



MCAST

MQF Level 4

CS4-04-19

CS4-04-21G

MCAST Advanced Diploma in Children's Care, Learning
and Development

Course Specification

Course Description

This course is designed to enable students to work in a professional capacity with children in the early years sector. The qualification provides the skills, knowledge and understanding required in an early years environment. Students are exposed to the most innovative teaching techniques and are also trained on observation techniques required to monitor the development of children. There is a major emphasis on the practical components carried out in this course. The course includes placements in early years settings. This course includes work-related training and practice. Applicants have to be able to work within the industries concerned.

On successful completion of the first year of the course, students can be awarded an MCAST Award in Children's Care, Learning and Development Lev.4 ECVET 60 which would enable learners to work in a professional capacity with children between 0 to 3 years old within a childcare center. This award provides the skills, knowledge and understanding required for one to work effectively within a childcare environment.

This award will expose learners to various aspects of childcare and more importantly will make the learners privy to innovative teaching approaches. Learners will be trained on observation techniques required to monitor the development of children. Through lectures and placements learners will also become familiar with the requirements of a childcare centre setting. Learners who complete this award successfully and wish to further their studies in this field have the possibility to proceed to gain the Level 4 MCAST Advanced Diploma in Children's Care Learning and Development.

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

MCAST Diploma in Health and Social Care

or

MCAST Diploma in Sport

or

MCAST Diploma in Performing Arts

or

MCAST Diploma in Art and Design

or

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

Compulsory: English Language, Maltese, Mathematics

Other Entry Requirements

For work placement, candidates need to satisfy the requirements of the Protection of Minors Act, be in possession of a clean police conduct, satisfy specific immunisation requirements, complete a Basic First Aid course and complete a Paediatric First Aid course.

Current Approved Programme Structure

Structure for the 1 year programme- MCAST Award in Children's Care, Learning and Development Lev.4 ECVET 60

Unit Code	Unit Title	ECVET/ECTS
CSCHC-406-2001	Positive Relationships for Children's Care, Learning and Development	6
CSCHC-403-2002	Positive and Safe Environments for Children's Care, Learning and Development	3
CSCHC-403-2003	Promoting Children's Development	3
CSCHC-406-2004	Supporting Children's Language Pre Literacy and Numeracy Skills 0-3	6
CSCHC-406-2005	Safeguarding and Promoting Children's Rights	6
CSCHC-406-2006	Children's Learning Activities and Play	6
CSCHC-406-2007	Meeting Additional Requirements for Children's Setting, Learning and Development	6
CSCHC-409-2008	Planning and Reflecting on Developing Practice and Children 1	9
CSCHC-403-2009	Developing and Managing a Registered Childcare Service	3
CDKSK-406-2004	Malti	6
CDKSK-406-2001	English	6
Total ECVET/ECTS		60

Structure for the full two year programme

Unit Code	Unit Title	ECVET	Year
CSCHC-406-2001	Positive Relationships for Children's Care, Learning and Development	6	1
CSCHC-403-2002	Positive and Safe Environments for Children's Care, Learning and Development	3	1
CSCHC-403-2003	Promoting Children's Development	3	1
CSCHC-406-2004	Supporting Children's Language Pre Literacy and Numeracy Skills 0-3	6	1
CSCHC-406-2005	Safeguarding and Promoting Children's Rights	6	1
CSCHC-406-2006	Children's Learning Activities and Play	6	1
CSCHC-406-2007	Meeting Additional Requirements for Children's Setting, Learning and Development	6	1
CSCHC-409-2008	Planning and Reflecting on Developing Practice and Children 1	9	1
CSCHC-403-2009	Developing and Managing a Registered Childcare Service	3	1
CDKSK-406-2004	Malti	6	1
CDKSK-406-2001	English	6	1
CSCHC-406-2010	Diet, Nutrition and Cooking Activities for Children	6	2
CSCHC-403-2011	Physical Activities for Children	3	2
CSCHC-406-2012	Psychological Perspectives on Children's Behaviour	6	2
CSCHC-403-2013	Environmental Science for the Early Years	3	2
CSCHC-406-2014	Design and Technology for the Early Years Practitioner	6	2

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

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

Unit level (MQF): 4

Credits: 6

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 student 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.*

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

Unit level (MQF): 4

Credits: 3

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 student 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.*

Unit: CSCHC-403-2003 - Promoting Children's Development

Unit level (MQF): 4

Credits: 3

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 student 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.*

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

Unit level (MQF): 4

Credits: 6

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 student 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.*

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

Unit level (MQF): 4

Credits: 6

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 student 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.*

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

Unit level (MQF): 4

Credits: 6

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 student 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.*

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

Unit level (MQF): 4

Credits: 6

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 student 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.*

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

Unit level (MQF): 4

Credits: 9

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 student 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.*

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

Unit level (MQF): 4

Credits: 3

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 student 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.*

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

Unit level (MQF): 4

Credits: 6

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 student 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.*

Unit: CSCHC-403-2011 - Physical Activities for Children

Unit level (MQF): 4

Credits: 3

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 student 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.*

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

Unit level (MQF): 4

Credits: 6

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 student 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.*

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

Unit level (MQF): 4

Credits: 3

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 student 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.*

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

Unit level (MQF): 4

Credits: 6

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 student 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.*

Unit: CSCHC-406-2015 - Contemporary Issues in Early Years

Unit level (MQF): 4

Credits: 6

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 student 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.*

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

Unit level (MQF): 4

Credits: 6

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 student 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.*

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

Unit level (MQF): 4

Credits: 9

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 student 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.*

Unit: CSCHC-406-2017 - Introduction to the Emergent Curriculum

Unit level (MQF): 4

Credits: 6

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 student 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.*

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

Unit level (MQF): 4

Credits: 3

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 student 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.*