



Institiúid Teicneolaíochta Chorcaí  
Cork Institute of Technology

APPROVED

<b>Awards</b>					
BA					
<b>Programme Code:</b>	CR_HECEC_7	<b>Mode of Delivery:</b>	Full Time, ACCS	<b>No. of Semesters:</b>	6
<b>NFQ Level:</b>	7				
<b>Embedded Award:</b>	No	<b>Programme Credits:</b>	180		
<b>programmeReviewDate:</b>	September 2021				
<b>Department:</b>	SPORT, LEISURE & CHILDHOOD STUDIES				
<b>Field of Study:</b>	Childcare				

## Programme Outcomes

Upon successful completion of this programme the graduate will be able to demonstrate... :

<b>PO1</b>	Knowledge - Breadth
	(a) • in-depth understanding and practical application of inclusive practices relating to equality and diversity, additional needs, disability and EAL (English as an additional language) • a clear knowledge of a child's growth, development, health and nutrition from birth to six years • an experienced comprehension of personal and professional development moving from fundamental to advanced practices • an understanding of children's rights and pertinent aspects of Early Childhood law; regulations; and policy • proficient skills in creative and critical thinking; process led arts; learning through the arts and arts in the emergent curriculum • the important role of play in a child's learning and development particularly from birth to three years • a specialised knowledge of curriculum and assessment; literacy and numeracy; outdoor learning; and ICT in ECEC from birth to six years • the ability to discuss sociological aspects and themes as they relate to childhood, family, community and relevant social policy • a confident comprehension of developmental and educational psychology • the ability to design, implement and evaluate physical activity and movement plans; from general theory and practice to specialised adapted physical activity • a proficiency in management; leadership; advocacy and facilitation in ECEC from theory to practice. • a capacity to appraise key issues involved in enterprise creation; business and financial planning; and administration • the skills to conduct research and compile a research dissertation • a professional knowledge of national and international pedagogical approaches that guide Early Childhood Education and Care practice
<b>PO2</b>	Knowledge - Kind
	(a) • an ability to discuss and evaluate current theory and pedagogical practice in ECEC, and an ability to integrate concepts across a variety of areas • a capacity to link professional theory, skills and personal development toward becoming a reflective, skilled childcare practitioner • the knowledge and skill to design, implement and evaluate inclusion, equality and diversity practices that positively support children with a range of abilities and additional needs across a variety of child care settings • a detailed knowledge of the role of a child care practitioner and a capacity to understand and practically apply managerial; advocacy and leadership principles in ECEC • a capability to utilize policy concepts already learned and extend his/her depth of understanding to appreciate the nature and extent of change on both the personal and social levels • keen awareness and ability to create an environment that promotes critical thinking; exploration and comprehensive health and well-being • the capacity to examine professional practice, analyse the component skills involved and experience these in practice • an ability to objectively construe phenomena from a more conceptual rather than a purely applied stance.
<b>PO3</b>	Skill - Range
	(a) • an analytical engagement with practice frameworks; curriculum design; differentiated learning and assessment • an ability to understand the nature of practicing within a variety of ECEC settings • a strong theoretical and practical knowledge to inform practice when working with children with additional needs or disabilities, for example, inclusion and equality strategies; social stories; adapted physical activity; PECS/LAMH, assistive technology and EAL • ability to listen, track and explore narratives and be able to express difference and agreement in ways that can be processed by others • a knowledge of sociological and psychological theory and its applications • ability and confidence to use provocations and apply practical; creative and problem-solving skills • capacity to devise and evaluate a range of health promoting strategies for use in a childcare setting • expertise to foster and promote partnership with parent/s and relevant supporting agencies
<b>PO4</b>	Skill - Selectivity
	(a) • necessary ICT communication and record keeping skills required in day-to-day practice • ability to apply supervision frameworks to a variety of childcare settings • accountability and performance evaluation of their own work • able to respond to situations as they arise within a childcare setting while taking cognisance of policy and regulations • capacity to identify and undertake, within a critically reflective process, personal and sectoral development actions in keeping with national and international best practice • an understanding of skills commensurate with planning and implementing a research project
<b>PO5</b>	Competence - Context
	(a) • a capability to create an environment of inclusion for all children • a capacity to facilitate small as well as whole groups • an ability to critically assess current childcare practices and policies and their implications • adherence to professional and ethical codes of conduct and communication • understanding of business theory and good practice to the design and delivery of programmes in ECEC • an aptitude to apply taught concepts, theoretical perspectives, legislation and skills across a variety of childcare populations • ability to assess own competence and set new goals
<b>PO6</b>	Competence - Role
	(a) • ability to work autonomously • understanding of how to supervise staff in childcare settings in accordance with good practice and lead a peer group session • capacity to extend proficiency in using a variety of delivery methods to facilitate differentiated and inclusive learning • aptitude to conduct research activities and reports in the context of practice and policy in ECEC • capacity to take a leadership role with children and a team member role with co-workers and be fully aware of the variety of skills involved in each • able to work effectively in a multidisciplinary context • awareness of ethical practice and professional integrity and identity
<b>PO7</b>	Competence - Learning to Learn
	(a) • ability to ascertain gaps in knowledge and skill and an awareness of the need to engage in on-going, professional development relating to all aspects of practice be it synchronous; asynchronous or blended learning • a readiness to cultivate both self-directed and collective learning and contribute to the sector in a collaborative peer-based process • greater ability to appraise critically; ability to give and receive constructive feedback and to use initiative • capacity to keep abreast of emerging technology and incorporate ICT and assistive technology into ECEC practice where applicable • capacity to embrace a range of opportunities that improve one's practice and facilitate structured reflection
<b>PO8</b>	Competence - Insight
	(a) • ability to compare, contrast and apply different theoretical perspectives to psychological and sociocultural phenomena in the context of becoming a leader and advocating on behalf of the child • the ability to explore the dynamics of collaboration in the working environment • capacity to create and consolidate working relationships with parent/s and relevant supporting agencies in the community and multidisciplinary field • that s/he has become a reflective and holistic practitioner who is able to augment and expand their learning to inform practice • empathy and solidarity with child groups • insight into practical measures that can be taken to promote one's own and children's welfare • capacity to use research and reporting skills to undertake significant research activities which will contribute to the development of policy and practice in the sector

