

Certificate Specification NFQ Level 6

Early Childhood Care and Education 6M2007

1. Certificate Details

Title	Early Childhood Care and Education
Teideal as Gaeilge	Cúram agus Oideachas na Luath-Óige
Award Class	Major
Code	6M2007
Level	6
Credit Value	120
Purpose	The purpose of this award is to enable the learner to acquire the knowledge, skill and competence to work as an autonomous practitioner and or take responsibility for the work of others in leading and coordinating the provision of a quality early childhood care and education environment which promotes children's well-being, development and learning. This award will provide learners with opportunities to transfer and progress to programmes leading to higher education and training awards.
Statements of Knowledge, Skill and Competence	Learners will be able to:
Knowledge	
<i>Breadth</i>	Demonstrate knowledge of a range of perspectives of Early Childhood Care and Education (ECCE) and of policies, procedures and best practice guidelines that support the delivery of an effective early childhood care and education service.
<i>Kind</i>	Relate concepts of leadership and supervision to pedagogy and practice showing a significant depth of knowledge of the principles, theories and concepts pertinent to effective ECCE service delivery.
Know How & Skill	
<i>Range</i>	Apply a comprehensive range of interpersonal, pedagogical and supervisory skills in the effective delivery of an early childhood care and education service.

<i>Selectivity</i>	Respond appropriately to the care and education needs of children of different ages, stages, interests and abilities, taking account of diversity and promoting equality and inclusion.
Competence	
<i>Context</i>	Apply a range of policies, procedures and practices to ensure continuity of experiences for children across a variety of ECCE settings.
<i>Role</i>	Plan, implement and evaluate curriculum delivery to include a range of activities and experiences both child lead and adult initiated, in support of the development, well-being and learning of children in the context of national guidelines and best practice procedures.
<i>Learning to Learn</i>	Take responsibility for own professional development and or assist others in identifying their own professional development needs.
<i>Insight</i>	Reflect critically on personal and professional practice to inform understanding and contribute to the professional development of self and other practitioners.
	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.
Grading	<p>Pass</p> <p>Merit</p> <p>Distinction</p> <p>The grade achieved will be determined by the grades achieved on the components</p>

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)			
6N1942	Child Development	6	15
6N1944	Early Childhood Curriculum	6	15
6N1945	Childhood Social Legal and Health Studies	6	15
A minimum credit value of 15 from the following components			
6N1946	Work Experience	6	15
6N1947	Work Practice	6	15
A minimum credit value of 15 from the following components			
6N1950	Communications	6	15
6N1948	Team Leadership	6	15
6N1949	Personal and Professional Development	6	15
A minimum credit value of 30 from the following components			
6N1973	Supervision in Early Childhood Care	6	15
6N1974	Equality and Diversity in Childcare	6	15
6N1975	Disability Awareness	6	15
6N1957	Special Needs Assisting	6	15
6N1972	Creative Studies for Special Needs	6	15
6N1932	Early Learning Philosophy	6	15
6N1933	Early Learning Environment	6	15
6N1935	Early Childhood Literacy and Numeracy	6	15
6N1936	Early Childhood Arts and Culture	6	15
6N2023	Child Psychology	6	15

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

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. Children First: National Guidelines for the Protection and Welfare of Children

4. Specific Validation Requirements

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

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 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 underpinning theory
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range 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 evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
	Insight	Express an internalised, personal world view, reflecting engagement with others.

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI