



Access, Transfer and Progression & Recognition of Prior Learning Toolkit

**Advanced Certificate in
Early Learning and Care**

**Level 5 Certificate in
Early Learning and Care**

NFQ Levels 5 & 6

for Education and Training Boards

Advanced Certificate in Early Learning and Care

Level 5 Certificate in Early Learning and Care

Access, transfer & progression, and Recognition of Prior Learning

TOOLKIT

DRAFT, pending QQI validation

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1 Introduction – pathways into the programme/s for learners

The award standards for the Early Learning and Care programmes, the [Professional Award-type Descriptors at NFQ Levels 5 to 8: Annotated for QQI Early Learning and Care \(ELC\) Awards](#), state ‘Access arrangements must include mechanisms for recognising prior learning. Progression options must be established.’

The [QQI policy restatement on Access, Transfer and Progression: QQI ATP Policy Restatement FINAL 2018](#) requires providers to set out the entry arrangements into programmes. This can be initial access or by transfer into and out of the programme, or progression into and out of the programme.

The relationship between ATP and RPL is very close, and this is why they are considered together in this document.

Therefore, this toolkit is intended to support ETBs and their partners in managing the access, transfer and progression pathways for learners into the programme. In particular, support is provided for (1) ‘non-standard’ entry, where learners do not meet the standard entry requirements to access the programme at stage 1. This situation is not new for ETBs as it is a common current practice.

Support is also provided for (2) situations where learners come with legacy qualifications. Specifically, it is intended that all ETBs can consider the QQI ECCE 5M2009 and its precursor FETAC/NCVA Level 2 Childcare DCHSC as precedents for advanced entry to stage 2 of the Advanced Certificate in Early Learning and Care, once learners can demonstrate they have kept their learning up-to-date with recent professional practice. This is the case for ELC-related awards recognised on the National Framework of Qualifications at level 5 or higher and by the Department of Children, Equality, Disability, Integration and Youth (DCEDIY) on their list of recognised awards to work in Early Years services.

In addition, support is included in the form of a convenient table for (3) situations where learners seek module exemptions on the basis of minor awards associated with QQI ECCE 5M2009.

It is anticipated that the three situations above will account for the majority of situations where learners require alternative pathways into the programme. In a small minority of situations, it is envisaged that providers will need to have Recognition of Prior Learning (RPL) policies and procedures in place to support applicants presenting with prior certified learning which is not already set as a precedent, and with experiential learning. These are required for the relatively rare occasions when (4) learners present with awards not recognised on the National Framework of Qualifications or by the Department of Children, Equality, Disability, Integration and Youth. Similarly rare may be occasions when (5) learners seek advanced entry to stage 2 with significant professional experience but no qualifications, or seek exemption from a module by way of presenting their professional experience.

This toolkit sets out a series of scenarios for recognising prior learning for access to the programmes. It sets out the parameters for RPL for the programmes, as well as some definitions and explanations of RPL. It also provides some tools for those scenarios.

Access, transfer and progression, and recognition of prior learning will be part of programme review, and this toolkit may be updated accordingly.

2 The ELC programmes

The Advanced Certificate in Early Learning and Care (Level 6) comprises two stages. Stage 1 leads to the Level 5 Certificate in Early Learning and Care and stage 2 leads to the Advanced Certificate in Early Learning and Care (Level 6). To earn a major award in ELC at NFQ level 6, a person must achieve the learning outcomes for a major award in ELC at both NFQ level 5 and level 6.

Figure 1: Overview of the Advanced Certificate in Early Learning and Care (Level 6)

Stage 1	Stage 2
leads to: Level 5 Certificate in Early Learning and Care	leads to: Advanced Certificate in Early Learning and Care (Level 6)
At least 1 (full-time equivalent) academic year Can also be offered as a standalone qualification	At least 1 (full-time equivalent) academic year

The principal ELC programme is the two-stage programme leading to the Advanced Certificate in Early Learning and Care. Providers that wish only to deliver level 5 (equivalent to stage 1 of the principal programme) can offer the embedded programme. This means that:

- Learners who sign up for the principal programme can be submitted for, and receive the Advanced Certificate (Level 6) when they have completed both stages (2 years full-time equivalent)
- Learners who sign up for the principle programme will receive the level 5 certificate when they have successfully completed stage 1, even if they are continuing to stage 2
- Learners who sign up for the embedded programme (stage 1 only) will get the level 5 certificate after completing stage 1
- In both cases, learners who have achieved a level 5 (whether through the embedded programme or stage 1 of the principal programme) can come back later and apply for advanced entry into year 2 of the principal programme, and thus get the Advanced Certificate (Level 6).

3 Entry criteria

Advanced Certificate in Early Learning and Care

Stage 1

Prospective learners wishing to be accepted onto Stage 1 of the programme must meet the following minimum entry criteria:

- Leaving Certificate including Leaving Certificate Applied or equivalent qualifications at NFQ level 4
- **English language** - Minimum English language and literacy competence at entry to the programme for speakers of English as a second language is **Common European Framework of Reference for Languages**, B2 in writing, reading, listening and speaking. Evidence of achievement of this standard is necessary for entry to the programme.
- Prospective learners will be expected to demonstrate:
 - a desire to work in the early learning care industry
 - an ability to act with responsibility and autonomy
 - an ability to take responsibility for their own learning while under supervision

Learners may access the programme *ab initio* and therefore will not be expected to demonstrate prior knowledge or experience of the ELC sector.

Stage 2

Learners wishing to progress on to Stage 2 of the programme must provide evidence of successful achievement of the knowledge, skill and competence associated with Stage 1. Specifically, they must have evidenced achievement of all Minimum Intended Programme Learning Outcomes for Stage 1.

Level 5 Certificate in Early Learning Care

Prospective learners wishing to be accepted onto the Level 5 Certificate in Early Learning and Care must meet the criteria associated with Stage 1 of the principal programme (above).

4 Scenarios for entering the ELC programmes

Potential learners will present for entry, transfer and progression into the programme with a range of prior learning experiences. The learning may have been achieved through formal qualifications, through experience gained in life or professional practice.

The following are the likeliest scenarios requiring access, transfer and progression and/or Recognition of Prior Learning pathways. Table 1 shows where to go for more information in this toolkit.

Table 1 Scenarios for entering the ELC programme

The learner has ...
1. No qualifications on application for stage 1 e.g., a mature learner:
➤ Go to: Access: Non-standard entry
2. A QQI minor award related to ECCE 5M2009
➤ Go to: Exemptions
3. A major award in QQI ECCE 5M2009 or Another ELC related award recognised on the NFQ at level 5 or by DCEDIY list of recognised qualifications e.g., FETAC/NCVA Childcare DCHSC:
➤ Go to: Progression: advanced entry to stage 2
4. An ELC-related award not recognised on the NFQ or by DCEDIY
➤ Go to: *RPL – recognising prior certified learning
5. No qualifications but significant current, relevant professional experience working with children 0-6
➤ Go to: *RPL – recognising experiential learning

*RPL for the purpose of scenarios 4 and 5 above can be carried out subject to the provider having appropriate RPL policy and procedures in place. A provider's RPL policy and procedures may need revision in order to facilitate recognition of prior certified learning (RPCL) and/or recognition of prior experiential learning (RPEL)

5 Access, transfer and progression

5.1 Access: Non-standard entry

Scenario 1 The learner has few or no qualifications on application to stage 1 of the programme

Where learners do not meet the standard initial access requirements, their access will be deemed 'non-standard'. Learners may apply for entry to the programme who do not have a Leaving Certificate or equivalent qualification at NFQ Level 4, particularly and typically mature learners. Applications from such learners will be welcomed and learners will be facilitated to demonstrate their readiness to participate in the programme based on their life experience, educational experience, work or community experience.

Criteria for non-standard entry to stage 1: Learners can demonstrate the broad standards of knowledge, skill and competence associated with a major award at level 4 on the NFQ.

Learning associated with level 4 on the NFQ:

- Demonstrate a broad range of knowledge, that is mainly concrete in reference and with some elements of abstraction or theory.
- Demonstrate a moderate range of practical and cognitive skills and tools. Select from a range of procedures and apply known solutions to a variety of predictable problems.
- Act in familiar and unfamiliar contexts. Act with considerable amount of responsibility and autonomy. Learn to take responsibility for own learning within a supervised environment. Assume partial responsibility for consistency of self-understanding and behavior.

Process for non-standard entry to stage 1:

- Learners are informed of the entry requirements and non-standard entry route.
- Learners attend an interview and carry out a short piece of writing to assist in demonstrating their readiness to participate on the programme ie by evidencing the learning associated with level 4 on the NFQ.
- A record of the outcome of the interview and piece of writing is maintained.
- Learners are informed of the outcome.
- Where learners cannot demonstrate they are ready to take on the requirements of the programme at this time, they will be referred for educational guidance and/or other educational options.
- Learners must be able to appeal.

Note: the CEFR B2 in **English language** where English is not the first language remains a requirement under non-standard entry.

Level 5 Certificate in Early Learning Care

Prospective learners wishing to be accepted onto the Level 5 Certificate in Early Learning and Care must meet the criteria associated with Stage 1 of the principal programme (above).

5.2 Transfer into the programme

In the case where learners have achieved certain awards, they may be eligible to transfer directly into the programme.

Learners who have achieved a grade of Pass in the Level 5 Certificate in ELC (whether through the standalone Level 5 Certificate in ELC programme or stage 1 of the Advanced Certificate in ELC programme) can come back later and apply for advanced entry into stage 2 of the Advanced Certificate in ELC programme, and thus get the Advanced Certificate (Level 6).

This means that learners with the Level 5 Certificate in ELC at the end of stage 1 can transfer between providers in order to enter stage 2 of the Advanced Certificate in ELC.

Learners who have some minor awards in ECCE 5M2009 and 6M2007 may be able to transfer the credits from those modules into the ELC programmes. See the next section 5.3.

5.3 Exemptions from modules

Scenario 2: Exemptions from modules based on having ECCE minor awards (Transfer of credits)

Completing ECCE awards

In the first instance, it is important to note that the schedule for deactivation of the QQI Early Childhood Care and Education awards 5M2009 and 6M2007 is designed to give learners studying part-time towards those awards the opportunity to complete the programmes they have started. The ECCE 5M2009 and 6M2007 that so many FET learners have achieved over the years will continue to be recognised in the sector. See the FAQs for more information on the rollout of the new ELC programmes and the deactivation of the QQI ECCE awards. The option of exemptions may be best for learners with only a small number of such minor awards.

Criteria for exemption:

1. Exemptions are for **complete modules** and not partial modules in the ELC programme.
2. The total credit volume of exemptions is **30 credits** in the programme stage in which the learner is enrolled. This is to ensure the quality and integrity of the ELC awards.
3. The learning associated with the minor awards must be **relevant** and **sufficient** for exemption from the target module. The accredited learning must match the **volume of FET credits** allocated to the ELC module. Note that the modules of the ELC programme have credit volumes of 15, 20 and 25 credits, and therefore there are few credit volume matches with related ECCE CAS minor awards. In some cases, credits may be transferred from two relevant ECCE 15-credit minor awards to gain exemption from one 20- or 25-credit ELC module. See tables 2 and 3 below for the credits achieved already can be used for exemptions.
4. The same ECCE minor award cannot be used twice in a claim for exemption.
5. The learning associated with the minor award/s must be **current**, within the previous five years. Learners can demonstrate that their learning remains current by way of sufficient, relevant, recent professional practice in a Tusla-registered service working directly with children aged 0-6 years. Learners may do so this with a letter from their employer verifying their employment in a role working directly with children aged 0-6 years, and outlining that role. To meet the currency criterion, the learner will have at least one year full-time equivalent employment in the previous five years. Where a learner cannot demonstrate that their prior learning is current, an exemption cannot be granted.

