schedule Year 4

*Semester indicated for assessment may be subject to change.

Module title	Module Code	ECTS	Core/ Option *	Weekly hours				Assessment		Pre requisite/ co-requisite
				Lecture	Lab / practical	Tutorial	Self-Directed learning	Continuous Assessment %	Examination %	
Semester One										
Therapeutic Skills with Young Children and Families	ECE4000	10	Core	3			5	Essay (50%) Reflective Journal (50%)		
Introduction to Business and Management	ECE3021	5	Core	2			6	Essay (100%)		
Early Years and School-Age childcare – Pedagogy and Curriculum (delivered over Semester 1 & 2)	ECE3019	5	Core	2			6	Group Presentation (40%) Project (60%)		
Research Methods	ECE3024	5	Core	2			6	Test on key concepts (30%) Research proposal (70%)		

Supervised Practice Placement 4	ECE4037	5	Core							ECE3023
Semester Two										
Digital Childhood	ECE2013	5	Core	2			6	Online Portfolio (100%)		
Children's Rights and Advocacy in the Early Years	ECE4002	5	Core				6	Project (100%)		
Creativity in Early Childhood Education	ECE4001	5	Core				6	Group Project (60%) Reflective Journal/Essay (40%)		
Dissertation	ECE4038	15	Core				25	Dissertation (100%)		

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE4000					10	8
Module Title	Therapeutic Skills with Young Children and Families					

School Responsible: Social Sciences, Law and Education

Module Overview:

This module comprises theoretical, experiential and practical skills components of therapeutic play skills and counselling skills in Early Years settings within a person-centred framework. The aim of this module is to provide students with a foundation in the theory and use of non-directive therapeutic skills which will enhance their interactions and critically reflective practice with young children and families 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	Demonstrate knowledge of the key assumptions and principles of person-centred counselling and non-directive play therapy.
2	Critically compare person-centred counselling and non-directive play therapy with other schools of counselling and play therapy.
3	Discuss the difference between play therapy/counselling and use of non-directive therapeutic skills with young children and families
4	Critically analyse ethical and cultural principles in the use of therapeutic skills in early years practice.
5	Facilitate creative and expressive communication in the use of non-directive therapeutic play skills with young children.
6	Identify criteria for appropriate play materials in the use of non-directive therapeutic play skills during the early years.
7	Demonstrate evidence of the acquisition of core non-directive therapeutic play skills and counselling skills
8	Discuss the importance of self-awareness and demonstrate critical reflection on the use of non-directive helping skills in early years settings
9	Critically evaluate the application of non-directive therapeutic play skills and counselling skills in early years settings.

Indicative Syllabus:

Nature and purpose of counselling and play therapy

Approaches to professional helping: An overview of different theoretical approaches and techniques of counselling and play therapy

Principles and practice of person-centred counselling and child-centred play therapy

Ethical and cultural considerations of counselling and play therapy

Use of self in the therapeutic process

Distinction between play therapy/counselling and therapeutic skills with young children and families

Criteria for appropriate play materials and rooms for young children in non-directive play therapy

Exploration and practice of core non-directive therapeutic skills with young children and families

Learning and Teaching Methods:

Lectures, group discussions, practical exercises, small group work, role play, case studies, videos and guest lecturer workshops.

Total Teaching Contact Hours	36
Total Self-Directed Learning Hours	64

Module Delivery Duration:

Semester 1

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Essay	50%	1-4
Reflective Journal	50%	5-9

Module Specific Assessment Arrangements (if applicable)	
a. Derogations from General Assessment Regulations	
b. Module Assessment Thresholds	Minimum attendance of 75% is required in order to pass this module.
c. Special Repeat Assessment Arrangements	

Indicative Reading:

Axline, V. (1998). *Dibs-In search of self: Personality development in play therapy*. Penguin.

Bond, T. (2015). *Standards and ethics for counselling in action* (3rd ed.). Sage.

Casas, M., Suzuki, L.A., Alexander, C.M., & Jackson, M.A. (2016). *Handbook of multicultural counselling* (4th ed.). Sage.

Chown, A. (2015). *Play therapy in the outdoors: Taking play therapy out of the playroom and into natural environments*. Jessica Kingsley Publishers.

Cochran, N.H., Nordling, W.J., & Cochran, J.L., (2010). *Child-centred play therapy. A practical guide to developing therapeutic relationships with children*. John Wiley & Sons.

Courtney, J.A. (2020). *Infant play therapy: Foundations, models, programs and practice*. Routledge.

