



**STANDARD KEMAHIRAN PEKERJAAN KEBANGSAAN
(NATIONAL OCCUPATIONAL SKILL STANDARD)**

T982-001-3:2017

**PENGURUSAN PENGASUHAN DAN PENDIDIKAN
PERKEMBANGAN AWAL KANAK-KANAK**

**EARLY CHILDHOOD CARE AND DEVELOPMENT
MANAGEMENT**

LEVEL 3



JPK

**JABATAN PEMBANGUNAN KEMAHIRAN
KEMENTERIAN SUMBER MANUSIA, MALAYSIA**

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Department of Skills Development (DSD)
Federal Government Administrative Centre
62530 PUTRAJAYA, MALAYSIA

NATIONAL OCCUPATIONAL SKILLS STANDARD

EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION

**PENGURUSAN PENGASUHAN DAN PENDIDIKAN PERKEMBANGAN AWAL
KANAK-KANAK**

LEVEL 3

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Table of Contents

| | | |
|-----|---|---------|
| 1. | Introduction..... | iii |
| 2. | Occupational Structure (OS)..... | v |
| 3. | Occupational Area Structure (OAS) | v |
| 4. | Definition of Competency Level | vi |
| 5. | Award of Certificate | vii |
| 6. | Job Competencies | vii |
| 7. | Work Conditions..... | vii |
| 8. | Employment Prospects..... | vii |
| 9. | Career Advancement..... | viii |
| 10. | Sources of Additional Information | viii |
| 11. | Acknowledgement | xi |
| 12. | NOSS Development Committee Members..... | xi |
| 13. | Competency Profile Chart (CPC) | 1 |
| 14. | Competency Profile (CP)..... | 2-27 |
| | Curriculum of Competency Unit (CoCU)..... | 28-129 |
| | Training Hour Summary | 130-132 |

STANDARD PRACTICE

NATIONAL OCCUPATIONAL SKILLS STANDARD (NOSS) FOR;

EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION

LEVEL 3

1. Introduction

Children in Early Childhood Care and Development are divided into three (3) categories which are infants (0-12 months), toddlers (1–2 years old) and 3-4 years old children. Early Childhood Care and Development Education (ECCD) in Malaysia are divided into three age groups, which is 0-4 years, 4-6 years and 7-8 years old.

The first group (0-4 years), comes under the Ministry of Women, Family and Community Development (MWFCDD) which coordinates national programmes on the growth and development of children. Through its Department of Social Welfare, MWFCDD keeps a register of all childcare centres (also known as TASKA) in the country.

Pre-school education for the second group (4-6 years) comes under three ministries/agencies, i.e. the Ministry of Education, the Ministry of Rural and Regional Development, and the National Unity Department. Primary school for the third group (7-8 years) comes under the Ministry of Education

This NOSS is develop in line with *Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara*. This to ensure that all the content of the Occupational Standard encompass all aspect of requirement and fulfilment of industry and government policy and initiative. The PERMATA Programmes were founded in 2007 under the auspices of YABhg. Datin Paduka Seri Hjh. Rosmah Mansor, wife of the sixth Prime Minister of Malaysia. The PERMATA programmes welcome children and teenagers from every walk of life, with the objective of providing a platform to unleash potentials and sharpen talents in order to accelerate national growth and cultivate a leading generation Malaysia can be proud of.

The Malaysian government places a strong emphasis on ECCD and has formulated the National Policy for Early Childhood Education. Under this policy, programmes have been introduced to meet the diverse needs of the crucial early years of newborns till the age of six. These programmes provide a solid foundation for healthy growth and development which expose them to activities in nation building and enhance their readiness for primary school education. The government's involvement in ECCD is evident from its numerous initiatives to make early childhood programs more accessible especially for less fortunate children and those in rural areas. A significant amount of funds is also allocated for ECCD every year. Early Childhood Care and Development is a job area under the Child Care and Services. Personnel in this job area works in the field of Early Childhood Daily Routine Care, Early Childhood Education and Development, Early Childhood Behavior and Social Value Instilment, ECCD Centre Operation Support and First Aid Administration.

Department of Welfare, Ministry of Women, Family and Community Development required to adhered to the following requirements: -

1. All candidates who want to become educators in TASKA are required to sit and pass a written examination in *Kursus Asuhan dan Didikan Awal Kanak-Kanak PERMATA Negara* as defined by the *Akta Taman Asuhan Kanak-Kanak 1984* and *Peraturan-Peraturan Taman Asuhan Kanak-Kanak 2012*
2. All accredited centers for SKM programs and NDTs programs shall be co-verified with the representative of the Department of Welfare, Ministry of Women, Family and Community Development
3. Training content that contain act and regulation (*as stated in the Curriculum of Competency Unit*) must be delivered by accredited trainers from Department of Welfare.
4. Candidates must carry out practical training in registered TASKA department for 300 hours before can be certified with this NOSS.

2. Occupational Structure (OS)

| | |
|-------------------|--|
| Sector | Section T: Activities of Households as Employers; Undifferentiated Goods and Services- Producing Activities of Households for Own Use |
| Sub-Sector | Division 98: Undifferentiated Goods and Services-Producing Activities of Private Households for Own Use |
| Area | Early Childhood Care and Development (ECCD) |
| Level 5 | ECCD Manager* |
| Level 4 | ECCD Assistant Manager* |
| Level 3 | ECCD Educator* |
| Level 2 | ECCD Assistant* |
| Level 1 | No Level |

Figure 1.2: Occupational Structure for Early Childhood Care and Development (ECCD)

3. Occupational Area Structure (OAS)

| | |
|-------------------|--|
| Sector | Section T: Activities of Households as Employers; Undifferentiated Goods and Services- Producing Activities of Households for Own Use |
| Sub-Sector | Division 98: Undifferentiated Goods and Services-Producing Activities of Private Households for Own Use |
| Area | Early Childhood Care and Development (ECCD) |
| Level 5 | Early Childhood Care and Development Management* |
| Level 4 | Early Childhood Care and Development Supervision* |
| Level 3 | Early Childhood Care and Development Education |
| Level 2 | <i>Embedded to level 3</i> |
| Level 1 | <i>No Level</i> |

Figure 1.3: Occupational Area Structure for Early Childhood Care and Development (ECCD)

4. Definition of Competency Levels

The NOSS is developed for various occupational areas. Candidates for certification must be assessed and trained at certain levels to substantiate competencies. Below is a guideline of each NOSS Level as defined by the Department of Skills Development, Ministry of Human Resources, Malaysia.

- Level 1: Competent in performing a range of varied work activities, most of which are **routine and predictable**.
- Level 2: Competent in performing a significant range of varied work activities, performed in a variety of contexts. Some of the activities are **non-routine** and required **individual responsibility and autonomy**.
- Level 3: Competent in performing a broad range of varied work activities, performed in a variety of contexts, most of which are **complex and non-routine**. There is considerable **responsibility and autonomy and control or guidance of others is often required**.
- Level 4: Competent in performing a broad range of complex technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and allocation of resources is often present.
- Level 5: Competent in applying a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources features strongly, as do **personal accountabilities for analysis, diagnosis, planning, execution and evaluation**.

5. Award of Certificate

The Director General shall award, to any person upon completing successfully the NOSS program following skills level qualifications as stipulated under the National Skills Development Act, 652:

- Malaysia Skills Certificate / Sijil Kemahiran Malaysia (SKM) Level 1, 2 or 3
- Malaysia Skills Diploma / Diploma Kemahiran Malaysia (DKM) Level 4
- Malaysia Skills Advanced Diploma / Diploma Lanjutan Kemahiran Malaysia (DLKM) Level 5
- Statement of Achievement / Penyata Pencapaian (PC)

6. Job Competencies

Early Childhood Care and Development Education personnel is competent in performing the following core competencies: -

- a. Early Childhood Daily Routine Care
- b. Early Childhood Education and Development
- c. Early Childhood Behavior and Social Value Instilment
- d. ECCD Centre Operation Support
- e. First Aid Administration

7. Work Conditions

Personnel in this job area involve working with different groups of individuals from children, parents and colleagues in ECCD Centre. ECCD Centre personnel not only play with children, they also promote child development, provide constant care, love and ensure that the child's environment is safe and conducive for learning.

ECCD Centre personnel also work closely with the parents to ensure continuity of care is being carried out in their homes. ECCD Centre personnel will also require skills in the areas of communication, socialization, observation and reporting as they help children grow, learn, develop and acquire new skills.

8. Employment Prospects

The ECCD Educator may be self-employed or being employed by early childhood care and education organization especially in childcare industry and other related industry. Apprentices trained under this training occupation will be able to further their career in becoming Supervisor or undergo advance training in the early childhood care and education industries.

Other related occupations with respect to employment opportunities are:

- Child care worker assistant
- Child care worker, day care
- Day care worker
- Early childhood assistant
- Early childhood educator
- Early childhood educator assistant
- Early childhood program staff assistant
- Pre-school helper

9. Career Advancement

Training is available in public and private institutions with on-the-job-training at child care Centre's. The entry qualification for child care provider training programme is completion of Sijil Pelajaran Malaysia (SPM) or equivalent. Those with working experience can be certified through Accreditation of Prior Achievement (APA). A person who has completed SKM Level 3 is eligible to proceed to DKM Level 4 training programme. However, they can directly proceed to DLKM Level 5 training programme upon completion of DKM Level 4.

10. Sources of Additional Information

The following organisations can be referred as sources of additional information which can assist in defining the document's contents.

**a. Ministry of Women, Family and Community Development
Department of Social Welfare**

Level 6, 9-18, No 55,
Persiaran Perdana, Presint 4,
62100 Putrajaya
Tel: 603-83231000
Fax: 603-83232045
Website: www.jkm.gov.my

b. Ministry of Housing & Local Government

Fire and rescue Department of Malaysia
Lebuwawasan, Precint 7, 62250 Putrajaya
Tel : 603-88880036/37/38/40
Fax : 603-88880025
Email : korporat@bomba.gov.my

c. Ministry of Health Malaysia

Blok E1, E6 & E10 Kompleks E,
Pusat Pentadbiran Kerajaan Persekutuan,
62590 Putrajaya
Tel : 603-8883 3888
Fax : 603-8883 4888
Email : kkm@moh.gov.my

- d. Social Institute of Malaysia**
Lot PT-13856,
KM 6 Lebuhraya Kuala Lumpur – Seremban,
Sungai Besi, 57100 Kuala Lumpur
Tel: +603-79853333
Fax: +603-79853300
E-mail: info@ism.gov.my
Website: <http://www.ism.gov.my/>
- e. Association of Registered Child Care Providers Malaysia (ARCPM)**
No. 53A-G, Block E, Zenith Corporate Park,
Jalan Ss 7/26, Kelana Jaya,
47301 Petaling Jaya Selangor.
Tel: 603-7880 1367
Fax: 603-7880 2941
E-mail: ppbm_org@streamyx.com
Website: <http://ppbm.org.my/>
- f. Malaysian Council For Child Welfare or Majlis Kebajikan Kanak-Kanak Malaysia (MKKM)**
25A, Jalan Kampung Pandan,
55100 Kuala Lumpur,
Tel: 03- 9285 0309
Fax: 03- 9283 2400
- g. National Association of Early Childhood Care and Education Malaysia (NAECCEM)**
Level 5 Center Wing Metropolitan Square
Bandar Damansara Perdana Jalan PJU 8/1
Petaling Jaya, Selangor
Tel :03- 7728 4070
Fax: 03- 7728 4058
Email: naeccem@yahoo.com
- h. Pertubuhan Taska Melayu Malaysia (PTMM)**
No.29, Jalan SS a8/4D,
47500 Subang Jaya,
Selangor Darul Ehsan,
Selangor
Tel: 012-3556249/012-2159251/03-8085088
Fax: 03-80815288

INTERNATIONAL

- a. National Association of Child Care Professionals**
7608 Hwy 71 West Ste E
Austin, TX 78735
P.O.Box 90723
Austin, TX 78709
Tel: 512-301-5557
Fax: 512-301-5080
E-mail: admin@naccp.org
Website: www.naccp.org
- b. National Child Care Association**
1325 G Street NW, Suite 500
Washington, DC 20005
Tel: (866) 536-1945
E-mail: info@nccaneet.org
- c. International Humanity Foundation**
4311 Pavlov Ave.
San Diego, CA, 92122
Phone: +1-858-597-0232
E-Mail: ihf@ihfonline.org
- d. Asia-Pacific Regional Network for Early Childhood (ARNEC)**
73 Bras Basah Rd
NTUC Trade Union House #07-01
Singapore 189556
- e. World Forum Foundation**
17725 NE 65th Street, Unit B275
Redmond, WA 98052, USA
Toll-Free: (855) 254-7565
Main: (206) 673-2608
Fax: (425) 861-9386
Email: info@WorldForumFoundation.org

11. Acknowledgement

The Director General of DSD would like to extend his gratitude to the organisation and individuals who have been involved in developing this standard; especially the members of Standard Technical Evaluation Committee (STEC) for validation of this document.

