

Award in Assistant Childcare Educator

Applying for this course

Individuals who are over the age of 23 years may apply. Applicants must have an MQF Level 1 in either in Maltese or English, or both. In case of any difficulties regarding the entry requirements kindly contact us on ga.jobsplus@gov.mt.

Course Duration

This course is of 369 hours duration and consists of seven Modules

- Module 1 is of 19 hours duration - (including 2-hour assessment) (6 hours are to be given to trainees to prepare additional work at home)
- Module 2 is of 22 hours duration - (including 2-hour assessment) (3 hours are to be given to trainees to prepare additional work at home)
- Module 3 is of 17 hours duration - (including 2-hour assessment) (8 hours are to be given to trainees to prepare additional work at home)
- Module 4 is of 14 hours duration - (including 4-hour presentation) (6 hours are to be given to trainees to prepare additional work at home)
- Module 5 is of 10 hours duration - (10 hours are to be given to trainees to prepare additional work at home)
- Module 6 is of 12 hours duration - (including 2-hour presentation) (6 hours are to be given to trainees to prepare additional work at home)
- Module 7 is of 275 hours duration - (including 200-hour placement) (20 hours are to be given to trainees to prepare additional work at home)

General pedagogical guidelines and procedures for this course:

The delivery of this Course will be mainly held through lessons that will be delivered by the trainer, who will engage learners in class discussions and role-play activities. To facilitate the learners' apprehension, the trainer will also use PowerPoint presentations.

Furthermore, learners will be undergoing practical training that will be carried out in a licensed Childcare Centre. During the practical training, learners have to prove their competence in putting the theory learnt into practice. Moreover, they will have to follow the policies adopted by the respective Childcare Centre.

This course can also be delivered online. In such cases, the learner is required to have a working camera and a working microphone

General assessment policy and procedures for this course:

EACH MODULE SPECIFIES ITS OWN WEIGHTINGS FOR SUMMATIVE AND FORMATIVE ASSESSMENT, TYPICALLY FOLLOWING THIS MODEL:

- SUMMATIVE ASSESSMENTS (WRITTEN TESTS, CASE STUDIES, PRESENTATIONS) CARRY 50% TO 80% OF THE GLOBAL MARK DEPENDING ON THE MODULE.
- ONGOING ASSESSMENTS (PARTICIPATION, IN-CLASS TASKS, REFLECTIONS) CONSISTENTLY ACCOUNT FOR 20% OF THE GLOBAL MARK.

FOR THE PLACEMENT MODULE, LEARNERS ARE ASSESSED THROUGH:

- SUBMISSION OF FOUR REFLECTIVE JOURNAL ENTRIES DOCUMENTING APPLICATION OF LEARNING IN REAL CHILDCARE SETTINGS.

- COMPLETION OF A PLACEMENT HANDBOOK, WHERE SKILLS DEMONSTRATED DURING PLACEMENT ARE VERIFIED AND GRADED BY THE CENTRE COORDINATOR.
- MONITORING VISITS BY THE QA TEAM TO ENSURE SUPERVISION AND LEARNER PROGRESS.
- PRESENTATION OF JOURNALS IN CLASS
- TUTORIAL SESSIONS TO DISCUSS CASES OBSERVED DURING THE PLACEMENT AND DISCUSS OTHER CASE STUDIES AS GIVEN BY THE TRAINER

Module 1 Learning Outcomes – Introduction to Early Childhood Care and Education in Malta

<ul style="list-style-type: none"> ✓ Demonstrate responsibility in supporting childcare activities under supervision in accordance with Maltese regulations. ✓ Collaborate effectively with childcare educators to implement developmentally appropriate practices. ✓ Apply ethical and professional standards in all childcare-related tasks. ✓ Contribute to the well-being and holistic development of children in early years settings. ✓ Respect confidentiality, diversity, and inclusion in the early childhood environment. ✓ Identify key national policies, frameworks, and standards related to childcare (e.g., National Standards for Child Day Care Facilities). ✓ Recognize the importance of play in early learning and development. 	<ul style="list-style-type: none"> ✓ Define the roles and responsibilities of a childcare educator assistant. ✓ Explain the significance of quality early childhood care in shaping long-term developmental outcomes. ✓ Apply knowledge of ECEC principles to support learning in childcare settings. ✓ Assist in setting up play-based learning environments appropriate for 0–3-year-olds. ✓ Use observation techniques to support the individual needs and interests of children. ✓ Communicate information clearly regarding childcare regulations and ethical practices. ✓ Reflect on personal attitudes and behaviour when working in a childcare setting.
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Module 1 Assessment:

The Learner will be assessed through a Multiple-Choice Written Assessment that will take place at the end of the course. This will carry a total of 80% of the global mark.

During the course, the learners will also conduct Ongoing Assessments with the aim of consolidating the learning being achieved throughout the course. This will carry a total of 20% of the global mark. Pass mark is 45% for each assessment.

