

Early Learning and Care

**Including the Level 5 and Level 6
Major Awards**

Last updated May 2023

Convenient

Our courses are flexible and our programme can be tailored to work around your and your employee's schedule and needs.



Impactful

Our online and classroom based classes hit the mark. 93% of participants complete the programme they enrol in (Feb 2020).



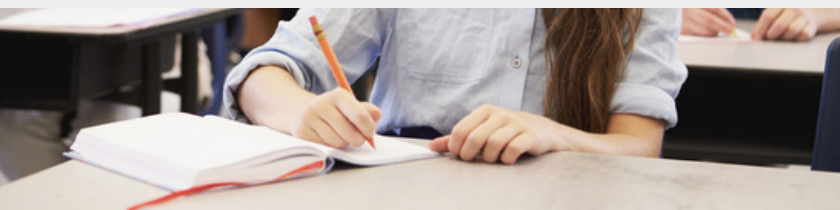
Value

Our courses are worth the investment. The needs of the employees are met and they are more productive and of great value in your company.



Learner Focused

We put the emphasis on the learner. We know our role is about the progression of the participant and that's what we provide.



Our Values

Fair and Objective

We strive to be fair and objective in our dealings with people and organisations, and undertake our work without fear or favour.

Open and Accountable

We share information about the nature and outcomes of our work, and accept full responsibility for our actions.

Committed to Excellence

We seek to continually improve and strive for excellence in our work.

Work Together

We engage with those funding, planning, providing and using our training services in developing all aspects of our work.

“It is our mission to engage with you on your continued educational journey, taking a holistic, learner-centred approach.

We provide quality, tailored, relevant learning programmes to help you realise and achieve your goals. We act with integrity, promote equality and are dedicated to your progression.”

Lisa O’Connell
Managing Director



Early Learning and Care

How Will I Learn?

There are a number of options - we can tailor the programme to suit groups or cater to the individual who wishes to take their learning at their own pace. See the table below for the different options.

***LMS stands for Learning Management System.**



| This course is | Classroom Based | and Blended - Online | and Self Directed |
|---|---|---|----------------------------|
| Online Content Blended Learning Resources | Live Lectures and workshops in classroom | Meetings with your classroom and trainer on zoom. | |
| Further supports available - academic writing, study skills and Harvard referencing | Yes - Through your Trainer | Yes - Through your Trainer | Yes - Through your Trainer |
| Online Quizzes | In Class | Yes - Through LMS | Yes - Through LMS |
| Learner's Pack | Given in class on at start of course | | |
| Class | Full days (usually Saturday) at a venue - 9:30-5:30 | 1.5 hour Zoom face-to-face "virtual classroom sessions" per week, with your Trainer. As per the schedule. | |
| Class Recordings | | Weblink to the recorded session - if you miss the session. 80% attendance mandatory | |
| Learner Handbook | Yes | | |
| Submission System | | Yes - my.forustraining.ie | |
| Discussion Board | | Yes | |



Classroom

Have the course run at your facility, book a local training room or attend one of our public courses. Each module is delivered over 7 weeks. We can tailor the sessions to your organisational requirements.



Blended

Each module is delivered over 7 weeks through a blend of hour long online self directed learning and live virtual in-person sessions. Live Zoom sessions with your Trainer. Printed material posted to your home.



Self Paced

Enjoy one to one Trainer support through Zoom.
Choose whether to have the manual posted to you home - (€25 optional if opting for the printed pack)
1 to 1 induction
3 x 30 minute check-in / progress sessions with your trainer

All options include

Trainer support/feedback provided throughout course,
Learning management system (LMS) access,
Up-to-date content (developed in 2021).

Programme Aim

This major award in Early Learning and Care (ELC) aims to enable the Learner to acquire the knowledge, skill and competence to work independently and under supervision in a range of Early Learning and Care (ELC) and settings and or to progress to higher education and training.

Note: The current qualification for the role of room leader is Level 6, but qualification requirements for different roles in ELC may be subject to change in line with evolving national policy.

Entry Requirements

Minimum entry requirements for the program include the Leaving Certificate or equivalent qualifications at NFQ Level 4, including Leaving Certificate Applied.

For non-native English speakers, a minimum English language proficiency level of B2 in writing, reading, listening, and speaking according to the Common European Framework of Reference for Languages is required.

If there are doubts about a learner's English fluency, they will undergo an English language proficiency test. Results should be at the B2 level (40 - 49). Learners are also interviewed to evaluate their listening and speaking skills. The trainer receives the test results for the learner.

Prospective learners should show interest in the Early Learning and Care sector, possess responsibility and autonomy, and demonstrate a willingness to learn under supervision. Prior knowledge or experience in the ELC sector is not necessary for accessing the program.



Recognition of Prior Learning (RPL)

Recognition of Prior Certified Learning (RPCL) refers to learning that has already been accredited by an authorized body such as QQI, recognized universities and institutions. It can also include qualifications obtained from international bodies like the City & Guilds of London Institute.

Recognition of Prior Experiential Learning (RPEL), also known as non-certified learning, encompasses formal, informal, and non-formal learning acquired through life or work experiences. This includes learning from non-accredited bodies or certifying bodies outside of the European Qualifications Framework (EQF).

Exemptions are granted by Forus Training (P1 S1) when a learner is being entered for an award. Exemptions can be requested on behalf of a learner if they already possess a QQI award in that specific component or if they hold an award from another nationally recognized awarding body operating under a quality assured process.

This is for learners who don't meet entry requirements but may have acquired relevant knowledge and skills through experiences such as training, education, employment, or work-based learning.

Entry requirements for each programme are clearly defined to reflect the National Framework of Qualifications (NFQ). You must meet the minimum entry requirements and additional requirements specified for your program to be considered eligible for entry.

We're dedicated to providing accessibility to a wide range of learners, including those with non-traditional backgrounds. Therefore, non-standard applicants have access to Recognition of Prior Learning (RPL) mechanisms.

You will receive an email requesting proof of qualifications to demonstrate your pre-qualification. If you lack sufficient qualifications to enter, you will be required to complete an RPL access form, which will allow you to showcase specific experiences that qualify you for entry into the program.

[P9 S2 Recognition of Prior Learning Application Form 2022](#)



Stage 1 - Level 5 - Maximum recognition of 55 Credits

Level 5 Certificate in Early Learning and Care
120 FET Credits

5M2009 Early Childhood Care and Education

5C21526 - Early Childhood Growth and Development
(25 Credits)

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

Equivalent to

5N1765 2. Child Health and Well Being (15 credits)

5C21524 - Legislation, Regulations and Children's Rights (15 Credits)

5C21527 - Curriculum, Play and Creative Studies (25 Credits)

Equivalent to

5N1770 Early Care and Education Practice (15 credits)
5N1773 Early Childhood Education and Play (15 credits) *Factoring in the Arts
5N1769 Creative Arts for Early Childhood (15 credits)

5C21528 - Understanding and Assisting Children with Additional Needs (15 Credits)

Equivalent to

5N1709 Understanding Special Needs

5C21523 - Professional Practice Placements in Early Learning and Care (25 Credits)

Stage 2 - Level 6 - Maximum recognition of 50 Credits

Level 6 Certificate in Early Learning and Care
120 FET Credits

6M2009 Early Childhood Care and Education

6C21519 - The Developing Child (25 Credits)

6C21518 - Sociology and Social Policy in Early Learning and Care (15 Credits)

Equivalent to

6N1945 Childhood Social Legal and Health Studies (15 credits)

6C21520 - Curriculum and Pedagogy (25 Credits)

Equivalent to

6N1944 Early Childhood Curriculum (15 credits)
6N1942 Child Development (15 credits)

6C21522 - Supervision and Administration Skills in Early Learning and Care (20 Credits)

6C21517 - Advanced Professional Practice Placements in Early Learning and Care (25 Credits)

6C21521 - Inclusive Early Learning and Care (Elective) (10 Credits)

Equivalent to

6N1957 Special Needs Assisting (15 Credits)

Children First

It is important for our learners to be fully informed about the safeguarding of children before they go on practice placement.

You will study a short programme is based on Children First: National Guidance for the Protection and Welfare of Children and the Children First Act 2015 before you go on placement.

The programme takes approximately 1 day to complete.

It covers topics including:

- Recognising and reporting child abuse;
- The role of mandated persons;
- The responsibilities of organisations working with children to safeguard children;
- The role of designated liaison persons.

Garda Vetting

The Host Organisation and Forus Training will have an up-to-date risk assessment in place to manage risk effectively. This assessment must be considered when evaluating the suitability of a proposed Learner Placement.

The Learner will provide necessary information for the risk assessment. A risk management plan will be created, which includes assessing identified risks (outlined in the handbook).

The risk assessment will follow Forus Training's Risk Management Policy and Garda Vetting Policy. The Programme Leader will approve or reject the Learner Placement and document the decision and reasoning.



Work Placement

Practice placements are integral to the Early Learning and Care (ELC) program. They provide valuable practical experience working alongside professionals, guided by a dedicated supervisor. With practice placements, you can apply theory to practice, observe and learn in real ELC environments, acquire professional skills, expand your understanding of ELC settings and roles, and apply knowledge in a practical work setting. Five out of six Level 5 modules require access to a placement, and successful completion of the Children's Rights, Legislation and Regulation module is a prerequisite for placement. Placements occur in vetted "Host Organisations" and involve a partnership between the organization, supervisor, learner, and Forus Training. Guidance on securing a placement is provided during the course.

