

**New Programme Validation
Consolidated Report
National College of Ireland**

**BA(Hons) in Early Childhood Education
BA (Ord) in Early Childhood Education
Higher Certificate in Early Childhood Education
Certificate in Early Childhood Education**

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1 Panel Report

BA (Hons) in Early Childhood Education and associated Awards

1.1 Details of Validation Event

PROVIDER	National College of Ireland
DATE OF VISIT	29 th March 2015
PROGRAMME(S) EVALUATED	Certificate in Early Childhood Education Higher Certificate in Learning Development BA (Ord) Learning & Development BA(Hons) Learning & Development
PROGRAMME (S) RECOMMENDED FOR APPROVAL	Certificate in Early Childhood Education Higher Certificate in Early Childhood Education BA(Ord) in Early Childhood Education BA(Hons) in Early Childhood Education
PANEL OF EXPERTS	Mr Terry Twomey, Registrar, Limerick IT, Chair Subject Matter Experts Dr Mark Glynn, Head Teaching Innovation Unit, DCU Prof. Nóirín Hayes, Visiting Professor, School of Education, Trinity College Dr Mary Moloney, Lecturer, Mary Immaculate College, Limerick Ms Regina Bushell, MD Grovelands Childcare, Athlone Mr John O’Flaherty, Management of Change Lead, Hewlet Packard In attendance: Sinéad O’Sullivan, Director of Quality Assurance & Statistical Services, NCI (<i>Rapporteur</i>) Ms Alga Mulhall, QQI Observer

1.2 Overall Summary

The Expert Panel, having reviewed the documentation presented by NCI and considered the responses of the programme team during the course of the site visit; recommend approval of the following programmes

1. Certificate in Early Childhood Education with 2 conditions
2. Higher Certificate in Early Childhood Education with 3 conditions and 10 recommendations
3. BA(Ord) in Early Childhood Education with 4 conditions and 12 recommendations
4. BA(Hons) in Early Childhood Education with 6 conditions & 15 recommendations

The panel would also like to commend the College on its widening access mission, processes for recognition of prior learning and its CSR activity in Dublin Docklands. The panel also commends the cohesion and engagement of the programme team in the discussions held during the day and their preparedness to consider the feedback provided.

1.3 Examination of Programmes

The panel met with staff of NCI involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated by the QQI board. In this regard, the QQI's *Core Validation Policy and Criteria, 2010, revised 2013* was used by the Panel. The panel heard that programmes proposed were developed arising from the College's existing work with early learners in the Dublin Docklands area and complements existing provision at level 9 in the area of learning & teaching. The panel was presented with comprehensive documentation outlining the new programme proposal. On review of the documentation presented the panel was of the view that the areas of programme specialisation which were presented as elective groupings should be split into two distinct award sets in Early Childhood and Adult & Workplace Education. This approach was accepted by the programme team and the panel then proceeded to evaluate the programmes under the following areas;

1. Adult & Workplace Education
2. Early Childhood Education

The remainder of this report refers to the Early Childhood Education area.

1.4 Development and publication of explicit intended learning outcomes

The programme submission documents, together with the outcome of discussions with NCI staff articulated the target learners' prerequisite learning and any other relevant assumptions about programme participants. The panel is satisfied that the programme learning outcomes are appropriate to the level and were designed using QQI's generic award standards at the required award levels of the National Framework of Qualifications for each of the awards, subject to requisite modules and amendments being implemented.

1.4.1 Programme content, design and learning environment

Prior to meeting with the programme team the Panel was concerned that the proposed Higher Certificate in award in particular was not fit for its stated purpose. These concerns were allayed somewhat when the programme team spoke to and further articulated the module content. The panel recommends that throughout the set of module descriptors, particularly where modules are shared with other programmes that the area of ECE is clearly highlighted and explicit and that the language used is sympathetic to the sector (e.g. use of 'group' rather than 'class' etc.) Notwithstanding this, the panel felt that a number of core area required to ensure that graduates were employable were not covered, particularly in the initial two stages of the programme.

Subject to the programme team meeting the conditions outlined below, the panel is satisfied that the programme content and learning environment are appropriate to the programmes intended learning outcomes and that the module learning outcomes are aligned to the programme learning outcomes.

The programme team that the panel met is competent to enable learners to achieve the intended programme learning outcomes and to assess their achievements, in accordance with QQI's *Assessment and Standards 2013*. The panel is satisfied that the College has sufficient resources within its current full-time and associate faculty and the recruitment plan outlined to the panel to appropriately resource the programme.

Comment on Programme Modules

Modules were reviewed and subject to the following commentary in relation to specific modules were found to have appropriate learning outcomes, indicative content and assessment strategies. As noted above, the panel recommends that throughout the set of module descriptors the context of ECE is clearly highlighted and explicit.

Stage 1

The panel is of the view that that Stage 1 of the programme requires modules on the following areas:

- Introduction to Child Health & Wellbeing
- Social Policy
- Introduction to Legislation and Regulation
- Play and Creativity

In introducing this content, the panel recognises that other content will be required to be removed or integrated into existing modules.

7.2: Learning Stories: The panel recommends that this module is removed from the ECE programme as the concept of 'learning stories' has a particular meaning in the early learning space and believes that this is not necessary for the ECE context.

7.3: Recognition of Prior Learning: The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.

7.7 Introduction to Early Childhood Education: Remove reference to blended learning in the text and ensure that the practice frameworks Aistear and Siolta underpin this module.

7.9: Introduction to Management: This module is deemed not relevant for this sector.

Stage 2

7.16: Play & Creativity: For the ECE sector, this module should be retitled Advanced Play and creativity and the pedagogy of play should be included in the module content.

7.18: Observation in Practice – this should include Reflection in the title and content.

7.19: Core Approaches to Learning & Development, Child Health & Welfare: The panel is of the view that this module would be better split into 2x 5 credit modules Learning & Development and Child Health & Wellbeing.

7.22: Leading & Managing in Education: The panel believes that this module would be better placed in Stage 3 of the programme.

7.23 Technology & Learning: Include the adoption of technology in the curriculum. The 3 pillars that the module is built on should be explicitly referenced in the content.

Stage 3:

7.33: Skills of Teaching: The panel recommends that this module title is changed to reflect the environment e.g. Encouraging Early Learning & Development

7.34: Professional Development Skills: Resource recommendations: Rodd: Leadership in Early Childhood. Project management etc could be moved to the Leadership in Management module.

7.35: Games & Behaviour: The panel does not believe that this module should be included on this programme.

Stage 4:

7.40: Research Methods in Learning & Development: The panel recommends looking at moving some aspects of this content into stage 3

7.42/7.43: Design & Evaluation of Curriculum and Family Participation/In Practice: The panel is of the view that these modules would be better split into 4x5 credit modules rather than 2x10 credit modules.

7.45 Application of Technology & 7.46: Specialist Topic in Learning & Development should be merged so that learners can use some of the skills outlined in Application of Technology but have a larger credit weighting for the capstone project

7.47: Career Management Skills: The panel recommends looking at the sequencing of this module – either at late stage 3 or early stage 4 of the programme.

The *professional development strand* modules should extend to the learner reflecting on their role in the organisation as well as the individual

In all '*practice*' modules, the title should be amended to 'placement' so that learner transcripts can communicate to employers that a placement activity has taken place.

Reading & resource lists should be expanded upon and provided for all modules.

The panel recommends that the themes of Siolta & Aistear and topics such as transition, working with parents and the learning environment are highlighted throughout, as these are fundamental to the programme.