Note on professional practice placement: where learners are granted an exemption from a module, they will still be required to attend 150 hours of professional practice placement for the stage, and carry out the mandatory activities while on professional practice placement.

Note on grading for exemptions: Learners who are granted an exemption will not receive a grade for that module within the ELC programme. This is because their learning has already been assessed, and recognised with a grade and accreditation. Therefore, the exemption is **grade-neutral** and will not count towards the overall major award grade. Their transcript will note that they received an exemption. Learners should be informed that exemptions are **grade-neutral** in case it impacts their progression to higher education and advised to contact the relevant HEI for further information.

Requirements for claiming an exemption on the basis of a relevant QQI ECCE-related Minor Award

Learners who wish to claim exemptions on the basis of having achieved relevant minor awards will be required to:

1. Supply their relevant QQI Minor Award certificate
2. Demonstrate that their prior learning is **current**:
 - a. have completed their minor award within the previous five years
 - or**
 - b. where they completed it more than five years previously, they must have worked in a Tusla-registered ELC service with children aged 0-6 for at least the equivalent of one full-time year within the previous five years.
3. Supply a letter of verification from their employer in the case of point 2b, addressing criterion 5 above

Process for exemptions on the basis of holding an ECCE minor award/s

- Learners are informed about exemptions, how to claim them and about the potential impact of a neutral grade
- Learners make a formal request for exemption
- The record of the formal request and outcome is maintained for assessment and authentication.
- Learners are informed of the outcome
- The module grade is entered as Exemption with a grade X
- The documented exemption is submitted for the assessment and authentication (Internal Verification and External Authentication) processes
- Learners must be able to appeal.

Mapping and identification of gaps

Mapping of the QQI ECCE minor awards to the MIMLOs of the ELC modules has been carried out as part of the ELC programme development project. See appendix 4 and 5 for the mapping tables and gaps identified. Therefore, ETBs do not have to carry out this work again where learners claim exemptions based on having ECCE minor awards.

Tables 1 and 2 below show the exemptions that can be granted when learners have certain QQI ECCE Level 5 and 6 minor awards.

Table 2 Exemptions based on holding QQI ECCE Level 5 minor awards

Stage 1 Modules	Exemptions may be claimed where learners have achieved certification in the following awards:	Additional requirements
Children’s Rights, Legislation and Regulation (15 credits)	Early Care and Education Practice 5N1770 (15 credits)	Up-to-date Tusla eCertificate Children First
Professional Practice Placement in ELC (25 credits)	N/A	This is a mandated module – no exemptions
Early Childhood Growth and Development (25 credits)	Child Development (5N1764) (15 credits) and one of: (all 15 credits) <ul style="list-style-type: none"> • Child Health and Wellbeing 5N1765 • Early Childhood Education and Play 5N1773 • Creative Arts for Early Childhood 5N1769 • Children with Additional Needs 5N1396 • Human Growth and Development 5N1279 • Approaches to Early Childhood Education 5N1763 • Early Care and Education Practice 5N1770 	
Curriculum, Play and Creative Studies (25 credits)	Early Childhood Education and Play 5N1773 (15 credits) and Creative Arts for Early Childhood 5N1769 (15 credits)	
Holistic Care of Children (Birth to Six Years) (15 credits)	Child Health and Wellbeing 5N1765 (15 credits)	
Understanding and Assisting Children with Additional Needs (15 credits)	Children with Additional Needs 1396 (15 credits)	

Table 3 Exemptions based on holding QQI ECCE Level 6 minor awards

Stage 2 Modules	Exemptions may be claimed where learners have achieved certification in the following awards:	Additional requirements
The Developing Child (20 FET credits)	Child Development 6N1942 (15 credits) and one of (all 15 credits): <ul style="list-style-type: none"> • Early Childhood Curriculum 6N1944 • Childhood Social Legal and Health Studies 6N1945 • Early Childhood Literacy and Numeracy 6N1935 • Supervision in Early Childhood Care 6N1973 • Equality and Diversity in Childcare 6N1974 • Early Learning Environment 6N1933 • Special Needs Assisting 6N1957 	
Advanced Professional Practice Placement (25 FET credits)	N/A	This is a mandated module – no exemptions
Sociology and Social Policy in Early Learning and Care (15 FET credits)	Childhood Social, Legal and Health Studies 6N1945 (15 credits)	
Curriculum and Pedagogy (20 FET credits)	Early Childhood Curriculum 6N1944 (15 credits) And one of: <ul style="list-style-type: none"> • Early Childhood Literacy and Numeracy 6N1935 (15 credits) • Early Learning Environment 6N1933 (15 credits) 	
Inclusive Early Learning and Care (15 FET credits)	Equality and Diversity in Childcare 6N1974 (15 credits)	
Supervision and Administration in Early Learning and Care (25 FET credits)	N/A	No exemption for <i>Supervision in Early Childhood Care 6N1973 (15 credits)</i>

5.4 Progression into the programme/s

Stage 2 of the Advanced Certificate in ELC

From September 2022, with rollout of stage 2 of the Advanced Certificate in ELC, learners who have achieved an award related to early learning and care, and equivalent to a major award at Level 5 on the National Framework of Qualifications (NFQ) may claim advanced entry to stage 2 of the Advanced Certificate in ELC. Learners wishing to progress on to Stage 2 of the programme must provide evidence of successful achievement of the knowledge, skill and competence associated with Stage 1 (Level 5).

5.5 Advanced entry to stage 2

Scenario 3 Advanced entry into stage 2 where the learner has achieved ECCE 5M2009 or another ELC-related award recognised on the NFQ at level 5 or by DCEDIY list of recognised qualifications

The Department of Education, Children, Equality, Integration and Disability (DCEDIY) maintains a list of qualifications acceptable for employment in early learning and care:

<https://www.gov.ie/en/service/000073-recognition-of-an-early-years-qualification/>. These awards are precedents for advanced entry to stage 2 of the programme. Most typically this will involve the existing QQI ECCE 5M2009 major award and the legacy FETAC/NCVA Childcare Level 2 DCHSC.

Criteria for advanced entry:

1. It is required that the learning associated with the certificate must be **current**, that is:
 - a. Where the learner achieved their certificate within the five years prior to application to the programme, they will be granted automatic advanced entry to stage 2. Typically, this will involve the QQI ECCE 5M2009 major award.
 - b. Where the learner achieved the certificate more than five years prior to application to the programme, they will be required to demonstrate that their learning **remains current** by way of sufficient, relevant, recent professional practice in a Tusla-registered service, working directly with children aged 0-6 years. To do this, they will be required to provide a letter from an employer in a Tusla-registered service verifying their employment in a role working directly with children aged 0-6 years, and outlining that role. To meet the currency criterion, the learner will have at least one year full-time equivalent employment in the previous five years.

This will refer most typically to the existing and legacy awards:

- QQI Early Childhood Care and Education (ECCE) 5M2009
- FETAC/NCVA Childcare Level 2 DCHSC (legacy award, precursor to 5M2009)

Where a learner cannot demonstrate that their prior learning is current, they cannot be accepted for advanced entry to stage 2, and can be offered entry to stage 1.

Note: the CEFR B2 in **English language** where English is not the first language remains a requirement under advanced entry.

Requirements for claiming on the basis of holding an award recognised on the NFQ and/or by DCEDIY

Learners who wish to claim exemptions on the basis of having achieved relevant minor awards will be required to:

- a. Supply their relevant recognised certificate
- b. Demonstrate that their prior learning is **current**:
 - c. have completed their award within the previous five years
 - or**
 - d. where they completed it more than five years previously, they must have worked in a Tusla-registered ELC service with children aged 0-6 for at least the equivalent of one full-time year within the previous five years.
- c. Supply a letter of verification from their employer in the case of point 2b, addressing the currency criterion above

Process for advanced entry s on the basis of holding an ECCE minor award/s

- Learners are informed about the option for advanced entry to stage for holders of recognized awards, and how to claim them
- Learners make a formal request for exemption
- The record of the formal request and outcome is maintained for programme evaluation purposes.
- Learners are informed of the outcome
- The learners must be able to appeal.

6 Recognition of Prior Learning

Access, transfer and progression into the ELC programmes are also facilitated by additional pathways. These pathways involve recognising the learning that has been achieved prior to entry to the programme.

What is prior learning?

Prior learning is learning that has taken place prior to joining a course or programme of learning. Prior learning may have been acquired through formal, non-formal or informal routes. CEDEFOP (2011) provides the following definitions:

- **Formal learning:** Learning that occurs in an organised and structured environment (in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.
- **Non-formal learning:** Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view.
- **Informal learning:** Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective.

The recognition of prior learning (RPL) process links the learning that has taken place (the prior learning) to learning outcomes, or standards on the National Framework of Qualifications (NFQ).

This toolkit will focus on two types of prior learning

1. Recognition of Prior Certified Learning (RPCL)

Prior certified learning is formal learning that has already been accredited by an awarding body such as QQI, nationally recognised awarding bodies such as universities, or other awarding bodies such as City & Guilds of London Institute. As the certified (**accredited**) learning has already received credits, the learner does not receive credits again but recognition in the form of exemptions or advanced entry. This is sometimes also called credit transfer.

In this programme, the purpose of recognition of prior certified learning is for:

- Advanced entry to stage 2, for learners who hold awards not recognised on the NFQ or by DCEDIY.

The prior certified learning must be comparable to the award standards associated with the target award. That is, the learning must be relevant and sufficient. The learning outcomes of the prior certified learning are compared with or mapped to those of the target award, by an experienced assessor and subject matter expert. Any significant gaps identified in the learning must be addressed, and consequently the learner may, with support, present a portfolio of evidence to support their application, which is assessed by an experienced assessor and subject matter expert.

Note: In the case of the minor awards related to ECCE 5M2009 and 6M2007, the mapping and gap identification exercise has been undertaken as part of the ELC programme development project (appendix 4 and 5). See Tables 2 and 3 for exemptions that do not require carrying out RPL process again.

2. Recognition of Prior Experiential Learning (RPEL)

Prior Experiential Learning is learning acquired through experience or achieved from non-accredited bodies, for example learning gained in the workplace, from voluntary or community activities, or from working in the home. This refers to non-formal and informal learning.

In this programme, the purpose of recognition of prior experiential learning is for:

- Advanced entry to stage 1 based on the learner demonstrating sufficient, relevant, current professional experience
- Credits for complete modules, to a maximum of 30 credits, based on the learner demonstrating sufficient, relevant, current professional experience

Providers must have RPL policies and procedures in place, which support RPL for the above purposes. In some cases, providers may need to revise their RPL policies and procedures in order to facilitate RPCL and RPEL processes.

Policies and procedures would need to address:

- The purpose of RPL
- Documented RPL processes for certified learning and for experiential learning
- Procedures ensuring consistent outcomes for all applicants, demonstrating validity, reliability, fairness and transparency of assessment
- RPL as a form of assessment requiring a suitably qualified and experienced assessor and subject matter expert to make assessment judgements, and interfacing with assessment QA (assessment procedures, internal verification, external verification, results approval process)
- Mentoring support for the learner to identify and document their learning, and compile a portfolio of evidence to support their claim for RPEL

6.1 Advanced entry to stage 2 – Recognition of Prior Certified Learning

Scenario 4: Advanced entry to stage 2 with a comparable award from another awarding body not on the NFQ or recognised by DCEDIY

Where a learner has achieved a relevant award equivalent to or above NFQ Level 5 from another awarding body not on the NFQ and wishes to apply for advanced entry to stage 2 of the Advanced Certificate in Early Learning and Care, they may be facilitated to do so in advance of the programme starting.

