



cetb

Bord Oideachais agus
Oiliúna Chorcaí

*Cork Education and
Training Board*

Cork Education and Training Board

Programme Module for

Childcare and Safety

Leading to

Level 4 FETAC

Child Care and Safety 4N1905

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">a. Assessment Technique(s)b. Mapping of Learning Outcomes to Assessment Technique(s)c. Guidelines for Assessment Activities
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.

<p>1. Title of Programme Module Child Care and Safety</p>
<p>2. Component Name and Code Child Care and Safety 4N1905</p>
<p>3. Duration in Hours 100 hours (typical learner effort, to include both directed and self directed learning)</p>
<p>4. Credit Value 10 credits</p>
<p>5. Status 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</p>
<p>6. Special Requirements None</p>
<p>7. Aim of the Programme Module This programme module aims to prepare the learner for work with basic knowledge, competence and skills in theories of health, hygiene, safety, nutrition and basic practical skills in childcare and safety in Early Childhood Care and Education settings.</p>
<p>8. Objectives of the Programme Module</p> <ul style="list-style-type: none"> • To enable the learner to provide for the health, hygiene, safety and nutritional needs of children (0-6 years) • To create an awareness of the factors that contribute to the overall well-being of children • To enable the learner to distinguish between the different dietary requirements of babies and young children and recommend a range of healthy snacks for children • To create an awareness in the learner of the requirements for compliance with health and safety requirements in the provision of Early Childhood Care and Education (ECCE) services for babies and children. To conduct a routine safety check on a room using a checklist • To enable the learner to be able to identify a range of common childhood illnesses and assist in the provision of appropriate personal care routines for babies and young children • To develop the learners' ability to respond appropriately to babies and children while engaging in routine and directed tasks under supervision • To assist the learner to develop the language, literacy and numeracy skills related to Child Care and Safety through the medium of the module themes and content • To enable the learner to take responsibility for his/her own learning

9. Learning Outcomes of Level 4 Child Care and Safety 4N1905

Learners will be able to:

1. Explain the basic requirements necessary to provide for the health, hygiene, safety and nutritional needs of children
2. Identify some factors that contribute to the overall wellbeing of children
3. Distinguish between the different dietary requirements of babies and young children
4. Assist in the compliance with health and safety requirements in the provision of ECCE services for babies and children
5. Identify a range of the most common childhood illnesses
6. Recommend a range of healthy snacks for children
7. Conduct a routine safety check on a room using a checklist
8. Assist in the provision of appropriate personal care routines for babies and young children
9. Respond appropriately to babies and children while engaging in routine and directed tasks under supervision
10. Take responsibility for developing own role and practice in assisting with the provision of the Basic health, hygiene, safety and nutritional requirements of children

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 : Food and Nutrition

Facilitate the learner to understand the nutritional needs and different dietary requirements of babies and young children (0 – 6 years) and to identify and recommend a range of healthy snacks for children. To include:

- Define a balanced diet
- Identify the essential dietary requirements for healthy growth and development
- Prepare a formula bottle for a baby
- List some advantages and disadvantages of breast feeding and bottle feeding
- Describe what the weaning process is
- Identify the range of weaning foods available
- Plan a range of daily menus for children of different ages
- Identify a selection of healthy snacks for children
- Plan the contents of a lunch box for a child
- Outline methods to promote healthy eating
- Explain how important communication is at meal times

Section 2: Health, Safety and Well-being

Facilitate the learner to identify the basic requirements necessary to provide for the health, hygiene and safety of children 0 – 6 years

Introduce the learner to the health and safety requirements in the provision of ECCE services for babies and children

Identify the key aspects of compliance under current legislation and regulations. For example

- Adult child ratios
- Area
- Cleaning Rotas
- Heating
- Ventilation
- Light
- Waste disposal
- Storage
- Maintenance of equipment
- First Aid

Enable the learner to gain an understanding of what is a healthy environment for children from 0-6 years. Must include

- a range of different ways that infection can spread
- the characteristics of a healthy child
- a hygiene routine for children

- good hygiene practices that will help to prevent infection

Facilitate the learner to identify hazards and implement safety protocols for children 0-6 years.

Must include

- Outline the potential safety issues within a setting
- List of the most common safety hazards for children inside and outside an ECCE setting.
- Safety issues that should be noted in advance of going on an outing with a child or group of children
- Devise way of overcoming hazards for children
- Carry out a safety check on a room using a checklist
- List information that is important in case of an emergency
- Outline the stages of a fire drill
- Identify toy safety and quality marks
- Test a toy or piece of equipment used by a child from a safety perspective

To assist the learner in understanding the factors that contribute to the overall well-being of children and provision of appropriate personal care routines for babies and young children.

- The immunisation programmes available for children
- Factors that contribute to the overall well-being of the child
- List the benefits of a good care routine to a child
- Outline the different rest and sleep needs of children
- Demonstrate changing a nappy.
- Discuss how nappy-changing and other care routines might be used effectively to communicate with children
- Outline approaches to toilet training
- Identify the role of exercise in a child's daily routine

To enable the learner to identify a range of common childhood illnesses

- List the most common childhood illnesses
- Describe the immediate course of action that should be taken when a child is thought to be unwell
- Identify when a doctor or the emergency services should be called
- Describe a care routine for a child who is unwell
- Define the term first aid and list the contents of a first aid box in an ECCE setting

Discuss with the learner how to respond appropriately to child/children while engaging in routine and directed tasks under supervision. For example

- Engaging with the child while changing nappy
- Using facial expressions and other methods of communication while feeding the baby
- Engaging with children while carrying out routine activities

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

Assignment 30%

Skills Demonstration 40%

Examination – Theory 30%

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.