1.4.2 Enabling the achievement of the intended programme learning outcomes

The panel is satisfied that learners will be able to meet the programme learning outcomes using the delivery mechanisms and patterns as described by the programme team.

1.4.3 Actions and procedures for access, transfer and progression for learners

The Panel was satisfied that the procedures for access, transfer and progression are consistent with national policy.

The panel is satisfied that the programme's use of *ECTS* (credit) and provisions for Recognition of Prior Learning (RPL) is consistent with QQI's *Assessment and Standards 2013* and with relevant national policy including:

- i. NQAI's *Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training 2006*
- ii. NQAI's *Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training 2005*

1.4.4 Education and training needs

The panel is satisfied that this programme satisfies a current need in the Irish education market. The panel recommends that the programme team revisit the roles that are outlined in the programme document and clearly articulate the core skills that graduates will have on leaving the programme.

1.4.5 Programme viability

The Panel was satisfied that the programme is consistent with the provider's mission and strategy. The panel heard the projections for student intake over the next 5 year period.

1.4.6 Learner Protection

NCI's policy is that once a programme has commenced, the programme will be completed for all learners enrolled. It is National College of Ireland's policy that, should a programme commence, it will be offered to completion for the specific intake of learners. The College is committed to the provision of this programme. As a member of the Dublin Pillar II Cluster, NCI has agreement from Dublin City University and Maynooth University to provide Learner Protection. Learners may transfer to an appropriate DCU or Maynooth University programme. In the case where the programme does not have an appropriate transfer option DCU or Maynooth University will complete out the QQI award using NCI faculty and premises. NCI has agreement in principle from QQI and is currently working with QQI on finalising the arrangement of these provisions'

1.4.7 Assessment of learners

The panel is satisfied that the learners will be appropriately assessed and underpins the achievement of the relevant standard of knowledge, skill and competence. In general, the panel would like to see greater variety of assessment methods and an articulation of the rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.

1.4.8 Quality Assurance Arrangements

The panel is satisfied that NCI has appropriate quality assurance arrangements in place and that no new quality assurance arrangements are required for these programmes. The documentation submitted demonstrated that the programme development followed rigorous institutional quality assurance to ensure that it conforms with strategy, stakeholders had been consulted with, had clearly identified resource requirements, and had undergone internal review prior to submission.

1.4.9 Ethics

It is expected that providers will have procedures in place to ensure that any teaching and learning or research activity at any level shall be conducted in a manner that is professionally ethical. The panel was satisfied that this requirement has been met in respect of the proposed programmes.

1.4.10 Programme Titles and Award Titles

The Panel heard the rationale for the programme title and is satisfied that the programme title and award as proposed as being appropriate and consistent with QQI policy for the naming of awards.

1.5 RECOMMENDATION/COMMENT

FOR THE ATTENTION OF THE ACADEMIC COMMITTEE

The panel of experts recommend the validation of the following programme:

NFQ Level	<i>Level 6</i>
Programme Title	<i>Certificate in Early Childhood Education</i>
ECTS	<i>60 ECTS</i>
Award Type	<i>Minor Award</i>

NFQ Level	<i>Level 6</i>
Programme Title	<i>Higher Certificate in Early Childhood Education</i>
ECTS	<i>120 ECTS</i>
Award Type	<i>Major Award</i>

Subject to:

Council's general conditions of approval

1.5.1 Commendations

The cohesion and engagement of the programme team in the discussions held during the day and their preparedness to consider the feedback provided.

1.5.2 Conditions

- C1. The panel is of the view that that Stage 1 of the programme requires modules on the following areas:
 - Introduction to Child Health & Wellbeing
 - Social Policy
 - Introduction to Legislation and Regulation
 - Play and Creativity
- C2. the panel requires that throughout the set of module descriptors the context of ECE is clearly highlighted and explicit and that the language used is sympathetic to the sector
- C3. ***Core Approaches to Learning & Development, Child Health & Welfare***: The panel is of the view that this module would be better split into 2x 5 credit modules Learning & Development and Child Health & Wellbeing.
- C4. ***Learning Stories***: The panel recommends that this module is removed as the concept of 'learning stories' has a particular meaning in the early learning space. A possible option is 'making learning visible'
- C5. ***Observation in Practice*** – this should include Reflection in the title and content.
- C6. ***Leading & Managing in Education***: The panel believes that this module would be better placed in Stage 3 of the programme.

1.5.3 Recommendations

- R1. ***Recognition of Prior Learning***: The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.
- R2. ***Play & Creativity***: should be titled Advanced Play & Creativity
- R3.
- R4.
- R5. ***Technology & Learning***: Include the adoption of technology in the curriculum. The 3 pillars that the module is built on should be explicitly referenced in the content
- R6. The ***professional development strand*** modules should extend to the learner reflecting on their role in their organisation as well as the individual

- R7. In all ***'practice' modules***, the title should be amended to 'placement' so that learner transcripts can communicate to employers that a placement activity has taken place
- R8. In general, the panel would like to see greater variety of assessment methods and an articulation of the rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.
- R9. The panel recommends that the themes of Siolta & Aistear and topics such as transition, working with parents and the learning environment are highlighted throughout the programme, as these are fundamental to the programme.

The panel of experts recommend the validation of the following programme:

NFQ Level	<i>Level 7</i>
Programme Title	<i>BA(Ord) in Early Childhood Education</i>
ECTS	<i>180 ECTS</i>
Award Type	<i>Major Award</i>

1.5.4 Commendations

The cohesion and engagement of the programme team in the discussions held during the day and their preparedness to consider the feedback provided.

1.5.5 Conditions

- C1. The panel is of the view that that Stage 1 of the programme requires modules on the following areas:
 - a. Introduction to Child Health & Wellbeing
 - b. Social Policy
 - c. Introduction to Legislation and Regulation
 - d. Play and Creativity
- C2. the panel requires that throughout the set of module descriptors the context of ECE is clearly highlighted and that the language used is sympathetic to the sector
- C3. ***Core Approaches to Learning & Development, Child Health & Welfare***: The panel is of the view that this module would be better split into 2x 5 credit modules Learning & Development and Child Health & Wellbeing.
- C4. ***Skills of Teaching***: The panel recommends that this module title is changed to reflect the environment e.g. Encouraging Early Learning & Development

1.5.6 Recommendations

- R1. ***Learning Stories***: The panel recommends that this module is renamed as the concept of 'learning stories' has a particular meaning in the early learning space. A possible option is 'making learning visible'
- R2. ***Recognition of Prior Learning***: The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.
- R3. ***Play & Creativity***: should be titled Advanced Play & Creativity
- R4. ***Observation in Practice*** – this should include Reflection in the title and content.
- R5. ***Leading & Managing in Education***: The panel believes that this module would be better placed in Stage 3 of the programme.
- R6. ***Technology & Learning***: Include the adoption of technology in the curriculum. The 3 pillars that the module is built on should be explicitly referenced in the content
- R7. ***Professional Development Skills***: Resource recommendations: Rodd: Leadership in Early Childhood. Project management etc could be moved to the Leadership in Management module.
- R8. ***Games & Behaviour***: The panel does not believe that this module should be core on this programme.
- R9.
- R10. The ***professional development strand*** modules should extend to the learner reflecting on their role in their organisation as well as the individual
- R11. In all ***'practice' modules***, the title should be amended to 'placement' so that learner transcripts can communicate to employers that a placement activity has taken place
- R12. In general, the panel would like to see greater variety of assessment methods and an articulation of the rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.
- R13. The panel recommends that the themes of Siolta & Aistear and topics such as transition, working with parents and the learning environment are highlighted throughout the programme.

