

**NURS N7003: Management & Business in the  
Early Years Sector (Level 7)**

Module Details	
Module Code:	NURS N7003
Full Title:	Management & Business in the Early Years Sector (Level 7) <b>APPROVED</b>
Valid From::	Semester 2 - 2020/21 ( February 2021 )
Language of Instruction:	English
Duration:	1 Semester
Credits::	7.5
Module Owner::	<ul style="list-style-type: none"><li>• Geraldine O'Connor</li><li>• Caroline McDonnell</li></ul>
Departments:	Nursing Midwifery & Early Years
Module Description:	The aim of this module is to provide students with a strong foundation of management theories & practices whilst exploring how these can be applied to early years settings. In addition, strategies & skills for the co-ordination of the effective operation of a sustainable, ethical and legislatively compliant Early Years setting will be examined and co-constructed.

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Apply relevant theories, functions & skills of management to deal with the co-ordination of a sustainable, ethical and legislatively compliant business of an early years' service.
MLO2	Develop technical skills to effectively manage budgets and daily operations and assess funding & financial mechanisms for the business.
MLO3	Employ the key functions, strategies & best practices of Human Resource Management & legislation in developing inclusive democratic and equitable practices while building a positive organisational culture within an Early Years context.
MLO4	Examine regulations, develop & implement innovative, evidence informed policies provision and practice to ensure compliance within a fast-changing landscape of the early years sector
MLO5	Organise & demonstrate the implementation of effective and democratic organisational structures and processes including appropriate and effective governance and management of the organisation.
Pre-requisite learning	
<b>Module Recommendations</b> <i>This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).</i>	
No recommendations listed	

Module Indicative Content
<b>Introduction to Management and Management Theories</b> Review historical perspectives of management. Outline the functions of management, to include planning, organising, staffing, leading, and controlling. Review skills, duties and responsibilities of room leaders, supervisors and managers. Act effectively in team roles and take responsibility for managing individuals and groups
<b>Key Functions of Management and Human Resource strategies</b> Evaluate the key functions of management, legislation and appropriate Human Resource Management strategies; planning, organising, staffing, financing, support & supervision; appraisal procedures and practice; Reflection on leading, managing, resourcing, and developing people skills for pedagogical leadership; Management approaches to mentor and support early years professionals in continuous professional development. Social responsibility, strategic corporate philanthropy, corporate governance, whistle blowing, business ethics and sustainability strategy
<b>Planning, Decision Making, Regulation and Policy for Quality Practice</b> Learners will demonstrate their understanding and knowledge of quality provision, regulation, inspection, organisational governance, structures and systems required to ensure the effective compliance with and the ethical strategic management of sustainable high quality Early Years organisations. Regulatory compliance including pedagogical paperwork. Planning process and identify effective means to strategic decision making, control and risk management. Comprehensive knowledge of Siolta, Aistear and other current policy directives will form the basis for this learning outcome. Organisational culture, diversity, equality, inclusion and change will be explored. Communicate information effectively, transfer one's knowledge and skills, and justify decisions, to specialists and non-specialists, and all other professionals and relevant stakeholders.
<b>Managing the Organisation's Interpersonal &amp; Cultural Environment</b> Effective communication lies in understanding the influence of perception, attitudes and developing communication techniques to both deliver the desired message and listen to the recipient. Explore and identify various human behaviours, interpersonal, subjectivity and intersubjectivity and its implications for the organisation and cultural environment. Group influences, group formation, group think, teams, work systems, managing change with a view to enhancing quality. Communication strategies and mechanisms in supporting communities of practice/learners. GDPR compliance in the Early Years setting.
<b>Funding/Financial Mechanisms and Programmes within ECCE</b> Assess the range of the funding/financial mechanisms and programmes available to the Early Childhood sector and the implications for the strategic business management plan. Explore the various grants, applications, budgets and financial viability of same. Exploring publicly funded business models and private and social enterprise models. Financial management awareness, appreciate importance of good financial management, key financial performance indicators, cash flow forecasting, pricing strategies, techniques for securing funding & fee payments

Module Assessment	
Assessment Breakdown	%
Course Work	70.00%
Practical	30.00%
Module Special Regulation	