Note: the CEFRL B2 in **English language** where English is not the first language remains a requirement under advanced entry.

Criteria for advanced entry based on recognition of prior certified learning where the award is not recognised on the NFQ or by DCEDIY

The prior certified learning must be demonstrated to be:

- **Relevant** to the field of early learning and care
- **Sufficient** in being at or above level 5 on the NFQ, of a comparable volume of learning
- **Current** in that the learning has been achieved within the previous 5 years or maintained as current

Comparing the learning

In comparing the learning, the following should be considered

- The learning associated with the prior certified learning should be assessed as comparable to the MIPLOs associated with stage 1 (Level 5) of the Advanced Certificate in ELC by a suitably qualified and experienced assessor and subject matter expert.
- The standard of the award should be adhered to.
- The mapping tool templates in Appendix 1 for the broad standards and in Appendix 2 for the MIPLOs may be useful in this regard.
- Some learning gaps may be addressed by a portfolio of additional evidence, assessed by a suitably qualified and experienced assessor and subject matter expert.
- If the award does not map sufficiently to stage 1 of the Advanced Certificate, advanced entry may not be feasible.

Requirements for claiming advanced entry to stage 2

Learners who wish to claim advanced entry to stage 2 will be required to:

1. Provide evidence of having achieved the qualification, to include their certificate, transcript/s, the programme content/syllabus, award standards such as learning outcomes
2. Demonstrate that their prior learning is **current**:
 - a. have completed their award within the previous five years
 - or**
 - b. provide additional evidence in the form of a portfolio

RPCL process

- The learner requests recognition of their prior certified learning
- A record of the advanced entry claim is maintained.
- Mentoring support is provided if required
- The award documentation, and where required, the additional evidence/portfolio, is assessed as acceptable/not acceptable for advanced entry
- Learners are informed of the outcome in good time.
- Learners must be able to appeal.

Setting a precedent for advanced entry

Where the award is deemed comparable to meet the requirements for credit transfer, it may be made a precedent for advanced entry. The precedent will be logged and may be shared among the ETBs.

6.2 Recognition of Prior Experiential Learning

Every application for recognition of prior learning will be individual and specific to the individual learner. Consideration should be given to the workload involved for the learner in preparing a

portfolio as against the workload involved in completing the module, and to the relative benefits of RPL as against participating in the programme.

Purpose

1. Advanced entry to stage 2

Portfolios for advanced entry will be assessed as acceptable or not acceptable. The rubric in appendix 3 may be useful for this purpose.

Adequate time must be given to learners to prepare their application and have it assessed so that if successful, they may be offered a place.

2. Exemptions from a complete module/s to a limit of 30 credits.

Not all ELC modules may be assessable via RPL as some MIPLOs may not lend themselves to experiential learning, requiring learning achieved formally.

Portfolios for modules will be assessed and graded as Unsuccessful, Pass, Merit or Distinction.

Criteria for advanced entry based on recognition of prior experiential learning (RPEL)

The prior experiential learning must be demonstrated to be

- **Relevant** to early learning and care
- **Sufficient** in being able to demonstrate achievement of all of the learning outcomes
- **Current** in that the learning has been achieved or maintained within the previous 5 years

RPEL assessment method

The assessment method for RPEL may be an evidence-based portfolio of work compiled by the learner. The portfolio will consist of evidence of the knowledge, skills and competence gained through experiential learning mapped to the MIPLO associated with stage 1 (Level 5) of the ELC programme in the case of advanced entry, or to the MIMLOs of the target module for which the learner is seeking credits.

RPEL assessment evidence

The portfolio of evidence must clearly demonstrate that the learning is relevant, sufficient and current. Suitable evidence may include a CV, job description, letter of verification from an employer outlining the learner's role, certificates for training and details of training, samples of work (compliant with confidentiality, data protection and child safeguarding requirements), recorded interview, personal statements demonstrating achievement of the learning outcomes, other. The portfolio may also contain assessment tasks accompanied by an assessment brief to capture evidence of learning not easily demonstrated otherwise.

RPEL assessment

Portfolios presented for assessment must be assessed by a suitably qualified and experienced assessor and subject matter expert. The assessed portfolios must be presented for internal verification and external verification.

Grading

Portfolios for advanced entry will be assessed as acceptable or not acceptable. The rubric in appendix 3 may be helpful in this regard.

Portfolios for module credits will be assessed as Unsuccessful, Pass, Merit, Distinction

Supports

To support learners in identifying and documenting their prior learning, and compiling their portfolios of evidence, mentoring support should be provided.

RPEL process

- The learner requests recognition of their prior experiential learning
- A record of the RPEL claim is maintained.
- Mentoring supports are put in place to facilitate the learner identify and document their learning, and compile a portfolio of evidence to demonstrate achievement of the relevant learning outcomes
- The portfolio is assessed
- Learners are informed of the outcome in good time.
- Learners must be able to appeal.

7 Appendices

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7.1 Appendix 1: Mapping tool for stage 1, broad standards

Advanced Certificate in Early Learning and Care Stage 1		Name of programme being considered for RPL	
Level on NFQ:	5	Level on NFQ:	
Volume of FET credits:	120	Volume of FET credits:	
Typical learner effort in hours:	1200	Typical learner effort in hours:	
Duration:	One year full-time equivalent	Duration:	
Year of validation:	2021* pending	Year of validation:	
Award standards:	Professional Award Type Descriptors (PATD) at NFQ Levels 5 to 8: Annotated for QQI Early Learning and Care (ELC) Awards	Award standards:	
<p>Knowledge (breadth and kind): Scope and coherence: Broad current general knowledge and an integrated body of specialised knowledge required to support a craft or occupational discipline and knowledge of its connections with related activities. Specialised knowledge here involves some theoretical concepts and abstract thinking with significant depth in some areas. Knowledge structure: Practical understanding of facts, concepts, rules, regulations, methods, materials, tools, devices, techniques; their development and limitations; and how they are applied in current occupational activity. Knowledge of issues: Knowledge of the context for professional activity (familiarity with the community of practice and with safety, employment, technological and regulatory perspectives) and awareness of disciplines likely to be encountered as a member of the community of practice.</p>			
<p>Know-how and Skill (range and selectivity): Use cognitive and practical skills (analytical and synthetic) to solve problems: Select from a broad range of specialised skills and tools and apply them to problems arising in professional activity; problems here are usually predictable but are subject to change.</p>			

<p>Draw insightful conclusions: Evaluate and use information to draw conclusions and determine solutions to predictable problems arising in professional activity that take due account of social, field-specific and ethical insights.</p> <p>Communicate and influence: Communicate oral and written information effectively in familiar contexts; engage in the transfer of knowledge and skills within the professional community of practice; convey information and decisions, to specialists and non-specialists, including clients.</p>		
<p>Competence (Context, role, learning to learn, and insight):</p> <p>Exercising autonomy and judgement: Exercise autonomy and judgement in applying knowledge and skills in varied and specific contexts including professional practice and learning.</p> <p>Exercising responsibility: Exercise initiative and independence in professional activity, taking responsibility for the nature and quality of outputs and for decisions in work and learning contexts.</p> <p>Working with others: Act effectively in team roles within multiple, complex and heterogeneous groups. Assist in the supervision of routine work or learning activities. Take responsibility for leading on some occupational activities. Contribute to the review and development of the performance of others.</p> <p>Learning and teaching: Maintain professional knowledge and skill taking responsibility for own learning within a managed environment. Provide learning support, and guidance to others in the professional contexts. Seek guidance as appropriate when working independently.</p> <p>Attitudes: Assume full responsibility for consistency of self-understanding and behaviour at personal, occupational, societal, and environmental levels</p>		

7.2 Appendix 2 Mapping tool for the MIPLOs associated with stage 1

Advanced Certificate in Early Learning and Care Stage 1 Minimum Intended Programme Learning Outcomes	Name of award: Learning Outcomes	MIPLOs met sufficiently or gap. Comment
1. Summarise essential legislation, regulatory frameworks and guidelines which underpin children’s rights and best practice in ELC		
2. Contribute to a nurturing and inclusive ELC environment for children to meet their holistic learning and care needs.		
3. Engage in an inclusive and anti-bias approach to the early learning and care of children		
4. Outline a range of learning and theoretical perspectives on child development that contribute to the holistic development of children		
5. Conduct child observations and assessments, informed by theory and national frameworks, to promote the holistic development of children in ELC		
6. Implement and review a variety of inclusive play opportunities and creative studies, underpinned by theory in both indoor and outdoor environments to promote children's holistic development.		

<p>7. Contribute to the development and implementation of inclusive curricular approaches, in partnership with stakeholders, in line with national frameworks and ELC regulations to support the holistic development of children.</p>		
<p>8. Engage in effective communication and teamwork with children, colleagues, families and other stakeholders in the ELC setting.</p>		
<p>9. Engage in reflective practice to support the development of personal and professional practice</p>		
<p>10. Demonstrate professionalism with stakeholders and the broader community of the ELC setting while working under supervision</p>		
<p>11. Implement centre-based policies, procedures and practices to ensure continuity of routines in ELC</p>		

Rationale for decisions:

Decision	Rationale
80-85% met = need to bridge the gap	

7.3 Appendix 3 Rubric for Stage 1 MIPOs

Advanced Certificate in Early Learning and Care Stage 1 Minimum Intended Programme Learning Outcomes	Criteria	Not acceptable	Acceptable
1. Summarise essential legislation, regulatory frameworks and guidelines which underpin children’s rights and best practice in ELC	summarised up-to-date legislation, regulatory frameworks & guidelines to include:	Insufficient evidence provided, key points of legislation missed.	<ul style="list-style-type: none"> • outlined pieces of legislation that promote child protection, inclusion and children’s rights in ELC or • explained how one policy from ELC meets the requirements of a piece of legislation
2. Contribute to a nurturing and inclusive ELC environment for children to meet their holistic learning and care needs.	<ul style="list-style-type: none"> • Awareness of role of adult/practitioner • Implement appropriate practical care activities Demonstrates awareness of nurturing and inclusive environment	Insufficient evidence limited understanding of the topic	<ul style="list-style-type: none"> • Demonstrated understanding of practitioner role • Described an inclusive routine or care experience Used examples to explain how practitioners can promote a nurturing and inclusive environment
3. Engage in an inclusive and anti-bias approach to the early learning and care of children	Demonstrates awareness of diversity, equality and inclusion to ELC	Insufficient evidence of promotion of inclusion and anti-bias	<ul style="list-style-type: none"> • used examples to explain how practitioners can promote an inclusive anti bias approach to ELC
4. Outline a range of learning and theoretical perspectives on child development that contribute to the holistic development of children	Understands holistic development explains a child development theorist	limited understanding of learning and theoretical perspectives on child development	Defined holistic development and outlined a theorist from one perspective in child development