The panel of experts recommend the validation of the following programme:

NFQ Level	<i>Level 8</i>
Programme Title	<i>BA(Hons) in Early Childhood Education</i>
ECTS	<i>240 ECTS</i>
Award Type	<i>Major Award</i>

1.5.7 Commendations

The cohesion and engagement of the programme team in the discussions held during the day and their preparedness to consider the feedback provided.

1.5.8 Conditions

- C1. The panel is of the view that that Stage 1 of the programme requires modules on the following areas:
 - a. Introduction to Child Health & Wellbeing
 - b. Social Policy
 - c. Introduction to Legislation and Regulation
 - d. Play and Creativity
- C2. the panel requires that throughout the set of module descriptors the context of ECE is clearly highlighted and that the language used is sympathetic to the sector
- C3. ***Core Approaches to Learning & Development, Child Health & Welfare:*** The panel is of the view that this module would be better split into 2x 5 credit modules Learning & Development and Child Health & Wellbeing.
- C4. ***Skills of Teaching*** : The panel recommends that this module title is changed to reflect the environment e.g. Encouraging Early Learning & Development
- C5. ***Application of Technology & Specialist Topic in Learning & Development*** should be merged so that learners can use some of the skills outlined in Application of Technology but have a larger credit weighting for the capstone project
- C6. ***Design & Evaluation of Curriculum and Family Participation/In Practice:*** The panel is of the view that these modules would be better split into 4x5 credit modules rather than 2x10 credit modules.

1.5.9 Recommendations

- R1. ***Learning Stories:*** The panel recommends that this module is renamed as the concept of 'learning stories' has a particular meaning in the early learning space. A possible option is 'making learning visible'
- R2. ***Recognition of Prior Learning:*** The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.
- R3. ***Play & Creativity:*** should be titled Advanced Play & Creativity
- R4. ***Observation in Practice*** – this should include Reflection in the title and content.
- R5. ***Leading & Managing in Education:*** The panel believes that this module would be better placed in Stage 3 of the programme.
- R6. ***Technology & Learning:*** Include the adoption of technology in the curriculum. The 3 pillars that the module is built on should be explicitly referenced in the content
- R7. ***Professional Development Skills:*** Resource recommendations: Rodd: Leadership in Early Childhood. Project management etc could be moved to the Leadership in Management module.
- R8. ***Games & Behaviour:*** The panel does not believe that this module should be core on this programme.

- R9. **Research Methods in Learning & Development:** The panel recommends looking at moving some aspects of this content into stage 3
- R10. **Career Management Skills:** The panel recommends looking at the sequencing of this module – either at late stage 3 or early stage 4 of the programme.
- R11.
- R12. The **professional development strand** modules should extend to the learner reflecting on their role in their organisation as well as the individual
- R13. In all **‘practice’ modules**, the title should be amended to ‘placement’ so that learner transcripts can communicate to employers that a placement activity has taken place
- R14. In general, the panel would like to see greater variety of assessment methods and an articulation of the rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.
- R15. The panel recommends that the themes of Siolta & Aistear and topics such as transition, working with parents and the learning environment are highlighted throughout the programme.
- R16.

APPENDIX

Staff Met

Dr Phillip Matthews, President
 Mr John McGarrigle, Registrar
 Dr Leo Casey, Director Centre for Innovation in Learning & Teaching
 Dr Arlene Egan, School of Business/Learning & Teaching
 Dr Geraldine French, Associate Faculty
 Dr Michael Goldrick, Learning & Teaching
 Mr Sam Cogan, School of Computing
 Dr Laura Costelloe, Learning & Teaching
 Mr Pat Delaney, School of Business
 Mr Jonathan Brittain, School of Business
 Ms Caroline Kennedy, Careers Service
 Ms Sinéad Madson, Learning & Teaching
 Dr Josephine Bleach, Director Early Learning Initiative
 Ms Susan Duggan, School of Business
 Mr John Condon, Placement Tutor, Learning & Teaching
 Dr Carmel Mulcahy, Advisor
 Ms Jane Liu, Placement co-ordinator

2 Programme Team Response

Mr Terry Twomey
Registrar, Limerick IT
1ST May 2015

Dear Terry

Further to the evaluation of the BA (Hons) in Learning Development and associated awards held at NCI on the 24th March 2015, please find below the Programme Team's response to the panel report conditions and recommendations. The programme team has considered the options for the proposed titles of the programme and proposes that the programmes be validated as :

BA (Hons) in Early Childhood Education

BA(Hons) in Adult & Workforce

Education

BA (Ord) in Adult & Workforce

BA (Ord) in Early Childhood Education

Education

Higher Certificate in Early Childhood Education

Higher Certificate in Adult & Workforce Education

Certificate in Early Childhood Education

Certificate in Education

If the team's response is acceptable to you and other members of the Panel, I would appreciate if you could formally indicate the Panel's acceptance of the teams response by completing the attached declaration for each of the programmes to Sinéad O'Sullivan, Director QASS.

This declaration will be submitted to QQI with the revised submission documents, final report and the response documentation. If you or any panel member requires any further information or clarification, please do not hesitate to contact me

We are endeavouring to have the documentation considered at QQI's meeting of the 10th of June. In order to meet that deadline, I would be grateful if the panel could send their response by close of business **on Tuesday, 12th May 2015**

Thank you again for your input into this process.

Yours sincerely



John McGarrigle,
 Registrar & Company Secretary

BA (Hons) in Early Childhood Education and associated Awards

Response to Report of Expert Validation Panel

April 2015

Panel of Experts

Chair: Mr Terry Twomey, Registrar, Limerick IT

Subject Matter Experts:

Dr Mark Glynn, Head Teaching Innovation Unit, DCU

Dr Mary Moloney, Lecturer, Mary Immaculate College, Limerick

Mr John O'Flaherty, Management of Change Lead, Hewlett Packard

Ms Regina Bushell, MD Grovelands Childcare, Athlone

Prof. Nóirín Hayes, Visiting Professor, School of Education, Trinity College

Introduction

The Programme Team responsible for the development of the BA (Hons) in Early Childhood Education and the associated programme, BA in Adult and Workforce Education which was also presented to the Expert Validation Panel, wish to acknowledge their gratitude to the panel for their professional expertise and the high level of advice and support that they provided during their visit on the 29th March 2015.

The Programme Team, having reviewed the Conditions and Recommendations proffered by the Expert Panel, have now completed the process of revising the programmes. The revised programmes are presented individually under the new titles as recommended by the panel:

- BA in Early Childhood Education (ECE) and associated Awards
- BA in Adult and Workplace Education (AWE) and associated Awards

This response refers to the BA in Early Childhood Education. A separate report has been submitted for the BA in Adult and Workforce education.

- *Please note that for the purposes of this response, the Programme is referred to by year, Year 1, 2, etc. All revisions, made to the programme resulting of the Panel's Conditions and Recommendations follow this format.*

The Programme Team has worked closely to ensure that all modules clearly highlight and make explicit the context of ECE.

On the advice of the Panel new modules have been introduced into Stage 1 (Years 1 and 2) of the programme:

- Introduction to Child Health & Wellbeing
- Introduction to Social Policy in Early Childhood Education
- Introduction to Legislation and Regulation
- Introduction to Play and Creativity in Early Childhood.

These are elaborated further below.

A number of modules have been removed from the ECE programme on the advice of the panel:

- Learning Stories
- Recognition of Prior Learning
- Introduction to Management

In addition to the above conditions, all conditions are outlined in the following Tables and the responses of the Programme Team are detailed in the same Tables.