You must complete 300 hours of professional practice placement across the two stages of the Early Learning and Care programme - 150 hours at Level 5 in a minimum of two ELC settings and 150 hours at Level 6 in a minimum of two ELC settings, with an appropriate balance between settings. The settings must include:

1. Working directly with children aged between 0 and 2 years 8 months, and
2. Working directly with children aged between 2 years 8 months and 6 years.

Spend a minimum of 50 hours with each age group of children. The remaining 50 hours can be with either age group. It is highly recommended to choose an ELC setting that includes services for babies under one year old for valuable experience with this age group.

After securing your placement, complete the Professional Practice Placement Arrangements Form involving yourself, Forus Training, and your ELC placement provider. Carefully review this form to understand each party's roles and responsibilities. Provide this information to us for approval.

We will conduct a visit to assess the suitability of the placement, ensuring it meets academic criteria and aligns with your learning objectives. The placement should provide meaningful work assignments at a junior professional level, guided by a Placement Supervisor. Safety and adherence to health and ELC regulations are paramount.



Work Placement

Forus Training provide insurance arrangements for your work placement through our provider (J.J. Flood & Sons) with a limit of indemnity of €6.5million. Cover is subject to the insurer's policy terms, definitions, extensions, exclusions, conditions and endorsements. A letter will be provided to you by Forus Training via email for you to share with the Host Organisation.

During your placement, your Trainer/Mentor will provide regular contact and guidance, referring you to relevant sources for advice if needed. We will conduct at least two in-person site visits to the placement setting: an initial visit to verify suitability and a follow-up visit called a tripartite meeting. The tripartite meeting involves you, the Host Organisation, and your Trainer/Mentor. If two previous visits have been conducted, an additional virtual tripartite meeting may be scheduled.

The purpose of the tripartite meeting is to review your progress and evaluate your demonstrated competencies. Your Trainer/Mentor will maintain communication with the Host Organisation to ensure satisfactory progress.

Your named placement supervisor in the Host Organisation will support your learning, development, and day-to-day workplace issues. Your Trainer/Mentor will also advise and support you regarding academic assessments and provide guidance in case of any problems encountered during your placement.



Access and Progression Routes

Our partnership with a variety of colleges and ETB centres means you can freely transfer between programmes with minimal interference. We also have options to take your studies further after completion.

ENTRY – Transfer into this programme from programmes listed

| Programme Title | Provider |
|--|---|
| Entry to Stage 2 of Advanced Certificate in Early Learning and Care: Early Childhood Care and Education 5M2009 Advanced Certificate in Early Learning and Care, stage 1 | Forus Training ETB Centres: LWETB Further Education and Training Kildare and Wicklow ETB |

PROGRESS FROM - Continue from listed programme to this programme

| Programme Title | Provider |
|---|---|
| General Learning 4M2010 or any other major award at Level 4 on the NFQ | ETB Centres: LWETB Further Education and Training Kildare and Wicklow ETB |

EXIT – Transfer out of this programme to programmes listed

| Programme Title | Provider |
|---|--|
| Advanced Certificate in Early Learning and Care, stage 2 (learners can transfer from stage 1 in a centre, to stage 2 in a different centre) | Forus Training ETB Centres LWETB Further Education and Training Kildare and Wicklow ETB |

PROGRESS TO - Options to carry on from this programme to another

| Programme Title | Provider |
|---|----------------------------------|
| AL764 /AL864 Early Years Care and Education (Level 7 /8) AL860 Social care Practice (Level 8) | Athlone Institute of Technology |
| MH101 Arts Mary Immaculate College Limerick | NUI Maynooth |
| MI007 Early Childhood Education Level 8 – with access to Primary Teaching Whilst employment may be sought after this one year course, students can elect to progress further and avail of advanced courses through the Higher Education Links Scheme. Through this scheme, learners can apply for advanced courses in social care, and childcare | Mary Immaculate College Limerick |

Learner Supports

We acknowledge that learner needs and accommodations vary. Policies and procedures have been developed and implemented to ensure programmes are accessible. This is seen in our Equality and Diversity Policy and Procedure and the Reasonable Accommodation Policy and Procedure, which outline our ethos of creating a fair and productive learning environment for all learners.

Learners are made aware of the services and supports available before and throughout their programme. You can communicate needs upon registration and we can show how to avail of these supports. For example, the P9 S11 Learner Application for Extension is made available to any learner who may require extra time to complete the requirements of the course.

As highlighted in QQI guidelines, learner representation and feedback is an important aspect of providing care and support to learners. We've implemented a Learner Representation Policy, whereby learners are asked to attend and participate in committees, namely QAAGC, Programme Delivery & Assessment Committee, as well as Development and Review committees. The input of learners in these committees ensure that the voice of the learner is being listened to.



Learner Supports

Care and Administrative Support for Learners:

- **Learning Resources and Materials:** Learners have access to the necessary learning resources and materials.
- **Academic Calendar and Scheduling:** We help Learners to plan their studies and ensure they have access to the updated course schedule.
- **Financial Aid and Payment Support:** For Learners who require financial assistance, our Administrative Support Team can offer guidance on financial aid options, eligibility criteria, and application processes. We also address enquiries related to tuition fees, payment methods, and deadlines.
- **Assessment and Grading:** Our certification department (certification@forustraining.ie) oversees the administration of assessments and provides guidelines for submitting assessments, and addresses any concerns related to grading.
- **Academic Policies and Procedures:** Our Administrators handle requests for academic accommodations, extensions, or withdrawals, following established protocols and guidelines.
- **Record-Keeping and Transcripts:** Our Administrators maintain Learner records and generate official certificates upon completion of courses or programmes and assist learners in obtaining these documents when needed.
- **Student Support Services:** Forus Training has a Welfare Officer who works in line with our Learner Welfare Policy. We are committed to the provision of learner engagement, individual development and a safe learning environment.

Technical Support for Learners

When learning online, Learners often require various forms of technical support to ensure a smooth and productive learning experience. Here are some examples of the technical support commonly needed:

- **Technical Troubleshooting:** Learners can contact us if they are having any difficulties in logging in, accessing course content, submitting assignments or experiencing errors while using the LMS.
- **Device and Software Compatibility:** We can provide recommendations or instructions for optimising device and software settings.
- **Connectivity and Network Issues:** We offer troubleshooting tips, suggest alternative connection options, or advise on network requirements for seamless online learning.
- **Communication Tools:** Learning online with us typically involves communication tools such as email, discussion forums, or live chat features. We can help Learners navigate these tools and troubleshoot any issues related to messaging.
- **Security and Privacy:** We can educate Learners on best practices for protecting their data and privacy within the online learning environment.
- **Accessibility:** Learners with additional needs or specific accessibility needs may be provided with alternative formats, assistive technologies, or guidance on accessibility features and settings.

All of these facilities are available through support@forustraining.ie. Our Learners are provided with contact information at the beginning of their course. There is both the chat facility and a 'Get Support' button on our website. We aim to reply to Learners within a 24 hour period from Monday to Saturday 8:00am - 5:30pm.

Student Support Services

Forus Training collaborates with support services like counseling, career guidance, and disability services to provide comprehensive assistance to learners during their online learning journey. We have a dedicated Welfare Officer who follows our Learner Welfare Policy, which focuses on fostering a positive attitude, resilience, self-satisfaction, peer relationships, and overall learning experiences. Our commitment lies in engaging learners, promoting individual development, and creating a safe learning environment with clear boundaries.

Complaints Policy and Procedure

We prioritize the rights of both learners and staff members, providing appropriate support to both parties. Our operations adhere to all legal obligations, including equality legislation. We ensure full consultation, natural justice, and fair procedures in handling issues raised under this policy. Key principles include:

- Fair and impartial determination of the issues, considering relevant evidence and circumstances.
- Learners can be accompanied by a colleague or representative throughout the procedure.
- No penalty for raising a grievance in good faith, regardless of the complaint's outcome.
- Timely adherence to prescribed time limits.
- All parties have access to relevant documentation at every stage.
- Learners have the option to withdraw a complaint at any point.

Complaints may cover the following issues:

- Service quality or failure to provide a service
- Facilities or learning resource quality
- Forus Training's failure to follow proper administrative processes
- Unfair treatment or inappropriate behavior by staff
- Actions or inactions by Forus Training or its staff members.

Eligible complainants under this policy are current Forus Training learners or those within 20 working days of ceasing registration, with an explanation required for complaints submitted beyond this timeframe. Complaints related to collaborative relationships initiated or managed by Forus Training will be considered internally.

Normally, third-party complaints on behalf of a learner are not accepted, but exceptions can be made for incapacitated learners who authorize someone to pursue a complaint on their behalf. Learners under 18 can authorize a parent/guardian to handle a complaint. Anonymous complaints are not considered under this policy. Complaints should generally pertain to the complainant's own experiences only.

A complaint is considered frivolous or vexatious if it lacks a serious purpose or intends to cause disruption or annoyance, as determined by the reviewer.