| STANDARD TECHNICAL EVALUATION COMMITTEE (STEC) | | |
|--|--|---|
| 1. | En. Fazari Bin Mohd Salleh | Timbalan Ketua Pengarah Strategik Jabatan Kebajikan Masyarakat (JKM) |
| 2. | Dr. Zaitol Binti Salleh | Pengarah Bahagian Perancangan & Pembangunan Jabatan Kebajikan Masyarakat (JKM) |
| 3. | Professor Eme. Dato' Dr. Aminah Binti Ayob | Jabatan Pendidikan Awal Kanak- Kanak, Fakulti Pendidikan dan Pembangunan Manusia, Universiti Pendidikan Sultan Idris |
| 4. | Pn. Norfazilah Binti KM Ameer Sultan | Pengusaha TASKA / Coach PERMATA TASKA Adik Bijak Ceria (ABC)/ Kursus Asuhan dan Didikan Awal Kanak-Kanak PERMATA Negara |
| 5. | Pn. Ku Faridah Binti Ku Ibrahim | Lecturer Unitar International University |
| 6. | Tn. Hj. Sharudin Bin Shar Kashim | Coach/Lecturer Kursus Asuhan dan Didikan Awal Kanak-Kanak PERMATA Negara |

12. NOSS Development Committee Members

**EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION
LEVEL 3**

| STANDARD DEVELOPMENT COMMITTEE (SDC) | | |
|--------------------------------------|--|---|
| 1. | Pn. Rozbizah Binti Abd Aziz | Assistant Director/Master Trainer Legislation and Enforcement Division Department of Social Welfare |
| 2. | Cik. Ida Suzita binti Sabu | Assistant Director, Children Division Department of Social Welfare |
| 3. | Pn. Hajah Mariani Binti Mohamed Saad | Principal/Master Trainer Rumah Ehsan Kuala Kubu Bharu Department of Social Welfare |
| 4. | Pn. Siti Rohani Binti Abd Samat | Manager/Master Trainer, Taska Nur Prisma |
| 5. | En. Hazizi Bin Mala | Lecturer, Yahos School of Skills |
| 6. | Pn. Rahimah Ithnin | Manager/Master Trainer, Taska Penyayang Bakti |
| 7. | Prof. Dr. Putri Zabariah binti Megat A. Rahman | Lecturer, Unitar International University |
| 8. | Dr. Bustam bin Kamri | Dean, School of Social Science Yayasan Melaka International College |
| FACILITATOR | | |
| 1. | En. Fahiszam Bin Saad | Facilitator Initial Wealth Management |

STANDARD CONTENT

NATIONAL OCCUPATIONAL SKILLS STANDARD (NOSS) FOR;

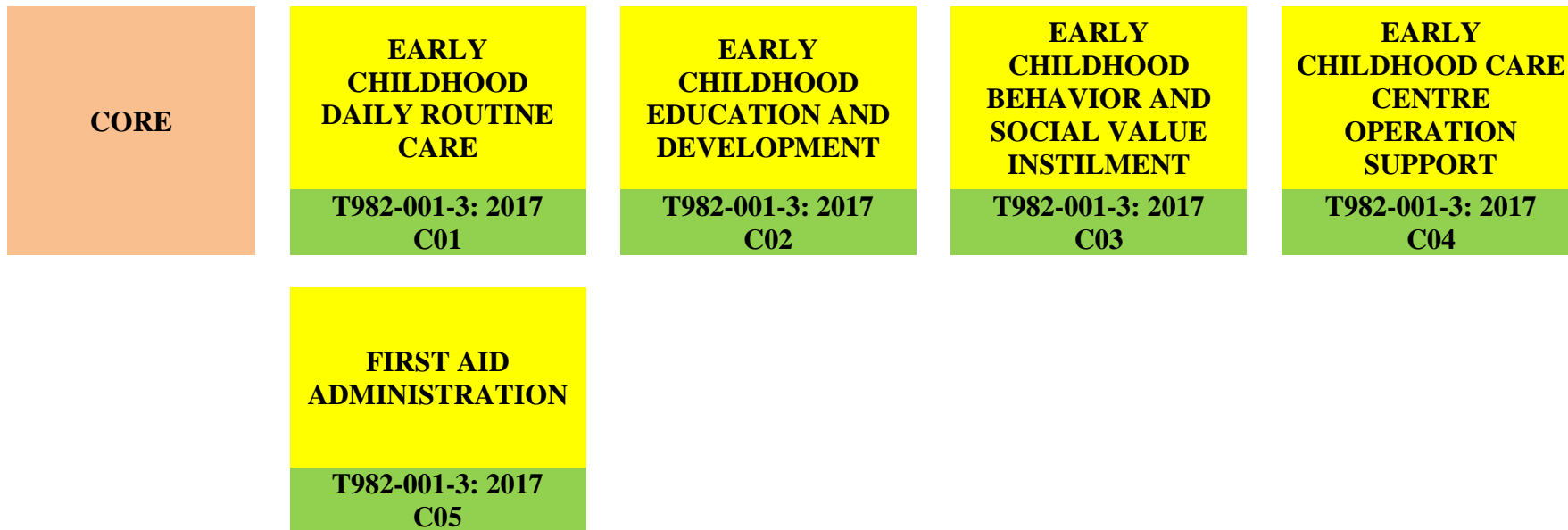
EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION

LEVEL 3

13. Competency Profile Chart (CPC)

| | | | |
|-------------------|---|------------------|-------------------------|
| SECTOR | SECTION T: ACTIVITIES OF HOUSEHOLDS AS EMPLOYERS; UNDIFFERENTIATED GOODS AND SERVICES- PRODUCING ACTIVITIES OF HOUSEHOLDS FOR OWN USE | | |
| SUB SECTOR | DIVISION 98: UNDIFFERENTIATED GOODS AND SERVICES-PRODUCING ACTIVITIES OF PRIVATE HOUSEHOLDS FOR OWN USE | | |
| JOB AREA | CHILD CARE AND SERVICES | | |
| NOSS TITLE | EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION | | |
| JOB LEVEL | 3 | NOSS CODE | T982-001-3: 2017 |

