



**cetb**

Bord Oideachais agus  
Oiliúna Chorcaí  
*Cork Education and  
Training Board*

**Cork Education and Training Board**

**Programme Module for**

**Child Development and Play**

**leading to**

**Level 4 FETAC**

**Child Development and Play 4N1111**

### Introduction

This programme module may be delivered as a standalone module leading to certification in a FETAC minor award. It may also be delivered as part of an overall validated programme leading to a Level 4 FETAC Certificate.

The teacher/tutor should familiarise themselves with the information contained in Cork Education and Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

1. Title of Programme Module
2. FETAC Component Title and Code
3. Duration in hours
4. Credit Value of FETAC Component
5. Status
6. Special Requirements
7. Aim of the Programme Module
8. Objectives of the Programme Module
9. Learning Outcomes
10. Indicative Content
11. Assessment <ul style="list-style-type: none"><li>a. Assessment Technique(s)</li><li>b. Mapping of Learning Outcomes to Assessment Technique(s)</li><li>c. Guidelines for Assessment Activities</li></ul>
12. Grading
13. Learner Marking Sheet(s), including Assessment Criteria

### Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 4 Communications and level 4 Mathematics modules with that of other level 4 modules is specifically encouraged.

Structured communication and teamwork is encouraged between the teacher/tutor delivering this programme module and the language, literacy, numeracy and learning support teacher/tutor, as appropriate, to facilitate the learner in completing the programme module and achieving certification in the award.

**Indicative Content**

The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is encouraged to be creative in devising and implementing other approaches, as appropriate. The use of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

Cork Education and Training Board

<b>1. Title of Programme Module</b> Child Development and Play
<b>2. Component Name and Code</b> Child Development and Play 4N1111
<b>3. Duration in Hours</b> 100 hours (typical learner effort, to include both directed and self directed learning)
<b>4. Credit Value</b> 10 credits
<b>5. Status</b> This programme module may be compulsory or optional within the context of the validated programme. Please refer to the relevant programme descriptor, Section 9 Programme Structure
<b>6. Special Requirements</b> None
<b>7. Aim of the Programme Module</b> This programme module aims to prepare the learner for work in a Child Care Setting with elementary knowledge and basic practical skills in Child Development and Play
<b>8. Objectives of the Programme Module</b> <ul style="list-style-type: none"><li>• To create an awareness of the key stages of child development in conjunction with the role of play in this development</li><li>• To enable the learner to develop observation techniques and use those techniques to identify the skills that children develop and use in different types of play</li><li>• To facilitate the learner to respond appropriately to the diverse needs of the family and children through play</li><li>• To assist the learner to create a play item or activity to meet the development needs of a child</li><li>• Take partial responsibility for own role and practice in supporting the basic developmental, play and learning needs of the child</li><li>• To assist the learner to develop the language, literacy and numeracy skills related to Child Development and Play through the medium of the module themes and content</li><li>• To enable the learner to take responsibility for his/her own learning</li></ul>

**9. Learning Outcomes of Level 4 Child Development and Play 4N1111**

Learners will be able to:

- 1 Explain the key stages of child development
- 2 Explain the relationship between play and child development
- 3 Identify some practical child observation techniques
- 4 Identify the skills that children develop and use in different types of play activities
- 5 Respond appropriately to children at play, recognising the diverse needs of children and families
- 6 Prepare a play item or activity which meets the basic developmental needs of a child
- 7 Identify learning opportunities under guidance, to improve knowledge and skills at a personal and vocational level
- 8 Take partial responsibility for own role and practice in supporting the basic developmental, play and learning needs of the child

## 10. Indicative Content

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

### Section 1 : Child Development and Observations

Facilitate the learner to understand the key stages in child development (children 0 – 6 years) to include

- The norms in the physical development of a child including gross and fine muscular movement
- Cognitive development in children – must include the 6 key areas
  - concentration,
  - creativity
  - imagination
  - problem solving
  - memory
  - concept formation
- Language development - pre linguistic - for example
  - Babbling
  - Cooing
  - Bubbles
  - Sounds
  - Facial expressions etc
- Linguistic development - for example
  - First word
  - Small sentences
  - Long sentences
  - Complex sentences etc
- Emotional development which includes bonding with parent and child's attachment with significant carers etc
- Social development of children and how they interact with their surrounding both human and physical. Differentiate between the social development that occurs between 0 and 3 years approximately and between 3 years and 6 years approximately. For example how the following stages of play develop socialisation;
  - Solitary play
  - Parallel play
  - Co-operative play
  - Interactive play
  - Observational play
- Behavioural Development of children and how they react to situations that occur and how best to effectively support the child to manage their behaviour. For example -