Learning Outcome	Assessment Technique
Explain the basic requirements necessary to provide for the health, hygiene, safety and nutritional needs of children	Assignment and Skills Demonstration
Identify some factors that contribute to the overall well-being of children	Examination – Theory and Skills Demonstration
Distinguish between the different dietary requirements of babies and young children	Examination - Theory
Assist in the compliance with health and safety requirements in the provision of ECCE services for babies and children	Assignment
Identify a range of the most common childhood illnesses	Examination – Theory
Recommend a range of healthy snacks for children	Examination – Theory
Conduct a routine safety check on a room using a checklist	Skills Demonstration
Assist in the provision of appropriate personal care routines for babies and young children	Examination – Theory and Skills Demonstration
Respond appropriately to babies and children while engaging in routine and directed tasks under supervision	Skills Demonstration

11c. Guidelines for Assessment Activities

The assessor is required to devise assessment briefs and marking schemes/examination papers... In devising the assessment briefs/examination papers 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.

Assignment	30%
The assignment may be completed during the duration of this programme	
<p>The Assessor will devise a brief that requires the learner to demonstrate an understanding and application of knowledge of children aged 0-6 years in an ECCE setting</p> <p>Assessment should include:</p> <ul style="list-style-type: none"> • Identification of health and hygiene practices • Include the key aspects of ECCE legislation and regulations • Good hygiene practices that will help to prevent infection • Identification of potential safety issues within a setting or outing • Devise way of overcoming hazards • The most common safety hazards for children <p>Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these (select as appropriate). Any audio, video or digital evidence must be provided in a suitable format.</p> <p>All instructions for the learner must be clearly outlined in an assessment brief</p>	

Skills Demonstration	40%
The skills demonstrations will be completed during the duration of the programme	
<p>The learner will complete 4 skills demonstrations during the duration of the programme. For example</p> <ul style="list-style-type: none"> • Prepare a formula bottle • Change a nappy • Respond appropriately to the baby while carrying out any routine task • Test a toy or piece of equipment used by a child from a safety perspective and identify safety and quality marks • Carry of a safety check on a room using a safety checklist <p>Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these (select as appropriate). Any audio, video or digital evidence must be provided in a suitable format.</p>	

All instructions for the learner must be clearly outlined in an assessment brief

Examination - Theory

30%

The Examination will be conducted at the completion of the programme for a duration of one and a half hours.

The learner will complete the examination upon completion of the programme which will provide evidence that must include the following:

- Define a balanced diet and Identify the essential dietary requirements for healthy growth and development
- List the advantages and disadvantages of breast and bottle feeding
- The weaning process and foods
- Plan a daily menu
- Healthy snacks and contents of a lunch box
- Promotion of healthy eating
- A range of ways infection can spread
- Characteristics of a healthy child
- Hygiene routines for children
- Safety issues related to taking children on an outing
- List information that is important in cases of emergency
- Outline stages of a fire drill
- Immunisation programmes available for children
- Factors that contribute to overall wellbeing of a child
- Benefits of a good care routine to a child
- Rest and sleep needs of a child
- Toilet training
- Role of exercise in a child's daily routine
- List of common childhood illnesses
- The immediate course of action to be taken when a child is unwell
- When to call doctor/emergency service
- Care routine for an unwell child
- First aid box

Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these (select as appropriate). Any audio, video or digital evidence must be provided in a suitable format.

All instructions for the learner must be clearly outlined in an examination paper

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.

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Child Care and Safety 4N1905	Learner Marking Sheet Assignment 30%
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Learner's Name: _____

Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark
<p>Evidence of health, hygiene and safety of children 0 – 6 years including safety check</p> <ul style="list-style-type: none"> • Knowledge of ECCE legislation and regulations • The identification of health and hygiene practices • Describe good hygiene practices that will help to prevent infection • Identify potential safety issues within a setting or outing • Devise way of overcoming hazards. • The most common safety hazards for children 	30	
Total Mark		

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: _____

Child Care and Safety 4N1905	Learner Marking Sheet Skills Demonstration 40%
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Learner's Name: _____

Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark
<p>Evidence to demonstrate the provision of dietary, care and health and safety tasks for children 0 – 6 years</p> <ul style="list-style-type: none"> • Demonstration of the preparation of a formula bottle and changing a nappy • Demonstration of an appropriate response to babies and children while engaging in routines • Demonstrate the carrying out of a safety check of a room using a checklist • Demonstrate testing a toy or piece of equipment used by a child from a safety perspective and identify safety and quality marks 	<p>10</p> <p>10</p> <p>10</p> <p>10</p>	
Total Mark	40	

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: _____

Child Care and Safety 4N1905	Learner Marking Sheet Examination 30%
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Name: _____

Learner's PPSN: _____

Assessment Criteria	Maximum Mark	Learner Mark
Section A: Short Answer Questions 10 short answer questions, answer 10 (1 marks each) Question No.:* _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Subtotal	10	
Section B: Structured Questions 2 structured questions, answer 2 (10 marks each) Question No.:* _____ _____ _____	10 10	
Subtotal	20	
Total Mark	30	

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: _____

Authenticator's Signature: _____

Date: _____