

**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

Social and Legal Issues in Childcare

Level 6 D30177

www.fetac.ie

Level 6 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 candidates' 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 a 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	Social and Legal Issues in Childcare
2	Module Code	D30177
3	Level	6
4	Credit Value	1 credit
5	Purpose	<p>This module is a statement of the standards to be achieved to gain a FETAC credit in Social and Legal Issues in Childcare at Level 6. It is a mandatory module for the Advanced Certificate in Childcare.</p> <p>This module is designed to provide the learner with an understanding of social policy and legislation relevant to early childhood education and care settings, children and their families and the skills necessary for dealing with child protection issues. It aims to promote good practice, equality and respect for diversity in early years education and care.</p>
6	Preferred Entry Level	Level 5 Certificate or equivalent.
7	Special Requirements	None.
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 be familiar with international perspectives on early childhood education and care</p> <p>8.2 appreciate a range of factors influencing and impacting on early childhood education and care in Ireland</p> <p>8.3 develop an awareness of statutory regulations and voluntary guidelines, which relate directly to and impact on early childhood education and care settings</p> <p>8.4 understand and interpret social policy as it impacts on children and their families</p> <p>8.5 understand the procedures for dealing with suspected or actual abuse and the need for support for children, families and staff</p> <p>8.6 understand the principles of equality and its application in an early childhood education and care setting.</p>

9 Units **The specific learning outcomes are grouped into 4 units.**

Unit 1 **Overview of the Sector**
Unit 2 **Social Policy and Legislation**
Unit 3 **Child Protection**
Unit 4 **Equality in Childcare**

10 Specific Learning Outcomes

Unit 1 **Overview of the Sector**

Learners should be able to:

- 10.1.1** examine the status of childcare as an emerging profession
- 10.1.2** describe the range of childcare provision currently available in Ireland
- 10.1.3** outline a range of international perspectives on early childhood education and care
- 10.1.4** outline the entitlements/rights of children e.g. the United Nations Convention on the Rights of the Child
- 10.1.5** explain the concept of children’s rights and the empowerment of children in exercising these rights
- 10.1.6** outline the roles and responsibilities of the various government departments charged with the responsibility for childcare
- 10.1.7** describe a range of government initiatives in relation to childcare e.g. the National Children’s Strategy, the National Co-ordinating Framework for Childcare
- 10.1.8** explain the roles of the regional health boards in relation to childcare services
- 10.1.9** identify a range of professionals, agencies, support and advisory services (statutory and non-statutory) concerned with the welfare of children
- 10.1.10** develop strategies for establishing and maintaining relationships with such professionals, agencies and services.

Unit 2

Social Policy and Legislation

Learners should be able to:

- 10.2.1 explain what is meant by the term 'social policy'
- 10.2.2 evaluate aspects of government social policies relating to children, their families and the early childhood education and care sector
- 10.2.3 discuss the implications of contemporary policy development relating to childcare on early childhood education and care practice
- 10.2.4 outline the structure of the Irish legal system
- 10.2.5 examine the implications of legislation for early childhood education and care practice
- 10.2.6 outline a range of laws in relation to family life, e.g. marriage, divorce, guardianship
- 10.2.7 explore the impact of EU legislation and directives on Irish social policy development relating to early childhood education and care
- 10.2.8 develop strategies for keeping up-to-date with changing legislation/guidelines relating to early childhood education and care settings.

Unit 3

Child Protection

Learners should be able to:

- 10.3.1 describe national guidelines for the protection and welfare of children as laid down in 'Children First'
- 10.3.2 outline the role and responsibilities of the supervisor in relation to child protection
- 10.3.3 identify a range of measures to safeguard children within an early childhood education and care setting e.g. security arrangements, safety procedures, organisation of outings
- 10.3.4 implement child protection policies and procedures within an early childhood education and care setting
- 10.3.5 outline the procedures (both internal and external) to be followed in the event of suspected or actual child abuse
- 10.3.6 work co-operatively with other professionals in cases of suspected or actual child abuse
- 10.3.7 outline the procedures to be followed in the event of suspicion and disclosure of abuse against a staff member, volunteer or trainee within an early childhood education and care setting
- 10.3.8 identify ways in which the child, family and staff can be supported during and after disclosure of abuse.