Geldard, K., Geldard, D., & Yin Foo, R. (2017). *Counselling children: A practical*

introduction (5th ed.). Sage.

Gilbert, P. (Ed.) (2017). *Compassion: Concepts, research and applications*. Routledge.

Jennings, S., & Holmwood, C. (2020). *The Routledge international handbook of play, therapeutic play and play therapy*. Routledge.

Landreth, G. (2012). *Play therapy: The art of the relationship*. Routledge.

Nicholson, J., Shimpi Driscoll, P., & Kurtz, J. (2020). *Culturally responsive self-care practices for early childhood educators.* Routledge.

Nelson-Jones, R. (2014). *Practical counselling and helping skills* (6th ed.). Sage.

Rogers, C. (1967). *On becoming a person. A therapist's view of psychotheraphy*. Houghton Mifflin.

Wilson, K., & Ryan, V. (2005). *Play therapy: A non-directive approach for children and adolescents* (2nd ed.). Elsevier.

Version No:		Amended By	Sinéad Freeman, Ann Marie Halpenny, Dorit W. Deering
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Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE 3019					5	8
Module Title	Early Years and School-Age childcare – Pedagogy and Curriculum					

School Responsible:	Social Sciences, Law and Education

Module Overview:
Building on two earlier modules, in this advanced module, students will reflect on their experiences of curricula to date and apply principles of international contemporary approaches, educational philosophies and current theories of how children think and learn as advocated for in Aistear: The Early Childhood Curriculum Framework. This will be supported by curriculum planning, assessment and documentation for early learning in their practice placement. Pedagogy, pedagogical organisation and pedagogical interactions to enhance children's learning and development from 0-14 years will be analysed. Factors that influence curriculum and pedagogical approaches such as the new sociology of childhood, children's rights, political and cultural influence will be explored. The module will 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. Students will engage with important debates in School-Age childcare provision, such as quality of service provision, and the importance of play for the older child. An understanding of middle age child development in the context of education provision in primary schools and the complexity of roles and relationships in an out of school environment will also be outlined.

Learning Outcomes (LO):	
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. This includes the identification of key features of the primary school curriculum and current evaluation of this curriculum model.
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, Assessment and evaluation through critical reflection.
6	Assess children's learning and use that information to devise pedagogical plans to enhance children's learning and development.
7	Critically reflect on pedagogy, pedagogical organisation or framing and pedagogical interactions to enhance children's learning and development in both early years and afterschool provision.
8	Critically evaluate national and international school age childcare provision.

9	Apply the theories of play to programme planning and implementation in an school age childcare setting
10	Explain the complexity of roles and relationships in middle age childcare and education

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,
Aim 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.
Critical evaluation of these different curricula with a focus on methods of assessment, principles of curriculum design, features of curriculum implementation: planning, organisation, appropriateness for the individual child and for group, cultural appropriateness, equality issues.

5. Assessment overview
Interactive Process of Curriculum Planning,Assessment and reflection. 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. Assessment Techniques - Undertaking Assessment to Plan for Early Learning
The practicalities of undertaking formative and summative assessment for early learning; Documentation portfolio building: child observation record, learning stories: learning outcomes for children; opportunities for child initiatives and spontaneous learning; further knowledge about individual children and child development short-term; 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 and parent assessment to the development of curriculum planning and delivery in the service.

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

8. Child Development and Play 6-14 years
SPICE activities (social, physical, intellectual, communication and emotional) meeting the developmental needs of the child using play activities. Middle age child development for those aged 6-14. Importance of play in after school settings (indoor and outdoor). Risky play. Theories of play. Planning activities - including children' voice and age appropriate Learning Experiences/ curriculum. Risk Assessment.

9. Quality
International models and frameworks of quality. Children's spaces. Environment-physical, psychological and social. Policies and procedures for an after school setting. Provision for diversity, gender, equality, language, culture, ability. Working with specialist groups of children, disability, foster children, travelling community, resilience. Ecological perspective. Helping children with homework - strategies and good practice.

10. Relationships
Roles and relationships within school aged childcare. Working with parents- service meetin parents or child's need? Relationships with young persons - balancing individual v group needs. Relationships with others. Skills needed by a practitioner such as promoting inclusive practice, and critical reflection. Inter age relationships.

