

BA (Ord) Early Childhood Studies

Educational Qualifications Recognised Globally

Since 1981, Portobello Institute has been educating professional practitioners for the early years sector. Awarded at level 7 by London Metropolitan University, this degree has been researched to develop the specific knowledge and skills needed by early years practitioners.

Recognition of Prior Learning

This course has been designed to offer advanced entry to holders of QQI level 6 ECCE Major award, Montessori teaching or equivalent.

Further Study

BA (Hons) Early Childhood Studies

Next Start Date:

28/02/2019



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Exploring Early Childhood Studies.

The role of the early childhood practitioner is changing and in Ireland today, the need is for well qualified practitioners working with children and their families across all sectors; play, care, education and health. The implications of play, development and learning for children aged 0 – 6 years in an early childhood settings is the focus of this course. The course draws on a range of disciplines from psychology, sociology and social policy to education and health. A range of perspectives are considered including children's rights, their health and well-being, pedagogical and curriculum approaches and implementing equality, diversity and inclusion in modern Irish early childhood settings.

Whom is the programme suited to:

This programme is aimed at those, working in the early years sector or working directly with children and families, seeking to develop their skills and knowledge to degree level. There is a strong focus throughout this course, on the link placed between the academic theory and the practice skills needed with value given to the holistic development of a professional early childhood practitioner.



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Learning Outcomes

Challenging Inequalities in Early Childhood

- Describe and analyse the ways in which inequalities may impact on babies, young children, families and staff within the early years setting.
- Examine and evaluate their own practice in addressing inequalities and ensuring access to the full curriculum for all children.

Communicating in Multilingual Contexts

- Describe, analyse and constructively critique current research and theories of language acquisition and communication in children from birth to six years old
- Identify and discuss the ways in which children may be supported in the development of their first language whilst acquiring English
- Plan, execute and evaluate practice and provision that effectively addresses linguistic and symbolic diversity

Approaches to Pedagogy and Curriculum

- Critically analyse aspects of early childhood curricula in relation to theories of learning and pedagogy and relate this to practice in their settings. Describe, analyse and constructively critique a range of perspectives on early childhood education in this and some other countries
- Articulate the practitioner's role in planning and implementing a broad and balanced, child-centred curriculum indoors, outdoors and beyond the early childhood setting

Personal, Social, Emotional Development Matters

- Describe, analyse and constructively critique theories of the personal, social, cultural and emotional development of babies and young children, drawn from the research of developmental psychologists and others. Justify the crucial importance of this area of development and its impact on long term learning
- Critically evaluate provision and practice and how it impacts on the development and well-being of babies and young children. Discuss historical and current social policies that relate to young children's well-being and the care and education of babies and young children.

Leading Practice with Family and Professionals

- Discuss and evaluate the impact of their role in developing and leading effective practice
- Describe, analyse and constructively critique legislation, social policies, and research related to partnership between young children (0-6), parents and professionals
- Describe, analyse and constructively critique the theory and practice of leadership when supporting teams in promoting high quality provision

Reflective Practice and Professional Development

- Take initiative in observing, planning, delivering and reviewing their practice across the early years curriculum, taking account of children's diverse family and cultural backgrounds
- Demonstrate ability to plan and assess learning experiences and environments according to requirements of professional guidance and standards. Make critical connections between learning across modules within the professional context of early childhood studies.

Debating Children and Childhood

- Analyse different social constructions of childhood. Critically discuss *relevant* aspects of global, political, cultural, historical, and economic contexts of early childhood.
- Consider the impact of inequalities on young children's lives. Critically evaluate contemporary debates in relation to early childhood

Reading Research & Research Methods is a further module on this programme

A Unique Learning Journey for Every Student

We recognise every student learns at a different pace and in a different style. The delivery of this programme by blended learning with supported seminars allows students to create their own learning path with the support of module tutors via telephone, email, one-to-one tutorials and module seminars. We work in partnership with our students, supporting them to achieve their educational goals.

Tutor Support

Our programme management & tutor team consist of a combination of educational professionals and former early years practitioners. Their experience in both the sector and education affords our students the opportunity for guidance and assistance throughout their learning journey.

Assessments

The assessment for this degree is not exam based. Assessments vary from practice based assignments to lesson plans and reflective essays, all seeking to combine up to date and relevant theory with scenario-based learning and practical implementation.



Computer Capability

This is a blended learning course which means some of the programme is accessed through an online platform called weblearn. Everything required to complete this course is contained on this easy to navigate and use platform. Part of the first workshop is a tutorial on how to use the online platform and find information needed.

Students only need basic computer skills such as making an internet search and typing a word document to participate. Many of our students are concerned about their computer skills. Support from family members from the outset can help whilst building confidence and the basic computer skill needed.

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Qualification Gained & DCYA Recognition

This degree is awarded at level 7 on the NFQ and is recognised by the DCYA for higher capitation purposes

Entry Requirements

Entry on to this degree programme is by direct application to Portobello Institute. Applicants must hold a QQI level 6 ECCE major award or equivalent.

Course Structure & Duration

This programme is delivered over 14 months. There is a work-shop held at the commencement of each module. These workshops are designed to support students understand the requirements of the learning outcomes, the expectations of the assessment and meet their tutor for the module.

Locations

This level 7 degree programme is currently offered in Dublin and the following locations;

Carlow	Cork City
Gort, Co Galway	Navan, Co Meath
Roscommon Town	Thurles, Co Tipperary

Course Price

The cost of this level 7 degree programme is €3,295 & £230stg registration fee*

Easy Payment Plan

Students can avail of an easy payment plan as follows;

€900 booking deposit , 8 payments of €325 payable on 10th of each month commencing the month after the start date – total cost €3,500

*The registration fee of £230stg is due on the start date