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Bord Oideachais agus Oiliúna Dublin and Dún Laoghaire  
Átha Cliath agus Dhún Laoghaire Education and Training Board

On behalf of Ireland's 16 Education and Training Boards

**Advanced Certificate in Early Learning and Care 6M21471**

**Level 5 Certificate in Early Learning and Care 5M21473**

**Recognition of Prior Learning**

**TOOLKIT**

**V2.0 August 2023**

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## Amendments

RPL Toolkit	<p>The written Recognition of Prior Learning arrangements for the programme have been simplified. This will help with learner accessibility to the programme especially for those who have engaged with the Early Childhood Care and Education 5M2009 and 6M2007 modules on a part-time basis to date and have incomplete major awards.</p> <ol style="list-style-type: none"> <li>1 Direct entry to stage 2/level 6 can be offered to learners having a Level 5 Early Childhood Care and Education 5M2009 which is less than 5 years old.</li> <li>2 RPL can be facilitated for access to stage 2/level 6 where a learner has QQI ECCE 5M2009 that is more than 5 years old, legacy awards, or other awards recognised by DCEDIY for employment. The learning must remain current to be considered for RPL.</li> <li>3 RPL can be facilitated for learners who have ECCE-related minor awards, legacy childcare awards, or considerable experience in the early years sector. The learning must remain current to be considered for RPL.</li> <li>4 The cap of 30 credits for module exemptions has been removed.</li> <li>5 Grade neutral exemptions have been removed.</li> </ol> <p><b>Note: there is currently no exemption option on QBS when entering learners for certification. The QBS requires a grade for ELC modules and therefore grade neutral exemptions are not accommodated for learners. Learners with awards associated with ECCE 5M2009 or 6M2007 can be considered under RPL.</b></p> <ol style="list-style-type: none"> <li>6 Procedural detail on the RPL process has been removed from the Early Learning and Care programme descriptor (section on Access, Transfer and Progression) and from this RPL Toolkit. RPL is devolved to the provider's RPL policy and procedure.</li> <li>7 The RPL Toolkit has been revised to contain simply tables comparing learning outcomes for ELC modules with those of the ECCE 5M2009 and 6M2007 modules. The toolkit is intended as a support for providers when handling RPL applications.</li> <li>8 Some amendments have been made to a small number of mapping tables.</li> </ol>	V 2.0 August 2023
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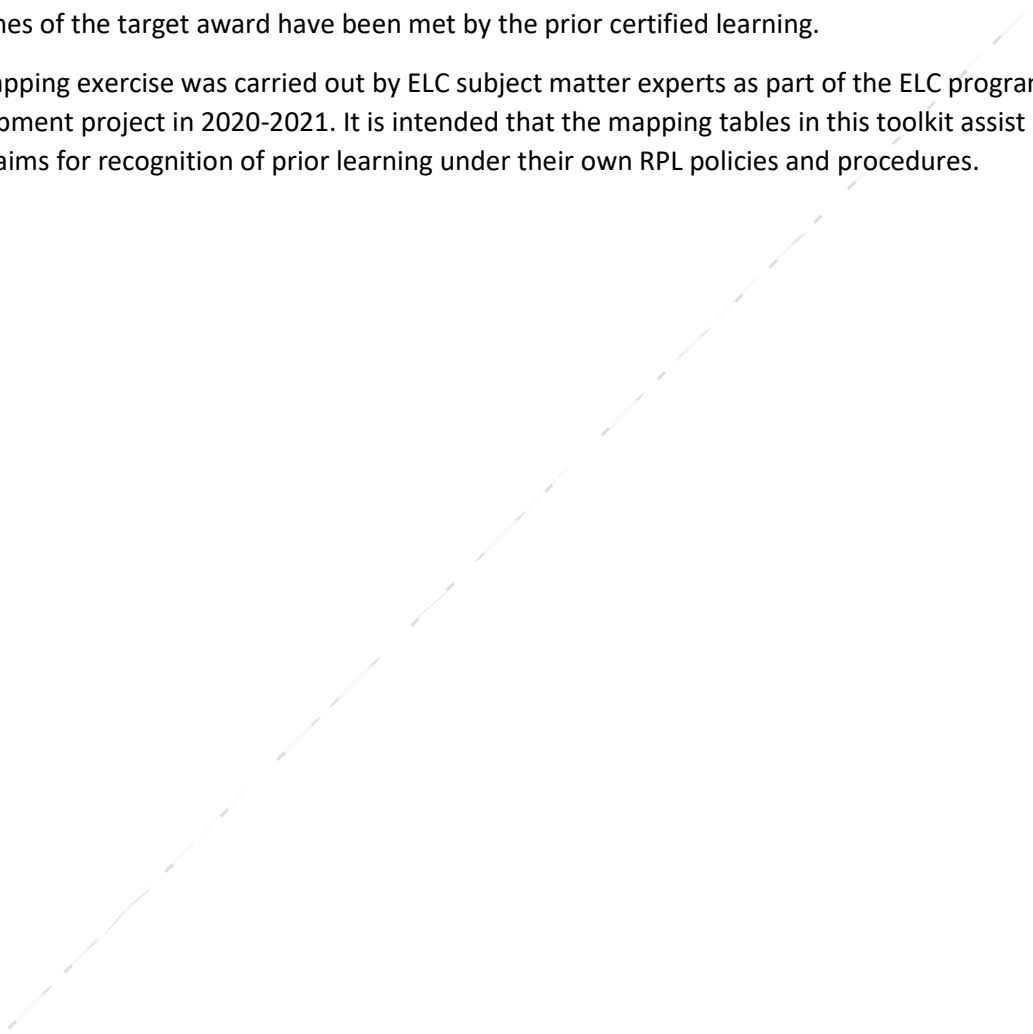
## Purpose and layout of toolkit

This toolkit is intended to provide a resource for ETBs when they are examining claims for recognition of prior learning towards the Early Learning and Care programme.

The toolkit consists of tables showing how a range of legacy minor awards map to related modules in the ETBs' Early Learning and Care programme.

In each table, the learning outcomes (MIMLOs) of the target module of the ELC programme are set out on the left-hand side of the table. The learning outcomes for the prior certified learning is set out in the middle column. The right-hand column indicates the extent to which the learning outcomes of the target award have been met by the prior certified learning.

The mapping exercise was carried out by ELC subject matter experts as part of the ELC programme development project in 2020-2021. It is intended that the mapping tables in this toolkit assist ETBs with claims for recognition of prior learning under their own RPL policies and procedures.



## Mapping tables for Stage 1 Modules



Children’s Rights, Legislation and Regulation 5C21524 (15 credits)

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>Children’s Rights, Legislation and Regulation (15 credits)</b>	<b>Early Care and Education Practice 5N1770 (15 credits)</b>	
1. Outline historical and legislative developments in the ELC sector aimed at improving the lives of children and their families	LO1 Explain the historical development of the ECCE sector on Ireland	Demonstrated partially. Potential gaps: up-to-date legislation - Childcare Act 1991 (Early Years Services) Pre-School Regulations 2016 Child and Family Services
2. Explore the rights of children and their families as underpinned by national and international developments in order to inform best practice	LO4 Explain the Rights of the child in the context of an ECCE setting	Demonstrated
3. Examine current national regulations, frameworks and guidelines to inform planning, implementation and review of experiences that promote children’s holistic development and learning	LO2 Outline relevant legislation policies practices and procedures pertaining to ECCE provision LO 10 Maintain a quality ECCE environment that complies with relevant regulations and standards	Demonstrated
4. Identify practices and procedures in line with legislation, regulation and policy to ensure appropriate safety and care of all stakeholders for ELC settings	LO6 Implement practices and activities to promote equality and value diversity in an ECCE setting LO7 Implement administration and operational procedures in an ECCE setting to include daily logs, routines, and record keeping	Demonstrated
5. Identify current child protection legislation, guidelines and responsibilities of all staff in ELC settings	LO2 Outline relevant legislation policies practices and procedures pertaining to ECCE provision	Demonstrated partially Gap: Tusla Children First e-Certificate to be done

Holistic Care of Children (Birth to Six Years) 5C21525 (15 credits)

