

**Kenmare Further Education  
&  
Training Centre**

**Early Childhood Care &  
Education  
(5M2009)**

**Major Award  
(2020 – 2021)**

**Prospective  
Students  
Information  
Pack**

## **What does the Course Involve?**

There are a total of **8 subjects**, all childcare related. You will find a brief description of each subject in this pack. A few of the subjects have short exams, most are assessed by work that you do at home and in class. You need to be reasonably computer literate (able to send an email and word process a letter) and willing to do some extra work in your own time, when needed. (This might be exam revision or research or completing an assignment)

We do realise that many people will have other commitments in their lives outside of the course, but we need to have an **80% minimum** attendance rate for every subject. If you have to miss a class, you must inform your tutors and arrange to catch up with what you have missed. Tutors in turn will make every effort to stick to the timetable that is set at the start, and if they are unable to be there, will arrange for another tutor to take their class.

## **How do I apply for this course?**

Application by way of **CV**, and completed **Application Form**, to be delivered to Kenmare Further Education & Training Centre by 1 pm on **Wednesday 9<sup>th</sup> September 2020**. Selection is by means of **Interview** and will be held on Thursday 10<sup>th</sup> September 2020. (We will let people know if they have a place on the day of the Interview) Course will begin on **Monday 14<sup>th</sup> September 2020**. (subject to getting sufficient number of applicants)

As there are a limited number of places on this course the emphasis will be on recruiting students who can show that they want to successfully complete this course. With this in mind we are asking people to demonstrate their interest in the application process (application form & interview) - which will be as much about life, and work experience, as formal qualifications.

## **APPLICATIONS FROM PEOPLE WITH DISABILITIES AND SPECIAL LEARNING NEEDS**

If you are an applicant with disabilities, or special learning needs, you may qualify for non-standard entry on the basis that because of the disability, or special learning need, you are not in a position to meet the standard admission criteria. You should contact the centre before you submit your application form. Arrangements for non-standard entry are made on an individual basis.

## **HOW IS THE COURSE STRUCTURED?**

The course will run from September 2020 – May 2021. Classes will be **four hours** long, with a short break of 15 minutes, and run on **Monday – Thursday**. (there may be a small few occasions during the year which may require attendance on Friday's) All classes will take place in the Centre. However, Work Experience requires people to spend **150 Hours** in a workplace setting.

## **IT LOOKS LIKE A LOT OF WORK - WILL THERE BE ANY FUN?**

There **is** a lot of work involved in this course; however, we plan to make the work manageable. Tutors will work as a team to make sure that all students are managing well and if any extra support is needed, we need to know as soon as possible. (study support will be available, if needed) We will keep you up to date at all times with what is happening on the course, and in the Centre, and want you to feel that this is Your course. If you have any ideas about how we could improve things, do let us know and within the constraints of the packed timetable, we will try to accommodate them.

## **WHAT IF YOU HAVE ALREADY GAINED SOME QQI QUALIFICATIONS?**

As this is a QQI certified course some people may have completed some subjects from this course at this or another centre/school. If so, please let us know on your application form. (this is important as the Centre will need to check with QQI to see if the subjects meet exemption requirements)

## **WHAT CAN I DO AFTERWARDS?**

This course is designed to be a help for people gain employment in the broad Childcare area - nursery/crèche/pre-school/montessori etc. Course can also be used as a 'stepping stone' to Further and Higher Education. (Kerry Education & Training Board has an Educational Guidance Service available to help prospective students with such background information)

## **WHAT IF YOU ARE CLAIMING SOCIAL WELFARE BENEFITS?**

We understand that doing this course should not affect peoples' current welfare benefits. However, we do advise you to check this out yourself with the Department of Social Protection (DSP) before committing to the course. On the application form we ask to know if any applicant is in receipt of a payment as this has an impact on the funding we as a centre receive and also whether, or not, a student will have to pay toward the cost of the course.