## Semester Schedules

### Stage 1 / Semester 1

Mandatory	
Module Code	Module Title
CMOD6001	<a href="#">Creativity Innovation&amp;Teamwork</a>
CHLD6001	<a href="#">Physical Activity and Movement</a>
EDUC6009	<a href="#">Inclusion:Equality &amp; Diversity</a>
EDUC6012	<a href="#">Creative &amp; Critical Thinking</a>
EDUC6013	<a href="#">Child Growth &amp; Development</a>
EDUC6014	<a href="#">Playful Learning: Birth to 3</a>

### Stage 1 / Semester 2

Mandatory	
Module Code	Module Title
EDUC6011	<a href="#">Curriculum &amp; Assessment</a>
EDUC6016	<a href="#">Pers &amp; Prof Dev: Fundamental</a>
PSYC6015	<a href="#">Developmental Psychology ECEC</a>
SOCI6020	<a href="#">Sociology: a child in context</a>
DESI6030	<a href="#">Process-Led Arts</a>

Stage 2 / Semester 1

Mandatory	
Module Code	Module Title
PLAC7018	<a href="#">Placement: Following the Child</a>

Stage 2 / Semester 2

Mandatory	
Module Code	Module Title
CHLD7008	<a href="#">Learning through the Arts</a>
CHLD 7010	<a href="#">Child Health and Nutrition</a>
EDUC7014	<a href="#">Inclusion: Additional Needs</a>
EDUC7015	<a href="#">Pers &amp; Prof Dev: Intermediate</a>
LEGS6005	<a href="#">Early Childhood Law</a>

Stage 3 / Semester 1

Mandatory	
Module Code	Module Title
PSYC7007	<a href="#">Educational Psychology in ECEC</a>
CHLD7007	<a href="#">Outdoor Learning in ECEC</a>
CHLD7009	<a href="#">Literacy &amp; Numeracy in ECEC</a>
EDUC7013	<a href="#">ICT &amp; Learning in ECEC</a>
EDUC8046	<a href="#">Pers &amp; Prof Dev: Advanced</a>
Elective	
Module Code	Module Title
EDUC7001	<a href="#">Holistic Health</a>
LEGS6009	<a href="#">Enforcement of Child Law</a>
FREE6001	<a href="#">Free Choice Module</a>

Stage 3 / Semester 2

Mandatory	
Module Code	Module Title
PLAC8011	<a href="#">Placement: Advanced Practice</a>
CHLD8004	<a href="#">Management in ECEC (0-12yrs)</a>