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>Holistic Care of Children 0 - 6 Years (15 credits)</b>	<b>Child Health and Wellbeing 5N1765 (15 credits)</b>	
1. Explore current national and international legislation, regulatory requirements, relevant frameworks, policies and procedures which impact the holistic care and well-being of all children	LO1 Outline the requirements necessary to provide for the health and well-being of children in an ECCE setting as informed by national guidelines to include child protection	Demonstrated
2. Recognise the significant role of the adult and the environment in promoting the care, health, well-being and safety of babies, toddlers and young children in ELC	LO2 Describe the factors that contribute to the overall well-being of children LO4 Identify requirements for the promotion of healthy and safe indoor and outdoor environments for children LO10 Apply knowledge of child development to support children to form secure and positive relationships with adults and children in the ECCE setting	Demonstrated
3. Explore nutritional requirements of babies, toddlers and young children to meet their holistic needs	LO3 Outline the various nutritional needs of babies and young children LO6 Devise balanced menus for babies, toddlers and children	Demonstrated
4. Implement a range of practice skills to provide for the care, health, wellbeing and safety of babies, toddlers and young children in ELC	LO5 Describe a range of common childhood illnesses LO7 Perform appropriate personal care routines for babies and young children including the care of the child when unwell LO8 Implement appropriate policies and procedures to include record keeping as required by legislation and good practice guidelines LO9 Utilize a range of practice skills that support and promote the health and well-being of children	Demonstrated
5. Engage in the process of individual and collective reflection to support babies' toddlers' and young children's care, health, well-being and safety in ELC	LO 11 Reflect on personal practice leading to an understanding of healthy, hygienic and safe environments for children.	Demonstrated



Early Childhood Growth and Development 5C21526 (25 credits)

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>Early Childhood Growth and Development 25 credits</b>	<b>Child Development 5N1764 15 credits</b>	Gap in credit value.
1. Explain the main stages and patterns of holistic child development from birth to 6 years	LO1 Explain the holistic development of the child to include physical, cognitive, language, social, emotional, moral, spiritual, creative and cultural development	Demonstrated
2. Outline a range of theories of children’s development and learning	LO2 Describe a range of theories of child development and learning	Demonstrated
3. Describe factors that may influence or impact a child’s development and learning	LO3 Describe the influence of family, social, cultural and environmental factors on child development	Demonstrated
4. Explore the contribution of families and other adults to the development and learning of the child	LO5 Describe the contribution of the practitioner/ parent / guardian to the development and learning of children in the home and in the ECCE setting LO10 Evaluate own role and practice in supporting the development and learning of the child	Demonstrated
5. Carry out observations informed by principles of child development in consultation with stakeholders to support programme planning in line with current legislation, guidelines and frameworks	LO6 Apply theoretical principles of child development on the ECCE setting LO7 Document children’s developmental progress against normative milestones of development LO8 Carry out observations in support of programme planning for individual children and groups LO9 Recommend suitable play activities to promote holistic development and learning	Demonstrated

Curriculum, Play and Creative Studies 5C21527 (25 credits)

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>Curriculum, Play and Creative Studies 25 credits</b>	<b>Early Childhood Education and Play 5N1773 15 credits</b>	Gap in credit value.
1. Describe the importance of play in both historic and current contexts	LO1 Outline the types, stages, patterns and purposes of children’s play LO2 Describe a range of theories of play in the context of children’s education to include: Psychoanalytical theories (Freud, Winnicott) and Constructivist theories (Piaget and Vygotsky)	Demonstrated
2. Explain how play is supported by the current national curriculum and quality frameworks	LO5 Describe different approaches to curriculum development and implement in ECCE setting	Demonstrated
3. Recognise the role of the adult and supportive learning environments both indoor and outdoor, in contributing to children’s play-based and social learning opportunities	LO3 Evaluate the role of the adult in children’s play LO 6 Assess the value of equipment, materials, play spaces both indoors and outdoors, in the ECCE setting	Demonstrated
4. Plan and implement inclusive learning opportunities grounded in theory, appropriate to children’s emerging interests in both indoor and outdoor environments	LO4 Explore a child led approach to meeting the play and educational requirements of children LO9 implement appropriate curricula which promotes learning and the holistic development of the child	Demonstrated
5. Provide children with inclusive, creative opportunities, to promote their holistic development in stimulating indoor and outdoor environments	LO7 Use a range of reading and storytelling techniques appropriate to different stages of children’s development and cultural background LO8 Select relevant play activities & materials appropriate to children’s interests & stage of development & cultural background	Partially demonstrated, gap. The creative aspects are not covered, but is evident in story telling activity (skills demonstration)
6. Engage in the process of individual and collective reflection to support curriculum and pedagogical practices	LO10 Reflect on own role and responsibilities when supporting children in their play	Demonstrated but some gap for collective reflection



Professional Practice Placement in ELC 5C21523 (25 credits)

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
Professional Practice Placement in ELC 25 credits	<p><b>Communications 5N0690 15 credits</b>  <b>Work Experience 5N1356 15 credits</b></p>	<p>Gaps with regard to Professional Practice Placement Requirements: see special conditions of validation*.                      Potential gaps regarding the relevance of these modules depending on the context in which they were achieved.</p> <p>*3.3 The programme will ensure that each (fulltime) learner completes 150 hours of professional practice placement (per annum) in a minimum of two ELC settings: (1) working directly with children aged between 0 and 2 yrs. 8 mths. And (w) working with children 2 yrs. 8 mths. – 6 years; with an appropriate balance between the settings.                      3.13 Learners must pass the professional practice placement element of the programme before an award can be made.</p>
1. Engage in professional development informed by principles and observations of experienced	WEx LO1 Examine work organisations and personal career WEx opportunities in a particular vocational area, to include consideration of work-related issues and needs	Demonstrated.

<p>practitioners to support education, training and employment in the ELC sector</p>	<p>WEx LO2 Analyse key challenges and opportunities facing a particular vocational area                      WEx LO4 Compile a personal and vocational skills audit and career plan for a specific vocational area, to include goals and action points for the period of work experience                      WEx LO9 Explore options for future education, training and employment in light of work experience</p>	
<p>2. Engage in essential research, report writing and digital skills necessary for education, training and employment in the ELC sector</p>	<p>C LO7 Critique information from a range of complex written material, to include technical/ vocational, personal, literary, and written and visual media texts                      C LO8 Research a relevant vocational topic, to include use of primary and secondary sources, acknowledgement of sources, use of enquiry techniques and methods to establish validity and reliability                      C LO9 Use drafting, proofreading and editing skills to write a range of documents that follow the conventions of language usage (spelling, punctuation, syntax), to include creative writing, business proposals, correspondence, reports, memoranda, minutes, applications                      C LO6 Use reading techniques appropriate to a task, to include skimming, obtaining an overview, identifying key points, critical evaluation, in depth analysis                      WEx LO5 Present relevant work experience material, to include a CV or personal statement, letter of application, evidence of job-finding skills, skills checklist, statement of learning goals, contractual arrangements</p>	<p>Demonstrated</p>
<p>3. Work under supervision demonstrating the required competence, values and work practices to build reciprocal, responsive and respectful working relationships with all</p>	<p>WEx LO6 Participate effectively in work experience, to include observation of good timekeeping, working independently while under general direction, meeting deadlines, personal presentation, communication, adherence to health, safety and other relevant regulations</p>	<p>Demonstrated</p>

<p>stakeholders in the best interest of babies, toddlers and young children</p>		
<p>4. Utilise effective communication, teamwork, a democratic inclusive and anti-bias approach when working with children, families and colleagues</p>	<p>C LO1 Analyse a range of current issues in communications and information technology                      C LO3 Use appropriate non-verbal and visual communication in personal- and work-related settings, to include one-to-one, in a group/team, and in formal and informal interaction                      C LO4 Demonstrate verbal skills appropriate to working under general direction, to include making a case and presenting a point of view in group discussion, formal meetings, interviews                      C LO5 Demonstrate listening skills appropriate to working under general direction, to include making eye contact, receiving and interpreting information, control of personal response                      C LO10 Demonstrate communications styles and techniques relevant to different situations in work and leisure, to include one-to-one and group contexts in conversation, interview, oral presentation, question and answer session and for the purposes of persuading, advocacy and informing                      C LO11 Choose the appropriate communications technology to give and receive requests, instructions, suggestions, discussion and feedback in both work and leisure, to include a rationale for choosing one technology over another in different contexts and for different messages.                      WEx LO7 Demonstrate effective communication skills in the workplace, to include personal, interpersonal and technological communication skills</p>	<p>Demonstrated</p>
<p>5. Engage in self-reflection and evaluation of own practice and learning in partnership with experienced practitioners to inform and enhance self-development and professional practice in ELC</p>	<p>WEx LO8 Reflect on workplace experiences, to include feedback by supervisor(s) or mentor(s) on personal performance and challenges such as conflict, criticism, meeting new people and learning in relation to quality management</p>	<p>Demonstrated</p>

