

## H6ELR: Essential Legislation and Regulation in ECEC

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| Module Code:  | H6ELR   |
| Long Title  | Essential Legislation and Regulation in ECEC <b>APPROVED</b>  |
| Title   | Essential Legislation and Regulation in ECEC  |
| Module Level:   | LEVEL 6   |
| EQF Level:  | 5   |
| EHEA Level:   | Short Cycle   |
| Credits:  | 10  |
| Module Coordinator:   | Meera Oke   |
| Module Author:  | Stephanie Roe   |
| Departments:  | NCI Learning & Teaching   |
| Specifications of the qualifications and experience required of staff       |   |
| <b>Learning Outcomes</b>  |   |
| <i>On successful completion of this module the learner will be able to:</i> |   |
| <b>#</b>  | <b>Learning Outcome Description</b>   |
| LO1   | Demonstrate a clear understanding of the importance of essential legislation relating to Early Childhood Education and the Government departments and bodies.                                   |
| LO2   | Demonstrate knowledge of all the essential regulations that influence the diverse nature of early childhood environments from birth to six years.   |
| LO3   | Demonstrate an awareness and knowledge of information resources available to Early Childhood Educators, outlining relevant and current legislation and regulation in line with practice.        |
| LO4   | Recognise legal obligations and accountability of Early Childhood Educators safeguarding children and maintaining a secure and safe ECEC environment under current legislation and regulations. |
| LO5   | Demonstrate an understanding of the efficacy of legislation and regulation and its implications for the Early Childhood Education and Care environment.   |
| <b>Dependencies</b>   |   |
| <b>Module Recommendations</b>   |   |
| No recommendations listed   |   |
| <b>Co-requisite Modules</b>   |   |
| No Co-requisite modules listed  |   |
| <b>Entry requirements</b>   |   |

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| Module Content & Assessment   |                 |                           |           |
|---|-----------------|---------------------------|-----------|
| Indicative Content  |                 |                           |           |
| <b>Essential Irish legislation and regulation (Week 1)</b><br>Historical roots of legislation and regulation in the context of Irish Early Childhood Education and Care environments (universal standards of education and care, role of the inspectorate, compliance, etc.). Siolta Standard 15, Legislation and Regulation in ECEC environments.  |                 |                           |           |
| <b>Government Departments and Bodies responsible for regulation in ECEC (Week 2)</b><br>Department of Education & Skills, TUSLA, Child & Family Agency, Department of Children and Youth Affairs etc.   |                 |                           |           |
| <b>Introduction of key pieces of Irish legislation and regulation (Week 3, 4 &amp; 5)</b><br>Child Care Act 1991, Child and Family Agency Act 2013, Child Care Act 1991 (Early Years Services) (Registration of School Age Services) (Amendment) Regulations 2019, Regulations 2016, Quality and Regulatory Framework, Guidelines for Childminders, United Nations Convention on the Rights of the Child (1992), Education for Persons with Special Educational Needs Act (2004), Data Protection legislation, First 5 etc. |                 |                           |           |
| <b>Types of legislation, &amp; regulations and policies and its impact on ECEC (week 6 &amp; 7)</b><br>Siolta, The National Quality Framework, Aistear, The Early Childhood Curriculum Framework, Better Outcomes Brighter Future, The National Policy Framework for Children & Young People, QRF etc. Introduction to CA assessment, Equality and Diversity charter.   |                 |                           |           |
| <b>Resources available (Week 8)</b><br>Aistear/ Siolta practice guide, Better Start National Early Years Quality Development Service, Childcare Committees, Barnardos, etc.   |                 |                           |           |
| <b>Roles and responsibilities of Safeguarding children in an ECEC environment (Week 9 &amp; 10)</b><br>Children First: National Guidance for the Protection, principles and practice, roles and responsibilities and Welfare of Children, Garda Vetting, QRF, Siolta Standard 9 Health and Welfare, etc.  |                 |                           |           |
| <b>Statutory obligations and responsibilities of an Early childhood Educator (week 11)</b><br>Awareness of reporting procedures, recoding, relevant documentation, understanding providing a quality provision, policies and procedure, etc- underpinned by current legislation and regulations.  |                 |                           |           |
| <b>Exam Preparation (Week 12)</b><br>Preparing for the exam, question and answer session  |                 |                           |           |
| <b>Summary and revision (Week 13)</b><br>n/a  |                 |                           |           |
| Assessment Breakdown  |                 |                           | %         |
| Coursework  |                 |                           | 50.00%    |
| End of Module Assessment  |                 |                           | 50.00%    |
| Assessments   |                 |                           |           |
| Full Time   |                 |                           |           |
| Coursework  |                 |                           |           |
| <b>Assessment Type:</b>   | Essay           | <b>% of total:</b>        | 50        |
| <b>Assessment Date:</b>   | n/a             | <b>Outcome addressed:</b> | 1,2,3     |
| <b>Non-Marked:</b>  | No              |                           |           |
| <b>Assessment Description:</b><br>Students will be required to access information through the mediums discussed regarding information on two pieces of essential legislation and/or regulation. Discuss the chosen legislation and the effects on children and the ECEC environment. (approx. 2000 words).  |                 |                           |           |
| End of Module Assessment  |                 |                           |           |
| <b>Assessment Type:</b>   | Terminal Exam   | <b>% of total:</b>        | 50        |
| <b>Assessment Date:</b>   | End-of-Semester | <b>Outcome addressed:</b> | 1,2,3,4,5 |
| <b>Non-Marked:</b>  | No              |                           |           |
| <b>Assessment Description:</b><br>Exam – short answer and long essay style questions.   |                 |                           |           |
| No Workplace Assessment   |                 |                           |           |
| Reassessment Requirement  |                 |                           |           |
| <b>Repeat failed items</b><br><i>The student must repeat any item failed</i>  |                 |                           |           |
| <b>Reassessment Description</b><br>Students must pass all components of assessment on the module; a component fail leads to a component repeat.   |                 |                           |           |