<p>5. Conduct child observations and assessments, informed by theory and national frameworks, to promote the holistic development of children in ELC</p>	<p>Awareness of the use of observations and assessment</p>	<p>Insufficient evidence of awareness of the use of observations in assessment</p>	<p>Explained different uses of observation of children</p>
<p>6. Implement and review a variety of inclusive play opportunities and creative studies, underpinned by theory in both indoor and outdoor environments to promote children's holistic development.</p>	<p>Demonstrates an awareness of inclusive, creative play that promotes children's development</p>	<p>Insufficient awareness of inclusive, creative play that promotes children's development</p>	<p>Reviewed an inclusive creative activity for a 0-2.8mths child</p>
<p>7. Contribute to the development and implementation of inclusive curricular approaches, in partnership with stakeholders, in line with national frameworks and ELC regulations to support the holistic development of children.</p>	<p>Demonstrates an awareness of inclusive, creative play that promotes children's development</p>	<p>Insufficient awareness of inclusive, creative play that promotes children's development</p>	<p>Reviewed an inclusive creative activity for a 0-2.8mths child</p>
<p>8. Engage in effective communication and teamwork with children, colleagues, families and other stakeholders in the ELC setting.</p>	<p>Awareness of the importance of effective communication and teamwork in ELC</p>	<p>Insufficient awareness of importance of communication skills</p>	<p>Explained why communication skills are important in developing relationships with children and adults in ELC settings</p>
<p>9. Engage in reflective practice to support the development of personal and professional practice</p>	<p>Awareness the importance of reflection for professional practice</p>	<p>Insufficient evidence of awareness of the importance of reflection for professional practice</p>	<p>Used experiences implemented in ELC to reflect on professional strengths and weaknesses and identified areas for further self-development</p>

<p>10. Demonstrate professionalism with stakeholders and the broader community of the ELC setting while working under supervision</p>	<p>Awareness of professionalism</p>	<p>Insufficient evidence of acting in a professional manner</p>	<p>Gave examples that demonstrated acting in a professional manner in ELC</p>
<p>11. Implement centre-based policies, procedures and practices to ensure continuity of routines in ELC</p>	<p>Awareness of policies, procedures and practices</p>	<p>Insufficient evidence of awareness of policies, procedures and practices</p>	<p>Described the implementation of experiences that were carried out in ELC in line with centre policy</p>

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7.4 Appendix 4 Mapping tables for Stage 1 Modules

Children's Rights, Legislation and Regulation (15 credits)

Minimum Intended Module Learning Outcomes Children's Rights, Legislation and Regulation (15 credits)	Mapped to: Early Care and Education Practice 5N1770 (15 credits)	Learning demonstrated or gap: comments
1. Outline historical and legislative developments in the ELC sector aimed at improving the lives of children and their families	LO1 Explain the historical development of the ECCE sector on Ireland	Demonstrated partially Potential gaps: up-to-date legislation - Childcare Act 1991 (Early Years Services) Pre-School Regulations 2016 Child and Family Services
2. Explore the rights of children and their families as underpinned by national and international developments in order to inform best practice	LO4 Explain the Rights of the child in the context of an ECCE setting	Demonstrated
3. Examine current national regulations, frameworks and guidelines to inform planning, implementation and review of experiences that promote children's holistic development and learning	LO2 Outline relevant legislation policies practices and procedures pertaining to ECCE provision LO 10 Maintain a quality ECCE environment that complies with relevant regulations and standards	Demonstrated
4. Identify practices and procedures in line with legislation, regulation and policy to ensure appropriate safety and care of all stakeholders for ELC settings	LO6 Implement practices and activities to promote equality and value diversity in an ECCE setting LO7 Implement administration and operational procedures in an ECCE setting to include daily logs, routines, and record keeping	Demonstrated
5. Identify current child protection legislation, guidelines and responsibilities of all staff in ELC settings	LO2 Outline relevant legislation policies practices and procedures pertaining to ECCE provision	Demonstrated partially Gap: Children First e-Certificate to be done
Children First e-Certificate will be required to go on placement, gap addressed.		

Holistic Care of Children (Birth to Six Years) (15 credits)

Minimum Intended Module Learning Outcomes Holistic Care of Children (Birth to Six Years) (15 credits)	Mapped to: Child Health and Wellbeing 5N1765 15 credits	Learning demonstrated or gap: comments
1. Explore current national and international legislation, regulatory requirements, relevant frameworks, policies and procedures which impact the holistic care and well-being of all children	LO1 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	Demonstrated
2. Recognise the significant role of the adult and the environment in promoting the care, health, well-being and safety of babies, toddlers and young children in ELC	LO2 Describe the factors that contribute to the overall well-being of children LO4 Identify requirements for the promotion of healthy and safe indoor and outdoor environments for children LO10 Apply knowledge of child development to support children to form secure and positive relationships with adults and children in the ECCE setting	Demonstrated
3. Explore nutritional requirements of babies, toddlers and young children to meet their holistic needs	LO3 Outline the various nutritional needs of babies and young children LO6 Devise balanced menus for babies, toddlers and children	Demonstrated
4. Implement a range of practice skills to provide for the care, health, wellbeing and safety of babies, toddlers and young children in ELC	LO5 Describe a range of common childhood illnesses LO7 Perform appropriate personal care routines for babies and young children including the care of the child when unwell LO8 Implement appropriate policies and procedures to include record keeping as required by legislation and good practice guidelines LO9 Utilize a range of practice skills that support and promote the health and well-being of children	Demonstrated
5. Engage in the process of individual and collective reflection to support babies' toddlers' and young children's care, health, well-being and safety in ELC	LO 11 Reflect on personal practice leading to an understanding of healthy, hygienic and safe environments for children.	Demonstrated

Early Childhood Growth and Development 25 credits

Minimum Intended Module Learning Outcomes Early Childhood Growth and Development 25 credits	Mapped to: Child Development 5N1764 15 credits	Learning demonstrated or gap: comments
1. Explain the main stages and patterns of holistic child development from birth to 6 years	LO1 Explain the holistic development of the child to include physical, cognitive, language, social, emotional, moral, spiritual, creative and cultural development	Demonstrated
2. Outline a range of theories of children’s development and learning	LO2 Describe a range of theories of child development and learning	Demonstrated
3. Describe factors that may influence or impact a child’s development and learning	LO3 Describe the influence of family, social, cultural and environmental factors on child development	Demonstrated
4. Explore the contribution of families and other adults to the development and learning of the child	LO5 Describe the contribution of the practitioner/ parent / guardian to the development and learning of children in the home and in the ECCE setting LO10 Evaluate own role and practice in supporting the development and learning of the child Child Health & Wellbeing LO10 Apply knowledge of child development to support children to form secure and positive relationships with adults and children in the ECCE setting from child health well-being	Demonstrated
5. Carry out observations informed by principles of child development in consultation with stakeholders to support programme planning in line with current legislation, guidelines and frameworks	LO6 Apply theoretical principles of child development on the ECCE setting LO7 Document children’s developmental progress against normative milestones of development LO8 Carry out observations in support of programme planning for individual children and groups LO9 Recommend suitable play activities to promote holistic development and learning	Demonstrated
95-100% match in content. Shortfall in credit value. Cannot claim exemption by itself.		

Curriculum, Play and Creative Studies 25 credits

Minimum Intended Module Learning Outcomes Curriculum, Play and Creative Studies 25 credits	Mapped to: Early Childhood Education and Play 5N1773 15 credits	Learning demonstrated or gap: comments
1. Describe the importance of play in both historic and current contexts	LO1 Outline the types, stages, patterns and purposes of children’s play LO2 Describe a range of theories of play in the context of children’s education to include: Psychoanalytical theories (Freud, Winnicott) and Constructivist theories (Piaget and Vygotsky) Child Development 5N1764 LO4 Identify the benefits of play to the child’s holistic development and learning, mindful of diversity, inclusion and equality of opportunity from child dev module	Demonstrated
2. Explain how play is supported by the current national curriculum and quality frameworks	LO5 Describe different approaches to curriculum development and implement in ECCE setting	Demonstrated
3. Recognise the role of the adult and supportive learning environments both indoor and outdoor, in contributing to children’s play-based and social learning opportunities	LO3 Evaluate the role of the adult in children’s play LO 6 Assess the value of equipment, materials, play spaces both indoors and outdoors, in the ECCE setting	Demonstrated
4. Plan and implement inclusive learning opportunities grounded in theory, appropriate to children’s emerging interests in both indoor and outdoor environments	LO4 Explore a child led approach to meeting the play and educational requirements of children LO9 implement appropriate curricula which promotes learning and the holistic development of the child	Demonstrated
5. Provide children with inclusive, creative opportunities, to promote their holistic development in stimulating indoor and outdoor environments	LO7 Use a range of reading and storytelling techniques appropriate to different stages of children’s development and cultural background LO8 Select relevant play activities & materials appropriate to children’s interests & stage of development & cultural background	Partially demonstrated, gap creative aspect is not covered, but is evident in story telling activity (skills demonstration) <i>Demonstrated if learner has also achieved Creative Arts for Early Childhood 5N1769</i>

6. Engage in the process of individual and collective reflection to support curriculum and pedagogical practices	LO10 Reflect on own role and responsibilities when supporting children in their play	Demonstrated but some gap for collective reflection
90% approx. match in content. Shortfall in credits. Cannot claim exemption by itself.		

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Professional Practice Placement in ELC 25 credits

<p>Minimum Intended Module Learning Outcomes Professional Practice Placement in ELC 25 credits</p>	<p>Mapped to: Communications 5N0690 15 credits Work Experience 5N1356 15 credits</p>	<p>Learning demonstrated or gap: comments</p>
<p>1. Engage in professional development informed by principles and observations of experienced practitioners to support education, training and employment in the ELC sector</p>	<p>WEx LO1 Examine work organisations and personal career WEx opportunities in a particular vocational area, to include consideration of work-related issues and needs WEx LO2 Analyse key challenges and opportunities facing a particular vocational area WEx LO4 Compile a personal and vocational skills audit and career plan for a specific vocational area, to include goals and action points for the period of work experience WEx LO9 Explore options for future education, training and employment in light of work experience</p>	<p>Demonstrated</p>
<p>2. Engage in essential research, report writing and digital skills necessary for education, training and employment in the ELC sector</p>	<p>C LO7 Critique information from a range of complex written material, to include technical/ vocational, personal, literary, and written and visual media texts C LO8 Research a relevant vocational topic, to include use of primary and secondary sources, acknowledgement of sources, use of enquiry techniques and methods to establish validity and reliability C LO9 Use drafting, proofreading and editing skills to write a range of documents that follow the conventions of language usage (spelling, punctuation, syntax), to include creative writing, business proposals, correspondence, reports, memoranda, minutes, applications C LO6 Use reading techniques appropriate to a task, to include skimming, obtaining an overview, identifying key points, critical evaluation, in depth analysis WEx LO5 Present relevant work experience material, to include a CV or personal statement, letter of application, evidence of job-</p>	<p>Demonstrated</p>

	<p>finding skills, skills checklist, statement of learning goals, contractual arrangements</p>	
<p>3. Work under supervision demonstrating the required competence, values and work practices to build reciprocal, responsive and respectful working relationships with all stakeholders in the best interest of babies, toddlers and young children</p>	<p>WEx LO6 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</p>	<p>Demonstrated</p>
<p>4. Utilise effective communication, teamwork, a democratic inclusive and anti-bias approach when working with children, families and colleagues</p>	<p>C LO1 Analyse a range of current issues in communications and information technology C LO3 Use appropriate non-verbal and visual communication in personal- and work-related settings, to include one-to-one, in a group/team, and in formal and informal interaction C LO4 Demonstrate verbal skills appropriate to working under general direction, to include making a case and presenting a point of view in group discussion, formal meetings, interviews C LO5 Demonstrate listening skills appropriate to working under general direction, to include making eye contact, receiving and interpreting information, control of personal response C LO10 Demonstrate communications styles and techniques relevant to different situations in work and leisure, to include one-to-one and group contexts in conversation, interview, oral presentation, question and answer session and for the purposes of persuading, advocacy and informing C LO11 Choose the appropriate communications technology to give and receive requests, instructions, suggestions, discussion and feedback in both work and leisure, to include a rationale for choosing one technology over another in different contexts and for different messages. WEx LO7 Demonstrate effective communication skills in the workplace, to include personal, interpersonal and technological communication skills</p>	<p>Demonstrated</p>