<p>6. Apply current regulations, frameworks and policies related to professional practice in ELC settings</p>	<p>C LO2 Summarise in practical terms the elements of legislation that must be observed in a personal and/or work context, to include health, safety and welfare at work and communications-related legislation</p> <p>WEx LO3 Summarise the basic rights and responsibilities of employees and employers in a particular work, organisational or institutional context, to include health, safety and welfare at work, equality legislation, union representation and regulations relating to pay</p>	<p>Demonstrated</p>
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Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<p><b>Professional Practice Placement in ELC 25 credits</b></p>	<p><b>Communications 5N0690 15 credits</b>  <b>Work Practice 5N1433 15 credits</b></p>	<p>Gaps with regard to Professional Practice Placement Requirements: see special conditions of validation*. Potential gaps regarding the relevance of these modules depending on the context in which they were achieved.</p> <p>*3.3 The programme will ensure that each (fulltime) learner completes 150 hours of professional practice placement (per annum) in a minimum of two ELC settings: (1) working directly with children aged between 0 and 2 yrs. 8 mths. And (w) working with children 2 yrs. 8 mths. – 6 years; with an appropriate balance between the settings.</p> <p>3.13 Learners must pass the professional practice placement element of the programme before an award can be made.</p>
<p>1. Engage in professional development informed by principles and observations of experienced practitioners to support education, training and employment in the ELC sector</p>	<p>WP LO1 Summarise the distinguishing features of the organisation, institution or workplace to include its status (public, private, voluntary, other), size, organisational structure, main aims and its overall work, staff client engagement and management practices.</p>	<p>Demonstrated</p>



	<p>WP LO6 Select information required for a range of work-based tasks, to include analysis of information and application of knowledge to new situations</p> <p>WP LO2 Comment on current issues, challenges and trends affecting the organisation, institution or workplace, to include as appropriate, local, national, global, economic and social and or ethical issues</p> <p>WP LO 7 Work independently carrying out a range of vocationally specific activities and tasks in the organisation, institution or workplace, seeking advice and general direction as appropriate.</p> <p>WP LO 9 Execute work practice tasks and responsibilities in a professional and safe manner. Produce documentary evidence of achieved tasks.</p>	
<p>2. Engage in essential research, report writing and digital skills necessary for education, training and employment in the ELC sector</p>	<p>C LO7 Critique information from a range of complex written material, to include technical/ vocational, personal, literary, and written and visual media texts</p> <p>C LO8 Research a relevant vocational topic, to include use of primary and secondary sources, acknowledgement of sources, use of enquiry techniques and methods to establish validity and reliability</p> <p>C LO9 Use drafting, proofreading and editing skills to write a range of documents that follow the conventions of language usage (spelling, punctuation, syntax), to include creative writing, business proposals, correspondence, reports, memoranda, minutes, applications</p> <p>C LO6 Use reading techniques appropriate to a task, to include skimming, obtaining an overview, identifying key points, critical evaluation, in depth analysis</p>	<p>Demonstrated</p>

	<p>WP LO 9 Execute work practice tasks and responsibilities in a professional and safe manner. Produce documentary evidence of achieved tasks.</p>	
<p>3. Work under supervision demonstrating the required competence, values and work practices to build reciprocal, responsive and respectful working relationships with all stakeholders in the best interest of babies, toddlers and young children</p>	<p>WP LO5 Conclude a minimum 2-month work practice placement undertaking a range of vocationally specific tasks and activities</p> <p>WP LO 7 Work independently carrying out a range of vocationally specific activities and tasks in the organisation, institution or workplace, seeking advice and general direction as appropriate.</p> <p>WP LO 9 Execute work practice tasks and responsibilities in a professional and safe manner. Produce documentary evidence of achieved tasks.</p>	<p>Demonstrated</p>
<p>4. Utilise effective communication, teamwork, a democratic inclusive and anti-bias approach when working with children, families and colleagues</p>	<p>C LO3 Use appropriate non-verbal and visual communication in personal- and work-related settings, to include one-to-one, in a group/team, and in formal and informal interaction</p> <p>C LO4 Demonstrate verbal skills appropriate to working under general direction, to include making a case and presenting a point of view in group discussion, formal meetings, interviews</p> <p>C LO5 Demonstrate listening skills appropriate to working under general direction, to include making eye contact, receiving and interpreting information, control of personal response</p> <p>C LO10 Demonstrate communications styles and techniques relevant to different situations in work and leisure, to include one-to-one and group contexts in conversation, interview, oral presentation, question and answer session and for the purposes of persuading, advocacy and informing</p>	<p>Demonstrated</p>

	<p>C LO11 Choose the appropriate communications technology to give and receive requests, instructions, suggestions, discussion and feedback in both work and leisure, to include a rationale for choosing one technology over another in different contexts and for different messages.</p> <p>WP LO8 Contribute positively as a member of an organisation or team; maintaining time-keeping, personal presentation, meeting deadlines and adherence to health, safety and other relevant regulations and practice</p>	
<p>5. Engage in self-reflection and evaluation of own practice and learning in partnership with experienced practitioners to inform and enhance self-development and professional practice in ELC</p>	<p>WP LO10 Reflect on personal work practices, to include feedback from supervisor(s) or mentors on personal performance, achievements and challenges</p>	<p>Demonstrated</p>
<p>6. Apply current regulations, frameworks and policies related to professional practice in ELC settings</p>	<p>C LO2 Summarise in practical terms the elements of legislation that must be observed in a personal and/or work context, to include health, safety and welfare at work and communications-related legislation</p> <p>WP LO3 Summarise the main legislation and regulations relevant to the place of work; to include health, safety and welfare at work, employment, equality and matters related to the specific vocational context</p> <p>WP LO 4 Explain the organisation's internal and external policies and procedures pertinent to own role and role of others</p>	<p>Demonstrated</p>

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<p><b>Professional Practice Placement in ELC 25 credits</b></p>	<p><b>Customer Service 5N0972</b>  <b>Work Experience 5N1356 15 credits</b></p>	<p>Gaps with regard to Professional Practice Placement Requirements: see special conditions of validation*. Potential gaps regarding the relevance of these modules depending on the context in which they were achieved.</p> <p>*3.3 The programme will ensure that each (fulltime) learner completes 150 hours of professional practice placement (per annum) in a minimum of two ELC settings: (1) working directly with children aged between 0 and 2 yrs. 8 mths. And (w) working with children 2 yrs. 8 mths. – 6 years; with an appropriate balance between the settings.</p> <p>3.13 Learners must pass the professional practice placement element of the programme before an award can be made.</p>
<p>1. Engage in professional development informed by principles and observations of experienced practitioners to support education, training and employment in the ELC sector</p>	<p>WEx LO1 Examine work organisations and personal career WEx opportunities in a particular vocational area, to include consideration of work-related issues and needs  WEx LO2 Analyse key challenges and opportunities facing a particular vocational area  WEx LO4 Compile a personal and vocational skills audit and career plan for a specific vocational area, to include goals and action points for the period of work experience  WEx LO9 Explore options for future education, training and employment in light of work experience</p>	<p>Demonstrated</p>

<p>2. Engage in essential research, report writing and digital skills necessary for education, training and employment in the ELC sector</p>	<p>WEx LO5 Present relevant work experience material, to include a CV or personal statement, letter of application, evidence of job-finding skills, skills checklist, statement of learning goals, contractual arrangements</p>	<p>Demonstrated</p>
<p>3. Work under supervision demonstrating the required competence, values and work practices to build reciprocal, responsive and respectful working relationships with all stakeholders in the best interest of babies, toddlers and young children</p>	<p>WEx LO6 Participate effectively in work experience, to include observation of good timekeeping, working independently while under general direction, meeting deadlines, personal presentation, communication, adherence to health, safety and other relevant regulations CS LO 13 Demonstrate team or group work in providing customer care, to include allocation of roles and responsibilities, good communication and feedback, awareness of personal strengths and weaknesses when dealing with customers</p>	<p>Demonstrated</p>
<p>4. Utilise effective communication, teamwork, a democratic inclusive and anti-bias approach when working with children, families and colleagues</p>	<p>WEx LO7 Demonstrate effective communication skills in the workplace, to include personal, interpersonal and technological communication skills CS LO7 Apply the personal skills, qualities and attitudes required to perform effectively when dealing with customers, to include active listening skills, positive body language and observation of customer behaviour CS LO 8 Use appropriate communication technologies to include telephone, audio visual, conferencing, email and other interactive media in a range of customer service situations CS LO 9 Use written and verbal skills to include appropriate style, language and tone CS LO 13 Demonstrate team or group work in providing customer care, to include allocation of roles and responsibilities, good communication and feedback, awareness of personal strengths and weaknesses when dealing with customers</p>	<p>Demonstrated</p>