←————— COMPETENCY UNIT —————→



14. Competency Profile (CP)

| | | | |
|-------------------|---|------------------|-------------------------|
| SECTOR | SECTION T: ACTIVITIES OF HOUSEHOLDS AS EMPLOYERS; UNDIFFERENTIATED GOODS AND SERVICES- PRODUCING ACTIVITIES OF HOUSEHOLDS FOR OWN USE | | |
| SUB SECTOR | DIVISION 98: UNDIFFERENTIATED GOODS AND SERVICES-PRODUCING ACTIVITIES OF PRIVATE HOUSEHOLDS FOR OWN USE | | |
| JOB AREA | CHILD CARE AND SERVICES | | |
| NOSS TITLE | EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION | | |
| JOB LEVEL | LEVEL 3 | NOSS CODE | T982-001-3: 2017 |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|---------------------------------------|-------------------------------|--|------------------------------|---|
| 1. Early childhood daily routine care | T982-001-3: 2017 – C01 | <p>Early childhood daily routine care is a set of competency which includes important practices to help young children to understand the child care environment and feel secure. A well-planned routine will also help encourage children's positive behavior by meeting their basic needs for eating, sleeping, active and quiet play, time alone, and time with other children.</p> <p>A competent person in this CU shall be able to carry out child receiving, carry out child grooming, carry out</p> | 1. Carry out child receiving | <p>1.1 Duty person identified according to job requirement child receiving routine including shoe and belonging keeping excluded according TASKA Operation Procedure</p> <p>1.2 Workstation, equipment and material prepared</p> <p>1.3 Attendance and log/ communication books checked according to Child Care Centre Act 1984 (Act 308) and regulation 1985</p> <p>1.4 Child log and communicate book obtained from parents</p> <p>1.5 Child and personal belonging obtained for inspection</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|--|------------------------------------|--|
| | | <p>child meals preparation, carry out early childhood routine activities care, carry out sleeping and resting activity and carry out child returning</p> <p>The outcome of this competency is to ensure the educator conduct a regular routine that enables children to reduce anxiety by knowing what is coming next.</p> | <p>2. Carry out child grooming</p> | <p>1.6 Grievances and parent instruction information gathered according to TASKA operation procedure</p> <p>1.7 Child temperature and child body checked</p> <p>1.8 Child ushered to respective group according to their age group</p> <p>2.1 Child bath time determined for bathing activities</p> <p>2.2 Baby bathing material identified and arranged for bathing activities</p> <p>2.3 Toddler bathing material identified and arranged for bathing activities</p> <p>2.4 Bathing for toddler and 3-4 years old separated according to gender</p> <p>2.5 3-4 years old bathing material determined and arranged on bathing area</p> <p>2.6 Attire for respective child identified and arranged for grooming activities</p> <p>2.7 Condition, water temperature and water level for baby bath for bath checked</p> <p>2.8 Baby's teeth cleaned and Baby</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|---------------|--------------------------------------|--|
| | | | | <p>bathing executed according to guideline of baby bathing according to Ministry of Health (MOH) standard oral care guidelines</p> <p>2.9 Correct technique of baby massage technique applied on baby after bath</p> <p>2.10 Toddler and 3-4 years old teeth cleaned and assisted for bathing according</p> <p>2.11 Baby dressed and groomed with clean attire</p> <p>2.12 Toddler and 3-4 years old dressing and grooming activities assisted</p> |
| | | | 3. Carry out child meals preparation | <p>3.1 Baby feeding time checked according to schedule.</p> <p>3.2 Breast milk, formula milk and semi solid food for feeding prepared according to National Breast Feeding Policy, Guideline for the Feeding of Infant and Young Children from Nutrition Division, Department of Public Health, Ministry of Health.</p> <p>3.3 Correct technique of baby</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|---------------|--|---|
| | | | | <p>feeding applied according to National Breast Feeding Policy, Guideline for the Feeding of Infant and Young Children from Nutrition Division, Department of Public Health, Ministry of Health</p> <p>3.4 Baby feed with semi solid food according to National Breast Feeding Policy, Guideline for the Feeding of Infant and Young Children from Nutrition Division, Department of Public Health, Ministry of Health</p> <p>3.5 Toddlers and 3 – 4 years old feeding performed according to Guideline for the Feeding of Infant and Young Children from Nutrition Division, Department of Public Health, Ministry of Health</p> |
| | | | 4. Carry out sleeping and resting activity | <p>4.1 Child’s sleep and rest area arranged according to child requirement</p> <p>4.2 Baby sleep routine schedule determined</p> <p>4.3 Toddler and 3-4 years old sleep schedule coordinated and</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|---------------|--|---|
| | | | | <p>monitored</p> <p>4.4 Sleeping area for toddler and 3-4 years old separated according to gender</p> <p>4.5 Toddler and 3-4 years old sleep record updated according to Child Care Centre Act 1984 (Act 308) and Regulation 1985</p> |
| | | | 5. Carry out early childhood routine activities care | <p>5.1 Types of early childhood routine activities care determined based on PERMATA curriculum.</p> <p>5.2 Schedule for early childhood routine activities prepared according to Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara curriculum content</p> <p>5.3 Activities requirement including tools, equipment and materials prepared and arranged on determine location</p> <p>5.4 Circle time activities conducted based on age group and child ability in accordance with PERMATA curriculum</p> <p>5.5 Nature walk activities conducted based on age group and child ability in accordance with</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|---------------|-----------------|--|
| | | | | <p>PERMATA curriculum</p> <p>5.6 Free play activities conducted based on age group and child ability in accordance with PERMATA curriculum</p> <p>5.7 Playing with sand activities conducted based on age group and child ability in accordance with PERMATA curriculum</p> <p>5.8 Water activities conducted based on age group and child ability in accordance with PERMATA curriculum</p> <p>5.9 Assembly activities conducted based on age group and child ability in accordance with PERMATA curriculum</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|---------------|-------------------------------------|---|
| | | | <p>6. Carry out Child returning</p> | <p>6.1 Child handover to parents/ authorised person</p> <p>6.2 Child's personal belongings confirmed and placed in child's bag according to Child Care Centre Regulations 1985</p> <p>6.3 Child's log / communication book compiled and updated according to Child Care Centre Regulations 1985 Schedule for returning checked</p> <p>6.4 Child's attendance book verified according to Child Care Centre Regulations 1985</p> <p>6.5 Child's handover record updated according to Child Act 1984 (Act 308)</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|--|-------------------------------|---|---|--|
| 2. Early childhood education and development | T982-001-3: 2017 – C02 | <p>Early childhood education and development is a set of competency consist of numbers of conducting activities and experiences designed to aid in the cognitive and social development of child and also for child with special needs. Early Childhood Care and Development (ECCD) can define as the holistic development of children including physical, cognitive, language, social and emotional development</p> <p>A competent person in this CU shall be able to carry out personality, socio-emotion and spiritual development, carry out physical and psychomotor development, carry out initial mathematical skills and logical thinking development, carry out senses and understanding of environment development, carry out language, communication and early literacy development, carry</p> | 1. Carry out personality, socio-emotion and spiritual development | 1.1 Current child personality, socio-emotion and spiritual development status determined 1.2 Lesson plan for personality, socio-emotion and spiritual activity prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content 1.3 Activities requirement including tools, equipment and materials prepared and arranged to determine location 1.4 Personality, socio-emotion and spiritual activities conducted according to age group and child ability 1.5 Child development observed and recorded 1.6 Self-assessment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements |
| | | | 2. Carry out physical and psychomotor development | 2.1 Current child physical and psychomotor development status determined 2.2 Lesson plan for physical and |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|---|--|---|
| | | <p>out creative and aesthetic development, carry out balance diet planning and preparation activities, carry out early childhood special needs integration and carry out early childhood <i>PERMATA</i> curriculum implementation</p> <p>The outcome of this competency is to ensure the child will have the required level of cognitive and psychomotor.</p> | <p>2.3 Activities requirement including tools, equipment and materials prepared and arranged on determine location</p> <p>2.4 Physical and psychomotor activities conducted according to age group and child ability</p> <p>2.5 Child development observed and recorded</p> <p>2.6 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> <p>3. Carry out initial mathematical skills and logical thinking development</p> | <p>psychomotor activity prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>2.3 Activities requirement including tools, equipment and materials prepared and arranged on determine location</p> <p>2.4 Physical and psychomotor activities conducted according to age group and child ability</p> <p>2.5 Child development observed and recorded</p> <p>2.6 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> <p>3.1 Current child initial mathematical skills and logical thinking development status determined</p> <p>3.2 Lesson plan for initial mathematical skills and logical thinking activity prepared according to <i>Kursus Asuhan & Didikan Awa Kanak-Kanak PERMATA Negara</i> curriculum</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|---------------|---|--|
| | | | | <p>content</p> <p>3.3 Activities requirement including tools, equipment and materials prepared and arranged on determine location</p> <p>3.4 Initial mathematical skills and logical thinking activities conducted according to age group and child ability</p> <p>3.5 Child development observed and recorded</p> <p>3.6 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> |
| | | | <p>4. Carry out senses and understanding of environment development</p> | <p>4.1 Current child senses and understanding of environment development status determined</p> <p>4.2 Lesson plan for senses and Understanding of Environment Development activity prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>4.3 Activities requirement including tools, equipment and materials</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|---------------|---|--|
| | | | | <p>prepared and arranged on determine location</p> <p>4.4 Senses and Understanding of Environment Development activities conducted according to age group and child ability</p> <p>4.5 Child development observed and recorded</p> <p>4.6 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> |
| | | | 5. Carry out language, communication and early literacy development | <p>5.1 Current child language, communication and early literacy development status determined</p> <p>5.2 Lesson plan for language, communication and early literacy activity prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>5.3 Activities requirement including tools, equipment and materials prepared and arranged on determine location</p> <p>5.4 Language, communication and</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|---------------|--|---|
| | | | | <p>early literacy activities conducted according to age group and child ability</p> <p>5.5 Child development observed and recorded</p> <p>5.6 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> |
| | | | <p>6. Carry out creative and aesthetic development</p> | <p>6.1 Current child creative and aesthetic development status determined</p> <p>6.2 Lesson plan for creative and aesthetic activity prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>6.3 Activities requirement including tools, equipment and materials prepared and arranged on determine location</p> <p>6.4 Creative and aesthetic activities conducted according to age group and child ability</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
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| | | | | <p>6.5 Child development observed and recorded</p> <p>6.6 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> |
| | | | 7. Carry out balance diet planning and preparation activities | <p>7.1 Lesson plan for balance diet planning and preparation activities prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>7.2 Activities requirement including tools, equipment and materials prepared and arranged on determine location</p> <p>7.3 Child balance diet planning and preparation activities observed and recorded</p> <p>7.4 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> |
| | | | 8. Carry out early childhood special needs integration | <p>8.1 Child with special needs and types of special needs determined</p> <p>8.2 Suitable development and</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|---------------|-----------------|--|
| | | | | <p>integration activities selected based on child disability</p> <p>8.3 Child with special needs issues communicated to parents according to TASKA operation procedure</p> <p>8.4 Required intervention plan proposed to parents</p> <p>8.5 Child with special needs integrated with determined target group and ability</p> <p>8.6 Child with special needs development observed and recorded</p> <p>8.7 Amendment requirements for development and integration activities determined and implemented</p> <p>8.8 Intellectual and physical improvement for child with special needs determined and recorded</p> <p>8.9 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
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| | | | 9. Carry out early Childhood <i>PERMATA</i> curriculum implementation | 9.1 <i>Kurikulum PERMATA Negara (KPN)</i> module obtained and interpreted to determined training content 9.2 <i>Kurikulum PERMATA Negara (KPN)</i> activities requirement including tools, equipment and materials prepared 9.3 Content of <i>Kurikulum PERMATA Negara (KPN)</i> delivered according to age group and child ability 9.4 Effectiveness of <i>Kurikulum PERMATA Negara (KPN)</i> implementation assessed and report prepared |
| 3. Early childhood behavior and social value instilment | T982-001-3: 2017 – C03 | Early childhood behavior and social value instilment is a set of competency consist of numbers of conducting activities and experiences designed to instill good behavior and social value. A competent person in this CU shall be able to carry out good behavior instilment activities, carry out social | 1. Carry out good behavior instilment activities | 1.1 List of good behavior activities and practices determined according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content 1.2 Good behavior instilment activities conducted according to age group and child ability 1.3 Child behavior improvement observed and recorded |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
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| | | <p>value instilment activities, carry out self-care skills activities, carry out patriotism instilment activities and carry out religion and morale instilment activities</p> <p>The outcome of this competency is to ensure the child will have the required level of good behavior, social skills and self-care skills.</p> | <p>1.4</p> <p>2. Carry out social value instilment activities</p> <p>3. Carry out self-care skills activities</p> | <p>1.4 Self-assessment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> <p>2.1 List of social value practices determined according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>2.2 Social value instilment practices conducted according to age group and child ability</p> <p>2.3 Social value instilment practices conducted according to age group and child ability</p> <p>2.4 Child behavior improvement observed and recorded</p> <p>2.5 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> <p>3.1 List of self-care skills determined according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|---------------|-----------------|--|
| | | | | <p>content</p> <p>3.2 Self-care skills activities conducted according to age group and child ability</p> <p>3.3 Self-care skills instilment activities conducted according to age group and child ability</p> <p>3.4 Child behavior improvement observed and recorded</p> <p>3.5 Self-assessment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
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| | | | 4. Carry out patriotism instilment activities | 4.1 List of patriotism instilment activities and practices determined according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content 4.2 Patriotism instilment activities conducted according to age group and child ability 4.3 Patriotism instilment activities conducted according to age group and child ability 4.4 Child behavior improvement observed and recorded 4.5 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
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| 4. Early childhood care centre operation support | T982-001-3: 2017 – C04 | <p>ECCD Centre operation support is set of competency combine to aid the education centre related to daily operation and child care.</p> <p>A competent person in this CU shall be able to prepare education and development area, prepare low cost learning material, handle transit children, handle neglected and abuse child and handle baby, handle baby and children safety requirements and Coordinate parent and community involving activities.</p> <p>The outcome of this competency is to ensure all smooth operation of care centre.</p> | 1. Prepare education and development area | <p>1.1 Types and purpose of education area determine based on intellectual and physical development program requirements</p> <p>1.2 Available and suitable area and corner for setting up learning area determined</p> <p>1.3 Determined area decorated with suitable learning material according to learning objective</p> <p>1.4 Setting up of education and development area documented according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> |
| | | | 2. Prepare low cost learning material | <p>2.1 Types and purpose of low cost learning material determine based on intellectual and physical development program requirements</p> <p>2.2 Low cost learning material prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|---------------|----------------------------|--|
| | | | | 2.3 Effectiveness of learning material observed and recorded 2.4 Self-assessment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements |
| | | | 3. Handle transit children | 3.1 Transit children received according to TASKA operation procedure 3.2 Meals for transit children prepared and served according to TASKA operation manual 3.3 Bathing and grooming for transit student assisted according age group and separated according to gender 3.4 Resting and sleeping activities coordinated with transit children according to determine schedule and separated according to gender 3.5 Transit children activities including assisting in school homework, religious activities, recreation and others activities arranged and monitored according to determined schedule |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
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| | | | | 3.6 Transit child returned according to TASKA operation procedure |
| | | | 4. Prepare neglected and abuse child | 4.1 Child abnormal behavior and physical injuries identified and approached 4.2 Neglected and abuse child reported to relevant agencies related to child care abuse 4.3 Child personal record and child daily log book updated |
| | | | 5. Handle baby and children safety requirements | 5.1 Building surroundings including dangerous plant, grass, drain, fence, gutter checked for possible course of accident 5.2 Electrical appliances kept in safe place and power point checked 5.3 Wet floor and damage floor checked and safety signage put on-site 5.4 Kitchen, toilet, obstacle on emergency exit pathway checked 5.5 Toys and learning material checked free from toxic, regularly clean and tempered defective toys and learning |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|----------|---------|---------------|---|---|
| | | | | <p>material disposed according to TASKA operation procedures</p> <p>5.6 All sharp equipment such as knife, scissors, stationeries checked and kept in safe place</p> <p>5.7 Fire drill and evacuation procedure conducted according to safety procedure</p> <p>5.8 Emergency response procedure when dealing with dangerous animals, insect and reptiles executed according to BOMBA guidelines</p> |
| | | | 6. Coordinate parent and community involving activities | <p>6.1 Types of activities involving parent and communities determined according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>6.2 Activities scheduled and parent and community informed</p> <p>6.3 Children activity with parent and community coordinated and handled</p> <p>6.4 Parent and community involving activities report produce</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
|-----------------------------|-----------------------------------|---|---|---|
| 5. First Aid Administration | T982-001-3: 2017 – C05 | <p>First aid administration describes the competency in carrying out treatment to any specific, sharp pain that is of rapid onset or pain that results from a specific traumatic incident such as an injury to a specific part of the body, or an illness. Acute injury is usually the result of a specific impact or traumatic event that occurs in one specific area of the body, such as a muscle, bone, or joint.</p> <p>A competent person in this CU shall be able to carry out injuries assessment, carry out Cardio Pulmonary Resuscitation (CPR) procedure, carry out immobilisation of injured area, carry out Rest Ice Compression Elevation (RICE) procedure, administer open wound (abrasion and laceration) treatment and carry out injuries referral.</p> <p>The outcome of this</p> | 1. Carry out injuries assessment | <p>1.1 Child name, gender and age confirmed according to personal record and child's information</p> <p>1.2 Types and level of injuries determined according to physical check and child's feedback</p> <p>1.3 Cause of injuries and duration of injuries confirmed with child</p> <p>1.4 Suitable treatment for child's injuries determined according to types of injuries and seriousness of injuries</p> <p>1.5 Child allergies checked and confirmed according to child's personal record</p> <p>1.6 Children with sudden illness such as fever, cough, flu and rashes communicated to parents or superior for further action</p> <p>1.7 Child injuries recorded according to TASKA operation procedure</p> |
| | | 2. Carry out Cardio Pulmonary Resuscitation (CPR) procedure | <p>2.1 Child breathing and response confirmed according to physical check procedure</p> <p>2.2 Medical assistance referred and details of Child condition reported to medical personnel</p> <p>2.3 Child breathing airway</p> | |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
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| | | <p>competency is to provide in-situ support or immediate support to injuries to ensure the child condition is not worsening and can lead to fatal circumstances in accordance with standard medical procedure.</p> <p>To perform the CU, the competency owner is required to attend certified CPR course from any accredited training provider.</p> | <p>2.4 Child normal breathing confirmed based on physical observation</p> <p>2.5 Chest compressions and breaths performed on Child according to CPR procedure</p> <p>2.6 Automated Electronic Defibrillator (AED) applied and operated according to manual and CPR procedure</p> <p>2.7 CPR activities recorded according to TASKA operation procedure</p> <p>3. Carry out immobilisation of injured area</p> | <p>open/cleared by tilting the head back and lifting the chin</p> <p>2.4 Child normal breathing confirmed based on physical observation</p> <p>2.5 Chest compressions and breaths performed on Child according to CPR procedure</p> <p>2.6 Automated Electronic Defibrillator (AED) applied and operated according to manual and CPR procedure</p> <p>2.7 CPR activities recorded according to TASKA operation procedure</p> <p>5.1 Child positioned correctly according to Child comfort</p> <p>5.2 Correct technique of putting on sling and splinting to immobilise child injured area</p> <p>5.3 Reduce on pain, swelling and muscle spasm confirmed according to Child information and physical check</p> <p>5.4 Child injuries recorded according to TASKA operation procedure</p> |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
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| | | | 4. Carry out Rest Ice Compression Elevation (RICE) treatment | 4.1 Child resting time determined and communicated to Child based on seriousness of injuries and according to RICE treatment 4.2 Time duration and frequency of ice or cold pack applied on Child injured area determined according to RICE treatment 4.3 Correct tightness of wrapping on injured area or sore area determined according to RICE treatment 4.4 Injured area or sore area elevated to determined degree according to RICE treatment 4.5 Child injuries recorded according to TASKA operation procedure |
| | | | 5. Administer open wound treatment | 5.1 Open wound cause and duration determined according child's feedback and physical assessment 5.2 Surrounding of injured part cleaned to remove blood, dirt and debris 5.3 Injured part required for bandaging determined and wrapped according to open wound management procedure 5.4 Child injuries recorded according |

| CU TITLE | CU CODE | CU DESCRIPTOR | WORK ACTIVITIES | PERFORMANCE CRITERIA |
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| | | | | to TASKA operation procedure |
| | | | 6. Carry out injuries referral | 6.1 Child condition assessed to determined severity of injury 6.2 Child injury recorded on report according to organisation documentation procedure 6.3 Child referred to medical personnel according to organisation documentation procedure 6.4 Child injuries report file according to TASKA operation procedure |

