



MCAST

MQF/EQF Level 4

CS4-04-21
CS4-04-21G

Advanced Diploma in Children's Care,
Learning and Development

Course Specification

Course Description

This programme of studies provides learners with practical experience in child care. This also entails pedagogical practices based on theories related to the Early Years. This programme also allows learners to delve into health and safety issues, research related to contemporary issues in the early years. Learners will gain experience from work placement programmes, one placement with a baby and another with a group of toddlers. Learners will observe, plan and implement age appropriate creative activities through the Emergent Curriculum approach.

At the end of the first academic year, successful learners will have the option to exit their studies and be awarded the MCAST Award in Children's Care, Learning and Development, to work as Child Care Practitioners.

Programme Learning Outcomes

At the end of the programme the learner will be able to:

- 1. Plan activities for babies, toddlers and children in the early years.*
- 2. Maintain health and safety standards in early years settings.*
- 3. Implement activities and construct resources for children.*
- 4. Monitor and record the development of children.*

Entry Requirements

Any MCAST Level 3 Diploma

OR

4 SEC/O-Level/SSC&P (Level 3) passes

Compulsory: English Language, Maltese, Mathematics

Other Entry Requirements

Prior to embarking on a Work Placement, learners need to:

- Satisfy the requirements of the Protection of Minors Act (POMA);
- Present a clean police conduct certificate;
- Complete a Basic First Aid course;
- Complete a Paediatric First Aid course;
- Vaccination card with complete vaccination programme.

Key Information

Awarding Body - MCAST

Accreditation Status - Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)

Type of Programme: Qualification

MQF Level	Examples of Qualifications	'Qualification' Minimum Credits Required	'Award' Credits Required
Level 8	Doctoral Degree Third Cycle Bologna Process	NA	NA
Level 7	Masters Second Cycle Bologna Process	90-120	Less than 30
	Post-Graduate Diploma	60	
	Post-Graduate Certificate	30	
Level 6	Bachelor ²³ /Bachelor (Hons.) ²⁴ First Cycle Bologna Process	180-240	Less than 180
Level 5	Short Cycle Qualification	120	Less than 60
	Undergraduate Higher Diploma	90	
	Undergraduate Diploma	60	
	Undergraduate Certificate	30	
	VET Level 5 Programme ²⁵	60-120	
Level 4	Pre-Tertiary Certificate	30	Less than 120
	VET Level 4 Programme ²⁶	120	
	MATSEC Certificate	NA	
Level 3	VET Level 3 Programme ²⁷	60	Less than 60
	General and Subject Certificate	NA	
Level 2	VET Level 2 Programme ²⁸	60	Less than 60
	General and Subject Certificate	NA	
Level 1	VET Level 1 Programme ²⁹	40	Less than 40
	General and Subject Certificate	NA	
Introductory Level A	Preparatory Programme	30	Less than 30
Introductory Level B	Pre-entry Basic Skills Course	30	Less than 30

Table 1: Minimum number of credits for 'Qualifications' and parameters for 'Awards'

Fig.1: p56, Ministry for Education and Employment & National Commission for Further and Higher Education Malta (2016). *Referencing Report, 4th Edition*. NCFHE.

Total number of Hours: 3000 hours

Mode of attendance: Fully Face-to-Face Learning

Duration: 2 Years

Target audience for MCAST full-time courses is 16 to 65+

The official language of instruction at MCAST is English. All notes and textbooks are in English (except for language courses, which will be in the respective language being instructed). International candidates will be requested to meet English language certification requirements for access to the course.

This course will be offered at

MCAST has four campuses as follows:

MCAST Main Campus

Triq Kordin, Paola, Malta

All courses except for the Institute for the Creative Arts, Centre of Agriculture, Aquatics and Animal Sciences are offered here.

Institute for the Creative Arts

Mosta Campus

Misraħ Ghonoq Targa Gap,

Mosta

**Institute of Applied Sciences,
Centre of Agriculture, Aquatics and Animal Sciences,
Luqa Road, Qormi**

Gozo Campus

J.F. De Chambray Street

MCAST, Għajnsielem

Gozo

Teaching, Learning and Assessment

The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate.

Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours').

Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.

Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.

All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.

The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. A variety of assessment instruments, not solely Time Constrained Assignments/Exams, are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study.

Grading criteria are assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification.

The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.

Coursework shall normally be completed during the semester in which the Unit is delivered.

Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.

Certain circumstances (such as but not limited to the Covid 19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link <https://www.mcast.edu.mt/college-documents/>

The Programme Regulations referenced below apply. (DOC 004 available at: link <https://www.mcast.edu.mt/college-documents/>)

Total Learning Hours

The total learning hours required for each unit or module are determined as follows:

Credits (ECTS)	Indicative contact hours	Total Student workload (hrs)	Self-Learning and Assessment Hours
1	5 - 10 hrs	25 hrs	20-15 hrs*
2	10 - 20 hrs	50 hrs	40-30 hrs*
3	15 - 30 hrs	75 hrs	60-45 hrs*
4	20 - 40 hrs	100 hrs	80-60 hrs*
6	30 - 60 hrs	150 Hrs	120-90 hrs*
9	45 - 90 hrs	225 hrs	180-135 hrs*
12	60 - 120 hrs	300 hrs	240-180 hrs*

* The 'Self-Learning and Assessment Hours' amount to the difference between the contact hours and total student workload.

Grading system

All MCAST programmes adopt a learner centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus

assessors are required to assess learners' evidence against a pre-determined set of Learning Outcomes and assessment criteria.

