

<b>Module Title:</b>	Regulation and Inspection in Early Childhood Education Wexford
<b>Language of Instruction:</b>	English
<b>Credits:</b>	5
<b>NFQ Level:</b>	7
<b>Module Delivered In</b>	<a href="#">2 programme(s)</a>
<b>Teaching &amp; Learning Strategies:</b>	A variety of teaching and learning strategies, including lectures, class discussions, and inspection report reviews will be used throughout this module. These will require active participation on behalf of learners to develop analytical and communication skills associated with Higher and Initial Professional Education. Independent learning will be supported with on-line learning materials through Blackboard which will deep students understanding of module aims and learning outcomes.
<b>Module Aim:</b>	The aim of this module is to enable students develop knowledge, practices, and values associated with the regulation and inspection of early childhood services in Ireland.
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Know the Irish Early Childhood regulation legislation and the Child and Family and Department of Education and Skills inspection frameworks
LO2	Critically consider the Irish Early Childhood inspection process
<b>Pre-requisite learning</b>	
<b>Module Recommendations</b>	
<i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
<b>Incompatible Modules</b>	
<i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Requirements</b>	
<i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

## Module Content & Assessment

Indicative Content
<b>Quality practice</b> Quality practice and the quality continuum, Quality practice as a Children's Right - Article 18, General comment 7 of the UN Committee on the Rights of the Child, article 29 and minimum standards
<b>Fundamentals of and strategies for regulation</b> Regulation and its purpose Regulation strategies – Meta-regulation and Regulatory Systems.
<b>Inspection legislation and policy</b> Childcare Act 1991 (Early Years Services) Regulations 2016; Overview of TUSLA inspection; Overview of the DES Early Years Education Inspection
<b>Inspection in practice</b> Reviewing the inspection process and analysing inspection reports for quality insights

Assessment Breakdown	%
Continuous Assessment	100.00%

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Multiple Choice Questions	On-line MCQ exam about regulation theory and Irish early childhood inspection systems	1	30.00	n/a
Project	Using published inspections, critically review the Irish early childhood inspection process in light of regulation theory and inspection guidelines	2	70.00	n/a

No Project

No Practical

No End of Module Formal Examination

**SETU Carlow Campus reserves the right to alter the nature and timings of assessment**

**Module Workload**

<b>Workload: Full Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	2.00
Independent Learning	Every Week	7.50
Total Hours		9.50

<b>Workload: Part Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	1.50
Independent Learning Time	Every Week	5.00
Total Hours		6.50

**Module Delivered In**

Programme Code	Programme	Semester	Delivery
CW_HWECE_B	<a href="#">Bachelor of Education (Honours) in Early Childhood Education and Practice</a>	5	Mandatory
CW_HWECE_D	<a href="#">Bachelor of Education in Early Childhood Education and Practice</a>	5	Mandatory