Recheck, Review and Appeals Policy

We ensure all learners have the opportunity to discuss their provisional results and request a recheck if needed. This policy applies to all grades and levels of awards, including Blended Learning courses. We have a two-stage process for learner feedback and recheck/review of evidence.

Stage 1 - Informal Consultation between Learner and Trainer

An informal consultation allows trainers and learners to achieve the following:

- Providing guidance on future performance or repeat assessments,
- Discussing the learner's results to clarify how marks were awarded or not awarded. Before requesting a recheck, learners are asked to seek feedback from tutors first. The format of the consultation is at the tutor's discretion and can be conducted over the phone, for example. If requested, the tutor must show the learner the assessment but the learner is not entitled to a copy. The tutor will explain how the marks were allocated and indicate how they were gained or lost.

Learners must notify Forus Training within three working days from the day of provisional results publication to avail of the opportunity to discuss assessment results. However, learners have a minimum of 14 days to lodge an appeal. Late application for an appeal may cause a delay in the certification process, except for results flagged as under appeal, which will not be included in issued certificates.

How to apply

Learners can request an Informal Consultation by contacting Forus Training via email (certification@forustraining.ie) or phone ((044)9349400), providing their name, course title, and location. There is no fee for this service. Forus Training records the request and schedules an appointment with the relevant tutor(s).

If a learner wishes to dispute results after the consultation, they can proceed to Stage 2 or Stage 3 of the procedure.



Recheck, Review and Appeals Policy

Stage 2 - Request for a Recheck of an Assessment

The recheck process involves the relevant personnel (Head of Certification), trainers, and the concerned learner. It verifies that all answers and assessment materials have been assessed and totaled correctly. The assessment is checked again, final scores are recalculated, and results may be modified accordingly, either increasing or decreasing marks. There is no appeal process for a recheck.

Completed recheck forms must be submitted within five working days of the Informal Consultation mentioned in Stage 1. Requests sent by post must be postmarked within this five-day period.

To request a recheck, learners must complete the P9 S18 Recheck, Review, and Appeals Application Form. Only written and signed requests from the concerned learner will be considered; third-party submissions are not accepted. Forms can be obtained from Forus Training or by contacting them via email or phone. Postal forms should be sent to the provided address, or the form can be emailed to certification@forustraining.ie.

For a recheck, Forus Training charges a fee of €25.00 per module. If the recheck or review is successful or results in a final appeal being granted, the fee will be refunded to the learner. Payment can be made over the phone or by providing card details on the form.

The recheck may lead to one of the following outcomes:

- Grade remains unchanged
- Grade is increased
- Grade is decreased



Recheck, Review and Appeals Policy

Stage 3 - Request for a Review of an Assessment

Review refers to the reassessment of the decision by an Academic Committee in consultation with the relevant tutor. A review automatically includes a recheck.

Completed review forms must be submitted within five working days of the Informal Consultation mentioned in Stage 1. Requests sent by post must be postmarked within this five-day period.

To request a review, learners must complete the P9 S18 Recheck, Review, and Appeals Application Form. Only signed written requests for a review from the concerned learner will be considered; third-party submissions are not accepted. Forms can be obtained from Forus Training or by contacting them via email or phone. Postal forms should be sent to the provided address, or the form can be emailed to certification@forustraining.ie.

For a review, we charge a fee of €45.00 per module. If the review is successful, the fee will be refunded to the learner. Payment can be made over the phone or by providing card details on the form.

When completing the P9 S18 Recheck, Review, and Appeals Application Form, the learner must:

- Identify the specific element(s) of the assessment for which the review is requested.
- Clearly and concisely specify the grounds for the review.
- Provide any other relevant information to be considered in the review.



The following are the only grounds permitted for a review. Please provide supporting evidence for each claim:

1. Non-implementation of Forus Training's assessment regulations.
2. Procedural irregularity that significantly affected the assessment process and grade assessment.
3. Compassionate or medical circumstances, previously communicated in writing to Forus Training, which were unknown to the Assessor.
4. Significant performance-related information that the learner believes was not available to or considered by the Assessor.

Note that the following sample statements are not valid grounds for an appeal:

- "I thought I should have done better."
- "I put a lot of effort into this subject."
- "Everybody in class has failed this exam."
- "I feel I deserve to pass."
- "My other marks are much higher."
- "The assessment was harder than I expected."
- "My tutor did not like me."
- "I wasn't well for this assessment."
- "The tutor didn't prepare me sufficiently."



Recheck, Review and Appeals Policy

Stage 4 - Final Appeal to Review Outcomes


After Stage 2/3, the learner can appeal the decision by emailing the Head of Certification with the reasons for the appeal. The reasons and supporting evidence must be different from those provided at the review stage. The Head of Certification will record the appeal and forward it to the Academic Appeals Ad-hoc sub-committee.

The learner must submit the completed and signed P9 S18 Recheck, Review, and Appeals Application Form to Forus Training within five working days of receiving the review outcome email.

To request a final review, learners must use the P9 S18 Recheck, Review, and Appeals Application Form. Only signed written requests from the concerned learner will be considered; third-party submissions are not accepted. Forms can be obtained from Forus Training or by contacting them via email or phone. Postal forms should be sent to the provided address, or the form can be emailed to certification@forustraining.ie.

For a final appeal, Forus Training charges a fee of €70.00 per module. If the final appeal is successful, the fee will be refunded to the learner. Payment can be made over the phone or by providing card details on the form.

- If your query is not resolved through the outlined process 1, 2/3, and 4, you can contact the Office of the Ombudsman for further recourse. The Ombudsman investigates complaints from the public who believe they have been treated unfairly by certain bodies. Please note that you should first avail of Forus Training procedures before contacting the Ombudsman. The Ombudsman addresses administrative actions and does not provide academic judgments on grades or standing.



Appeal

Contact Details for the Ombudsman

Review refers to the reassessment of the decision by an Academic Committee in consultation with the relevant tutor. A review automatically includes a recheck.

Completed review forms must be submitted within five working days of the Informal Consultation mentioned in Stage 1. Requests sent by post must be postmarked within this five-day period.

To request a review, learners must complete the P9 S18 Recheck, Review, and Appeals Application Form. Only signed written requests for a review from the concerned learner will be considered; third-party submissions are not accepted. Forms can be obtained from Forus Training or by contacting them via email or phone. Postal forms should be sent to the provided address, or the form can be emailed to certification@forustraining.ie

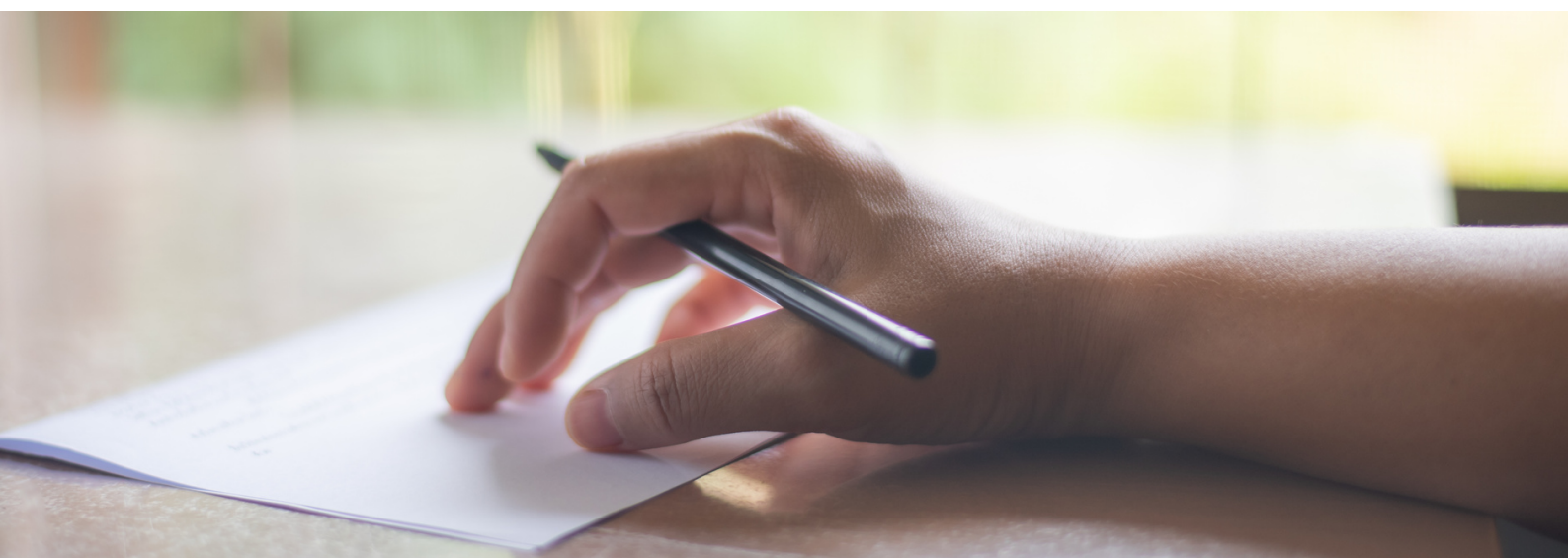
For a review, we charge a fee of €45.00 per module. If the review is successful, the fee will be refunded to the learner. Payment can be made over the phone or by providing card details on the form.

