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

Child Development

Level 5   D20005

September 2001

www.fetac.ie
## Level 5 Module Descriptor

### Summary of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Describes how the module functions as part of the national vocational certificate framework.</td>
</tr>
<tr>
<td><strong>Module Title</strong></td>
<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Foundation to Level 6.</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Preferred Entry Level</strong></td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td><strong>Special Requirements</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>General Aims</strong></td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td><strong>Specific Learning Outcomes</strong></td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td><strong>Portfolio of Assessment</strong></td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td><strong>Individual Candidate Marking Sheets</strong></td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td><strong>Module Results Summary Sheet</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td>Can include approval forms for national governing bodies.</td>
</tr>
<tr>
<td><strong>Glossary of Assessment Techniques</strong></td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td><strong>Assessment Principles</strong></td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th></th>
<th>Module Title</th>
<th>Child Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Module Code</td>
<td>D20005</td>
</tr>
<tr>
<td>3</td>
<td>Level</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Credit Value</td>
<td>1 credit</td>
</tr>
<tr>
<td>5</td>
<td>Purpose</td>
<td>This module is a statement of the standards to be achieved to gain an FETAC credit in Child Development at Level 5. It is a mandatory module for the Level 5 Certificate in Childcare. The module is designed to provide the learner with an introduction to the theory and practice of child development from 0-6 years. The module aims to promote good practice, equality of opportunity and respect for diversity in lifestyles, religion and culture in early years care. Course providers are responsible for the design of learning programmes which are consistent with the learning outcomes and appropriate to learners' interests and needs.</td>
</tr>
<tr>
<td>6</td>
<td>Preferred Entry Level</td>
<td>National Vocational Certificate Level 4, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.</td>
</tr>
<tr>
<td>7</td>
<td>Special Requirements</td>
<td>Confidentiality Names, addresses or information that might identify a particular child/children will not be recorded in evidence for assessment. Permission Permission must be obtained from the adult responsible for the child/children when carrying out observations. All observations must be signed by the relevant adult.</td>
</tr>
</tbody>
</table>
8 General Aims

Learners who successfully complete this module will:

8.1 understand the concept of progression in child development
8.2 identify and respond appropriately to children’s developmental needs in the home and the early years setting
8.3 appreciate variations within the normal range of development
8.4 recognise the contribution of adults to the development of children
8.5 recognise the value of observation as a learning and research tool for the childcare worker
8.6 understand the integrated role of play and development.

9 Units

The specific learning outcomes are grouped into 5 units.

Unit 1 Overview of Child Development
Unit 2 Physical Development
Unit 3 Cognitive and Language Development
Unit 4 Social and Emotional Development
Unit 5 Primary Research in Child Development

10 Specific Learning Outcomes

Unit 1 Overview of Child Development

Learners should be able to:

10.1.1 explain the nature/nurture interaction in childcare
10.1.2 explain the concept of normative development in children and the scope for individual variation within this spectrum
10.1.3 describe the influence of social, cultural and environmental factors on child development
10.1.4 evaluate the inter-relation of various aspects of child development (physical, social, emotional, cognitive, language)
10.1.5 describe the role of the childcare worker in promoting child development
apply the theories of child development which underpin current practice.

Unit 2  
**Physical Development**

*Learners should be able to:*

10.2.1 describe the physical development of a child from conception to birth

10.2.2 list the factors that can affect pre-natal development

10.2.3 list the capabilities of the newborn child

10.2.4 identify the milestones in physical development from 0–6 years

10.2.5 devise a range of activities that can promote physical development in children from 0–6 years.

Unit 3  
**Cognitive and Language Development**

*Learners should be able to:*

10.3.1 describe the process of cognitive development in children from 0–6 years

10.3.2 identify the role of concept formation in children’s cognitive development

10.3.3 demonstrate the importance of language in the overall development of the child

10.3.4 identify the stages of children’s language development (including pre-linguistic development)

10.3.5 describe the influence on the child of a multilingual environment

10.3.6 explain the process of moral development in children from 0-6 years

10.3.7 demonstrate how the childcare worker can foster a language-rich and intellectually stimulating environment in childcare settings and the home.
Unit 4  Social and Emotional Development

Learners should be able to:

10.4.1 explain the process of emotional and social development in children from 0-6 years

10.4.2 identify factors that influence bonds of attachment

10.4.3 show how self-image and self-esteem are developed in children

10.4.4 devise methods for managing children’s behaviour in the childcare setting

10.4.5 demonstrate how the early years worker can foster an environment that enhances social and emotional development.

Unit 5  Primary Research in Child Development

Learners should be able to:

10.5.1 demonstrate the benefits of research in understanding child development

10.5.2 distinguish between participative and non-participative observation

10.5.3 demonstrate an impartial approach to child study

10.5.4 carry out child observations that include:
   • planning
   • reporting
   • evaluation
   • reflection.