Module 2 Learning Outcomes – Child Development

<ul style="list-style-type: none">✓ Monitor and reflect on child development in line with age-appropriate expectations.✓ Collaborate with childcare educators to provide responsive support to children's individual needs.✓ Respond appropriately to signs of atypical development under supervision.✓ Maintain a safe and nurturing environment that supports each area of development.✓ Engage ethically and professionally when discussing developmental concerns with colleagues.✓ Identify key physical, cognitive, social, and emotional developmental milestones for children aged 0–3.✓ Explain the role of early experiences in shaping brain development and future learning.	<ul style="list-style-type: none">✓ Describe factors that influence development, including nutrition, environment, and relationships.✓ Recognise indicators of typical and atypical development.✓ Define basic terminology related to early childhood development.✓ Observe and record developmental progress in children aged 0–3.✓ Apply strategies to support individual children's developmental needs.✓ Communicate observations using appropriate terminology.✓ Assist in adapting activities and routines based on developmental stages.✓ Reflect on and evaluate children's growth and learning using structured tools.
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Module 2 Assessment:

The Learner will be assessed through a Written Assessment that will take place at the end of the course. This will carry a total of 50% of the global mark.

The learner will also be given two case studies to analyse. These will carry a total of 30% of the global mark.

During the course, the learners will also conduct Ongoing Assessments with the aim of consolidating the learning being achieved throughout the course. This will carry a total of 20% of the global mark. Pass mark is 45% for each assessment.

Module 3 Learning Outcomes – Creating a Safe and Nurturing Environment

<ul style="list-style-type: none">✓ Apply health, safety, and hygiene practices within a childcare setting.✓ Identify and manage potential risks to children's safety in the childcare environment.✓ Respond appropriately to safeguarding concerns and report any identified risks.✓ Support the establishment of routines (feeding, sleeping, hygiene) that enhance the safety and well-being of children.✓ Ensure infection control procedures, such as handwashing and sanitation, are followed consistently.✓ Explain the principles of health and safety in childcare settings.✓ Identify common risks in childcare environments and strategies to minimize them	<ul style="list-style-type: none">✓ Describe infection control procedures relevant to early childhood education.✓ Recognize key safeguarding concerns and the appropriate responses.✓ Outline basic health guidelines related to the care of infants and toddlers.✓ Implement health and safety protocols, including hygiene routines, in childcare environments.✓ Observe and identify potential hazards and take appropriate action to minimize risk.✓ Record and report safeguarding concerns using appropriate documentation.✓ Create routines that support children's health and developmental needs (e.g., feeding, nap times, personal hygiene).✓ Apply infection control methods in daily childcare activities.
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Module 3 Assessment:

The Learner will be assessed through a Written Assessment that will take place at the end of the course. This will carry a total of 50% of the global mark.

The learner will also be given two case studies. These will carry a total of 30% of the global mark.

During the course, the learners will also conduct Ongoing Assessments with the aim of consolidating the learning being achieved throughout the course. This will carry a total of 20% of the global mark. Pass mark is 45% for each assessment.

Module 4 Learning Outcomes – Supporting Learning Through Play

<ul style="list-style-type: none">✓ Support the implementation of play-based activities that enhance children's development.✓ Encourage participation and engagement in play through inclusive and supportive interactions.✓ Contribute to a stimulating and creative learning environment.✓ Assist in observing and reflecting on children's responses to play.✓ Promote positive relationships and social interactions during play.✓ Explain the importance of play in early childhood development and learning.✓ Identify types of play (e.g. sensory, symbolic, social, physical) and their developmental benefits.	<ul style="list-style-type: none">✓ Describe how to set up age-appropriate and safe play environments.✓ Recognise the role of storytelling, music, and movement in enhancing play.✓ Understand the educator assistant's role in supporting play.✓ Assist in planning and delivering engaging play-based learning activities.✓ Use storytelling, music, and movement effectively to enrich play.✓ Observe children's play to identify interests, needs, and developmental progress.✓ Set up and adapt play environments to suit different learning contexts.✓ Communicate and interact with children in ways that support creativity and exploration
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Module 4 Assessment:

The Learner will be assessed through preparation and presentation of an Activity which will take place at the end of the course. This will carry a total of 80% of the global mark.

During the course, the learners will also conduct Ongoing Assessments with the aim of consolidating the learning being achieved throughout the course. This will carry a total of 20% of the global mark. Pass mark is 45% for each assessment.