2.1 Certificate in Early Childhood Education/Higher Certificate in Early Childhood Education

Table 1 below outlines the conditions detailed by the Expert Panel and the responses of the Programme Team in addressing each of these conditions for Years 1 and 2 of the BA in ECE at Certificate and Higher Certificate level (Level 6). This Table also outlines the Recommendations of the Expert panel and the responses of the Programme Team.

Conditions	Amendments Made
<p>C1 The panel is of the view that that Stage 1 of the programme requires modules on the following areas:</p> <ul style="list-style-type: none"> ○ Introduction to Child Health & Wellbeing ○ Social Policy ○ Introduction to Legislation and Regulation ○ Play and Creativity ○ 	<ul style="list-style-type: none"> • A new module entitled “Introduction to Child Health and Wellbeing” was designed as a 10 credit module to be delivered in Year 1, Semester 2. It will be a pre-cursor to the module ‘Advanced Child Health and Wellbeing’ delivered in Year 2, Semester 2. • A new module entitled ‘Introduction to Social Policy in Early Childhood Education’ has been developed. It is a 5 credit module that will be delivered in Year 2, Semester 2. • A new module entitled ‘Introduction to Legislation & Regulation in Early Childhood Education’ has been developed and will be delivered in Year 1, Semester 2 of the programme. This module will be a pre-cursor to ‘Leading and Managing in ECE’ delivered in Y3, S2. • A module entitled ‘Introduction to Play & Creativity in Early Childhood’ has been designed in response to Condition 1 and will be delivered in Year 1, Semester 1. This will lead into the module ‘Advanced Play and Creativity in Early Childhood’ to be delivered in Year 2, Semester 1.
<p>C2: The panel requires that throughout the set of module descriptors the context of ECE is clearly highlighted and explicit and that the language used is sympathetic to the sector</p>	<p>All modules have been reviewed and revised in order to meet Condition 2. The context of ECE is explicit in these modules and the language used reflects the sector.</p> <p>Furthermore, a number of the modules have been substantially revised in response to this condition, e.g. <i>Introduction to Irish Education & Training and Cultural, Historical and Current Topics</i>. Particular attention has been paid to ensuring that these modules are reflective of – and sympathetic to – the ECE sector. Furthermore, any modules which are</p>

Conditions	Amendments Made
	shared between the ECE and AWE tracks have been revised to ensure that they are more suitable for ECE students. <i>Síolta</i> and <i>Aistear</i> have been included on all relevant reading lists and the Learning, Teaching and Assessment strategy explicitly states that students are expected and encouraged to apply the concepts and theories introduced in all modules to their own ECE context.
C3 Core Approaches to Learning & Development, Child Health & Welfare: The panel is of the view that this module would be better split into 2x 5 credit modules Learning & Development and Child Health & Wellbeing.	In consideration of C3, the Programme Team has now re-examined the module entitled Core Approaches to Learning & development, Child Health & Welfare and it has now been split into 2x5 credit modules: Core Approaches to Learning & Development (Y2, S1) and Advanced Child Health & Well Being (Y2, S2), which builds on the content of Introduction to Child Health and Well Being .
C4. Learning Stories: The panel recommends that this module is removed as the concept of 'learning stories' has a particular meaning in the early learning space. A possible option is 'making learning visible'	The Programme Team has removed this module from the ECE programme. The existing module entitled Learning Stories has been renamed to " Making Learning Visible " and all related changes have been made. It is now, in its revamped state, offered as a module on the BA in AWE.
C5 Observation in Practice – this should include Reflection in the title and content.	The Title of this module has been changed to " Placement: Observation & Reflection in Practice ". An additional learning outcome has been added: 'Demonstrate awareness of and competence in the skills of reflection' and reflection has been built into the indicative content throughout the module.
C6 Leading & Managing in Education: The panel believes that this module would be better placed in Stage 3 of the programme	A revised module entitled Leading & Managing in Early Childhood Education is now offered in Y3, S2 of the BA in ECE. The content of this module builds on the newly developed Introduction to Legislation & Regulation (Y1, S2) as outlined under C1.

Recommendations	Amendments Made
R1. Recognition of Prior Learning: The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.	The module entitled Recognition of Prior Learning has been removed and replaced by a newly developed module, Introduction to Child Health and Well-Being as outlined in response to C1 above. It is designed to lead into Advanced Child Health & Well Being (Y2, S2).
R2. Technology & Learning: Include the adoption of technology in the curriculum. The 3 pillars that the module is built on should be explicitly referenced in the content	The module descriptor has been updated to reflect the 3 pillars in a more significant way. The indicative content has also been updated to reflect this change. The adoption of technology has been explicitly included in the Indicative content. There have also been changes to the wording of the learning outcomes.
R3. The professional development strand modules should extend to the learner reflecting on their role	Throughout the suite of Professional Development modules , those that focussed solely on the reflection of the individual as a person have been revised to

Recommendations	Amendments Made
in their organisation as well as the individual reflection	<p>also include reflection on the individual's role in their organisation. Specifically, four modules in the strand have had adjustments made to either indicative content and/or assessment criteria in Levels 6, 7 and 8.</p> <p>The modules altered include;</p> <p>Argument and Critique (Level 6) "Learners will reflect on scenarios from their own professional experiences and discuss elements of how skills in argument and critique can aid their own professional development."</p> <p>Managing your Learning (Level 6) "Reflection on how collaborative approaches to learning could be applied in professional contexts."</p> <p>Personal Development and Learning Skills (Level 6) "Learners will also be required to reflect on how their developing management and learning skills can be applied in their professional lives."</p> <p>Communication and Presentation Skills (Level 7) "Learners will also be expected to reflect on how the progression of their presentation skills can influence their professional roles."</p> <p>Professional development skills (Level 8) "Effective business communication skills in an early childhood setting/ adult learning setting."</p>
<p>R4. In all '<i>practice</i>' modules, the title should be amended to 'placement' so that learner transcripts can communicate to employers that a placement activity has taken place</p>	<p>All practice modules have been amended to include 'Placement' in the title.</p>
<p>R5. In general, the panel would like to see greater variety of assessment methods and an articulation of the rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.</p>	<p>The assessment load, choice and breakdown was reviewed across each of the programmes.</p> <p>For the Certificate and Higher Certificate, the overall number of assessments have been reduced. This allowed a greater focus be placed on the range/variety of assessments students could engage in. The outcome supports students' skill development in essays, presentations, reports, reflective journals, blog writing and exams.</p> <p>In the first semester of Year 1 on the Certificate, the Academic Writing Skills module focuses on further development of essay, report and journal writing so that students could transfer skills across modules.</p> <p>In the second year of the Higher Certificate students continue to build on essay, report and journal writing</p>

Recommendations	Amendments Made
	<p>skills, whilst also working on e-portfolios, projects on technology and role play. A small number of exams are maintained.</p> <p>In year 3, i.e. the BA (Ord), the assessment strategy has a stronger focus on group work, literature reviews, CV preparation and practical teaching assessments. The assessments in this year also help students to continue to develop skills in academic writing and journaling.</p> <p>Year 4, i.e. the BA (Hons) incorporates a number of group assessments and also shared assessments. Reflective journals, presentations, interviews, research papers/critiques, reports and exams are maintained.</p> <p>An assessment schedule will be completed by the teaching team for each semester of each year, to make explicit for students when each of their assignments is due. The schedule allows lectures to see when other assignments are due so that submissions can be adequately spaced and managed by the student.</p>
<p>R6. The panel recommends that the themes of Siolta & Aistear and topics such as transition, working with parents and the learning environment are highlighted throughout the programme, as these are fundamental to the programme</p>	<p>The Programme Team has responded to R6 by ensuring that all modules emphasise the themes of Siolta and Aistear, through explicit reference in the module descriptors and reading lists. In addition, the topics of transition, working with parents and the learning environment have been incorporated across the overall aims and objectives of the programme and at module level. Furthermore, these topics are now more prominent in a number of revised ECE modules (e.g. Introduction to Play and Creativity in Early Childhood, Introduction to Legislation and Regulation in ECE, Introduction to Child Health and Wellbeing, Core Approaches to Learning and Development, Advanced Child Health and Wellbeing, Application of Strategies in Learning & Development, Family Participation, Placement: Family Participation and Encouraging Early Learning & Development).</p> <p>Additionally, the division of the BA in ECE from the BA in AWE allows for such key themes to be emphasised throughout the programme delivery.</p>

Table 2 refers to the conditions and recommendations as outlined by the Expert Panel and the response of the Programme Team for Level 7 of the Programme. Where conditions and recommendations refer to Level 6 (Years 1 and 2) as outlined in **Table 1** above, this is noted under **Amendments Made** column.