For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved. In case of part time programmes, the student must achieve a minimum of 45% to successfully pass the unit.

All units are individually graded as follows:

A* (90-100)

A (80-89)

B (70-79)

C (60-69)

D (50-59)

Unsatisfactory work is graded as 'U'.

Work-based learning units are graded on a Pass/Fail basis only.

Detailed information regarding the grading system may be found in the following document: DOC 004 available at: link <https://www.mcast.edu.mt/college-documents/>

Intake Dates

- MCAST opens calls for application once a year between July and August of each year for prospective applicants residing in MALTA.
- Applications to full-time courses from international students not residing in MALTA are accepted between April and Mid-August.
- For exact dates re calls for applications please follow this link <https://www.mcast.edu.mt/online-applications-2/>

Course Fees

MCAST course are free for Maltese and EU candidates. International candidates coming from outside the EU need to pay fees for the respective course. Course fees are set on a per-level and course duration basis. For access to course fee structure and payment methods please visit <https://www.mcast.edu.mt/fee-payments-for-non-eu-candidates/>.

Method of Application

Applications to full-time courses are received online via the College Management Information System. Candidates can log in using Maltese Electronic ID (eID) or European eIDAS (electronic identification and trust services) to access the system directly and create an account as the identity is verified electronically via these secure services.

Non-EU candidates need to request account creation through an online form by providing proof of identification and basic data. Once the identity is verified and the account is created the candidate may proceed with the online application according to the same instructions applicable to all other candidates.

Non-EU candidates require a study visa in order to travel to Malta and join the course applied for. For further information re study-visa please access <https://www.identitymalta.com/unit/central-visa-unit/>.

For access to instructions on how to apply online please visit <https://www.mcast.edu.mt/online-applications-2/>

Contact details for requesting further information about future learning opportunities:

MCAST Career Guidance

Tel: 2398 7135/6

Email: career.guidance@mcast.edu.mt

Current Approved Programme Structure

Structure for the 1-year programme - MCAST Award in Children's Care, Learning and Development.

Unit Code	Unit Title	ECTS	Semester
CSCHC-406-2001	Positive Relationships for Children's Care, Learning and Development	6	Yearly
CSCHC-403-2002	Positive and Safe Environments for Children's Care, Learning and Development	3	Yearly
CSCHC-403-2003	Promoting Children's Development	3	Yearly
CSCHC-406-2004	Supporting Children's Language Pre Literacy and Numeracy Skills 0-3	6	Yearly
CSCHC-406-2005	Safeguarding and Promoting Children's Rights	6	Yearly
CSCHC-406-2006	Children's Learning Activities and Play	6	Yearly
CSCHC-406-2007	Meeting Additional Requirements for Children's Setting, Learning and Development	6	Yearly
CSCHC-409-2008	Planning and Reflecting on Developing Practice and Children 1	9	Yearly
CSCHC-403-2009	Developing and Managing a Registered Childcare Service	3	Yearly
CDKSI-406-1901	Il-Malti għall-Istitut tas-Servizzi fil-Komunità, tax-Xjenzi Applikati u għall-Arti Kreattiva	6	Yearly
CDKSK-406-2001	English	6	Yearly
Total ECTS		60	/

Structure for the full two-year programme

Unit Code	Unit Title	ECTS	Year	Semester
CSCHC-406-2001	Positive Relationships for Children's Care, Learning and Development	6	1	Yearly
CSCHC-403-2002	Positive and Safe Environments for Children's Care, Learning and Development	3	1	Yearly
CSCHC-403-2003	Promoting Children's Development	3	1	Yearly
CSCHC-406-2004	Supporting Children's Language Pre Literacy and Numeracy Skills 0-3	6	1	Yearly
CSCHC-406-2005	Safeguarding and Promoting Children's Rights	6	1	Yearly
CSCHC-406-2006	Children's Learning Activities and Play	6	1	Yearly
CSCHC-406-2007	Meeting Additional Requirements for Children's Setting, Learning and Development	6	1	Yearly
CSCHC-409-2008	Planning and Reflecting on Developing Practice and Children 1	9	1	Yearly
CSCHC-403-2009	Developing and Managing a Registered Childcare Service	3	1	Yearly
CDKSI-406-1901	Il-Malti għall-Istitut tas-Servizzi fil-Komunità, tax-Xjenzi Applikati u għall-Arti Kreattiva	6	1	Yearly
CDKSK-406-2001	English	6	1	Yearly
CSCHC-406-2010	Diet, Nutrition and Cooking Activities for Children	6	2	Yearly
CSCHC-403-2011	Physical Activities for Children	3	2	Yearly
CSCHC-406-2012	Psychological Perspectives on Children's Behaviour	6	2	Yearly
CSCHC-403-2013	Environmental Science for the Early Years	3	2	Yearly

CSCHC-406-2014	Design and Technology for the Early Years Practitioner	6	2	Yearly
CSCHC-406-2015	Contemporary Issues in Early Years	6	2	Yearly
CSCHC-406-2016	Supporting Children's Language Literacy and Numeracy Skills 3-5	6	2	Yearly
CSCHC-409-2000	Planning and Reflecting on Developing Practice for Children 2	9	2	Yearly
CSCHC-406-2017	Introduction to the Emergent Curriculum	6	2	Yearly
CSCHC-403-2018	Creative Arts for the Early Years	3	2	Yearly
CDKSK-404-1915	Employability and Entrepreneurial Skills	4	2	Yearly
CDKSK-402-2104	Community Social Responsibility	2	2	Yearly
Total ECTS		120	/	/

CSCHC-406-2001: Positive Relationships for Children's Care, Learning and Development

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The purpose of this unit is to enable learners to explore and understand how to develop and promote positive relationships with children. This includes communicating with children, supporting developing relationships, communicating with adults and dealing with conflict effectively.

