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

Early Childhood Programmes

Level 6   D30176

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](http://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 settings 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  Early Childhood Programmes

2 Module Code  D30176

3 Level  6

4 Credit Value  1 credit

5 Purpose  This module is a statement of the standards to be achieved to gain an FETAC credit in Early Childhood Programmes at Level 6. It is a mandatory module for the Advanced Certificate in Childcare.

The module is designed to provide the learner with the knowledge, understanding and practical skills required to supervise the implementation of early childhood programmes of learning for 0-6 years. The module aims to promote good practice, equality, and respect for diversity in early childhood education and 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.

6 Preferred Entry Level  Level 5 Certificate, or equivalent.

7 Special Requirements  None.

8 General Aims

Learners who successfully complete this module will:

8.1 acquire an understanding of early childhood programmes

8.2 understand the integrated role of learning, development and curriculum/programmes

8.3 appreciate the range of features involved in effective early childhood programmes

8.4 explore the role and responsibilities of the supervisor and the childcare worker in relation to programme practice

8.5 appreciate the interrelationship between planning, implementation, evaluation and curriculum/programmes.
The specific learning outcomes are grouped into 4 units.

**Unit 1** Overview of Early Childhood Education

**Unit 2** Features of Effective Early Childhood Programmes

**Unit 3** Programme Development and Implementation

**Unit 4** Planning and Evaluation

### 10 Specific Learning Outcomes

**Unit 1** Overview of Early Childhood Education

*Learners should be able to:*

10.1.1 discuss the relationship between early childhood education and childcare

10.1.2 outline the key principles of a range of influential early childhood educational pioneers

10.1.3 recognise the uniqueness of and potential within each child

10.1.4 value and accept each child as an unique learner

10.1.5 discuss the role and status of play in children’s learning and development

10.1.6 relate how children learn to a range of underpinning theories on learning

10.1.7 analyse the relationship between
   - learning and play
   - learning and development
   - learning and experience

10.1.8 build on children’s previous experiences and current interests

10.1.9 discuss the purpose of early childhood programmes in education and care settings

10.1.10 investigate a range of early childhood programme models/approaches under the following headings
   - purpose and function
   - essential tenets
   - theoretical frameworks
   - implementation strategies
10.1.11 outline early childhood programmes in terms of
• process and content focus
• adult-directed, child-centred and child-initiated
• themes and emergent curriculum
• ethnocentric, inclusive and multicultural
• visible and invisible curriculum.

Unit 2 Features of Effective Early Childhood Programmes

Learners should be able to:

10.2.1 describe the features of effective early childhood programmes

10.2.2 outline the principles and philosophies that underpin the learner’s own practice in programme planning and implementation

10.2.3 develop aims and objectives for an effective early childhood programme

10.2.4 investigate the role played by the following in children’s learning and development
• physical environment
• social environment
• emotional environment

10.2.5 evaluate the various features of effective room arrangement for both the adults and children in an early education and care setting

10.2.6 describe the role of the social and cultural environment in a child’s learning and development

10.2.7 appraise how the quality of interaction between children/children, children/adult and adult/adult influences the learning process

10.2.8 examine the role of time, routines and schedules in children’s learning and development

10.2.9 analyse the role of play as a feature of the early childhood programme

10.2.10 identify how the early childhood programme affords opportunities for learning and development in the following areas:
• language and literacy
• maths
Unit 3 Programme Development and Implementation

Learners should be able to:

10.3.1 reflect on the learner’s own attitude, values and beliefs towards children and the impact of these on the learning environment

10.3.2 define the role and responsibilities of the supervisor in relation to programme development and implementation

10.3.3 demonstrate a range of skills required to supervise programme development and implementation

10.3.4 demonstrate the ability to develop and implement programme/s in a variety of situations both indoor and outdoor to include
   • solitary activities
   • group activities
   • transition activities

10.3.5 identify strategies for keeping up to date with developments in the field of early childhood programme practice