2.2 BA (Ord) in Early Childhood Education

Conditions	Amendments Made
C1 The panel is of the view that that Stage 1 of the programme requires modules on the following areas: <ul style="list-style-type: none"> ○ Introduction to Child Health & Wellbeing ○ Social Policy ○ Introduction to Legislation and Regulation ○ Play and Creativity 	See above at level 6
C2 the panel requires that throughout the set of module descriptors the context of ECE is clearly highlighted and explicit and that the language used is sympathetic to the sector	See above at level 6
C3 <i>Core Approaches to Learning & Development, Child Health & Welfare</i> : The panel is of the view that this module would be better split into 2x 5 credit modules Learning & Development and Child Health & Wellbeing.	See above at level 6
C4 <i>Skills of Teaching</i> : The panel recommends that this module title is changed to reflect the environment e.g. Encouraging Early Learning & Development	This module has been revised in light of C4 and is now more appropriate for the ECE sector. The title has been changed to <i>Encouraging Early Learning & Development</i> . It will align closely with the ' <i>Application of Strategies in Learning Environments</i> ' module to prepare students for placement.

Recommendations	Amendments Made
R1. <i>Learning Stories</i> : The panel recommends that this module is renamed as the concept of 'learning stories' has a particular meaning in the early learning space. A possible option is 'making learning visible'.	Addressed at level 6
R2. <i>Recognition of Prior Learning</i> : The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.	Addressed at level 6

Recommendations	Amendments Made
R3. Play & Creativity: should be titled Advanced Play & Creativity	The module title has been changed to ' Advanced Play and Creativity in ECE ' as advised.
R4. Observation in Practice – this should include Reflection in the title and content.	Addressed at level 6
R5. Leading & Managing in Education: The panel believes that this module would be better placed in Stage 3 of the programme.	The module, retitled as ' Leading & Managing in Early Childhood Education ', has been moved to Year 3 as advised and content has been written to reflect the language and nature of ECE settings in Ireland.
R6. Technology & Learning: Include the adoption of technology in the curriculum. The 3 pillars that the module is built on should be explicitly referenced in the content	See above at level 6
R7. Professional Development Skills: Resource recommendations: Rodd: Leadership in Early Childhood. Project management etc. could be moved to the Leadership in Management module.	Elements relating to project management (such as Gantt chart creation) are to be covered in the Leading and Managing in Early Childhood Education module. In their place, the Professional Development Skills module, will focus more on interpersonal and intrapersonal relations, written and oral presentations and the principles of coaching. New resources are also added to the Leadership module, such as Rodd, (2013) <i>Leadership in Early Childhood</i> . Allen & Unwin
R8. Games & Behaviour: The panel does not believe that this module should be core on this programme.	This module has been removed for ECE programme.
R9. The professional development strand modules should extend to the learner reflecting on their role in their organisation as well as the individual	See above at level 6
R10. In all ' practice ' modules, the title should be amended to 'placement' so that learner transcripts can communicate to employers that a placement activity has taken place	These modules have been amended to include 'Placement'.
R11. In general, the panel would like to see greater variety of assessment methods and an articulation of the rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.	In addition to the changes outlined in Table 1 above, in Year 3, the assessment strategy now has a stronger focus on group work, literature reviews, CV preparation and practical teaching assessments. The assessments in this year also help students to continue to develop skills in academic writing and journaling. An assessment schedule will be completed by the teaching team for each semester of each year, to make explicit for students when each of their assignments is due. The schedule allows lecturers to see when other assignments are due so that

Recommendations	Amendments Made
	submissions can be adequately spaced and managed by the student.
R12. The panel recommends that the themes of Siolta & Aistear and topics such as transition, working with parents and the learning environment are highlighted throughout the programme	See above at level 6

Table 3 refers to the Conditions and recommendations as outlined by the Expert Panel and the response of the Programme Team for Level 8, Year 4. Where conditions and recommendations refer to Level 6 (Years 1 and 2) and/or Level 7 as outlined in **Tables 1** and **2** above, this is noted under **Amendments Made** column.

2.3 BA (Hons) in Early Childhood Education

Conditions	Amendments Made
C1 The panel is of the view that that Stage 1 of the programme requires modules on the following areas: <ul style="list-style-type: none"> ○ Introduction to Child Health & Wellbeing ○ Social Policy ○ Introduction to Legislation and Regulation ○ Play and Creativity 	Addressed at level 6
C2 the panel requires that throughout the set of module descriptors the context of ECE is clearly highlighted and explicit and that the language used is sympathetic to the sector	Addressed at level 6
C3 <i>Core Approaches to Learning & Development, Child Health & Welfare</i> : The panel is of the view that this module would be better split into 2x 5 credit modules Learning & Development and Child Health & Wellbeing.	Addressed at level 6
C4 <i>Skills of Teaching</i> : The panel recommends that this module title is changed to reflect the environment e.g. Encouraging Early Learning & Development	Addressed at Level 7
C5. <i>Application of Technology & Specialist Topic in Learning & Development</i> should be merged so that learners can use some of the skills outlined in Application of Technology but have a larger credit weighting for the capstone project	C5 has been completed by merging two modules. Elements of the <i>Application of Technology</i> module are reflected in a new learning outcome for <i>Specialist Topic in Learning & Development</i> (LO2). The assessment for <i>Specialist Topic in Learning & Development</i> also incorporates additional specifications in relation to the use and application of technology to assist and enhance the research process. <i>Specialist Topic in Learning & Development</i> now carries 10 credits.
C6. <i>Design & Evaluation of Curriculum and Family Participation/In Practice</i> : The panel is of the view that these modules would be better split into 4x5 credit modules rather than 2x10 credit modules.	This has been completed and there are now 4 x 5 credit modules entitled: ' <i>Design and Evaluation of Curriculum</i> ', ' <i>Placement: Design & Evaluation of Curriculum</i> ', ' <i>Family Participation</i> ' and ' <i>Placement: Family Participation</i> '.

