



CHILDCARE EDUCATOR – MQF/EQF LEVEL 4 INFORMATION HANDBOOK

ON

**The process of validation of informal and non-
formal learning for Childcare Educators in Child
Care Centres**

The Assessment Board

The Assessment Board is appointed by the Minister responsible for Jobsplus by means of Article 26 of the Employment and Training Services Act 2018 to ascertain proficiency or competency in a particular occupation.

This handbook describes the process that the Assessment Board adopts to assess applicants in Child Care at MQF level 4. Successful candidates acquire an Award as Childcare Educators pegged at Level 4 within the Malta Qualifications Framework and also the European Qualifications Framework and which is endorsed by the National Commission for Further and Higher Education.

Information Meeting of the Assessment Board Members with Candidates

Prior to the Process for the validation of informal and non-formal learning, the Assessment Board will meet with the prospective candidates. During this meeting the Assessment Board will explain in detail what is expected of the candidates in order for them to achieve an Award as Childcare Educator at MQF/EQF Level 4.

Assessment Criteria

The following is a description of the assessment criteria that will be adopted by the Assessment Board.

The Assessment is composed of the following components:

Component	Marks Allocated	Pass Mark
Written Test	100	50%
Interview (90 marks) + Portfolio (10 marks)	100	50%
Practical Test	100	50%

Eligibility:

Candidates who are interested in acquiring the Award as Childcare Educator can apply for their knowledge, skills and competences to be assessed, recognised and validated if they possess the necessary competences and skills as defined in the Assessment Criteria included in this handbook.

The prospective candidates need to have 3 years' experience with children in a childcare facility catering for children from 0–3 years. This is in line with the L.N. 295 of 2012 which regulates the Validation of Informal and Non-formal Learning.

These candidates will also need to present a reference letter by previous employer, confirming the number of hours of this experience to the Assessment Board, prior to the Assessment.

The candidates will need to present a portfolio to the Assessment Board including a description of the responsibilities of a childcare educator, a description of the contributions the candidate made at the childcare centre where s/he is employed, testimonials of any formal and/or informal training that the candidates would have undertaken and any certificates that they might possess in relation to childcare.

These testimonials are to be authenticated by signature and possibly a stamp of the institute/referee. These testimonials may be in the form of authenticated work activities, which candidates would have carried out during their studies and/or experiences (photos of activities and resources created by the candidates themselves may be included). Attached to the portfolio a candidate needs to present also a CV.

The Assessment Board is free to contact the institution and/or referee at will in order to confirm experiences and training claimed by the candidate.

All candidates will need to sit for a written test, a 20-minute video practical test and attend an interview, besides submitting an activity plan during the practical examination.

Candidates will be assessed on the criteria laid down in the Occupational Standards issued by the Department for Social Welfare Standards, which can be downloaded from the following link: <http://ncfhe.gov.mt/en/services/Documents/VINFL/NOSs%20Health%20and%20Social%20Care/Childcare%20Worker%20MQF%20Level%204.pdf>

Re-sits

It is important to note that if candidates do not pass any one of the assessment components they would be eligible for a re-sit in the failed component/s. Date, time and venue of re-sit would be communicated to the candidate by Jobsplus. The candidate will be guided by the Assessment Board with respect to the areas for improvement prior to the re-sit.

Practical Test

The practical test will require the candidate to submit a 20-minute video whereby in the video the candidate is clearly seen conducting the daily routine tasks and also carry out an activity. The assessment will evaluate the candidate's ability to greet and integrate with children and staff, prepare and set out own activity, deliver the activity and self-evaluate said activity. In order to pass from the practicum the candidate needs to obtain 50% out of a total mark of 100.

Following are the assessment criteria for the Practical Test:

CDC 401

1. Communicating effectively
2. Adapting his/her behaviour according to the age, needs and developmental stage of the child
3. Supporting the development of the child through the interaction itself
4. Listening and responding effectively to the children and their parents
5. Adopting evidence-based strategies that encourage the development of the child
6. Reinforcing positive behaviours

CDC 404

7. Show understanding of the importance of both formal and informal continuous professional development (both through formal vocational and academic training courses and informal education)
8. Monitor and assess one's own work
9. Evaluate her/his own performance
10. Come-up with solutions for any problems (in his/her own performance) or issues that might become apparent
11. Strengthen the areas where performance seems to be satisfactory
12. Seek to improve her/his competence

CDC 405

13. Have knowledge of (National & International) legislation, regulations and good practice surrounding children's rights and protection

CDC 408

14. Have knowledge of the developmental milestones of the children

CDC 410

15. Required to have knowledge of legislation, policies & procedures that relate to positive behaviour management
16. Know about the importance of reinforcing positive behaviour and the appropriate techniques used

CDC 412

17. Must have knowledge of services that may be available locally for children and families whose main language is neither English nor Maltese.