<p>5. Engage in self-reflection and evaluation of own practice and learning in partnership with experienced practitioners to inform and enhance self-development and professional practice in ELC</p>	<p>WEx LO8 Reflect on workplace experiences, to include feedback by supervisor(s) or mentor(s) on personal performance and challenges such as conflict, criticism, meeting new people and learning in relation to quality management</p>	<p>Demonstrated</p>
<p>6. Apply current regulations, frameworks and policies related to professional practice in ELC settings</p>	<p>C LO2 Summarise in practical terms the elements of legislation that must be observed in a personal and/or work context, to include health, safety and welfare at work and communications-related legislation WEx LO3 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</p>	<p>Demonstrated</p>

Professional Practice Placement in ELC 25 credits	Mapped to: Communications 5N0690 15 credits Work Practice 5N1433 15 credits	Learning demonstrated or gap: comments
<p>1. Engage in professional development informed by principles and observations of experienced practitioners to support education, training and employment in the ELC sector</p>	<p>WP LO1 Summarise the distinguishing features of the organisation, institution or workplace to include its status (public, private, voluntary, other), size, organisational structure, main aims and its overall work, staff client engagement and management practices.</p> <p>WP LO6 Select information required for a range of work-based tasks, to include analysis of information and application of knowledge to new situations</p> <p>WP LO2 Comment on current issues, challenges and trends affecting the organisation, institution or workplace, to include as appropriate, local, national, global, economic and social and or ethical issues</p> <p>WP LO 7 Work independently carrying out a range of vocationally specific activities and tasks in the organisation, institution or workplace, seeking advice and general direction as appropriate.</p> <p>WP LO 9 Execute work practice tasks and responsibilities in a professional and safe manner. Produce documentary evidence of achieved tasks.</p>	<p>Demonstrated</p>
<p>2. Engage in essential research, report writing and digital skills necessary for education, training and employment in the ELC sector</p>	<p>C LO7 Critique information from a range of complex written material, to include technical/ vocational, personal, literary, and written and visual media texts</p> <p>C LO8 Research a relevant vocational topic, to include use of primary and secondary sources, acknowledgement of</p>	<p>Demonstrated</p>

	<p>sources, use of enquiry techniques and methods to establish validity and reliability</p> <p>C LO9 Use drafting, proofreading and editing skills to write a range of documents that follow the conventions of language usage (spelling, punctuation, syntax), to include creative writing, business proposals, correspondence, reports, memoranda, minutes, applications</p> <p>C LO6 Use reading techniques appropriate to a task, to include skimming, obtaining an overview, identifying key points, critical evaluation, in depth analysis</p> <p>WP LO 9 Execute work practice tasks and responsibilities in a professional and safe manner. Produce documentary evidence of achieved tasks.</p>	
<p>3. Work under supervision demonstrating the required competence, values and work practices to build reciprocal, responsive and respectful working relationships with all stakeholders in the best interest of babies, toddlers and young children</p>	<p>WP LO5 Conclude a minimum 2-month work practice placement undertaking a range of vocationally specific tasks and activities</p> <p>WP LO 7 Work independently carrying out a range of vocationally specific activities and tasks in the organisation, institution or workplace, seeking advice and general direction as appropriate.</p> <p>WP LO 9 Execute work practice tasks and responsibilities in a professional and safe manner. Produce documentary evidence of achieved tasks.</p>	<p>Demonstrated</p>
<p>4. Utilise effective communication, teamwork, a democratic inclusive and anti-bias approach when working with children, families and colleagues</p>	<p>C LO3 Use appropriate non-verbal and visual communication in personal- and work-related settings, to include one-to-one, in a group/team, and in formal and informal interaction</p> <p>C LO4 Demonstrate verbal skills appropriate to working under general direction, to include making a case and presenting a point of view in group discussion, formal meetings, interviews</p>	<p>Demonstrated</p>

	<p>C LO5 Demonstrate listening skills appropriate to working under general direction, to include making eye contact, receiving and interpreting information, control of personal response</p> <p>C LO10 Demonstrate communications styles and techniques relevant to different situations in work and leisure, to include one-to-one and group contexts in conversation, interview, oral presentation, question and answer session and for the purposes of persuading, advocacy and informing</p> <p>C LO11 Choose the appropriate communications technology to give and receive requests, instructions, suggestions, discussion and feedback in both work and leisure, to include a rationale for choosing one technology over another in different contexts and for different messages.</p> <p>WP LO8 Contribute positively as a member of an organisation or team; maintaining time-keeping, personal presentation, meeting deadlines and adherence to health, safety and other relevant regulations and practice</p>	
<p>5. Engage in self-reflection and evaluation of own practice and learning in partnership with experienced practitioners to inform and enhance self-development and professional practice in ELC</p>	<p>WP LO10 Reflect on personal work practices, to include feedback from supervisor(s) or mentors on personal performance, achievements and challenges</p>	<p>Demonstrated</p>
<p>6. Apply current regulations, frameworks and policies related to professional practice in ELC settings</p>	<p>C LO2 Summarise in practical terms the elements of legislation that must be observed in a personal and/or work context, to include health, safety and welfare at work and communications-related legislation</p> <p>WP LO3 Summarise the main legislation and regulations relevant to the place of work; to include health, safety and welfare at work, employment, equality and matters related to the specific vocational context</p>	<p>Demonstrated</p>

	WP LO 4 Explain the organisation's internal and external policies and procedures pertinent to own role and role of others	

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Minimum Intended Module Learning Outcomes Professional Practice Placement in ELC 25 credits	Mapped to: Customer Service 5N0972 Work Experience 5N1356 15 credits	Learning demonstrated or gap: comments
1. Engage in professional development informed by principles and observations of experienced practitioners to support education, training and employment in the ELC sector	WEx LO1 Examine work organisations and personal career WEx opportunities in a particular vocational area, to include consideration of work-related issues and needs WEx LO2 Analyse key challenges and opportunities facing a particular vocational area WEx LO4 Compile a personal and vocational skills audit and career plan for a specific vocational area, to include goals and action points for the period of work experience WEx LO9 Explore options for future education, training and employment in light of work experience	Demonstrated
2. Engage in essential research, report writing and digital skills necessary for education, training and employment in the ELC sector	WEx LO5 Present relevant work experience material, to include a CV or personal statement, letter of application, evidence of job-finding skills, skills checklist, statement of learning goals, contractual arrangements	Demonstrated
3. Work under supervision demonstrating the required competence, values and work practices to build reciprocal, responsive and respectful working relationships with all stakeholders in the best interest of babies, toddlers and young children	WEx LO6 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 CS LO 13 Demonstrate team or group work in providing customer care, to include allocation of roles and responsibilities, good communication and feedback, awareness of personal strengths and weaknesses when dealing with customers	Demonstrated
4. Utilise effective communication, teamwork, a democratic inclusive and anti-bias	WEx LO7 Demonstrate effective communication skills in the workplace, to include personal, interpersonal and technological communication skills	Demonstrated

<p>approach when working with children, families and colleagues</p>	<p>CS LO7 Apply the personal skills, qualities and attitudes required to perform effectively when dealing with customers, to include active listening skills, positive body language and observation of customer behaviour CS LO 8 Use appropriate communication technologies to include telephone, audio visual, conferencing, email and other interactive media in a range of customer service situations CS LO 9 Use written and verbal skills to include appropriate style, language and tone CS LO 13 Demonstrate team or group work in providing customer care, to include allocation of roles and responsibilities, good communication and feedback, awareness of personal strengths and weaknesses when dealing with customers</p>	
<p>5. Engage in self-reflection and evaluation of own practice and learning in partnership with experienced practitioners to inform and enhance self-development and professional practice in ELC</p>	<p>WEx LO8 Reflect on workplace experiences, to include feedback by supervisor(s) or mentor(s) on personal performance and challenges such as conflict, criticism, meeting new people and learning in relation to quality management</p>	<p>Demonstrated</p>
<p>6. Apply current regulations, frameworks and policies related to professional practice in ELC settings</p>	<p>WEx LO3 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</p>	<p>Demonstrated</p>

Minimum Intended Module Learning Outcomes Professional Practice Placement in ELC 25 credits	Mapped to: Personal Effectiveness 5N1390 Work Experience 5N1356 15 credits	Learning demonstrated or gap: comments
1. Engage in professional development informed by principles and observations of experienced practitioners to support education, training and employment in the ELC sector	WEx LO1 Examine work organisations and personal career WEx opportunities in a particular vocational area, to include consideration of work-related issues and needs WEx LO2 Analyse key challenges and opportunities facing a particular vocational area WEx LO4 Compile a personal and vocational skills audit and career plan for a specific vocational area, to include goals and action points for the period of work experience WEx LO9 Explore options for future education, training and employment in light of work experience	Demonstrated
2. Engage in essential research, report writing and digital skills necessary for education, training and employment in the ELC sector	WEx LO5 Present relevant work experience material, to include a CV or personal statement, letter of application, evidence of job-finding skills, skills checklist, statement of learning goals, contractual arrangements	Demonstrated
3. Work under supervision demonstrating the required competence, values and work practices to build reciprocal, responsive and respectful working relationships with all stakeholders in the best interest of babies, toddlers and young children	WEx LO6 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 PE LO 6 Examine the objectives of working in groups, to include the factors contributing to effective groups, different roles of group members, possible barriers to participation and sources of conflict, and reflection on personal experience, including groups	Demonstrated
4. Utilise effective communication, teamwork, a democratic inclusive and anti-bias	WEx LO7 Demonstrate effective communication skills in the workplace, to include personal, interpersonal and technological communication skills	Demonstrated

<p>approach when working with children, families and colleagues</p>	<p>PE LO 12 Participate in a group, to include communicating effectively, assessing personal strengths and weaknesses in their own contribution and evaluating the overall achievement of the group</p>	
<p>5. Engage in self-reflection and evaluation of own practice and learning in partnership with experienced practitioners to inform and enhance self-development and professional practice in ELC</p>	<p>WEx LO8 Reflect on workplace experiences, to include feedback by supervisor(s) or mentor(s) on personal performance and challenges such as conflict, criticism, meeting new people and learning in relation to quality management PE LO 3 Reflect on their own personal role in an organisation, to include the skills needed for their job, personal strengths and weaknesses, and the people, issues and work practices which influence how they do their work</p>	<p>Demonstrated</p>
<p>6. Apply current regulations, frameworks and policies related to professional practice in ELC settings</p>	<p>WEx LO3 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</p>	<p>Demonstrated</p>