Recommendations	Amendments Made
R1. Learning Stories: The panel recommends that this module is renamed as the concept of 'learning stories' has a particular meaning in the early learning space. A possible option is 'making learning visible'.	Addressed at level 6
R2. Recognition of Prior Learning: The panel is of the view that this module should be removed as there is danger that the learner could be exempted twice for the same learning.	Addressed at level 6
R3. Play & Creativity: should be titled Advanced Play & Creativity	Address at level 6
R4. Observation in Practice – this should include Reflection in the title and content.	Addressed at level 6
R5. Leading & Managing in Education: The panel believes that this module would be better placed in Stage 3 of the programme.	Addressed at level 7
R6. Technology & Learning: Include the adoption of technology in the curriculum. The 3 pillars that the module is built on should be explicitly referenced in the content	Addressed at level 6
R7. Professional Development Skills: Resource recommendations: Rodd: Leadership in Early Childhood. Project management etc. could be moved to the Leadership in Management module.	Addressed at level 7
R8. Games & Behaviour: The panel does not believe that this module should be core on this programme.	Addressed at level 7
R9. Research Methods in Learning & Development: The panel recommends looking at moving some aspects of this content into stage 3	The skills associated with Research Methods are now incorporated into ' Application of Strategies in Learning Environments ' (Year 3, semester 1). This is reflected in LO5 ("Demonstrate an awareness of the principles and practice of good academic research").
R10. Career Management Skills: The panel recommends looking at the sequencing of this module – either at late stage 3 or early stage 4 of the programme.	The Level 8 Career Management Skills has been moved from Year Four (Level 8) to Year Three (Level 7) of the programme. In doing so, all learning outcomes have been reviewed. In its place, the Professional Development Skills module has been moved to Level 8 Year 4 and has also been reviewed.

Recommendations	Amendments Made
R11. The <i>professional development strand</i> modules should extend to the learner reflecting on their role in their organisation as well as the individual	See above at level 6
R12. In all <i>'practice' modules</i> , the title should be amended to 'placement' so that learner transcripts can communicate to employers that a placement activity has taken place	See above at level 6
R13. In general, the panel would like to see greater variety of assessment methods and an articulation of the rationale for the breakdown of assessment. The timing of assessment should be monitored to ensure that the assessment workload is sufficiently spread across the semester.	<p>In addition to the changes outlined in Level 6 above, Year 4 incorporates a number of group assessments and also shared assessments. Reflective journals, presentations, interviews, research papers/critiques, reports and exams are maintained.</p> <p>An assessment schedule will be completed by the teaching team for each semester of each year, to make explicit for students when each of their assignments is due. The schedule allows lectures to see when other assignments are due so that submissions can be adequately spaced and managed by the student.</p>
R14 The panel recommends that the themes of Siolta & Aistear and topics such as transition, working with parents and the learning environment are highlighted throughout the programme.	See above at level 6

3 Panel Acceptance of Programme Team Response

Reaction of the Panel to the Programme Team Response

I have read the amended submission documents for

- BA Honours in Early Childhood Education
- BA (Ord) in Early Childhood Education
- Higher Certificate in Early Childhood Education
- Certificate in Early Childhood Education

I have received feedback from the members of the other external review panel who have also received and reviewed the amended documentation.. I can state that it addresses in a satisfactory manner, all the conditions made by the panel.

Therefore we recommend this programme for validation to QQI.

Signed on behalf of the external review panel

Mr Terry Twomey
Chair

Terry Twomey

Date:

19/5/2015

4 Programme Schedules

4.1 BA(Hons) in Early Childhood Education

4.1.1 Programme Schedule for Stage 1

Name of Provider		National College of Ireland		Programme Codes		BAHECE					
Programme Title (i.e. named award)		BA (Hons) in Early Childhood Education									
Award Title (QQI named award)		BA (Hons) in Early Childhood Education									
Stage Exit Award Title		Certificate in Early Childhood Education									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Stage		1		Number of Stages		4					
Award Class		Major		Award NQF Level		8					
Award EQF Level		6		Stage Credits (ECTS)		60					
Stage NQF Level		6		Stage EQF Level		5					
Date Effective		14/09/15		ISCED Subject Code							
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks			Total %
						Total Hours	Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	
1.1	Introduction to Irish Education and Training	1	M	6	5	125.00	24.00	101.00	50	50	100.00
1.2	Introduction to Psychology	1	M	6	5	125.00	24.00	101.00	50	50	100.00
1.3	Introduction to Play and Creativity in Early Childhood	1	M	6	5	125.00	24.00	101.00	100	0	100.00
1.4	Introduction to Early Childhood Education	1	M	6	10	250.00	36.00	214.00	40	60	100.00
1.6	Academic Writing Skills	1	M	6	5	125.00	24.00	101.00	100	0	100.00
1.7	Introduction to Legislation and Regulation in Early Childhood Education	2	M	6	5	125.00	24.00	101.00	60	40	100.00
1.8	Introduction to Sociology	2	M	6	5	125.00	24.00	101.00	50	50	100.00
1.9	Building Learning Skills	2	M	6	5	125.00	24.00	101.00	100	0	100.00
1.10	Introduction to Child Health and Wellbeing	2	M	6	10	250.00	36.00	214.00	40	60	100.00
1.11	Argument and Critique	2	M	6	5	125.00	24.00	101.00	100	0	100.00
Special Regulations:											
None											

4.1.2 Programme Schedule for Stage 2

Name of Provider		National College of Ireland		Programme Codes		BAHECE					
Programme Title (i.e. named award)		BA (Hons) in Early Childhood Education									
Award Title qqi named award)		BA (Hons) in Early Childhood Education									
Stage Exit Award Title		Higher Certificate in Early Childhood Education									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Stage		2		Number of Stages		4					
Award Class		Major		Award NQF Level		8					
Award EQF Level		6		Stage Credits (ECTS)		60					
Stage NQF Level		6		Stage EQF Level		5					
Date Effective		14/09/15		ISCED Subject Code							
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks			Total %
						Total Hours	Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	
2.1	Cultural, Historical & Current Topics in Learning & Development	1	M	6	5	125.00	24.00	101.00	50	50	100.00
2.2	Lifespan Development	1	M	6	5	125.00	24.00	101.00	50	50	100.00
2.3	Advanced Play and Creativity in Early Childhood	1	M	6	5	125.00	24.00	101.00	40	60	100.00
2.4	Core Approaches to Learning and Development	1	M	6	5	125.00	24.00	101.00	40	60	100.00
2.5	Placement: Observation and Reflection in Practice	1	M	6	10	250.00	36.00	214.00	100	0	100.00
2.6	Managing Your Learning	1	M	6	5	125.00	24.00	101.00	100	0	100.00
2.7	Introduction to Social Policy in Early Childhood Education	2	M	6	5	125.00	24.00	101.00	100	0	100.00
2.8	Theories of Learning	2	M	6	5	125.00	24.00	101.00	40	60	100.00
2.9	Technology and Learning	2	M	6	5	125.00	24.00	101.00	100	0	100.00
2.10	Personal Development and Learning Skills	2	M	6	5	125.00	24.00	101.00	100	0	100.00
2.11	Advanced Child Health and Wellbeing	2	M	6	5	125.00	24.00	101.00	100	0	100.00
Special Regulations: Placement must be passed											

4.1.3 Programme Schedule for Stage 3

Name of Provider			National College of Ireland		Programme Codes		BAHECE				
Programme Title (i.e. named award)			BA (Hons) in Early Childhood Education								
Award Title QQI (named award)			BA (Hons) in Early Childhood Education								
Stage Exit Award Title			BA (Ord) in Early Childhood Education								
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)			FT, PT, ACCS								
Stage			3		Number of Stages		4				
Award Class			Major		Award NQF Level		8				
Award EQF Level			6		Stage Credits (ECTS)		60				
Stage NQF Level			7		Stage EQF Level		6				
Date Effective			14/09/15		ISCED Subject Code						
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks			Total %
						Total Hours	Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	
3.1	Policies and Practice in Irish Education	1	M	7	5	125.00	24.00	101.00	100	0	100.00
3.2	Encouraging Early Learning & Development	1	M	7	10	250.00	36.00	214.00	60	40	100.00
3.3	Teamwork & Collaboration	1	M	7	5	125.00	24.00	101.00	100	0	100.00
3.4	Application of Strategies in Learning Environments	1	M	7	10	250.00	36.00	214.00	100	0	100.00
3.5	Placement: Application of Strategies in Learning Environments in Practice (ECE)	1	M	7	10	250.00	36.00	214.00	100	0	100.00
3.6	Communication and Presentation Skills	1	M	7	5	125.00	24.00	101.00	100	0	100.00
3.7	Discourses of Learning and Development	2	M	7	5	125.00	24.00	101.00	100	0	100.00
3.8	Leading and Managing in Early Childhood Education	2	M	7	5	125.00	24.00	101.00	70	30	100.00
3.9	Career Management Skills	2	M	7	5	125.00	24.00	101.00	100	0	100.00
Special Regulations:											
Placement must be passed											