<p>5. Engage in self-reflection and evaluation of own practice and learning in partnership with experienced practitioners to inform and enhance self-development and professional practice in ELC</p>	<p>WEx LO8 Reflect on workplace experiences, to include feedback by supervisor(s) or mentor(s) on personal performance and challenges such as conflict, criticism, meeting new people and learning in relation to quality management</p>	<p>Demonstrated</p>
<p>6. Apply current regulations, frameworks and policies related to professional practice in ELC settings</p>	<p>WEx LO3 Summarise the basic rights and responsibilities of employees and employers in a particular work, organisational or institutional context, to include health, safety and welfare at work, equality legislation, union representation and regulations relating to pay</p>	<p>Demonstrated</p>

<p>Minimum Intended Module Learning Outcomes of Target module</p>	<p>Learning outcomes of prior certified learning</p>	<p>Learning demonstrated or gap: comments</p>
<p>Professional Practice Placement in ELC 25 credits</p>	<p>Personal Effectiveness 5N1390 Work Experience 5N1356 15 credits</p>	<p>Gaps with regard to Professional Practice Placement Requirements: see special conditions of validation*. Potential gaps regarding the relevance of these modules depending on the context in which they were achieved.</p> <p>*3.3 The programme will ensure that each (fulltime) learner completes 150 hours of professional practice placement (per annum) in a minimum of two ELC settings: (1) working directly with children aged between 0 and 2 yrs. 8 mths. And (w) working with children 2 yrs. 8 mths. – 6 years;</p>

		<p>with an appropriate balance between the settings.                      3.13 Learners must pass the professional practice placement element of the programme before an award can be made.</p>
<p>1. Engage in professional development informed by principles and observations of experienced practitioners to support education, training and employment in the ELC sector</p>	<p>WEx LO1 Examine work organisations and personal career WEx opportunities in a particular vocational area, to include consideration of work-related issues and needs                      WEx LO2 Analyse key challenges and opportunities facing a particular vocational area                      WEx LO4 Compile a personal and vocational skills audit and career plan for a specific vocational area, to include goals and action points for the period of work experience                      WEx LO9 Explore options for future education, training and employment in light of work experience</p>	<p>Demonstrated</p>
<p>2. Engage in essential research, report writing and digital skills necessary for education, training and employment in the ELC sector</p>	<p>WEx LO5 Present relevant work experience material, to include a CV or personal statement, letter of application, evidence of job-finding skills, skills checklist, statement of learning goals, contractual arrangements</p>	<p>Demonstrated</p>
<p>3. Work under supervision demonstrating the required competence, values and work practices to build reciprocal, responsive and respectful working relationships with all stakeholders in the best interest of babies, toddlers and young children</p>	<p>WEx LO6 Participate effectively in work experience, to include observation of good timekeeping, working independently while under general direction, meeting deadlines, personal presentation, communication, adherence to health, safety and other relevant regulations                      PE LO 6 Examine the objectives of working in groups, to include the factors contributing to effective groups, different roles of group members, possible barriers to participation and sources of conflict, and reflection on personal experience, including groups</p>	<p>Demonstrated</p>

<p>4. Utilise effective communication, teamwork, a democratic inclusive and anti-bias approach when working with children, families and colleagues</p>	<p>WEx LO7 Demonstrate effective communication skills in the workplace, to include personal, interpersonal and technological communication skills</p> <p>PE LO 12 Participate in a group, to include communicating effectively, assessing personal strengths and weaknesses in their own contribution and evaluating the overall achievement of the group</p>	<p>Demonstrated</p>
<p>5. Engage in self-reflection and evaluation of own practice and learning in partnership with experienced practitioners to inform and enhance self-development and professional practice in ELC</p>	<p>WEx LO8 Reflect on workplace experiences, to include feedback by supervisor(s) or mentor(s) on personal performance and challenges such as conflict, criticism, meeting new people and learning in relation to quality management</p> <p>PE LO 3 Reflect on their own personal role in an organisation, to include the skills needed for their job, personal strengths and weaknesses, and the people, issues and work practices which influence how they do their work</p>	<p>Demonstrated</p>
<p>6. Apply current regulations, frameworks and policies related to professional practice in ELC settings</p>	<p>WEx LO3 Summarise the basic rights and responsibilities of employees and employers in a particular work, organisational or institutional context, to include health, safety and welfare at work, equality legislation, union representation and regulations relating to pay</p>	<p>Demonstrated</p>



Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<p><b>Professional Practice Placement in ELC 25 credits</b></p>	<p><b>Team working 5N1367</b>  <b>Work Experience 5N1356 15 credits</b></p>	<p>Gaps with regard to Professional Practice Placement Requirements: see special conditions of validation*. Potential gaps regarding the relevance of these modules depending on the context in which they were achieved.</p> <p>*3.3 The programme will ensure that each (fulltime) learner completes 150 hours of professional practice placement (per annum) in a minimum of two ELC settings: (1) working directly with children aged between 0 and 2 yrs. 8 mths. And (w) working with children 2 yrs. 8 mths. – 6 years; with an appropriate balance between the settings.</p> <p>3.13 Learners must pass the professional practice placement element of the programme before an award can be made.</p>
<p>1. Engage in professional development informed by principles and observations of experienced practitioners to support education, training and employment in the ELC sector</p>	<p>WEx LO1 Examine work organisations and personal career WEx opportunities in a particular vocational area, to include consideration of work-related issues and needs  WEx LO2 Analyse key challenges and opportunities facing a particular vocational area  WEx LO4 Compile a personal and vocational skills audit and career plan for a specific vocational area, to include goals and action points for the period of work experience</p>	<p>Demonstrated</p>

	WEx LO9 Explore options for future education, training and employment in light of work experience	
2. Engage in essential research, report writing and digital skills necessary for education, training and employment in the ELC sector	WEx LO5 Present relevant work experience material, to include a CV or personal statement, letter of application, evidence of job-finding skills, skills checklist, statement of learning goals, contractual arrangements	Demonstrated
3. Work under supervision demonstrating the required competence, values and work practices to build reciprocal, responsive and respectful working relationships with all stakeholders in the best interest of babies, toddlers and young children	WEx LO6 Participate effectively in work experience, to include observation of good timekeeping, working independently while under general direction, meeting deadlines, personal presentation, communication, adherence to health, safety and other relevant regulations <b>TW LO 6 Participate in core teamworking activities, to include negotiation, problem-solving, finding solutions, decision making and conflict resolution</b> <b>TW LO 7 Demonstrate appropriate communications, problem-solving and negotiation techniques in a range of teamworking situations and roles, to include leadership roles and giving and receiving feedback</b>	Demonstrated
4. Utilise effective communication, teamwork, a democratic inclusive and anti-bias approach when working with children, families and colleagues	WEx LO7 Demonstrate effective communication skills in the workplace, to include personal, interpersonal and technological communication skills	Demonstrated
5. Engage in self-reflection and evaluation of own practice and learning in partnership with experienced practitioners to inform and enhance self-development and professional practice in ELC	WEx LO8 Reflect on workplace experiences, to include feedback by supervisor(s) or mentor(s) on personal performance and challenges such as conflict, criticism, meeting new people and learning in relation to quality management <b>TW LO 8 Monitor personal strengths and weaknesses as a team participant, including interpersonal communications skills and problem solving skills</b>	Demonstrated

6. Apply current regulations, frameworks and policies related to professional practice in ELC settings	WEx LO3 Summarise the basic rights and responsibilities of employees and employers in a particular work, organisational or institutional context, to include health, safety and welfare at work, equality legislation, union representation and regulations relating to pay	Demonstrated
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Understanding and Assisting Children with Additional Needs 5C21528 (15 credits)

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>Understanding and Assisting Children with Additional Needs 15 credits</b>	<b>Children with Additional Needs 5N1396 15 credits</b>	Potential gap with regard to Aistear, Siolta, and AIM.
1. Examine a range of additional needs of children in early learning and care	LO 3 Outline a range of special needs conditions and impairments relating to children	Demonstrated
2. Explore the rights of the child with additional needs and those of their families in line with relevant legislation and best practice guidelines and frameworks	LO 2 Examine the Legislation and Policy development relating to children with additional needs	Demonstrated
3. Create an accessible, inclusive experience for the child with additional needs in the ELC setting in line with best practice guidelines and frameworks	LO 7 Plan developmentally appropriate activities mindful of the safety, welfare and well-being of all children	Demonstrated
4. Explore qualities, skills and strategies to support and assist the child with additional needs, in line with best practice guidelines and frameworks	LO 5 Use a range of approaches in interactions with children with special needs Apply good practice with children with additional needs	Demonstrated
5. Explore the importance of working as part of a team to build relationships with children, families, practitioners and other adults to support the child's individual needs	LO 8 Learn to take responsibility for own learning within a multidisciplinary team evaluating processes which lead to co-operation and effective communication within the team	Demonstrated
6. Engage in reflective practice to promote inclusion in the ELC setting in line with national guidelines	LO 9 Evaluate own practice to inform understanding relating to children with special needs, leading to an awareness of social, ethical and legal issues in relation to education and care	Demonstrated
Focus: birth to six years	Focus Birth to 18	Demonstrated Transferable skills

