



Course Title: Early Childhood Growth and Development

Course Code: 5C21526

Level: 5



QQI AWARD



Assessment Brief

Assessment Technique and Weighting:

Assignment: 40%

Portfolio: 30%

Examination: 30%

This document contains important information about the assessment process and it is important that you read each part of the document carefully so you clearly understand what is required of you.

Contents

Assessment Brief	0
Assignment - 40% - Learner Instructions	2
Assignment - 40% - Marking Scheme	4
Portfolio - 30% - Learner Instructions	5
Portfolio - 30% - Marking Scheme	8
Examination - 30% - Learner Instructions	9
Grade Amendment Form	10
Presentation of your Assessment	10
Academic Integrity and Referencing	12
How to Submit your Assessment	13
Assessment Cover Sheet - Learner Declaration	14
Reaction Form	15
Reading List	17

Assignment - 40% - Learner Instructions

This assessment addresses the following learning outcomes.

Learning Outcome	Learning Outcome Text
LO 1	Explain the holistic development of the child to include physical, cognitive, language, social, emotional, moral, spiritual, creative and cultural development.
LO 2	Describe a range of theories of child development and learning.
LO 3	Describe the influence of family, social, cultural and environmental factors on child development and learning.

Guideline word count: 2,000 words. *Word counts are guidelines only - you are not rewarded or penalised for the number of words you use, it is the quality of your work that matters.

ASSESSMENT TASK	ASSIGNMENT - 40%
Assessment Title:	Understanding Child Development
Scope of Work:	This assessment offers the learner an opportunity to discuss child development, the theories that underpin our understanding of child development and a variety of factors which influence the development of young children.
Word Count:	2,000
Assessment Criteria/Format:	<p>Part 1 - Holistic Child Development (LO1) (Marks 10)</p> <ul style="list-style-type: none"> ● Describe what is meant by holistic child development. ● Explain why it is important for the ELC practitioner to have an understanding of child development.
	<p>Part 2 - Theories on Child Development (LO2) (Marks 12)</p> <ul style="list-style-type: none"> ● Discuss 2 of theorists of your choice and the main elements of each of their theories. ● Describe how both theories have influenced your understanding of child development. ● Outline how these theories have influenced the provision of ELC.
	<p>Part 3 - Factors Influencing Child Development (LO3) (Marks 12)</p> <ul style="list-style-type: none"> ● Describe a variety of factors which can influence child development to include: <ul style="list-style-type: none"> ○ The child's family ○ Community and Social factors ○ Cultural factors ○ The child's environment

	<p>Part 4 - Conclusion (Marks 6)</p> <ul style="list-style-type: none">● Conclusion of the main elements of your assignment.● Outline how your learning on this module will impact your future professional practice. <p>References and bibliography (references and bibliography are not part of word count)</p>
	<p>Guidance; The assessment will;</p> <ul style="list-style-type: none">● Follow a structured format with headings.● Correct conventions of language used including spelling, punctuation and syntax.● Proposal presented clearly and logically in own words with evidence of planning, evaluation, in-depth analysis and conclusions.

Remember:

- Maintain confidentiality, do not use names of people or places, use pseudonyms,
- Review learning outcomes and marking criteria and refer to them regularly to ensure they are being met.
- See assessment document for details on submission, referencing and plagiarism.

Assignment - 40% - Marking Scheme

Assessment Criteria	Marks Available
Part 1 - Holistic Child Development (LO1) <ul style="list-style-type: none"> ● Describe what is meant by holistic child development. ● Explain why it is important for the ELC practitioner to have an understanding of child development. 	(10) 5 5
Part 2 - Theories on Child Development (LO2) <ul style="list-style-type: none"> ● Discuss 2 of theorists of your choice and the main elements of each of their theories. ● Describe how both theories have influenced your understanding of child development. ● Outline how these theories have influenced the provision of ELC. 	(12) 4 4 4
Part 3 - Factors Influencing Child Development (LO3) <ul style="list-style-type: none"> ● Describe a variety of factors which can influence child development to include: <ul style="list-style-type: none"> ○ The child's family ○ Community and Social factors ○ Cultural factors ○ The child's environment 	(12) 3 3 3 3
Part 4 - Conclusion <ul style="list-style-type: none"> ● Conclusion of the main elements of your assignment. ● Outline how your learning on this module will impact your future professional practice. 	(6) 3 3
Total Marks	40