When completing the P9 S18 Recheck, Review, and Appeals Application Form, the learner must:

Identify the specific element(s) of the assessment for which the review is requested.

Clearly and concisely specify the grounds for the review.

Provide any other relevant information to be considered in the review. Address: 18 Lower Leeson Street, Dublin 2, D02 HE97. Phone: +353 1 639 5600 Lo-call: 1890 22 30 30 (charges may vary) Email: info@ombudsman.ie

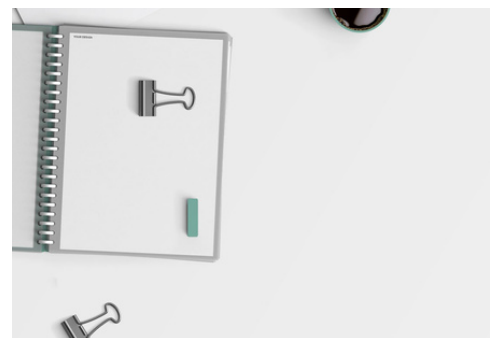


Opportunities for Advancement

This programme is a pathway to working in the ELC sector as learners who complete this course will meet the minimum professional qualification required under legislation for entry into the sector. Learners may also progress to QQI Level 6 courses.

Successful graduates can opt to go directly into the world of work in nurseries, playgroups, crèches, with private families or work as an AIM Assistant in an Early Years Setting. Alternatively, graduates may opt to continue to Stage 2 of the programme to complete the QQI Level 6 Early Learning and Care course with Forus Training progress to related degree courses in Early Years.

Learners who complete this course will meet the minimum professional qualification required under legislation for a room leader/lead educator role in the ELC sector. This Level 6 certificate will be the equivalent of one full-time academic year (Part-time course options can be available). Each learner must complete 150 hours of professional practice placements per annum (full-time equivalent), in a minimum of two settings: (1) one working directly with children from birth to 2 years 8 months, and (2) one working with children aged from 2 years 8 months to 6 years with an appropriate balance between these two settings.



Course Delivery

- Self-Paced - You can start today

Enjoy one to one Trainer support through Zoom, choose whether to have your learner pack posted to your home - (€25 optional if opting for the printed pack). 3 x 30 minute check-in / progress sessions with your trainer.

- Blended - Learn with a group online

Each module is delivered over 7 weeks through a blend of hour long online self directed learning and live Zoom sessions. Your learner pack is posted to your home.

- Classroom - Traditional location-based training

Have the course run at your organisation, book a local training room or attend one of our public courses. Each module is delivered in 3 hour sessions over a period of 7/8 weeks. We can tailor the sessions to your organisational requirements.



Learning Outcomes

- Understand legislation related to the provision of inclusive ELC.
- Understand the concepts of diversity, equality and inclusion, the anti-bias approach and funds of knowledge in line with the Diversity, Equality and Inclusion Charter and associated guidelines for ELC.
- Understand, develop and implement an anti-bias approach in ELC.
- Support meaningful participation of all stakeholders in professional ELC practice to include children's participatory rights.
- Work in partnership with families to support children with disabilities, from diverse ethnic and cultural backgrounds, with second languages, from Traveller and Roma families and children with diverse family structures.
- Develop an inclusive and anti-bias ELC environment both indoor and outdoor to support the holistic development of children.
- Develop and implement an inclusive ELC curriculum in line with regulation, legislation and best practice.

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5C21526



25 Credits

Early Childhood Growth and Development

Level 5

What is Child Development?

Early Childhood Growth and Development (5C21526) is a Level 5 QQI accredited module which can be completed as a stand alone module which holds a value of 25 credits on the National Framework of Qualifications. It can also be completed as part of the following major award:

- Level 5 Early Learning and Care 5M21473

Who should do this module?

Early Childhood Growth and Development (5C21526) is suited to those who would like to begin a new and rewarding career in the childcare sector. This module is also suitable for those who may already work in the childcare sector and would like to improve their skills and knowledge.

Assessment and Certification

Early Childhood Growth and Development (5C21526) is accessed through an assignment, portfolio and examination. Upon successful completion, this module leads to a Level 5 minor award on the National Framework of Qualifications.

The aim of this module is to equip the learner with the knowledge, skill and competence relevant to a range of learning and theoretical perspectives on child development and to promote holistic child development in a nurturing Early Learning and Care (ELC) setting, utilising best practice and developmentally appropriate curricular approaches in line with national frameworks and legislative regulations.



Programme Contents

- Holistic Development of the Child
- Stages of Development
- The Practitioner's Role
- Theories of Child Development and Learning
- External Systems
- Play
- Role of Parent or Guardian
- Applying Theory
- Children's Milestones and Progress
- Observation
- Play Activities to Promote Holistic Development and Learning
- Evaluate Own Role and Practice in Supporting the Development and Learning of the Child
- Best Practice

Learning Outcomes

- Explain the holistic development of the child to include physical, cognitive, language, social, emotional, moral, spiritual, creative and cultural development
- Describe a range of theories of child development and learning to include Piaget, Chomsky, Erikson, Bowlby, Ainsworth, Pavlov, Skinner
- Describe the influence of family, social, cultural and environmental factors on child development and learning
- Identify the benefits of play to the child's holistic development and learning mindful of diversity, inclusion and equality of opportunity
- Describe the contribution of the practitioner/parent/guardian/ to the development and learning of children in the home and in the ECCE setting
- Apply theoretical principle of child development in the ECCE setting
- Document children's developmental progress against normative milestones of development
- Carry out observations in support of programme planning for individual children and groups
- Recommend suitable play activities to promote holistics development and learning
- Evaluate own role and practice in supporting the development and learning of the child





5N1765



15 Credits



Holistic Care of Children (Birth to Six Years)

Level 5

What is Child Health and Well Being?

Holistic Care of Children (5N1765) is a Level 5 QQI accredited module which can be completed as a stand alone module which holds a value of 15 credits on the National Framework of Qualifications. It can also be completed as part of the following major awards:

- Level 5 Early Learning and Care 5M21473

Who should do this module?

This module is suitable for you if you would like to begin a new and rewarding career in the childcare sector. This module is also suitable for those who may already work in the childcare sector and would like to improve their skills and knowledge.

Assessment and Certification

Early Childhood Growth and Development (5C21526) is accessed through an assignment, portfolio and examination. Upon successful completion, this module leads to a Level 5 minor award on the National Framework of Qualifications

This module will provide you with the knowledge, skill and competence to provide for the health and well-being of children and maintain healthy, hygienic and safe practices, interactions and environments in a range of Early Childhood Care and Education (ECCE) settings.



Programme Contents

- Legislation
- Aistear and Siolta
- Child Protection
- Health and Wellbeing Protective and
- Risk Factors
- Nutrition
- Balanced Menus
- Healthy Environments
- Common Childhood Illnesses
- Personal Care Routine for Babies and
- Young Children
- Skills to Promote Health and
- Wellbeing
- Promotion of Health and Well-being
- in Young Children
- Policies and Procedures
- Health and Hygiene
- Reflection on Practice

Learning Outcomes

- Outline the requirements necessary to provide for the holistic care, health and well-being of children in an ELC setting as informed by national guidelines to include child protection.
- Describe the factors that contribute to the overall holistic health and well-being of children.
- Outline the various nutritional needs of babies and young children.
- Identify requirements for the promotion of healthy and safe indoor and outdoor environments for children.
- Describe a range of common childhood illnesses.
- Devise balanced menus for babies, toddlers and children.
- Perform appropriate personal care routines for babies and young children including the care of the child when unwell.
- Implement appropriate policies and procedures to include record keeping as required by current legislation, regulation and best practice guidelines.
- Utilise a range of practice skills that support and promote the health and well-being of children.
- Apply knowledge of child development to support children to form secure and positive relationships with adults and children in the ELC setting.
- Reflect on personal practice leading to an understanding of healthy, hygienic and safe environments for children.





5N1770



15 Credits

Children's Rights, Legislation and Regulation

Level 5

What is Early Care and Education?

Early Childhood Care and Education Practice (5N1770) is a level 5 QQI accredited module which can be completed as a stand alone module which holds a value of 15 credits on the National Framework of Qualifications. It can also be completed as part of the following major awards:

- Level 5 Early Learning and Care 5M21473

Who should do this module?

This module is suitable for you if you would like to begin a new and rewarding career in the childcare sector. This module is also suitable for those who may already work in the childcare sector and would like to improve their skills and knowledge.

Assessment and Certification

Early Childhood Growth and Development (5C21526) is accessed through an assignment, portfolio and examination. Upon successful completion, this module leads to a Level 5 minor award on the National Framework of Qualifications.

This module will provide you with the knowledge, skill and competence in Early Childhood Care and Education Practice to enable the learner to work under direction with children, their families and colleagues within early childhood care and education settings (ECCE).