Indicative Reading:
DCYA. (2016). *Diversity, Equality & Inclusion charter and guidelines for Early Childhood Care and Education*. Stationary office.
Dubiel, J. (2014). *Effective assessment in the early years foundation stage*. Sage Publications.
Dunphy, E. (2008). *Supporting early learning and development through formative assessment.* A research paper. National Council for Curriculum and Assessment (www.ncca.ie).
Kernan, M. (2007). *Play as a context for early learning and development: A research paper*. National Council for Curriculum and Assessment (www.ncca.ie).
Epstein, A. (2014). *Essentials of active learning in preschool* (2nd ed.). Ypsilanti, HighScope Press.
Evans, B. (2007). *You can't come to my birthday party: Conflict resolution with young children*. HighScope Press.
French, G. (2007). *Children's Early Learning and Development*. A research paper National Council for Curriculum and Assessment (www.ncca.ie).
French, G. (2008). *Supporting quality: Guidelines for best practice in early Childhood services. Book 2: Enhancing children's learning and development* (3rd ed.) Barnardos.
French. G. (2014). *"Let them talk": Evaluation of the Ballyfermot Language Enrichment Programme*. Pobal.
National Council for Curriculum and Assessment. (2009). *Aistear: Guidelines for*

good practice. National Council for Curriculum and Assessment.

Brown, F., & Taylor, C. (2008) *Foundations Of Playwork*, McGraw-Hill Education.

Department of Justice Equality & Law Reform (2005). School Age Childcare, Report of a Working Group of the National Childcare Comittee, DJELR

Holt, S., & Pugh, E. (2004). *After School a Practice Guide for Providers,* Barnardos.

Mah, V.K., & Ford-Jones E. L. (2012). Spotlight on middle childhood: Rejuvenating the 'forgotten years' middle childhood from 6 years. *Pediatric Child Health,* 17(2):81-83.

Learning and Teaching Methods:

Lectures, discussions, links to placement work, case studies, reading, self-directed study.

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

Module Delivery Duration:

Semester 1 & 2

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Group Presentation	40%	1,2,3, 4 & 5
Project	60%	4,5,6,7,8,9 & 10
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds	Minimum attendance of 75% is required in order to pass this module.	
(c) Special Repeat Assessment Arrangements		

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Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE2013					5	8
Module Title	Digital Childhood					

School Responsible:	Social Sciences, Law and Education

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 SES and culture. 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: 12 Online: 12
Total Self-Directed Learning Hours	Self study: 76

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Online Portfolio	100%	
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)
Arnott, L. (Ed.). (2017). *Digital technologies and learning in the early years*. Sage.
Buckingham, D. (2013). *Beyond Technology: Children's Learning in the Age of Digital Culture*. Polity Press.
Siraj-Blatchford, J., & Whitebread, D. (2003). *Supporting ICT in the Early Years (Supporting Early Learning)* Open University Press.

Supplemental Reading: (author, date, title, publisher)
Holloway, S., & Valentine, G. (2003). *Cyberkids: children in the information age.* Routledge Falmer.
Parton, G. *ICT (Early Years Series*): Early Years Series Folens Publishers.

Plowman, L. (2004). "Hey, hey, hey! It's time to play." Exploring and mapping children's interactions with 'smart' toys in *Toys, Games and Media*, (2004) ed's. D. Buckingham, G. Brougeres, J. Goldstein. Lawrence Erlbaum, Mahwah, NJ.

Pettersen, J. (Ed.) (2009). *Youth Media Democracy; perspectives on new media literacy*. CSER – DIT. Dublin.

Plowman, L. (2005). *Getting the Story Straight: the role of narrative in teaching and learning with interactive media.* To appear in *Cognition, Education and Communication Technology*, eds. P. Gardenfors & P. Johansson. Lawrence Erlbaum, Mahwah, NJ.

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Commencement Date	September 2024	**Associated Programme Codes**	

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Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE4002					5	Level 8
Module Title	Children's Rights and Advocacy in the Early Years sector					

School Responsible:	Social Sciences, Law and Education

Module Overview:
This module aims to engage learners in a critical examination of children's rights and the United Nations Convention on the Rights of the Child. Learners will develop an understanding of the history and development of children's rights to voice, agency and participation using a socio-cultural perspective based on the new construction of childhood, which regards children as social beings rather than becomings. It will explore the complex concept of Advocacy in the Early Years sector. It will outline the need for advocacy at both the micro and macro level of the Early years system to enhance self-identity, personal and professional competencies and recognition. It will develop the learner's knowledge of the role of advocacy to enhance social justice, promote equality and inclusion and provide quality services for children and families in the early years sector.