Minimum Intended Module Learning Outcomes Professional Practice Placement in ELC 25 credits	Mapped to: Team working 5N1367 Work Experience 5N1356 15 credits	Learning demonstrated or gap: comments
1. Engage in professional development informed by principles and observations of experienced practitioners to support education, training and employment in the ELC sector	WEx LO1 Examine work organisations and personal career WEx opportunities in a particular vocational area, to include consideration of work-related issues and needs WEx LO2 Analyse key challenges and opportunities facing a particular vocational area WEx LO4 Compile a personal and vocational skills audit and career plan for a specific vocational area, to include goals and action points for the period of work experience WEx LO9 Explore options for future education, training and employment in light of work experience	Demonstrated
2. Engage in essential research, report writing and digital skills necessary for education, training and employment in the ELC sector	WEx LO5 Present relevant work experience material, to include a CV or personal statement, letter of application, evidence of job-finding skills, skills checklist, statement of learning goals, contractual arrangements	Demonstrated
3. Work under supervision demonstrating the required competence, values and work practices to build reciprocal, responsive and respectful working relationships with all stakeholders in the best interest of babies, toddlers and young children	WEx LO6 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 TW LO 6 Participate in core teamworking activities, to include negotiation, problem-solving, finding solutions, decision making and conflict resolution TW LO 7 Demonstrate appropriate communications, problem-solving and negotiation techniques in a range of teamworking situations and roles, to include leadership roles and giving and receiving feedback	Demonstrated

<p>4. Utilise effective communication, teamwork, a democratic inclusive and anti-bias approach when working with children, families and colleagues</p>	<p>WEx LO7 Demonstrate effective communication skills in the workplace, to include personal, interpersonal and technological communication skills</p>	<p>Demonstrated</p>
<p>5. Engage in self-reflection and evaluation of own practice and learning in partnership with experienced practitioners to inform and enhance self-development and professional practice in ELC</p>	<p>WEx LO8 Reflect on workplace experiences, to include feedback by supervisor(s) or mentor(s) on personal performance and challenges such as conflict, criticism, meeting new people and learning in relation to quality management TW LO 8 Monitor personal strengths and weaknesses as a team participant, including interpersonal communications skills and problem solving skills</p>	<p>Demonstrated</p>
<p>6. Apply current regulations, frameworks and policies related to professional practice in ELC settings</p>	<p>WEx LO3 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</p>	<p>Demonstrated</p>

Understanding and Assisting Children with Additional Needs 15 credits

Minimum Intended Module Learning Outcomes Understanding and Assisting Children with Additional Needs 15 credits	Mapped to: Children with Additional Needs 5N1396 15 credits	Learning demonstrated or gap: comments
1. Examine a range of additional needs of children in early learning and care	LO 3 Outline a range of special needs conditions and impairments relating to children	Demonstrated
2. Explore the rights of the child with additional needs and those of their families in line with relevant legislation and best practice guidelines and frameworks	LO 2 Examine the Legislation and Policy development relating to children with additional needs	Demonstrated
3. Create an accessible, inclusive experience for the child with additional needs in the ELC setting in line with best practice guidelines and frameworks	LO 7 Plan developmentally appropriate activities mindful of the safety, welfare and well-being of all children	Demonstrated
4. Explore qualities, skills and strategies to support and assist the child with additional needs, in line with best practice guidelines and frameworks	LO 5 Use a range of approaches in interactions with children with special needs Apply good practice with children with additional needs	Demonstrated
5. Explore the importance of working as part of a team to build relationships with children, families, practitioners and other adults to support the child's individual needs	LO 8 Learn to take responsibility for own learning within a multidisciplinary team evaluating processes which lead to co-operation and effective communication within the team	Demonstrated
6. Engage in reflective practice to promote inclusion in the ELC setting in line with national guidelines	LO 9 Evaluate own practice to inform understanding relating to children with special needs, leading to an awareness of social, ethical and legal issues in relation to education and care	Demonstrated
Focus: birth to six years	Focus Birth to 18 Content	Demonstrated Transferable skills

Minimum Intended Module Learning Outcomes Understanding and Assisting Children with Additional Needs 15 credits	Mapped to: Special Needs Assisting 5N1786 15 credits (work experience required)	Learning demonstrated or gap: comments
1. Examine a range of additional needs of children in early learning and care		Gap
2. Explore the rights of the child with additional needs and those of their families in line with relevant legislation and best practice guidelines and frameworks	LO 3 Examine relevant legislation in relation to disability LO 4 Explore the rights of children with disabilities in relation to personal autonomy, participation and decision-making	Gap: Aistear, Síolta, AIM, Inclusion Charter, Preschool Regulations
3. Create an accessible, inclusive experience for the child with additional needs in the ELC setting in line with best practice guidelines and frameworks	LO 9 Assist children with disabilities in a range of activities, ensuring equality of opportunity through working in a safe and professional manner	Demonstrated
4. Explore qualities, skills and strategies to support and assist the child with additional needs, in line with best practice guidelines and frameworks	LO 1 Explore the role and responsibilities of the Special Needs Assistant LO 2 Examine the qualities and skills of an effective special needs assistant LO 5 Relate effectively and appropriately to children who present with additional needs LO 6 Use care routines in feeding, toileting and general hygiene LO 8 Work effectively with children who present with disabilities under the direction of the classroom teacher	Demonstrated
5. Explore the importance of working as part of a team to build relationships with children, families, practitioners and other adults to support the child's individual needs	LO 8 Work effectively with children who present with disabilities under the direction of the classroom teacher LO 7 Maintain appropriate relationships with children, parents, primary carers, teachers and other members of the multi-disciplinary team	Demonstrated

<p>6. Engage in reflective practice to promote inclusion in the ELC setting in line with national guidelines</p>	<p>LO 10 Reflect on personal practice working with children, their parents and guardians, and colleagues ensuring that children’s individuality is promoted, and their needs are met</p>	<p>Demonstrated</p>
<p>Focus is on school-age children and teenagers in school. Content: does not include Aistear, Síolta, AIM. Significant gap.</p>		

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Minimum Intended Module Learning Outcomes Understanding and Assisting Children with Additional Needs 15 credits	Mapped to: Understanding Special Needs 5N1709 15 credits	Learning demonstrated or gap: comments
1. Examine a range of additional needs of children in early learning and care	Lo 3 Identify a range of special needs conditions and impairments	Demonstrated
2. Explore the rights of the child with additional needs and those of their families in line with relevant legislation and best practice guidelines and frameworks	Lo2 Identify relevant international policy relating to individuals with special needs Lo 5 Interpret current legislation relating to special needs provision and identify the main points of the legislation Lo 6 Interpret the current national policies relating to special needs provision and identify the main policy implications	Gap: Aistear, Sfolta, Preschools Regulations
3. Create an accessible, inclusive experience for the child with additional needs in the ELC setting in line with best practice guidelines and frameworks		Gap
4. Explore qualities, skills and strategies to support and assist the child with additional needs, in line with best practice guidelines and frameworks	Lo 8 Devise strategies for the promotion of good practice within a special needs setting Lo 11 Explain the common terms and language used in the area of disability with due regard to contemporary best practice in the use of language in this field Lo 14 Describe the different learning and therapy programmes provided by professionals in the area of special needs Lo 15 Outline the key elements of good practices for people working with individuals with special needs in various settings e.g. advocacy, confidentiality, equality, independence etc.	Demonstrated
5. Explore the importance of working as part of a team to build relationships with children, families, practitioners and other	Lo 13 Describe the roles of the interdisciplinary team members and professionals in the context of individuals with special needs	Demonstrated

adults to support the child's individual needs		
6. Engage in reflective practice to promote inclusion in the ELC setting in line with national guidelines		Gap
Focus birth to 18 years. Gaps in MIMLO's 2, 3 & 6. Gap is too significant to warrant an exemption		

Minimum Intended Module Learning Outcomes Understanding and Assisting Children with Additional Needs 15 credits	Mapped to: Equality and Diversity 5N1775 15 credits	Learning demonstrated or gap: comments
1. Examine a range of additional needs of children in early learning and care		Gap
2. Explore the rights of the child with additional needs and those of their families in line with relevant legislation and best practice guidelines and frameworks	Lo 4 Examine current legislation on Equality and Diversity, to include Equality Legislation, the UN Convention on the Rights of the Child and the UN International Convention on the Elimination of All Forms of Racial Discrimination	Demonstrated
3. Create an accessible, inclusive experience for the child with additional needs in the ELC setting in line with best practice guidelines and frameworks	LO 6 Carry out an audit of the ECCE setting, activities and materials pertaining to equality and diversity for all children including the minority and majority Child	Demonstrated
4. Explore qualities, skills and strategies to support and assist the child with additional needs, in line with best practice guidelines and frameworks	LO 5 Examine the role of the adult in promoting children's individual and group identity and their sense of belonging enabling the child to value uniqueness and difference LO 8 Explore ways of respecting equality and diversity requirements in relation to identity to include language, gender,	Demonstrated

	<p>social class, disability, age, religion, dietary considerations, ethnic groups, Traveller community, marital status and sexual orientation</p> <p>LO 7 Analyse how adults and children can challenge bias and discrimination issues</p>	
<p>5. Explore the importance of working as part of a team to build relationships with children, families, practitioners and other adults to support the child's individual needs</p>	<p>LO 12 Reflect on own attitudes, values, beliefs and assumptions and their impact in relation to equality and diversity issues when working with children, families and team members</p>	<p>Demonstrated</p>
<p>6. Engage in reflective practice to promote inclusion in the ELC setting in line with national guidelines</p>	<p>LO 12 Reflect on own attitudes, values, beliefs and assumptions and their impact in relation to equality and diversity issues when working with children, families and team members</p>	<p>Demonstrated</p>
<p>Focus 0-6years. Significant gap is range of additional needs. No exemption.</p>		

7.5 Appendix 5 Mapping tables for stage 2 Modules

Advanced Professional Practice Placement in ELC

Stage 2 Modules Advanced Professional Practice Placement in ELC (25 credits)	Mapped to: Work Experience 6N1946 (15 credits)	Learning demonstrated or gap: comments
1. Engage in advanced practices of professionalism underpinned by principles, observations and feedback from experienced practitioners required for education, training and employment in ELC	LO 2 Demonstrate understanding of the up-to-date theoretical and or technical knowledge underpinning practice in a particular area of work	Demonstrated
2. Demonstrate through reflective practice individually and collectively the required competence, values, attitudes and work practices to work effectively with babies, toddlers, young children and all other stakeholders in the ELC setting	LO 6 Present a detailed personal skills audit and career plan for a specific vocational area, to include personal goals and action points, development opportunities and career paths	Demonstrated
3. Demonstrate intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all stakeholders and the community while working in the ELC sector		Gap
4. Work effectively in a team leadership role demonstrating supervisory and mentoring skills that support the work of others in ELC settings	LO 7 Demonstrate supervisory skills and capacities, to include the skills and qualities required for a particular post in the public, private or voluntary sector	Demonstrated
5. Use the appropriate skills and expertise necessary for research, report writing and use of technology to maintain ethics and integrity for both study and work-related practices	LO 5 Utilise effective written and interpersonal communication skills, drawing on appropriate	Demonstrated

	communication technologies, to include a CV, letter of application, evidence of job-finding skills and skills checklist	
6. Lead on the delivery of good practice which illustrates knowledge and understanding of own role and responsibilities informed by current legislation, regulations and frameworks relevant to ELC settings	LO 3 Research the rights and responsibilities of employees and employers in the particular work context, to include health, safety and welfare at work, equality legislation, union representation and regulations relating to pay and confidentiality	Demonstrated
	LO 1 Analyse work-related issues and trends in a chosen public, private or voluntary area of work LO 4 Reflect on challenges and opportunities in the chosen public, private or voluntary sector globally and nationally, to include the impact of challenges and opportunities on personal career choice and direction LO 8 Investigate options for future education, training and employment in light of work experience.	
<p>Gap = shortfall in work experience hours (30 hrs). 2MIMLO'S not demonstrated; Work experience is not ELC specific. Credit shortfall. Cannot claim exemption.</p>		