**CURRICULUM OF COMPETENCY STANDARD
FOR;
EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION
LEVEL 3**

CURRICULUM of COMPETENCY UNIT (CoCU)

| | | | | | | | |
|--------------------------------------|---|--------------|---|--------------------------|-----------|---------------------|----|
| SECTOR | SECTION T: ACTIVITIES OF HOUSEHOLDS AS EMPLOYERS; UNDIFFERENTIATED GOODS AND SERVICES- PRODUCING ACTIVITIES OF HOUSEHOLDS FOR OWN USE | | | | | | |
| SUB SECTOR | DIVISION 98: UNDIFFERENTIATED GOODS AND SERVICES-PRODUCING ACTIVITIES OF PRIVATE HOUSEHOLDS FOR OWN USE | | | | | | |
| JOB AREA | CHILD CARE AND SERVICES | | | | | | |
| NOSS TITLE | EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION | | | | | | |
| COMPETENCY UNIT TITLE | EARLY CHILDHOOD DAILY ROUTINE CARE | | | | | | |
| LEARNING OUTCOME | <p>This Early Childhood Daily Routine Care Competency Unit is to regular routine that enables children to reduce anxiety by knowing what is coming next. Upon completion of this competency unit, trainees will be able to:</p> <ol style="list-style-type: none"> 1. Carry out child receiving 2. Carry out child grooming 3. Carry out child meals preparation 4. Carry out sleeping and resting activity 5. Carry out early childhood routine activities care 6. Carry out child returning | | | | | | |
| PRE-REQUISITE (if applicable) | N/A | | | | | | |
| COMPETENCY UNIT ID | T982-001-3: 2017 – C01 | LEVEL | 3 | TRAINING DURATION | 300 Hours | CREDIT HOURS | 30 |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|------------------------------|---|---|--|---|---|
| 1. Carry out child receiving | 1.1 Related statutory and regulatory requirements <ul style="list-style-type: none"> • Labor Act • OSHA | 1.1 Check weekly duty roster 1.2 Determine and select work station | <u>Attitude:</u> i. Self-disciplined in preparation ii. Committed in | <u>Related Knowledge</u> Lecture Discussion | 1.1 Procedure to prepare duty explain 1.2 Workstation, equipment and |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|--|--|--|---|
| | <ul style="list-style-type: none"> Child Care Centre Act 1984 and Child Care Centre Regulations 1985 (Act 308) Guidelines from Department of Health Education, Ministry of Health Child Act 2001 | <p>tools, equipment, and materials.</p> <p>1.3 Check attendance, log/communication books.</p> <p>1.4 Apply hospitality elements</p> <p>1.5 Apply meeting and greeting practices</p> <p>1.6 Determine reception work flow</p> <p>1.7 Determine types of parents</p> <p>1.8 Apply health and medical information gathering techniques</p> <p>1.9 Determine personal belongings using check list</p> <p>1.10 Apply techniques of child physical check procedures</p> <p>1.11 Conduct child physical check procedures</p> <p>1.12 Assist/monitor child dress activities</p> <p>1.13 Determine the group by age</p> | <p>carrying out job listed in duty roster</p> <p>iii. Meticulous in Determining pre-receiving activity</p> <p>iv. Aware of guidelines from Department of Health Education, Ministry of Health</p> <p>v. Adhere to guidelines from Department of Health Education, Ministry of Health</p> <p>vi. Facing challenge</p> <p>vii. Encourage ethic values</p> <p>viii. Ensure the safety of the receiving area</p> <p>ix. Accountable</p> <p>x. Gentle and careful</p> <p>xi. Seek explanation from parents if unusual signs exist</p> <p>xii. Ear and temporal artery</p> | <p>Problem-Based Learning</p> <p><u>Related Skill</u></p> <p>Demonstration</p> <p>Project-Based Learning</p> | <p>material listed</p> <p>1.3 Attendance and log/communication books interpreted</p> <p>1.4 Content of child log and communicate book explained</p> <p>1.5 Types of child and personal belonging listed out</p> <p>1.6 Procedure to record grievances and parent instruction information explained</p> <p>1.7 Procedure to check child temperature and child body demonstrated</p> <p>1.8 Child ushered to respective group</p> |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|---|--|---------------|---------------------|
| | <ul style="list-style-type: none"> • Hand towels • Wet wipe 1.5 Attendance books 1.6 Log/communication book 1.7 Safety and hygiene procedures 1.8 Hospitality elements such as <ul style="list-style-type: none"> • Greeting • Body language • Voice intonation 1.9 Establishment of meeting and greeting practices 1.10 Reception work flow 1.11 Check list of personal belongings, such as; <ul style="list-style-type: none"> • Breast milk • Feeding equipment • Pampers • Number of clothing • Toiletries • Plastic bag • Towel 1.12 Types of parents <ul style="list-style-type: none"> • Indulgent parent (permissive) | 1.14 Update attendance 1.15 Gather and record information on parents' enquiries, health, medication, grievances and personal belongings 1.16 Prepare child receiving report | thermometer is recommended for baby's older than three months xiii. Ensure tools, equipment and materials are in workable condition xiv. Escort the child safely to the respective child care provider | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | <ul style="list-style-type: none"> • Domineering parent (authoritarian) • Authoritative parent <p>1.13 Techniques to respond and fulfil parent's enquiries and needs</p> <ul style="list-style-type: none"> • Sensitive listener • Effective communicator • Constructive feedback • Effective conflict resolution strategies <p>1.14 Techniques of gathering information related to the health and medical prescription</p> <p>1.15 Techniques of child's physical check:</p> <ul style="list-style-type: none"> • Checking temperature • General appearances • Unusual signs • Symptoms of illnesses | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | <p>1.16 Techniques of checking temperature using suitable equipment</p> <ul style="list-style-type: none"> • Ear thermometer • Under the arm thermometer • Pacifier thermometer • Oral thermometer • Rectal thermometer • Fever strip <p>1.17 Techniques of laying baby on mat</p> <ul style="list-style-type: none"> • Pick up baby by sliding one hand under baby's neck and head • Place the other hand under the baby's back and bottom to support his/her body • Lay the baby gently onto the mat <p>1.18 Types of baby attire</p> <ul style="list-style-type: none"> • Rompers • Pyjamas | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
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| | <ul style="list-style-type: none"> • Booties & mittens • Baby gowns • Sleep/Stretch suit • T-shirt and trouser <p>1.19 Techniques of undressing baby</p> <ul style="list-style-type: none"> • Lay the baby down on his back • Hold the baby's elbow with one hand and slide the sleeve off with your other hand • Turn the baby on his side (in order to get access to the other hand) • Repeat the previous action • Take off the other sleeve and finally the whole bodysuit/wrap shirt • The same method can be used to take off a blouse or sweater <p>1.20 Techniques of baby</p> | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | physical check <ul style="list-style-type: none"> • Face baby up • Lift baby's both arms up • Check in between baby's fingers, toes and joints • Check baby's private part • Roll baby sideways • Face baby downward 1.21 Techniques of dressing baby <ul style="list-style-type: none"> • Put the t-shirt over baby's head, raising her head slightly. Then widen one of the arm holes with your hand • Using your other hand, gently guide the arm through the sleeve. Repeat with the other arm • Place your hand under your baby's bottom and pull | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | <p>down the back of the t-shirt</p> <ul style="list-style-type: none"> • Do up the poppers between the legs and make sure that the t-shirt isn't too tight • Roll up the leg of the sock and then hold it wide as you ease it over your baby's foot • Repeat the previous action • Gently place one foot in the trousers' leg and then the other and pull the trouser legs up • Place one hand under your baby's bottom and lift so that you can pull the trousers up over the nappy • Adjust the trousers and make sure that the t-shirt is smooth | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
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| | <p>and that there are no puckers that could be uncomfortable to lie on</p> <p>1.22 Types of child's attire</p> <ul style="list-style-type: none"> • Pyjamas • T-shirt • Long/short pants • Dresses and skirts • Blouse / shirts • Shoes / slippers • Socks • Uniforms <p>1.23 Technique of dressing and undressing child</p> <p>1.24 Types of body and health examination</p> <p>1.25 Types of records</p> <ul style="list-style-type: none"> • Health • Grievances • Medication • Attendance book | | | | |
| 2. Carry out child grooming | <p>2.1 Child bath time routine schedule</p> <p>2.2 Bath materials for baby</p> <ul style="list-style-type: none"> • Mild soap | <p>2.1 Determine child bath time as scheduled</p> <p>2.2 Determine and select toiletries, bath</p> | <p><u>Attitude:</u></p> <ul style="list-style-type: none"> i. Cleanliness ii. Careful iii. Organize | <p><u>Related Knowledge</u></p> <p>Lecture</p> <p>Discussion</p> | <p>2.1 Child bath time determined</p> <p>2.2 Baby bathing material determined and</p> |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|--|--|---|--|--|
| | <ul style="list-style-type: none"> • Baby shampoo • Cleanser for sensitive skin • Body towel • Face towel • Tooth brush • Tooth paste • Baby finger tooth brush • Wet wipe • Baby cotton wool <p>2.3 Bath equipment for baby</p> <ul style="list-style-type: none"> • Non-slip mat • Bath tub/ basin (Place the tub so that baby will not face direct light) • Dustbin with cover • Small bows <p>2.4 Bath materials for toddler and 3-4 years' old</p> <ul style="list-style-type: none"> • Mild soap • Cleanser for sensitive skin • Shampoo • Body towel | <p>equipment and materials for baby, toddler and 3-4 years' old</p> <p>2.3 Bath baby</p> <p>2.4 Assist toddler and 3-4 years old to Determine toiletries, bath equipment and materials</p> <p>2.5 Guide toddler and 3-4 years old to bath</p> <p>2.6 Determine condition and water temperature</p> <p>2.7 Apply techniques for preparing and disposal of bathing water</p> <p>2.8 Select attire for baby, toddler and 3-4 years' old</p> <p>2.9 Arrange attire for respective child</p> <p>2.10 Assist toddler and 3-4 years old to arrange grooming materials</p> | <p>iv. Non-bias</p> <p>v. Neat</p> <p>vi. Adhere to requirement of preparing equipment and material in accordance to child care centre procedure</p> <p>vii. Awareness</p> <p>viii. Always watch to baby cue</p> <p>ix. Gentle</p> <p>x. Patient</p> <p>xi. Sociable</p> <p>xii. Slowly place baby into the bowl/bath tab</p> <p>xiii. Gently swish the water over baby without splashing</p> <p>xiv. Extra care to introduced to water</p> <p>xv. Never leave baby unattended</p> <p>xvi. Precaution</p> | <p>Problem-Based Learning</p> <p><u>Related Skill</u></p> <p>Demonstration</p> <p>Project-Based Learning</p> | <p>arranged</p> <p>2.3 Toddler bathing material listed</p> <p>2.4 Bathing for toddler and 3-4 years old separated according to gender</p> <p>2.5 3-4 years old bathing material determined and arranged on bathing area</p> <p>2.6 Attire for respective child identified and arranged for grooming activities</p> <p>2.7 Condition, water temperature and water level for baby bath for bath checked</p> <p>2.8 Cleaning of baby's teeth cleaned and baby bathing demonstrated</p> <p>2.9 Correct technique of baby massage technique demonstrated on baby after bath</p> <p>2.10 Toddler and 3-4 years old teeth cleaned and assisted for bathing according to Guideline</p> |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|--|---|-----------------------------------|---------------|---|
| | <ul style="list-style-type: none"> • Face towel • Flossing material • Tooth brush • Tooth paste • Baby finger tooth brush <p>2.5 Bath equipment for toddlers and 3-4 years' old</p> <ul style="list-style-type: none"> • Dustbin with cover • Bath area • Potty • Floor mat <p>2.6 Toilet training for toddlers and 3-4 years' old</p> <p>2.7 Technique for baby bath water temperature check</p> <ul style="list-style-type: none"> • Elbow test • Bath thermometer <p>2.8 Techniques for preparing and disposal of bathing water</p> <ul style="list-style-type: none"> • Fill the tub with water that is slightly warmer than body temperature. | <p>2.11 Apply preparation and bathing procedures for baby.</p> <p>2.12 Assist toddler and 3-4 years old to brush teeth</p> <p>2.13 Assist toddler and 3-4 years old to wash face</p> <p>2.14 Assist toddler and 3-4 years old to shampoo hair</p> <p>2.15 Assist toddler and 3-4 years old to rinse hair</p> <p>2.16 Assist toddler and 3-4 years old to wash body, hand, feet, bottom and private parts</p> <p>2.17 Assist toddler and 3-4 years old to rinse body, hand, feet, bottom and private parts</p> <p>2.18 Assist toddler and 3-4 years old to dry</p> | | | <p>2.11 Baby dressed and groomed with clean attire</p> <p>2.12 Toddler and 3-4 years old assisted for dressing and grooming</p> |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|--|-----------------------------------|---------------|---------------------|
| | <ul style="list-style-type: none"> • Check water temperature using elbow test or thermometer • Check water level for baby bath not more than 5 cm • Check bath shower function for toddler and 3-4 years' old • Disposal of used water after bathing <p>2.9 Child personal belongings</p> <p>2.10 Grooming materials for child</p> <ul style="list-style-type: none"> • Baby massage lotion • Comb • Mirror <p>2.11 Introduction to Guideline of Early Childhood Oral Healthcare from Oral Health Division, Ministry of Health (MOH) 2008</p> <p>2.12 Technique of preparing and bathing</p> | <p>body</p> <p>2.19 Wrap toddler with towel</p> <p>2.20 Supervise 3-4 years</p> <p>2.21 Determine material for massage</p> <p>2.22 Apply baby massage procedures</p> <p>2.23 Apply bath preparation procedures for toddler and 3-4 years old.</p> <p>2.24 Assist toddler to bathe</p> <p>2.25 Supervise 3-4 years old to bathe</p> <p>2.26 Determine grooming area</p> <p>2.27 Determine respective child diapers or nappy</p> <p>2.28 Put on baby diapers</p> <p>2.29 Dress up the baby</p> <p>2.30 Groom baby</p> <p>2.31 Assist toddler and supervise 3-4 years</p> | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|------------------------|-----------------------------------|---------------|---------------------|
| | baby <ul style="list-style-type: none"> • Check baby's health condition • Apply positive and child friendly communication skill • Pick up baby by sliding one hand under baby's neck and head • Place the other hand under the baby's back and bottom to support his/her body • Hold baby securely • Bring the baby to bathing area • Lay the baby gently • Clean baby's face, eyes, ear areas, mouth and gum • Wash baby's hair with shampoo • Dry baby hair gently • Clean baby soiled | old to dress and groom | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | <p style="text-align: center;">bottom first</p> <ul style="list-style-type: none"> • Undress the baby • Cover the baby with bath towel • Remove the towel • Place baby into the bowl/bath tub • Keep baby head clear off the water • Swish the water over baby without splashing • Wash baby's body and hands • Turn baby and wash baby's back • Rinse baby's body with clean water from the neck to feet • Lift baby out of tub and pat them dry with clean towel • Wrap baby with dry clean towel <p>2.13 Technique of cleaning baby mouth and bottom.</p> | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | <ul style="list-style-type: none"> • baby mouth <ul style="list-style-type: none"> - For baby ages 6 months and above when baby starts teething using soft and clean small face towel - For baby who has teeth, squeeze a pea size amount of toothpaste containing fluoride onto a child-size, soft-bristle brush / baby finger tooth brush • Baby bottom and private parts using different method for boys and girls <ul style="list-style-type: none"> - Take off nappy - Wiping away any mess - Cleaning baby private parts | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | <p>2.14 Technique of sponging sick or premature baby</p> <ul style="list-style-type: none"> • Use one corner of small face towel for each eye, one corner for the mouth, and one corner for the cheeks. • baby is wrapped in the bath towel • Gently sponge baby • Unwrap the towel from around the right arm. • Sponge the right arm, then the left arm • Unwrap the towel from around the right leg. • Sponge the right leg then the left leg • Put a warm, dry towel on baby's chest. • Take the baby out | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | <p>of the wet towel.</p> <ul style="list-style-type: none"> • Wrap baby securely and gently lift baby to your chest <p>2.15 Technique of massage</p> <ul style="list-style-type: none"> • Head and face • Arm • Chest • Tummy • Back • Legs <p>2.16 Bath time routine as scheduled</p> <p>2.17 Technique of preparing toddler and 3-4 years old for bath</p> <ul style="list-style-type: none"> • Check baby's health condition • Apply positive and child friendly communication skill • Assist toddler and 3-4 years old to undress • Wrap child with bath towel • Bring child to | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | <p>bathing area</p> <p>2.18 Technique of brushing teeth</p> <ul style="list-style-type: none"> • Squeeze a pea size amount of toothpaste containing fluoride onto a child-size, soft-bristle brush / baby finger tooth brush • Place the toothbrush at 45 degree angle against the gums and gently brush back and forth across each tooth. Brush all side of each tooth, including the top, front and back sides. • Place the toothbrush vertical against the inside or back of the teeth and brush up and | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|--|----------------|-----------------------------------|---------------|---------------------|