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Examine critically children's rights and the importance of the child's voice.
2	Apply a theoretical perspective to children's agency, participation and voice.
3	Show evidence of the implementation of the use of a children's rights approach in an Early Years setting
4	Define Advocacy and various forms of advocacy that can be relevant to the Early Years
5	Examine the possibilities for Early Childhood Educators to become advocates for micro and macro change in the Early Years system.
6	Identify and practice elements of the skill set required to enhance advocacy and activism in the Early Years sector

Indicative Syllabus:
UN Convention on the Rights of the Child and Children's Rights What we mean by human rights and by children's rights, the United Nations Convention on the Rights of the Child. Participation, consultation and children's rights. Emphasis on the importance of children's rights rather than needs to be considered in early childhood education, and how these are essential to quality practice. **Children's rights and the child's voice in Early Years settings.** How children's rights are recognised and respected in early years settings, including the right to make decisions and choices, and the right to participate. Early childhood educators and child-adult relations as enablers of participatory approaches. Focus on potential barriers to participatory approaches in early childhood.

Implementation of a Children's Rights approach
Exploring methods of consultation with children. Empowering children. Shared decision making. Participation versus Protection Lundy's model of Participation. Practice strategies explored.

Advocacy
Definition of Advocacy. Complexity of advocacy as a concept explored. Potential strategies in advocating for children and families, self, colleagues and the Early Years profession, as identified in the First 5 Early Learning and Care Strategy and the Department of Education criteria for Early Learning and care degree programmes. Advocacy for children and families will be a core role of the early childhood educator with their increased involvement in family hubs.

Advocacy Skillsets
Critical reflection, critical imagination, critical literacy and critical action. Enhanced communication and leadership skills including negotiation, decision making, professional identity and confidence skills to increase the development and maintenance of effective relationships with management committees and multi-agency professionals and Government agencies. This will develop early childhood educators' advocacy skills for the promotion of social justice, equality and inclusion.

Advocacy, Social policy and Professional development
Sectoral issues outlined in relation to the need for advocacy. Social justice. Micro and macro advocacy influences in raising the professional status with multiple stakeholders and Governments. Is 'policy activist' a role for Early Childhood Educators? Advocacy for increased status and improved working conditions.

Learning and Teaching Methods:	
Lectures and discussions.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Project	100%	1,2,3,4,5,6
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations		
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Indicative Reading:

Bae, B. (2009). Children's Right to participate–challenges in Everyday Interactions, *European Early Childhood Education Research Journal*, 17(3), 391-406. https://doi.org/10.1080/13502930903101594

Committee on the Rights of the Child (2005) General comment No. 7 (2005) Implementing child rights in early childhood.

Committee on the Rights of the Child (2009) General comment No.12 (2009) The right of the child to be heard.

DCYA. (2016). Diversity, Equality & Inclusion charter and guidelines for Early Childhood Care and Education. Stationary office.

Coyne, I., Chubb, E., & Mallon, D. (2018). First 5: A national consultation with young children on a whole-of-government strategy for babies, young children and their families. Government of Ireland.

Hayes, N., & Bradley, S. (2009). *Right by Children: Children's Rights and Rights Based Approaches to Policy Making in Early Childhood Education and Care: The Case of Ireland*, Dublin: Irish Research Council Humanities and the Social Sciences. https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1037&context=cserrep

Lundy, L. (2007). 'Voice' is Not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child, *British Educational Research Journal*, 33(6), 927-942.

MacNaughton, G., Hughes, P., & Smith, K. (2007). Young Children's Rights and Public Policy: Practices and Possibilities for Citizenship in the Early Years, *Children & Society,* 21(6), 458-469.

Osgood, J. (2008). Professionalism and performativity the feminist challenge facing early years practitioners in The Routledge Reader in Early Childhood Education, ed. E. Wood Routledge.

Wolfe, T., O'Donoghue-Hynes, B., & Hayes, N. (2013). 'Rapid Change without Transformation: The Dominance of a National Policy Paradigm Over International Influences on ECEC Development in Ireland 1995-2012', *International Journal of Early Childhood,* 45(2), 191-205.

Schmit, C. (2020) Advocacy for Early Childhood Educators: Speaking up for your students, your colleagues and yourself. Routledge

Mevawalla, Z., & Hadley, F. (2012) The advocacy of educators: Perspectives from Early Childhood *Australian Journal of Early Childhood* 37(1) 73-80

Sumsion, J. (2017) From Whitman to economic rationalism and beyond: A Conceptual framework for political activism in children's services. *Australian Journal of Early Childhood* 3(1) 1-9.