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

<table>
<thead>
<tr>
<th></th>
<th>Collection of Work</th>
<th>Assignment</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>
11.1 Collection of Work

The internal assessor will devise guidelines for candidates on gathering a collection of work that demonstrates evidence of a range of specific learning outcomes.

The collection will include five child observations. Each observation will address one of the five areas of development: physical; social; emotional; language; cognitive. Each of the following age ranges will be represented in at least one observation:
- 0-1 years
- 1-3 years
- 3-6 years

Candidates will be required to present written documentation in support of each observation. The written documentation will consist of the following sections:

Aim
A statement on the aim or purpose of the observation and/or a brief rationale for the choice.

Background Details
Details of the setting. The type of observation method used. The time of starting and finishing the observation. The date of the observation. A brief description of the child/group of children including age, gender and any other relevant details.

Observation Record
An objective account of the observation. Format will depend on the observation method used e.g. narrative, trail, checklist, time sample, event sample.

Evaluation
An explanation of the data. Integration with previous learning and experience. Inclusion of relevant citations. The candidate will demonstrate sensitivity to the needs of individual children and their development and also to the limitations of normative measurement.

Personal Learning
A reflection by the candidate on their own understanding of child development as a result of the observation.

11.2 Assignment

The internal assessor will devise a brief that requires the candidate to produce an integrated study of one child. The candidate will present a snapshot of the physical, social, emotional, language and cognitive aspects of the child’s development at a particular point in time.
Each candidate will submit a proposal of the study to the internal assessor/supervisor outlining background reading, links to theory and the proposed means of gathering information about the child.

A number of observations of the child will be submitted as part of the study. The observations will incorporate aspects of physical, social, emotional, language and cognitive development for the child. They will be accompanied by background details and a brief evaluation for each observation.

The candidate will develop an overall evaluation of the observations and integrate this with their own learning and experience. Aspects of similarity and difference across the observations will be outlined.

The candidate will also demonstrate an awareness of the following issues:
- objectivity
- individual variation
- influence of the environment on the child
- influence of the observer on the child
- limitations of normative measurement
- importance of research
- sensitivity.

11.3 Examination

The internal assessor will devise a theory-based examination that assesses the candidate’s ability to recall and apply theory and understanding, requiring responses to a range of question types, short answer and structured. These questions may be answered in different media such as in writing or orally.

The examination will be based on the full range of specific learning outcomes, and will be 1 hour 30 minutes in duration.

The format of the examination will be as follows:

Section A
12 short answer questions
Candidates are required to answer 10 (2 marks each)

Section B
3 structured questions
Candidates are required to answer 2 (20 marks each).
## Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
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<tr>
<td>Merit</td>
<td>65 - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80 - 100%</td>
</tr>
</tbody>
</table>
Candidate Name: _______________________________ PPSN.: _______________________
Centre: __________________________________________________ Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collection of Work</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• coherent aims and rationale expressed</td>
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<td></td>
</tr>
<tr>
<td>• appropriate background information included</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• specified range of developmental areas and ages studied</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• detailed and impartial observation records</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• critical evaluation of observations</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• considered reflection on personal learning</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>80</td>
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<tr>
<td><strong>Assignment</strong></td>
<td></td>
<td></td>
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<tr>
<td>• clear and appropriate proposal</td>
<td>10</td>
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<tr>
<td>• detailed observations and evaluation</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• comprehensive and integrated description of the child</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• appropriate understanding of relevant issues</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td></td>
<td>140</td>
</tr>
</tbody>
</table>

*This mark should be transferred to the Module Results Summary Sheet*

Internal Assessor’s Signature: ___________________________ Date: __________

External Authenticator’s Signature: ______________________ Date: __________
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section A: short answer questions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 short answer questions, answer any 10 (2 marks each)</td>
<td></td>
<td></td>
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<tr>
<td>(Indicate questions answered)</td>
<td></td>
<td></td>
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<tr>
<td>Question No.:*</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Section B: structured questions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 structured questions, answer any 2 (20 marks each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Indicate questions answered)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question No.:*</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
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</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

* The internal assessor is required to enter here the question numbers answered by the candidate.
# FETAC Module Results Summary Sheet

**Module Title:** Child Development  
**Module Code:** D20005

<table>
<thead>
<tr>
<th>Assessment Marking Sheets</th>
<th>Max. Marks per Marking Sheet</th>
<th>Total Marks</th>
<th>Total Marks / 5</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Sheet 1</td>
<td>140</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark Sheet 2</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Candidate Surname** | **Candidate Forename**

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Signed:  
**Internal Assessor:** ____________________________  **Date:** ______________  

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

**Grade**
- **D:** 80 - 100%
- **M:** 65 - 79%
- **P:** 50 - 64%
- **U:** 0 - 49%
- **W:** candidates entered who did not present for assessment
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.