Learners will be encouraged to look at how children build positive relationships with other children and with adults as well as how they can support these relationships. The unit will provide the knowledge for learners to interact and negotiate with children according to their age and ability by determining appropriate and inappropriate behaviour.

Learners will be shown the importance of communicating with other children and with other adults, the components of active listening and how to respond to communication difficulties such as language barriers. Emphasis will be placed on working with families especially multicultural and bilingual families.

Learners should show an awareness of issues such as confidentiality, anti-discriminatory practice and personal and professional values. The unit will require learners to reflect on their own communication in their work placements and how this can be improved. The unit is appropriate for all settings and services where children are present.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Build positive relationships with the children in own care as well as their respective families and guardians.*
2. *Identify any communication barriers in the children in own care and respond accordingly.*
3. *Interact and negotiate with children according to their age and ability to enable them to deal with conflict effectively.*
4. *Work with local and foreign families taking care to cater for their specific language and cultural need.*

CSCHC-403-2002: Positive and Safe Environments for Children's Care, Learning and Development

Unit Level (MQF/EQF): 4

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit aims to develop the knowledge and skills required in order for learners to be able to establish and maintain a healthy, safe and secure environment for children. This includes learners gaining understanding of legislation, policies and procedures in a childcare setting.

The unit also includes learning about the correct procedures for dealing with accidents, injuries, illnesses and other emergencies, and how such procedures should be supervised when caring for babies and children aged 0-5 years.

The learner will gain essential knowledge on how to provide care routines in a safe manner according to current national standards and policies.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Ensure that policies and legislations relating to health and safety are implemented within an early years setting.*
2. *Maintain a healthy, safe and secure environment for children within an early years setting.*
3. *Evaluate an emergency situation and determine the most suitable, immediate and safe action.*
4. *Follow the correct established procedures when dealing with accidents, injuries and illnesses in a childcare setting.*

CSCHC-403-2003: Promoting Children's Development

Unit Level (MQF/EQF): 4

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit allows learners to demonstrate that they have the necessary understanding and knowledge required to promote the development of children.

The unit is relevant to learners wishing to further develop their knowledge and understanding of child development, the promotion of child development and how to carry out observations in this area. Learners study the expected pattern of child development in the early years and evaluate the factors that impact positively and negatively on child development. In this unit learners develop their understanding of the theory and practice underpinning child observation before planning their own study.

Throughout, learners will develop a deeper understanding of children's physical, social, emotional, cognitive and linguistic development to promote a holistic understanding of the nature of child development. This includes the understanding that children develop at widely different rates, but in broadly the same sequence. Learners will be linking theory with aspects of development at the appropriate points.

This unit looks at the understanding of the theory, ethics and practice underpinning observations in child development to plan a child study. The observations will provide the foundation for the planning carried out in the unit *Planning and Reflecting on Developing Practice for Children 1*.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Explain the different aspects of child development in the Early Years.*
2. *Explain the factors that affect and influence child development within the Early Years.*
3. *Identify the theory and ethics that are related to the observation of children.*
4. *Plan and carry out a child study using appropriate methodology.*

CSCHC-406-2004: Supporting Children's Language Pre Literacy and Numeracy Skills 0-3

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a skills based unit that allows learners to develop an understanding of the significant role that language, literacy and numeracy play in children's development and learning. It explores the development of children's early language, literacy and numeracy skills from 0 to 3 years and demonstrates how relevant theory and national initiatives can be used to effectively support the development of these skills.

Throughout the unit, learners will explore the role of the adult in supporting and promoting early language, literacy and numeracy skills and recognise how the provision of an appropriate environment can impact positively upon children's development and learning. Learners will have the opportunity to consider the key factors that contribute to children's language, literacy and numeracy development and explore how potential barriers to learning can impact significantly upon children's attainments.

This unit is relevant for learners who wish to enhance their knowledge of young children's language, literacy and numeracy development or who wish to gain employment and/or enhance their qualifications within the early education and childcare sectors.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Explain the current national initiatives, policies and curriculum guidance which relate to language, literacy and numeracy development in the early years.*
2. *Outline the language and literacy development that takes place in children aged 0 to 3 years.*
3. *Explain the processes involved for children aged 0-3 to become numerate.*
4. *Evaluate materials and practices that foster the promotion of language, literacy and numeracy.*

CSCHC-406-2005: Safeguarding and Promoting Children's Rights

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit provides an introduction to child protection together with the necessary understanding of the rights of the child and the different aspects that impact this, such as diversity, equality, legislation and inclusion.

This unit will also provide an understanding of how vulnerable groups such as economically disadvantaged and cultural minorities can be targeted with an emphasis on partnership working. Learners are given the knowledge and understanding required in identifying potential child abuse. This is reinforced with the procedures of disclosure of abuse, and where abuse is either suspected or confirmed, how to effectively support children, young people and their families through the process using the policies and procedures in accordance with legislation.

The importance of a multi professional approach is emphasised allowing the learner to gain insight into the benefits of sharing sensitive information. This unit is fundamental in preparing the learners for their placement and future employment in childcare, learning and development sectors.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Explain the meaning of diversity in contemporary society.*
2. *Describe and implement a number of different policies and legislation that relate to practice in working and caring for children.*
3. *Recognise indicators of potential child abuse and the necessary support strategies.*
4. *Describe the principles of responding to disclosure and the reporting procedures for the protection and safeguarding of children.*

CSCHC-406-2006: Children's Learning Activities and Play

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a skills based unit that will allow learners to develop an awareness of the different types of play and how these can be used to support children's learning and development. It will examine the major theories of how children develop and learn and encourage learners to make theoretical connections between both theory and practice.

