



Institute of Technology Sligo
INSTITIÚID TEICNEOLAÍOCHTA SLIGEACH

REPORT OF VALIDATION PANEL

Date of Evaluation	4 th November 2021
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Programmes Title(s)	Bachelor of Education (Honours) in Early Education and Care
Award Title(s):	Bachelor of Education (Honours) in Early Education and Care
Programme Code(s)	SG_EEARL_H08
NFQ Level	8
ECTS credits	240

Evaluation Panel Member:

Name & title	Job title & place of work	Role on panel
Mr David Denieffe	VP Academic Affairs & Registrar, Institute of Technology Carlow	Chairperson
Dr Lynn Mc Nair	School of Education and Sport, University of Edinburgh	Panel member
Ms Caroline Bohan	Eivers Lane Childcare CLG, Mohill, Leitrim	External Panel member
Gerard O Carroll	Lecturer in Early Education, Munster Technological University – Kerry Campus	Panel Member
Dr Aodhmar Cadogan	Assistant Registrar, IT Sligo	Recording Secretary
Gemma Lyons	QA & Compliance Office, IT Sligo	Observer

Declaration Regarding Any Conflicts of Interest: The members of the Panel signed a form confirming that they did not have any conflict of interest.

Meeting groups

Institute Management & Programme development team.

Name & title	Role in Institute	Rationale for presence at validation.
Dr Breda McTaggart	Head of School of Business and Social Sciences & Head of Department of Social Sciences	Head of Department
Roisin McGlone	Lecturer	Programme Lead
Aoife Cooney	Lecturer	Programme Lead

Other Persons met by validation panel

Name & title	Role in Institute	Rationale for presence at validation.
Dr Breda McTaggart	Head of School of Business and Social Sciences & Head of Department of Social Sciences	Head of Department
Roisin McGlone	Lecturer	Programme Lead
Aoife Cooney	Lecturer	Programme Lead
Caroline Costello	Lecturer	Programme Team
Deirdre McCaffrey	Lecturer	Programme Development Team
Jacqueline O'Toole	Lecturer	Programme Development Team
John Kane	Lecturer	Programme Development Team
Karin White	Lecturer	Programme Development Team
Kate Brown	Lecturer	Programme Development Team
Maire Hannify	Lecturer	Programme Development Team
Majella Mulkeen	Lecturer	Programme Development Team
Maureen Haran	Lecturer	Programme Development Team
Niamh Gallagher	Lecturer	Programme Development Team
Orla Walsh	Lecturer	Programme Development Team
Patrick Broderick	Lecturer	Programme Development Team

Note: In the context of this report, a condition indicates an action or amendment which in the view of the validation panel must be undertaken prior to the commencement of the new (or revised) programme. Conditions are mandatory for Approval of the Programme(s). A recommendation indicates an action or amendment which in the view of the panel should be given serious consideration by the programme development team for implementation.

Validation criteria	Sufficient evidence
<p>Rationale for the programme</p> <ul style="list-style-type: none"> • Philosophy underpinning the programme e.g. market for programme in the region and its relevance to the region • B Ed award type • Graduate profile and employment opportunities for graduates • Rationale for the programme e.g. School's/Institute's strengths/opportunities • Programme Aims and Objectives • Expected intellectual development and Programme learning outcomes • Related existing programmes. 	<p>There was much discussion around the rationale for the change to the Award type from BA to B Ed. The change is driven by a combination of factors and was acknowledged to have a significant impact on the perception of graduates as educator in the early years settings.</p>
<p>Commendation 1: The panel commended the exceptional quality of the submission documentation.</p> <p>Commendation 2: The panel commended the demonstrated unity of the programme team and the connectiveness of the structure throughout the programme.</p> <p>Commendation 3: The panel commended the Learner Centred Approach that was evident through out the discussions. The panel received a clear sense that the team are very responsive to students and the sense of commitment and care afforded to students was evident throughout the panel meeting.</p> <p>Condition: None</p> <p>Recommendation: None</p>	
<p>Programme structure</p> <ul style="list-style-type: none"> • Delivery type (full time face to face) • Proposed mode of delivery (i.e. in-class, on-line, blended, full time and/or part time) • Planned intake numbers (over the full duration of the programme) • Role of placement 	<p>Sufficient evidence provided</p> <p>Planned delivery of full time face to face reflects the very applied nature of the programme and learning. The preparation and management of the work placement process was discussed in detail.</p>

