

Programmatic Review of the Faculty of Business & Humanities 2016 Phase 2: Programme Review Implementation Report

SCHOOL: School of Humanities

DEPARTMENT: Department of Sport, Leisure & Childhood Studies

DATE: April 19 - 20th 2016

PROGRAMMES SUBMITTED FOR REVIEW

Major Awards

BA in Early Years Education

BA (Hons) in Early Years Education

BA (Hons) in Montessori Education

PROGRAMME REVIEW PANEL MEMBERSHIP

Kathryn O’Riordan, Cork City Childcare Company (Chair)

Professor Francis Douglas, UCC

Dr. Mary Moloney, Mary Immaculate College

Dr Mary Daly, Independent Early Years Advisor

Dr. Tom O’Mahony, Dept. of Electrical & Electronic Eng., CIT.

Progress to Date

1. Module moderators report for 50 modules with the Department since June. Draft modules assigned to the Head of Department in Akari is 106.
2. Panel report with the Department since June.

Issues

3. Decision regarding developing and offering Year 1 and 2 of the Montessori degree requires IEB approval. Implications for our relationship with FETAC partners as well as additional resource requirements.
4. Table overleaf shows the nature of the changes proposed for the Early Years programme stream. The panel report recommends further changes. This volume of change far exceeds what would typically be allowed through a re-validation process. The department needs to consider whether the nature of the graduate and their associated knowledge, skills and competences has changed to such an extent as to require that the revised programme be considered a new programme with a revised title. Furthermore, it is difficult to see how existing students could be transitioned into the new programme structure and how legacy or repeat students could be accommodated.

Draft Summary of Proposed Changes for Early Years stream taken from Panel Report

Modules Removed	Modules Redeveloped and/or Re-titled	New Modules	
<p>Y1 Child Pedagogy Y1 Placement Y! Theatre Production Y1 An Gaeilge Y1 Free Choice Y2 Child Pedagogy (second stage) Y2 Childhood Behavioural Disorder Y2 Health and Nutrition Y2 Social Policy Y2 Free Choice Y3 Inclusion: Equality & Diversity Y3 ECCE Groupwork Y3 Child Pedagogy (third stage) Y3 Comparative Social Policy Y3 RITE (elective) Y3 Early Education and the Law (elective) Y3 Research Skills (Introduction) Y4 Early Years Educational Research Design Y4 Out of School Care (advanced) Y4 Therapeutic Applications Y4 Multicultural Education Y4 Kodaly-Inspired Education (elective) Y4 Early Childhood Intervention (elective)</p>	<p>Exercise & Play becomes Physical Activity & Movement Sociology becomes Sociological Perspectives Child Health and Development becomes Child Health & Well-Being Introduction to Creative Arts becomes Process-Led Creative Arts Early Education Legislation is redeveloped as Civil Aspects of Child Law Creative Arts 2 is re-designated Learning Through the Arts Prof & Per Dev (Second Stage) is redeveloped as PPD: Intermediate Educational Psychology is renamed Educational Psychology in ECEC Business, Law and HR has been redeveloped as Management and Business Law. Create Arts 3 has been redeveloped as Arts in an Emergent Curriculum Professional Dev (Third Stage) has been redeveloped as PPD: Advanced Y4 Research Dissertation is retitled Research Dissertation in ECEC Administration and Finance is redeveloped as Enterprise for ECEC</p>	<p>Creative and Critical Thinking Play and Learning Inclusion: Equality & Diversity (1st year version) Extended Placement (2nd Year) Inclusion: Additional Needs Placement (20 credits) (2nd Year) Understanding ECEC Settings (10 credits) ICT & Learning Curriculum & Assessment Outdoor Learning in ECEC Literacy and Numeracy in ECEC Inclusion: Supporting EAL Research Skills in ECEC (intermediate) Children's Rights in ECE (elective) Out of School Care (intermediate) Y4 Placement: Reflective Practice (20 credits) Y4 Research to Practice in ECEC (10 credits) Y4 PPD: Leadership in Practice Y4 Early Childhood Social Policy Y4 Child Health and Nutrition Y4 An Gaeilge (advanced)</p>	<p><u>Elective to Mandatory</u> Adapted Physical Activity <u>Mandatory to Elective</u> Business, Law and HR Out of School Care Administration and Finance</p>