The unit will enable learners to recognise the role that the adult plays in the provision and implementation of play and identify how factors such as the environment and health and safety can impact upon children's learning and development.

Learners will explore ways in which to identify children's individual needs and investigate the role that adults play in supporting and promoting these with effective planning, implementation and evaluation of play activities for children in the early years.

This unit is relevant for learners who wish to develop their knowledge of how young children develop and learn or who wish to gain employment and/or enhance their qualifications within the early education and childcare sectors. Upon gaining this unit of work, candidates may wish to progress with further childcare qualifications. Whilst learners will be admitted at the discretion of the staff, candidates would benefit from having some prior knowledge and understanding of the key principles of how young children develop and learn.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Explain the main theoretical approaches for children's development and learning.*
2. *Explain the importance of play upon children's development and learning.*
3. *Identify play situations that are suitable for the Early Years.*
4. *Evaluate the role of the adult in supporting play based learning experiences.*

CSCHC-406-2007: Meeting Additional Requirements for Children's Setting, Learning and Development

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Children with additional needs is an occurrence that every practitioner within the education of children will meet and thus will require guidance and support on how to handle this effectively.

Inclusivity with these children's is paramount; the policy used must be in line with equality of opportunity and anti-discriminatory practices. In order for practitioners to effectively deal with children who need support it is importance for them to have an understanding of any additional needs these children might have, for their work to be deemed successful.

Children with stated disabilities must have inclusion wherever possible and for practitioners to do this successfully it is important to have knowledge of the different special educational needs to be able to ensure that they add to the inclusive support of the children.

The unit will discuss the numerous types of additional support needs and the factors that cause them. The learners are then able to develop an understanding of how to eliminate existing and potential barriers to inclusion and begin to develop a better understanding of how their contribution to inclusion with the relevant legislation, codes of practice and regulations will support the learner. The unit is useful to learners as they develop the knowledge of working within this educational sector and support those children in a caring learning environment were the development and education of the child is key.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Outline the aspects that can affect the way additional support is given to children with different needs.*
2. *Identify how regulations, codes of practice (COP) and legislation can impact on the arrangements of children who require additional support.*
3. *Explain how inclusivity is essential to the support given to children in the early years who have additional requirements and needs.*
4. *Be responsible to protect and promote children's rights with the children in own care.*

CSCHC-409-2008: Planning and Reflecting on Developing Practice and Children 1

Unit Level (MQF/EQF): 4

Credits: 9

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 225

Unit Description

This is a preparatory unit to help learners become adept at the skills required to work in a child care setting. Therefore, it is mandatory that the criteria are implemented during the placement.

This unit is designed to prepare learners for a role within a childcare setting by allowing learners the opportunity of implementing the knowledge and applying the skills whilst on placement. This unit offers practical information and hands on competencies to allow learners to become familiar with procedures utilised during the placement.

The unit is devised to provide learners the opportunity of acquiring experience in the early years field. Learners understand how to plan and implement activities with babies (0-14 months) and toddlers (14 to 36 months). These activities are put together planned with the intention of enabling children to further develop and build on earlier achievements. Learners also become familiar with how to reflect on their practice to promote continuous professional development.

This unit offers essential insight and practical application of knowledge and skills achieved.

Learners need to achieve a pass mark in each of the two placements.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand the role of the Early Years practitioner and planning activities for children aged 0-3.*
2. *Be responsible to provide holistic care, learning and development to the baby within own care.*
3. *Be responsible to provide holistic care, learning and development to the group of toddlers within own care.*
4. *Evaluate own practice in a reflective and critical manner.*

CSCHC-403-2009: Developing and Managing a Registered Childcare Service

Unit Level (MQF/EQF): 4

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

In this unit learners will become familiar with the requirements of setting up and running a home-based or a centre based childcare centre. This incorporates the whole process, from the conception of the idea, to looking into local current needs, understanding how to comply with local licensing and regulations requirements to setting up and managing the childcare centre.

Throughout this unit, learners are given insight into certain aspects of management such as putting together a business plan, how to propose the business plan to the right people as well as marketing and promoting the business idea to ensure its success. This unit builds on the knowledge achieved in other units to come up with a plan for a successful child care centre that gives children a positive experience. Learners also need to keep in mind that for a business to succeed, collaborating, networking, and forming a strong relationship with parents are vital elements.

Learners gain vital overall knowledge on how a child care centre is run and the regulations that need to be adhered to together with a wider understanding of the staff structure and the necessary affiliations to provide quality service.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Comply with national legislations and requirements to set up a child care centre.*
- 2. Identify and meet the local needs in child care services with a concrete business plan.*
- 3. Manage a child care centre according to local legislations and procedure.*
- 4. Develop positive and professional relationships with the families of children in own child care centre.*

CSCHC-406-2010: Diet, Nutrition and Cooking Activities for Children

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This is a knowledge and understanding based unit that will allow learners to examine the diet and nutritional needs of babies and children. This unit provides the learner with the opportunity to become familiar with feeding of babies and children and the provision of food. This unit will allow learners to evaluate feeding choices and to develop their knowledge in relation to feeding and the weaning process. Moreover, learners will discuss the implications of social, cultural and medical influences on diet and health.