Stage 2 Modules Advanced Professional Practice Placement in ELC (25 credits)	Mapped to : Team Leadership 6N1948 (15 credits)	Learning demonstrated or gap: comments
1. Engage in advanced practices of professionalism underpinned by principles, observations and feedback from experienced practitioners required for education, training and employment in ELC	3 Participate in organisational planning and in teamwork planning, to include setting specific, measurable, attainable, relevant and time-bound (SMART) objectives, ongoing monitoring of progress, and evaluation	Demonstrated
2. Demonstrate through reflective practice individually and collectively the required competence, values, attitudes and work practices to work effectively with babies, toddlers, young children and all other stakeholders in the ELC setting		Gap
3. Demonstrate intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all stakeholders and the community while working in the ELC sector	6 Demonstrate team leadership, to include team building, supporting team members at different stages of team development, motivation strategies, interpersonal communications, time and meeting management and use of inter- and intra-team reporting structures	Demonstrated
4. Work effectively in a team leadership role demonstrating supervisory and mentoring skills that support the work of others in ELC settings	6 Demonstrate team leadership, to include team building, supporting team members at different stages of team development, motivation strategies, interpersonal communications, time and meeting management and use of inter- and intra-team reporting structures	Demonstrated

5. Use the appropriate skills and expertise necessary for research, report writing and use of technology to maintain ethics and integrity for both study and work-related practices		Gap
6. Lead on the delivery of good practice which illustrates knowledge and understanding of own role and responsibilities informed by current legislation, regulations and frameworks relevant to ELC settings	8 Lead progress on a work plan, to include taking corrective action to ensure successful completion of the plan, ongoing monitoring of progress, and evaluation.	Demonstrated
70% match in content. Credit shortfall. Cannot claim exemption.		

Stage 2 Modules Advanced Professional Practice Placement in ELC (25 credits)	Mapped to: Personal and Professional Development 6N1949 (15 credits)	Learning demonstrated or gap: comments
1. Engage in advanced practices of professionalism underpinned by principles, observations and feedback from experienced practitioners required for education, training and employment in ELC	10 Respond appropriately to feedback and constructive criticism on personal performance	Demonstrated
2. Demonstrate through reflective practice individually and collectively the required competence, values, attitudes and work practices to work effectively with babies, toddlers, young children and all other stakeholders in the ELC setting	12 Reflect on own personal and professional development to include goal or objective-setting, action planning, implementation, ongoing review, personal initiative.	Demonstrated
3. Demonstrate intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all	2 Identify the personal qualities and skills needed for effective participation in a chosen job or organisation, to include opportunities for further	Demonstrated

<p>stakeholders and the community while working in the ELC sector</p>	<p>personal development and associated action plans</p> <p>4 Research the processes of problem-solving and decision-making, to include different approaches, strategies to handle difficult problems, contingency plans, and methods of implementing and evaluating a Solution</p> <p>6 Evaluate how organisations manage change, to include information, communication, analysis of the forces behind change, motivating staff and other partners, and handling reactions to change</p> <p>7 Determine strategies to resolve personal or interpersonal conflict, to include an understanding of different personalities and how they react to conflict, common causes of conflict and the role of assertiveness and co-operation in conflict resolution</p>	
<p>4. Work effectively in a team leadership role demonstrating supervisory and mentoring skills that support the work of others in ELC settings</p>	<p>9 Delegate tasks to others, to include appropriate planning, identification of skills and strengths in others, review and management of any issues arising</p> <p>11 Use strategies to recognise and cope with stress, setback and workplace pressure</p>	<p>Gap</p>
<p>5. Use the appropriate skills and expertise necessary for research, report writing and use of technology to maintain ethics and integrity for both study and work-related practices</p>		<p>Gap</p>
<p>6. Lead on the delivery of good practice which illustrates knowledge and understanding of own role and responsibilities informed by current</p>		<p>Gap</p>

legislation, regulations and frameworks relevant to ELC settings		
Gaps in content. Credit shortfall. Cannot claim exemption.		

Stage 2 Modules	Mapped to:	Learning demonstrated or gap: comments
Advanced Professional Practice Placement in ELC (25 credits)	Work Practice 6N1947 (15 credits)	
1. Engage in advanced practices of professionalism underpinned by principles, observations and feedback from experienced practitioners required for education, training and employment in ELC	LO 10 Execute work practice duties and responsibilities in a professional manner ensuring respect and safety of colleagues and staff	Demonstrated
2. Demonstrate through reflective practice individually and collectively the required competence, values, attitudes and work practices to work effectively with babies, toddlers, young children and all other stakeholders in the ELC setting	11 Reflect on personal and professional work practices, to include feedback from senior staff or mentors and colleagues or team workers on individual performance, achievements, strengths and challenges 12 Review at own learning and progress and that of others within the workplace or team, to include identification of personal and professional skills, abilities and strengths, areas for development and opportunities for learning and career development within the vocational field.	Demonstrated
3. Demonstrate intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all stakeholders and the community while working in the ELC sector	6 Apply effective communication skills in communicating with colleagues, staff and external individuals or groups as required working autonomously or in a supervisory capacity	Demonstrated

<p>4. Work effectively in a team leadership role demonstrating supervisory and mentoring skills that support the work of others in ELC settings</p>	<p>8 Show judgement and initiative while working autonomously and or in a supervisory capacity, taking responsibility for own work and the work of others and allocating resources as required</p> <p>9 Contribute positively to the achievement of objectives and or targets in the workplace working autonomously and or with responsibility for the work of others</p>	<p>Demonstrated</p>
<p>5. Use the appropriate skills and expertise necessary for research, report writing and use of technology to maintain ethics and integrity for both study and work-related practices</p>		<p>Gap</p>
<p>6. Lead on the delivery of good practice which illustrates knowledge and understanding of own role and responsibilities informed by current legislation, regulations and frameworks relevant to ELC settings</p>	<p>3 Research the specific legislation and regulations relevant to the place of work and vocational context; including rights and responsibilities in relation to, health, safety and welfare at work, equality, employment and specific work and or vocational practices</p> <p>4 Evaluate the organisations internal and external policies and procedures ensuring appropriateness to current legislation and regulations</p>	<p>Demonstrated</p>
	<p>1 Evaluate the characteristics of the organisation or workplace, to include its status whether public, private, voluntary or other, size, organisational structure, mission and values, the workplace culture and management practices</p>	

	<p>2 Assess internal and external issues, challenges and trends affecting the workplace, to include as appropriate, local, national, global, team-based and cultural issues, and a personal response to the issues or challenges identified</p> <p>5 Execute a range of vocationally specific tasks and activities during a minimum 2 month work practice placement</p> <p>7 Allocate resources to analyse and solve routine and non-routine problems arising in the workplace</p>	
80% MATCHED in content. Credit shortfall. Cannot claim exemption.		

Stage 2 Modules	Mapped to :	Learning demonstrated or gap: Comment
Advanced Professional Practice Placement in ELC	Communications 6N1950	
1. Engage in advanced practices of professionalism underpinned by principles, observations and feedback from experienced practitioners required for education, training and employment in ELC		Gap
2. Demonstrate through reflective practice individually and collectively the required competence, values, attitudes and work practices to work effectively with babies, toddlers, young children and all other stakeholders in the ELC setting		Gap
3. Demonstrate intrapersonal, interpersonal and self-awareness skills in the management of relationships and interactions with all stakeholders and the community while working in the ELC sector	5 Utilise listening skills in a variety of roles and contexts, to include note-taking, receiving messages, taking minutes, reporting, summarising, paraphrasing	Demonstrated

	<p>6 Participate in formal and informal working groups, to include leading or facilitating, note-taking, summarising discussion, agreeing outcomes and action points</p> <p>10 Demonstrate vocal and interactive skills in personal and professional contexts, including an oral presentation, discussion, debate, meeting, interview and or job seeking skills and for the purposes of persuading, informing, advocating, regulating</p> <p>11 Work independently and or in a supervisory capacity, displaying qualities such as assertiveness, self-confidence, tact, diplomacy, empathy and patience</p>	
<p>4. Work effectively in a team leadership role demonstrating supervisory and mentoring skills that support the work of others in ELC settings</p>		<p>Gap</p>
<p>5. Use the appropriate skills and expertise necessary for research, report writing and use of technology to maintain ethics and integrity for both study and work-related practices</p>	<p>7 Use reading techniques to include skimming, scanning, reading for detail, for overview and analysing on a range of written material, including media texts, official documents, business communications, literary texts and technical and or vocational material</p> <p>8 Use drafting, editing and proofreading skills and the correct conventions of language usage including spelling, punctuation and syntax to produce formal written communications relevant to a particular vocational area, to include reports, correspondence, faxes, memos, minutes</p>	<p>Demonstrated</p>

	9 Use research skills to investigate relevant topics, to include use of effective study skills, research methodologies and enquiry techniques	
6. Lead on the delivery of good practice which illustrates knowledge and understanding of own role and responsibilities informed by current legislation, regulations and frameworks relevant to ELC settings	2 Evaluate in practical terms the elements of legislation that must be observed in a personal and or work context, to include health, safety and welfare at work and communications-related legislation, and the responsibilities that apply when working in a supervisory capacity	Demonstrated
65% MATCHED, Credit shortfall – cannot claim exemption by itself		

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Curriculum and Pedagogy

Minimum Intended Module Learning Outcomes Curriculum and Pedagogy (20 credits)	Mapped to: Early Childhood Literacy and Numeracy 6N1935 15 credits	Learning demonstrated or gap: comments
1. Utilise the current national curriculum and quality frameworks in both indoor and outdoor ELC environments	LO4 Guide children to practice their skills in a range of situations and for a range of purposes	Demonstrated
2. Lead planning and implementation of inclusive and diverse creative learning opportunities, grounded in theory, appropriate to children’s emerging interests in indoor and outdoor environments	LO3 Devise lesson plans to enrich literacy and numeracy	Gap = Inclusive and diverse creative learning Indoor and outdoor environments
3. Incorporate philosophical approaches in curricula, influencing pedagogical practices which contribute to inclusive, nurturing and child-centred environment	LO1 Examine the concepts, theories and principles underpinning the teaching and learning of literacy and numeracy in a specific ECCE setting LO2 Evaluate the theoretical approaches and models that explain language and number acquisition in a specific ECCE context	Gap= Literacy and numeracy content too specific
4. Collaborate in the design of supportive learning environments in both the indoors and outdoors, contributing to children’s play-based and social learning opportunities	LO5 Assess a range of resources to support children’s language and number acquisition O6 Assess how the environment promotes development of concept formation and abstract logical reasoning	Gap= Literacy and numeracy content too specific
5. Lead in the process of reflective practice individually and collectively to support the role of the adult, curriculum and pedagogical practices	LO8 Appraise own range of specialise skills and those of colleagues in meeting the literacy and numeracy needs of the child in an ECCE setting LO9 Evaluate own needs at a personal and professional levels and assist others in identifying learning needs	Gap= LO8 Literacy and numeracy content too specific
60% match – will work alongside Early Childhood Curriculum		