Version No.		Amended by	Mary Delany
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Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE3021					5	8
Module Title	Introduction to Business and Management skills					

School Responsible:	Social Sciences, Law and Education

Module Overview:

This module should provide will 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 administration skills in a context of the policy and legal frameworks guiding this professional area.

The module will also provide knowledge and skills applicable to the development of a business plan relative to the childcare, which would include market research, staffing and other related areas.

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	Understand the role and function of the manager in relation to day to day management of an Early Education service, including office administration.
2	Have the ability to demonstrate and understand the skill and process involved in the area of Human Resources management, including recruitment and selection of staff.
3	Describe the elements of a professional contract with its terms and conditions.
4	Outline and understand the various components of a business plan relative to the childcare sector.
5	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.
6	Understand the legislative requirements, importance and relevance of having policies and procedures in relation to staffing and other areas.
7	Have basic understanding of the financial concepts related to the daily operation of a small business.

Indicative Syllabus:

1. Role of the Manager

Broad overview of the role of the manager and the manager's various functions within the childcare context and basic elements of office administration.

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.

6. Legal concepts

The module will explore applicable legal concepts relevant to the operation of a business, such as contract formation and termination, tort law and 'duty of care', legal incorporation.

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:
Semester 1

Assessment		
Assessment Type	**Weighting (%**	**LO Assessment (No.)**
Essay	100%	1-7
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)

Aubrey, C. (2011). *Leading and Managing in the Early Years* (2nd ed.). Sage Publications.

Department of Children and Youth Affairs. (2016). *Childcare Act 1991. (Early Years Services) Regulations 2016.* Gov. Press. Dublin.

Hearron, P., &. Hildebrand, V. (2011). *Management of Child Development Centers* (8th ed.). Pearson.

Moloney, M., & Pettersen, J. (2017). *Early childhood education management. Insights into business practice and leadership*. Routledge.

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

Bratton, J., & Gold, J. (2012). *Human Resource Management: Theory & Practice.* Palgrave Macmillan.

Cole, G. A., & Kelly, P. (2011). *Management Theory & Practice* (7th ed.). Andover.

Centre for Early Childhood Development and Education. (2006). *Síolta: The national quality framework for early childhood education.* CECDE.

Isles-Buck, E., & Newstead, S. (2003). *Essential Skills for Managers of Child-Centered Settings.* David Fulton.

Jones, C., & Pound. L. (2008). *Leadership and Management in the Early Years: From Principles to Practice.* Open University Press.

Talan, T., & Jorde Bloom, P. (2011). *Program Administration Scale (PAS).* US. Teachers College Press.

Version No:		Amended By	Jan Pettersen
Commencement Date	September 2024	**Associated Programme Codes**	

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE4001					5	8
Module Title	Creativity in Early Childhood Education					

School Responsible:	Social Sciences, Law and Education

Module Overview:

The module will provide students the opportunity to critically examine and reflect on the role of creativity in their learning and personal development. Students will be motivated to express themselves and explore problems through an inquiry based learning approach, generating ideas in collaboration with their peers as well as in a self-initiated way. The theoretical underpinning of creativity will be explored. Students will be encouraged to use their imagination to overcome challenges and an emphasis will be placed on the creative process.

Learning Outcomes

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

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

1	Analyse relevant theories on creativity and critical thinking such as Csikszentmihalyi, Gardner, Piaget, Vygotsky, Lowenfeld, Housen, Yenawine and Clark as well as referring to the philosophies of Reggio Emilia.
2	Engage in online and blended activities on creativity such as ice-breakers, role-play, visual and audio.
3	Investigate opportunities to develop creative lessons in the context of the young child.
4	Explore a range of creative forms of expressions relative to the young child.
5	Discuss the importance of creative *Flow* and the physical/emotional environment required to achieve this.
6	Develop a programme of activity for a group of children on placement that incorporates creativity and critical thinking to bring about a range of sequential learning outcomes for a child or group of children on placement.

Indicative Syllabus:

Team work and collaboration

Students will work in small groups to scaffold learning and use creative decisions to be productive and innovative in their projects. Strategies will be developed to encourage the sharing of roles and ideas as well as using tasks such as brainstorming and *two-minute paper* reflection. Students will
be encouraged to work collaboratively and resolve conflicts within the group. Blended learning and practical workshops will be used throughout the module.