Learners will carry out practical demonstrations in relation to hand washing, sterilisation, making a formula feed and producing well-presented appealing snacks. This will therefore require learners to be confident in carrying out necessary hygiene processes and to have the necessary skills to be able to produce formula foods and appropriate food choices for children. Learners should have the knowledge and understanding of legislation, regulation and appropriate practice in relation to hygienic provision of food.

On completion of this unit, learners will understand how to provide suitable menu choices for a variety of needs, including nutritional, cultural, religious and medical needs. They will further develop their application of this by planning a nutritionally balanced menu. Finally, learners will become familiar with planning and implementing cooking activities with children.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Explain the fundamentals of infant feeding and the diet and nutrition of children.*
2. *Discuss the importance of a balanced diet on children's health.*
3. *Explain the importance of food safety and the effects of food contamination.*
4. *Develop cooking activities for different age groups that meet children's health and safety requirements.*

CSCHC-403-2011: Physical Activities for Children

Unit Level (MQF/EQF): 4

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

This unit is about providing learners with the underpinning knowledge and skills that they require to safely and effectively plan, implement, monitor and evaluate physical activities for children and babies. This unit will also provide learners with the knowledge that is essential to understand the social and emotional considerations of physical activity, and an understanding of a selected range of adaptations that can be made for children and babies with additional support needs. Health and safety measures will also be considered and discussed to ensure that physical activities organised are safe for all participants.

The final section of this unit will give learners the tools required to assess children's ability for performing physical activity and evaluate the effectiveness of physical activities provided for children. It will also give the learner the skills to set goals to allow the improvement of the child's skills during physical activity.

The Unit is relevant to learners who are working in or wish to work in a setting which provides care, learning and development for children and babies.

Learning Outcomes

On completion of this unit the learner will be able to:

- 1. Understand the benefits and barriers to physical activity for babies and children.*
- 2. Identify the types of environments and equipment used when planning a range of physical activities suitable for babies and children.*
- 3. Plan and implement a number of different physical activity sessions for children and babies in a safe manner.*
- 4. Apply adaptations to a selected range of physical activities for babies and children with additional needs.*

CSCHC-406-2012: Psychological Perspectives on Children's Behaviour

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

Psychology is a popular topic for the learner who wishes to further their scientific understanding of human behaviour. This unit aims to meet the demand for those seeking an introduction to psychology or for those who require a deeper understanding of the subject.

An overview of the five domains of psychology including Developmental, Cognitive, Physiological, Social and Individual Differences will be provided. Psychological theory from the various domains will then be applied to children's behaviour. In addition to providing the learner with knowledge and understanding of the theoretical perspectives, this unit will provide, through the study of attachment, an understanding of how early relationships are formed. Children's behaviour in the social context will then be examined in relation to psychological theory on conformity and obedience. The learner will also gain an understanding of factors affecting the development of self-concept and how child behaviour can be influenced through Social Learning Theory.

This unit requires the learner to engage with the complexities of psychological processes and appreciate that psychologists can interpret aspects of human behaviour in contrasting ways. In addition to the acquisition of knowledge and understanding, the learners will develop interpretive, analytical and evaluative skills.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify the main theoretical perspectives of developmental psychology.*
2. *Explain different approaches to children's behaviour in the social context.*
3. *Describe different psychological approaches to how children's behaviour develops.*
4. *Explain how early relationships are formed and the concept of attachment in the Early Years.*

CSCHC-403-2013: Environmental Science for the Early Years

Unit Level (MQF/EQF): 4

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

The aim of this unit is for learners to instil a sense of respect and caring for the natural and national environment in the early years, whilst implementing positive hands-on interactions which enhance learning and quality of life. Therefore, in this unit learners will have the opportunity to gain knowledge and a love and passion for the Maltese environment and the environment in general so that they can pass on these values in an early years setting.

From a young age, science and environmental education, based on real life experiences, play a critical and important role in shaping lifelong attitudes, values and behaviour towards the natural environment.

This unit includes an opportunity for learners to understand and explore the world around them through a multi-sensory, fun and investigative way. Learners will become familiar with basic scientific concepts and incorporate related activities and experiments for young children to explore and investigate.

Learners will also become familiar with the local habitat, flora and fauna found in Malta with particular importance being given to the national flower, bird and tree and endangered species.

Furthermore, learners will investigate the main environmental issues in Malta such as, ways to save water and energy, protect biodiversity, reduce pollution and good management of waste disposal.

Finally, learners will understand how the National Curriculum Framework supports the teaching of Environmental Sciences and learn how to implement several age appropriate activities, experiments and experiences to instil in young children the sense of wonder and the joy of discovery.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand the world around us through exploration and a multi-sensory approach.*
2. *Identify the habitat, flora and fauna found in Malta.*
3. *Understand the main environmental issues in Malta.*
4. *Plan hands-on activities, outings and fieldwork in the natural environment as per the National Curriculum and early year's strategies.*

CSCHC-406-2014: Design and Technology for the Early Years Practitioner

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit once successfully completed shall enable learners to understand the principles of design aspects and technology within an environment in which young children are present. Learners will develop an understanding of how design can be used to promote children's development.

Learners will explore the various types of design techniques and use of materials in design, and develop an awareness of health and safety regulations. As per the unit title, the emphasis is on children.

Learners will be required to produce a completed product and then test the product in a childcare setting. To be able to do this, learners should be able to identify the required materials and resources, be able to plan and design the product before producing the product. Learners should show an understanding of materials and their restrictions.

Learners will be required to evaluate the product and the production process, in addition to this learner will be able to work with children and involve them and their ideas in the design and production process, while keeping within limits of health and safety regulations.