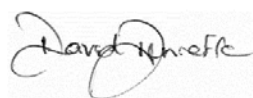
<p>Commendation 4: The panel commended the programme for the development of the Bachelor of Education award and the development of a robust programme of study to support the achievement of this award.</p> <p>Commendation 5: The panel commended the extensive engagement with placement settings / providers and the comprehensive management of this relationship through visiting tutors and placement co-ordinators.</p> <p>Condition: None</p> <p>Recommendation 1: The panel recommend that the programme should consider putting forward exit awards (particularly at Level 7) for validation to offer a potential pathway for students wishing to exit early from the programme.</p>	
<p>Resources (over the full duration of the programme)</p> <ul style="list-style-type: none"> • Facilities and human and material resources available to mount the programme • Clarification of any staffing requirements • Location of the delivery • Specific requirements: lecture rooms, laboratories, library, Information technology and other student supports • Confirmation regarding any new facilities and staffing requirements • Special requirements (e.g. remote access for distance learners) 	<p>Sufficient evidence provided.</p> <p>Programme is resourced from current staffing and does not require additional resources.</p>
<p>Commendation: None</p> <p>Condition: None</p> <p>Recommendation: None</p>	
<p>Access, Transfer and Progression Criteria</p> <ul style="list-style-type: none"> • Student admission requirements • Progression criteria from one stage to the next and to higher levels on the NFQ • Non-standard entry (e.g. mature candidates and candidates with experiential learning) • Transfer policy into the programme and onto other programmes 	<p>Sufficient evidence provided</p>
<p>Commendation: None</p>	

<p>Condition: None</p> <p>Recommendation 2: The panel recommended that the programme team would consider in the future some element of choice or elective modules or streams, particular in the context of the IT Sligo and its new relationship with future partners in the Technical University.</p>	
<p>Curriculum</p> <ul style="list-style-type: none"> • A matrix exhibiting the academic pathway and the relationship between modules • The consistency between the programme content, teaching methods and the programme learning outcomes • Balance between the depth and breadth of the programme • Rigour of the academic standard in the final stage of the programme • Student workload • Practice: the role and management of placement or work-based projects. 	Sufficient evidence provided
<p>Commendation 6: The replacement of a traditional dissertation with a capstone project where many of the themes are brought together was highly commended by the panel. The students will undertake an inquiry project related to the ELC sector</p> <p>Commendation 7: The panel commended the inclusion of an innovative outdoor module, EDUCO07032 Outdoor and Nature Based Early Childhood Education and Care.</p> <p>Commendation 8: The panel commended the focus on developing leadership and advocacy skills through the module MGMT07064 Professional Leadership and Advocacy for Early Learning and Care Environments.</p> <p>Commendation 9: The panel commended the inclusion of the STEAM education and literacy policy in EDUC06026 STEAM 1 module and EDUC06028 STEAM 2 modules and the innovative approach to incorporate these national policy themes in the structure of the programme.</p> <p>Commendation 10: The panel were very impressed by the integration of the digital badge and the principles of universal design for learning into education at the early education level in the module CARE07049 Inclusion Practice practical 2: Disability Policy and Design.</p>	

<p>Condition: None</p> <p>Recommendation 3: Clarify the outdoor / practical settings in the Module EDUCO07032 Outdoor and Nature Based Early Childhood Education and Care as discussed at the panel.</p> <p>Recommendation 4: The panel recommended that the required reading list for stage one modules in particular be revised to a much smaller number of required texts.</p>	
<p>Assessment</p> <ul style="list-style-type: none"> • The appropriateness of the modes of assessment to be used • The balance between the marks awarded for different assessment modes (e.g. continuous assessment, projects, reports, sit-down examination) • Confirmation that all of the programme learning outcomes are appropriately and adequately assessed within the set of module assessments. 	Sufficient evidence provided
<p>Commendation: None</p> <p>Condition: None</p> <p>Recommendation 5: The panel recommended that the programme team continue to review the assessment strategies including the use of terminal exams for the final stage of the programme to ensure that they are appropriate (including to support progression to a Masters level programme).</p>	
<p>Staffing</p> <ul style="list-style-type: none"> • Quality and specialities of staff available to support the programme • Technical and administrative support • Staff development • Industrial/commercial profile of staff • Research and publications 	Sufficient evidence provided Staffing is in place and have the experience and expertise in the required specialist areas for the programme.
<p>Commendation: None</p> <p>Condition: None</p>	

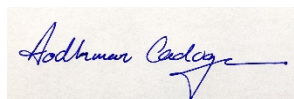
Recommendation None	
Programme Administration and Quality Assurance <ul style="list-style-type: none"> • Procedure for managing programme • Student support student counselling and tutorial arrangements • Aspects of programme which highlight and foster study skills, independent learning and the inculcation of individual responsibility in students • EU and international aspects • Feedback mechanisms e.g. use of student surveys, focus groups and follow-up actions. 	<p>Sufficient evidence provided</p> <p>International placements discussed. Current QA arrangements cover the requirements of the programme.</p>
Commendation: None Condition: None Recommendation 6: The panel recommended that the programme team clearly set out the transition to the new programme from current learners on the existing BA.	
Overall decision of the panel	
<p>The decision of the panel is to recommend to Academic Council approval of the following award.</p> <p>Bachelor of Education (Honours) in Early Education and Care</p> <p>Note: The title on AMM needs a minor amendment to align with the approved title above.</p>	