- Strategies to deal with difficult behaviour
- Use of child centred approaches

To enable the learner to develop observation techniques and use those techniques to identify the skills that children develop and use in different types of play

- Describe at least 5 different observation techniques/methods used to record a child's development or activity
- Observe a child at play and record the observation
- Recommend a narrative observation period of no less than 10 minutes
- Identify skills demonstrated by the child during the observation
- Link information gathered to the developmental norms

### **Section 2: Play**

To recognise the diverse needs of the family and children through play. Facilitate the learner to understand the importance of play, its stages and appropriately:

- Describe the different types and stages of play
- The importance of play and how it benefits the development of a child
- Play activities that are age appropriate and support child development considering safety features
- The importance of the home environment in the education and development of the child
- Describe how the adult might communicate with a child at play time

To assist the learner to create a play item or activity to meet the developmental needs of the child

- Identify and evaluate some age appropriate toys that are on the market
- Make an age appropriate a toy
- Develop and implement an age appropriate play activity
- Critique the toy and/or play activity

**11. Assessment****11a. Assessment Techniques**

Collection of Work 100%

**11b. Mapping of Learning Outcomes to Assessment Techniques**

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

<b>Learning Outcome</b>	<b>Assessment Technique</b>
1. Explain the key stages of child development	Collection of Work
2. Explain the relationship between play and child development	Collection of Work
3. Identify some practical child observation techniques	Collection of Work
4. Identify the skills that children develop and use in different types of play activities	Collection of Work
5. Respond appropriately to children at play recognising the diverse needs of children and families	Collection of Work
6. Prepare a play item or activity which meets the basic developmental needs of a child	Collection of Work
7. Identify learning opportunities under guidance, to improve knowledge and skills at a personal and vocational level	Collection of Work
8. Take partial responsibility for own role and practice in supporting the basic developmental, play and learning needs of the child.	Collection of Work

### 11c. Guidelines for Assessment Activities

The assessor is required to devise assessment briefs and marking scheme/s for the collection of work. In devising the assessment briefs, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL the learning outcomes.

Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.

<b>Collection of Work</b>	<b>100%</b>
The Collection of Work may be produced on an ongoing basis throughout the programme	
<p>The learner will compile a collection of work to produce evidence that demonstrates the following:</p> <p><b>Evidence of Child development and Observation to include:</b></p> <ul style="list-style-type: none"> <li>• A description of the key stages of child development</li> <li>• Identify at least five observation techniques</li> <li>• Describe a situation where one technique is appropriate</li> <li>• Carry out at least one observation of a child at play</li> <li>• Complete observation record</li> <li>• Identification of skills demonstrated by child during this observation</li> <li>• Link the information gathered with the norms</li> <li>• Take partial responsibility for own role and practice in supporting the needs of the child</li> </ul> <p><b>Evidence of Play to include:</b></p> <ul style="list-style-type: none"> <li>• An exploration of the different types and stages of play</li> <li>• A summary of the importance of play and its benefits</li> <li>• Identify the impact of the home and significant adults on the development of the child</li> <li>• Make a play item <b>or</b> prepare a play activity</li> <li>• List the factors that influenced the production of the play item or activity</li> <li>• Take partial responsibility for own role and practice in supporting the needs of the child</li> </ul>	

### 12. Grading

Distinction:	80% - 100%
Merit:	65% - 79%
Pass:	50% - 64%
Unsuccessful:	0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

<b>Child Development and Play 4N1111</b>	<b>Learner Marking Sheet Collection of Work 100%</b>
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Learner's Name: \_\_\_\_\_

Learner's PPSN: \_\_\_\_\_

<b>Assessment Criteria</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<p><b>Evidence of Child development and Observation to include:</b></p> <ul style="list-style-type: none"> <li>• The description of the key stages of child development</li> <li>• Identification of at least five observation techniques</li> <li>• A description of a situation where one observation technique was used</li> <li>• At least one observation of a child at play</li> <li>• Completed observation record</li> <li>• The identification of skills demonstrated by the child during an observation</li> <li>• The information gathered linked with the norms</li> </ul>	60	
<p><b>Evidence of Play to include:</b></p> <ul style="list-style-type: none"> <li>• The different types and stages of play</li> <li>• A summary of the importance of play and benefits</li> <li>• The identified impact of the home and significant adults on the development of the child</li> <li>• A play item or a play activity</li> <li>• A comprehensive list of the factors that influenced the production of the play item or activity.</li> </ul>	40	
<b>Total Mark</b>	100	

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Assessor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

External Authenticator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_