This is a mainly practical unit and learners will carry out the bulk of their assessment tasks in a workshop setting.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Explain the value of design and technology in promoting children's development.*
2. *Plan, design and test a piece of work.*
3. *Identify and use resources for design and technology in an early years setting.*
4. *Work with young children to design and produce a product.*

CSCHC-406-2015: Contemporary Issues in Early Years

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit aims to provide the learner with a practical and contemporary perspective of the different areas which the programme of studies focuses upon. It is one way how to keep the programme of studies dynamically at par with the ongoing changes which are synonymous with such studies.

The unit aims to bridge the gap between theory and practice as well as provide the learners with access to the latest developments as they occur within the Early Years industry.

In this unit, learners will identify various issues that are presently being discussed by key players within the Early Years industry. Throughout the lectures, learners will be guided on how to address and tackle such issues. This will enhance the learners' abilities to keep abreast with issues that develop during their career and to remain in touch with information related to their professional role. Furthermore, this will enable learners to evaluate and discuss contemporary matters in a professional manner.

For learners to enhance their learning process, it is highly recommended that they attend seminars, conferences and other events held for the Early Years professional community as well as the community at large.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify the contemporary issues related to the Early Years Field.*
2. *Prepare own self to discuss a specific contemporary issue related to the Early Years.*
3. *Present and debate own arguments in relation to the chosen contemporary issues.*
4. *Appraise in a reflective manner the journey and experience of researching and debating a contemporary issue in a professional manner.*

CSCHC-406-2016: Supporting Children’s Language, Literacy and Numeracy Skills aged 3-5

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit builds on the skills developed in the unit *Supporting Children’s Language, Literacy and Numeracy Skills aged 0-3*. This unit explores the different elements that foster the development of language, literacy and numeracy in children aged 3 to 5.

The unit looks into national and international strategies to enhance the development of these skills in children aged 3-5, to better understand how to put together a positive and effective learning environment and encourages good practice that leads to learning through play. It delves further into the theoretical framework to better understand the development of language, literacy and numeracy between the ages of 3 to 5.

This unit is designed to offer the Early Year learner a hands on approach to the development of language literacy and numeracy when working with children aged 3 to 5.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Explain current national strategies and policies pertaining to the development of language, literacy and numeracy in children aged 3 to 5.*
2. *Examine relevant theories that explain the development of language, literacy and numeracy skills in children aged 3 to 5.*
3. *Outline Early Years practice that fosters language and literacy development in children aged 3 to 5.*
4. *Demonstrate Early Years practice that promotes the development of numeracy in children aged 3 to 5.*

CSCHC-409-2000: Planning and Reflecting on Developing Practice for Children 2

Unit Level (MQF/EQF): 4

Credits: 9

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 225

Unit Description

This unit specifically equips learners with the necessary tools to work with a group of toddlers aged 2 to 3. The criteria must be implemented during placement in a child care setting environment.

This unit is designed to help learners become adept at working with toddlers and strategically builds upon the unit 'Planning and Reflecting on Developing Practice for Children 1' which the students have previously implemented. Educators must deliver this unit in an encompassing scope of preparing learners to assist children in different areas of development that is physical, cognitive, social and emotional. This unit draws together knowledge from other units to ensure a holistic approach to children's education and care. Learners must relate knowledge of children's development achieved in the unit *Promoting Children's Development*.

Learners throughout this unit will enhance their skills on how to plan and implement activities with children to promote their development whilst targeting their individual learning needs. Further to this emphasis will be made upon literacy and numeracy skills. Both skills need to be intertwined throughout the implementation of the activities planned for toddlers. The learners' use of communication in terms of language will also be given importance.

In this unit, learners must complete one assessed placement with a group of toddlers whilst respecting the adult-toddler ratio. Learners must attend a minimum of 150 hours of placement with children aged 2 to 3. This unit is segmented into four main learning outcomes which focus on: planning and observation, implementation, learner's performance and reflection.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Plan activities for a group of toddlers according to their individual requirements and needs.*
2. *Develop age-appropriate activities whilst caring for a group of toddlers.*
3. *Promote committed and professional behaviour in a relevant setting.*
4. *Evaluate own practices in order to promote continuous professional development.*

CSCHC-406-2017: Introduction to the Emergent Curriculum

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

This unit introduces learners to the pioneers of Early Childhood education and care. The work of these main figures in the history of Early Years Education has had a huge impact on current curriculum and practice. Current practice has been shaped through the years by the invaluable work of these early thinkers who revolutionised the philosophy of Early Years Education and Care.

This unit explores the main ideas and work of pioneers such as Pestalozzi, the McMillan sisters and Montessori to better conceptualise current practice and how the work of these pioneers relates to our understanding of contemporary quality early years education and care. This is further developed to explore the emergent curriculum approach and how it works.

Learners will benefit from this unit in that it provides a clearer understanding of quality early years practice and helps understand better the principles underlying this practice.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Examine the main ideas of Pestalozzi and Froebel and their contribution to Early Years education and care.*
2. *Analyse the main ideas and philosophies of Susan Isaacs and the McMillan sisters in relation to the effect such philosophies had on current Early Years practice.*
3. *Identify and discuss the main principles of the Montessori Method and its relevance to current practice.*
4. *Discuss the work of Loris Malaguzzi and the Reggio Emilia approach in view of the Emergent Curriculum.*

CSCHC-403-2018: Creative Arts for the Early Years

Unit Level (MQF/EQF): 4

Credits: 3

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 75

Unit Description

In this unit, learners will be introduced to creative and expressive arts in early childhood education, which include art, music, dance and movement, drama and puppetry, amongst others. The Arts affect cognitive development in the early years and help young learners to express themselves and make sense of the world around them. Furthermore, using different senses during play helps children in the early years to activate specific neurons in the brain.