Portfolio - 30% - Learner Instructions

This portfolio addresses the following learning outcomes.

Learning Outcome	Learning Outcome Text
LO 6	Apply the theoretical principles of Child Development in the ELC setting
LO 7	Document children's developmental progress against normative milestones of development
LO 8	Conduct child observations and assessments, informed by theory, to promote the holistic development of the child and to enhance professional practice in the ELC setting.
LO 10	Evaluate own role and practice in supporting the development and learning of the child

Guideline word count: 2,500 words. *Word counts are guidelines only - you are not rewarded or penalised for the number of words you use, it is the quality of your work that matters.

ASSESSMENT TASK	PORTFOLIO - 30% *Facilitated on Practice Placement
Assessment Title:	Observations and Assessment
Scope of Work:	You are required to <u>carry out 5 observations on 3 age groups of children</u> in an early years setting. Each observation must be specific to an area of development, ie, physical, intellectual, language, emotional & social - <u>All 5 areas of development must be observed</u> . The age groups must be; 0-1, 1-3, 3-6 years. You must <u>use at least 3 different methods of observation</u> . The portfolio must include accurately completed observations.
Word Count:	2,500
Assessment Criteria/Format:	<ul style="list-style-type: none"> ● Carry out 5 observations across 2 different age groups of children 0-to 2 years and 8 months and 2 years and 8 months to 6 years. ● Use 3 different types of observation methods eg: time sample, free description, checklist. <p>For <u>each observation</u> include the following:</p> <p>Introduction - (Marks 9)</p> <ul style="list-style-type: none"> ● Brief description of the early years setting, the room the child is in ● The child being observed, exact age, length of time in setting, position in family (no names). ● The method of observation to be used and the aim and rationale for the chosen observation method. ● Scheduling – Date, start & finish times <p>Observation - (LO6, LO7, LO8) (Marks 12) Detailed observation of the child accurately and appropriately completed.</p>

	<ul style="list-style-type: none"> ● Evaluation of the findings of the observation. ● Identification of areas requiring support with links to child development theories. ● Suggest how you as the practitioner can support the development of this child - with links to the Aistear framework. <p>Reflection - (LO10) (Marks 9) Reflect on your own professional practice when carrying out this observation:</p> <ul style="list-style-type: none"> ● Was this a suitable observation method to choose? ● Did you collaborate with others? ● Areas for your further learning or professional development?
Assessment Format	<p>You have the option to present your work in a variety of formats;</p> <ul style="list-style-type: none"> ● Written Report e.g. Word / Google Document ● Audio Visually by the use of a recorded presentation ● As a Case Study <p>It is your responsibility to ensure that any recordings, photographs, audio recordings etc. are submitted to the assessor in a suitable and accessible format.</p>
Confidentiality	Do not use the name of the child, setting etc. Refer to child as TC (Target Child) throughout the observations.
Notes	Where Placement is not an option, please refer to the attached list of videos, which can be chosen from, to assist you in completing the assessment. Please reference the video you use. This format should be used, "Babies, video 1".
	<p>Guidance; The assessment will;</p> <ul style="list-style-type: none"> ● Follow a structured format with headings. ● Correct conventions of language used including spelling, punctuation and syntax. ● Proposal presented clearly and logically in own words with evidence of planning, evaluation, in-depth analysis and conclusions.