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>Understanding and Assisting Children with Additional Needs 15 credits</b>	<b>Special Needs Assisting 5N1786 15 credits (work experience required)</b>	Gap: the focus of 5N1786 is on school-age children and teenagers in school and not the 0-6 year olds.
1. Examine a range of additional needs of children in early learning and care		Gap
2. Explore the rights of the child with additional needs and those of their families in line with relevant legislation and best practice guidelines and frameworks	LO 3 Examine relevant legislation in relation to disability LO 4 Explore the rights of children with disabilities in relation to personal autonomy, participation and decision-making	Gap: Aistear, Sfolta, AIM, Inclusion Charter, Preschool Regulations
3. Create an accessible, inclusive experience for the child with additional needs in the ELC setting in line with best practice guidelines and frameworks	LO 9 Assist children with disabilities in a range of activities, ensuring equality of opportunity through working in a safe and professional manner	Partially demonstrated, gap with regard to focus on young children 0-6
4. Explore qualities, skills and strategies to support and assist the child with additional needs, in line with best practice guidelines and frameworks	LO 1 Explore the role and responsibilities of the Special Needs Assistant LO 2 Examine the qualities and skills of an effective special needs assistant LO 5 Relate effectively and appropriately to children who present with additional needs LO 6 Use care routines in feeding, toileting and general hygiene LO 8 Work effectively with children who present with disabilities under the direction of the classroom teacher	Partially demonstrated, gap with regard to focus on young children 0-6
5. Explore the importance of working as part of a team to build relationships with children,	LO 8 Work effectively with children who present with disabilities under the direction of the classroom teacher	Demonstrated

families, practitioners and other adults to support the child's individual needs	LO 7 Maintain appropriate relationships with children, parents, primary carers, teachers and other members of the multi-disciplinary team	
6. Engage in reflective practice to promote inclusion in the ELC setting in line with national guidelines	LO 10 Reflect on personal practice working with children, their parents and guardians, and colleagues ensuring that children's individuality is promoted, and their needs are met	Partially demonstrated, gap with regard to focus on young children 0-6

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>Understanding and Assisting Children with Additional Needs 15 credits</b>	<b>Understanding Special Needs 5N1709 15 credits</b>	Gap: the focus of 5N1709 is on school-age children and teenagers in school and not the 0-6 year olds.
1. Examine a range of additional needs of children in early learning and care	Lo 3 Identify a range of special needs conditions and impairments	Partially demonstrated, gap with regard to focus on young children 0-6
2. Explore the rights of the child with additional needs and those of their families in line with relevant legislation and best practice guidelines and frameworks	Lo2 Identify relevant international policy relating to individuals with special needs Lo 5 Interpret current legislation relating to special needs provision and identify the main points of the legislation Lo 6 Interpret the current national policies relating to special needs provision and identify the main policy implications	Gap: Aistear, Síolta, Preschools Regulations
3. Create an accessible, inclusive experience for the child with additional needs in the ELC setting in line with best practice guidelines and frameworks		Gap
4. Explore qualities, skills and strategies to support and assist the child with additional needs, in line with best practice guidelines and frameworks	Lo 8 Devise strategies for the promotion of good practice within a special needs setting Lo 11 Explain the common terms and language used in the area of disability with due regard to contemporary best practice in the use of language in this field Lo 14 Describe the different learning and therapy programmes provided by professionals in the area of special needs Lo 15 Outline the key elements of good practices for people working with individuals with special needs in various settings e.g. advocacy, confidentiality, equality, independence etc.	Partially demonstrated, gap with regard to focus on young children 0-6

<p>5. Explore the importance of working as part of a team to build relationships with children, families, practitioners and other adults to support the child's individual needs</p>	<p>Lo 13 Describe the roles of the interdisciplinary team members and professionals in the context of individuals with special needs</p>	<p>Partially demonstrated, gap with regard to focus on young children 0-6</p>
<p>6. Engage in reflective practice to promote inclusion in the ELC setting in line with national guidelines</p>		<p>Gap</p>

<p><b>Minimum Intended Module Learning Outcomes of Target module</b></p>	<p><b>Learning outcomes of prior certified learning</b></p>	<p><b>Learning demonstrated or gap: comments</b></p>
<p><b>Understanding and Assisting Children with Additional Needs 15 credits</b></p>	<p><b>Equality and Diversity in Childcare 5N1775 15 credits</b></p>	
<p>1. Examine a range of additional needs of children in early learning and care</p>		<p>Gap</p>
<p>2. Explore the rights of the child with additional needs and those of their families in line with relevant legislation and best practice guidelines and frameworks</p>	<p>Lo 4 Examine current legislation on Equality and Diversity, to include Equality Legislation, the UN Convention on the Rights of the Child and the UN International Convention on the Elimination of All Forms of Racial Discrimination</p>	<p>Demonstrated</p>
<p>3. Create an accessible, inclusive experience for the child with additional needs in the ELC setting in line with best practice guidelines and frameworks</p>	<p>LO 6 Carry out an audit of the ECCE setting, activities and materials pertaining to equality and diversity for all children including the minority and majority Child</p>	<p>Demonstrated</p>
<p>4. Explore qualities, skills and strategies to support and assist the child with additional</p>	<p>LO 5 Examine the role of the adult in promoting children's individual and group identity and their sense of belonging enabling the child to value uniqueness and difference</p>	<p>Demonstrated</p>



<p>needs, in line with best practice guidelines and frameworks</p>	<p>LO 8 Explore ways of respecting equality and diversity requirements in relation to identity to include language, gender, social class, disability, age, religion, dietary considerations, ethnic groups, Traveller community, marital status and sexual orientation</p> <p>LO 7 Analyse how adults and children can challenge bias and discrimination issues</p>	
<p>5. Explore the importance of working as part of a team to build relationships with children, families, practitioners and other adults to support the child's individual needs</p>	<p>LO 12 Reflect on own attitudes, values, beliefs and assumptions and their impact in relation to equality and diversity issues when working with children, families and team members</p>	<p>Demonstrated</p>
<p>6. Engage in reflective practice to promote inclusion in the ELC setting in line with national guidelines</p>	<p>LO 12 Reflect on own attitudes, values, beliefs and assumptions and their impact in relation to equality and diversity issues when working with children, families and team members</p>	<p>Demonstrated</p>

## Mapping tables for stage 2 Modules



Advanced Professional Practice Placement in ELC 6C21517 (25 credits)

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>Advanced Professional Practice Placement in ELC (25 credits)</b>	<b>Work Experience 6N1946 (15 credits)</b>	Gap in credit value Gaps with regard to Professional Practice Placement Requirements: see special conditions of validation*. Potential gaps regarding the relevance of the module/s depending on the context in which it was achieved.  *3.3 The programme will ensure that each (fulltime) learner completes 150 hours of professional practice placement (per annum) in a minimum of two ELC settings: (1) working directly with children aged between 0 and 2 yrs. 8 mths. And (w) working with children 2 yrs. 8 mths. – 6 years; with an appropriate balance between the settings. 3.13 Learners must pass the professional practice placement element of the programme before an award can be made.
1. Engage in advanced practices of professionalism underpinned by principles, observations and feedback from experienced practitioners required for education, training and employment in ELC	LO 2 Demonstrate understanding of the up-to-date theoretical and or technical knowledge underpinning practice in a particular area of work	Demonstrated
2. Demonstrate through reflective practice individually and collectively the required competence, values, attitudes and work practices to work effectively with babies, toddlers, young children and all other stakeholders in the ELC setting	LO 6 Present a detailed personal skills audit and career plan for a specific vocational area, to include personal goals and action points, development opportunities and career paths	Demonstrated

<p>3. Demonstrate intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all stakeholders and the community while working in the ELC sector</p>		<p>Gap</p>
<p>4. Work effectively in a team leadership role demonstrating supervisory and mentoring skills that support the work of others in ELC settings</p>	<p>LO 7 Demonstrate supervisory skills and capacities, to include the skills and qualities required for a particular post in the public, private or voluntary sector</p>	<p>Demonstrated</p>
<p>5. Use the appropriate skills and expertise necessary for research, report writing and use of technology to maintain ethics and integrity for both study and work-related practices</p>	<p>LO 5 Utilise effective written and interpersonal communication skills, drawing on appropriate communication technologies, to include a CV, letter of application, evidence of job-finding skills and skills checklist</p>	<p>Demonstrated</p>
<p>6. Lead on the delivery of good practice which illustrates knowledge and understanding of own role and responsibilities informed by current legislation, regulations and frameworks relevant to ELC settings</p>	<p>LO 3 Research the rights and responsibilities of employees and employers in the particular work context, to include health, safety and welfare at work, equality legislation, union representation and regulations relating to pay and confidentiality</p>	<p>Demonstrated</p>
	<p>LO 1 Analyse work-related issues and trends in a chosen public, private or voluntary area of work LO 4 Reflect on challenges and opportunities in the chosen public, private or voluntary sector globally and nationally, to include the impact of challenges and opportunities on personal career choice and direction</p>	