Learners will explore the importance and benefits of creative and expressive arts in the early years, with an emphasis on the creative and thinking processes, rather than the end-product. Besides lectures, practical workshops will also be held, in order for learners to explore hands-on experiences through the arts themselves.

Learners will also comprehend how to appreciate the role of the adult and the importance of a conducive learning environment in supporting children's engagement with the creative and expressive arts in the early years.

Learners will further understand that the creative arts will engage young learners across all areas of development, through open-ended activities, which will enhance their thinking skills. Through the arts, children can communicate easier, by opening up their thoughts and feelings earlier than they would through words.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Discuss the importance and benefits of exploring the creative arts in early childhood education.*
2. *Identify a variety of creative and expressive arts opportunities for early years.*
3. *Appraise the role of the adult in supporting children's engagement with creative arts in the early years.*
4. *Recognise the importance of a conducive learning environment to support holistic development through the creative and expressive arts.*

CDKSK-402-2104: Community Social Responsibility

Unit Level (MQF/EQF): 4

Credits: 2

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 50

Unit Description

This unit focuses on Community Social Responsibility and provides an opportunity for learners to better understand themselves and the others and to establish goals in life. Community social responsibility enables learners to understand their strengths and areas for improvement and prepares them for life, employment and to become active citizens in society.

Moving away from traditional delivery of other units, learners will be empowered to take ownership of their learning process. Hence, community social responsibility will be delivered through a combination of workshops, small-group sessions with mentors and various opportunities to reflect.

The set of sessions will tackle community social responsibility skills and will mostly focus on the self, the ability to work independently and important values in life. The second set of sessions will address interpersonal skills and will focus on working with others, dealing with diversity and conflicts. Furthermore, at the end of the sessions, the learners will be introduced to the importance of active citizenship in life.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Identify personal goals through self-reflection.*
2. *Evaluate how collaboration with others can be more effective.*
3. *Explain the importance of giving and receiving feedback.*
4. *Contribute actively to make a difference in society.*

CDKSK-404-1915: Employability and Entrepreneurial Skills

Unit Level (MQF/EQF): 4

Credits: 4

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 100

Unit Description

This unit complements the vocational and key skill units at Level 4 and provides an opportunity for learners to enhance their employability and entrepreneurial skills.

Quite often, learners tend to focus most on technical skills and competences required in a certain trade which enable them to access employment. On the other hand, employers expect employees to be appropriately skilled to follow instructions, take initiative, work effectively in a team, take a lead when necessary and more. In view of this the unit starts with an introduction to the 4th industrial revolution and proceeds to the transversal skills necessary to find employment, retain employment and advance at the place of work. Learners will be able to highlight their strengths and identify the areas that require improvement.

The rest of the unit focuses on entrepreneurial skills, a skill which is one of the most important transversal skills identified by UNESCO. Learners are introduced to methods which can be used to generate new and innovative business ideas and methods which help them evaluate ideas and choose the most feasible. Furthermore, learners will cover the various stages of product and/or service development, including market analysis, processes, pricing strategy, promotion and resources required.

Learners will work in a small team and by the end of the unit they will have the opportunity to develop a business idea which is commercially viable. Furthermore, they will present the idea to prospective investors/stakeholders.

CDKSK-406-2001: English

Unit Level (MQF/EQF): 4

Credits: 6

Delivery Mode: Fully Face-to-Face Learning

Total Learning Hours: 150

Unit Description

The main objective of this unit is to prepare students to use the English language to understand, analyse, organise and communicate specific technical knowledge by inferring meaning from, and using, embedded information, being able to evaluate information critically and communicate through different types of texts, as required by various but often specific technical contexts within the selected field of study.

The emphasis is on the processes needed to transition from use of the English language in General Education to that required for access to Higher Education.

In particular, L4 Key Skills English is targeted at learners who have completed Foundation College programmes (Levels 1 to 3) and seek to further their studies at Technical or Degree level.

In this respect, this unit recognises the necessity to meet two linguistic demands at this threshold level; strengthening students' linguistic competences to be able to communicate more specifically within their vocational area and stream and to prepare them for more rigorous academic thinking, research and writing as necessitated by degree courses.

Being introduced at this level are core and elective unit outcomes. Reading and writing outcomes are core components in this syllabus while listening and speaking are elective components. Every L4 programme must deliver the two core outcomes and any one of the two elective learning outcomes. The elective criteria to be assessed cannot be selected from and across both outcomes.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Read technical texts effectively to improve knowledge of the subject area;*
2. *Understand information presented orally in the form of recordings, or talks, discussions, seminars, interviews or presentations;*
3. *Demonstrate own understanding of the subject matter via oral presentation, mock interviews or similar oral delivery;*
4. *Write a research paper or technical report demonstrating cohesion, structure and appropriate style.*

CDKSI-406-1901: Il-Malti għall-Istitut tas-Servizzi fil-Komunità (ICS) u tax-Xjenzi Applikati (IAS)

Il-Livell tal-Unità: (MQF/EQF): 4

L-Għadd ta' Kreditu: 6

Mod ta' Tagħlim: Preżenti

Total ta' Sigħat ta' Tagħlim: 150

Deskrizzjoni tal-Unità

Din l-unità hija intenzjonata li ssaħħaħ il-ħiliet tal-qari, is-smiġħ, it-taħdit u l-kitba bil-Malti għall-istudenti tar-raba' livell fi ħdan l-Istitut tas-Servizzi fil-Komunità (ICS) u l-Istitut tax-Xjenzi Applikati (IAS). Il-ħsieb aħhari huwa dejjem li l-istudenti jsaħħu dawn l-erba' ħiliet biex 'il quddiem ikunu jistgħu japplikawhom b'mod korrett fuq il-post tax-xogħol tagħhom.