Remember:

- Maintain confidentiality, do not use names of people or places, use pseudonyms,
- Review learning outcomes and marking criteria and refer to them regularly to ensure they are being met.
- See assessment document for details on submission, referencing and plagiarism.

Video Links

These may be used for practice observations.

Babies

1. 9 Months old boy playing <https://youtu.be/5y8YJDrirZ4>
2. 11 month old girl, object permanence https://www.youtube.com/watch?v=NqV1lg4_nfl
3. 8 month old girl with water <https://youtu.be/wxrLsVCWMQg>
4. 10 month old playing <https://youtu.be/30M9HvVuiwk>
5. 2 boys 9 Months and 28 months playing <https://youtu.be/H6f4Hpgscas>
6. 2 boys aged 9 months and 28 months playing https://youtu.be/p_8FkB0wNPg
7. 2 boys aged 9 months and 28 months eating <https://youtu.be/fFnmZz9bgbk>
8. 2 boys aged 9 months and 28 months eating <https://youtu.be/ItRcssEPJ0s>

Toddlers

1. Toddlers with chairs <https://youtu.be/2gOx4YKpZWY>
2. Toddlers on steps and slide https://youtu.be/PI3_4D6c8lo
3. 2 boys 9 Months and 28 months playing <https://youtu.be/H6f4Hpgsca>
4. 2 boys aged 9 months and 28 months playing https://youtu.be/p_8FkB0wNPg
5. 2 boys aged 9 months and 28 months eating <https://youtu.be/fFnmZz9bgbk>
6. 2 boys aged 9 months and 28 months eating <https://youtu.be/ItRcssEPJ0s>
7. 15 month old paper and pens <https://youtu.be/zUdMBtK2UVE>
8. 18 month old playing with cornflour(gloop) <https://youtu.be/zUdMBtK2UVE>
9. 18 month old with books <https://youtu.be/0r17diB8Gtl>

Preschool

1. 3 boys aged 3 playing with bricks https://youtu.be/CTtXha3Y_Zg
2. Pre-schoolers outside with chalk <https://youtu.be/ZtJ7my7RCnk>
3. Pre-school children outside <https://youtu.be/wGyjCcMgANl>
4. 2 girls on a tyre swing <https://youtu.be/hDbd2kKQJ6s>
5. Girl with doll house <https://youtu.be/7a5OpVy4wAM>
6. Children at sensory tray <https://youtu.be/fdZJiWnxhg0>
7. Dramatic play <https://youtu.be/HRL0ealWX7k>
8. Children building train tracks https://youtu.be/vcX9_e_my4o

Portfolio - 30% - Marking Scheme

Assessment Criteria	Marks Available
For each observation include the following:	
Introduction - <ul style="list-style-type: none"> Brief description of the early years setting, the room the child is in The child being observed, exact age, length of time in setting, position in family (no names). The method of observation to be used and the aim and rationale for the chosen observation method. Scheduling – Date, start & finish times 	(9) 2 2 4 1
Observation - Detailed observation of the child accurately and appropriately completed. <ul style="list-style-type: none"> Evaluation of the findings of the observation. Identification of areas requiring support with links to child development theories. Suggest how you as the practitioner can support the development of this child - with links to the Aistear framework. 	(12) 4 4 4
Reflection - Reflect on your own professional practice when carrying out this observation: <ul style="list-style-type: none"> Was this a suitable observation method to choose? Did you collaborate with others? Areas for your further learning or professional development? 	(9) 3 3 3
Total Marks	40

Examination - 30% - Learner Instructions

This assessment addresses the following learning outcomes.

Learning Outcome	Learning Outcome Text
LO 4	Identify the benefits of play to the child's holistic development and learning mindful of diversity, inclusion and equality of opportunity
LO 5	Describe the contribution of the practitioner/parent/guardian to the development and learning of children in the home and in the ELC setting
LO 9	Recommend suitable play activities to promote holistic development and learning

Guideline word count: 1,500 words. *Word counts are guidelines only - you are not rewarded or penalised for the number of words you use, it is the quality of your work that matters.