| | <p>down</p> <ul style="list-style-type: none"> • Spit out the excess toothpaste as you brush for three minutes. • Brush the tongue to remove the bacteria. • Rinse the mouth with a cup of water. Swish the water around the mouth and spit it out. Brush twice a day. <p>2.19 Technique of flossing for child age 2 and above.</p> <ul style="list-style-type: none"> • Wind about 18 inches of floss on your left middle finger. • Wind the remaining floss on your middle finger. • Move the floss gently between the teeth, from the end of the tooth, going | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | <p>towards the gums.</p> <ul style="list-style-type: none"> • Curve the gloss up once you reach the gums. Then remove the floss from the teeth. • Release the dirty part of the gloss just use onto your right middle finger, winding it up so you have fresh area of gloss to use as you continue to gloss the teeth. • Gloss each and every tooth in this way at least once a day. <p>2.20 Techniques of bathing for toddler and 3-4 years old</p> <ul style="list-style-type: none"> • Brush teeth • Wash face • Shampoo hair • Rinse hair • Wash body, hand, feet, bottom and | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | <p>private parts</p> <ul style="list-style-type: none"> • Rinse body, hand, feet, bottom and private parts • Dry body • Wrap toddler with towel <p>2.21 Grooming area</p> <p>2.22 Types of nappy or diapers</p> <p>2.23 Methods of folding cloth napkin</p> <p>2.24 Technique of wearing diapers / nappy</p> <ul style="list-style-type: none"> • Slide diaper under baby and pull up front • Snap side to the front of the diaper <p>2.25 Technique of dressing and grooming for toddler and 3-4 years' old</p> | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|--------------------------------------|--|---|--|--|--|
| 3. Carry out child meals preparation | 3.1 Daily routine schedule 3.2 Technique of preparing milk bottle <ul style="list-style-type: none"> • Wash bottles • Sterilize bottles 3.3 Types of feeding for baby <ul style="list-style-type: none"> • Breast milk • Formula milk • Semi solid food 3.4 Technique of storing breast milk 3.5 Technique of thawing breast milk <ul style="list-style-type: none"> • Remove bottles or bags of breast milk from the freezer • Check the date labels to make sure the milk is less than four to six months old. • Place the milk in the refrigerator for 12 | 3.1 Check feeding time 3.2 Determine technique of preparing milk bottle 3.3 Select technique of preparing milk bottle 3.4 Choose types of feeding 3.5 Apply 3.6 technique of storing and thawing breast milk 3.7 Apply technique of preparing formula milk 3.8 Determine milk amount needed 3.9 Apply method of semi-solid food preparation 3.10 Determine appropriate texture and amount semi | <u>Attitude:</u> i. Cleanliness ii. Careful iii. Organize iv. Meticulous v. Adhere to requirement of preparing equipment and material in accordance to child care centre procedure vi. Awareness Prudence vii. Adhere to feeding requirement in accordance with Guidelines for the Feeding of Infant and Young Children from | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning <u>Related Skill</u> Demonstration Project-Based Learning | 3.1 Baby feeding time checked according to schedule 3.2 Breast milk, formula milk and semi solid food for feeding prepared 3.3 Baby feeding demonstrated according to the correct technique 3.4 Baby feeding demonstrated with semi solid food 3.5 Toddlers and 3 – 4 years old feeding demonstrated |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|--|---|--|---------------|---------------------|
| | <p>hours</p> <ul style="list-style-type: none"> • Defrost the milk more quickly by placing the bottle under warm running water for about 30 minutes. <p>3.6 Technique of formula milk preparation</p> <ul style="list-style-type: none"> • Wash your hands. • Stand the bottle on a clean surface. • Keep the teat and cap on the upturned lid of the sterilizer. • Put the water in the bottle • Put the powdered infant formula. • Loose fill the scoop with formula, according to the manufacturer's instructions, and level it off using either the flat edge of a clean, dry knife or the leveller provided. | <p>solid food needed</p> <p>3.11 Determine baby feeding area</p> <p>3.12 Determine baby feeding materials</p> <p>3.13 Select breast milk / formula milk for the respective child (avoid sharing feeding milk bottle and cups)</p> <p>3.14 Conduct bottle feeding</p> <p>3.15 Conduct baby feeding with semi solid food</p> <p>3.16 Apply baby burp techniques</p> <p>3.17 Record feeding intake</p> <p>3.18 Check feeding schedule</p> <p>3.19 Determine feeding area</p> <p>3.20 Determine set up table for meals</p> <p>3.21 Assist to set up table for meals</p> | <p>Nutrition Division, Department of Public Health, Ministry of Health and child care centre procedures</p> <p>viii. Awareness</p> <p>ix. Prudence</p> <p>x. Follow the manufacturer instructions and pour the correct amount of water that you need into the bottle</p> <p>xi. Encouraged child to practice table manners</p> <p>xii. Encouraged child cleanliness and personal hygiene practice</p> <p>xiii. Encouraged child healthy eating habits</p> <p>xiv. Encouraged</p> | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|---|---|---------------|---------------------|
| | <p>Different tins of formula come with different scoops</p> <ul style="list-style-type: none"> • Hold the edge of the teat, put it on the bottle, then screw the retaining ring onto the bottle • Cover the teat with the cap and gently shake the bottle until the powder is dissolved. • It is important to cool the formula so it is not too hot to drink. Do this by holding the bottom half of the bottle under cold running water. Make sure that the water does not touch the cap covering the teat. • Test the temperature of the infant formula on the inside of your wrist before giving it | <p>3.22 Apply toddlers and 3-4 years old table manners</p> <p>3.23 Apply 7 steps of washing hands</p> <p>3.24 Record feeding intake</p> | <p>child cleanliness and personal hygiene after meals</p> | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | <p>to your baby. It should be body-temperature, which means it should feel warm or cool, but not hot.</p> <p>3.7 Method of preparing semi solid food</p> <ul style="list-style-type: none"> • Mash • Sieve Or Strainer • Food Mill • Chop • Food Grinder • Blender <p>3.8 Introduction to National Breast Feeding Policy, Ministry of Health</p> <p>3.9 Guideline for the feeding of Infant and young Children from Nutrition Division, Department of Public Health, Ministry of Health.</p> <p>3.10 Baby feeding area</p> <p>3.11 Baby feeding materials</p> <ul style="list-style-type: none"> • Bib | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | <ul style="list-style-type: none"> • Wet wipe • Face towel • Milk bottle <p>3.12 Feeding utensils</p> <p>3.13 Respective baby's breast milk / formula milk / semi solid food</p> <p>3.14 Technique of conducting bottle feeding</p> <p>3.15 Technique to conduct baby feeding with semi solid food</p> <ul style="list-style-type: none"> • Hold the baby on your lap or use an infant seat or feeding chair if the baby can sit. • Use a baby spoon and place a small amount (about 1/2 teaspoon) of food on the baby's tongue. • Give the baby time to learn to swallow these foods and get used to the new | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|--|----------------|-----------------------------------|---------------|---------------------|
| | <p>taste.</p> <ul style="list-style-type: none"> • Make meal time fun for your infant <p>3.16 Techniques of burping baby</p> <ul style="list-style-type: none"> • Sit upright and hold baby against your chest. • Baby's chin should rest on your shoulder as you support the baby with one hand. • Gently pat your baby's back with the other hand • Sitting in a rocking chair and gently rocking • Hold baby sitting up, in your lap or across your knee. • Support your baby's chest and head with one hand by cradling your baby's chin in the palm of your hand | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|----------------|-----------------------------------|---------------|---------------------|
| | <p>and resting the heel of your hand on your baby's</p> <ul style="list-style-type: none"> • Use the other hand to pat baby's back gently. • Lay your baby or support baby's head and make sure it's higher than his or her chest. <p>3.17 Toddlers and 3-4 years feeding schedule</p> <p>3.18 Meals table setup according to culture. i.e.</p> <ul style="list-style-type: none"> • Malay • Indian • Chinese • Western <p>3.19 Table manners practice</p> <ul style="list-style-type: none"> • Say grace • Don't talk while eating • Don't waste food | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|--|----------------|-----------------------------------|---------------|---------------------|
| | <ul style="list-style-type: none"> • Sit properly • Close mouth when sneeze <p>3.20 7 steps wash hand</p> <ul style="list-style-type: none"> • Squeeze a small amount of sanitizer gel/soap over left palm and dip all fingers on right hand into left palm, and vice versa. • Palm to palm. • Right palm over left dorsum and left palm over right dorsum. • Palm to palm, fingers interlaced • Backs of fingers to opposing palms with fingers interlocked. • Rotational rubbing or right thumb clasped in left palm and vice versa. | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|--|---|--|--|---|--|
| | 3.21 Rotational rubbing of right wrist and vice versa. Rinse and dry thoroughly. | | | | |
| 4. Carry out sleeping and resting activity | <p>4.1 Sleep safety</p> <p>4.2 Conducive environment for sleep and rest</p> <ul style="list-style-type: none"> • Cosy • Dim lighting • Quiet <p>4.3 Tools, equipments and materials for sleeping</p> <p>4.4 Routine schedule</p> <p>4.5 Sleep routine</p> <p>4.6 Average sleep pattern – 12 to 20 hours</p> <p>4.7 The room temperature for baby sleep 23 -25 Celsius</p> <p>4.8 Techniques of putting baby to sleep</p> <ul style="list-style-type: none"> • Make sure that baby sleeps on her back in the ‘feet to foot’ position. • Keep baby warm, but do not let the baby | <p>4.1 Determine sleep and rest environment</p> <p>4.2 Determine sleep and rest tools, equipments and materials</p> <p>4.3 Determine baby sleep routine schedule</p> <p>4.4 Apply techniques of putting baby to sleep</p> <p>4.5 Update baby sleep record</p> <p>4.6 Apply techniques of putting toddler and 3 – 4 years to sleep</p> <p>4.7 Carry out toddler and 3 – 4 years’ sleep routine</p> <p>4.8 Update child sleep record</p> <p>4.9 Apply techniques of putting child to sleep</p> | <p><u>Attitude:</u></p> <p>i. Cleanliness</p> <p>ii. Hygiene</p> <p>iii. Diligent in preparing conducive sleep environment</p> <p>iv. Encourage child to sleep</p> <p>v. Gentle and cautious in handling child sleep</p> <p>vi. Do not use a duvet and pillow –risk of overheating and suffocating</p> | <p><u>Related Knowledge</u></p> <p>Lecture</p> <p>Discussion</p> <p>Problem-Based Learning</p> <p><u>Related Skill</u></p> <p>Demonstration</p> <p>Project-Based Learning</p> | <p>4.1 Child’s sleep and rest area arranged according to child requirement</p> <p>4.2 Baby sleep routine schedule determined</p> <p>4.3 Toddler and 3-4 years old sleep schedule coordinated and monitored</p> <p>4.4 Sleeping area for toddler and 3-4 years old separated according to gender</p> <p>4.5 Toddler and 3-4 years old sleep record updated according to Child Care Centre Act 1984 (Act 308) and Regulation 1985</p> <p>4.6 Child sleep and rest monitored according TASKA Operation manual</p> |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|---|-----------------------------------|---------------|---------------------|
| | <p>overheat.</p> <ul style="list-style-type: none"> • If baby seems unwell, take the baby to the doctor immediately • Put musical mobiles above the baby to provide amusement if baby wakes early <p>4.9 Sudden infant death syndrome (SIDS)</p> <p>4.10 Toddler and 3 – 4 years’ sleep techniques and routine of putting child to sleep</p> <ul style="list-style-type: none"> • Average sleep pattern – 10 to 12 hours including 2 hours’ nap • Read books • Play soft music <p>4.11 Techniques of putting baby to sleep</p> <ul style="list-style-type: none"> • Average sleep pattern – 12 to 20 hours • The room temperature for baby sleep 23 -25 Celsius • Make sure that baby | <p>4.10 Carry out child sleep routine</p> <p>4.11 Update child sleep record</p> | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|--|----------------|-----------------------------------|---------------|---------------------|
| | <p>sleeps on her back in the 'feet to foot' position.</p> <ul style="list-style-type: none"> • Keep baby warm, but do not let the baby overheat. • If baby seems unwell, take the baby to the doctor immediately • Put musical mobiles above the baby to provide amusement if baby wakes early <p>4.12 Sudden infant death syndrome (SIDS)</p> <p>4.13 Toddler and 3 – 4 years sleep techniques and routine of putting child to sleep</p> <ul style="list-style-type: none"> • Average sleep pattern – 10 to 12 hours including 2 hours nap • Read books • Play soft music | | | | |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
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| | | | | | |
| <p>5. Carry out early childhood routine activities care</p> | <p>5.1 Types of early childhood routine activities care</p> <ul style="list-style-type: none"> • Circle time activities • Nature work • Free play • Sand play • Water play | <p>5.1 Determine early childhood routine activities</p> <p>5.2 Arrange scheduling for routine activities care</p> <p>5.3 Prepare routine activities care tools and material</p> <p>5.4 Handle circle time activities</p> <p>5.5 Handle nature walk activities</p> <p>5.6 Handle free play routine activities</p> <p>5.7 Handle sand play routine activities</p> <p>5.8 Handle water play routine activities</p> <p>5.9 Handle assembly activities</p> <p>5.10 Prepare early childhood routine</p> | <p><u>Attitude:</u></p> <ul style="list-style-type: none"> i. Cleanliness ii. Hygiene iii. Gentle when handling children | <p><u>Related Knowledge</u></p> <p>Lecture</p> <p>Discussion</p> <p>Problem-Based Learning</p> <p><u>Related Skill</u></p> <p>Demonstration</p> <p>Project-Based Learning</p> | <p>5.1 Types of Early childhood routine activities care determined based on <i>PERMATA</i> curriculum</p> <p>5.2 Schedule for Early childhood routine activities prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>5.3 Activities requirement including tools, equipment and materials prepared and arranged on determine location</p> <p>5.4 Early childhood routine activities care conducted based on age group and child ability in accordance with <i>PERMATA</i> curriculum</p> <p>5.5 Circle time activities conducted based on age</p> |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|------------------------------|--|---|---|-------------------------------------|--|
| | | activities care report | | | <p>group and child ability in accordance with <i>PERMATA</i> curriculum</p> <p>5.6 Free play activities conducted based on age group and child ability in accordance with <i>PERMATA</i> curriculum</p> <p>5.7 Playing with sand activities conducted based on age group and child ability in accordance with <i>PERMATA</i> curriculum</p> <p>5.8 Water activities conducted based on age group and child ability in accordance with <i>PERMATA</i> curriculum</p> <p>5.9 Assembly activities conducted based on age group and child ability in accordance with <i>PERMATA</i> curriculum</p> |
| 6. Carry out child returning | 6.1 Child's personal belongings, e.g.; | 6.1 Determine child's personal belongings | <u>Attitude:</u> i. Self-disciplined | <u>Related Knowledge</u> Lecture | 6.1 Child handover to parents/ authorised person |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|---|--|---|---|
| | <ul style="list-style-type: none"> • Clothing • Milk • Diapers <p>6.2 Log / communication book</p> <ul style="list-style-type: none"> • Format/checklist • Reporting <p>6.3 Introduce returning standard operation procedure (SOP)</p> <p>6.4 Attendance books</p> <p>6.5 Log / communication book</p> <p>6.6 Hospitality elements such as</p> <ul style="list-style-type: none"> • Grooming • Body language • Voice intonation <p>6.7 Establishment of meet and greet practice</p> <p>6.8 Departure work flow</p> <p>6.9 Techniques to inform parents on child's daily progress</p> <ul style="list-style-type: none"> • Daily developmental activities • Health condition • Incident encountered | <p>6.2 Update log/ communication book</p> <p>6.3 Arrange child for returning</p> <p>6.4 Determine personal belonging</p> <p>6.5 Update attendance book</p> <p>6.6 hospitality elements</p> <p>6.7 Apply of meet and greet practice</p> <p>6.8 Determine departure work flow</p> <p>6.9 Determine authorised person(s) to collect the child</p> <p>6.10 Inform parents on child's daily progress</p> <p>6.11 Determine personal belonging needed</p> <p>6.12 Apply recording technique</p> | <p>ii. Accountable and committed in carrying out job listed in duty roster</p> <p>iii. Aware of and adhere to health and safety requirements and guidelines from Department of Health Education, Ministry of Health,</p> <p>iv. Alert and accountable in carrying out handing over child to authorised person(s)</p> <p>v. Ensure the safety of the child returning area</p> | <p>Discussion Problem-Based Learning</p> <p><u>Related Skill</u> Demonstration Project-Based Learning</p> | <p>6.2 Child's personal belongings confirmed and placed in child's bag according to Child Care Centre Regulations 1985</p> <p>6.3 Child's log / communication book compiled and updated according to Child Care Centre Regulations 1985 Schedule for returning checked</p> <p>6.4 Child's attendance book verified according to Child Care Centre Regulations 1985</p> <p>6.5 Child's handover record updated according to Child Act 1984 (Act 308)</p> |