Programme Contents

- Looking Back & Moving Forward
- Factors that Influence Children's Health and Wellbeing
- Legal Obligations
- Evaluate Child Protection Guidelines
- Rights of the Child
- Meeting the Needs of Stakeholders
- Devising Policies and Procedures
- Relevance of Policies and Procedures
- Providing Quality Care
- The Impact of Attitudes and Values
- Compliance

Learning Outcomes

- Explain the historical development of the ELC sector in Ireland.
- 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.
- Outline relevant legislation, policies, practices and procedures pertaining to ELC provision
- Evaluate child protection guidelines in relation to the protection of children and staff.
- Explain the rights of the child in the context of an ELC setting
- Explore challenges for adults in respecting choices and decisions of children.
- Devise a range of policies and procedures relevant to ECCE settings, ensuring adherence to legislation and national practice guidelines.
- Evaluate the relevance of policies and procedures which safeguard children within ECCE settings.
- Utilise a comprehensive range of specialised skills in meeting the needs of parents, children, colleagues and other stakeholders in an ECCE setting in the context of relevant legislation and national practice guidelines.
- Explain the importance of self awareness and effective interpersonal skills in an ELC setting
- Communicate effectively with children, families and colleagues
- Implement practices and activities to promote equality and value diversity in an ELC setting
- Critically reflect on how personal, cultural identity, attitudes and values can potentially impact on bias, discrimination and prejudice within ECCE settings.
- Maintain a quality ELC environment that complies with relevant regulations and standards





5N1773



15 Credits

Curriculum, Play and Creative Studies

Level 5

What is Early Childhood Education and Play?

Early Childhood Education and Play (5N1773) is a Level 5 QQI accredited module which can be completed as a stand alone module which holds a value of 15 credits on the National Framework of Qualifications. It can also be completed as part of the following major award:

- Level 5 Early Learning and Care 5M21473

Who should do this module?

This module is suitable for you if you would like to begin a new and rewarding career in the childcare sector. This module is also suitable for those who may already work in the childcare sector and would like to improve their skills and knowledge.

Assessment and Certification

Early Childhood Growth and Development (5C21526) is accessed through an assignment, portfolio and examination. Upon successful completion, this module leads to a Level 5 minor award on the National Framework of Qualifications.

This module will provide you with the knowledge, skill and competence to ensure that each child's learning, development and well-being is facilitated through the provision of opportunities, experiences, activities, interaction, materials and equipment, having regard to the age and stage of development of the child and the child's cultural context.



Programme Contents

- Play
- Theory of Play
- Curriculum
- Child-led Play
- Play and Resources
- Storytelling
- Activities and Materials
- Promoting Learning and Holistic Development
- Role of the Adult
- Equality & Diversity

Learning Outcomes

- Outline the types, stages patterns and purposes of children's play
- Describe a range of theories of play in the context of children's education
- Describe different approaches to curriculum development and implementation in the ECCE setting
- Examine and plan for the implementation of a variety of creative media opportunities with young children including digital learning experiences.
- Explore a child lead and emergent approach to meeting the play and educational requirements of children
- Test open ended materials and natural items for creative arts in both the indoor and outdoor environment appropriate to different stages of children's development.
- Assess the value of equipment, materials, play spaces, both indoors and outdoor in the ECCE setting to include digital learning experiences.
- Use a range of reading and storytelling techniques appropriate to different stages of children's development and cultural background]
- Select relevant play activities and materials appropriate to children's interest and stage of development and cultural background.
- Implement appropriate curricula which promotes learning and the holistic development of the child
- Evaluate and reflect on own role and responsibilities when supporting children in their play.
- Implement practices and activities to promote equality and value diversity in an ECCE setting





5N1786



15 Credits

Understanding and Assisting Children with Additional Needs

Level 5

What is Special Needs Assisting?

Special Needs Assisting (5N1786) is a Level 5 QQI accredited module which can be completed as a stand alone module which holds a value of 15 credits on the National Framework of Qualifications. It can also be completed as part of the following major award:

- Level 5 Early Learning and Care 5M21473

Who should do this module?

Special Needs Assisting (5N1786) is suited to those who are new to their role or wish to gain a valuable qualification and find a job in this sector.

Assessment and Certification

Early Childhood Growth and Development (5C21526) is accessed through an assignment, portfolio and examination. Upon successful completion, this module leads to a Level 5 minor award on the National Framework of Qualifications.

Upon successful completion of this award you will have the relevant knowledge, skill and competence in the practices and principles underpinning the role of a Special Needs Assistant to enable the learner to work effectively under direction in a special needs assisting capacity.



Programme Contents

- Qualities and Skills
- Legislation
- The Rights of Children with Disabilities
- Reacting to Children with Additional Needs

Learning Outcomes

- Examine the qualities and skills needed to effectively support children with additional needs.
- Examine the relevant legislation in relation to disability and additional needs.
- Explore the rights of children with disabilities and additional needs in relation to personal autonomy, participation and decision making
- Relate and communicate effectively and appropriately to children who present with additional needs
- Explore the anti-bias approach and diversity, equality and inclusion in the ELC setting.
- Develop a nurturing and inclusive ELC environment which meets the holistic and developmental needs of children with additional needs.
- Develop inclusive and developmentally appropriate activities which support the holistic development of children with additional needs and reflects their experiences and interests.
- Examine a range of supports, including assistive technologies, which can be introduced in the ELC environment to support children with additional needs.
- Explore the importance of developing partnership with parents to support children with SEN in the ELC setting.
- Explore the role of other stakeholders who can provide support for a child with SEN.
- Understand the Access and Inclusion Model to support children with additional needs in the ELC setting.





5N1356



15 Credits

Professional Practice Placements in Early Learning and Care *Level 5*

What is Work Experience?

Work Experience (5N1356) is a Level 5 QQI accredited module which can be completed as a stand alone module which holds a value of 15 credits on the National Framework of Qualifications. It can also be completed as part of the following major award:

- Level 5 Early Learning and Care 5M21473

Who should do this module?

This module is suitable for you if you would like to begin a new and rewarding career in the childcare sector. This module is also suitable for those who may already work in the childcare sector and would like to improve their skills and knowledge.

Assessment and Certification

Early Childhood Growth and Development (5C21526) is accessed through an assignment, portfolio and examination. Upon successful completion, this module leads to a Level 5 minor award on the National Framework of Qualifications.

Upon successful completion of this award you will have the relevant knowledge, skill and competence to participate in the workplace for a limited time, carrying out work-related tasks independently while under general direction.



Programme Contents

- Work-related Issues and Needs
- Challenges and Opportunities
- Rights and Responsibilities of Employers and Employees
- Skills Audit and Career Plan
- Work Experience Material
- Effective Participation in Work Experience
- Effective Communication Skills
- Reflection
- Future Options

Learning Outcomes

- Engage in professional practice informed by theory and observations of experienced practitioners necessary for education, training and employment in the ELC sector.
- 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.
- Identify current legislation, regulations, frameworks and policies related to the ELC sector to inform and support routines, transitions and procedures in ELC settings.
- Apply professional knowledge, practice and skills in collaboration with all stakeholders that consistently promote a democratic inclusive and anti-bias approach to early learning and care of children, families and communities.
- Engage in essential research and report writing skills necessary for education, training and employment in the ELC sector.
- Engage in self-reflection and evaluation of own practice in partnership with experienced practitioners to inform and enhance self-development and professional practice working with babies, toddlers, young children and all other stakeholders.



| Minor Awards | Page |
|---|-------------|
| The Developing Child | 22 |
| Sociology and Social Policy in Early Learning and Care | 24 |
| Curriculum and Pedagogy | 26 |
| Supervision and Administration Skills in Early Learning and Care | 28 |
| Advanced Professional Practice Placements in Early Learning and Care | 30 |
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6N1942



15 Credits

The Developing Child

Level 6



What is Child Development?

Child Development (6N1942) is a level 6 QQI accredited module which can be completed as a stand alone module which holds a value of 15 credits on the National Framework of Qualifications. It can also be completed as part of the following major awards:

- Level 6 Early Learning and Care 6M21471

Who should do this module?

This module is suitable for those who have already obtained a level 5 qualification in Early Childhood Care and

Education. This

module is also suitable for those who may already work in the childcare sector and would like to improve their skills and knowledge.

Assessment and Certification

Early Childhood Growth and Development (5C21526) is accessed through an assignment, portfolio and examination. Upon successful completion, this module leads to a Level 5 minor award on the National Framework of Qualifications.

This module will provide you with the knowledge, skill and competence relevant to the theory and practice of child development when working autonomously and with others in Early Childhood Care and Education (ECCE) settings.

Programme Contents

- Holistic Development of the Child
- Physical Development
- Cognitive Development
- Language Acquisition and Development
- Social Development
- Emotional Development
- Factors affecting Development
- Implications of Perspectives
- Behaviour Management
- Skills Required for ECCE
- Assessment in Early Childhood
- Observation Methods
- Evaluate Person and Team Practice
- Personal Learning

Learning Outcomes

- Critically reflect on a range of psychological, sociological and learning theories and perspectives in child development.
- Explore the effects of a range of genetic, social, cultural and environmental factors on the holistic development of the child.
- Research a range of theoretical perspectives in the field of educational and developmental child psychology and behaviour management in support of the holistic development of the child.
- Engage in a range of observation methods and assessments to promote child development.





6N1945



15 Credits

Sociology and Social Policy in Early Learning and Care

Level 6

What is Childhood Social, Legal and Health Studies?

Childhood Social Legal and Health Studies (6N1945) is a level 6 QQI accredited module which can be completed as a stand alone module which holds a value of 15 credits on the National Framework of Qualifications. It can also be completed as part of the following major awards:

- Level 6 Early Learning and Care 6M21471

Who should do this module?

