

**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 FETAC.**



Module Descriptor

Supervision in Childcare

Level 6 D30178

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 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	Supervision in Childcare
2	Module Code	D30178
3	Level	6
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 Supervision in Childcare at Level 6. It is a mandatory module for the Advanced Certificate in Childcare.</p> <p>The module is designed to provide the learner with opportunities to acquire the knowledge, skills and attitudes necessary to effectively supervise an early childhood education and care setting. The module aims to promote good practice, equality and respect for diversity in early childhood education and 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 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 acquire the skills, knowledge and competence required to supervise an early childhood education and care setting and support others in their role and performance</p> <p>8.2 recognise the benefits of being a reflective practitioner</p> <p>8.3 analyse relevant theory and relate it to the practice of supervision</p> <p>8.4 be able to lead, motivate and support a team</p> <p>8.5 devise strategies for working in partnership with parents/carers and external organisations.</p>

- 9 Units** **The specific learning outcomes are grouped into 5 units.**
- Unit 1** **Personal Development**
Unit 2 **Supervisory Management**
Unit 3 **Organisational Skills**
Unit 4 **Leading a Childcare Team**
Unit 5 **Working in Partnership with Parents/Carers**

10 Specific Learning Outcomes

Unit 1 **Personal Development**

Learners should be able to:

- 10.1.1** use reflective practice at work
- 10.1.2** explain the importance of self-awareness in working life
- 10.1.3** devise ways to evaluate personal strengths and shortfalls in personal and professional skills and knowledge
- 10.1.4** devise strategies for coping with stress and work pressure
- 10.1.5** use effective personal time management
- 10.1.6** implement procedures for keeping up-to-date with legislation and emerging theory and practice relating to early childhood education and care
- 10.1.7** maintain links with a range of professionals, networks and agencies that support the supervisor in his/her role.

Unit 2 **Supervisory Management**

Learners should be able to:

- 10.2.1** explain the key concepts, principles and practice in supervisory/line management within the early childhood education and care setting
- 10.2.2** outline the role and responsibilities of a supervisor in an early childhood education and care setting
- 10.2.3** demonstrate a range of key personal and practical skills required to supervise an early childhood education and care setting

- 10.2.4 evaluate a range of different approaches of supervision practice e.g. peer supervision, one to one supervision, group supervision
- 10.2.5 use appropriate approaches of supervision within the childcare context
- 10.2.6 relate supervision theory to planning and evaluating practice within the early childhood education and care setting
- 10.2.7 use goal and objective setting within an early childhood education and care setting
- 10.2.8 outline the process of planning, monitoring and evaluating work programmes
- 10.2.9 undertake on-going research into issues relating to early childhood education and care.

Unit 3 Organisational Skills

Learners should be able to:

- 10.3.1 initiate procedures for
 - planning a meeting
 - organising a meeting
 - implementing a meeting
 - evaluating a meeting
- 10.3.2 plan, implement and evaluate a team meeting
- 10.3.3 outline the process of effective delegation
- 10.3.4 examine the role of documentation (record keeping) within the early childhood education and care setting
- 10.3.5 design appropriate documentation for recording supervision practice e.g. process recordings, one-to-one supervision sheets, observations etc.
- 10.3.6 outline the supervisor's role in staff recruitment, induction and dismissal
- 10.3.7 develop ways of integrating work placement trainees to the benefit of both the early childhood education and care setting and the individual
- 10.3.8 explore the decision-making process
- 10.3.9 approach problem-solving in a structured and creative way

- 10.3.10** develop strategies to deal with conflict in the early childhood education and care setting
- 10.3.11** develop procedures for
- implementing daily, weekly and monthly checks to ensure good practice
 - monitoring and maximising the use of resources of the early childhood education and care setting.

Unit 4 Leading a Childcare Team

Learners should be able to:

- 10.4.1** discuss how teams function effectively
- 10.4.2** differentiate between the roles, responsibilities and relationships of the childcare worker, supervisor and manager
- 10.4.3** involve all team members in the decision making process to include devising team objectives and work plans
- 10.4.4** describe the role and function of leadership in the context of team supervision
- 10.4.5** review a range of theories of motivation
- 10.4.6** develop processes to motivate and support team members in their own personal and professional development
- 10.4.7** provide members of the childcare team with feedback on their performance.

Unit 5 Working in Partnership with Parents/Carers

Learners should be able to:

- 10.5.1** recognise the central role played by parents/carers in their children's lives
- 10.5.2** examine the role played by parents/carers in relation to the early childhood education and care setting
- 10.5.3** describe the role and responsibilities of the supervisor in relation to parents/carers
- 10.5.4** outline parental/carers' rights and responsibilities under relevant legislation

- 10.5.5** explain the role of confidentiality in working with parents/carers
- 10.5.6** devise a range of approaches for communicating with parents/carers in a way that promotes trust and confidence in the early childhood education and care setting
- 10.5.7** devise a range of strategies for working effectively with parents/carers
- 10.5.8** respect the diversity of parents/carers' social, cultural and language backgrounds
- 10.5.9** examine how different parenting styles/child rearing practices may influence a child's behaviour and learning disposition
- 10.5.10** devise ways of encouraging parents/carers to accept and positively value their child's/children's characteristics.

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	Learner Record	100%
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11.1 Learner Record

A personal record will be compiled by candidates.

It will include supporting documentation and details of:

- planning and implementation of initiatives and actions in the early childhood education and care setting
- involvement of children, members of the childcare team and parents/carers in decision making and actions taken
- identification of issues arising in an early childhood education and care setting (personal and general)
- action taken and strategies developed to deal with issues arising (personal and general)
- demonstration of supervision, organisational and leadership skills

- application of supervision approaches to work practices
- implementation and evaluation of early childhood education and care team meetings
- communication of information within the early childhood education and care setting
- critical evaluation of personal development under the following headings:
 - candidate’s own role
 - value to the team
 - personal and profession learning.

Candidates will provide supporting documentation and/or taped or audiovisual evidence of team meetings.

The learner record may be presented using a variety of media, including written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

12 Grading

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

Individual Candidate Marking Sheet	Supervision in Childcare D30178 Learner Record 100%
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Candidate Name: _____ **PPSN.:** _____

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

Assessment Criteria	Maximum Mark	Candidate Mark
• thorough planning and implementation of appropriate initiatives and actions	10	
• close involvement of children, members of the childcare team and parents/carers	10	
• clear identification of issues arising	5	
• effective action taken and considered development of strategies	10	
• critical analysis and effective application of underpinning approaches	10	
• effective communication of information	5	
• judicious use of supervisory, organisational and leadership skills	20	
• efficient and effective planning, implementation and evaluation of team meetings	10	
• critical and reflective evaluation of: candidate's own role; value to the team; personal and professional learning	20	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	100	

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.