Title: Examination 30%

You are required to complete an exam worth 30%. There are 5 structured questions and you are required to complete 3. Each question is worth equal marks, 10 marks each.

A theory-based examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding of specific theory and knowledge within a set period of time and under clearly specified conditions.

- The internal assessor will devise a theory based examination that assesses the candidate's ability to recall and apply theory and understanding requiring responses to a range of structured questions.
- The examination will be based on a range of specific learning outcomes from the indicative content throughout the module and will be two hours in duration.
- The format of the examination will be:
 - 5 structured questions - candidates are required to answer 3 questions (10 marks each).
 - All instructions for the learner must be clearly outlined in an examination paper.

Traditional Examination

If you are in a traditional examination (on-site) Examination - the Examination will be invigilated in a traditional manner. In this instance the time allowed will be 2 hours.

Please answer 3 questions, each question is worth 10 marks = 30%

Distance Learning

If you are completing this examination through a distance learning model, the examination will be conducted via Zoom.

Please answer 3 questions, each question is worth 10 marks = 30%

Grade Amendment Form

Grade Amendment Form	
Early Childhood Growth and Development 5C21526	
Learner Name: _____	Date: _____
<p>Criteria to pass Early Childhood Growth and Development</p> <p>In order to pass this module overall, the Learner must have:</p> <p>Been deemed 'Competent' in the following MIPLOS:</p> <p>MIPLO 1: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>MIPLO 2: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>MIPLO 5: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>MIPLO 8: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>And</p> <p>Completed 150 hours of Professional Practice Placement as required across two ELC settings</p> <p>If the overall Learner mark is a Pass but the Learner has not met the above requirements, then the Learner will be deemed Unsuccessful. In order to do this:</p> <ul style="list-style-type: none"> Enter the marks for each assessment technique below Where the overall mark is greater than 50, insert 49% in the Amended Total to generate an Unsuccessful grade. Ensure this form is present and prominent in the Learner's portfolio <p>This amendment must be noted by the Results Approval Panel.</p>	<p>Appropriate MIPLOS deemed as 'Competent'?</p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Completed 150 hours of professional practice placement as required across two ELC settings?</p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If either question is answered "No", then amend grade as per below</p>
Amended Learner Mark	
Total Marking Sheet Exam	
Total Marking Sheet Portfolio	
Total Marking Sheet Assignment	
Work-based MIPLO Assessment	
Amended Total	
Yes <input type="checkbox"/> No <input type="checkbox"/>	

Internal Assessor's Signature:	Date:
External Authenticator's Signature:	Date:
Chair, Results Approval Panel Signature	Date

Presentation of your Assessment

1. **Brief:** Signed and Dated

2. **Cover Page – Cover Sheet Template Supplied**

Your Name,	Edel Lynam
Contact Number,	087 2856432
PPS Number,	7151227J
Module Title,	Child Development Level 5
Module Code,	5N1764
Title of Assessment,	
Tutor Name.	

Typed:

- All headings / questions to be in bold underlined.
- Use size 14 font for headings and font size 12 for content.
- Use plain white paper to print project.
- Use 1.5 line spacing.
- Proof read and avoid spelling and grammatical errors.

Academic Integrity and Referencing

Whenever you mention another author's work in your assessment, you should credit that author in a bibliography. A bibliography is a list of resources that have been used to support the learning and construction of content within an assessment. It can include the direct reference list but also includes additional sources that may not have been directly used. Referencing is an important part of academic writing. It tells your readers what sources you've used and how to find them. The style you use to reference should be the Harvard Referencing Style; see the links below for more information. Make sure to highlight in the body of your assessment when you do this, so that the assessor knows you're not copying another author's work without giving them credit.

