

CERTIFICATE OF VALIDATION

Extension #1

Validation Process: **New**

Provider Name	Kerry Education and Training Board
Date of Validation	15-Jul-21

	Code	Title	Award	Exit Only
Principal Programme	PG24626	Advanced Certificate in Early Learning and Care	Advanced Certificate (Advanced Certificate at NFQ Level 6) 6M21471 120 credits	N/A
Embedded Programme	PG24627	Level 5 Certificate in Early Learning and Care	Certificate (Certificate at NFQ Level 5) 5M21473 120 credits	No

	First Intake	Last Intake
Enrolment Interval	Sep-21	Aug-27

Principal Programme

	Full Time	Part Time	Delivery Mode: full-time / part-time	Full Time, Part Time
Intakes per Annum:	7	7		
Minimum Learners per Intake:	84	57		
Maximum Learners per Intake:	108	70		
Duration (months)	24	48		

Target Learner Groups

The programme is intended for learners interested in a career in early learning and care with children aged from 0 to six years, including those who may have an interest in working as room leaders or for those wishing to progress to higher education in this field. Target learners include school-leavers and mature learners returning to education. Full-time and part-time courses are intended to meet the needs of a range of learners, such as those already working in the sector who want to develop their skills and/or acquire qualification, people working in other areas or who are unemployed who want to move into the ELC sector, people with responsibilities that do not enable them to undertake full-time courses and people whose preference is to undertake a part-time course.

Learners will not be expected to have prior knowledge or experience of the early learning and care sector on entry to the programme but they will be expected to demonstrate an interest in the field. They will also be expected to have knowledge, skills and competences equivalent to NFQ level 4. A minimum English language and literacy competency of B2 in writing, reading, listening and speaking on the Common European Framework of Reference for Languages (CEFRL) is required at entry to the programme for speakers of English as a second or other language.

The target group includes:

- (a) Those leaving mainstream education and who hold a qualification NFQ Level 4 or equivalent
- (b) Holders of EU qualifications, specifically who have a minimum of 5 passes in a certificate placed at EQF Level 3
- (c) Those with three years' sector related experience who want to develop a career in Early Learning and Care, specifically those who do not hold the above qualifications but who are in a position to provide evidence of this work history.
- (d) Those who have been employed in an early learning and care practice who are seeking to obtain a qualification at NFQ Level 6 to enhance their employability and career pathways

Brief Synopsis of the Programmes

The proposed one-year full-time equivalent programme leads to a Level 5 Certificate in Early Learning and Care. The programme is designed to meet the QQI professional award standards for early learning and care at NFQ level 5.

The programme comprises six mandatory modules encompassing the knowledge, skills and competences required to work at entry level across a range of early learning and care settings or to progress to stage 2 of the Advanced Certificate in Early Learning and Care or to a relevant higher education programme. The focus is on providing for the holistic well-being, development and learning needs of children from 0 to six years across a range of ELC settings.

The programme offers a balance of theory and practice, and professional practice placement is integral to the teaching and learning. Learners who successfully complete the programme will have opportunities to progress into the work place or into further and higher education.

Minimum Intended Programme Learning Outcomes

On completion of this programme the learner will be able to:

1. Utilise reflective practice to enhance continuing personal and professional development for self and colleagues
2. Contribute to a nurturing and inclusive ELC environment for children to meet their holistic learning and care needs.
3. Facilitate and promote effective communication and teamwork in partnership with stakeholders in the ELC environment
4. Outline a range of learning and theoretical perspectives on child development that contribute to the holistic development of children
5. Conduct child observations and assessments, informed by theory and national frameworks, to promote the holistic development of children in ELC
6. Implement and review a variety of inclusive play opportunities and creative studies, underpinned by theory in both indoor and outdoor environments to promote children's holistic development.
7. Contribute to the development and implementation of inclusive curricular approaches, in partnership with stakeholders, in line with national frameworks and ELC regulations to support the holistic development of children.
8. Engage in effective communication and teamwork with children, colleagues, families and other stakeholders in the ELC setting.
9. Engage in reflective practice to support the development of personal and professional practice
10. Demonstrate professionalism with stakeholders and the broader community of the ELC setting while working under supervision
11. Implement centre-based policies, procedures and practices to ensure continuity of routines in ELC
12. Examine how the rights of children and their families are impacted by social policy and social systems nationally and internationally
13. Implement inclusive principles and practices to support the physical and mental health, learning, development and care needs of children in ELC
14. Promote collaborative, ethical, inclusive work practices with all stakeholders
15. Analyse psychological and sociological perspectives, their impact on the developing child and their significance to practice
16. Lead in the practice of child development observation and assessment to promote the holistic development of children in ELC
17. Lead in the planning, implementation and review of inclusive creative and play-based learning opportunities to inform pedagogy in both indoor and outdoor environments
18. Lead in the implementation and review of inclusive pedagogy and curriculum both child-led and adult-initiated, independently or as part of a team, in line with national frameworks and regulations
19. Summarise essential legislation, regulatory frameworks and guidelines which underpin children's rights and best practice in ELC
20. Engage in an inclusive and anti-bias approach to the early learning and care of children
21. Explore the significance of the supervisory and leadership role to promote best practice and professionalism in ELC
22. Support the development and implementation of policies and procedures and review of practices consistent with legislative and regulatory requirements to ensure continuity of experiences to improve ELC provision.

Teaching and Learning Modes

1. Group Discussions
2. Group Discussions/Interactions
3. Lectures / Classes
4. Self Directed Learning
5. Work experience

Approved Countries

Ireland

Physical Resource Requirements

- Suitably equipped rooms
- Learners to have access to IT facilities such as computers/laptops/iPads, printers and scanners, projector and/or whiteboard
- Facility for watching DVD and/or online video
- Specialist equipment to include:
 - o Baby changing mat (Stage 1 Holistic Care of Children 0-6 Years)
 - o Steriliser (Stage 1 Holistic Care of Children 0-6 Years)
 - o Baby bottles, teats, bottle brush (Stage 1 Holistic Care of Children 0-6 Years)
 - o Baby formula, kettle (Stage 1 Holistic Care of Children 0-6 Years)
 - o Thermometer (Stage 1 Holistic Care of Children 0-6 Years)
 - o Access to a sink with running water (Stage 1 Holistic Care of Children 0-6 Years)
 - o Baby doll, nappies and clothes (Stage 1 Holistic Care of Children 0-6 Years)
 - o Appropriate PPE, such as aprons and gloves (Stage 1 Holistic Care of Children 0-6 Years)
 - o Selection of open ended materials and toys including toys reflecting diversity (Stage 1 and 2)
 - o Selection of children's books including books reflecting diversity (Stage 1 and 2)
 - o Selection of art and craft materials (Stage 1 and 2)
 - o Musical instruments (Stage 1 and 2)
 - o Selection of role play props (Stage 1 and 2)

Staff Profiles	Qualifications and Experience	WTE
Professional Placement Monitor	Suitably qualified and experienced in ELC, be Garda vetted and have experience in the assessment of learners.	.25
Support Staff	Guidance Support and Academic/Learner Support	3.50
Teaching/Instruction staff	Teaching and instructing staff will hold a relevant major award at NFQ level 7 or higher and either a teaching/instructing qualification or five or more years of teaching/instructing experience on programmes designed to prepare learners for practice in the ELC sector. The teaching/instructing team will include some with ELC qualifications, or equivalent, and previous experience working in the ELC sector.	14
Centre Course Co ordinator	Course coordination	.25
College/Centre Manager	Management of programme at College/Centre level	1
QA staff member	Experienced QA	0.25

Approved Centres	Centre	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	079084 Kerry College of Further Education & Training, Monavalley Campus	20	28
	42250K An Tochar Further Education & Training Centre	20	22
	70470J O'Connell Further Education & Training Centre	20	22
	70500P Kerry College of Further Education & Training, Listowel Campus	20	28
	70510S Kenmare Further Education & Training Centre	20	22
	70550H Kerry College of Further Education & Training, Clash Road Campus	20	28

Additional Locations	Location Name	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	N/A		

Learner Teacher Ratios	Learning Activity	Ratio
	Teaching and Instruction	1:12

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	N/A		

Embedded Programme

Validation Process: **New**

Code	Title	Award	Exit Only
PG24627	Level 5 Certificate in Early Learning and Care	Certificate (Certificate at NFQ Level 5) 5M21473 120 credits	No

	Full Time	Part Time	Delivery Mode: full-time / part-time	Full Time, Part Time
Intakes per Annum:	7	7		
Minimum Learners per Intake:	70	40		
Maximum Learners per Intake:	84	46		
Duration (months)	12	24		

Target Learner Groups

The programme is intended for learners interested in a career in early learning and care with children aged 0-6 years, including those who may have an interest in working as an early learning and care practitioner or for those wishing to progress to higher education in this field.

Target learners include school-leavers and mature learners returning to education. Full-time and part-time courses are intended to meet the needs of a range of learners, such as those already working in the sector who want to develop their skills and/or acquire qualifications, people working in other areas or unemployed who want to move into the ELC sector, people with responsibilities that do not enable them to undertake full-time courses and people whose preference is to undertake a part-time course.

Learners will not be expected to have prior knowledge or experience of the early learning and care sector on entry to the programme but they will be expected to demonstrate an interest in the field. They will also be expected to have knowledge, skills and competences equivalent to NFQ level 4. A minimum English language and literacy competency of B2 in writing, reading, listening and speaking on the Common European Framework of Reference for Languages (CEFR) is required at entry to the programme for speakers of English as a second or other language.

The target group includes:

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Brief Synopsis of the Programmes

The proposed one-year full-time equivalent programme leads to a Level 5 Certificate in Early Learning and Care. The programme is designed to meet the QQI professional award standards for early learning and care at NFQ level 5.

The programme comprises six mandatory modules encompassing the knowledge, skills and competences required to work at entry level across a range of early learning and care settings or to progress to stage 2 of the Advanced Certificate in Early Learning and Care or to a relevant higher education programme. The focus is on providing for the holistic well-being, development and learning needs of children from 0 to six years across a range of ELC settings.

The programme offers a balance of theory and practice, and professional practice placement is integral to the teaching and learning. Learners who successfully complete the programme will have opportunities to progress into the work place or into further and higher education

Minimum Intended Programme Learning Outcomes

On completion of this programme the learner will be able to:

1. Implement centre-based policies, procedures and practices to ensure continuity of routines in ELC
2. Demonstrate professionalism with stakeholders and the broader community of the ELC setting while working under supervision
3. Engage in reflective practice to support the development of personal and professional practice
4. Engage in effective communication and teamwork with children, colleagues, families and other stakeholders in the ELC setting
5. Contribute to the development and implementation of inclusive curricular approaches, in partnership with stakeholders, in line with national frameworks and ELC regulations to support the holistic development of children.
6. Implement and review a variety of inclusive play opportunities and creative studies, underpinned by theory in both indoor and outdoor environments to promote children's holistic development.
7. Conduct child observations and assessments, informed by theory and national frameworks, to promote the holistic development of children in ELC
8. Outline a range of learning and theoretical perspectives on child development that contribute to the holistic development of children
9. Engage in an inclusive and anti-bias approach to the early learning and care of children
10. Contribute to a nurturing and inclusive ELC environment for children to meet their holistic learning and care needs.
11. Summarise essential legislation, regulatory frameworks and guidelines which underpin children's rights and best practice in ELC

Teaching and Learning Modes

1. Directed Learning
2. Group Discussions
3. Lectures / Classes
4. Self Directed Learning
5. Work experience

Approved Countries

Ireland

Physical Resource Requirements

- Suitably equipped rooms
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 - o Selection of role play props (Stage 1 and 2)