	LO 8 Investigate options for future education, training and employment in light of work experience.	
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Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>Advanced Professional Practice Placement in ELC (25 credits)</b>	<b>Team Leadership 6N1948 (15 credits)</b>	Gap in credit value Gaps with regard to Professional Practice Placement Requirements: see special conditions of validation*. Potential gaps regarding the relevance of the module/s depending on the context in which it was achieved.  *3.3 The programme will ensure that each (fulltime) learner completes 150 hours of professional practice placement (per annum) in a minimum of two ELC settings: (1) working directly with children aged between 0 and 2 yrs. 8 mths. And (w) working with children 2 yrs. 8 mths. – 6 years; with an appropriate balance between the settings. 3.13 Learners must pass the professional practice placement element of the programme before an award can be made.
1. Engage in advanced practices of professionalism underpinned by principles, observations and feedback from experienced practitioners required for education, training and employment in ELC	3 Participate in organisational planning and in teamwork planning, to include setting specific, measurable, attainable, relevant and time-bound (SMART) objectives, ongoing monitoring of progress, and evaluation	Demonstrated
2. Demonstrate through reflective practice individually and collectively the required competence, values, attitudes and work practices to work effectively with babies, toddlers, young children and all other stakeholders in the ELC setting		Gap

<p>3. Demonstrate intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all stakeholders and the community while working in the ELC sector</p>	<p>6 Demonstrate team leadership, to include team building, supporting team members at different stages of team development, motivation strategies, interpersonal communications, time and meeting management and use of inter- and intra-team reporting structures</p>	<p>Demonstrated</p>
<p>4. Work effectively in a team leadership role demonstrating supervisory and mentoring skills that support the work of others in ELC settings</p>	<p>6 Demonstrate team leadership, to include team building, supporting team members at different stages of team development, motivation strategies, interpersonal communications, time and meeting management and use of inter- and intra-team reporting structures</p>	<p>Demonstrated</p>
<p>5. Use the appropriate skills and expertise necessary for research, report writing and use of technology to maintain ethics and integrity for both study and work-related practices</p>		<p>Gap</p>
<p>6. Lead on the delivery of good practice which illustrates knowledge and understanding of own role and responsibilities informed by current legislation, regulations and frameworks relevant to ELC settings</p>	<p>8 Lead progress on a work plan, to include taking corrective action to ensure successful completion of the plan, ongoing monitoring of progress, and evaluation.</p>	<p>Demonstrated</p>

<p><b>Minimum Intended Module Learning Outcomes of Target module</b></p>	<p><b>Learning outcomes of prior certified learning</b></p>	<p><b>Learning demonstrated or gap: comments</b></p>
<p><b>Advanced Professional Practice Placement in ELC (25 credits)</b></p>	<p><b>Personal and Professional Development 6N1949 (15 credits)</b></p>	<p>Gap in credit value</p>

		<p>Gaps with regard to Professional Practice Placement Requirements: see special conditions of validation*.                  Potential gaps regarding the relevance of the module/s depending on the context in which it was achieved.</p> <p>*3.3 The programme will ensure that each (fulltime) learner completes 150 hours of professional practice placement (per annum) in a minimum of two ELC settings: (1) working directly with children aged between 0 and 2 yrs. 8 mths. And (w) working with children 2 yrs. 8 mths. – 6 years; with an appropriate balance between the settings.                  3.13 Learners must pass the professional practice placement element of the programme before an award can be made.</p>
<p>1. Engage in advanced practices of professionalism underpinned by principles, observations and feedback from experienced practitioners required for education, training and employment in ELC</p>	<p>10 Respond appropriately to feedback and constructive criticism on personal performance</p>	<p>Demonstrated</p>
<p>2. Demonstrate through reflective practice individually and collectively the required competence, values, attitudes and work practices to work effectively with babies, toddlers, young children and all other stakeholders in the ELC setting</p>	<p>12 Reflect on own personal and professional development to include goal or objective-setting, action planning, implementation, ongoing review, personal initiative.</p>	<p>Demonstrated</p>
<p>3. Demonstrate intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all stakeholders and the community while working in the ELC sector</p>	<p>2 Identify the personal qualities and skills needed for effective participation in a chosen job or organisation, to include opportunities for further personal development and associated action plans</p>	<p>Demonstrated</p>



	<p>4 Research the processes of problem-solving and decision-making, to include different approaches, strategies to handle difficult problems, contingency plans, and methods of implementing and evaluating a Solution</p> <p>6 Evaluate how organisations manage change, to include information, communication, analysis of the forces behind change, motivating staff and other partners, and handling reactions to change</p> <p>7 Determine strategies to resolve personal or interpersonal conflict, to include an understanding of different personalities and how they react to conflict, common causes of conflict and the role of assertiveness and co-operation in conflict resolution</p>	
<p>4. Work effectively in a team leadership role demonstrating supervisory and mentoring skills that support the work of others in ELC settings</p>	<p>9 Delegate tasks to others, to include appropriate planning, identification of skills and strengths in others, review and management of any issues arising</p> <p>11 Use strategies to recognise and cope with stress, setback and workplace pressure</p>	<p>Gap</p>
<p>5. Use the appropriate skills and expertise necessary for research, report writing and use of technology to maintain ethics and integrity for both study and work-related practices</p>		<p>Gap</p>
<p>6. Lead on the delivery of good practice which illustrates knowledge and understanding of own role and responsibilities informed by current legislation, regulations and frameworks relevant to ELC settings</p>		<p>Gap</p>

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>Advanced Professional Practice Placement in ELC (25 credits)</b>	<b>Work Practice 6N1947 (15 credits)</b>	Gap in credit value Gaps with regard to Professional Practice Placement Requirements: see special conditions of validation*. Potential gaps regarding the relevance of the module/s depending on the context in which it was achieved.  *3.3 The programme will ensure that each (fulltime) learner completes 150 hours of professional practice placement (per annum) in a minimum of two ELC settings: (1) working directly with children aged between 0 and 2 yrs. 8 mths. And (w) working with children 2 yrs. 8 mths. – 6 years; with an appropriate balance between the settings. 3.13 Learners must pass the professional practice placement element of the programme before an award can be made.
1. Engage in advanced practices of professionalism underpinned by principles, observations and feedback from experienced practitioners required for education, training and employment in ELC	LO 10 Execute work practice duties and responsibilities in a professional manner ensuring respect and safety of colleagues and staff	Demonstrated
2. Demonstrate through reflective practice individually and collectively the required competence, values, attitudes and work practices to work effectively with babies, toddlers, young children and all other stakeholders in the ELC setting	11 Reflect on personal and professional work practices, to include feedback from senior staff or mentors and colleagues or team workers on individual performance, achievements, strengths and challenges	Demonstrated

	12 Review at own learning and progress and that of others within the workplace or team, to include identification of personal and professional skills, abilities and strengths, areas for development and opportunities for learning and career development within the vocational field.	
3. Demonstrate intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all stakeholders and the community while working in the ELC sector	6 Apply effective communication skills in communicating with colleagues, staff and external individuals or groups as required working autonomously or in a supervisory capacity	Demonstrated
4. Work effectively in a team leadership role demonstrating supervisory and mentoring skills that support the work of others in ELC settings	8 Show judgement and initiative while working autonomously and or in a supervisory capacity, taking responsibility for own work and the work of others and allocating resources as required  9 Contribute positively to the achievement of objectives and or targets in the workplace working autonomously and or with responsibility for the work of others	Demonstrated
5. Use the appropriate skills and expertise necessary for research, report writing and use of technology to maintain ethics and integrity for both study and work-related practices		Gap
6. Lead on the delivery of good practice which illustrates knowledge and understanding of own role and responsibilities informed by current legislation, regulations and frameworks relevant to ELC settings	3 Research the specific legislation and regulations relevant to the place of work and vocational context; including rights and responsibilities in relation to, health, safety and welfare at work, equality, employment and specific work and or vocational practices	Demonstrated

	<p>4 Evaluate the organisations internal and external policies and procedures ensuring appropriateness to current legislation and regulations</p>	
	<p>1 Evaluate the characteristics of the organisation or workplace, to include its status whether public, private, voluntary or other, size, organisational structure, mission and values, the workplace culture and management practices</p> <p>2 Assess internal and external issues, challenges and trends affecting the workplace, to include as appropriate, local, national, global, team-based and cultural issues, and a personal response to the issues or challenges identified</p> <p>5 Execute a range of vocationally specific tasks and activities during a minimum 2 month work practice placement</p> <p>7 Allocate resources to analyse and solve routine and non-routine problems arising in the workplace</p>	

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
Advanced Professional Practice Placement in ELC	Communications 6N1950	Gap in credit value Gaps with regard to Professional Practice Placement Requirements: see special conditions of validation*.