Creativity and critical thinking

Creativity and critical thinking skills will be developed. National policy frameworks Aistear and Siolta will be referred to and an emphasis will be placed on the role of

the adult in facilitating activities for children under six which emphasis the creative process. Key theorists on creativity and critical thinking will be explored with a focus on the work Csikszentmihalyi, Gardner, Piaget, Vygotsky, Lowenfeld, Housen, Yenawine and Clark as well as referring to the philosophies of Reggio Emilia.

Reflection
Students will be given opportunities for both peer and self-reflection through weekly workshops and recorded in a journal, which is assessed at the end of the module.

Application to practice
Students will apply their learning in creative and critical facilitation throughout the module to a project which will be carried out on placement with a group of children.

Learning and Teaching Methods:	
Interactive workshops both face to face and online, lectures and independent learning	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Group Project	60%	2,3,4,6
Reflective Journal/Essay	40%	1,2,3,4,5,6
Module Specific Assessment Arrangements (if applicable)		
a. Derogations from General Assessment Regulations		
b. Module Assessment Thresholds		
c. Special Repeat Assessment Arrangements		

Essential Reading:

Clark, A., & Moss, P. (2011). *Listening to young children: The mosaic approach*. Jessica Kingsley Publishers.

Douglas, A. Johnson (2015). *Teaching Outside the Lines: Developing Creativity in Every Learner*, Corwin SAGE company.

Lowenfeld, V., & Brittain, W. L. (1987). *Creative and mental growth* (8th ed.). Prentice Hall.

Wright, S. (2010). *Understanding creativity in early childhood: Meaning-making and children's drawing*. Sage.

Yenawine, P. (2013). *Visual thinking strategies: Using art to deepen learning across school disciplines*, Harvard Education Press.
Yenawine, P. (2018). *Visual thinking strategies for preschool: Using art to enhance literacy and social skills.* Harvard Education Press.

Supplemental Reading: (author, date, title, publisher)
Csikszentmihalyi, M. (2014). Society, culture, and person: A systems view of creativity. In *The systems model of creativity* (pp. 47-61). Springer, Dordrecht.

Journal Articles:
Cheung, R. H. P. (2010). Designing movement activities to develop children's creativity in early childhood education. *Early Child Development and Care*, *180*(3), 377-385.

Version No:	1	Amended By	Tara Power, Leslie Cassells & Jan Pettersen
Commencement Date	September 2024	Associated Programme Codes	

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE4037	ECE3023				5	8
Module Title	Supervised Practice Placement 4					

School Responsible:	Social Sciences, Law and Education

Module Overview:
This module is the culmination of the practice placement element of the four year programme. At this stage, the student should exhibit capacity to critically reflect, lead and advocate for effective children's rights and quality early years provision. This module is designed to enable the student to demonstrate their ability to plan and prepare for the early learning and therapeutic development of children through the use of relevant theory. Existing placement environments will be evaluated for the purpose of preparing a proposal which could add to, or enhance current practice in a meaningful way. Throughout this module, the student will also actively and appropriately lead the process of engagement with the children, team members, their supervisor and other relevant multidisciplinary teams/stakeholders. Their engagement should demonstrate ability to document and evaluate their approach together with the supervisor and the tutor.

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 ability to observe and evaluate the Early Years learning environment.
2	Confidently engage with stakeholders.
3	Apply their professional skills as an educator.
4	Use effective and efficient self-directed study skills.
5	Demonstrate ability to assess their work together with the placement supervisor.

Indicative Syllabus:
1. Leadership and engagement
Exploring appropriate approaches to engagement with children and staff. Applying leadership, information technology, creativity, business, therapeutic and advocacy skills.
2. Critically observing and reflecting on practice
Seeking to apply focused observation, analytic and reflection skills by drawing on knowledge, practice and values gained through engagement in the previous three years in this university. Particular focus on implementation of Siolta (2006) standards and recommendations from the First 5 strategy.
3. Planning for Early Learning

Using Learning Stories and knowledge, skills and values as outlined in Aistear (2009) students will advocate for and lead in a collaborative Children's Rights based approach to enhance practice in a placement setting. This may also be in a policy or social justice placement where through observation/documentation, analysis, research and in-depth evaluation a relevant project towards meaningful change or addition to practice is identified and developed.

4. Documentation and Evaluation

Learning and Teaching Methods:

The main responsibility for learning and teaching in the Supervised Practice Placement lies with the student and supervisor, 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.

Total Contact Hours in Practice Placement	100 hrs.
Total Self-Directed Learning Hours including Tutorials	24 hrs.

