

Module Offerings for International Students

2023 / 2024 Programme

Bachelor of Arts in Early Childhood Care and Education

(BA ECCE)

YEAR	SEM	MODULE	ECTS
Y 1	S 1	Child Development	6 ECTS
<p>This module introduces students to the discipline of developmental psychology with particular focus on child development during infancy and early childhood. It will provide the theoretical foundation for key constructs, theories and developmental processes in perceptual, physical, social, emotional, creative, cognitive and language development. Attention will also be directed towards the pre-natal stages of development. Students will engage with relevant theories of learning and the role of the early years' educator in understanding and promoting positive child development. An ecological approach to child development will be discussed with particular emphasis on the immediate family context and early educational environments. There will be an emphasis throughout the module on translating theoretical knowledge into practice.</p>			
Y 1	S 1	Foundation Studies in Early Childhood Care and Education	6 ECTS
<p>This module introduces students to the area of Early Childhood Care and Education. It provides them with an overview of the concepts and principles underpinning policy and practice, both nationally and internationally. The module introduces academic writing conventions, the use of information and communication technology to enhance learning, academic writing and research; accessing library resources; using the Moodle platform and the concept of 'digital citizenship'. The key elements of the early years educator as a professional are explored and analysed. Core areas will be addressed such as safeguarding children and child protection.</p>			
Y 1	S 1	Child, Family and Community 1	6 ECTS
<p>This module seeks to enhance students' understanding and appreciation of the relationship between the child, their family and community, with a particular focus on diversity and equity in early childhood. The module deepens students' understanding of the diverse societal influences that impinge on family today and how these impact upon the early years' setting and the work of early childhood educators.</p>			
Y 1	S 1	Language Development in the Early Years	6 ECTS
<p>This module generates an understanding of the centrality of speech and language in the development of young children. Children's mastery of varied communication processes and the complexity of language learning are addressed within this module, which also facilitates the student's appreciation of skills required by adults to enhance all aspects of communication in the early years.</p>			
Y 1	S 1	Child Health and Wellbeing1	6 ECTS
<p>This module equips students with the necessary knowledge and skills to enable them to provide a safe, supportive and healthy environment for young children as a foundation for lifelong health and well-being. Students will consider their role in promoting health and well-being in the early years, from an evidence-based perspective, in keeping with current legislation and policy.</p>			

Y 1	S 2	Professional Development 1: Enhancing the Holistic Learning and Development of Very Young Children	6 ECTS
<p>This module affords students the opportunity to apply the principles of early learning and development, in practice (NCCA 2009). Working within a community of practice, students are provided with mentoring and support to develop observation skills, to plan and facilitate a wide range of learning experiences for children under 3-years. Through a supervised professional practice placement in an early years setting, students are introduced to the knowledge(s), practices and values necessary to work effectively with young children. This module gives students an opportunity to explore how key elements of <i>Aistear</i> (The Early Childhood Curriculum Framework) and <i>Síolta</i> (The National Quality Framework for Early Childhood Education) can be incorporated into practice. The key characteristics of an effective early childhood professional are explored and students are introduced to the concept of reflective practice, relevant theories and tools.</p>			
Y 1	S 2	Creative Music Making in the Early Years Curricula	6 ECTS
<p>This module equips students with knowledge(s) practices and values relating to the provision of creative music-making experiences in the early years. It supports students to: explore the theoretical and policy context for creative music-making in the early years; develop an understanding of its value in the holistic development of the child; assist the student to experientially develop their own creativity through music; enable the student to design developmentally appropriate creative music-making opportunities for children in the early years; consider the unique role of the adult in the provision of quality musical experiences; discuss the student as a reflective practitioner; enable the student to take responsibility for, and be an active agent in his/her own learning.</p>			
Y 1	S 2	Curriculum and Pedagogy: birth to three	6 ECTS
<p>This module supports students to explore how the curriculum and pedagogical practices can be adapted to meet the unique needs of infants and children under 3-years, in early childhood care and education contexts. Neuroscientific research now provides evidence that experiences in the first three years have a profound impact on life-long learning and development. In this module, students develop the competences needed to plan, facilitate and evaluate a curriculum which supports all infants and young children reaching their potential.</p>			
Y 1	S 2	The Role of Play in Development	6 ECTS
<p>This module helps students to understand how play contributes to children's development in the early years. As the early childhood curriculum framework <i>Aistear</i> (NCCA 2009) identifies play as a key context through which children develop as confident and competent learners, understanding the role of play in development is prerequisite to designing a high-quality early years curriculum.</p>			