L-istudenti se jkunu qed jitharrġu janalizzaw testi moqrija u jifhmu l-kontenut primarju tagħhom. Mhux biss, imma għandhom ukoll jagħrfu messaġġi mhux daqstant diretti fl-istess testi, għal fehim aktar sħiħ u komplut.

Dan jgħodd ukoll għal kuntesti differenti ta' smiġħ. Biex komunikazzjoni tkun effettiva jeħtieġ li wieħed jitharreġ jisma' sew u jifhem dak li qed jingħad. Xi drabi, minkejja li nkunu qed nitkellmu bl-ilsien nattiv tagħna, mhux dejjem niftehmu tajjeb u dan jista' jwassal għal diversi konvergenzi kemm fuq il-post tax-xogħol u anki fil-ħajja soċjali tagħna. L-istudenti se jkunu qed jitharrġu wkoll jiformolaw opinjoni fuq sugġetti u argumenti mismugħa minn lat kritiku.

L-istess punt jgħodd għat-taħdit. L-istudenti għandhom ikunu mħarrġa kemm fit-taħdit produttiv kif ukoll dak interattiv. Minkejja li l-inflwenza tal-Ingliż qiegħda dejjem tkompli tikber u anki fuq il-postijiet tax-xogħol issib min jagħżel li jitellem bl-Ingliż, madanakollu ma nistgħux niċħdu l-fatt li fuq il-postijiet tax-xogħol, it-taħdit, sew dak bejn min iħaddem, il-ħaddiema nfushom u anki l-klijenti, b'mod ġenerali jsir bil-Malti. Għalhekk l-istudenti għandhom ikunu kapaċi jitellem b'Malti tajjeb u ċar, b'vokabolarju addattat skont il-qasam partikulari u l-kuntest tax-xogħol tagħhom. L-għan ta' meta wieħed jitellem huwa dak li jiġi mifhum, li jikkomunika tajjeb ma'

ħaddieħor. Għaldaqstant wieħed għandu jitharregħ ukoll fit-taħdit interattiv; kif wieħed jikkomunika tajjeb mal-oħrajn. Nuqqas ta' komunikazzjoni ħafna drabi twassal għal diffikultajiet u xi drabi anki kunflitti, speċjalment fuq il-post tax-xogħol.

Se tkun qed tingħata wkoll l-importanza li jisthoqqilha, il-kitba. Persuna Maltija għandha jkollha bażi tajba ta' għarfien tar-regoli tal-ortografija u l-grammatika biex meta tuża l-ilsien nattiv fil-kitba tagħha tagħmel dan bl-inqas żbalji possibbli. L-istudenti se jkunu qed jitharrgħu wkoll fi traduzzjonijiet mill-Ingliż għall-Malti. Minkejja li nistgħu nitqiesu fortunati li pajjizna huwa pajjiz bilingwali u li l-Ingliż huwa wkoll lingwa ufficjali tagħna, flimkien mal-Malti, xi drabi l-influwenza tal-Ingliż mhux dejjem tgħin lill-individwu jagħmel użu tajjeb mill-Malti. Il-mezzi ta' komunikazzjoni u l-influwenza ta' sorsi oħra bħall-midja soċjali, mhux dejjem qed iservu ta' influwenza pożittiva għal tfal u zgħażaġħ Maltin f'dak li għandu x'jaqsam mal-kitba bil-Malti. Għalhekk f'din l-unità l-istudenti se jkunu qed jitharrgħu wkoll f'dan il-qasam bl-iskop aħħari jkun li fuq il-post tax-xogħol jagħmlu użu tajjeb ukoll mill-Malti miktub. Dan jintrabat ukoll mal-fatt li jridu jibqgħu aġġornati ma' xi tibdil li jista' jsir minn żmien għal żmien fil-lingwa inkluż aġġornamenti fl-ortografija.

L-Għanijiet tat-Tagħlim

Fi tmiem din l-unità l-istudenti għandhom ikunu kapaċi:

- 1. Janalizzaw testi tekniċi moqrija u jagħmlu distinzjoni bejn il-kontenut primarju u dak sekondarju;*
- 2. Jaddattaw strateġiji varji biex jifhmu u jsegwu kuntesti differenti ta' smiġħ, b'mod partikulari dawk relatati ma' oqsma differenti tax-xogħol, u jiformolaw opinjoni dwar dak li jkunu semgħu;*
- 3. Ifissru ruħhom tajjeb u b'mod effettiv bil-Malti mitkellem kemm għal skop ta' komunikazzjoni produttiva kif ukoll dik interattiva;*
- 4. Jiktbu tajjeb bil-Malti skont ir-regoli ortografiċi u grammatikali tal-lingwa, jinqdew b'vokabolarju wiesa' u jħaddnu stili xierqa skont dak li hu mitlub f'kuntesti varji fuq il-postijiet tax-xogħol;*
- 5. Japplikaw b'mod tajjeb il-Malti meta jiġu biex jaqilbu kuntesti varji mill-Ingliż, relatati mal-qasam tagħhom, bil-kitba.*