4.1.4 Programme Schedule for Stage 4

Name of Provider		National College of Ireland		Programme Codes		BAHECE					
Programme Title (i.e. named award)		BA (Hons) in Early Childhood Education									
Award Title QQI named award)		BA (Hons) in Early Childhood Education									
Stage Exit Award Title											
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Stage		AWARD		Number of Stages		4					
Award Class		Major		Award NQF Level		8					
Award EQF Level		6		Stage Credits (ECTS)		60					
Stage NQF Level		8		Stage EQF Level		6					
Date Effective		14/09/15		ISCED Subject Code							
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks		Total %	
						Total Hours	Contact Hours	Independent Learning	Course Work %		End of Module Formal Examination %
4.1	Research Methods for Learning and Development	1	M	8	5	125.00	24.00	101.00	100	0	100.00
4.2	Inquiry Learning	1	M	8	10	250.00	36.00	214.00	100	0	100.00
4.3	Motivation and Performance	1	M	8	5	125.00	24.00	101.00	0	100	100.00
4.4	Design and Evaluation of Curriculum	1	M	8	5	125.00	24.00	101.00	100	0	100.00
4.5	Placement: Design and Evaluation of Curriculum	1	M	8	5	125.00	24.00	101.00	100	0	100.00
4.6	Advanced Academic Writing Skills	1	M	8	5	125.00	24.00	101.00	100	0	100.00
4.7	Specialist Topic in Learning and Development	2	M	8	10	250.00	36.00	214.00	100	0	100.00
4.8	Professional Development Skills	2	M	8	5	125.00	24.00	101.00	100	0	100.00
4.9	Family Participation	2	M	8	5	125.00	24.00	101.00	100	0	100.00
4.10	Placement: Family Participation	2	M	8	5	125.00	24.00	101.00	100	0	100.00
Special Regulations:											
Placement must be passed											

4.2 BA (Ord) in Early Childhood Education

4.2.1 Programme Schedule for Stage 1

Name of Provider		National College of Ireland		Programme Codes		BAHECE					
Programme Title (i.e. named award)		BA (Ord) in Early Childhood Education									
Award Title (QQI named award)		BA (Ord) in Early Childhood Education									
Stage Exit Award Title		Certificate in Early Childhood Education									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Stage		1		Number of Stages				3			
Award Class		Major		Award NQF Level				7			
Award EQF Level		6		Stage Credits (ECTS)				60			
Stage NQF Level		6		Stage EQF Level				5			
Date Effective		14/09/15		ISCED Subject Code							
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks			Total %
						Total Hours	Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	
1.1	Introduction to Irish Education and Training	1	M	6	5	125.00	24.00	101.00	50	50	100.00
1.2	Introduction to Psychology	1	M	6	5	125.00	24.00	101.00	50	50	100.00
1.3	Introduction to Play and Creativity in Early Childhood	1	M	6	5	125.00	24.00	101.00	100	0	100.00
1.4	Introduction to Early Childhood Education	1	M	6	10	250.00	36.00	214.00	40	60	100.00
1.6	Academic Writing Skills	1	M	6	5	125.00	24.00	101.00	100	0	100.00
1.7	Introduction to Legislation and Regulation in Early Childhood Education	2	M	6	5	125.00	24.00	101.00	60	40	100.00
1.8	Introduction to Sociology	2	M	6	5	125.00	24.00	101.00	50	50	100.00
1.9	Building Learning Skills	2	M	6	5	125.00	24.00	101.00	100	0	100.00
1.10	Introduction to Child Health and Wellbeing	2	M	6	10	250.00	36.00	214.00	40	60	100.00
1.11	Argument and Critique	2	M	6	5	125.00	24.00	101.00	100	0	100.00
Special Regulations:											
None											

4.2.3 Programme Schedule for Stage 2

Name of Provider		National College of Ireland		Programme Codes		BAHECE					
Programme Title (i.e. named award)		BA Ord in Early Childhood Education									
Award Title (HETAC named award)		BA Ord in Early Childhood Education									
Stage Exit Award Title		Higher Certificate in Early Childhood Education									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Stage		2		Number of Stages		4					
Award Class		Major		Award NQF Level		8					
Award EQF Level		6		Stage Credits (ECTS)		60					
Stage NQF Level		6		Stage EQF Level		5					
Date Effective		14/09/15		ISCED Subject Code							
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks		Total %	
						Total Hours	Contact Hours	Independent Learning	Course Work %		End of Module Formal Examination %
2.1	Cultural, Historical & Current Topics in Learning & Development	1	M	6	5	125.00	24.00	101.00	50	50	100.00
2.2	Lifespan Development	1	M	6	5	125.00	24.00	101.00	50	50	100.00
2.3	Advanced Play and Creativity in Early Childhood	1	M	6	5	125.00	24.00	101.00	40	60	100.00
2.4	Core Approaches to Learning and Development	1	M	6	5	125.00	24.00	101.00	40	60	100.00
2.5	Placement: Observation and Reflection in Practice	1	M	6	10	250.00	36.00	214.00	100	0	100.00
2.6	Managing Your Learning	1	M	6	5	125.00	24.00	101.00	100	0	100.00
2.7	Introduction to Social Policy in Early Childhood Education	2	M	6	5	125.00	24.00	101.00	100	0	100.00
2.8	Theories of Learning	2	M	6	5	125.00	24.00	101.00	40	60	100.00
2.9	Technology and Learning	2	M	6	5	125.00	24.00	101.00	100	0	100.00
2.10	Personal Development and Learning Skills	2	M	6	5	125.00	24.00	101.00	100	0	100.00
2.11	Advanced Child Health and Wellbeing	2	M	6	5	125.00	24.00	101.00	100	0	100.00
Special Regulations: Placement must be passed											

4.2.4 Programme Schedule for Stage 3

Name of Provider			National College of Ireland		Programme Codes		BAHECE				
Programme Title (i.e. named award)			BA (Ord) in Early Childhood Education								
Award Title (HETAC named award)			BA (Ord) in Early Childhood Education								
Stage Exit Award Title											
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)			FT, PT, ACCS								
Stage		3	Number of Stages			4					
Award Class		Major			Award NQF Level			8			
Award EQF Level		6			Stage Credits (ECTS)			60			
Stage NQF Level		7			Stage EQF Level			6			
Date Effective		14/09/15			ISCED Subject Code						
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks		Total %	
						Total Hours	Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	
3.1	Policies and Practice in Irish Education	1	M	7	5	125.00	24.00	101.00	100	0	100.00
3.2	Encouraging Early Learning & Development	1	M	7	10	250.00	36.00	214.00	60	40	100.00
3.3	Teamwork & Collaboration	1	M	7	5	125.00	24.00	101.00	100	0	100.00
3.4	Application of Strategies in Learning Environments	1	M	7	10	250.00	36.00	214.00	100	0	100.00
3.5	Placement: Application of Strategies in Learning Environments in Practice (ECE)	1	M	7	10	250.00	36.00	214.00	100	0	100.00
3.6	Communication and Presentation Skills	1	M	7	5	125.00	24.00	101.00	100	0	100.00
3.7	Discourses of Learning and Development	2	M	7	5	125.00	24.00	101.00	100	0	100.00
3.8	Leading and Managing in Early Childhood Education	2	M	7	5	125.00	24.00	101.00	70	30	100.00
3.9	Career Management Skills	2	M	7	5	125.00	24.00	101.00	100	0	100.00
Special Regulations:											
Placement must be passed											