10.3.6 maintain an environment that is both physically and emotionally safe

10.3.7 promote the learning and development of each individual child

10.3.8 provide materials, equipment, activities and strategies which are individually, developmentally and culturally appropriate

10.3.9 create opportunities to promote learning contexts that are relevant, meaningful, engaging and culturally salient to each individual child

10.3.10 extend opportunities arising out of spontaneous behaviours to further develop a child’s learning and development

10.3.11 devise safe procedures for providing children with learning experiences outside the early childhood education and care setting
devise procedures for regular evaluation of materials, equipment, activities and practices.

Unit 4 Planning and Evaluation

Learners should be able to:

10.4.1 explore a range of approaches to programme planning to include
• long-term planning
• continuous/ongoing planning

10.4.2 devise authentic strategies for meaningful collaboration in programme planning, implementation and evaluation to include
• children
• parents
• staff

10.4.3 adapt planning in response to
• children’s current interests/needs
• evaluation outcomes

10.4.4 investigate the relationship between evaluation and planning in early childhood programmes

10.4.5 operate a systematic procedure for collecting evaluation data that facilitates its use in programme planning

10.4.6 develop mechanisms for the documentation of planning and evaluation

10.4.7 devise criteria for regular evaluation of
• programme planning
• programme development
• programme implementation

10.4.8 examine existing planning and evaluation practice within the early childhood education and care setting

10.4.9 provide opportunities for children to reflect on and evaluate their own learning experiences.
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>
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<tr>
<th>Skills Demonstration</th>
<th>60%</th>
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<tbody>
<tr>
<td>Project</td>
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11.1 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in their ability to plan, implement and evaluate learning programme(s) for individual children/groups of children aged 0-6 years.

Candidates will be required to demonstrate evidence of
- collaborative planning
- implementation of learning programme(s)
- interactions with children and staff
- implementation of change/alterations to programme(s) arising from evaluation.

Candidates will submit supporting documentation as part of the assessment, including the following:
- an account of links between the skills demonstrated and theories and models/approaches of programme and practice
- a critical evaluation of learning programme(s) under the following headings
  - candidate’s own role
  - children’s learning
  - personal and professional development.

11.2 Project

The internal assessor will devise a project brief that requires candidates to demonstrate their understanding and application of concepts of how an early childhood environment affords opportunities for children to learn and develop.

Candidates will be required to critically evaluate an area within an early childhood education and care setting in the context of it affording opportunities for learning and development across all domains. The project brief will require candidates to demonstrate the use of relevant primary research skills, the ability to critically evaluate the chosen area, draw conclusions and propose detailed recommendations. Candidates will also be
required to develop an implementation plan for the proposed recommendations.

Evidence presented will include supporting documentation of research carried out (e.g. observation records, photographs, survey sheets, interviews).

The project 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

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<td>Merit</td>
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<td>Distinction</td>
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Centre: _________________________________________________  Centre No.: ________

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<tr>
<td>• effective demonstration of</td>
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<td>− collaborative planning</td>
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<td>− comprehensive implementation of</td>
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<td>appropriate learning programme(s)</td>
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<td>− close interactions with children</td>
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<td>− implementation of change/alterations</td>
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<td>• ability to relate theory to practice</td>
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<td>• critical reflection of</td>
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<td>− candidates own practice</td>
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<td>− child/children’s learning</td>
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<td>− personal and professional learning</td>
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<td><strong>Project</strong></td>
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<td>• critical evaluation of chosen area</td>
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<td>− effective use of primary research</td>
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This mark should be transferred to the Module Results Summary Sheet

Internal Assessor’s Signature: ____________________________  Date: __________

External Authenticator’s Signature: ________________________  Date: __________
**FETAC Module Results Summary Sheet**

**Module Title:** Early Childhood Programmes  
**Module Code:** D30176

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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 setting. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to settings 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 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.