This module is suitable for those who have already obtained a level 5 qualification in Early Childhood Care and Education. This module is also suitable for those who may already work in the childcare sector and would like to improve their skills and knowledge.

Assessment and Certification

Early Childhood Growth and Development (5C21526) is accessed through an assignment, portfolio and examination. Upon successful completion, this module leads to a Level 5 minor award on the National Framework of Qualifications.

This module will provide you with the knowledge, skill and competence in the social and legislative environment of Early Childhood Care and Education (ECCE). You will be able to devise, implement and evaluate policies and procedures that support the health and wellbeing of children in the provision and delivery of service, when working autonomously in an ECCE setting.



Programme Contents

- Factors that Influence Children's Health and Wellbeing
- Evaluate Child Protection Guidelines
- Regulations and Best Practice
- Meeting the Needs of Stakeholders
- National and International Social Policy
- Devising Policies and Procedures
- Implement Child Protection Procedures
- Evaluate Safeguarding Measures
- The Impact of Attitudes and Values

Learning Outcomes

- 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.
- Understand the difference between legislation and policy and how they may be interlinked.
- Assess statutory regulations which relate directly to and impact on ELC settings.
- Examine the impact of national and international social policy and practice guidelines on the provision of quality ELC practice.
- Utilise a comprehensive range of specialised skills in meeting the needs of parents, children, colleagues and other stakeholders in an ELC setting in the context of relevant legislation and national practice guidelines.
- Examine national and international social policy and how it impacts on the holistic health, care, safety and wellbeing of children and families.
- Devise a range of policies and procedures relevant to ELC settings, ensuring adherence to legislation and national practice guidelines.
- Evaluate child protection guidelines in relation to the protection of children and staff.
- Identify personal learning needs and assist others in identifying learning goals within the context of the social, legal and health framework for ELC settings.
- Critically reflect on how personal, cultural identity, attitudes and values can potentially impact on bias, discrimination and prejudice within ELC settings.





6N1944



15 Credits

Curriculum and Pedagogy Level 6



What is Early Childhood Curriculum?

Early Childhood Curriculum (6N1944) is a level 6 QQI accredited module which can be completed as a stand alone module which holds a value of 15 credits on the National Framework of Qualifications. It can also be completed as part of the following major awards:

- Level 6 Early Learning and Care 6M21471

Who should do this module?

This module is suitable for those who have already obtained a level 5 qualification in Early Childhood Care and Education. This module is also suitable for those who may already work in the childcare sector and would like to improve their skills and knowledge.

Assessment and Certification

Early Childhood Growth and Development (5C21526) is accessed through an assignment, portfolio and examination. Upon successful completion, this module leads to a Level 5 minor award on the National Framework of Qualifications.

This module will provide you with the knowledge, skill and competence required to develop and implement a broad based curriculum in an Early Childhood Care and Education (ECCE) setting.

Programme Contents

- Educational Theorists
- Curriculum Theorists
- Curriculum Approaches
- Combination Approach
- The Role of the Adult
- Assessment Characteristics and Definitions
- Supporting Learning and Development
- Observational and Assessment Strategies
- Relevant Legislation and National Practice Guide
- Curriculum Implementation
- Evaluation of Learning
- Learning from Reflection
- Attitudes, Values and Beliefs of Adults
- Anti-bias Approach
- The Environment

Learning Outcomes

- Critically reflect on the contributions of a range of early childhood educational theorists to pedagogical practice.
- Assess a range of early childhood programme models and approaches and their implementation.
- Plan, implement and review an emergent and inquiry based ELC curriculum which is child-led and adult facilitated and which is in-line with national frameworks and best practice guidelines.
- Select from a range of strategies to facilitate assessment for learning.
- Promote learning contexts which support children's well-being, identities and belonging consistent with relevant legislation and national practice guidelines
- Lead implementation of an inclusive curriculum in a variety of situations both indoor and outdoor which promote children's holistic development.
- Lead various types of inclusive creative arts experiences for children through different mediums to promote children's holistic development
- Reflect on own attitudes, values and beliefs and their impact on the learning environment.





6N1946



15 Credits

Advanced Professional Practice Placement in Early Learning and Care Level 6



What is Work Experience?

Work Experience (Childcare) (6N1946) is a Level 6 QQI accredited module which can be completed as a stand alone module or part of the following major awards:

- Level 6 Early Learning and Care 6M21471

Who should do this module?

This module is suitable for learners who wish to develop and practice for a range of key generic personal and interpersonal skills which can aid with facing problems in the workplace.

Assessment and Certification

Early Childhood Growth and Development (5C21526) is accessed through an assignment, portfolio and examination. Upon successful completion, this module leads to a Level 5 minor award on the National Framework of Qualifications.

This module will allow you to understand work experience, reflect on your experience and understand the rights and responsibilities of both the employers and employees. You will be able to carry out work-related tasks independently, applying your skills whilst under general direction and supervision.

Programme Contents

- Work-Related Issues and Needs
- Challenges and Opportunities
- Rights and Responsibilities of Employers and Employees
- Skills Audit and Career Plan
- Work Experience Material
- Effective Participation in Work Experience
- Effective Communication Skills
- Reflection

Learning Outcomes

- Analyse issues related to professional ELC and childcare provision in the Irish context.
- Demonstrate understanding of the up-to-date theoretical and or technical knowledge underpinning professional ELC practice to include current legislation, regulations and best practice guidelines.
- Research the rights and responsibilities of employees and employers in the professional ELC and childcare provision context, to include health, safety and welfare at work, equality legislation, union representation and regulations relating to pay and confidentiality.
- Reflect on challenges and opportunities impacting the professional ELC and childcare sector to include private and community settings and leadership and career development opportunities.
- 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 relevant to finding a role in the ELC and childcare sector.
- Present a detailed personal skills audit and career plan for a role as a professional ELC practitioner, to include personal goals and action points, development opportunities and career paths
- Understand the importance of continuing professional development, practitioner supervision and skills analysis to the provision of quality ELC and childcare provision.
- Demonstrate supervisory skills and capacities, to include the skills and qualities required for a supervisory role in ELC and childcare provision.
- Engage in reflective practice to inform personal and professional development.
- Investigate options for future education, training and employment and career progression in the ELC sector.





6N1973



15 Credits

Supervision and Administration Skills in Early Learning and Care Level 6



What is Supervision in Early Childcare?

Supervision in Early Childcare (6N1973) is a Level 6 QQI accredited module which can be completed as a stand alone module which holds a value of 15 credits on the National Framework of Qualifications. It can also be completed as part of the following major award:

- Level 6 Early Learning and Care 6M21471

Who should do this module?

This module is suitable for those who have already obtained a level 5 qualification in Early Childhood Care and Education. This module is also suitable for those who may already work in the childcare sector and would like to improve their skills and knowledge.

Assessment and Certification

Early Childhood Growth and Development (5C21526) is accessed through an assignment, portfolio and examination. Upon successful completion, this module leads to a Level 5 minor award on the National Framework of Qualifications.

This module will provide you with the knowledge, skill and competence to supervise others in providing child care and education in a range of Early Childhood Care and Education (ECCE) contexts.

Programme Contents

- Key Concepts in Supervision
- Key Supervisory Skills
- Maintaining and Improving Standards
- Motivating and Supporting Team Members
- Overcoming Barriers to Effective Supervision
- Organisational Policies
- Supervisory Skills
- Delegating and Assigning Work
- Supervising a Team
- Reflection as a Supervisor
- Evaluating Team Training Needs

Learning Outcomes

- Evaluate the key concepts, principles and practice in leadership, supervision and or line management within the ELC setting.
- Analyse the role and responsibilities of a supervisor in an ELC setting and the key attributes and skills required
- Explain the role of the supervisor in an ELC setting in implementing best practice and in establishing, maintaining and continuously improving standards and quality
- Explore the significance of the supervisory and leadership role to promote best practice and professionalism in ELC settings and engage in ethical and inclusive professional ELC quality practice.
- Select processes to motivate and support team members in achieving agreed actions
- 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
- Implement a range of organisational policies and procedures in an ELC setting ensuring adherence to current legislation, regulation and best practice guidelines
- Utilise a range of supervisory and leadership skills to supervise staff in an ELC setting and promote pedagogical leadership and reflective practice
- Delegate and assign work and or tasks to others, monitoring progress and evaluating results
- Supervise a team in an ELC setting, to include agreeing a plan and or actions and monitoring and evaluation of progress
- Critically reflect on own attributes and skills as a supervisor, to include analysis of, time management, communication, organisational skills and achievement of objectives
- Evaluate learning and or training needs of the team, implementing training plans in line with organisational objectives.





6N1957



15 Credits

Inclusive Early Learning and Care (Elective)

Level 6



What is Special Needs Assisting?

Special Needs Assisting (6N1957) is a level 6 QQI accredited module which can be completed as a stand alone module which holds a value of 15 credits on the National Framework of Qualifications. It can also be completed as part of the following major awards:

- Level 6 Early Learning and Care 6M21471

Who should do this module?

This module is suitable for those who have already obtained a level 5 qualification in Early Childhood Care and Education or Special Needs Assisting. This module is also suitable for those who may already work in the childcare or healthcare sector and would like to further their knowledge and skills.