| Work Activities | Related Knowledge | Related Skills | Attitude / Safety / Environmental | Delivery Mode | Assessment Criteria |
|-----------------|--|----------------|-----------------------------------|---------------|---------------------|
| | <ul style="list-style-type: none"> • Personal belongings <ul style="list-style-type: none"> - Supplies of milk, diaper, attire etc. • Behaviour and attitude | | | | |

Employability Skills

| Core Abilities | |
|--|---|
| <p>01.11 Apply thinking skills and creativity. 02.11 Convey information and ideas to people 03.09 Manage and improve performance of individuals 03.10 Provide consultation and counselling 03.11 Monitor and evaluate performance of human resources 03.12 Provide coaching/on-the job training 03.16 Determine and assess client/customer needs. 03.17 Determine staff training needs and facilitate access to training 04.06 Allocate work 04.07 Negotiate acceptance and support for objectives and strategies 05.01 Implement project/work plans. 05.02 Inspect and monitor work done and/or in progress 06.03 Determine and highlight problems 06.07 Develop and maintain networks</p> | <ol style="list-style-type: none"> 1. Communication skills 2. Conceptual skills 3. Interpersonal skills 4. Learning skills 5. Leadership skills 6. Multitasking and prioritizing 7. Self-discipline 8. Teamwork |

Tools, Equipment and Materials (TEM)

| ITEMS | RATIO (TEM : Trainees) |
|---------------------------------------|-------------------------------|
| 1. Duty roster | 1:1 |
| 2. Changing mat | 1:10 |
| 3. Dustbin with cover | 1:25 |
| 4. Stationeries | 1:1 |
| 5. Sanitizer/Liquid hand soap | 1:5 |
| 6. Boxes of facial tissue | 1:10 |
| 7. Hand towels | 1:1 |
| 8. Pack of wet wipe | 1:10 |
| 9. Attendance book | 1:5 |
| 10. Log/ communication book | 1:1 |
| 11. Baby outfit | 1:5 |
| 12. Child attire | 1:5 |
| 13. Check list on personal belongings | 1:1 |
| 14. Reporting formats | 1:1 |

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CURRICULUM of COMPETENCY UNIT (CoCU)

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|--------------------------------------|---|--------------|----------|--------------------------|------------------|---------------------|-----------|
| SECTOR | SECTION T: ACTIVITIES OF HOUSEHOLDS AS EMPLOYERS; UNDIFFERENTIATED GOODS AND SERVICES- PRODUCING ACTIVITIES OF HOUSEHOLDS FOR OWN USE | | | | | | |
| SUB SECTOR | DIVISION 98: UNDIFFERENTIATED GOODS AND SERVICES-PRODUCING ACTIVITIES OF PRIVATE HOUSEHOLDS FOR OWN USE | | | | | | |
| JOB AREA | CHILD CARE AND SERVICES | | | | | | |
| NOSS TITLE | EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION | | | | | | |
| COMPETENCY UNIT TITLE | EARLY CHILDHOOD EDUCATION AND DEVELOPMENT | | | | | | |
| LEARNING OUTCOME | <p>This Early Childhood Education and Development Competency Unit is ensure to the child will have the required level of cognitive and psychomotor. Upon completion of this competency unit, trainees will be able to:</p> <ol style="list-style-type: none"> 1. Carry out personality, socio-emotion and spiritual development 2. Carry out physical and psychomotor development 3. Carry out initial mathematical skills and logical thinking development 4. Carry out senses and understanding of environment development 5. Carry out language, communication and early literacy development 6. Carry out creative and aesthetic development 7. Carry out balance diet planning and preparation activities 8. Carry out early childhood special needs integration 9. Carry out early childhood PERMATA curriculum implementation | | | | | | |
| PRE-REQUISITE (if applicable) | N/A | | | | | | |
| COMPETENCY UNIT ID | T982-001-3: 2017 – C02 | LEVEL | 3 | TRAINING DURATION | 500 Hours | SKILL CREDIT | 50 |

| Work Activities | Related Knowledge | Related Skills | Attitude/Safety/ Environmental | Delivery Mode | Assessment Criteria |
|--|---|---|--|--|---|
| 1 Carry out personality, socio-emotion and spiritual development | 1.1 Related statutory and regulatory requirements <ul style="list-style-type: none"> • Labor Act • OSHA • Child Care Centre Act 1984 and Child Care Centre Regulations 1985 (Act 308) • Guidelines from Department of Health Education, Ministry of Health • Child Act 2001 1.2 Introduction to training methodology <ul style="list-style-type: none"> • Pedagogy training method • Andragogy training method 1.3 Training assessment development | 1.1 List out socio emotional development theories | <u>Attitude:</u> <ol style="list-style-type: none"> i. Enthusiastic in conducting personality, socio-economic and spiritual development activities ii. Resourceful in preparing tools, equipment and materials for developmental activities iii. Adhere with health, safety and security requirement when conducting activity iv. Creative in conducting the activities v. Responsive to children’s needs | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning <u>Related Skill</u> Demonstration Project-Based Learning | 1.1 Current child personality, socio-emotion and spiritual development status determined |
| | 1.3 Training delivery <ul style="list-style-type: none"> • Theory • Practical 1.4 Training materials development | 1.2 Determine socio emotional developmental planned activities for 0 to 4 years old | | | 1.2 Lesson plan for personality, socio-emotion and spiritual activity prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content |
| | 1.5 Training assessment development | 1.3 Determine socio emotional learning environment | | | 1.3 Activities requirement including tools, equipment and materials prepared and arranged to determine location |
| | 1.6 Introduction to: <ul style="list-style-type: none"> • Socio-cultural theory: Lev Vygotsky • Ecological –systems theory: Urie Bronfenbrenner • Maturational theory: attachment theory 1.7 Behaviorist theory, such as: <ul style="list-style-type: none"> • Erik Erikson | 1.4 Select appropriate tools, equipment and materials | | | 1.4 Personality, socio-emotion and spiritual activities conducted according to age group and child ability |
| | | 1.5 Lead children to activity area | | | 1.5 Child development observed and recorded |
| | | 1.6 Assist children during activities | | | 1.6 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements |
| | | 1.7 Supervise children in carrying out the planned child developmentally activities | | | |
| | | 1.8 List out techniques of observation and assessment | | | |
| | | 1.9 Determine problems and encountered in conducting the | | | |