Module Delivery Duration:

Semester 1

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
The practice supervisor 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 supervisor draws on a wide range of evidence in making the final assessment including observations of student in practice, feedback from practice supervisor'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	Satisfactory or Unsatisfactory	1-5

will receive regular feedback, both positive and developmental during the placement. The student, the practice supervisor 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 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.		

Module Specific Assessment Arrangements (if applicable)	
(a) Derogations from General Assessment Regulations	
(b) Module Assessment Thresholds	100% attendance
(c) Special Repeat Assessment Arrangements	This module is non-compensatory (i.e. marks awarded in other modules may not be considered to compensate the progression of a student to final graduation. A student may not undertake more than two repeat Supervised Practice Placements during the four years of the programme and not consecutively in the Supervised Practice Placements within and across the four years of the Programme.

Essential Reading: (author, date, title, publisher)
Aistear Siolta Practice Guide www.aistearsiolta.ie

Campbell-Barr, V. (2016). *Quality and leadership in the Early Years*. Sage.

Moloney, M., & Pettersen, J. (2017). *Early childhood education management. Insights into business practice and leadership*. Routledge.

Scouller, J. (2011). *The three levels of leadership: How to develop your leadership presence, knowhow and skill*. Management Books.

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

Barnardos. (2015). *Reflective practice for early childhood professionals*. Barnardos.

Brock, A., & Rankin, C. (2011). *Professionalism in the interdisciplinary early years team*. Bloomsbury.

Dept. of Education and Science (2009). *Developing the workforce in the ECCE sector*. Background and discussion paper. The Stationery Office.

Feeney, S. (2012). *Professionalism in early childhood education: Doing our best for young children.* Pearson.

Urban, M. (2011). *CoRe. Competence requirements in early childhood education and care* A study for the European Commission Directorate. University of East London, Cass School of Education and University of Ghent, Department for Social Welfare Studies.

Version No:		**Amended By**	Jan Pettersen
Commencement Date	September 2024	**Associated Programme Codes**	

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE3024					5	8
Module Title	Research Methods					

School Responsible:	Social Sciences, Law and Education

Module Overview:
Building on the learning acquired in earlier research methods module, such as understanding the relationship between research, policy and practice, finding and evaluating literature, ethical principles in research, carrying out research with young children and using appropriate methods to collect and interpret data this final year module prepares students to complete a piece of research semi-independently.

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 role of research to inform policy and practice in the early education sector.
2	Source and critically review literature relevant to a specific research question
3	Organise a coherent literature review relevant to a specific research question.
4	Choose and defend a research paradigm and methodology relevant to a specific research question.
5	Choose and defend appropriate data collection method(s) to generate data to address a specific research question.
6	Know how to select a sample for research.
7	Demonstrate understanding of methods of data analysis for numerical and narrative data
8	Apply the principles of research ethics to a piece of research
9	Demonstrate understanding of the principles of reliability and validity in different types of research.
10	Write a research proposal.

Indicative Syllabus:
The role of research in informing policy and practice in early education
Developing a research question
Sourcing literature
Critically reviewing literature
Research paradigms and their assumptions

Research methodology and design
Research ethics
Sampling
Methods of data collection
Methods of data analysis
Validity and reliability in research
Writing a research proposal

Learning and Teaching Methods:	
The module will be delivered in a workshop format where students will work in small groups to explore key concepts and practise skills relevant to conducting and using research.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
The module will be delivered in Semester 1 to prepare students for conducting their own supervised research in Semester 2

Assessment		
Assessment Type	**Weighting (%)**	**LO Assessment (No.)**
Test on key concepts	30%	1, 2, 4, 5, 6, 7, 8, 9
Research proposal	70%	2 to 10 inclusive
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	Students must achieve 40% in each element of the assessment	
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Essential Reading:
Acton, C., & Miller, R. (2009). *SPSS for social scientists* (2nd ed.). Mcmillan International.
Bryman, A. (2012). *Social research methods* (4th ed.). Oxford University Press.
Roberts-Holmes, G. (2018). *Doing your early years' research project: A step by step guide* (4th ed.). Sage Publications.
Supplemental Reading:
Brysbaert, M. (2019). *Basic statistics for psychologists* (2nd ed.). Palgrave Macmillan.

Clark, M. (2017). *Understanding research in early education: The relevance of the future of lessons of the past* (3rd ed.). Routledge.

Davies. M.B. (2014). *Doing a successful research project: Using qualitative or quantitative methods* (2nd ed.). Palgrave Macmillan.

Denscombe, M. (2010). *The good research guide for small scale research projects* (4th ed.). Open University Press.