Y 1	S 2	Child, Family and Community 2	6 ECTS
<p>This module introduces students to international and national policies affecting early childhood care and education relative to the child, the family and the community; an overview of early childhood education infrastructural development in Ireland; an overview of the role of statutory and voluntary sector early childhood organisations relative to the child, the family and the community; an examination of the role of the early childhood professional relative to contemporary policy; an examination of the centrality of reflective practice in assessing the quality of institutional practices aligned to policy objectives relative to the child, the family and the community. The overall purpose is to enhance students understanding of their role as early years professionals in bridging the gap between home and school for the benefit of the child.</p>			
Y 2	1	Professional Development 2: Developing an Inclusive, Emergent and Inquiry-based Curriculum for Young Children Under 3-years	30 ECTS
<p>Building on their experiences in Professional Development 1, this module provides students with the opportunity to engage in extended work-based learning in a professional practice placement setting catering for children under 3-years. Students' will expand upon the knowledge(s), practices and values which are necessary to promote inclusive, emergent and inquiry-based learning in very young children (under 3-years).</p>			
Y 2	2	Professional Development 3: A Collaborative Pedagogical Approach to Enhancing the Holistic Learning and Development of Preschool-aged Children	6 ECTS
<p>In this module students will further develop the knowledge(s), practices and values, needed to promote the holistic and integrated learning and development of preschool aged children. The module will afford students the opportunity to further develop planning, assessment, facilitation and evaluation, of early learning, through professional practice placement in the pre-school context. This module emphasises the importance of professional collaboration when working in the early years and provides an opportunity for students to develop practice through team teaching in collaborative pairs.</p>			
Y 2	2	Educational Psychology	6 ECTS
<p>This module introduces the field of educational psychology and examines how psychological theories can be applied to the understanding of early childhood care and education. More specifically, the module explores how motivation theories, attachment theories, ecological theories, behavioural and socio-cognitive theories can be used to create a positive learning environment for young children. It supports students in managing behaviour and in understanding how to create environments which foster children's learning and development. It adopts a preventative, positive framework for supporting the behaviour of children in early childhood settings. In this way, the module equips students with the knowledge and skills to use psychological theory as a tool for reflective practice.</p>			

Y 2	2	Models of Curriculum	6 ECTS
<p>This module assists students to respect the historical, philosophical and cultural context in which early childhood education is located. <i>Aistear</i> the Early Childhood Curriculum Framework (NCCA 2009) is informed by a range of historical and contemporary perspectives. In understanding and appreciating these various perspectives students will be supported to design a quality early childhood curriculum in practice. Throughout the module students explore and interrogate key historical and contemporary perspectives on early childhood curriculum</p>			
Y 2	2	Including children with Special Needs in the Early Years	6 ECTS
<p>This module consolidates and further develops students' existing knowledge, understanding and skills related to meeting the needs of children with special needs in the early years. The purpose is to equip the students with the knowledge, skills and attitudes to become collaborative early years educators in order to provide the best possible outcomes for children with special needs. Students have opportunities to develop an understanding of children with special needs and create a supportive early years' environment. They also develop a range of strategies to identify and provide appropriate support for these children at the critical early stages of development. The module is situated within the concept of partnership with families, other professionals and the wider community.</p>			
Y 2	2	Child Health and Wellbeing 2	6 ECTS
<p>This module encourages students to consider the broader determinants of health, including the social and emotional well-being of children and families from a life course perspective. In keeping with current legislation and policy, adopting an evidence-based perspective, students consider the role of the early years educator in promoting the health and well-being of children, within a bioecological framework.</p>			
Y 3	S 1	Sociological and Global Perspectives	6 ECTS
<p>This module introduces students to a range of sociological thinking tools and concepts necessary for the exploration of early childhood care and education structures and processes nationally and internationally; identifies and appraises the functions of ECEC in contemporary Ireland; identifies societal influences that reflect family formation today. It enhances student's critical thinking skills and academic engagement by taking a sociological and global perspective on early childhood education and early childhood discourse.</p>			
Y 3	S 1	The Early Years: Historical and Philosophical Perspectives and Analysis	6 ECTS
<p>Students are introduced to the historical development of the concept of childhood from ancient to modern times. The module maintains a focus on providing students with an opportunity to examine and critique the key philosophical theories, which have contributed to our modern-day concept and perception of early childhood. It supports students to develop appropriate thinking tools to enhance their understanding of early childhood care and education structures, processes and practices and their professional role within it.</p>			

