

Award in Child-Care, Well-Being, Development and Learning for Early Years Level 4



outlook coop

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Purpose of the Programme

This Award in Child Care is aimed at those individuals who show an aptitude towards child care and is designed to enable participants to work in a professional capacity with children aged between 0 and 3 years within a childcare centre.

This Award provides the skills, knowledge and understanding required for one to work effectively within a childcare environment while maintaining appropriate self-care throughout one's career as per national occupational standards in childcare.

Learning Outcomes:

- a) Demonstrate personal and interpersonal qualities and skills required for caring in relation to the needs of young children aged between 0 and 3 years;
- b) Understand the importance of the role of the child care worker;
- c) Study children's rights and improve key competences in relation to diversity;
- d) Examine health aspects as part of the holistic wellbeing of children;
- e) Study psychology and its relevance to Child Care Work;
- f) Study relevant laws and regulations to Child Care Work;
- g) Establish safe practice consistently;
- h) Have a solid knowledge and ability to recognize the needs of children;
- i) Evaluate the contribution of different professional experiences related to child care work;
- j) Be affirmed as a child care worker in an interdisciplinary professional team;
- k) Evaluate one's own learning through the use of reflective practice.

Students will have the opportunity to actively participate in lectures which will be delivered in an interactive manner. Theory will be presented to students in an applied manner, including numerous examples from practice.

Furthermore, students will have various opportunities to engage in group discussions and team work.

The practical placement is a major learning opportunity in this course since it provides students with the opportunity to apply theory learned to practice. Such learning will be assessed (as described below) thus confirming the experience that each student will be gaining in this field.

Course Dates

Lectures will be held three times a week, **Tuesdays and Thursdays between 5pm and 8pm and on Saturday mornings between 8am and 12pm (noon)**. Each lesson will be of 3 hours duration with a 15-minute break. Following is the timetable:

Module 1	
Date	Topic
Tue 20.05.25	Introduction & Principles of Early Education
Thu 22.05.25	Principles of Early Education
Sat 24.05.25	Principles of Early Education
Tue 27.05.25	Principles of Early Education
Thu 29.05.25	Principles of Early Education
Sat 31.05.25	Principles of Early Education
Tue 03.06.25	Principles of Early Education
Thu 05.06.25	Child Study and Observation & Emergent Curriculum
Tue 10.06.25	Child Study and Observation & Emergent Curriculum

Thur 12.06.25	Child Study and Observation & Emergent Curriculum
Sat 14.06.25	Children's Developmental Milestones, Language Development & Pre Literacy
Tue 17.06.25	Children's Developmental Milestones, Language Development & Pre Literacy
Thur 19.06.25	Children's Developmental Milestones, Language Development & Pre Literacy
Sat 21.06.25	Children's Developmental Milestones – Cognitive Development
Tue 24.06.25	Children's Developmental Milestones - Cognitive Development
Thur 26.06.25	Children's Developmental Milestones - Cognitive Development
Sat 28.06.25	Children's Developmental Milestones – Physical
Tue 01.07.25	Children's Developmental Milestones – PSED
Thur 03.07.25	Children's Developmental Milestones – PSED
Sat 05.07.25	Children's Developmental Milestones - Assessment
Tue 08.07.25	Children's Developmental Milestones – Portfolio for Placement

Thur 10.07.25	Children's Developmental Milestones – Portfolio for Placement
Sat 12.07.25	Child Study and Observation – Narrative
Tue 15.07.25	Child Study and Observation - Narrative
Thur 17.07.25	Child Study and Observation – Anecdotal
Sat 19.07.25	Child Study and Observation - Assessment Preparation
Tue 22.07.25	Child Study and Observation - Assessment Presentation
Thur 24.07.25	The Role of Play in Children's Learning
Sat 26.07.25	The Role of Play in Children's Learning
Tue 29.07.25	The Role of Play in Children's Learning
Thu 31.07.25	The Role of Play in Children's Learning
Tue 05.08.25	The Role of Play in Children's Learning

Thu 07.08.25	The Role of Play in Children's Learning
Tue 19.08.25	The Role of Play in Children's Learning
Thu 21.08.25	The Role of Play in Children's Learning
Tue 26.08.25	The Role of Play in Children's Learning
Thu 28.08.25	The Role of Play in Children's Learning
Tue 02.09.25	The Role of Play in Children's Learning
Thu 04.09.25	The Role of Play in Children's Learning
Sat 06.09.25	The Role of Play in Children's Learning
Tue 09.09.25	The Role of Play in Children's Learning
Thu 11.09.25	The Role of Play in Children's Learning
Sat 13.09.25	The Role of Play in Children's Learning
Tue 16.09.25	The Role of Play - Portfolio Follow-Up
Thu 18.09.25 Sat	Child Study and Observation – Creative Development