Unit 4 Equality in Childcare

Learners should be able to:

- 10.4.1** explain the concepts of equality and diversity
- 10.4.2** outline national equality legislation
- 10.4.3** describe the role of the Equality Authority and the Office of Director of Equality Investigations
- 10.4.4** examine personal cultural identity, attitudes and values regarding bias, discrimination and prejudice and the potential impact these may have on his/her work practice
- 10.4.5** describe the elements of an anti-bias childcare environment
- 10.4.6** devise ways to create an anti-bias childcare environment within an early childhood education and care setting
- 10.4.7** implement anti-bias practice within an early childhood education and care setting
- 10.4.8** explore the concept of ‘equality proofing’ in relation to an early childhood education and care setting
- 10.4.9** discuss diversity issues that may arise for children, parents, management and staff in an early childhood education and care setting.

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	Project	50%
	Assignments (2)	50%

11.1 Project

The internal assessor will devise a project brief that requires candidates to demonstrate their:

- understanding and application of concepts
- selection of relevant research techniques and sources of information
- ability to analyse, evaluate, draw conclusions and make recommendations.

The project brief will focus on units 1 and 2. Candidates will be required to demonstrate a thorough understanding of the childcare sector in Ireland. They will also be required to research an aspect of social policy in relation to children, their families and/or the early childhood education and care sector.

The project may be carried out individually or as part of a team. The individual contribution of each candidate must be clearly identified.

The project 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.

11.2 Assignments (2) The internal assessor will devise **two** briefs.

Assignment 1: The brief for the first assignment will require the candidate to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes from Unit 3.

The brief will present the candidate with a case study of a situation involving abuse/child protection issues. The case study brief will contain sufficient information to provide a natural and realistic description of the situation.

The candidate will review the prepared case study and identify actions to manage the situation in the short, medium and long term. The candidate will also be required to complete a sample report form, using the information presented in the case study.

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

Assignment 2: The brief for the second assignment will require the candidate to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes from Unit 4.

The evidence may take the form of primary research, which will require the candidate to investigate an early childhood education and care environment and make recommendations in relation to equality proofing.

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

All assignments carry equal marks.

12 Grading

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

Individual Candidate Marking Sheet 1	Social and Legal Issues in Childcare D30177 Project 50%
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Candidate Name: _____ **PPSN:** _____

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

Assessment Criteria	Maximum Mark	Candidate Mark
<ul style="list-style-type: none"> • careful selection of relevant research techniques and sources of information 	5	
<ul style="list-style-type: none"> • thorough understanding of the childcare sector 	15	
<ul style="list-style-type: none"> • thorough understanding and application of social policy 	10	
<ul style="list-style-type: none"> • critical evaluation of findings and logical conclusions 	10	
<ul style="list-style-type: none"> • detailed and appropriate recommendations 	10	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	50	

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

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

Individual Candidate Marking Sheet 2	Social and Legal Issues in Childcare D30177 Assignments (2) 50%
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Candidate Name: _____ **PPSN:** _____

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

Assessment Criteria	Maximum Mark	Candidate Mark
Assignment 1		
<ul style="list-style-type: none"> • detailed review of the case study with accurate identification of needs 	5	
<ul style="list-style-type: none"> • thorough description of actions required in the: <ul style="list-style-type: none"> – short term – medium term – long term 	15	
<ul style="list-style-type: none"> • accurate completion of the sample report form 	5	
Subtotal	25	
Assignment 2		
<ul style="list-style-type: none"> • careful use of appropriate primary research 	5	
<ul style="list-style-type: none"> • comprehensive overview of existing equality provision in the setting 	5	
<ul style="list-style-type: none"> • clear recommendations to equality proof the setting 	10	
<ul style="list-style-type: none"> • thorough implementation plan for recommendations 	5	
Subtotal	25	
TOTAL MARKS	50	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

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 setting 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 settings.
- 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.