This programme is being run under the Department of Education & Skills Back to Education Initiative Programme. (BTEI) BTEI courses are free to those who are in receipt of any form of State Payment, those with a Medical Card as well as those who have not completed the Leaving Certificate. (or equivalent) Those that are in employment and have their leaving certificate may have to pay. (it is important, however, to contact the centre if you are not sure as each persons' circumstances differ)

# Requirements for Major Award

To receive the Full Certificate in Early Childhood Care & Education (QQI Level 5) a student is required to successfully complete **120 Credits\*** ( 8 component certificates/subjects each having a credit value of 15) This is made up of a combination of mandatory and elective subjects. (there is no elective choice available this period)

Subjects for 2020 – 2021~

- Child Development (5N1764)
- Child Health & Well Being (5N1765)
- Early Care & Education Practice(5N1794)
- Early Childhood Education & Play (5N1773)
- Work Experience (5N1356)
- Personal Effectiveness (5N1390)
- Creative Arts for Early Childhood (5N1769)
- Special Needs Assisting (6N1957)

\*The exception here is where a student is seeking to use other relevant credits from either level 4 or level 6. (maximum of such credits being 15 – either two relevant subjects from level 4 or one from Level 6. (QQI approval is required in such cases)

~Note: There may be some small change to the subjects on offer for this course.

## **Child Development**

**(15 Credit/5N1764)**

The student will be able to: explain the holistic development of the child to include physical, cognitive, language, social, emotional, moral spiritual, creative and cultural development; describe a range of theories of child development and learning to include Piaget, Chomsky, Erikson, Bowlby, Ainsworth, Pavlov, Skinner; describe the influences of family, social, cultural and environmental factors on child development and learning; identify the benefits of play to a child's holistic development and learning mindful of diversity, inclusion and equality of opportunity; document children's developmental progress against normative milestones of development.

## **Child Health & Well Being**

**(15 Credits/5N1765)**

The student will be able to: outline the requirements necessary to provide for the health and well-being of children in an ECCE setting as informed by national guidelines to include child protection; outline the various nutritional needs of babies and young children; identify requirements for the promotion of healthy and safe indoor and outdoor environments for children; describe a range of common childhood illnesses; devise balanced menus for babies, toddlers and children; perform appropriate personal care routines for babies and young children including care of the child when unwell; implement appropriate policies and procedures to include record keeping as required by legislation and good practice guidelines; apply knowledge of child development to support children to form secure and positive relationships with adults and children in the ECCE setting; reflect on personal practice leading to an understanding of healthy, hygienic and safe environments for children.

## **Early Care & Education Practice**

**(15 Credits/5N1770)**

The student will be able to: explain the historical development of the ECCE sector in Ireland; outline relevant legislation, policies, practices and procedures pertaining to ECCE provision; explain the importance of self-awareness and effective interpersonal skills in an ECCE

setting; explain the rights of a child in the context of an ECCE setting; implement practices and activities to promote equality and value diversity in an ECCE setting; implement administration and operational procedures in an ECCE setting to include daily logs, routines and record keeping; implement care and education routines with children in the ECCE setting; maintain a quality ECCE environment that complies with relevant regulations and standards.

## **Early Childhood Education & Play**

**(15 Credits/5N1773)**

The student will be able to: outline the types, stages, patterns and purposes of children's play; describe a range of theories of play in the context of children's education to include psychoanalytic theories and constructivist theories; evaluate the role of the adult in children's play; explore a child lead approach to meeting the play and educational requirements of children; assess the value of equipment, materials, play spaces, both indoor and outdoor in the ECCE setting; use a range of readings and storytelling techniques appropriate to different stages of children's development and cultural background; select relevant play activities and materials appropriate to children's interests and stage of development and cultural background; reflect on own role and responsibilities when supporting children in their play.

## **Personal Effectiveness**

**(15 Credits/5N1390)**

The student will be able to: examine the principles and practice of personal effectiveness; comment on the structure and purpose and structure of a chosen organisation; reflect on their personal role in an organisation to include skills needed for their own job; explore the concept of problem solving, to include distinctions between different types of problems, methods of collecting information, use of problem statements, and advantages and disadvantages of a range of analysis methods; examine the role of meeting and what transpires within; examine the concept of working in groups to include the differing processes and barriers to participation; prepare a presentation on a chosen topic or issue; organise a meeting on a chosen topic or issue to include its content, structure and likely questions to be addressed; carry out a presentation, to include interacting with the audience, responding to questions and comments, and self-evaluation of own performance.

## **Creative Arts for Early Childhood**

**(15 Credits/5N1769)**

The student will be able to: examine a variety of creative media opportunities with young people; summarise the benefits of exploration and participation in creative arts for the child; explore the role of the adult in creating an environment in which children feel secure and confident enough to take risks and explore new situations; plan opportunities for consultation with children to plan and engage in creative arts experiences; test open ended materials and natural items for creative arts in both the indoor and outdoor environments appropriate to different stages of children's development; explore challenges for adults in respecting choices and decisions of children; employ developmentally appropriate creative arts activities which promote the holistic development of the child.

## **Special Needs Assisting**

**(15 Credits/5N1786)**

The student will be able to: explore the role and responsibilities of the special needs assistant; examine the qualities and skills of an effective special needs assistant; examine the relevant legislation in relation to disability; explore the rights of children with disabilities in relation to personal autonomy, participation and decision making; relate effectively and appropriately to children who present with additional needs; use care routines in feeding, toileting and general hygiene; maintain appropriate relationships with children parents, primary carers, teachers and other members of the multidisciplinary team; work effectively with children who present with disabilities under the direction to the classroom teacher; assist children with disabilities in a range of activities, ensuring equality of opportunity through working in a safe and professional manner; reflect on personal practice working with children, their parents and guardians and colleagues ensuring that children's individuality is promoted and that their needs are met.

## **Work Experience**

**(15 Credits/5N1356)**

The student will be able to: examine work organisations and personal career opportunities in a particular vocational area, to include consideration of work related issues and needs; analyse key challenges and opportunities facing a particular vocational area; summarise the

basic rights and responsibilities of employees and employers in a particular work, organisational or institutional context, to include health, safety and welfare at work, equality legislation, union representation and regulations relating to pay; compile a personal and vocational skills audit and career plan for a specific vocational area, to include goals and action points for a period of work experience; present relevant work experience materials, to include a CV or personal statement, letter of application, evidence of job finding skills, skills checklist, statement of learning goals, contractual arrangements; participate effectively in work experience, to include observation of good timekeeping, working independently while under general direction, meeting deadlines, personal presentation, communication, adherence to health, safety and other relevant regulations; demonstrate effective communication skills in the workplace, to include personal, interpersonal and technological communications skills; explore options for future educational, training and employment in light of work experience.

**Kenmare Further Education & Training Centre**  
**Early Childhood Care & Education**

(QQI Level 5)

**APPLICATION FORM**

**NAME:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

\_\_\_\_\_

**CONTACT TELEPHONE NUMBER:** \_\_\_\_\_

- 1. Outline below why you want to do this course**

**2. Previous Qualifications** (including any QQI qualifications)

<b>Subject</b>	<b>Level</b>	<b>Year</b>	<b>School/Centre</b>
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**Department of Employment Affairs & Social Protection (DEASP)**

Please let us know what, if any, DEASP benefits you are claiming. (under the BTEI Programme guidelines we have to have a certain number of students in each course who are in receipt of some form of state payment)


**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Please return this **Application Form**, (these 2 pages only) your **CV** to Kenmare Further Education & Training Centre, Bell Height, Kenmare. Co. Kerry to arrive not later than **1 PM** on **Wednesday 9<sup>th</sup> September 2020**. (email: [info@kenmareaec.ie](mailto:info@kenmareaec.ie) )