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| | <ul style="list-style-type: none"> • B. F. Skinner • Pavlov • Albert Bandura <p>1.8 Stages and milestone of socio emotional development for 0 to 4 years old</p> <p>1.9 Introduction to preparation and implementation of planned activities</p> <p>1.10 Stimulating Activities relating to socio emotional development:</p> <ul style="list-style-type: none"> • Dramatic play • Role play • Story telling • Singing • Music and movement • Pretend play <p>1.11 Developmental Appropriate Practice (DAP) related to socio emotional development</p> <p>1.12 Approaches of early childhood education</p> <ul style="list-style-type: none"> • Thematic • Play based • Project based • Child centred <p>1.13 Utilization of space for activities</p> <p>1.14 Required tools, equipment and materials for activities</p> <p>1.15 Activity management</p> | <p>planned activity</p> <p>1.10 Determine ways for improvement</p> <p>1.11 Record recommendation for improvement</p> | | | |
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| | <p>according to development</p> <ul style="list-style-type: none"> • Age group • Learning environment • Arrangement of tools, equipment and materials <p>1.16 Introduction to techniques of observation and assessment</p> <ul style="list-style-type: none"> • Developmental checklist • Anecdote • Running records • Time sampling <p>1.17 Recording and reporting techniques using child development checklist format</p> <p>1.18 Format of record</p> | | | | |
| 2 Carry out physical and psychomotor development | <p>2.1 Physical development theory, such as:</p> <ul style="list-style-type: none"> • Jean Piaget • Sigmund Freud • Arnold Gesell • Howard Gardner <p>2.2 Stages and milestone of physical development for 0 to 4 years old</p> <p>2.3 Introduction to preparation and implementation of planned activities</p> <p>2.4 Stimulating activities relating to physical development:</p> <ul style="list-style-type: none"> • Fundamental physical activities | <p>2.1 List out physical development theories</p> <p>2.2 Determine physical developmental planned activities for 0 to 4 years old</p> <p>2.3 Determine physical learning environment</p> <p>2.4 Select appropriate tools, equipment and materials</p> <p>2.5 Lead children to activity area</p> | <p><u>Attitude:</u></p> <p>i. Enthusiastic in conducting physical and psychomotor development activities</p> <p>ii. Resourceful in preparing tools, equipment and materials for developmental activities</p> <p>iii. Adhere with health, safety and security requirement when conducting activity</p> | <p><u>Related Knowledge</u></p> <p>Lecture Discussion Problem-Based Learning</p> <p><u>Related Skill</u></p> <p>Demonstration Project-Based Learning</p> | <p>2.1 Current child physical and psychomotor development status determined</p> <p>2.2 Lesson plan for physical and psychomotor activity prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>2.3 Activities requirement including tools, equipment and materials prepared and arranged on determine location</p> <p>2.4 Physical and</p> |

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| | <ul style="list-style-type: none"> • Movement with manipulative • Dances • Rhythmic movement • Drama • Sport and games • Outdoor activities • Indoor activities <p>2.5 Developmental Appropriate Practice (DAP) related to physical development</p> <p>2.6 Approaches of early childhood education</p> <ul style="list-style-type: none"> • Thematic • Play based • Project based • Child centred <p>2.7 Utilization of space for activities</p> <p>2.8 Required tools, equipment and materials for activities</p> <p>2.9 Activity management according to development</p> <ul style="list-style-type: none"> • Age group • Learning environment • Arrangement of tools, equipment and materials <p>2.10 Introduction to techniques of observation and assessment</p> <ul style="list-style-type: none"> • Developmental checklist • Anecdote | <p>2.6 Assist children during activities</p> <p>2.7 Supervise children in carrying out the planned child developmentally activities</p> <p>2.8 List out techniques of observation and assessment</p> <p>2.9 Determine problems and encountered in conducting activity</p> <p>2.10 Determine ways for improvement</p> <p>2.11 Record recommendation</p> | <p>iv. Creative in conducting the activities</p> <p>v. Responsive to children's needs</p> | | <p>psychomotor activities conducted according to age group and child ability</p> <p>2.5 Child development observed and recorded</p> <p>2.6 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> |
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| | <ul style="list-style-type: none"> • Running records • Time sampling | | | | | |
| 3 | Carry out initial mathematical skills and logical thinking development | <p>3.1 Stages and milestone of cognitive development for 0 to 4 years' old</p> <p>3.2 Introduction to preparation and implementation of planned activities</p> <p>3.3 Stimulating Activities relating to cognitive development:</p> <ul style="list-style-type: none"> • Early mathematics and science • Cooking activities • Creative and aesthetic arts • Social studies and environment • Sensory activities • Explorations • Experiment • Experiential learning activities <p>3.4 Constructivist theory, such as:</p> <ul style="list-style-type: none"> • Jean Piaget • Lev Vygotsky • Jerome Bruner <p>3.5 Developmental Appropriate Practice (DAP) related to cognitive development</p> <p>3.6 Approaches of early childhood education</p> <ul style="list-style-type: none"> • Thematic | <p>3.1 List out cognitive development theories</p> <p>3.2 Determine cognitive developmental planned activities for 0 to 4 years old</p> <p>3.3 Determine cognitive learning environment</p> <p>3.4 Select appropriate tools, equipment and materials</p> <p>3.5 Lead children to activity area</p> <p>3.6 Assist children during activities</p> <p>3.7 Supervise children in carrying out the planned child developmentally activities</p> <p>3.8 List out techniques of observation and assessment</p> <p>3.9 Determine problems and encountered in</p> | <p><u>Attitude:</u></p> <p>i. Enthusiastic in conducting initial mathematical skills and logical thinking development activities</p> <p>ii. Resourceful in preparing tools, equipment and materials for developmental activities</p> <p>iii. Adhere with health, safety and security requirement when conducting activity</p> <p>iv. Creative in conducting the activities</p> <p>v. Responsive to children's needs</p> | <p><u>Related Knowledge</u> Lecture Discussion Problem-Based Learning</p> <p><u>Related Skill</u> Demonstration Project-Based Learning</p> | <p>3.1 Current child initial mathematical skills and logical thinking development status determined</p> <p>3.2 Lesson plan for initial mathematical skills and logical thinking activity prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>3.3 Activities requirement including tools, equipment and materials prepared and arranged on determine location</p> <p>3.4 Initial mathematical skills and logical thinking activities conducted according to age group and child ability</p> <p>3.5 Child development observed and recorded</p> <p>3.6 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> |

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| | <ul style="list-style-type: none"> • Play based • Project based • Child centered <p>3.7 Utilization of space for activities</p> <p>3.8 Activity management according to development</p> <ul style="list-style-type: none"> • Age group • Learning environment • Arrangement of tools, equipment and materials <p>3.9 Introduction to techniques of observation and assessment</p> <ul style="list-style-type: none"> • Developmental checklist • Anecdote • Running records • Time sampling | <p>conducting activity</p> <p>3.10 Determine ways for improvement</p> <p>3.11 Record recommendation</p> | | | |
| 4 Carry out senses and understanding of environment development | <p>4.1 Definition of understanding of environment</p> <p>4.2 Development of eye sight</p> <p>4.3 Milestone of senses development and child environment perception</p> <p>4.4 Learning activities for senses development and understanding of environment development</p> <p>4.5 Science process skills and approaches on learning 3E in early science</p> <p>4.6 Sensory learning activities and Early Science</p> | <p>4.1 Determine definition of understanding of environment</p> <p>4.2 Determine development of eye sight</p> <p>4.3 Determine milestone of senses development and child environment perception</p> <p>4.7 Determine list of learning activities for senses development and</p> | <p><u>Attitude:</u></p> <p>i. Enthusiastic in conducting senses and understanding of environment development activities</p> <p>ii. Resourceful in preparing tools, equipment and materials for developmental activities</p> <p>iii. Adhere with health,</p> | <p><u>Related Knowledge</u></p> <p>Lecture</p> <p>Discussion</p> <p>Problem-Based Learning</p> <p><u>Related Skill</u></p> <p>Demonstration</p> <p>Project-Based Learning</p> | <p>4.1 Current child senses and understanding of environment development status determined</p> <p>4.2 Lesson plan for senses and Understanding of Environment Development activity prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>4.3 Activities requirement</p> |

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| | | <p>understanding of environment development</p> <p>4.8 Execute science process skills and approaches on learning 3E in early science</p> <p>4.9 Execute sensory learning activities and Early Science</p> | <p>safety and security requirement when conducting activity</p> <p>iv. Creative in conducting the activities</p> <p>v. Responsive to children's needs</p> | | <p>including tools, equipment and materials prepared and arranged on determine location</p> <p>4.4 Senses and Understanding of Environment Development activities conducted according to age group and child ability</p> <p>4.5 Child development observed and recorded</p> <p>4.6 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> |
| 5 | <p>Carry out language, communication and early literacy development</p> <p>5.1 Stages and milestone of language development for 0 to 4 years' old</p> <p>5.2 Introduction to preparation and implementation of planned activities</p> <p>5.3 Stimulating Activities relating to language development:</p> <ul style="list-style-type: none"> • Dramatic play • Role play • Story telling • Singing • Music and movement | <p>5.1 Determine language development theories</p> <p>5.2 Determine language developmental planned activities for 0 to 4 years old</p> <p>5.3 Determine language learning environment</p> <p>5.4 Select appropriate tools, equipment and materials</p> | <p><u>Attitude:</u></p> <p>i. Enthusiastic in conducting language, communication and early literacy development activities</p> <p>ii. Resourceful in preparing tools, equipment and materials for developmental activities</p> | <p><u>Related Knowledge</u></p> <p>Lecture Discussion Problem-Based Learning</p> <p><u>Related Skill</u></p> <p>Demonstration Project-Based Learning</p> | <p>5.1 Current child language, communication and early literacy development status determined</p> <p>5.2 Lesson plan for language, communication and early literacy activity prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>5.3 Activities requirement including tools,</p> |

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| | <ul style="list-style-type: none"> • Pretend play • Early literacy activities • Nature / garden walk <p>5.4 Constructivist theory, such as:</p> <ul style="list-style-type: none"> • Jean Piaget • Lev Vygotsky • Jerome Bruner • F. Froebel <p>5.5 Developmental Appropriate Practice (DAP) related to language development</p> <p>5.6 Approaches of early childhood education</p> <ul style="list-style-type: none"> • Thematic • Play based • Project based • Child centered <p>5.7 Utilization of space for activities</p> <p>5.8 Required tools, equipment and materials for activities</p> <p>5.9 Activity management according to development</p> <ul style="list-style-type: none"> • Age group • Learning environment • Arrangement of tools, equipment and materials | <p>5.5 Lead children to activity area</p> <p>5.6 Assist children during activities</p> <p>5.7 Supervise children in carrying out the planned child developmentally activities</p> <p>5.8 List out techniques of observation and assessment</p> <p>5.9 Determine problems and encountered in conducting the planned activity</p> <p>5.10 Determine ways for improvement</p> <p>5.11 Record recommendation</p> | <p>iii. Adhere with health, safety and security requirement when conducting activity</p> <p>iv. Creative in conducting the activities</p> <p>v. Responsive to children's needs</p> | | <p>equipment and materials prepared and arranged on determine location</p> <p>5.4 Language, communication and early literacy activities conducted according to age group and child ability</p> <p>5.5 Child development observed and recorded</p> <p>5.6 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> |
| 6 Carry out creative and aesthetic development | <p>6.1 Definition of creativity and aesthetic</p> <p>6.2 Milestone in child creativity and aesthetic development</p> <p>6.3 Arts and craft in <i>Kurikulum</i></p> | <p>6.1 Determine creative and aesthetic development activities</p> <p>6.2 Determine language</p> | <p><u>Attitude:</u></p> <p>i. Enthusiastic in conducting creative and aesthetic development</p> | <p><u>Related Knowledge</u></p> <p>Lecture</p> <p>Discussion</p> <p>Problem-Based</p> | <p>6.1 Current child creative and aesthetic development status determined</p> <p>6.2 Lesson plan for creative</p> |

