

Module Title:	Ethics, Equality and Early Childhood Practice
Language of Instruction:	English
Credits:	5
NFQ Level:	8
Module Delivered In	No Programmes
Module Aim:	To enable students to reflect critically on the moral values that are implicitly or explicitly appealed to in the practice of ECEC, and to enable them to think more clearly about the moral issues and dilemmas that arise in ECEC practice.
Learning Outcomes	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Critically analyse the central values that inform ECEC practice.
LO2	Explain some of the central ethical theories that attempt to give coherence to these values.
LO3	Evaluate codes of ethics used by ECEC professionals.
LO4	Apply moral values to the practice of ECEC.
Pre-requisite learning	
Module Recommendations <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
Incompatible Modules <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
Co-requisite Modules	
No Co-requisite modules listed	
Requirements <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

Introduction to Ethics

Definition of ethics; What are moral values? Core ECEC values

Ethical theorists

- The purpose of ethical theories - Moral pluralism / 'Intuitionism' - Utilitarianism - Deontological theories - Virtue ethics - Ethics of care - Contract ethics: John Rawls

Equality, Children's Rights and ECEC

The five dimensions of equality: respect and recognition; resources; love, care and solidarity; power; working and learning. - The UNCRC and ECEC practice

Professional ethics

• What are professional ethics? • The purpose and function of codes of ethics • Codes and professionalism • Codes of Ethics for ECEC profession

Approaches to ethical decision making in ECEC practice

• What is a moral dilemma? • Approaches to resolving moral dilemmas, e.g. ethical decision-making 'models'

Assessment Breakdown

	%
Continuous Assessment	100.00%

Continuous Assessment

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	n/a	1,2,3,4	100.00	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

Workload: Full Time		
Workload Type	Frequency	Average Weekly Learner Workload
Lecture	30 Weeks per Stage	1.00
Estimated Learner Hours	30 Weeks per Stage	1.67
Total Hours		80.00

Workload: Part Time		
Workload Type	Frequency	Average Weekly Learner Workload
Lecture	Every Week	0.50
Total Hours		0.50

