

H8DEC_P: Placement: Design and Evaluation of Curriculum

Module Code:	H8DEC_P
Long Title	Placement: Design and Evaluation of Curriculum APPROVED
Title	Placement: Design and Evaluation of Curriculum
Module Level:	LEVEL 8
EQF Level:	6
EHEA Level:	First Cycle
Credits:	5
Module Coordinator:	
Module Author:	DAVE CORMACK
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Assess, plan and evaluate an early learning initiative for an individual learner and for groups of learners
LO2	Assess, plan and evaluate an early learning curriculum
LO3	Implement a curriculum for a group
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment			
Indicative Content			
Assess, plan and evaluate an early learning initiative Students will apply the principles of curriculum design to the planning, organisation and documentation of learning experiences and their appropriateness for the individual child and for groups of children with reference to cultural appropriateness and equality issues in practice.			
Assess and plan an early learning curriculum A curriculum for a prescribed period of time and in a particular context will be planned based on assessment of children's learning and interests and drawing from contemporary assessment theory and the outcomes of assessment. The curriculum may be Aistear, or HighScope, Early Start (or others relevant to the professional practice placement).			
Implement and critically evaluate curriculum The curriculum will be implemented, documented and critically evaluated to incorporate the practicalities of undertaking assessment for early learning and include opportunities for child initiatives and spontaneous learning; short-term, medium-term and long-term planning; contribution of setting as a whole to the facilitation of children's learning; the children's perspective's on curriculum, the contribution of feedback from staff. Students will critically reflect on their experiences of implementing the curriculum based on the criteria developed for the evaluation of curricula. They will assess their abilities to facilitate children's learning and document strategies for improvement.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Project	% of total:	60
Assessment Date:	n/a	Outcome addressed:	1,2,3
Non-Marked:	No		
Assessment Description: This will be a joint assessment with the methods module where students will work in groups to design and document a curriculum for individual learners (and give feedback to parents) and groups of learners, and to evaluate the effectiveness of the design.			
Assessment Type:	Presentation	% of total:	40
Assessment Date:	n/a	Outcome addressed:	1,2,3
Non-Marked:	No		
Assessment Description: Students will present in peer teams to the class on the process and output (teaching, learning and assessment strategy) designed and implemented. Self-reflection and peer feedback will also be included towards the overall marks on this assignment.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat the module <i>The assessment of this module is inextricably linked to the delivery. The student must reattend the module in its entirety in order to be reassessed.</i>			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Practical	per week	2	Once per semester	0.17
Independent Learning	No Description	8.5	Once per semester	0.71
Total Weekly Contact Hours				0.17

Module Resources	
<i>Recommended Book Resources</i>	
<p>Anning, A., Cullen, J. & Fleer, M. (Eds.),. (2009), Early childhood education: Society and Culture, 2. Sage Publications Ltd, London, [ISBN: ISBN:97818478].</p> <p>Dunphy, E.. (2008), Development through Formative Assessment. Background Paper to the Framework for Early Learning, www.ncca.ie.</p> <p>Epstein A. (2006), The intentional teacher: Choosing the best strategies for young children's learning., National Association for the Education of Young Children.</p> <p>McLachan C. Fleer M. Edwards, S.. (2013), Early Childhood Curriculum - Planning Assessment and Implementation, 2nd. Cambridge University press.</p>	
<i>Supplementary Book Resources</i>	
<p>Wood, E.,. (2013), Play, learning and the early childhood curriculum., Sage, London.</p> <p>(2012), Organisation for the Economic Cooperation and Development, Starting strong III., Organisation for the Economic Cooperation and Development, Paris.</p> <p>Sylva, K., Melhuish, E., Sammons, P., Siraj, I & Taggart, B with Smees, R., Toth, K.,Welcomme,. (2014), Students' educational and developmental outcomes at age 16., Department for Education,, London.</p>	
<i>This module does not have any article/paper resources</i>	
<i>This module does not have any other resources</i>	
Discussion Note:	