For example, in the body of your project, your text might look something like this:

[ENTER A SECTOR SPECIFIC EXAMPLE HERE]

"Kirkpatrick (1) developed a four-level model for evaluating training, which was challenged and refined by Kaufman (2)."

Bibliography:

1. Kirkpatrick, D., & Kirkpatrick, J. 2006. Evaluating Training Programs: The Four Levels. Berrett-Koehler Publishers.
2. Kaufman, R., & Keller, J. M. (1994). Levels of evaluation: beyond Kirkpatrick. Human Resource Development Quarterly, 5(4), 371-380

[Harvard Referencing Cheat Sheet](#)

Online Referencing Tools:

<https://www.citethisforme.com/harvard-referencing> - Tool and Guide

(NOTE: Your bibliography is not included in your word count)

How to Submit your Assessment

Use the system My Forus Training – work submission platform accessible at <https://my.forustraining.ie> to submit your work.

You must submit a maximum of 3 documents for each assessment

Files are accepted in the following formats:

Jpg, Jpeg, Png, Gif, bmp, pdf, psd, mov, mp3, mp4, mpc, mpeg, mpg, amr, doc, docx, pptx, ppt, xls, xlsx, rtf, odt, txt.

The files you submit should include the cover page and be saved as follows so that they are clearly identifiable:

Naming Format: **[EVENT ID] - [XNXXXX] – [ASSESSMENT TECHNIQUE] – [YOUR NAME]**

Example: 5894 - 6N1957 - SKILLS DEMONSTRATION - JOE BLOGGS

Declaration

Each submission must include a signed declaration confirming that the assessment is your own original work. Submissions will not be accepted without this learner declaration

Naming Format: **[EVENT ID] - [XNXXXX] - DECLARATION – [FIRST NAME, SURNAME]**

Example: 5894 - 6N1957 - DECLARATION - JOE BLOGGS

If you need an extension you must contact certificaton@forustraining.ie before the submission date and complete an application form. Each extension request will be considered and you will be notified of the outcome. If successful, you will receive a new submission deadline.

Assessment Cover Sheet - Learner Declaration

****Complete and copy and paste this so that it becomes the first page of each assignment ****

Course Title:	Child Development Level 5
Event ID:	12044
Title of Assignment:	Assignment / Observations / Alternative to exam
Course Completion Date:	08/03/2022
Submission Deadline Date	22/03/2022
Trainer Name:	Edel Lynam
Learner Name:	
Your Contact ID:	
Learner Email:	

I declare that (Please tick each box and sign below)

- I have uploaded feedback on the course by completing the reaction form.
- I have uploaded the assessment brief with my submission.
- I have kept copies of my portfolio of evidence.
- All information contained in this portfolio is my own work except for that which is referenced, and I acknowledge that plagiarism will result in disqualification.
- Where practical skills demonstration applies as part of my assessment I understand that this is documented by me and the video evidence submitted herein.
- I have been funded to complete this course or I have Paid in Full. I understand that my submission will not be processed until my account is clear.
- If funded, I have fully completed and signed the documentation relating to the funding body (TESG POBAL etc.) and this documentation has been returned to Forus Training
- I have not included recognisable photos of children or vulnerable adults within my learner evidence and used pseudonyms or anonymised subjects about whom I have written
- I understand that my learner evidence will not be returned to me.

Learner Name:		
Learner Signature:		Date:

Please see Data Protection notice below

Reaction Form

Section 1: Your Feedback

Please Tick	Excellent	Very Good	Good	Fair	Poor
Please rate the Course Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were the learning objectives given?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were learning objectives met?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rate the standard of presentation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the trainer able to address your questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating of trainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rate the Handouts / Course Material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were you happy with learner participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment, Room and Work Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What areas of the course do you think need improvement?

What did you enjoy the most about the course?

Please comment on the learner support that you received - did they meet your expectations?

What did you find most useful / most relevant?

Section 2: Recommendation

How likely is it that you would recommend this company to a friend or colleague?