20.09.25	Child Study and Observation – Knowledge and Understanding of the World
Tue 23.09.25	Child Study and Observation Assessment – Areas of Development
Thu 25.09.25	Child Study and Observation - Behavioural Problems
Sat 27.09.25	Child Study and Observation - Behavioural Problems
Tue 30.09.25	Child Study and Observation - Behavioural Problems
Thu 02.10.25	Child Study and Observation - Behavioural Problems
Sat 04.10.25	Child Study and Observation - Behavioural Problems Assessment
Tue 07.10.25	The Child Care Worker
Thur 09.10.25	The Child Care Worker

Module 2

Thu
16.10.25 Equal Opportunities and Disability Issues

Sat
18.10.25 Equal Opportunities and Disability Issues

Tue
21.10.25 Equal Opportunities and Disability Issues

Thu
23.10.25 Equal Opportunities and Disability Issues

Sat
25.10.25 Equal Opportunities and Disability Issues

Tue
28.10.25 Equal Opportunities and Disability Issues

Thu
30.10.25 Equal Opportunities and Disability Issues

Sat
01.11.25 Equal Opportunities and Disability Issues

Tue
04.11.25 Nutrition, Hygiene and Food Handling

Thu
06.11.25 Nutrition, Hygiene and Food Handling

Sat
08.11.25 Nutrition, Hygiene and Food Handling

Tue
11.11.25 Nutrition, Hygiene and Food Handling

Thu
13.11.25 Nutrition, Hygiene and Food Handling

Sat
15.11.25 Nutrition, Hygiene and Food Handling

Tue
18.11.25 Child Welfare

Thur
20.11.25 Child Welfare

Sat
22.11.25 Child Welfare

Tue
25.11.25 Child Welfare

Thur
27.11.25 Child Welfare

Sat
29.11.25 Child Welfare

Tue
02.12.25 Multi-Agency Networking

Thu
04.12.25 Multi-Agency Networking

Sat
06.12.25 Multi-Agency Networking

Tue
09.12.25 Multi-Agency Networking

Thu
11.12.25 Health and Safety

Tue
16.12.25 Health and Safety

Thu 18.12.25	Health and Safety
Sat 20.12.25	Health and Safety
Tue 06.01.26	Health and Safety
Thu 08.01.26	Health and Safety
Sat 10.01.26	Health and Safety
Tue 13.01.26	First Aid
Thu 15.01.26	First Aid
Sat 17.01.26	First Aid
Tue 20.01.26	A focus on the Child Care Worker
Thu 22.01.26	A focus on the Child Care Worker

Course Outline

The Child Care Course is split up into the following two Modules:

Module 1: Child Development and Learning

This Module covers aspects of Child Care related to:

- a) Principles of Early Childhood Education
- b) Children Developmental Milestones, Language Development and Pre-Literacy
- c) The Role of Play in Children's Learning
- d) Child Study and Observation
- e) The Child Care Worker

and is made up of:

- 181 hours of lectures
- 200 hours of placement
- 395 hours of self-study
- 57 hours of assessment

Module 2: Child Protection, Safety and Well-Being

This Module covers aspects of Child Care related to:

- a) Equal Opportunities and Disability Issues
- b) Nutrition, Hygiene and Food Handling
- c) Child Welfare
- d) Multi-Agency Networking
- e) Health and Safety
- f) First Aid
- g) A focus on the Child Care Worker

and is made up of:

- 119 hours of lectures
- 200 hours of placement
- 305 hours of self-study
- 43 hours of assessment

During the 200 hours of placement, each student will have visits by the Centre Manager for assessment purposes.

Students will need to invest further hours in the course, which will include self-study, home assignments and time to start building their own portfolio.

Mode of Assessment

In order for the students to obtain the Award as a Child Carer, they will need to:

- attend 80% of the lectures and
- obtain a pass in each assessment component used throughout the course.

The pass mark will be 45%.

Module 1

The assessment tools to be used for this module are the following:

Component	Assessment Method Used
Principles of Early Childhood Education	Assignment (max. of 1200 words)
Children Developmental Milestones	Multiple Choice Test
Role of Play in Children's Learning	1.5-hour exam
Child Study and Observation	Presentation in Pairs*
The Child Care Worker	Portfolio**
Practicum	Placement Assessment***

****Presentation in Pairs***

Students will be paired up to observe, document and present different aspects of a developing child and/or group of children in a given scenario.

*****Portfolio***

During systematic observation, young children should be observed when they are playing alone, in small groups, in large groups, at various times of day and in various circumstances. All observations must be objective, selective, unobtrusive, and carefully recorded in a portfolio.