Staff Profiles	Qualifications and Experience	WTE
Teach/Instruction staff	Teaching and instructing staff will hold a relevant major award at NFQ level 7 or higher and either a teaching/instructing qualification of five or more years of teaching/instructing experience on programmes designed to prepare learners for practice in the ELC sector. The teaching/instructing team will include some with ELC qualifications, or equivalent, and previous experience working in the ELC sector	14
Centre Course Coordinator	Course Coordination	1.75
College/Centre Manager	Management of programme at College/Centre level	1
QA Staff member	Experienced QA	0.25

Approved Centres	Centre	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	079084 Kerry College of Further Education & Training, Monavalley Campus	10	14
	42250K An Tochar Further Education & Training Centre	10	14
	70470J O'Connell Further Education & Training Centre	10	14
	70500P Kerry College of Further Education & Training, Listowel Campus	10	14
	70510S Kenmare Further Education & Training Centre	10	14
	70550H Kerry College of Further Education & Training, Clash Road Campus	10	15
	38615C Kerry College of Further Education and Training Killorglin Campus	10	15

Additional Locations	Location Name	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	N/A		

Learner Teacher Ratios	Learning Activity	Ratio
	Teaching/Instructing	1:12

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	N/A		

Conditions of Validation of the Programmes Covered by this Certificate of Validation

Part 1: Statutory Conditions of Validation

The statutory (section 45(3) of the 2012 Act) conditions of validation are that the provider of the programme shall:

1. Co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider,
2. Establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) are acquired, and where appropriate, demonstrated, by enrolled learners,
3. Continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and
4. Provide to QQI such information as QQI may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates.

Part 2 Conditions of Validation Established by QQI Under section 45(4)(b) of the 2012 Act)

Part 2.1 Condition of Validation Concerning a Change in the QQI Award or Award Standard

1. Where QQI changes an award title, an award specification or an award standard that a programme depends upon, the provider shall not enrol any further learners on the affected programmes unless informed otherwise in writing by QQI (e.g. by the issue of a revised certificate of validation). The programme is considered validated for learners already enrolled on the affected programme.

Part 2.2 Condition of Validation Concerning the Duration of Enrolment

1. The duration of enrolment is the interval during which learners may be enrolled on the validated programme.

Validation is determined by QQI for a specified number of years of enrolment appropriate to the particular programme as indicated on the certificate on validation subject to unit 9.2.1. It is a condition of validation that the programme does not enrol any new learners outside this interval. A typical duration would be five years.

If a provider wishes to continue to enrol learners to the programme beyond this interval the provider must arrange in good time for it to be validated again by QQI, or exceptionally the provider may apply for extension of the duration of enrolment (unit (14)). In this context the provider may apply for validation of the programme from first principles or, alternatively, the provider may avail of the process for revalidation (unit (13)) by QQI.

Part 2.3 General Condition of Validation

The provider of the programme shall:

1. Ensure that the programme as implemented does not differ in a material way from the programme as validated; differing in a material way is defined as differing in any aspect of the programme or its implementation that was material to QQI's validation criteria.
2. Ensure that the programme is provided with the appropriate staff and physical resources as validated.
3. Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
4. Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
5. Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.
6. Continue in respect of the validated programme to comply with section 56 of the 2012 Act in respect of procedures for access, transfer and progression.
7. Implement the programme and procedures for assessment of learners in accordance with the Approved Programme Schedule and notify QQI in writing of any amendments to this arising from changes to the programme; see unit (9).
8. When advertising and promoting the programme and awards, use the programme title as validated, and the correct QQI award title(s), award type(s) and award class(es) indicating the level of the award(s) on the National Framework of Qualifications.

9. Adhere to QQI regulations and procedures for certification.

10. Notify QQI in writing without delay of: a. Any material change to the programme; a. Anything that impacts on the integrity or reputation of the programme or the corresponding QQI awards; b. Anything that infringes the conditions of validation; or c. Anything that would be likely to cause QQI to consider reviewing the validation.

11. Notify QQI in writing to determine the implications for the provider's validated programmes, where the provider is likely to, or planning to, merge (amalgamate) with another entity or to acquire, or be acquired by, another entity (see unit (12.5)) .

12. Report to QQI, when required or requested, on its implementation of the programme and compliance with the conditions of validation.