Chairperson: David Denieffe



Date: 5/11/2021

Secretary: Dr Aodhmar Cadogan



Date: __5/11/2021__

Programme Schedule

Module Code	Module Title	Stage	Semester	M/E	FT Hours	Credits	CA %	EXAM %	PROJ %	PRAC %
SOC06017	Childhood 1: Sociology and Childhood	Stage 1	Semester 1	Mandatory	3	5	100	0	0	0
EDUC06024	Nurturing Creativity and Playfulness	Stage 1	Semester 1	Mandatory	4	10	0	0	100	0
EDUC06021	Children's Play and Pedagogy	Stage 1	Semester 1	Mandatory	3	5	60	0	40	0
CARE06032	Relational, Nurturing and Caring Pedagogy	Stage 1	Semester 1	Mandatory	3	5	100	0	0	0
EDUC06027	Inclusive Practice1: Intercultural Learning	Stage 1	Semester 1	Mandatory	3	5	25	0	75	0
EDUC06025	Early Years Language, Literacy and Numeracy	Stage 1	Semester 2	Mandatory	3	5	50	0	0	50
PSYC06028	Child Development 1	Stage 1	Semester 2	Mandatory	3	5	100	0	0	0
CARE06031	Quality in Irish ECEC	Stage 1	Semester 2	Mandatory	3	5	50	0	50	0
HLTH06060	Children's Health, Safety and Wellbeing	Stage 1	Semester 2	Mandatory	3	5	100	0	0	0
EDUC06022	Curriculum Planning, Assessment and Documentation 1: Aistear	Stage 1	Semester 2	Mandatory	3	5	50	0	50	0
EDUC06026	STEAM 1	Stage 1	Semester 2	Mandatory	3	5	50	0	0	50
LAW06090	Early Childhood Law	Stage 2	Semester 3	Mandatory	3	5	50	50	0	0
EDUC06023	Curriculum Planning, Assessment and Documentation 2	Stage 2	Semester 3	Mandatory	3	5	0	0	100	0
HLTH06061	Promoting Healthy Nutrition and Physical Activity in ELC Settings	Stage 2	Semester 3	Mandatory	3	5	100	0	0	0
SOC06019	Childhood 2: Repositioning Childhoods	Stage 2	Semester 3	Mandatory	3	5	0	0	100	0
PSYC06029	Child Development 2	Stage 2	Semester 3	Mandatory	3	5	100	0	0	0
EDUC06028	STEAM 2	Stage 2	Semester 3	Mandatory	3	5	0	0	100	0
EDUC06029	ECEC Practice Placement Year 2	Stage 2	Semester 4	Mandatory	33	30	100	0	0	0
MGMT07064	Professional Leadership and Advocacy for Early Learning and Care Environments	Stage 3	Semester 5	Mandatory	3	5	100	0	0	0
EDUC07031	Pedagogical Approaches and Practices of Early Childhood	Stage 3	Semester 5	Mandatory	3	5	100	0	0	0
EDUC07032	Outdoor and Nature-Based Early Childhood Education and Care	Stage 3	Semester 5	Mandatory	3	5	0	0	100	0

Module Code	Module Title	Stage	Semester	M/E	FT Hours	Credits	CA %	EXAM %	PROJ %	PRAC %
CARE07049	Inclusive Practice 2 : Disability, Policy & Design	Stage 3	Semester 5	Mandatory	3	5	100	0	0	0
POLI07005	Social Policy of Early Childhood	Stage 3	Semester 5	Mandatory	3	5	100	0	0	0
EDUC07036	Child Welfare and Protection	Stage 3	Semester 5	Mandatory	3	5	0	0	40	60
EDUC07037	ECEC Practice Placement Year 3	Stage 3	Semester 6	Mandatory	33	30	100	0	0	0
EDUC08044	Philosophy and Early Learning and Care	Stage 4	Semester 7	Mandatory	3	5	100	0	0	0
SOC08017	Childhood 3: Multiple Childhoods	Stage 4	Semester 7	Mandatory	3	5	30	0	70	0
EDUC08049	Curriculum and Pedagogy	Stage 4	Semester 7	Mandatory	4	10	100	0	0	0
ORBE08005	The Emerging Early Childhood Educator	Stage 4	Semester 7	Mandatory	3	5	100	0	0	0
RSCH08021	Child Centred Practitioner Research	Stage 4	Semester 7	Mandatory	3	5	60	0	40	0
GRUP08001	Working in Partnership in the Early Learning and Care Sector	Stage 4	Semester 8	Mandatory	3	5	50	0	50	0
MGMT08036	Professional Management for Early Learning and Care environments	Stage 4	Semester 8	Mandatory	3	5	0	0	0	100
POLI08006	Implementing Early Learning & Care Policy in Practice	Stage 4	Semester 8	Mandatory	3	5	100	0	0	0
EDUC08045	Supporting Transitions in the Early Years	Stage 4	Semester 8	Mandatory	3	5	100	0	0	0
RSCH08022	Capstone Project	Stage 4	Semester 8	Mandatory	0.5	10	0	0	100	0