REQUIREMENTS

Item No	Panel Finding	Institute or Departmental Response	Progress to Date	Registrar's Office
1	Modules moved from earlier years need to be substantially changed to develop the L8 graduate. This necessitates that they become new modules.	In the final iteration of the Revised Programme, there are minimal examples of such module movement. In each case, these modules have been substantially changed to develop the L8 graduate.	Completed	
2	Modules in Year 4 should be at "Advanced" level.	All Year 4 modules are at the 'Advanced' level	Completed	
3	A much higher percentage of the module LO's must appear at the upper ends of an appropriate taxonomy of learning outcomes (cognitive, affective, etc).	All module LO's are presented at the upper ends of an appropriate taxonomy of learning outcomes.	Completed	
4	BA in Early Years Education: Derogation from Free Choice needs to be sought for Sem 2 and Sem 3. BA (Hons) in Montessori Education: Derogation from Free Choice needs to be sought for Sem 5.	Derogation has been sought in each case, both of which are directly related to the Placement component of each respective programme.	Completed	

RECOMMENDATIONS

Item No	Panel Finding	Institute or Departmental Response	Progress to Date	Registrar's Office
5	Priority: 1st and 2nd year of the Montessori degree should be offered at CIT to ensure the quality and coherence of the programme. Current pathways onto the programme should be maintained. In developing this programme, recommendations regarding the purpose of the programme, child development (0-3 year group) and the development of core themes within the programme discussed below need to be reflected on.	Once the EYE Programmatic Review Process is finally complete, work will commence on the proposed design of a 4-Year Level 8 Montessori Education Programme. This new programme will clarify the purpose and employment opportunities of the award; have a clear focus on the birth to 3 year age group and address further core themes as recommended.	Ongoing	
6	Priority: re-consider the most important stage of childhood – birth to three age group - within the BA in Early Years Education programme. Very few of the learning outcomes seem to specifically target this age group.	The 'birth to 3' age group now features more prominently within the BA in Early Years Education programme including several learning outcomes specifically targeting this age group across a range of modules (e.g. 'Playful Learning: Birth-Three' & 'Child Growth & Development').	Completed	
7	Priority: BA and the BA (Hons) in Early Years Education, consider making at least one management-related module mandatory to support stated programme outcome.	There are now two mandatory management-related modules Sem. 6: Management to Practice in ECEC (10 ECTS) and Sem. 7: Enterprise for ECEC (5 ECTS)	Completed	
8	Priority: BA (Hons) in Montessori Education, programme team need to reflect on the purpose of the programme and what graduates are qualified to do. Currently, there is ambiguity in relation to employment opportunities following completion of the programme.	In relation to the purpose of the programme (see comment on item 5 above) the revised programme will address these concerns and clarify the graduate employment and further education opportunities.	Ongoing	
9	Priority: BA (Hons) in Montessori Education With regard to the organisation of the programme, a more holistic approach should be adopted in which child development, age groups, philosophy and teaching methods are integrated throughout the degree	The planning and development of the proposed new BA (Hons) in Montessori Education programme will certainly take cognisance of this recommendation.	Ongoing	
10	Priority: The Dept. should consider developing a research centre/hub for Early Years Education within CIT. There is no such centre in Ireland at present. The aim would be to develop CIT as a centre of excellence which would be internationally recognised (like Reggio Emilia in Italy or Project Zero in Harvard). Existing staff could collaborate with research fellows to support this. Such a centre could provide important support and context for research components of the Early Years programme. In turn, the undergraduate programme could provide a cohort of Masters and PhD students, which should be strongly encouraged.	There has been an increased emphasis on the research domain in EYE in the last 12-24 months with 1 student currently writing up her Master's Thesis in addition to 1 new Master's Student who is registering for her studies in the coming weeks. Furthermore, along with the 3 FT Staff with PhD's in this area, there are 3 more undertaking their Doctoral Studies with expected completion dates in the near future. This will strengthen the proposal to develop a Research Centre in the area of Early Years Education.	Ongoing	
11	Disadvantage and inclusion feature more prominently in the proposed BA (Hons) in Early Years	Disadvantage and inclusion now feature more prominently in the proposed BA	Completed	