Part 2.4 General Condition of Validation Arising from Specialised Validation Policy and Criteria

Part 2.5 Special Conditions of Validation

Programme and stage schedules

PG24626 Advanced Certificate in Early Learning and Care

Name of Provider		Kerry Education and Training Board													
Programme Title		PG24626 Advanced Certificate in Early Learning and Care													
Award Title		Advanced Certificate							Exit Award Only		N/A				
Teaching and learning modalities		Group Discussions; Group Discussions/Interactions; Lectures / Classes; Self Directed Learning; Work experience													
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage		Stage NFQ Level		Stage Credits		First Intake		ISCED Code			
Both	Major	6	5	Stage 2				120		Sep 2021		09.2.2			
Module					Total Student Effort Module (Hours)					Allocation of Marks					
Title			Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
Advanced Professional Practice Placement			Not Applicable	M	25	182	140	0	11	31	50	50	0	0	0
Sociology and Social Policy			Not Applicable	M	15	142	63	0	60	19	40	60	0	0	0
The Developing Child			Not Applicable	M	20	116	83	0	8	25	100	0	0	0	0
Curriculum and Pedagogy			Not Applicable	M	20	116	83	0	8	25	60	40	0	0	0
Inclusive Early Learning and Care			Not Applicable	M	15	88	63	0	6	19	30	70	0	0	0
Supervision and Administration			Not Applicable	M	25	146	104	0	11	31	60	40	0	0	0

PG24626 Advanced Certificate in Early Learning and Care

Name of Provider		Kerry Education and Training Board													
Programme Title		PG24626 Advanced Certificate in Early Learning and Care													
Award Title		Advanced Certificate							Exit Award Only		N/A				
Teaching and learning modalities		Group Discussions; Group Discussions/Interactions; Lectures / Classes; Self Directed Learning; Work experience													
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage		Stage NFQ Level		Stage Credits		First Intake		ISCED Code			
Both	Major	6	5	Stage 1				120		Sep 2021		09.2.2			
Module					Total Student Effort Module (Hours)					Allocation of Marks					
Title			Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	% Workbased
Professional Practice Placement in Early Learning			Not Applicable	M	25	146	104	0	6	36	50	0	10	0	40
Children’s Rights, Legislation and Regulation			Not Applicable	M	15	88	63	0	25	0	100	0	0	0	0
Holistic Care of Children 0-6 Years			Not Applicable	M	15	88	63	0	4	21	70	0	0	30	0
Early Childhood Growth and Development			Not Applicable	M	25	146	104	0	6	36	60	40	0	0	0
Curriculum, Play and Creative Studies			Not Applicable	M	25	146	104	0	6	36	100	0	0	0	0
Understanding and Assisting Children with Addition			Not Applicable	M	15	88	63	0	4	21	50	50	0	0	0

PG24627 Level 5 Certificate in Early Learning and Care

Name of Provider		Kerry Education and Training Board													
Programme Title		PG24627 Level 5 Certificate in Early Learning and Care													
Award Title		Certificate							Exit Award Only		No				
Teaching and learning modalities		Directed Learning; Group Discussions; Work experience; Self Directed Learning; Lectures / Classes													
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage		Stage NFQ Level	Stage Credits		First Intake		ISCED Code				
Both	Major	5	4	Award Stage		5	120		Sep 2021		09.2.2				
Module					Total Student Effort Module (Hours)					Allocation of Marks					
Title			Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	% Workbased
Professional Practice Placement in Early Learning			Not Applicable	M	25	146	104	0	6	36	50	0	10	0	40
Children’s Rights, Legislation and Regulation			Not Applicable	M	15	88	63	0	25	0	100	0	0	0	0
Holistic Care of Children 0-6 Years			Not Applicable	M	15	88	63	0	4	21	70	0	0	30	0
Early Childhood Growth and Development			Not Applicable	M	25	146	104	0	6	36	60	40	0	0	0
Curriculum, Play and Creative Studies			Not Applicable	M	25	146	104	0	6	36	100	0	0	0	0
Understanding and Assisting Children with Addition			Not Applicable	M	15	88	63	0	4	21	50	50	0	0	0