

**The Further Education and Training Awards Council (FETAC)
was set up as a statutory body on 11 June 2001
by the Minister for Education and Science.
Under the Qualifications (Education & Training) Act, 1999,
FETAC now has responsibility for making awards
previously made by NCVA.**



Module Descriptor

Early Childhood Education

Level 5 D20007

September 2001

www.fetac.ie

Level 5 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie .
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin FETAC approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	Early Childhood Education
2	Module Code	D20007
3	Level	5
4	Credit Value	1 credit
5	Purpose	<p>This module is a statement of the standards to be achieved to gain an FETAC credit in Early Childhood Education. It is a mandatory module for the Level 5 Certificate in Childcare award.</p> <p>The module enables the learner to investigate the purpose and potential of play activities during children’s development from 0-6 years. It aims to promote good practice, equality of opportunity and respect for diversity in lifestyles, religion and culture in early years care.</p> <p>Course providers are responsible for the design of learning programmes which are consistent with the learning outcomes and appropriate to learners interests and needs.</p>
6	Preferred Entry Level	Level 4 Certificate or Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None.
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 understand the types and stages of play in child development</p> <p>8.2 understand the integrated nature of play and child development</p> <p>8.3 explore the benefits of play for children</p>

- 8.4 plan, implement and evaluate a range of play activities appropriate to different stages of children's development
- 8.5 understand the role and responsibility of the childcare worker when playing with children.

9 Units The specific learning outcomes are grouped into 3 units.

- Unit 1 Understanding Play**
- Unit 2 Play Activities**
- Unit 3 Toys Games and Play Equipment**

10 Specific Learning Outcomes

Unit 1 Understanding Play

Learners should be able to:

- 10.1.1 identify different types, stages and patterns of play for children from 0-6 years
- 10.1.2 outline the benefits of play in the overall development of the child
- 10.1.3 describe factors that influence the way children play
- 10.1.4 explore the changing patterns of play through different generations
- 10.1.5 encourage the exercise of individual choice among children at play
- 10.1.6 list the features of a supportive play environment
- 10.1.7 identify the role of the adult in the play environment
- 10.1.8 identify appropriate safety standards for the play environment
- 10.1.9 relate theory of play to the learner's own practice in childcare work.

Unit 2

Play Activities

Learners should be able to:

- 10.2.1** list a range of topics of interest to children from 0-6 years
- 10.2.2** devise a variety of play activities to include the following:
- Physical play
 - Manipulative play
 - Creative play
- 10.2.3** devise a variety of play activities to promote the following:
- Maths, literacy and science
 - Human and social learning
 - Music and movement
 - Information and communication technologies
- 10.2.4** evaluate a variety of play activities
- 10.2.5** demonstrate reading or storytelling techniques appropriate to different stages of development (0–6 years).

Unit 3

Toys, Games and Equipment

Learners should be able to:

- 10.3.1** describe a range of play materials and equipment suitable for children from 0-6 years
- 10.3.2** demonstrate how play materials and equipment assist in the overall development of the child (physical, cognitive, emotional, language and social development)
- 10.3.3** assess the value of a toy, game or piece of play equipment
- 10.3.4** demonstrate how to store and display a range of play materials and equipment
- 10.3.5** demonstrate the uses of displays or interest tables as a learning tool
- 10.3.6** identify a range of books available for children from 0-6 years
- 10.3.7** list a range of play materials and resources that can be used as aids with books or rhymes or stories.

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary	Assignments (2)	60%
	Skills Demonstration	40%

11.1 Assignments (2)

The internal assessor will devise two briefs that require candidates to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes.

The assignments may be presented in a variety of media, for example written, audio, video, graphic, visual or any combination of these. Any audio or video evidence must be provided on tape.

All assignments carry equal marks.

Assignment 1 - Play Activity

The brief for the first assignment will require candidates to devise a play activity for a group of children aged 0-6 years. In consultation with another adult in a supervisory role, candidates will plan, deliver and evaluate the play activity with the group of children.

Evidence for the assignment should include:

Planning

- record of consultation with adult in a supervisory role
- outline of the benefits to the child/group of children
- details of resources or materials required.

Implementation and Evaluation

- record (visual or written) of how the activity was implemented
- evaluation of the impact of the play activity on the group of children and future uses of the activity
- reflection on the candidate's role in the activity.

Assignment 2 – Critique of a Toy, Equipment or a Play Area

The brief for the second assignment will require candidates to select one of the above and develop a range of criteria by which the item will be assessed, for example:

- its value in relation to children’s development
- assembly, storage and safety considerations
- the role of the adult.

Using these guidelines, candidates will evaluate the uses and value of the chosen piece or area. Candidates should make recommendations as to whether the chosen piece/area should be changed/improved or not, giving their reasons.

11.2 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in oral presentation skills using one of the following techniques:

- poetry
- reading
- story telling

The following skill areas will be assessed:

Selection

The candidate will select an appropriate technique for an oral presentation to a child/group of children based on the following:

- benefits to the child/children
- age/developmental appropriateness.

Performance

The candidate will deliver an oral presentation of the selected technique to a child/group of children. The candidate will use visual aids and other resources to support the presentation. The candidate will provide taped or audiovisual evidence of the session.

Evaluation

The candidate will evaluate the oral presentation under the following headings:

- technique chosen
- visual aids/resources used
- value to the child/group of children
- personal learning.

The candidate will submit supporting documentation as part of the assessment.

12 Grading

Pass	50 – 64%
Merit	65 – 79%
Distinction	80 – 100%

Individual Candidate Marking Sheet 1		Early Childhood Education D20007 Assignments (2) 60%
---	---	---

Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Assignment 1		
Play Activity		
• comprehensive planning	10	
• effective implementation	10	
• detailed evaluation of the impact of the activity on the children	5	
• considered reflection on personal role in the activity	5	
Subtotal	30	
Assignment 2		
Critique		
• comprehensive list of criteria for assessing the item	10	
• detailed assessment of the item	10	
• considered recommendations for changes/improvements to the item	10	
Subtotal	30	
TOTAL MARKS	60	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

Individual Candidate Marking Sheet 2		Early Childhood Education D20007 Skills Demonstration 40%
---	---	--

Candidate Name: _____ **PPSN.:** _____

Centre: _____ **Centre No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
<ul style="list-style-type: none"> • selection of an appropriate technique 	5	
<ul style="list-style-type: none"> • effective performance, including: <ul style="list-style-type: none"> – competent responses by the candidate to verbal and non-verbal cues – effective interaction with the child/children – successful use of voice – appropriate use of aids/resources 	20	
<ul style="list-style-type: none"> • comprehensive evaluation of: <ul style="list-style-type: none"> – the technique and aids/resources used – the value of the performance for the child/children – the candidate's personal role in the performance 	15	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	40	

Internal Assessor's Signature: _____ **Date:** _____

External Authenticator's Signature: _____ **Date:** _____

Glossary of Assessment Techniques

Assignment *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

Examination

A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills

Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

FETAC Assessment Principles

- 1** Assessment is regarded as an integral part of the learning process.
- 2** All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3** The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4** Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.
- 5** The reliability of assessment techniques is facilitated by providing support for assessors.
- 6** Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7** To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8** Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9** Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.

© FETAC 2001

Any part of this publication may be copied
for use within the centre.



The development of the National Qualifications Framework is funded by the Department of Education and Science with assistance from the European Social Fund as part of the National Development Plan 2000-2006.