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| Module Workload                      |                      |       |              |                                 |
|--------------------------------------|----------------------|-------|--------------|---------------------------------|
| Module Target Workload Hours 0 Hours |                      |       |              |                                 |
| Workload: Full Time                  |                      |       |              |                                 |
| Workload Type                        | Workload Description | Hours | Frequency    | Average Weekly Learner Workload |
| Lecture                              | Lecture              | 36    | Per Semester | 3.00                            |
| Independent Learning                 | Independent Learning | 178   | Per Semester | 14.83                           |
| Workbased learning                   | Workbased Learning   | 36    | Per Semester | 3.00                            |
| Total Weekly Contact Hours           |                      |       |              | 6.00                            |

| Module Resources   |  |
|--|--|
| <i>Recommended Book Resources</i>  |  |
| <p>CECDE. (2006), <i>Síolta the National Quality Framework for Early Childhood Education</i>, CEDCE, Dublin.</p> <p>Department of Children and Youth Affairs. (2014), <i>Better Outcomes, Brighter Futures: The National Framework for Children and Young People, 2014-2020</i>, DoCYA, Dublin.</p> <p>Department of Children and Youth Affairs. (2016), <i>Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood Care and Education</i>, DoCYA, Dublin.</p> <p>National Council for Curriculum &amp; Assessment. (2009), <i>Aistear: The Early Childhood Curriculum Framework</i>, NCCA, Dublin.</p> <p>Barnados. (2019), <i>Legislation Handbook for Early Childhood Settings</i>, Barnados, Dublin.</p>  |  |
| <i>Supplementary Book Resources</i>  |  |
| <p>National Council for Curriculum &amp; Assessment. (2009), <i>Practice guide to Síolta and Aistear</i>, NCCA, Dublin.</p>  |  |
| <i>This module does not have any article/paper resources</i>   |  |
| <i>Other Resources</i>   |  |
| <p>[Website], Access &amp; Inclusion Model,<br/><a href="https://aim.gov.ie">https://aim.gov.ie</a></p> <p>[Website], Early Childhood Ireland,<br/><a href="http://www.eci.ie">http://www.eci.ie</a></p> <p>[Website], Aistear Síolta Practice Guide,<br/><a href="http://www.aistearsiolta.ie/en/">http://www.aistearsiolta.ie/en/</a></p> <p>[Website], Department of Education and Skills,<br/><a href="https://www.education.ie">https://www.education.ie</a></p> <p>[Website], TUSLA – Child and Family Agency,<br/><a href="https://www.tusla.ie">https://www.tusla.ie</a></p> <p>[Website], Department of Children &amp; Youth Affairs,<br/><a href="https://www.gov.ie">https://www.gov.ie</a></p> <p>[Website], Better Start,<br/><a href="https://betterstart.pobal.ie">https://betterstart.pobal.ie</a></p> <p>[Journal], <i>European Early Childhood Education Research Journal</i>.</p> |  |
| Discussion Note:   |  |