Credit shortfall – cannot claim exemption

Minimum Intended Module Learning Outcomes Curriculum and Pedagogy (20 credits)	Mapped to: Early Childhood Curriculum 6N1944 (15 credits)	Learning demonstrated or gap: comments
1. Utilise the current national curriculum and quality frameworks in both indoor and outdoor ELC environments	LO5 Promote learning contexts which support children’s well-being, identities and belonging consistent with relevant legislation and national practice guidelines	Demonstrated
2. Lead planning and implementation of inclusive and diverse creative learning opportunities, grounded in theory, appropriate to children’s emerging interests in indoor and outdoor environments	LO5 Promote learning contexts which support children’s well-being, identities and belonging consistent with relevant legislation and national practice guidelines LO6 Lead curriculum implementation in a variety of situations both indoor and outdoor	Gap - creative learning opportunities not explicit here
3. Incorporate philosophical approaches in curricula, influencing pedagogical practices which contribute to inclusive, nurturing and child-centred environment	LO1 Critically reflect on the contributions of a range of early childhood educational theorists to pedagogical practice LO2 Assess a range of early childhood programme models and approaches and their implementation LO5 Promote learning contexts which support children’s well-being, identities and belonging consistent with relevant legislation and national practice guidelines	Demonstrated
4. Collaborate in the design of supportive learning environments in both the indoors and outdoors, contributing to children’s play-based and social learning opportunities	LO5 Promote learning contexts which support children’s well-being, identities and belonging consistent with relevant legislation and national practice guidelines	Demonstrated

	LO6 Lead curriculum implementation in a variety of situations both indoor and outdoor	
5. Lead in the process of reflective practice individually and collectively to support the role of the adult, curriculum and pedagogical practices	LO7 Evaluate personal and professional learning and that of others linking curriculum theory to practice and assessment LO8 Reflect on own attitudes, values and beliefs and their impact on the learning environment.	Demonstrated
90% matched and will work well alongside Early Childhood Literacy and Numeracy or Early Learning Environment CREDIT SHORTFALL, cannot claim exemption on its own		

Minimum Intended Module Learning Outcomes Curriculum and Pedagogy (20 credits)	Mapped to: Early Learning Environment 6N1933 (15 credits)	Learning demonstrated or gap: comments
1. Utilise the current national curriculum and quality frameworks in both indoor and outdoor ELC environments	LO4 Prepare learning opportunities for children in order to develop independence and responsibility LO5 Provide opportunities for children to develop their logical thinking, concept formation and creativity LO7 Select and apply appropriate routines that help children to feel valued, respected, empowered, cared for and included LO8 Manage meaningful activities that are suited to children's individual needs and connect with their experiences and interests in the natural environment	Demonstrated
2. Lead planning and implementation of inclusive and diverse creative learning opportunities,	LO4 Prepare learning opportunities for children in order to develop independence and responsibility	Demonstrated

grounded in theory, appropriate to children’s emerging interests in indoor and outdoor environments	LO5 Provide opportunities for children to develop their logical thinking, concept formation and creativity LO7 Select and apply appropriate routines that help children to feel valued, respected, empowered, cared for and included LO8 Manage meaningful activities that are suited to children’s individual needs and connect with their experiences and interests in the natural environment	
3. Incorporate philosophical approaches in curricula, influencing pedagogical practices which contribute to inclusive, nurturing and child-centred environment	LO2 Consider the relevance of theoretical and conceptual perspectives in explaining the influence of the learning environment and children’s holistic development	demonstrated
4. Collaborate in the design of supportive learning environments in both the indoors and outdoors, contributing to children’s play-based and social learning opportunities	LO1 Identify the range and nature of environmental influences that impact on the holistic development of children LO4 Prepare learning opportunities for children in order to develop independence and responsibility	Demonstrated
5. Lead in the process of reflective practice individually and collectively to support the role of the adult, curriculum and pedagogical practices	LO9 Identify own learning needs at a personal and professional level and assist others in identifying learning needs	Demonstrated
95% matched in content, inclusion not explicitly expressed CREDIT SHORTFALL, cannot claim exemption on its own		

Sociology and Social Policy

Minimum Intended Module Learning Outcomes Sociology and Social Policy (15 FET credits)	Mapped to: Childhood Social, Legal and Health Studies 6N1945 15 credits	Learning demonstrated or gap: comments
1. Explore concepts of sociology that impact on the lives of children and their families	LO1 Evaluate a range of factors influencing and impacting on children's health and wellbeing to include family structure, community, culture, education, health, social services and social status	Demonstrated
2. Consider the role of social policy and its influence on children, their family and the ELC sector	LO5 Examine national and international social policy and how it impacts on the wellbeing of children and families	Demonstrated
3. Demonstrate knowledge of legislation, regulations, frameworks and guidelines that influence and impact on standards and practices in ELC settings and society	LO3 Assess statutory regulations and national practice guidelines, which relate directly to and impact on early childhood care and education settings LO8 Devise a range of policies and procedures relevant to ECCE settings, ensuring adherence to legislation and national practice guidelines LO10 Evaluate the relevance of policies and procedures which safeguard children within ECCE settings	Demonstrated learning must be up-to-date
4. Examine children's rights from a national and international perspective to promote education and care of children and families in ELC settings	LO5 Examine national and international social policy and how it impacts on the wellbeing of children and families	Demonstrated
5. Apply knowledge of current child protection legislation, guidelines and mandated responsibilities of all stakeholders in relation to professional practice	LO2 Evaluate child protection guidelines in relation to the protection of children and staff LO7 Implement procedures for dealing with specific child protection issues	Demonstrated
90% matched in content. Learner will need to do Children First e-learning		

The Developing Child

Minimum Intended Module Learning Outcomes The Developing Child (20 FET credits)	Mapped to: Child Development 6N1942 (15 FET credits)	Learning demonstrated or gap: comments
1. Critically reflect on child development theories and their application to inform practice and professional development	LO1 Critically reflect on child development theories and their application on ECCE practice	Demonstrated
2. Analyse the influence of genetic, family, social, cultural, and environmental factors on the holistic development of the child	LO2 Explore the effects of a range of genetic, social, cultural and environmental factors on the holistic development of the child	Demonstrated
3. Investigate a range of approaches utilised in supporting children’s behavioural skills	LO3 Research a range of theoretical perspectives in the field of behaviour management in support of the holistic development of the child	Demonstrated
4. Assess children’s holistic development using appropriate observation and assessment methods in line with national frameworks	LO5 Organise a variety of detailed observations in support of programme planning for individual and groups of children using a range of tools	Demonstrated
5. Develop inclusive and developmentally appropriate learning experiences to support the child’s holistic development in line with regulatory requirements and national frameworks	LO4 Select from a range of specialised skills to meet the needs of parents, children, colleagues and other stakeholders in an ECCE setting in the context of legislation and national practice guidelines LO6 Evaluate personal and team practice in meeting child development needs in an ECCE setting	Demonstrated not explicitly mentioning inclusive learning experiences
95% met in content. CREDIT SHORTFALL, cannot claim exemption on its own		

Inclusive Early Learning and Care

Minimum Intended Module Learning Outcomes Inclusive Early Learning and Care 15 credits	Mapped to: Equality and Diversity in Childcare 6N1974 (15 credits)	Learning demonstrated or gap: comments
1. Critically evaluate how inclusive best practice in ELC is informed by frameworks, guidelines, national and international legislation	LO1 Critically reflect on equality and diversity concepts as relevant to National and International contexts	Demonstrated
2. Analyse relevant theories, skills, and processes relevant to inclusive practice	LO2 Evaluate the approaches to diversity education in relation to meeting standards and best practice guidelines	Demonstrated
3. Lead the provision of inclusive and developmentally appropriate experiences and strategies to support All children including children with additional needs or who are dual language learners or who are new to the community in the ELC setting	LO6 Proof an ECCE curriculum which supports the children's goals of the anti-bias approach in line with best practice guidelines LO7 Identify barriers to play, learning and participation from an equality and diversity perspective LO8 Devise mechanisms for reducing discriminatory attitudes and practices and institutional barriers LO9 Lead an audit of the ECCE setting, the environment, its policies and procedures and materials pertaining to equality and diversity LO10 Critically evaluate the importance of having an equality approach in an ECCE setting	Demonstrated
4. Reflect on values, attitudes, experiences, perceptions of equality, diversity and inclusion to support self and others to promote an inclusive culture and best practice in ELC	LO11 Reflect on own attitudes, values, beliefs and assumptions and their impact in relation to equality and diversity issues when working with children, families and team members	Demonstrated
MIMLOs met		

Minimum Intended Module Learning Outcomes Inclusive Early Learning and Care 15 credits	Mapped to: Special Needs Assisting 6N1957 15 credits	Learning demonstrated or gap: comments
1. Critically evaluate how inclusive best practice in ELC is informed by frameworks, guidelines, national and international legislation		Gap = LO not matched
2. Analyse relevant theories, skills, and processes relevant to inclusive practice	LO3 Examine relevant theories, skills and processes relevant to curriculum implementation	Gap- too specific to additional needs and mainstream curriculum
3. Lead the provision of inclusive and developmentally appropriate experiences and strategies to support All children including children with additional needs or who are dual language learners or who are new to the community in the ELC setting	LO5 Organise learning opportunities in order to promote independence and responsibility LO 9 Manage meaningful activities that are suited to people’s needs and connect with their experiences and interests in the learning environment LO 11 Provide assistance in the provision of education and care for individuals that present with special educational needs	Gap- too specific to additional needs and mainstream curriculum
4. Reflect on values, attitudes, experiences, perceptions of equality, diversity and inclusion to support self and others to promote an inclusive culture and best practice in ELC	LO 12 Reflect on own attitudes, values , beliefs and assumptions in relation to working with and on behalf of people who present with disabilities	Gap- too specific to additional needs
One MIMLO not met. Other MIMLOs partially met. SNA module focus is on school age childcare and disability		

Supervision and Administration in Early Learning and Care

Minimum Intended Module Learning Outcomes Supervision and Administration in Early Learning and Care 25 credits	Mapped to: Supervision in Early Childhood Care 15 credits	Learning demonstrated or gap: comments
1. Analyse models of supervision and their relevance to staff roles and responsibilities in ELC settings	LO1 Evaluate the key concepts, principles and practice in leadership, supervision and or line management within the ECCE setting	Demonstrated
2. Implement strategies for inclusive and democratic practices to promote stakeholder partnership and communication in providing ELC	LO4 Select processes to motivate and support team members in achieving agreed actions LO5 Develop strategies for overcoming barriers to effective supervision, to include recognition of common challenges and problems when working with individuals and teams, and identification of possible resolutions LO6 Implement a range of organisational policies and procedures in an ECCE setting ensuring adherence to best practice and guidelines LO9 Supervise a team in an ECCE setting, to include agreeing a plan and or actions and monitoring and evaluation of progress	Demonstrated
3. Examine the legal requirements of inspection reports and associated responsibilities required for implementing practices, procedures and review in relation to the safety and wellbeing of all stakeholders		Gap
4. Review current employment legislation and best practice in relation to recruitment and employment of staff in line with regulatory requirements		Gap
5. Examine the role of ELC professional support organisations and identify the operational		Gap

function of various funding schemes for the ELC sector		
6. Contribute to the community of practice through self & group reflection, positive role modelling, mentoring and supporting others to improve early learning and care provision in ELC settings	LO10 Critically reflect on own attributes and skills as a supervisor, to include analysis of, time management, communication, organisational skills and achievement of objectives LO11 Evaluate learning and or training needs of the team, implementing training plans in line with organisational objectives	Demonstrated
Two MIMLO's not met. Administration elements not met. Shortfall in credits.		

DRAFT