Denscombe, M. (2019). *Research proposals: A practical guide* (2nd ed.). Open University Press.

Hart, C. (2018). *Doing a literature review: releasing the social science research imagination* (2nd ed.). Sage Publications.

Lyons, E., & Cole, A. (Eds.). (2015). *Analysing qualitative data in psychology* (2nd ed.). Sage Publications.

White. P. (2017). *Developing research questions: A guide for social scientists* (2nd ed.). Palgrave Macmillan.

Version No:		Amended By	Fiona McSweeney
Commencement Date	September 2024	**Associated Programme Codes**	TU995

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
ECE4038					15	8
Module Title	Dissertation					

School Responsible:	Social Sciences, Law and Education

Module Overview:
This module involves the students conducting a small scale piece of research under supervision further building on the learning achieved in previous research methods modules. It provides students with the opportunity to work semi-independently in conducting and writing up a piece of research of their own choice. Therefore it allows the students to develop independent learning skills.

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	Design and conduct a piece of research relevant to early education
2	Write a literature review
3	Make ethically informed decisions in the conduct of research
4	Demonstrate awareness of the role of the researcher in the research process
5	Design a data collection method appropriate to generate the data required to address a specific research question
6	Collect data using an appropriate method to generate the data required to address a specific research question
7	Analyse data systematically
8	Present findings in an appropriate fashion
9	Interpret research findings and compare to existing literature
10	Write a research report

Indicative Syllabus:
Working under the guidance of an assigned supervisor students will conduct research and present this in the format of a dissertation

Learning and Teaching Methods:	
Students will work largely independently and have access to the guidance of a supervisor to provide direction and feedback	
Total Teaching Contact Hours	4
Total Self-Directed Learning Hours	296

Module Delivery Duration:
Semester 2

Assessment		
Assessment Type	**Weighting (%**	**LO Assessment (No.)**
Dissertation	100%	1 to 10 inclusive
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)

Acton, C., & Miller, R. (2009). *SPSS for social scientists* (2nd ed.). Mcmillan International.

Bryman, A. (2012). *Social research methods* (4th ed.). Oxford University Press.

Roberts-Holmes, G. (2018). *Doing your early years' research project: A step by step guide* (4th ed.)*.* Sage Publications.

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

Brysbaert, M. (2019). *Basic statistics for psychologists* (2nd ed.). Palgrave Macmillan.

Clark, M. (2017). *Understanding research in early education: The relevance of the future of lessons of the past* (3rd ed.). Routledge.

Davies. M.B. (2014). *Doing a successful research project: Using qualitative or quantitative methods* (2nd ed.). Palgrave Macmillan.

Denscombe, M. (2010). *The good research guide for small scale research projects* (4th ed.). Open University Press.

Denscombe, M. (2019). *Research proposals: A practical guide* (2nd ed.). Open University Press.

Hart, C. (2018). *Doing a literature review: releasing the social science research imagination* (2nd ed.). Sage Publications.

Lyons, E., & Cole, A. (Eds.). (2015). *Analysing qualitative data in psychology* (2nd ed.). Sage Publications.

Version No:		**Amended By**	Fiona McSweeney
Commencement Date	September 2024	**Associated Programme Codes**	

Date of Academic Council approval

FREQUENTLY ASKED QUESTIONS

For useful information for new students, including how to get involved on campus, future career, concerns and questions https://www.tudublin.ie/for-students/

For frequently asked questions on registration please see: https://www.tudublin.ie/for-students/student-services-and-support/registration-and-fees/

For frequently asked questions on email and Microsoft apps please see: https://www.tudublin.ie/for-students/starting-at-tu-dublin/getting-online/

For frequently asked questions on Brightspace virtual learning environment please see: https://www.tudublin.ie/connect/vle/brightspace-for-students/

For frequently asked questions on student well-being please see: https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/

For frequently asked questions on disability support services please see: https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/disability-support-service/

For further information how to submit an extenuating circumstances form please see: https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/extenuating-circumstances/

For frequently asked questions on accessing official results from the Exams Office please see: https://www.tudublin.ie/for-students/student-services-and-support/examinations/

For frequently asked questions for international students please see: https://www.tudublin.ie/study/international-students/

For frequently asked questions on societies please see: https://www.tudublin.ie/for-students/student-life/societies/

For frequently asked questions on volunteering please see:

https://www.tudublin.ie/for-students/student-life/student-volunteering/

For frequently asked questions and further resources on career development please see:

https://www.tudublin.ie/for-students/career-development-centre/