



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Certificate Specification NFQ Level 5

Early Childhood Care and Education 5M2009

1. Certificate Details

Title	Early Childhood Care and Education
Teideal as Gaeilge	Cúram agus Oideachas na Luath-Óige
Award Type	Major
Code	5M2009
Level	5
Credit Value	120
Purpose	The purpose of this award is to enable the learner to acquire the knowledge, skill and competence to work independently and under supervision in a range of Early Childhood Care and Education (ECCE) settings and or to progress to higher education and training.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
<i>Breadth</i>	Demonstrate a broad range of knowledge related to the learning, well-being and development of children and their identities in the field of Early Childhood Care and Education (ECCE).
<i>Kind</i>	Demonstrate knowledge of some theoretical concepts and abstract thinking pertinent to ECCE practice to include child protection, with significant depth in certain areas.
Know How & Skill	
<i>Range</i>	Demonstrate a broad range of practice, interpersonal, reflective and pedagogical skills in providing for the holistic needs of babies and young children at group and individual level.

Selectivity Exercise judgment in selecting appropriate procedural responses to routine, varied and unfamiliar situations and challenges within an ECCE setting.

Competence

Context Demonstrate knowledge and skills within a range of varied and specific ECCE practice contexts and settings.

Role Contribute to the planning, implementation and evaluation of the curriculum in support of the learning, wellbeing and development of all children recognising the importance of working in partnership with staff, parents/guardians/carers/families and the broader community.

Learning to Learn Take responsibility for own learning in a structured context.

Insight Reflect on personal values and practices to inform self understanding and personal development.

The learning outcomes associated with this award are outlined in the associated Component Specifications.

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

Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

Progression

Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.

Progression Awards

Learners who successfully complete this award may progress to a range of different awards.

6M2007 Early Childhood Care and Education

Grading

Pass

Merit

Distinction

The grade achieved will be determined by the grades achieved on the components

2. Certificate Requirements

The total credit value required for this certificate is 120. This will be achieved by completing:

Award Code	Title	Level	Credit Value
All of the following component(s)			
5N1764	Child Development	5	15
5N1770	Early Care and Education Practice	5	15
5N1773	Early Childhood Education and Play	5	15
5N1765	Child Health and Well Being	5	15
A minimum credit value of 15 from the following components			
5N1356	Work Experience	5	15
5N1433	Work Practice	5	15
A minimum credit value of 15 from the following components			
5N0690	Communications	5	15
5N1367	Teamworking	5	15
5N1390	Personal Effectiveness	5	15
5N0972	Customer Service	5	15
A minimum credit value of 15 from the following components			
5N1786	Special Needs Assisting	5	15
5N1769	Creative Arts for Early Childhood	5	15
5N1279	Human Growth and Development	5	15
5N1370	Social Studies	5	15
5N1394	Legal Practice and Procedures	5	15
5N1763	Approaches to Early Childhood Education	5	15
5N1766	Childminding Practice	5	15
5N1779	Infant and Toddler Years	5	15
5N1781	School Age Childcare	5	15
5N1775	Equality and Diversity in Childcare	5	15
5N2006	Nutrition	5	15
5N2005	Irish for Preschool Services	5	15
5N1207	Occupational First Aid	5	5
5N2396	Children with Additional Needs	5	15

The remaining credit value of 15 can be obtained by using relevant component(s) from level 5. A maximum of 15 credits may be used from either level 4 or level 6.

3. Supporting Documentation

1. Model Framework for Education, Training and Professional Development in the Early Childhood Care and Education Sector
<http://www.inis.gov.ie/en/JELR/modelframework.pdf/Files/modelframework.pdf>
2. Síolta The National Quality Framework for Early Childhood Education in Ireland.
Available at: <http://www.siolta.ie/index.php>
3. Aistear - The Early Childhood Curriculum Framework. Available
at:<http://www.ncca.biz/Aistear/>
4. Child Care Act 1991. Available
at:<http://www.irishstatutebook.ie/1991/en/act/pub/0017/index.html>

5. Child Care (Pre-School Services) (No. 2) Regulations 2006 and Explanatory Guide to Requirements and Procedures for Notification and Inspection. Available at: <http://www.childcareonline.ie/files/1239967889.pdf>
- 6.

4. Specific Validation Requirements

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

Sufficient facilities and opportunities to enable the learner to demonstrate a range of practical skills and competencies in an appropriate Early Childhood Care and Education setting.

- 1.

5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: www.qqi.ie.

6. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They 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 a particular award. Learning outcomes for QQI awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and

providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

7. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

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

