

5M21473 Brief Synopsis of the Programme - Further Information

The programme modules will run as follows:

Summary	Classroom / Face to Face	Online Directed / Face to Face (Virtual in-person Zoom)	Directed E-Learning Hours	Self-Directed (Online)	Workplace	Total Hours
5C21526 - Early Childhood Growth and Development (25 credits)	41	34.5	34.5	113	0	223
	18%	15%	15%	51%	0%	100%
5C21525 - Holistic Care of Children (Birth to Six Years) (15 credits)	20	21	21	76	0	138
	14%	15%	15%	55%	0%	100%
5C21524 - Children's Rights, Legislation and Regulation (15 credits)	23.5	18	18	70	0	129.5
	18%	14%	14%	54%	0%	100%
5C21527 - Curriculum, Play and Creative Studies (25 credits)	37.5	34.5	34.5	92	0	198.5
	19%	17%	17%	46%	0%	100%
5C21528 - Understanding and Assisting Children with Additional Needs (15 credits)	20	21	21	72	150	284
	7%	7%	7%	25%	53%	100%
5C21523 - Professional Practice Placements in Early Learning and Care (25 credits)	38	34.5	34.5	120	0	227
	17%	15%	15%	53%	0%	100%
Total (Hours)	180	163.5	163.5	543	150	1200
Relative Percentage	15%	14%	14%	45%	13%	100%

The 5M21473 Certificate in Early Learning and Care programme has been specifically tailored to meet changing demands within the Early Learning and Care sector while reflecting Solta standards.

The Early Learning and Care practitioner's role is continuously evolving. There is now much greater emphasis on incorporating reflective practice and life-long learning skills, encompassing and recognising the role of Early Learning and Care professionals in Early Learning and Care settings and ensuring Learners appreciate the greater emphasis on child lead interactions and play.

Learners interested in participating in this programme will be seeking to develop and/or enhance a range of personal and professional related competencies. They will be encouraged to assess their own levels of ability and suitability for the sector and may be interested in pursuing progressive careers within the Early Learning and Care sector upon gaining relevant experience.

Learners applying to study on the 5M21473 programme may be currently employed within the ELC sector, considering a career within the sector and in receipt of work experience. Learners must demonstrate standards of knowledge, skill and competence and must have a Junior Certificate or equivalent qualification. Recognition of Prior Learning (RPL) in the context of appropriate work/life experience will also be considered as per Forus Training's [RPL Policy and Procedure](#). Forus Training recognises that there will be instances where potential Learners will have achieved one or more of the current components (Recognition of Prior Certified Learning) and so an exemption process will ensue. Forus Training also acknowledges that there may be applications from current/potential Learners to seek RPL via the 'experiential' route (Recognition of Prior Experiential Learning).

The programme involves a total of 180 hours Classroom / Face to Face and 164 Online Directed / Face to Face (Virtual) giving 500 hours in an 'in-person' learning environment. Individual participation has been carefully designed and tailored to core work competencies, skills and know-how to be achieved, aligning to the NFQ Grid of Level Indicators. The key learning objectives associated with the core work will be mentored and signed off by the appropriate personnel delegated with the task of monitoring, supervising, and mentoring the Learners during their work experience and/or for the duration of the course.

The programme curriculum recognises the integral importance of team working and the roles played by Early Learning and Care workers in being members of teams in various early learning and care settings. Assessment tools have been developed embracing the knowledge base to be acquired in the classroom with the competency, practical outcomes and work experiences in mind.

Chapter 7, page 147 in Forus Training's [Quality Assurance Manual](#) outlines our approach to providing Support for Learners and Forus Training's [Reasonable Accommodation Policy and Procedure](#) details our commitment to appropriate facilitation of Learners with additional needs with educational resources as and when required, to assist Learners with the completion of the programme, or any modular element of it, e.g., computer skills, other supportive pathways as well as preparation for, application to, review and final submission of all assessments.

Continuous monitoring activity in line with our [Programme Monitoring and Review Policy and Procedure](#) is embedded into each module of the programme, upon commencement and with a formal evaluation of upon completion (of each module). One of the key objectives of the ongoing monitoring and formal evaluation process will be the opportunity for the Learners to reflect on their learning experience and propose consideration of the potential for further development of teaching, learning and assessment content for Early Learning Practitioners working in enhanced / specialist areas. The programme will be monitored and reviewed as per Forus Training's [Programme Monitoring and Review Policy and Procedure](#). Overall, this programme will provide a professional context in which Learners will be facilitated in the development of practical skill, know-how and competency as well as personal qualities that will equip them for further study in the Early Learning and Care Sector.

The programme will embrace a hybrid method of in-person classroom sessions and e-learning, consisting of virtual learning support and self-directed study. It will include a suite of 3 components with an overarching goal of facilitating Learners to pursue a rewarding, responsive and compliant career. Learners who successfully complete the programme may use the associated credits towards a place on an Advanced Certificate in Early Learning and Care (Level 6).

On completion of this programme Learners will be able to:

- Explore a range of learning and theoretical perspectives on child development to contribute to the holistic development of the child in line with national frameworks.
- Conduct child observations and assessments, informed by theory, to promote the holistic development of the child and to enhance professional practice in the ELC setting.
- Summarise and apply essential legislation, regulatory frameworks and guidelines which currently and historically underpin the ELC sector.
- Participate in the implementation and review of a range of centre-based policies, procedures, and practices to ensure continuity of routines and experiences for children across a variety of childcare settings.
- Contribute to the development and implementation of curricular approaches, partnering with families and other stakeholders, using a range of theoretical and practical pedagogical approaches in line with national frameworks and ELC regulations to support the holistic development of children.
- Contribute to the planning, implementation and review of inclusive play-based learning opportunities informed by theories of play in childhood, in both indoor and outdoor environments to support children's holistic development.
- Contribute to the planning, implementation and review of various types of inclusive creative arts experiences for children through different mediums including digital learning experiences to promote children's holistic development.
- Provide a nurturing and inclusive ELC environment for children to meet their holistic needs.
- Engage in effective communication and teamwork with children, colleagues, families and other stakeholders in the ELC setting.
- Demonstrate professional practice in partnership with stakeholders and the broader community of the ELC setting while working under supervision.
- Engage in pedagogy and professional practice that supports an inclusive and anti-bias approach to the early learning and care of children.
- Engage in reflective practice using self-evaluation methods to support the development of personal and professional practice.

Mandatory Modules:

Learners will engage in the following 6 mandatory modules:

- 5C21526 - Early Childhood Growth and Development
- 5C21525 - Holistic Care of Children (Birth to Six Years)
- 5C21524 - Legislation, Regulations and Children's Rights
- 5C21527 - Curriculum, Play and Creative Studies
- 5C21528 - Understanding and Assisting Children with Additional Needs
- 5C21523 - Professional Practice Placements in Early Learning and Care

Learners will have a mixture of classroom-based subject modules, skills demonstrations, work placement and independent study. Learners will also be expected to complete assignments throughout the duration of the course.

Progression Routes:

Upon completion of the Stage 1 Level 5 Certificate in Early Learning and Care, Learners will be able to progress into Stage 2 of the programme which is the Level 6 Advanced Certificate Major Award for Early Learning and Care.

Employment Prospects of Successful Learners:

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.