		<p>Potential gaps regarding the relevance of the module/s depending on the context in which it was achieved.</p> <p>*3.3 The programme will ensure that each (fulltime) learner completes 150 hours of professional practice placement (per annum) in a minimum of two ELC settings: (1) working directly with children aged between 0 and 2 yrs. 8 mths. And (w) working with children 2 yrs. 8 mths. – 6 years; with an appropriate balance between the settings.</p> <p>3.13 Learners must pass the professional practice placement element of the programme before an award can be made.</p>
<p>1. Engage in advanced practices of professionalism underpinned by principles, observations and feedback from experienced practitioners required for education, training and employment in ELC</p>		<p>Gap</p>
<p>2. Demonstrate through reflective practice individually and collectively the required competence, values, attitudes and work practices to work effectively with babies, toddlers, young children and all other stakeholders in the ELC setting</p>		<p>Gap</p>
<p>3. Demonstrate intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all stakeholders and the community while working in the ELC sector</p>	<p>5 Utilise listening skills in a variety of roles and contexts, to include note-taking, receiving messages, taking minutes, reporting, summarising, paraphrasing</p> <p>6 Participate in formal and informal working groups, to include leading or facilitating, note-taking, summarising discussion, agreeing outcomes and action points</p>	<p>Demonstrated</p>

	<p>10 Demonstrate vocal and interactive skills in personal and professional contexts, including an oral presentation, discussion, debate, meeting, interview and or job seeking skills and for the purposes of persuading, informing, advocating, regulating</p> <p>11 Work independently and or in a supervisory capacity, displaying qualities such as assertiveness, self-confidence, tact, diplomacy, empathy and patience</p>	
<p>4. Work effectively in a team leadership role demonstrating supervisory and mentoring skills that support the work of others in ELC settings</p>		<p>Gap</p>
<p>5. Use the appropriate skills and expertise necessary for research, report writing and use of technology to maintain ethics and integrity for both study and work-related practices</p>	<p>7 Use reading techniques to include skimming, scanning, reading for detail, for overview and analysing on a range of written material, including media texts, official documents, business communications, literary texts and technical and or vocational material</p> <p>8 Use drafting, editing and proofreading skills and the correct conventions of language usage including spelling, punctuation and syntax to produce formal written communications relevant to a particular vocational area, to include reports, correspondence, faxes, memos, minutes</p> <p>9 Use research skills to investigate relevant topics, to include use of effective study skills, research methodologies and enquiry techniques</p>	<p>Demonstrated</p>

6. Lead on the delivery of good practice which illustrates knowledge and understanding of own role and responsibilities informed by current legislation, regulations and frameworks relevant to ELC settings	2 Evaluate in practical terms the elements of legislation that must be observed in a personal and or work context, to include health, safety and welfare at work and communications-related legislation, and the responsibilities that apply when working in a supervisory capacity	Demonstrated
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Curriculum and Pedagogy 6C21520 (20 credits)

<b>Minimum Intended Module Learning Outcomes of Target module</b>	<b>Learning outcomes of prior certified learning</b>	<b>Learning demonstrated or gap: comments</b>
<b>Curriculum and Pedagogy (20 credits)</b>	<b>Early Childhood Literacy and Numeracy 6N1935 15 credits</b>	Gap in credit value
1. Utilise the current national curriculum and quality frameworks in both indoor and outdoor ELC environments	LO4 Guide children to practice their skills in a range of situations and for a range of purposes	Demonstrated
2. Lead planning and implementation of inclusive and diverse creative learning opportunities, grounded in theory, appropriate to children’s emerging interests in indoor and outdoor environments	LO3 Devise lesson plans to enrich literacy and numeracy	Gap: Inclusive and diverse creative learning Indoor and outdoor environments
3. Incorporate philosophical approaches in curricula, influencing pedagogical practices which contribute to inclusive, nurturing and child-centred environment	LO1 Examine the concepts, theories and principles underpinning the teaching and learning of literacy and numeracy in a specific ECCE setting LO2 Evaluate the theoretical approaches and models that explain language and number acquisition in a specific ECCE context	Gap: Literacy and numeracy content too specific
4. Collaborate in the design of supportive learning environments in both the indoors and outdoors, contributing to children’s play-based and social learning opportunities	LO5 Assess a range of resources to support children’s language and number acquisition O6 Assess how the environment promotes development of concept formation and abstract logical reasoning	Gap: Literacy and numeracy content too specific
5. Lead in the process of reflective practice individually and collectively to support the role of the adult, curriculum and pedagogical practices	LO8 Appraise own range of specialise skills and those of colleagues in meeting the literacy and numeracy needs of the child in an ECCE setting	Gap: LO8 Literacy and numeracy content too specific



	LO9 Evaluate own needs at a personal and professional levels and assist others in identifying learning needs	
<b>Minimum Intended Module Learning Outcomes of Target module</b>	<b>Learning outcomes of prior certified learning</b>	<b>Learning demonstrated or gap: comments</b>
<b>Curriculum and Pedagogy (20 credits)</b>	<b>Early Childhood Curriculum 6N1944 (15 credits)</b>	Gap in credit value
1. Utilise the current national curriculum and quality frameworks in both indoor and outdoor ELC environments	LO5 Promote learning contexts which support children’s well-being, identities and belonging consistent with relevant legislation and national practice guidelines	Demonstrated
2. Lead planning and implementation of inclusive and diverse creative learning opportunities, grounded in theory, appropriate to children’s emerging interests in indoor and outdoor environments	LO5 Promote learning contexts which support children’s well-being, identities and belonging consistent with relevant legislation and national practice guidelines  LO6 Lead curriculum implementation in a variety of situations both indoor and outdoor	Gap: creative learning opportunities not explicit here
3. Incorporate philosophical approaches in curricula, influencing pedagogical practices which contribute to inclusive, nurturing and child-centred environment	LO1 Critically reflect on the contributions of a range of early childhood educational theorists to pedagogical practice  LO2 Assess a range of early childhood programme models and approaches and their implementation  LO5 Promote learning contexts which support children’s well-being, identities and belonging consistent with relevant legislation and national practice guidelines	Demonstrated

<p>4. Collaborate in the design of supportive learning environments in both the indoors and outdoors, contributing to children’s play-based and social learning opportunities</p>	<p>LO5 Promote learning contexts which support children’s well-being, identities and belonging consistent with relevant legislation and national practice guidelines</p> <p>LO6 Lead curriculum implementation in a variety of situations both indoor and outdoor</p>	<p>Demonstrated</p>
<p>5. Lead in the process of reflective practice individually and collectively to support the role of the adult, curriculum and pedagogical practices</p>	<p>LO7 Evaluate personal and professional learning and that of others linking curriculum theory to practice and assessment</p> <p>LO8 Reflect on own attitudes, values and beliefs and their impact on the learning environment.</p>	<p>Demonstrated</p>

<p><b>Minimum Intended Module Learning Outcomes of Target module</b></p>	<p><b>Learning outcomes of prior certified learning</b></p>	<p><b>Learning demonstrated or gap: comments</b></p>
<p><b>Curriculum and Pedagogy (20 credits)</b></p>	<p><b>Early Learning Environment 6N1933 (15 credits)</b></p>	<p>Gap in credit value Gap: inclusion is not explicitly expressed</p>
<p>1. Utilise the current national curriculum and quality frameworks in both indoor and outdoor ELC environments</p>	<p>LO4 Prepare learning opportunities for children in order to develop independence and responsibility</p> <p>LO5 Provide opportunities for children to develop their logical thinking, concept formation and creativity</p> <p>LO7 Select and apply appropriate routines that help children to feel valued, respected, empowered, cared for and included</p> <p>LO8 Manage meaningful activities that are suited to children’s individual needs and connect with their experiences and interests in the natural environment</p>	<p>Demonstrated</p>