Module 5 Learning Outcomes – Effective Communication in a Childcare Setting

<ul style="list-style-type: none">✓ Maintain professional and respectful communication with children, parents, and colleagues.✓ Support children in expressing their needs, emotions, and thoughts through age-appropriate methods.✓ Collaborate effectively within a team in a childcare setting.✓ Demonstrate sensitivity to cultural and linguistic diversity in communication.✓ Ensure confidentiality and ethical practice in all communication.✓ Define key principles of effective communication in early childhood care.✓ Identify verbal and non-verbal communication strategies suited to young children.	<ul style="list-style-type: none">✓ Describe the importance of listening skills in building trust with children and families.✓ Understand professional expectations for communicating with parents and colleagues.✓ Recognise barriers to effective communication and how to address them.✓ Use appropriate communication strategies when interacting with children aged 0–3.✓ Assist in creating a supportive environment where children feel heard and understood.✓ Maintain clear and respectful exchanges with parents and caregivers.✓ Adapt communication style based on audience (children, parents, colleagues).✓ Reflect on own communication practices and implement improvements.
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Module 5 Assessment:

The learner will need to select two case studies to analyse and reflect upon. These will carry a total of 80% of the global mark.

During the course, the learners will also conduct Ongoing Assessments with the aim of consolidating the learning being achieved throughout the course. This will carry a total of 20% of the global mark. Pass mark is 45% for each assessment.

Module 6 Learning Outcomes – **Creating and Maintaining Inclusive Learning Environments in the Early Years**

<ul style="list-style-type: none">✓ Promote inclusive values and practices in everyday childcare activities.✓ Encourage acceptance and respect among children from diverse backgrounds.✓ Respond appropriately to individual needs, including those related to ability, culture, and language.✓ Participate in adapting routines and learning environments to be inclusive and accessible.✓ Support the rights of all children to participate fully in early years settings✓ Define the principles of inclusion and diversity in early childhood education.✓ Identify factors that affect children's ability to engage and participate.✓ Describe inclusive strategies for supporting learning and development.	<ul style="list-style-type: none">✓ Recognise the importance of cultural sensitivity and anti-bias approaches in early childhood.✓ Understand how national standards and frameworks address inclusion in childcare.✓ Assist in the delivery of inclusive learning experiences.✓ Observe and respond to the individual learning styles and needs of children.✓ Communicate positively with children from diverse backgrounds.✓ Help create a learning space that values all children's contributions and identities.✓ Support modifications to the environment or activities to ensure accessibility.
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Module 6 Assessment:

The Learner will be assessed through preparation and presentation of an Activity which will take place at the end of the course. This will carry a total of 80% of the global mark.

During the course, the learners will also conduct Ongoing Assessments with the aim of consolidating the learning being achieved throughout the course. This will carry a total of 20% of the global mark. Pass mark is 45% for each assessment.

Module 7 Learning Outcomes – Placement in Childcare Centres

<ul style="list-style-type: none">✓ Apply theoretical learning in real-life childcare scenarios under supervision.✓ Carry out responsibilities safely and appropriately in line with childcare centre procedures.✓ Demonstrate a professional attitude, including punctuality, initiative, and respect for policies.✓ Reflect on own experiences to improve future performance and support children effectively.✓ Participate in the daily routines and activities of a childcare setting as a reliable team member.✓ Understand the expectations and professional conduct required during placement.✓ Recognise how theory translates into practice in a childcare setting.✓ Identify the importance of observation and documentation in daily routines.	<ul style="list-style-type: none">✓ Describe the skills and behaviours expected of a childcare educator assistant.✓ Understand the placement handbook and assessment framework used during placement.✓ Interact appropriately and supportively with children aged 0–3.✓ Assist in managing routines such as feeding, napping, play, and hygiene.✓ Document observations and complete reflective journal entries.✓ Apply health and safety practices learned in training.✓ Communicate effectively with staff and supervisors during the placement experience.
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Module 7 Assessment:

Trainees will be required to write 5 journal entries highlighting what they have learned in class and how this was applied at the childcare centre. These can be observations made (for example during play time) or even things which they did themselves (for example an activity). Trainees need to also highlight what they learnt and how they can improve future activities. These journal entries are then corrected by a Jobsplus' trainer, and the trainees need to obtain a pass mark (45%) in order to pass from this module.

Furthermore, for the placement trainees are given a handbook through which they have to highlight the skills they practiced at the childcare centre. This handbook is divided into two sections – one for the beginning and one for near the end of the placement. The centre coordinator is then responsible to grade the performance of the trainee in each specific skill according to their performance during the placement. Placement Monitoring visits are also carried out by the QA Unit to gather feedback during the beginning of the placement and after halfway through the placement.

In class, during the tutorials, the trainees will present the work they have done in their journals and they will be given feedback by the Trainer. If a trainee fails from the Journal Entries, the trainee will be given another chance to write the journal entries which will serve as a resit.

Should a trainee not be able to complete the placement in a stipulated time because of specific reasons (these need to be handled on a case by case basis), then the trainee may be given an extension of not more than 1 year to complete such placement. Trainees need to attend 100% of the placement hours.

The Malta Further and Higher Education Authority (MFHEA) deems this certificate to be at Level 3 of the Malta Qualifications Framework and the European Qualifications Framework for Lifelong Learning. This course comprises study modules to which a total of 30 ECTS points are assigned.