H7QAEE: Quality Assurance in ECEC Environments

Module Code:	H7QAEE
Long Title	Quality Assurance in ECEC Environments APPROVED
Title	Quality Assurance in ECEC Environments
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	10
Module Coordinator:	Meera Oke
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Demonstrate critical knowledge and understanding of key concepts, theories and multiple perspectives of quality assurance and standards in early childhood education and care environments.
LO2	Demonstrate how quality environments are critical and influenced by quality assurance programmes, national and international policies and procedures, current practices, government bodies and external agencies.
LO3	Identify approaches in measuring and recording quality of education and care with focus on holistic wellbeing of babies, toddlers and young children.
LO4	Demonstrate the ability to develop policies and procedures pertaining to quality practices in early childhood education and care.
LO5	Critically evaluate the role of the early childhood educator in leading and delivering a high quality ECEC service.

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

Introduction to quality assurance (week 1)
Course Overview and Assessments. Definition of quality in ECEC, the implications of quality on children's learning and development outcomes, the current view of quality assurance in ECEC

Theoretical Frameworks (Week 2)
Discuss a range of theoretical frameworks of quality assurance, including key concepts, examine National and International Frameworks for example, 'Síolta', National Quality Framework principles and standards.

Multiple Perspectives on Quality (Week 3)
The view of ECEC quality from the perspective of the children themselves, their parents, the adult and the observer, by the staff, government bodies and agencies, and society in general.

Influencers of Quality Assurance in Irish ECEC environments (Week 4)
Macro and Exo influences on quality assurance in ECEC. For example, DCYA -Better Start programmes, DES -Early Years Education Inspectors, TUSLA- QRF, Síolta Quality. Assurance Programme. NCCA -Aistear/ Síolta Practice guide

Area of Quality Assurance (Week 5)
Structural quality (physical environments), Process quality (pedagogical environments, interactions and relationships, interconnection between care & education, practices and routines) Outcome quality (benefits for children, families, communities and society).

Approaches and instrument tools in measuring and recording quality care and education (week 6 -8)
Discuss a range of approaches used to benchmark quality against standards in ECEC environments and the tools for recording, for example but not limited to observational assessments, self-reporting instruments (checklists, conversations from children, parents and staff) underpinned by Aistear, The National Early Childhood Curriculum Framework, Síolta Quality. Assurance Programme. NCCA -Aistear/ Síolta Practice guide.

Policy development and Procedures pertaining to quality assurance (week 9 & 10)
Discuss a range of policies and procedures in the ECEC environment related to providing a high- quality service and their application. Developing policies and procedures in ECEC in line with QRF

The role of the Early Childhood Educator in proving and maintain a high- quality provision (Week 11-12)
Critically analysing the role of the EYE in providing a quality and maintaining quality provision taking into consideration personal and professional values, skills, knowledge and competencies.

Summary & Revision (Week 13)
n/a

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Continuous Assessment	**% of total:**	60
Assessment Date:	n/a	**Outcome addressed:**	1,2,3,5
Non-Marked:	No		

Assessment Description:
Quality Audit: Students will be required to carry out a quality audit on any chosen area of ECEC environment with tools and instruments discussed. Including background information on the setting, rationale for the quality audit, the role of the Educator in supporting a high-quality provision and recommendations. Quality audit must be supported by theory and current literature.

Assessment Type:	Continuous Assessment	**% of total:**	40
Assessment Date:	n/a	**Outcome addressed:**	4
Non-Marked:	No		

Assessment Description:
Policy Development: Arising from the Quality Audit and its recommendations, students will be required to develop a policy to improve quality. As part of the assessment students will be required to provide a rationale for the policy supported by theory.

No End of Module Assessment

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

Reassessment Description
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

Recommended Book Resources

CECDE. (2006), Síolta the National Quality Framework for Early Childhood Education, CEDCE, Dublin.

Department of Children and Youth Affairs. (2014), Better Outcomes, Brighter Futures: The National Framework for Children and Young People, 2014-2020, DoCYA, Dublin.

National Council for Curriculum & Assessment. (2009), Aistear: The Early Childhood Curriculum Framework, NCCA, Dublin.

National Council for Curriculum & Assessment. (2009), Practice guide to Síolta and Aistear, NCCA, Dublin.

Penn, H. (2011), Quality in early childhood services, Open University Press, Maidenhead.

Recommended Article/Paper Resources

OECD. (2019), Providing Quality Early Childhood Education and Care Results from the Starting Strong Survey 2018, TALIS, OECD publishing, Paris, https://www.doi.org/.10.1787/301005d1-en

Slot, P. (2018), Structural characteristics and process quality in early childhood education and care: A literature review, OECD Education Working Paper, no. 176, http://www.oecd.org/officialdocuments/pu blicdisplaydocumentpdf/?cote=EDU/WKP(201 8)12&docLanguage=En

Melhuish, E. et al. (2015), A review of research on the effects of early childhood education and care (ECEC) upon child development. WP4.1 Curriculum and quality analysis impact review, CARE, http://ecec-care.org/fileadmin/careproje ct/Publications/reports/.

Other Resources

[Website], Early Childhood Ireland, http://www.eci.ie

[Website], Aistear/Síolta Practice Guide, http://www.aistearsiolta.ie/en/

[Website], OCED, https://www.oecd

[Website], Children's Database, http://www.childrensdatabase.ie

[Website], Department of Education and Skills, https://www.education.ie

[Website], Better Start, https://www.pobal.ie/

[Website], Child and Family Agency, https://www.tusla.ie/

Discussion Note:	