4.3 Higher Certificate in Early Childhood Education

4.3.1 Programme Schedule for Stage 1

Name of Provider		National College of Ireland		Programme Codes		BAHECE					
Programme Title (i.e. named award)		Higher Certificate in Early Childhood Education									
Award Title (QQI named award)		Higher Certificate in Early Childhood Education									
Stage Exit Award Title		Certificate in Early Childhood Education									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Stage		1		Number of Stages		2					
Award Class		Major		Award NQF Level		6					
Award EQF Level		5		Stage Credits (ECTS)		60					
Stage NQF Level		6		Stage EQF Level		5					
Date Effective		14/09/15		ISCED Subject Code							
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks		Total %	
						Total Hours	Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	
1.1	Introduction to Irish Education and Training	1	M	6	5	125.00	24.00	101.00	50	50	100.00
1.2	Introduction to Psychology	1	M	6	5	125.00	24.00	101.00	50	50	100.00
1.3	Introduction to Play and Creativity in Early Childhood	1	M	6	5	125.00	24.00	101.00	100	0	100.00
1.4	Introduction to Early Childhood Education	1	M	6	10	250.00	36.00	214.00	40	60	100.00
1.6	Academic Writing Skills	1	M	6	5	125.00	24.00	101.00	100	0	100.00
	English for Academic Purposes		E	6	5	125	48	101			100
1.7	Introduction to Legislation and Regulation in Early Childhood Education	2	M	6	5	125.00	24.00	101.00	60	40	100.00
1.8	Introduction to Sociology	2	M	6	5	125.00	24.00	101.00	50	50	100.00
1.9	Building Learning Skills	2	M	6	5	125.00	24.00	101.00	100	0	100.00
1.10	Introduction to Child Health and Wellbeing	2	M	6	10	250.00	36.00	214.00	40	60	100.00
1.11	Argument and Critique	2	M	6	5	125.00	24.00	101.00	100	0	100.00
Special Regulations:											
None											

4.3.2 Programme Schedule for Stage 2

Name of Provider		National College of Ireland		Programme Codes		BAHECE					
Programme Title (i.e. named award)		Higher Certificate in Early Childhood Education									
Award Title (HETAC named award)		Higher Certificate in Early Childhood Education									
Stage Exit Award Title											
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Stage	AWARD		Number of Stages			2					
Award Class	Major		Award NQF Level			6					
Award EQF Level	5		Stage Credits (ECTS)			60					
Stage NQF Level	6		Stage EQF Level			5					
Date Effective		14/09/15		ISCED Subject Code							
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks			Total %
						Total Hours	Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	
2.1	Cultural, Historical & Current Topics in Learning & Development	1	M	6	5	125.00	24.00	101.00	50	50	100.00
2.2	Lifespan Development	1	M	6	5	125.00	24.00	101.00	50	50	100.00
2.3	Advanced Play and Creativity in Early Childhood	1	M	6	5	125.00	24.00	101.00	40	60	100.00
2.4	Core Approaches to Learning and Development	1	M	6	5	125.00	24.00	101.00	40	60	100.00
2.5	Placement: Observation and Reflection in Practice	1	M	6	10	250.00	36.00	214.00	100	0	100.00
2.6	Managing Your Learning	1	M	6	5	125.00	24.00	101.00	100	0	100.00
2.7	Introduction to Social Policy in Early Childhood Education	2	M	6	5	125.00	24.00	101.00	100	0	100.00
2.8	Theories of Learning	2	M	6	5	125.00	24.00	101.00	40	60	100.00
2.9	Technology and Learning	2	M	6	5	125.00	24.00	101.00	100	0	100.00
2.10	Personal Development and Learning Skills	2	M	6	5	125.00	24.00	101.00	100	0	100.00
2.11	Advanced Child Health and Wellbeing	2	M	6	5	125.00	24.00	101.00	100	0	100.00
Special Regulations: Placement must be passed											

4.4 Certificate in Early Childhood Education

Name of Provider		National College of Ireland		Programme Codes		BAHECE					
Programme Title (i.e. named award)		Certificate in Early Childhood Education									
Award Title (QQI named award)		Certificate in Early Childhood Education									
Stage Exit Award Title											
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Stage		1		Number of Stages				1			
Award Class		Minor		Award NQF Level				6			
Award EQF Level		6		Stage Credits (ECTS)				60			
Stage NQF Level		6		Stage EQF Level				5			
Date Effective		14/09/15		ISCED Subject Code							
Ref	Module Title	Semester	Module Status (M/E)	ECTS		Total Student Effort		Allocation of Marks			Total %
				NQF Level	Credit Number	Total Hours	Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	
1.1	Introduction to Irish Education and Training	1	M	6	5	125.00	24.00	101.00	50	50	100.00
1.2	Introduction to Psychology	1	M	6	5	125.00	24.00	101.00	50	50	100.00
1.3	Introduction to Play and Creativity in Early Childhood	1	M	6	5	125.00	24.00	101.00	100	0	100.00
1.4	Introduction to Early Childhood Education	1	M	6	10	250.00	36.00	214.00	40	60	100.00
1.6	Academic Writing Skills	1	M	6	5	125.00	24.00	101.00	100	0	100.00
	English for Academic Purposes		E	6	5	125	48	101			100
1.7	Introduction to Legislation and Regulation in Early Childhood Education	2	M	6	5	125.00	24.00	101.00	60	40	100.00
1.8	Introduction to Sociology	2	M	6	5	125.00	24.00	101.00	50	50	100.00
1.9	Building Learning Skills	2	M	6	5	125.00	24.00	101.00	100	0	100.00
1.10	Introduction to Child Health and Wellbeing	2	M	6	10	250.00	36.00	214.00	40	60	100.00
1.11	Argument and Critique	2	M	6	5	125.00	24.00	101.00	100	0	100.00
Special Regulations:											
None											

5 Memo on Context of Validation

National College of Ireland

Validation of :

BA(Hons) in Early Childhood Education

BA (Ord) in Early Childhood Education

Higher Certificate in Early Childhood Education

Certificate in Early Childhood Education

These programmes were evaluated using QQI's policy for devolution of validation sub-processes. The programmes were submitted to QQI in March 2015.

Membership of the Expert Panel was agreed with QQI's Programme Accreditation Unit. No member of the panel has indicated a conflict of interest and has signed a declaration to that effect.

The panel considered the programmes' submission documents, self-evaluation report. The programmes were originally submitted as streams or specialisms within an overall BA(Hons) in Learning & Development, however the panel conditioned that they be separated into a distinct award set in Early Childhood Education.

The final report was agreed by the panel. The programme team's response to the Expert Panel's agreed report has been considered by the panel and the Chair has indicated in the final report that the panel is happy that the conditions of the report have been fulfilled and that the programmes should be recommended to QQI for approval.



John McGarrigle
Registrar & Company Secretary
14 May 2015