**Component Specification**

**Equality and Diversity in Childcare**

**Level 5**

**5N1775**

## 1. Introduction

The Further Education and Training Awards Council is the single national awarding body in further education and training in Ireland. It is responsible for determining the standards for named awards at levels 1 to 6 on the National Framework of Qualifications. All named awards are devised in line with the National Qualifications Authority of Ireland's determinations and guidelines.

## 2. The National Framework of Qualifications

The National Framework of Qualifications comprises 10 levels ranging from initial learning (level 1) to the most advanced levels of learning (level 10).

At each level there are one or more award types. An award type is a grouping of awards that share similar features. The National Qualifications Authority of Ireland has determined Award Type Descriptors for each award type. See www.nqai.ie. The Award Type Descriptor identifies the key strands and sub-strands of knowledge, skill and competence for that award type.

## 3. Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

| Strand | Sub-strand | Nature of learning |
|---|---|---|
| Knowledge | Breadth | Broad range of knowledge |
| | Kind | Some theoretical concepts and abstract thinking, with significant depth in some areas. Some underpinning theory |
| Know How & Skill | Range | Demonstrate a broad range of specialised skills and tools |
| | Selectivity | Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems |
| Competence | Context | Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts |
| | Role | Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups |
| | Learning to Learn | Learn to take responsibility for own learning within a managed environment |
| | Insight | Assume full responsibility for consistency of self- understanding and behaviour |

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI (www.nqai.ie)*

## 4. Award Specifications

FETAC determines the standards for all awards in partnership with relevant stakeholders. This award was developed in line with the Council policy on Standards Development published in September 2005.

Standards are published in the form of Award Specifications. A Specification is devised in respect of each named award. Each Specification provides a comprehensive description of the features, characteristics and standards of the award.

A **Certificate Specification** is published for each named **major award**.

A **Component Specification** is published for each named **minor award**. Please note that each component (i.e. minor award) is associated with one or more Certificates (i.e. major, special purpose or supplemental award). See www.fetac.ie.

A **Specific Purpose Specification** is published for each **special purpose award**.

A **Supplemental Specification** is published for each **supplemental award**.

Standards are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve that award.

Learning outcomes for all awards (i.e. major, special purpose, supplemental awards) are contained within the associated Component Specifications.

## 5. Component Details

| | |
|---|---|
| **Title** | Equality and Diversity in Childcare |
| **Teideal as Gaeilge** | To be confirmed by FETAC (TBC) |
| **Award Type** | Minor |
| **Code** | 5N1775 |
| **Level** | 5 |
| **Credit Value** | 15 |
| **Purpose** | The purpose of this award is to equip the learner with the knowledge, skill and competence in relation to equality and diversity in Early Childhood, to enable the learner to facilitate optimal development of the child, ensuring benefit from education and care on an equal basis supporting diversity through promoting a sense of belonging and identity. |

**Learning Outcomes**    Learners will be able to:

1    Explore equality and diversity concepts as relevant to Irish Society

2    Analyse approaches to diversity education including , assimilation, multicultural, intercultural and anti-bias

3    Explore equality and diversity terminology; including prejudice, discrimination, racism, sexism and abelism etc

4    Examine current legislation on Equality and Diversity, to include Equality Legislation, the UN Convention on the Rights of the Child and the UN International Convention on the Elimination of All Forms of Racial Discrimination

5    Examine the role of the adult in promoting children¿s individual and group identity and their sense of belonging enabling the child to value uniqueness and difference

6    Carry out an audit of the ECCE setting, activities and materials pertaining to equality and diversity for all children including the minority and majority Child

7    Analyse how adults and children can challenge bias and discrimination issues

8    Explore ways of respecting equality and diversity requirements in relation to identity to include , language, gender, social class, disability, age, religion, dietary considerations, ethnic groups,

Traveller community, marital status and sexual orientation

9    Design a mission statement for the ECCE setting with respect to equality and diversity

10   Discuss the importance of having an equality and diversity approach in an ECCE setting

11   Investigate the consequences of ignoring equality and diversity issues in the ECCE setting

12   Reflect on own attitudes, values, beliefs and assumptions and their impact in relation to equality and diversity issues when working with children, families and team members.

## Assessment

**General Information**

Details of FETAC's assessment requirements are set out in Assessment Guidelines for Providers.

All FETAC assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See FETAC's Provider Guidelines for Programme Validation.

**Assessment Techniques**

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See FETAC's Provider Guidelines for Programme Validation.

All learning outcomes **must** be assessed.

|                 |       |
|-----------------|-------|
| Project         | 50%   |
| Learner Record  | 50%   |

## Description

### Project

*A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.*

### Learner Record

*A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.*

**Recognition of Prior Learning (RPL)**

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

**Grading**

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

**Specific Validation Requirements**

The provider must have all of the following in place to offer this award:

1   In the programme validation application, the provider is required to state that they will ensure that each learner on the programme will be given an opportunity to acquire knowledge, skill and competence and have some assessments carried out in a notified Early Childhood Care and Education setting or recognised equivalent.

**Supporting Documentation**

1.   Síolta ¿ The National Quality Framework for Early Childhood Education in Ireland. Available at: http://www.siolta.ie/index.php

2.   Aistear - The Early Childhood Curriculum Framework. Available at:  http://www.ncca.biz/Aistear/

3.   Diversity and Equality Guidelines for Childcare Providers (OMC 2006) Available at

4.   Equality and Diversity Early Childhood National Network (EDeNn) www.pavee.ie/edenn

5.   United Nations Convention on the Rights of the Child (UNCRC) (1992)

6.   United Nations Convention on the Elimination of Racial Discrimination (UNICERD) (1969)

7.   Equal Status Act 2000 to 2004

8.  Equality Acts (2004)

**Access**    To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

**Transfer**    Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.