Y 3	S 1	Creative Arts in the Early Years	6 ECTS
<p>This module explores creative arts in the early years from both a theoretical and practical perspective. Students have a range of opportunities to experience and conceptualise creative arts. They will broaden their understanding of the concept of creativity and consider implications for its application in the early years curriculum. Students are encouraged to discover or expand on their own creative explorations and artistic skills. A broad range of media and techniques offer students an opportunity to develop the knowledge(s), practices and values which will support their development as creative teachers of creative children.</p>			
Y 3	S 1	Leadership for Early Childhood Education and Care	6 ECTS
<p>In this module students explore the concept of leadership in early childhood education and care settings. Leadership is central to quality practices in early childhood education and care settings. Leadership does not reside in just one individual and in early childhood settings, it manifests in multiple ways, pedagogical leadership, team leadership, leadership for inclusion etc. Accordingly, knowledge and understanding of leadership styles, characteristics, core knowledge and skills are central to the professional formation of the early childhood educator.</p>			
Y 3	S 1	STEM in the Early Years	6 ECTS
<p>This module helps students to recognise and develop STEM-related concepts within the early childhood environment including developing awareness of key mathematical concepts (such as number, shape) scientific enquiry, problem-solving and critical thinking. It explores the integration of STEM into the early years setting; considers the unique role of the adult in the provision of a quality experience and enables the student to take responsibility for, and be an active agent in his/her own learning.</p>			
Y 3	S 2	Language and Literacy in the Early Years	6 ECTS
<p>This module complements and extends the student's Year 1 module on Language Development in the Early Years by adding depth and complexity in terms of theory and the practice of skills and techniques to enhance speech and language development with young children. It also adds the dimension of early literacy, specifically offering a practical approach to young children's literature, their phonological awareness and their emergent reading and writing skills.</p>			
Y 3	S 2	Curriculum and Pedagogy- 3 to 6 years.	6 ECTS
<p>In this module students develop the pedagogical skills required to develop an emergent and inquiry-based curriculum for preschool aged children. The Department of Education Inspectorate evaluates the quality of education provision in early childhood services. These Early-Years Education Inspections (EYEI) are based on a quality framework which requires provision to be informed by <i>Aistear</i> the early childhood curriculum framework (NCCA, 2009). This necessitates that students are competent in using <i>the Aistear Síolta Practice Guide</i> (NCCA 2015) to develop a high-quality preschool curriculum.</p>			

Y 3	S 2	Research Methods	6 ECTS
<p>Building on students' existing knowledge and experience, this module introduces students to paradigms of research. It focuses specifically upon situating the paradigms of research in early years care and education policy and practice. The module focuses upon developing the concept of the early childhood professional as researcher and, provides students with the knowledge, understanding and skills to select appropriate research designs and corresponding methodologies in the context of best ethical principles for human participant research.</p>			
Y 3	S 2	Professional Development 4: Developing a Collaborative Approach to Integrated Service Provision for Children, Families and Communities	12 ECTS
<p>Here students expand their knowledge(s), practices and values through extended work-based learning, in and Irish or International context, in a setting related to early childhood care and education which works with, or for, children, families and communities. Students are encouraged to undertake this placement in a non-early childhood care and education setting, unless they are undertaking the placement in an international context. Students are expected to participate actively in all aspects of the placement setting and to act as a support to setting staff at all points during the placement period. Using the knowledge(s), practices and values, developed through previous professional practice placements, students will be able to put the principles of early childhood care and education into practice, in the context of a particular service</p>			
Y 4	S 1	Professional Development 7	12 ECTS
<p>This module is designed to allow students the opportunity to put their knowledge on the principles of early learning and development into practice. It will provide students with the opportunity to explore the provision of a stimulating and enriching environment for the Preschool child. Students will reflect on materials and resources designed to promote inclusive learning and facilitate playful experiences for all children. Through practical placement in a preschool setting, students will have an opportunity to use their skills developed throughout the programme, to plan, facilitate, evaluate and document quality emergent curriculum for young children. An emphasis will be put on collaborating and communicating effectively with others as well as developing leadership skills. Measures of ensuring safety and welfare of children, carers and colleagues will be explored. Students will consider the role of ICT in the preschool context.</p>			
Y 4	S 1	Curriculum and Pedagogy 3-6	6 ECTS
<p>In this module students develop the pedagogical skills required to develop an emergent and inquiry-based curriculum for preschool aged children. The Department of Education Inspectorate evaluates the quality of education provision in early childhood services. These Early-Years Education Inspections (EYEI) are based on a quality framework which requires provision to be informed by <i>Aistear</i> the early childhood curriculum framework (NCCA, 2009). This necessitates that students are competent in using <i>the Aistear Síolta Practice Guide</i> (NCCA 2015) to develop a high-quality preschool curriculum.</p>			