Assessment and Certification

Early Childhood Growth and Development (5C21526) is accessed through an assignment, portfolio and examination. Upon successful completion, this module leads to a Level 5 minor award on the National Framework of Qualifications.

This module will qualify you to apply for positions as a Special Needs Assistant in primary and secondary schools in Ireland. This module will provide you with the knowledge, skill and competence required to develop, implement and evaluate a Special Needs Assisting approach in the management of an Early Childhood Care and Education (ECCE) setting.

Programme Contents

- Provision of Education
- Child Protection
- Educational Options
- Inclusive Education
- Curriculum Implementation
- Assessment
- Differentiation
- Communication Supports
- Integration and Inclusion
- Promoting Independence
- Multidisciplinary Teams
- Curriculum Specific Disabilities
- Challenging Behaviour
- Social, Emotional and Behavioural Difficulties
- Manage Meaningful Activities
- Stress in the Workplace
- Role of the SNA
- Personal Attitudes and Beliefs

Learning Outcomes

- Understand legislation related to the provision of inclusive ELC.
- Understand the concepts of diversity, equality and inclusion, the anti-bias approach and funds of knowledge in line with the Diversity, Equality and Inclusion Charter and associated guidelines for ELC.
- Understand, develop and implement an anti-bias approach in ELC.
- Support meaningful participation of all stakeholders in professional ELC practice to include children's participatory rights.
- Work in partnership with families to support children with disabilities, from diverse ethnic and cultural backgrounds, with second languages, from Traveller and Roma families and children with diverse family structures.
- Develop an inclusive and anti-bias ELC environment both indoor and outdoor to support the holistic development of children.
- Develop and implement an inclusive ELC curriculum in line with regulation, legislation and best practice.



Timetable

This course requires 468 hours, split between 126 hours in a classroom and 342 hours using our online directed learning system.

You are also required to do 150 hours on placement.

| Mode | Proportion (% of Total Directed Learning) |
|--|---|
| Classroom / Face to Face | 15% - 173 hours |
| Online Directed / Face to Face (Virtual) | 27% - 333 hours |
| Workplace | 13% - 150 hours |
| Self-Directed (Online LMS) | 45% - 543 hours |

| Summary of Hours | In-Person Classroom | Virtual In Person Zoom | Directed E-Learning Hours | Work Placement |
|---|---------------------|------------------------|---------------------------|----------------|
| Early Childhood Growth and Development | 41 | 34.5 | 34.5 | 0 |
| Holistic Care of Children (Birth to Six Years) | 20 | 21 | 21 | 0 |
| Children's Rights, Legislation and Regulation | 23.5 | 18 | 18 | 0 |
| Curriculum, Play and Creative Studies | 37.5 | 34.5 | 34.5 | 0 |
| Understanding and Assisting Children with Additional Needs | 20 | 21 | 21 | 0 |
| Professional Practice Placements in Early Learning and Care | 38 | 34.5 | 34.5 | 150 |

Sample Timetable

5C21526 - Early Childhood Growth and Development

| Date | Activity | Start Time | Finish Time |
|----------------------------|----------------------------------|------------|-------------|
| Induction 5M21473 | Saturday 2 September 2023 | 09:30 | 12:30 |
| Saturday 9 September 2023 | Induction and Workshop 1 | 09:30 | 17:30pm |
| Tuesday 12 September 2023 | Zoom In person Tutorial 1 of 24 | 18:30pm | 21:30pm |
| Thursday 14 September 2023 | Zoom In person Tutorial 2 of 24 | 18:30pm | 21:30pm |
| Tuesday 19 September 2023 | Zoom In person Tutorial 3 of 24 | 18:30pm | 21:30pm |
| Thursday 21 September 2023 | Zoom In person Tutorial 4 of 24 | 18:30pm | 21:30pm |
| Tuesday 26 September 2023 | Zoom In person Tutorial 5 of 24 | 18:30pm | 21:30pm |
| Thursday 28 September 2023 | Zoom In person Tutorial 6 of 24 | 18:30pm | 21:30pm |
| Saturday 30 September 2023 | Workshop 2 | 09:30 | 17:30pm |
| Tuesday 3 October 2023 | Zoom In person Tutorial 7 of 24 | 18:30pm | 21:30pm |
| Thursday 5 October 2023 | Zoom In person Tutorial 8 of 24 | 18:30pm | 21:30pm |
| Tuesday 10 October 2023 | Zoom In person Tutorial 9 of 24 | 18:30pm | 21:30pm |
| Thursday 12 October 2023 | Zoom In person Tutorial 10 of 24 | 18:30pm | 21:30pm |
| Tuesday 17 October 2023 | Zoom In person Tutorial 11 of 24 | 18:30pm | 21:30pm |
| Thursday 19 October 2023 | Zoom In person Tutorial 12 of 24 | 18:30pm | 21:30pm |
| Saturday 21 October 2023 | Workshop 3 | 09:30 | 17:30pm |
| Tuesday 24 October 2023 | Zoom In person Tutorial 13 of 24 | 18:30pm | 21:30pm |
| Thursday 26 October 2023 | Zoom In person Tutorial 14 of 24 | 18:30pm | 21:30pm |
| Tuesday 31 October 2023 | Zoom In person Tutorial 15 of 24 | 18:30pm | 21:30pm |
| Thursday 2 November 2023 | Zoom In person Tutorial 16 of 24 | 18:30pm | 21:30pm |
| Tuesday 7 November 2023 | Zoom In person Tutorial 17 of 24 | 18:30pm | 21:30pm |
| Thursday 9 November 2023 | Zoom In person Tutorial 18 of 24 | 18:30pm | 21:30pm |
| Saturday 11 November 2023 | Workshop 4 | 09:30 | 17:30pm |
| Tuesday 14 November 2023 | Zoom In person Tutorial 19 of 24 | 18:30pm | 21:30pm |
| Thursday 16 November 2023 | Zoom In person Tutorial 20 of 24 | 18:30pm | 21:30pm |
| Tuesday 21 November 2023 | Zoom In person Tutorial 21 of 24 | 18:30pm | 21:30pm |
| Thursday 23 November 2023 | Zoom In person Tutorial 22 of 24 | 18:30pm | 21:30pm |
| Tuesday 28 November 2023 | Zoom In person Tutorial 23 of 24 | 18:30pm | 21:30pm |
| Thursday 30 November 2023 | Zoom In person Tutorial 24 of 24 | 18:30pm | 21:30pm |
| Saturday 2 December 2023 | Workshop 5 | 09:30 | 17:00pm |
| Assignments Due | Saturday 16 December 2023 | | |

Sample Timetable

5C21526 - Early Childhood Growth and Development

| Date | Activity | Start Time | Finish Time |
|---------------------------|----------------------------------|------------|-------------|
| Saturday 6 January 2024 | Induction and Workshop 1 | 09:30 | 17:30 |
| Tuesday 9 January 2024 | Zoom In person Tutorial 1 of 14 | 18:30pm | 21:30pm |
| Thursday 11 January 2024 | Zoom In person Tutorial 2 of 14 | 18:30pm | 21:30pm |
| Tuesday 16 January 2024 | Zoom In person Tutorial 3 of 14 | 18:30pm | 21:30pm |
| Thursday 18 January 2024 | Zoom In person Tutorial 4 of 14 | 18:30pm | 21:30pm |
| Tuesday 23 January 2024 | Zoom In person Tutorial 5 of 14 | 18:30pm | 21:30pm |
| Thursday 25 January 2024 | Zoom In person Tutorial 6 of 14 | 18:30pm | 21:30pm |
| Saturday 27 January 2024 | Workshop 2 | 09:30 | 13:30 |
| Tuesday 30 January 2024 | Zoom In person Tutorial 7 of 14 | 18:30pm | 21:30pm |
| Thursday 1 February 2024 | Zoom In person Tutorial 8 of 14 | 18:30pm | 21:30pm |
| Tuesday 6 February 2024 | Zoom In person Tutorial 9 of 14 | 18:30pm | 21:30pm |
| Thursday 8 February 2024 | Zoom In person Tutorial 10 of 14 | 18:30pm | 21:30pm |
| Saturday 10 February 2024 | Workshop 3 | 09:30 | 13:30 |
| Tuesday 13 February 2024 | Zoom In person Tutorial 11 of 14 | 18:30pm | 21:30pm |
| Thursday 15 February 2024 | Zoom In person Tutorial 12 of 14 | 18:30pm | 21:30pm |
| Tuesday 20 February 2024 | Zoom In person Tutorial 13 of 14 | 18:30pm | 21:30pm |
| Thursday 22 February 2024 | Zoom In person Tutorial 14 of 14 | 18:30pm | 21:30pm |
| Saturday 24 February 2024 | Workshop 4 | 09:30 | 13:30 |
| Assignments Due | Saturday 9 March 2024 | | |