	Education. The panel suggest that the new model of inclusion, launched in November 2015 be embedded in the revised programme.	(Hons) in Early Years Education with a suite of inclusion modules [Sem 2: Equality & Diversity; Sem 3: Additional Needs, Sem 5: Adapted Physical Activity and Sem 8: Partnerships; as well as being embedded in other modules including Sociology & Early Childhood Social Policy.										
12	Play as a mechanism for learning within the quality frameworks could be more fully defined in the proposed BA (Hons) in Early Years Education.	Play as a mechanism for learning now features in the learning outcomes and indicative content of a number of modules such as Creative & Critical Thinking; Curriculum & Assessment; Developmental Psychology; Playful Learning: Birth-Three; Process-Led Arts; Learning through the Arts; Physical Activity and Movement; Educational Psychology in ECEC; ICT & Learning in ECEC; Adapted Physical Activity; Outdoor Learning Through Play; Literacy & Numeracy in ECEC; and Arts in an Emergent Curriculum;	Completed									
13	The panel acknowledges the thought, time and effort that the team have invested in re-organising the BA (Hons) in Early Years Education programme to accommodate the placement modules. The scope of this change is extensive (Section A 1 & 2). However, in places, the progression and development of thematic areas and content needs to be re-considered. The panel would suggest that the Model Framework for Training and Professional Development in the Early Childhood Care and Educational Sector (Dept. of Justice, quality and Law Reform, 2002) might be considered as a mechanism to identify and review core themes within both programmes (0-6yr age groups). For each theme within this framework, the programme team might reflect on how learning progresses from broad, general concepts to narrow or more specific areas. Within a thematic area, modules need to build on prior ones. Within each theme, are the constituent modules predominantly theoretical, practical or do the combine an equal mix of theory and practice? The panel believe that Aistear, Siolta and the Practice Guide should be introduced in Semester 1 and weaved through modules throughout the four years. They are key frameworks for students. It is important to ensure that modules considered essential by the Dept. of Children and Youth Affairs are encompassed.	<p>Areas of core knowledge and skills delineated in the Model Framework for Education, Training and Professional Development in the Early Childhood Care and Education Sector (2002) have been embedded in the programme. National frameworks including Siolta and Aistear as well as the Practice Guide are introduced in Semester 1 (Module: Curriculum & Assessment). Key National Frameworks are weaved through modules throughout the 4 years and this is clearly documented in Learning outcomes, Indicative content and Assessment. In addition, learning progresses from broad, general concepts to narrow and more specific areas incorporating a balance between theory & praxis.</p> <p>Examples:</p> <table border="1"> <thead> <tr> <th>Areas of Core Knowledge & Skills (Model Framework 2002)</th> <th>Example of Programme Modules</th> </tr> </thead> <tbody> <tr> <td>Child Development</td> <td>Sem 1: Developmental Psychology Sem 2: Child Growth & Development Sem 3: Educational Psychology</td> </tr> <tr> <td>Personal & Professional Development</td> <td>Sem 1: Pers & Prof Dev: Fundamental Sem 3: Pers & Prof Dev: Intermediate Sem 4 Placement: Skills & Competencies Sem 6: Pers & Prof Dev: Advanced Sem 7: Placement: Reflective Practice</td> </tr> <tr> <td>Social Environment</td> <td>Sem 1: Creative & Critical Thinking Sem 2: Process Led Arts</td> </tr> </tbody> </table>	Areas of Core Knowledge & Skills (Model Framework 2002)	Example of Programme Modules	Child Development	Sem 1: Developmental Psychology Sem 2: Child Growth & Development Sem 3: Educational Psychology	Personal & Professional Development	Sem 1: Pers & Prof Dev: Fundamental Sem 3: Pers & Prof Dev: Intermediate Sem 4 Placement: Skills & Competencies Sem 6: Pers & Prof Dev: Advanced Sem 7: Placement: Reflective Practice	Social Environment	Sem 1: Creative & Critical Thinking Sem 2: Process Led Arts	Completed	
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Social Environment	Sem 1: Creative & Critical Thinking Sem 2: Process Led Arts											

		<p>Sem 3: Learning Through the Arts</p> <p>Sem 6: Arts in an Emergent Curriculum</p> <p>Sem 1: Sociology: Child in Context</p> <p>Sem 8: Early Childhood Social Policy</p> <p>Sem 2: Inclusion: Equality & Diversity</p> <p>Sem 3: Inclusion: Additional Needs</p> <p>Sem 8: Inclusion: Partnerships</p>		
	Education & Play	<p>Sem 1: Curriculum & Assessment</p> <p>Sem 2: Playful Learning: Birth to 3years</p> <p>Sem 5: Literacy & Numeracy</p> <p>Sem 5: Outdoor Learning Through Play</p> <p>Sem 6: Out of School Care</p> <p>Sem 3: Physical Activity & Movement</p> <p>Sem 5 Adapted Physical Activity</p>		
	Health, Hygiene, Nutrition & Safety:	<p>Sem 2: Child Growth & Development</p> <p>Sem 3: Child Health & Nutrition</p> <p>Sem 5: Holistic Health</p>		
	Communication, Administration & Management	<p>Sem 1: CIT Module</p> <p>Sem 2: Early Childhood Law</p> <p>Sem 5: Management & Business Law</p> <p>Sem 6: Civil Aspects of Child Law</p>		