******Placement Assessment***

Students will be given on-going and informal feedback by the Centre Manager throughout the placement. There will be two visits by the Course Coordinator - one roughly mid-way (Mid-Point visit) and one at the end of the placement (Final visit). During the Mid-point visit, the course-coordinator, the student concerned and the Centre Manager will discuss the student's performance and the student is given feedback. The final mark for the placement will be made up of the following components:

- 40% Placement write-up - Students will write about the feedback they received during the Mid-point visit and how they acted upon it and what they have learned throughout their placement. Together with the placement write-up you will need to present the pages found at the end of this pack, duly signed and filled in.
- 20% Weekly Log - Major tasks (Student is to carry out 2 activities with babies under 1 year, 2 activities with toddlers under 2 years and 2 activities with toddlers under 3 years). They will be asked to come up with an activity plan, lead the activity and implement it. They need to provide photos as a way of proving the above.
- 20% Centre Manager
- 20% Course Coordinator

Students who fail this component will be required to re-do 100 hours of placement (half the 200 hours carried out originally) and to re-write all the components associated with the placement

If students do not pass any of the other assessment components, they will be eligible for a re-sit in the failed component/s. The date, time and venue of the re-sit would be communicated to the students by Outlook. The students will be guided by the Assessment Board with respect to the areas for improvement prior to the re-sit.

Only one re-sit is allowed per assessment component.

The mark allotted for a re-sit is always the pass mark i.e. 45.

Module 2

The assessment tools to be used for this module are the following:

Component	Assessment Method Used
Equal Opportunities and Disability Issues	Case Study or Observation of a child with special needs
Nutrition, Hygiene and Food Handling	Multiple choice Test
Child Welfare & Multi-Agency Networking	Assignment
Health and Safety	Multiple Choice Test
First Aid	Multiple Choice and Hands On
A Focus on the Child Care Worker	Portfolio**
Practicum	Placement Assessment ***

*** and *** same pp 15-16.*

Reference List

Module 1

Early Childhood Education Birth-8: The World of Children, Families, and Educators (4th Edition) Amy Driscoll and Nancy G. Nagel

Playing to Learn: The role of play in the early years Sandra Smidt

Free to Learn: Steiner Waldorf Early Childhood Care and Education (2nd Revised Edition) Lynne Oldfield

Montessori from the Start: The Child at Home, from Birth to Age Three
Paula Polk Lillard and Lynn Lillard Jessen

Vygotsky for Educators Paperback (2014) Yuriy V. Karpov

Module 2

Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education 3rd Edition C. Edwards, L. Gandini, G. Forman (Editors)

Children and Young People's Workforce – Handbook Penny Tassoni; Kate Beith; Kath Bulman; Sue Griffin; Sharina Forbes

The Exceptional Child: Inclusion in Early Childhood Education (8th Edition)
K. Eileen Allen and Glynnis E. Cowdery, editors

DK First Aid Manual – Gina M. Piazza (Editor in chief)

Equal Opportunities (Persons with Disability) Act
<http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=8879&l=1>

<https://dqse.gov.mt/wp-content/uploads/2024/04/MFED-National-Standards-ECEC-ENG-Oct21-1.pdf>

The Portfolio

During **each Module** (Module 1 and Module 2) you will be required to carry out 200 hours of practice (400 hours in total) within a Child Care Centre, assigned to you by Outlook during which you will be given a set of tasks.

A Portfolio is a collection of evidence that learning has taken place. Thus students are encouraged to collect, select and reflect to show their learning progress.

During systematic observation all observations must be objective, selective, unobtrusive, and carefully recorded in a portfolio, which will be the mode of assessment for the components *The Child Care Worker* and *A Focus on the Child Care Worker* (see tables in the section *Mode of Assessment*), in the form of a written assignment of 1200 words.

You are advised to keep a Reflective Journal **Portfolio** (diary) to reflect on your own experience each time you visit the centre, and then draw up your reflections from it. The following is an example:

Tuesday 13th November 2023

Today I observed an activity during which little children were introduced to the different animal names, their sounds and how to match the mother with its baby animal.

The children sat on a carpet and listened to some animal songs and took turns to get up and match the mother to the baby animal pictures which were scattered on the floor. Some managed and some needed help.

During this activity I noticed the role of the child carer who sang the songs with the children, scattered the pictures of the animals on the floor while mixing them up and called out the names of the children to help them take turns to match the baby animals with their mother. A very important role of the child carer was to help those children who did not match correctly. Most often she did this by giving the children tiny hints which eventually lead them to match the correct pictures by themselves.

From this activity I realized how children can learn through games and how such activities are indirectly exposing the children to a lot of knowledge. I also observed how the children participated and enjoyed learning in this fun way. Something which I might have done differently would have been to first introduce the most common animals and then gradually add the less common ones to make the game a bit more challenging for those children who found it easy.

Module 1 – Practice Hours (200 Hours)

Please present 2 time sheets of 100 hours each

Name of Student: _____

Name of Child Care Centre: _____

Name of Centre Manager: _____

Date	No. of hours	Name	Position	Signature

Date	No. of hours	Name	Position	Signature

Centre Manager's comments:

Centre Manager's signature: _____

Date: _____

Module 2 – Practice Hours (200 Hours)

Please present 2 time sheets of 100 hours each

Name of Student: _____

Name of Child Care Centre: _____

Name of Centre Manager: _____

Date	No. of hours	Name	Position	Signature

Date	No. of hours	Name	Position	Signature

Centre Manager's comments:

Centre Manager's signature: _____

Date: _____