Sample Timetable

C21524 - Children's Rights, Legislation and Regulation

| Date | Activity | Start | End Time |
|------------------------|----------------------------------|---------|----------|
| Saturday 16 March 2024 | Induction and Workshop 1 | 09:30 | 17:30 |
| Tuesday 19 March 2024 | Zoom In person Tutorial 1 of 14 | 18:30pm | 21:30pm |
| Thursday 21 March 2024 | Zoom In person Tutorial 2 of 14 | 18:30pm | 21:30pm |
| Tuesday 26 March 2024 | Zoom In person Tutorial 3 of 14 | 18:30pm | 21:30pm |
| Thursday 28 March 2024 | Zoom In person Tutorial 4 of 14 | | |
| Tuesday 2 April 2024 | Zoom In person Tutorial 5 of 14 | 18:30pm | 21:30pm |
| Thursday 4 April 2024 | Zoom In person Tutorial 6 of 14 | 18:30pm | 21:30pm |
| Saturday 6 April 2024 | Workshop 2 | 09:30 | 13:30 |
| Tuesday 9 April 2024 | Zoom In person Tutorial 7 of 14 | 18:30pm | 21:30pm |
| Thursday 11 April 2024 | Zoom In person Tutorial 8 of 14 | 18:30pm | 21:30pm |
| Tuesday 16 April 2024 | Zoom In person Tutorial 9 of 14 | 18:30pm | 21:30pm |
| Thursday 18 April 2024 | Zoom In person Tutorial 10 of 14 | 18:30pm | 21:30pm |
| Saturday 20 April 2024 | Workshop 3 | 09:30 | 13:30 |
| Tuesday 23 April 2024 | Zoom In person Tutorial 11 of 14 | 18:30pm | 21:30pm |
| Thursday 25 April 2024 | Zoom In person Tutorial 12 of 14 | 18:30pm | 21:30pm |
| Tuesday 30 April 2024 | Zoom In person Tutorial 13 of 14 | 18:30pm | 21:30pm |
| Thursday 2 May 2024 | Zoom In person Tutorial 14 of 14 | 18:30pm | 21:30pm |
| Saturday 4 May 2024 | Workshop 4 | 09:30 | 17:00pm |
| Assignments Due | Saturday 18 May 2024 | | |

Sample Timetable

5C21528 - Understanding and Assisting Children with Additional Needs

| Date | Activity | Start Time | End Time |
|---------------------------|----------------------------------|------------|----------|
| Saturday 4 January 2025 | Induction and Workshop 1 | 09:30am | 17:30pm |
| Tuesday 7 January 2025 | Zoom In person Tutorial 1 of 14 | 18:30pm | 21:30pm |
| Thursday 9 January 2025 | Zoom In person Tutorial 2 of 14 | 18:30pm | 21:30pm |
| Tuesday 14 January 2025 | Zoom In person Tutorial 3 of 14 | 18:30pm | 21:30pm |
| Thursday 16 January 2025 | Zoom In person Tutorial 4 of 14 | 18:30pm | 21:30pm |
| Tuesday 21 January 2025 | Zoom In person Tutorial 5 of 14 | 18:30pm | 21:30pm |
| Thursday 23 January 2025 | Zoom In person Tutorial 6 of 14 | 18:30pm | 21:30pm |
| Saturday 25 January 2025 | Workshop 2 | 09:30am | 13:30pm |
| Tuesday 28 January 2025 | Zoom In person Tutorial 7 of 14 | 18:30pm | 21:30pm |
| Thursday 30 January 2025 | Zoom In person Tutorial 8 of 14 | 18:30pm | 21:30pm |
| Tuesday 4 February 2025 | Zoom In person Tutorial 9 of 14 | 18:30pm | 21:30pm |
| Thursday 6 February 2025 | Zoom In person Tutorial 10 of 14 | 18:30pm | 21:30pm |
| Saturday 8 February 2025 | Workshop 3 | 09:30am | 13:30pm |
| Tuesday 11 February 2025 | Zoom In person Tutorial 11 of 14 | 18:30pm | 21:30pm |
| Thursday 13 February 2025 | Zoom In person Tutorial 12 of 14 | 18:30pm | 21:30pm |
| Tuesday 18 February 2025 | Zoom In person Tutorial 13 of 14 | 18:30pm | 21:30pm |
| Thursday 20 February 2025 | Zoom In person Tutorial 14 of 14 | 18:30pm | 21:30pm |
| Saturday 22 February 2025 | Workshop 4 | 09:30am | 13:30pm |
| Assignments Due | Saturday 8 March 2025 | | |

Sample Timetable

5C21523 - Professional Practice Placements in Early Learning and Care

| Date | Activity | Start Time | End Time |
|------------------------|----------------------------------|------------|----------|
| Saturday 15 March 2025 | Induction and Workshop 1 | 09:30 | 17:30 |
| Tuesday 18 March 2025 | Zoom In person Tutorial 1 of 24 | 18:30pm | 21:30pm |
| Thursday 20 March 2025 | Zoom In person Tutorial 2 of 24 | 18:30pm | 21:30pm |
| Tuesday 25 March 2025 | Zoom In person Tutorial 3 of 24 | 18:30pm | 21:30pm |
| Thursday 27 March 2025 | Zoom In person Tutorial 4 of 24 | 18:30pm | 21:30pm |
| Tuesday 1 April 2025 | Zoom In person Tutorial 5 of 24 | 18:30pm | 21:30pm |
| Thursday 3 April 2025 | Zoom In person Tutorial 6 of 24 | 18:30pm | 21:30pm |
| Saturday 5 April 2025 | Workshop 2 | 09:30 | 17:30pm |
| Tuesday 8 April 2025 | Zoom In person Tutorial 7 of 24 | 18:30pm | 21:30pm |
| Thursday 10 April 2025 | Zoom In person Tutorial 8 of 24 | 18:30pm | 21:30pm |
| Tuesday 15 April 2025 | Zoom In person Tutorial 9 of 24 | 18:30pm | 21:30pm |
| Thursday 17 April 2025 | Zoom In person Tutorial 10 of 24 | 18:30pm | 21:30pm |
| Tuesday 22 April 2025 | Zoom In person Tutorial 11 of 24 | 18:30pm | 21:30pm |
| Thursday 24 April 2025 | Zoom In person Tutorial 12 of 24 | 18:30pm | 21:30pm |
| Saturday 26 April 2025 | Workshop 3 | 09:30 | 17:30pm |
| Tuesday 29 April 2025 | Zoom In person Tutorial 13 of 24 | 18:30pm | 21:30pm |
| Thursday 1 May 2025 | Zoom In person Tutorial 14 of 24 | 18:30pm | 21:30pm |
| Tuesday 6 May 2025 | Zoom In person Tutorial 15 of 24 | 18:30pm | 21:30pm |
| Thursday 8 May 2025 | Zoom In person Tutorial 16 of 24 | 18:30pm | 21:30pm |
| Tuesday 13 May 2025 | Zoom In person Tutorial 17 of 24 | 18:30pm | 21:30pm |
| Thursday 15 May 2025 | Zoom In person Tutorial 18 of 24 | 09:30 | 17:30pm |
| Saturday 17 May 2025 | Workshop 4 | 18:30pm | 21:30pm |
| Tuesday 20 May 2025 | Zoom In person Tutorial 19 of 24 | 18:30pm | 21:30pm |
| Thursday 22 May 2025 | Zoom In person Tutorial 20 of 24 | 18:30pm | 21:30pm |
| Tuesday 27 May 2025 | Zoom In person Tutorial 21 of 24 | 18:30pm | 21:30pm |
| Thursday 29 May 2025 | Zoom In person Tutorial 22 of 24 | 18:30pm | 21:30pm |
| Tuesday 3 June 2025 | Zoom In person Tutorial 23 of 24 | 18:30pm | 21:30pm |
| Thursday 5 June 2025 | Zoom In person Tutorial 24 of 24 | 18:30pm | 21:30pm |
| Saturday 7 June 2025 | Workshop 5 | 09:30 | 17:00pm |
| Assignments Due | Saturday 21 June 2025 | | |

Our Reviews

Theresa

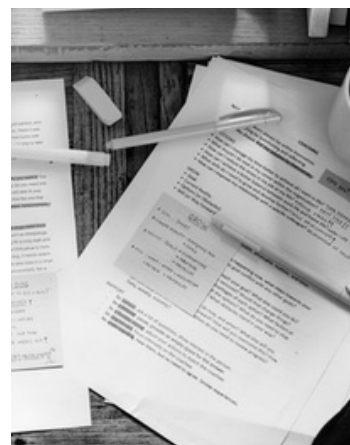
I could watch the zoom classes in my own time! This made the course even better. Crystal, the trainer was always very clear about what she wanted and needed us to do. She was a good trainer.

Emma

I enjoyed the skills demonstration because I got to experience what would be involved in the care of an older person. My trainer was very helpful and friendly. I found the additional video resource bank very helpful as they enabled me to have a better understanding to accompany the reading material.

Kathleen

It was excellent. I find online courses hard, however I learned a lot from this course as we had a lot of trainer support. Carol was very good, she answered every question that I asked. The zoom class and the notes were very useful.



Lina

I enjoyed all of my three courses that I have completed. Everything met my expectations. Everyone was very helpful and my trainer was kind, understanding and very good. All of the courses were very useful and it has helped me to complete my QQI Level 5, thanks to all.

Aine



It was my first online course and I found it excellent. The weekly tutorials and slide sessions were very informative. My expectations were met. Busola was extremely helpful with any queries I had. The feedback I received to my draft assignments was extremely beneficial so I could alter and correct any mistakes before submitting my final assignment.

Feel free to call or e-mail us!

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YOUR TOMORROW IS OUR TODAY