## Assessments

Part Time On Campus			
Course Work			
Assessment Type	Portfolio	% of Total Mark	70
Marks Out Of	100	Pass Mark	40
Timing	n/a	Learning Outcome	1,2,3,4,5
Duration in minutes	0		
Assessment Description			
Professional Portfolio with content to include a variety of material to support a sustainable business plan, good governance & effective HR Management: e.g. proposed business plan (new set up or extended provision); process of recruitment, induction, support & supervision of staff, ensuring compliance with relevant legislation, regulation, policy and best practice			
No Project			
Practical			
Assessment Type	Practical/Skills Evaluation	% of Total Mark	30
Marks Out Of	100	Pass Mark	40
Timing	n/a	Learning Outcome	1,3,5
Duration in minutes	0		
Assessment Description			
Create and make presentation of a chosen area within HR Management/Leadership Skills and governance that can be role-played using various mediums to present same and include peer assessment			
No Final Examination			
Reassessment Requirement			
No repeat examination			
Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.			

## Module Workload

This module has no Full Time On Campus workload.

### Workload: Part Time On Campus

Workload Type	Contact Type	Workload Description	Frequency	Average Weekly Learner Workload	Hours
Lecture	Contact	This is predominately an online course, with some face to face delivery	Every Week	2.00	2
Directed Reading	Non Contact	Students are guided to materials that provide additional relevant	Once per semester	4.40	66
Independent Study	Non Contact	Student responsibility to organise and manage own study space and time and commitment to supplement classroom input with additional reading and interpretative reflection	Once per semester	10.00	150
				Total Weekly Learner Workload	16.40
				Total Weekly Contact Hours	2.00

## Module Resources

### Recommended Book Resources

Moloney, M. & Petterson, P.. (2017), Early Childhood Education Management: Insights into business practice and leadership., Routledge, London & New York.  
Aubrey, C.. (2007), Leading and Managing in the Early Years, SAGE Publications, London.  
Daly, M., Byers, E., & Taylor, W.. (2009), Early years management in practice., 2nd. Essex: Heinemann..  
Government of Ireland. (2019), First 5 A Whole of Government Strategy for babies, young children and families.

### Supplementary Book Resources

Armstrong, M.. (2008), How to Be an Even Better Manager., 7th. London: Kogan Page.  
Belbin, M.. (2010), Team roles at work., Routledge.  
Jablon, J., Donbro, A.L. and Johnsen, S.. (2016), Coaching with Powerful Interactions: A Guide for Partnering with Early Childhood Teachers., naeyc, Washington:.  
Moloney, M. & McCarthy, E.. (2018), Intentional Leadership for Effective Inclusion in Early Childhood Education and Care : Exploring Core Themes and Strategies, Routledge, [ISBN: 9781138092884].  
Robins, A. and Callan, S.. (2009), Managing Early Years Settings., SAGE Publications, London.  
Share M., Kerrins, L. Green, S.. (2011), Developing Early Years Professionalism, Children's Research Centre, Dublin.

### Supplementary Article/Paper Resources

Gotvassli, K. Å.. (2015), Management for Learning: Challenges in ECECs in Norway., Paper presented at the EECERA conference, Barcelona..

### Other Resources

Website, Tusla. (2021), Regulations & Quality Regulatory Framework,  
<https://www.tusla.ie/services/preschool-services/>  
Department of Education and Science. (2017), Siolta, The National Framework for Quality for Early Years., Government Publications.  
PDF document, DCYA. (2016), Equality, Diversity & Inclusion Charter & Guidelines for Early Childhood Care and Education, Dublin, Government Publications,  
<http://aim.gov.ie/wp-content/uploads/2016/06/Diversity-Equality-and-Inclusion-Charter-and-Guidelines-for-Early-Childhood-Care-Education.pdf>  
Website, Data Protection,  
<http://www.dataprotection.ie>  
National Council for Curriculum & Assessment (NCCA). (2009), Aistear, The National Framework for Curriculum for Early Years., Government Publications.  
Website, Workplace Relations,  
<https://www.workplacerelations.ie/en/>  
Website, Department of Children Equality Disability Integration & Youth,  
<https://www.gov.ie/en/organisation/departments-of-children-equality-disability-integration-and-youth/>  
Website, Governance Code,  
<http://www.governancecode.ie>  
Website, Health & Safety Authority,  
<http://www.hsa.ie>  
Website, Ibec for Irish Business,  
<http://www.ibec.ie>