Component Specification

Childhood Social Legal and Health Studies

Level 6

6N1945

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 comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts
	Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.
	Learning to Learn	Learn to take responsibility for own learning within a managed environment.
	Insight	Express an internalised, personal world view, reflecting engagement with others.

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	Childhood Social Legal and Health Studies
Teideal as Gaeilge	Staidéar Sóisialta, DIí agus Sláinte don Oige
Award Type	Minor
Code	6N1945
Level	6
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence in the social and legislative environment of Early Childhood Care and Education (ECCE), to enable the leaner to devise, implement and evaluate policies and procedures that support the health and wellbeing of children in the provision and delivery of service, when working autonomously in an ECCE setting.
Learning Outcomes	Learners will be able to:

1 Evaluate a range of factors influencing and impacting on children's health and wellbeing to include family structure, community, culture, education, health, social services and social status

2 Evaluate child protection guidelines in relation to the protection of children and staff

3 Assess statutory regulations and national practice guidelines, which relate directly to and impact on early childhood care and education settings

4 Utilise a comprehensive range of specialised skills in meeting the needs of parents, children, colleagues and other stakeholders in an ECCE setting in the context of relevant legislation and national practice guidelines

5 Examine national and international social policy and how it impacts on the wellbeing of children and families

6 Devise a range of policies and procedures relevant to ECCE settings, ensuring adherence to legislation and national practice guidelines

7 Implement procedures for dealing with specific child protection issues

8 Evaluate the relevance of policies and procedures which safeguard children within ECCE settings

9	Critically reflect on how personal, cultural identity, attitudes and values can potentially impact on bias, discrimination and prejudice within ECCE settings
10	Identify personal learning needs and assist others in identifying learning goals within the context of the social, legal and health framework for ECCE settings.

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.

Assignment	40%
Project	60%

Description

Assignment

An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.

There are two assignments

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.

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	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 Child Care (Pre-school Services) Regulations (2006) 4 National Children's Strategy 5 United Nations Convention on the Rights of the Child (UNCRC) (1992) 6 Children First: National guidelines for the Protection and Welfare of Children http://www.dohc.ie/publications/children_first.html 7 Our Duty to Care
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.