The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Human Growth and Development

Level 5    D20032

September 2001

www.fetac.ie
# Level 5 Module Descriptor

## Summary of Contents

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<tr>
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<th>Describes how the module functions as part of the national vocational certificate framework.</th>
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<tr>
<td>Module Title</td>
<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td>Module Code</td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
</tr>
<tr>
<td>Level</td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
</tr>
<tr>
<td>Credit Value</td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
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<tr>
<td>Purpose</td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
</tr>
<tr>
<td>Preferred Entry Level</td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td>Special Requirements</td>
<td>Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.</td>
</tr>
<tr>
<td>General Aims</td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Units</td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td>Specific Learning Outcomes</td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Portfolio of Assessment</td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td>Grading</td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td>Individual Candidate Marking Sheets</td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td>Module Results Summary Sheet</td>
<td>Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements.</td>
</tr>
<tr>
<td>Appendices</td>
<td>Can include approval forms for national governing bodies.</td>
</tr>
<tr>
<td>Glossary of Assessment Techniques</td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td>Assessment Principles</td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
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</table>
Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
<table>
<thead>
<tr>
<th></th>
<th>Module Title</th>
<th>Human Growth and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Module Code</td>
<td>D20032</td>
</tr>
<tr>
<td>3</td>
<td>Level</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Credit Value</td>
<td>1 credit</td>
</tr>
<tr>
<td>5</td>
<td>Purpose</td>
<td>This module aims to introduce learners to human development and behaviour from infancy to old age. The module is designed for learners who intend to work in a variety of community/social care settings where frequent demand is made on the individual to relate to people at various levels of personal development and to understand the concepts of mental age and chronological age in order to be able to relate to people at a level appropriate to their needs. The module is also aimed at learners who wish to pursue further studies in this area. This is a mandatory module for the Level 5 Certificate in Community and Health Services - Community Care award.</td>
</tr>
<tr>
<td>6</td>
<td>Preferred Entry Level</td>
<td>Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.</td>
</tr>
<tr>
<td>7</td>
<td>Special Requirements</td>
<td>None.</td>
</tr>
</tbody>
</table>
| 8 | General Aims       | Learners who successfully complete this module will:  
|   |                    | 8.1 understand the concept of human development from conception to old age  
|   |                    | 8.2 understand normal patterns of development from infancy to old age  
|   |                    | 8.3 explore their own personal prejudices, fears and anxieties about working with people in need of care |
8.4 develop interpersonal/interactive skills appropriate to responding to the needs of others

8.5 apply skills and knowledge to typical work based problems

8.6 develop self-confidence and empathy in dealing with people.

9 Units

The specific learning outcomes are grouped into 3 units.

Unit 1 The Psychology of Childhood
Unit 2 The Psychology of Adolescence
Unit 3 The Psychology of Adulthood

10 Specific Learning Outcomes

Unit 1 The Psychology of Childhood

Learners should be able to:

10.1.1 discuss their own experience of childhood with reference to toys, games and early memories

10.1.2 briefly outline common theories of child development

10.1.3 outline the normal pattern of development from conception through childhood to early adolescence with reference to physical, emotional, social and intellectual development

10.1.4 state the importance of secure attachments to the development of the child

10.1.5 recognise variations within the normal range of child development.

Unit 2 The Psychology of Adolescence

Learners should be able to:

10.2.1 outline the normal pattern of development in adolescence, with reference to physical, emotional, social and intellectual development
10.2.2 outline the factors that influence the personality development of the adolescent, to include: family and peer relations; gender influences and societal influences

10.2.3 discuss common issues that arise in adolescence e.g. relationships formation, deviant behaviour

10.2.4 discuss the effectiveness of a range of strategies employed to assist adolescents with interpersonal relationships and other problems perceived by the adolescent.

Unit 3 The Psychology of Adulthood

Learners should be able to:

10.3.1 identify the different stages of adulthood - young adult, adult and mature, independent adult

10.3.2 outline the normal pattern of development at different stages of adulthood with reference to physical, emotional, intellectual and social development

10.3.3 outline the main effects that different goals/motivations have on a person's behaviour and lifestyle at the different stages of adulthood e.g. career, values/beliefs, responsibilities, relationships, peer group pressure

10.3.4 identify a range of adult needs and the interpersonal skills required to meet these needs in a variety of situations:
- need for achievement, purpose in life
- need for self-esteem
- need for values in life e.g. spiritual
- need for self-fulfilment
- individual differences relating to adults e.g. cultural, ethnic

10.3.5 outline the range of interpersonal skills required for personal contact and positive relationships with the older adult in need of care

10.3.6 discuss death and dying in the context of late adulthood.
11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

<table>
<thead>
<tr>
<th>Summary</th>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (2)</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>Examination (Theory-Based)</td>
<td></td>
<td>40%</td>
</tr>
</tbody>
</table>

11.1 Assignments (2)

The internal assessor will devise two briefs that require candidates to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes.

The briefs will present case studies of clients in a care situation. Each case study brief will contain sufficient information to provide a natural and realistic description of a client’s situation and needs. The candidate will deliver a response that demonstrates the knowledge and skills required to contribute to meeting the needs of the particular client.

The candidate will identify needs (at least two) which are being met in each situation and explain why this is the case. They will also identify needs that are not being met. The candidate will detail the interpersonal skills required to meet each client’s needs and will suggest a course of action appropriate to the given situation.

Each case study may be presented in a variety of media eg written, audio, video, graphic, visual or a combination of these. Audio and video evidence must be provided on tape.

Each case study carries equal marks.

11.2 Examination

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. These questions may be answered in different media such as in writing or orally.

The examination will be based on a range of specific learning outcomes from all units of the module and will be 2 hours in duration.
The format of the examination will be as follows:

5 structured questions
Candidates are required to answer 4 (20 marks each).

12 Grading

Pass 50 - 64%
Merit 65 - 79%
Distinction 80 - 100%
Candidate Name: _______________________________ PPSN.: _______________________
Centre: __________________________________________________ Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Assignment 1</th>
<th>Assignment 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• accurate assessment of needs</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• detailed description of appropriate strategies for meeting needs in terms of individual/family/community/government involvement</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• thorough understanding of interpersonal skills required</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• comprehensive, appropriate and sensitive actions to meet needs outlined</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>60</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**
This mark should be transferred to the Module Results Summary Sheet

120

*Internal Assessor’s Signature:* ________________________________  *Date:* __________

*External Authenticator’s Signature:* ________________________________  *Date:* __________
Candidate Name: ______________________________  PPSN.: ________________________  
Centre: __________________________________________________  Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 structured questions, answer any 4 (20 marks each)</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>(Please indicate questions answered)</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Question No*:_______</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

* The internal assessor is required to enter here the question numbers answered by the candidate.

Internal Assessor’s Signature: _________________________________  Date: ____________  
External Authenticator’s Signature: _____________________________  Date: ____________
<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total Marks</th>
<th>Total (\div 2)</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>120</td>
<td>80</td>
<td>200</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Signed: ____________________________

*Internal Assessor: ____________________________  Date: ____________________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*
D: 80 - 100%
M: 65 - 79%
P: 50 - 64%
U: 0 - 49%
W: candidates entered who did not present for assessment
Glossary of Assessment Techniques

**Assignment**  
An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Collection of Work**  
A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

**Examination**  
A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

**Learner Record**  
A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.
**Project**

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (some of these – about 2-4)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

**Skills**

**Demonstration**

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.