Y 4	S 1	Management	6 ECTS
<p>This module builds upon students' knowledge and understanding of the concept of leadership in ECEC contexts. With a specific focus upon Governance and Management in ECEC, it explores quality in practice, essential characteristics of effective management approaches, styles and practices; multi-professional team work in ECCE, sociological understanding of the organisation of work; sources of conflict and, constructive approaches to conflict management in ECCE, effective implementation of change; action research to facilitate decision making and problem solving; development of reflective analysis of policies and mechanisms of institutional quality in accordance with national standards and regulations</p>			
Y 4	S 1	Advanced issues in Child Psychology	6 ECTS
<p>This module advances students' understanding of psychological perspectives on child development. Students are encouraged to critically examine contemporary issues in child psychology in depth. Students also develop key skills in observation, analysis of children's verbal and written expression and dialogic pedagogy. The module prepares students to become critical, reflective practitioners with well refined skills for understanding and scaffolding children's learning, wellbeing and development.</p>			
Y 4	S 1	Undergraduate Dissertation	M
<p>Building on the Research Methods module, this module provides students with an opportunity to further develop knowledge and understanding of research methods and develop a small-scale research study in the field of early childhood care and education.</p>			
Y 4	S 2	Undergraduate Dissertation	12 ECTS
<p>In this module students conceptualise, design, carry out, and write up a final year dissertation project on an agreed topic across early childhood settings and contexts, including qualitative, quantitative and complementary research approaches and designs and a range of hermeneutical research approaches and protocols. It also provides a significant opportunity for students' personal and professional development to support the development of reflective practice, problem solving, intentionality and critical thinking and the capacity to become practitioner researchers with a disposition for lifelong learning. (DES 2019, p.24). In particular, students build upon previous knowledge in formulating a research question and embedded questions, organise a literature search and undertake a literature review analysis, select appropriate research designs and corresponding methodologies in the context of best ethical principles and practices for human participant research or carry out an interpretive research project using a range of hermeneutical approaches and protocols and write up a final year dissertation.</p>			

Y 4 S 2 **Professional Development 6** 12 ECTS

This module is designed to enrich students' understanding of professionalism in early years environments and to expand students' awareness of the skills and understanding necessary to promote meaningful development and learning in very young children (under three years). The theme of this module and placement is 'Relational pedagogy as a means of fostering playful learning and holistic development in very young children'. Students will explore issues related to professionalism in the early years - in particular how to foster a professional approach in relation to the child, the curriculum and the context within an early years environment. Students will demonstrate how to integrate and link curriculum guidelines for children under three years of age to practicum experiences. Students will devise and implement appropriate daily activities for very young children that highlight, holistic development, learning, attention, motivation and scaffolding. The features of relational pedagogy will be explored with particular reference to the themes of Aistear: the Early Years Curriculum Framework (NCCA, 2009) namely, well-being, identity and belonging, communication, exploring and thinking. Assessment for learning in the context of environments for babies and toddlers will be addressed. Students will be encouraged to be cognisant of ethical considerations within their practice and to utilise observational and research tools to support the development of babies and toddlers. Students will document young children's learning during the placement experience through the compilation of a placement portfolio. Students will adopt an approach to reflective practice as a means towards self-assessment, personal and professional development.

Y 4 S 2 **Curriculum & Pedagogy 0-3** 6 ECTS

This module supports students to explore how the curriculum and pedagogical practices can be adapted to meet the unique needs of infants and children under 3-years, in early childhood care and education contexts. Neuroscientific research now provides evidence that experiences in the first three years have a profound impact on life-long learning and development. In this module, students develop the competences needed to plan, facilitate and evaluate a curriculum which supports all infants and young children reaching their potential.