14	While the BA (Hons) in Montessori Education is professionally recognised by the Early Childhood sector, it is no longer professionally recognised by the Teaching Council. The panel would suggest that consideration be given to seeking MACTE recognition for the Montessori programme. If successful, it would enable graduates to teach in Montessori schools in the USA and Canada. Closer links with other providers of Montessori programmes might help in this regard.	The planning and development of the proposed new BA (Hons) in Montessori Education programme will certainly take cognisance of this recommendation.	Completed

Module Recommendations

Item No	Panel Finding	Institute or Departmental Response	Progress to Date	Registrar's Office
15	Re-consider the need for the module "Research to Practice in ECEC" on the BA (Hons) in Early Years Education programme.	The inclusion of this module was reconsidered by the programme team and it was decided that the learning outcomes for this module are substantially covered elsewhere and so this module will now be omitted from the proposed programme.	Completed	
16	In relation to the BA and BA (Hons) in Early Years Education, consider the provision of industry specific accredited skill courses e.g. first-aid, manual handling, food safety. From a safety and legal perspective, it might be important that students complete some of this training prior to going on work placement.	Students are provided with the opportunity to participate in industry specific accredited skill courses in areas such as (1) First Aid (both 'Paediatric First Aid' and 'Occupational First Aid') and (2) Manual Handling from external agencies. Students also complete a module in Semester 2 'Child Health & Nutrition'. This module covers food safety and also offers students core skills in practical food preparation and cooking aimed at meeting the dietary needs of children from birth.	Completed	
17	Montessori students need to have their role within the primary school classroom clarified when undertaking placements.	The role of Montessori students within the primary school classroom is comprehensively covered in the Montessori Internship module and the role is also included in the Placement Handbook which is disseminated to all students and schools.	Completed	
18	Re-consider the need for the module "Understanding ECEC Settings" on the BA in Early Years Education.	The inclusion of this module was reconsidered by the programme team and it was decided that the learning outcomes from this module are substantially covered across a number of other modules so this module has been removed from the proposed programme.	Completed	
19	It would be the panel's view that the current level of placement supervision would not meet the requirements of either the Teaching Council or MACTE. The panel would suggest that this be reviewed in the context of gaining professional recognition for the BA (Hons) in Montessori Education.	This degree is currently undergoing substantial revision and the placement supervision will be reviewed throughout this process in line with MACTE requirements.	Ongoing	
20	It is important that literacy and numeracy is embedded throughout other modules like play, the learning environment, etc.	Literacy and numeracy is now embedded in a number of modules including Curriculum & Assessment; Playful Learning: Birth to 3; Inclusion: Additional Needs; ICT & Learning in ECEC; and Outdoor Learning in ECEC	Completed	
21	The focus on the arts in the BA and BA (Hons) in Early Years Education programme is superb. It is important to connect and integrate these modules to different curricula and also emphasise what it does for children (supports their well-being, communicating, exploring and thinking). It is also important to extend this curriculum to support the birth to three age group.	A Transdisciplinary approach is applied in this context which enables a solid integration of the arts across different curricula. There is a focus on Inquiry Based Learning across this suite of modules which works under the National Guidelines & Curriculum Frameworks & clearly identifies how the arts support the well-being, communication and exploration of the child. The 'birth to 3' age group now features prominently across all three modules.	Completed	
22	In relation to the BA in Early Years Education, the panel suggest that the historical context	The historical context and background of ECCE in Ireland will be introduced in	Completed	

	and background of ECCE in Ireland should be introduced in semester 1 and that it should be used to familiarise students with an understanding of ECCE settings.	Semester 1 in the 'Sociology: Child in Context' module.		
23	The programme team should consider the use of IT platforms (e.g. Mahara) to develop reflective diaries during placement. These should be reviewed regularly and feedback, with indicative or partial grades, provided to students once a month. This would ensure greater oversight of, and support for, learning during placement.	The Programme Team is reviewing available platforms to facilitate integrated practice while on placement. It is envisaged that when students are on block placement, there will be a greater level of interaction and feedback via ICT platforms.	Ongoing	
24	Address issues arising from Module Moderator's report of reviewed modules. Department should also examine and amend, if necessary, modules either not submitted or not reviewed by the Module Moderator in light of feedback received on reviewed modules.	This has been addressed on a module-by-module basis	Completed	