Written Test

Candidates need to sit for a 2-hour written test. The paper will contain eight questions, two in each of the four sections. The questions will focus on Childcare development and responsibilities and Health and Safety issues in the workplace (childcare centre). The candidate is requested to answer four questions, one from each section. In order to pass from the written test the candidate needs to obtain 50% out of a total mark of 100.

Following are the assessment criteria for the Written Test:

CDC 401

1. Supporting the development of the child through the interaction itself
2. Listening and responding effectively to the children and their parents
3. Adopting evidence-based strategies that encourage the development of the child
4. Being sensitive to the communication difficulties that can be experienced by children and adults

CDC 402

5. Know about risks associated with the safe storage of dangerous objects and materials (including but not only cleaning materials, medicines and medical supplies, etc)
6. Recognise signs, symptoms and treatment of childhood health problems (such as disease and allergies)
7. Know about the storage of food and disposal of waste

8. Know about hygiene
9. How to physically handle children to minimise risks for him/herself and child

CDC 403

10. Assess, assist and promote children's development to enable children to reach their full potential as early as possible
11. Assess the progress of the child through the use of various 'tools' (such as observation) and develop realistic goals and expectations for the child
12. Assess children and develop goals in line with current theories of development and play, and thus the candidate requires in-depth holistic knowledge of such theories and must demonstrate the ability to apply such theories to practice

CDC 405

14. Able to identify any threats to such rights and protection (such as discrimination, abuse or neglect) and report through the appropriate channels
15. Aware of the factors that increase the children's vulnerability to abuse and discrimination
16. Able to recognise and remove barriers to participation that might hinder the child's development
17. Able to make use of the personal, community and societal resources available to be able to overcome such barriers

CDC 406

18. Exhibit the skills that contribute to the inclusion of children with disabilities
19. Of individual educational needs
20. Be able to plan his/her work according to the developmental requirements of the children
21. Be able to adapt her/his practice to each individual's requirements

CDC 409

22. Know about nutritional needs of babies and children under 3 and guidelines on infant feeding (including helping women who want to continue to breast feed)
23. Know about healthy eating practices
24. Know about the adequate preparation and handling of food and drink for children under three years old

25. Know about the risks of disease and illnesses in children under 3 (including how to recognise symptoms, alleviate these symptoms and when to seek medical advice)
26. Knowledgeable about how cross infection can occur and how to reduce it

CDC 412

27. Have the ability to understand the speech, language and communication assessment process of children and adults
28. Have the knowledge on services that may be available locally for children and families whose language is not English or Maltese

Interview

The candidates will be required to sit for an interview that will last approximately 30 minutes. The interview process will assess the candidates on both their academic and practical knowledge. The marking scheme would be out of 100 and the pass mark is 50.

Protocol for the interview is based on the following:

CDC 401

1. Communicating effectively
2. Adopting behaviour according to the age, needs and developmental stage of the child
3. Reinforcing positive behaviours
4. Adopting and integrating anti-discriminatory practices when developing relationships
5. Dealing promptly and effectively with conflict

CDC 402

6. Know about security and safety risks with regards to arrival and departure of children from facility
7. Know about security risks during outings
8. Know about safe physical restraint of the child when necessary

CDC 406

9. Know how to help children with disabilities and special educational needs participate in the full range of activities and experiences

CDC 408

10. Show understanding of what causes children's development to deviate from baselines and assess when such discrepancy is problematic
11. Develop action plans that help in the development of the children and stimulate their interest, curiosity and growth

CDC 409

12. Reconciling the wishes of the parents with current best practices vis-à-vis feeding and nutrition for children under 3
13. Know about appropriate care of the physical and hygiene needs of the children
14. Promote the children's independence during feeding, personal hygiene (such as washing hands before eating), washing and dressing
15. Know about effective practice (such as environmental and physical temperature and sleeping position) and risk factors in respect of sudden infant death syndrome
16. Candidates must also know how babies and children express physical and emotional distress and must know how to calm and comfort such distress

CDC 410

17. Know possible reasons for children's challenging behaviour, how behaviour links to other things that are happening in the child's life, and how the worker should meet the demands caused by the challenging behaviour
18. Know about the importance of reinforcing positive behaviour and the appropriate techniques how to do so
19. Know about appropriate restrictive interventions
20. Know how adults' expectations affect children's behaviour and can (where inappropriate) reinforce challenging behaviour

Activity Plan

Child's Gender & Age: _____

Date _____

Candidate's Name _____

Supervisor _____

Description of Main Activity	Activity Objectives	Procedures and Material	Evaluation i. child's performance ii. Effectiveness of Procedure
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