<p>2. Lead planning and implementation of inclusive and diverse creative learning opportunities, grounded in theory, appropriate to children’s emerging interests in indoor and outdoor environments</p>	<p>LO4 Prepare learning opportunities for children in order to develop independence and responsibility                  LO5 Provide opportunities for children to develop their logical thinking, concept formation and creativity                  LO7 Select and apply appropriate routines that help children to feel valued, respected, empowered, cared for and included                  LO8 Manage meaningful activities that are suited to children’s individual needs and connect with their experiences and interests in the natural environment</p>	<p>Demonstrated</p>
<p>3. Incorporate philosophical approaches in curricula, influencing pedagogical practices which contribute to inclusive, nurturing and child-centred environment</p>	<p>LO2 Consider the relevance of theoretical and conceptual perspectives in explaining the influence of the learning environment and children’s holistic development</p>	<p>demonstrated</p>
<p>4. Collaborate in the design of supportive learning environments in both the indoors and outdoors, contributing to children’s play-based and social learning opportunities</p>	<p>LO1 Identify the range and nature of environmental influences that impact on the holistic development of children                  LO4 Prepare learning opportunities for children in order to develop independence and responsibility</p>	<p>Demonstrated</p>
<p>5. Lead in the process of reflective practice individually and collectively to support the role of the adult, curriculum and pedagogical practices</p>	<p>LO9 Identify own learning needs at a personal and professional level and assist others in identifying learning needs</p>	<p>Demonstrated</p>

Sociology and Social Policy 6C21518 (15 credits)

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>Sociology and Social Policy (15 FET credits)</b>	<b>Childhood Social, Legal and Health Studies 6N1945 15 credits</b>	Learner will need to have Children First e-learning
1. Explore concepts of sociology that impact on the lives of children and their families	LO1 Evaluate a range of factors influencing and impacting on children's health and wellbeing to include family structure, community, culture, education, health, social services and social status	Demonstrated
2. Consider the role of social policy and its influence on children, their family and the ELC sector	LO5 Examine national and international social policy and how it impacts on the wellbeing of children and families	Demonstrated
3. Demonstrate knowledge of legislation, regulations, frameworks and guidelines that influence and impact on standards and practices in ELC settings and society	LO3 Assess statutory regulations and national practice guidelines, which relate directly to and impact on early childhood care and education settings LO8 Devise a range of policies and procedures relevant to ECCE settings, ensuring adherence to legislation and national practice guidelines LO10 Evaluate the relevance of policies and procedures which safeguard children within ECCE settings	Demonstrated Potential gap: learning must be up-to-date
4. Examine children's rights from a national and international perspective to promote education and care of children and families in ELC settings	LO5 Examine national and international social policy and how it impacts on the wellbeing of children and families	Demonstrated
5. Apply knowledge of current child protection legislation, guidelines and mandated responsibilities of all stakeholders in relation to professional practice	LO2 Evaluate child protection guidelines in relation to the protection of children and staff LO7 Implement procedures for dealing with specific child protection issues	Demonstrated

The Developing Child 6C21519 (20 credits)

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>The Developing Child (20 FET credits)</b>	<b>Child Development 6N1942 (15 FET credits)</b>	Gap in credit value
1. Critically reflect on child development theories and their application to inform practice and professional development	LO1 Critically reflect on child development theories and their application on ECCE practice	Demonstrated
2. Analyse the influence of genetic, family, social, cultural, and environmental factors on the holistic development of the child	LO2 Explore the effects of a range of genetic, social, cultural and environmental factors on the holistic development of the child	Demonstrated
3. Investigate a range of approaches utilised in supporting children’s behavioural skills	LO3 Research a range of theoretical perspectives in the field of behaviour management in support of the holistic development of the child	Demonstrated
4. Assess children’s holistic development using appropriate observation and assessment methods in line with national frameworks	LO5 Organise a variety of detailed observations in support of programme planning for individual and groups of children using a range of tools	Demonstrated
5. Develop inclusive and developmentally appropriate learning experiences to support the child’s holistic development in line with regulatory requirements and national frameworks	LO4 Select from a range of specialised skills to meet the needs of parents, children, colleagues and other stakeholders in an ECCE setting in the context of legislation and national practice guidelines  LO6 Evaluate personal and team practice in meeting child development needs in an ECCE setting	Gap: no explicit mention of inclusive learning experiences

Inclusive Early Learning and Care 6C21521 (15 credits)

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>Inclusive Early Learning and Care 15 credits</b>	<b>Equality and Diversity in Childcare 6N1974 (15 credits)</b>	
1. Critically evaluate how inclusive best practice in ELC is informed by frameworks, guidelines, national and international legislation	LO1 Critically reflect on equality and diversity concepts as relevant to National and International contexts	Demonstrated
2. Analyse relevant theories, skills, and processes relevant to inclusive practice	LO2 Evaluate the approaches to diversity education in relation to meeting standards and best practice guidelines	Demonstrated
3. Lead the provision of inclusive and developmentally appropriate experiences and strategies to support All children including children with additional needs or who are dual language learners or who are new to the community in the ELC setting	LO6 Proof an ECCE curriculum which supports the children's goals of the anti-bias approach in line with best practice guidelines LO7 Identify barriers to play, learning and participation from an equality and diversity perspective LO8 Devise mechanisms for reducing discriminatory attitudes and practices and institutional barriers  LO9 Lead an audit of the ECCE setting, the environment, its policies and procedures and materials pertaining to equality and diversity LO10 Critically evaluate the importance of having an equality approach in an ECCE setting	Demonstrated
4. Reflect on values, attitudes, experiences, perceptions of equality, diversity and inclusion to support self and others to promote an inclusive culture and best practice in ELC	LO11 Reflect on own attitudes, values, beliefs and assumptions and their impact in relation to equality and diversity issues when working with children, families and team members	Demonstrated

Minimum Intended Module Learning Outcomes of	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
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Target module		
<b>Inclusive Early Learning and Care 15 credits</b>	<b>Special Needs Assisting 6N1957 15 credits</b>	Gap: the focus of 6N1957 is on school age children and teenagers in school and disability Potential gap with regard to Aistear, Siolta, and AIM.
1. Critically evaluate how inclusive best practice in ELC is informed by frameworks, guidelines, national and international legislation		Gap
2. Analyse relevant theories, skills, and processes relevant to inclusive practice	LO3 Examine relevant theories, skills and processes relevant to curriculum implementation	Gap: too specific to additional needs and mainstream curriculum
3. Lead the provision of inclusive and developmentally appropriate experiences and strategies to support All children including children with additional needs or who are dual language learners or who are new to the community in the ELC setting	LO5 Organise learning opportunities in order to promote independence and responsibility LO 9 Manage meaningful activities that are suited to people’s needs and connect with their experiences and interests in the learning environment LO 11 Provide assistance in the provision of education and care for individuals that present with special educational needs	Gap: too specific to additional needs and mainstream curriculum
4. Reflect on values, attitudes, experiences, perceptions of equality, diversity and inclusion to support self and others to promote an inclusive culture and best practice in ELC	LO 12 Reflect on own attitudes, values , beliefs and assumptions in relation to working with and on behalf of people who present with disabilities	Gap: too specific to additional needs

Supervision and Administration in Early Learning and Care 6C21522 (25 credits)

Minimum Intended Module Learning Outcomes of Target module	Learning outcomes of prior certified learning	Learning demonstrated or gap: comments
<b>Supervision and Administration in Early Learning and Care 25 credits</b>	<b>Supervision in Early Childhood Care 15 credits</b>	Gap in credit value
1. Analyse models of supervision and their relevance to staff roles and responsibilities in ELC settings	LO1 Evaluate the key concepts, principles and practice in leadership, supervision and or line management within the ECCE setting	Demonstrated
2. Implement strategies for inclusive and democratic practices to promote stakeholder partnership and communication in providing ELC	LO4 Select processes to motivate and support team members in achieving agreed actions  LO5 Develop strategies for overcoming barriers to effective supervision, to include recognition of common challenges and problems when working with individuals and teams, and identification of possible resolutions  LO6 Implement a range of organisational policies and procedures in an ECCE setting ensuring adherence to best practice and guidelines  LO9 Supervise a team in an ECCE setting, to include agreeing a plan and or actions and monitoring and evaluation of progress	Demonstrated
3. Examine the legal requirements of inspection reports and associated responsibilities required for implementing practices, procedures and review in relation to the safety and wellbeing of all stakeholders		Gap



<p>4. Review current employment legislation and best practice in relation to recruitment and employment of staff in line with regulatory requirements</p>		<p>Gap</p>
<p>5. Examine the role of ELC professional support organisations and identify the operational function of various funding schemes for the ELC sector</p>		<p>Gap</p>
<p>6. Contribute to the community of practice through self &amp; group reflection, positive role modelling, mentoring and supporting others to improve early learning and care provision in ELC settings</p>	<p>LO10 Critically reflect on own attributes and skills as a supervisor, to include analysis of, time management, communication, organisational skills and achievement of objectives</p> <p>LO11 Evaluate learning and or training needs of the team, implementing training plans in line with organisational objectives</p>	<p>Demonstrated</p>