Not at all Likely

Extremely Likely

1	2	3	4	5	6	7	8	9	10
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Section 3: Sign Off

Please indicate if you are happy for positive comments to be included in our marketing material as testimonials Yes No - Please see Data Protection notice below

Signed:

Date:

5C21526 - Early Childhood Growth and Development - Assessment Brief - Pack A

Data Protection Notice:

By submitting this form, you hereby agree that Forus Training may collect, obtain, store and process your personal data that you provide in this form for the purpose of getting feedback from you as described in this Form and/or for receiving updates, news, promotional and marketing mails or materials from the Company and/or the associate Company. For the avoidance of doubt, Personal Data includes all data defined within the Personal Data Protection Act 2010 including all data you had disclosed to the Company in this Form.

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Reading List

Flood, E. (2021). Growth and Development in Early Childhood. Publisher: Boru Press.

Sharma, A., Mary Sheridan's From Birth to Five Year's : Children's Developmental Progress [Online]

Available:

<http://www.easons.com/p-2842737-mary-sheridans-from-birth-to-five-years-childrens-developmental-progress.aspx>

The Human Body an incredible journey from Birth to Death – BBC [Online] Available:

<http://www.amazon.co.uk/The-Human-Body-Robert-Winston/dp/B008KZVNF8>

Meggitt, C. (2012) Child Development – An illustrated guide.

Meggitt, C., Manning-Morton, J, and Bruce, T (2016) Child Care and Education 6th Revised Edition. Hodder Education.

Walker, M, Beaver, M, Brewster, J, Neaum, S, Tallack, J (2008) CACHE Level 2 Child Care and Education (Child Care & Education Certificate [Online] Available:

http://www.amazon.co.uk/CACHE-Level-Child-Education-Certifi/dp/0748799974/ref=sr_1_5?s=books&ie=UTF8&qid=1445605694&sr=1-5&keywords=childcare+and+education+cache+2

Tassoni, P., CACHE Level 3 in Child Care and Education Student Book [Online] Available:

<http://www.easons.com/p-612433-cache-level-3-in-child-care-and-education-student-book.aspx>

Sheridan, M., D., (2010) Play in Early Childhood, 3rd Ed., [Online] Available:

<http://www.amazon.co.uk/Play-Early-Childhood-Mary-Sheridan/dp/041557790X>

Young, C., Entertaining and Educating Babies and Toddlers, [Online] Available:

<http://www.easons.com/p-500593-entertaining-and-educating-babies-and-toddlers.aspx>

Duffy, C. (2015) The Opportunities Nature Affords Early Times Autumn 2015 [Online] Available:

<https://www.earlychildhoodireland.ie/>

Hobart, C., Frankel, J., & Walker, M. (2009) A Practical Guide to Observation and assessment. 4th ed. Nd: Oxford. [Online] Available:

<http://www.amazon.co.uk/Practical-Guide-Observation-Assessment-Edition/dp/140850488X>

Siolta (2017). The National Quality Framework for Early Childhood Education. Dublin: Early Years Education Policy Unit. Available: <http://siolta.ie/manuals.php>

NCCA (National Council for Curriculum and Assessment) (2009), Aistear, Dublin: NCCA. Available:

<https://ncca.ie/en/resources/aistear-the-early-childhood-curriculum-framework>

Pound, L (2014) How Children Learn. London: Practical Pre-School Books. Available:

https://www.amazon.co.uk/How-Children-Learn-Educational-Approaches/dp/1909280739/ref=sr_1_2?dchiid=1&hvadid=80470539020552&hvbmt=be&hvdev=c&hvqmt=e&keywords=how+children+learn+by+linda+pound&qid=1605468075&s=books&sr=1-2&tag=mh0a9-21

Winston, R (2001) DVD – The human body an incredible journey from birth to death.

<https://www.bbc.co.uk/programmes/p00tcklj/episodes/guide>