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| | <p><i>PERMATA</i></p> <p>6.4 Milestone in singing, music, and creative movement development</p> <p>6.5 Types of singing, music, and creative movement activity</p> | <p>learning environment</p> <p>6.3 Select appropriate tools, equipment and materials</p> <p>6.4 Lead children to activity area</p> <p>6.5 Assist children during activities</p> <p>6.6 Supervise children in carrying out the planned child developmentally activities</p> <p>6.7 List out techniques of observation and assessment</p> <p>6.8 Determine problems and encountered in conducting the planned activity</p> <p>6.9 Determine ways for improvement</p> <p>6.10 Record recommendation</p> | <p>activities</p> <p>ii. Resourceful in preparing tools, equipment and materials for developmental activities</p> <p>iii. Adhere with health, safety and security requirement when conducting activity</p> <p>iv. Creative in conducting the activities</p> <p>v. Responsive to children's needs</p> | <p>Learning</p> <p><u>Related Skill</u></p> <p>Demonstration Project-Based Learning</p> | <p>and aesthetic activity prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>6.3 Activities requirement including tools, equipment and materials prepared and arranged on determine location</p> <p>6.4 Creative and aesthetic activities conducted according to age group and child ability</p> <p>6.5 Child development observed and recorded</p> <p>6.6 Self-assessment demonstrated</p> | |
| 7 | <p>Carry out balance diet planning and preparation activities</p> | <p>7.1 The My food pyramid</p> <p>7.2 Balanced diet and nutritional food for children</p> <p>7.3 Dietary Needs of Children</p> <ul style="list-style-type: none"> • Nutrients – include healthy snack • Portion | <p>7.1 Select menu for appropriate age groups</p> <p>7.2 Apply freshness and cleanliness practice of meals preparation</p> <p>7.3 Apply cleanliness</p> | <p><u>Attitude:</u></p> <p>i. Passionate in preparing healthy meals</p> <p>ii. Sensitive to diversity in religions, cultures and practices</p> | <p><u>Related Knowledge</u></p> <p>Lecture Discussion Problem-Based Learning</p> | <p>4.1 Lesson plan for balance diet planning and preparation activities prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum</p> |

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| | <ul style="list-style-type: none"> • Sizes • Culture and religious belief • Serving time • Food choices - sensory qualities <ul style="list-style-type: none"> - Variety - Colours - Taste - Temperature (cold or hot) - Texture (crisp or soft) - Flavor (strong or mild, sweet or sour) - Shape (round, cubed, strings) <p>7.4 Food allergies</p> <p>7.5 Eating pattern</p> <p>7.6 Menu planning</p> <p>7.7 Introduction to Food Safety Policy by Ministry of Health (MOH)</p> <p>7.8 Introduction to Food Handling Policy by Ministry of Health (MOH)</p> <p>7.9 Guidelines for the Feeding of Infants and Young Children by Nutrition Division, Department of Public Health, Ministry of Health (MOH).</p> <p>7.10 National Breast Feeding Policy, Ministry of Health</p> <p>7.11 Hygiene practices complied</p> <ul style="list-style-type: none"> • Hand washing | <p>practice around the cooking area</p> <p>7.4 Select food groups and portion</p> <p>7.5 Select food choices based on dietary needs and food allergies</p> <p>7.6 Monitor meals preparation activities</p> | <p>concerning children's food intakes and allergies</p> <p>iii. Creative in preparing meals</p> | <p><u>Related Skill</u> Demonstration Project-Based Learning</p> | <p>content</p> <p>4.2 Activities requirement including tools, equipment and materials prepared and arranged on determine location</p> <p>4.3 Child balance diet planning and preparation activities observed and recorded</p> <p>4.4 Self assesment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> |
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| | <ul style="list-style-type: none"> • Basic dental care • Nappy change and disposal methods • Skin care • Hair care • Manicure and pedicure • Toileting • Bathing and massage • Rubbish removal | | | | |
| 8 Carry out early childhood special needs integration | 8.1 Types of special needs 8.2 Course of special needs 8.3 Child with special education 8.4 Early intervention for special needs student 8.5 Types of integration activities for special needs | 8.1 Determine child with special needs 8.2 Determine types of special needs 8.3 Communicate with parent 8.4 Propose early intervention activities 8.5 Determine types of integration activities 8.6 Apply integration activities 8.7 Assess child with special needs development and improvement 8.8 Record child with special needs development and improvement | <u>Attitude:</u> i. Enthusiastic in conducting early childhood special needs integration ii. Resourceful in preparing tools, equipment and materials for early childhood special needs integration activities iii. Adhere with health, safety and security requirement when conducting activity iv. Creative in conducting the activities v. Responsive to children's needs | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning <u>Related Skill</u> Demonstration Project-Based Learning | 8.1 Child with special needs and types of special needs determined 8.2 Suitable development and integration activities selected based on child disability 8.3 Child with special needs issues communicated to parents according to TASKA operation procedure 8.4 Required intervention plan proposed to parents 8.5 Child with special needs integrated with determined target group and ability 8.6 Child with special needs development observed and recorded 8.7 Amendment requirements for development and integration activities determined and |

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| | | | | | <p>implemented</p> <p>8.8 Intellectual and physical improvement for child with special needs determined and recorded</p> <p>8.9 Self-assessment demonstrated</p> | |
| 9 | <p>Carry out early childhood PERMATA curriculum implementation</p> | <p>9.1 Introduction to <i>Kurikulum PERMATA Negara</i></p> <p>9.2 Learning outcome of <i>Kurikulum PERMATA Negara</i></p> <p>9.3 Understanding children</p> <p>9.4 Underlying theory of <i>Kurikulum PERMATA Negara</i></p> <p>9.5 Development of a child's mind from neuroscience study</p> | <p>9.1 Obtain <i>Kurikulum PERMATA Negara</i></p> <p>9.2 Prepare tools, equipment and materials</p> <p>9.3 Deliver theoretical content of <i>Kurikulum PERMATA Negara</i></p> <p>9.4 Demonstrated practical activities of <i>Kurikulum PERMATA Negara</i></p> <p>9.5 Assess effectiveness of <i>Kurikulum PERMATA Negara</i> implementation</p> <p>9.6 Prepare <i>Kurikulum PERMATA Negara</i> implementation report</p> | <p><u>Attitude:</u></p> <p>i. Enthusiastic in conducting early childhood special needs integration</p> <p>ii. Resourceful in preparing tools, equipment and materials for early childhood special needs integration activities</p> <p>iii. Adhere with health, safety and security requirement when conducting activity</p> <p>iv. Creative in conducting the activities</p> <p>v. Responsive to children's needs</p> | <p><u>Related Knowledge</u></p> <p>Lecture Discussion Problem-Based Learning</p> <p><u>Related Skill</u></p> <p>Demonstration Project-Based Learning</p> | <p>9.1 <i>Kurikulum PERMATA Negara</i> (KPN) module obtained and interpreted to determined training content</p> <p>9.2 <i>Kurikulum PERMATA Negara</i> (KPN) activities requirement including tools, equipment and materials prepared</p> <p>9.3 Content of <i>Kurikulum PERMATA Negara</i> (KPN) delivered according to age group and child ability</p> <p>9.4 Effectiveness of <i>Kurikulum PERMATA Negara</i> (KPN) implementation assessed and report prepared</p> |

Employability Skills

| Core Abilities | |
|---|--|
| 01.11 Apply thinking skills and creativity. 02.11 Convey information and ideas to people 03.09 Manage and improve performance of individuals 03.10 Provide consultation and counselling 03.11 Monitor and evaluate performance of human resources 03.12 Provide coaching/on-the job training 03.16 Determine and assess client/customer needs. 03.17 Determine staff training needs and facilitate access to training 04.06 Allocate work 04.07 Negotiate acceptance and support for objectives and strategies 05.01 Implement project/work plans. 05.02 Inspect and monitor work done and/or in progress 06.03 Determine and highlight problems 06.07 Develop and maintain networks | <ol style="list-style-type: none">1. Communication skills2. Conceptual skills3. Interpersonal skills4. Learning skills5. Leadership skills6. Multitasking and prioritizing7. Self-discipline8. Teamwork |

Tools, Equipment and Material (TEM)

| ITEMS | RATIO (TEM : Trainees) |
|---------------------------------------|------------------------|
| 1. Duty roster | 1:1 |
| 2. Changing mat | 1:10 |
| 3. Dustbin with cover | 1:25 |
| 4. Stationeries | 1:1 |
| 5. Sanitizer/Liquid hand soap | 1:5 |
| 6. Boxes of facial tissue | 1:10 |
| 7. Hand towels | 1:1 |
| 8. Pack of wet wipe | 1:10 |
| 9. Attendance book | 1:5 |
| 10. Log/ communication book | 1:1 |
| 11. Baby outfit | 1:5 |
| 12. Child attire | 1:5 |
| 13. Check list on personal belongings | 1:1 |
| 14. Reporting formats | 1:1 |

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CURRICULUM of COMPETENCY UNIT (CoCU)

| | | | | | | | |
|--|--|--|----------|--|---|---|-----------|
| SECTOR | SECTION T: ACTIVITIES OF HOUSEHOLDS AS EMPLOYERS; UNDIFFERENTIATED GOODS AND SERVICES- PRODUCING ACTIVITIES OF HOUSEHOLDS FOR OWN USE | | | | | | |
| SUB SECTOR | DIVISION 98: UNDIFFERENTIATED GOODS AND SERVICES-PRODUCING ACTIVITIES OF PRIVATE HOUSEHOLDS FOR OWN USE | | | | | | |
| JOB AREA | CHILD CARE AND SERVICES | | | | | | |
| NOSS TITLE | EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION | | | | | | |
| COMPETENCY UNIT TITLE | EARLY CHILDHOOD BEHAVIOR AND SOCIAL VALUE INSTILMENT | | | | | | |
| LEARNING OUTCOME | <p>This Early Childhood Behavior and Social Value Instilment Competency Unit is to ensure the child will have the required level of good behavior, social skills and self-care skills. Upon completion of this competency unit, trainees will be able to:</p> <ol style="list-style-type: none"> 1. Carry out good behavior instilment activities 2. Carry out social value instilment activities 3. Carry out self-care skills activities 4. Carry out patriotism instilment activities | | | | | | |
| PRE-REQUISITE (if applicable) | N/A | | | | | | |
| COMPETENCY UNIT ID | T982-001-3: 2017 – C03 | LEVEL | 3 | TRAINING DURATION | 150 Hours | SKILL CREDIT | 15 |
| Work Activities | Related Knowledge | Related Skills | | Attitude/Safety/ Environmental | Delivery Mode | Assessment Criteria | |
| 1. Carry out good behavior instilment activities | 1.1 Related statutory and regulatory requirements <ul style="list-style-type: none"> • Labor Act • OSHA • Child Care Centre Act 1984 and Child Care Centre Regulations 1985 (Act 308) | 1.1 Determine types of good behavior instilment activities 1.2 Brief child for good behavior practice 1.3 Assist child practicing good behavior during daily activities 1.4 Assess child behavior | | <u>Attitude:</u> i. Enthusiastic in conducting good behavior instilment activities ii. Resourceful in preparing tools, equipment and materials for | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning | 1.1 List of good behavior activities and practices determined according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content 1.2 Good behavior | |

| Work Activities | Related Knowledge | Related Skills | Attitude/Safety/ Environmental | Delivery Mode | Assessment Criteria |
|-----------------|---|---|---|--|---|
| | <ul style="list-style-type: none"> • Guidelines from Department of Health Education, Ministry of Health • Child Act 2001 1.2 Introduction to training methodology 1.3 Pedagogy training method 1.4 Andragogy training method 1.5 Training assessment development 1.6 Training delivery <ul style="list-style-type: none"> • Theory • Practical 1.7 Training materials development 1.8 Nursing practice in TASKA 1.9 Characteristic of educator 1.10 Values and attitudes of educators 1.11 Educator' relationship and interaction with children 1.12 Types of good behavior instilment activities 1.13 Methods of integrating goods behavior practice during child's daily activities | improvement 1.5 Determine improvement requirements for the instilment methods 1.6 Prepare good behavior instilment activities implementation record | developmental activities iii. Adhere with health, safety and security requirement when conducting activity iv. Creative in conducting the activities v. Responsive to children's needs | <u>Related Skill</u> Demonstration Project-Based Learning | instilment activities conducted according to age group and child ability 1.3 Child behavior improvement observed and recorded 1.4 Self-assessment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements |

| Work Activities | Related Knowledge | Related Skills | Attitude/Safety/ Environmental | Delivery Mode | Assessment Criteria |
|---|---|--|--|--|--|
| 2. Carry out social value instilment activities | <p>2.1 Types of social value instilment activities</p> <p>2.2 Methods of integrating social value instilment activities during child's daily activities</p> | <p>2.1 Determine types of social value instilment activities</p> <p>2.2 Brief child for social value instilment activities</p> <p>2.3 Assist child practicing social value during daily activities</p> <p>2.4 Assess child behavior improvement</p> <p>2.5 Determine improvement requirements for the instilment methods</p> <p>2.6 Prepare social value instilment activities implementation record</p> | <p><u>Attitude:</u></p> <p>i. Enthusiastic in conducting social value instilment activities</p> <p>ii. Resourceful in preparing tools, equipment and materials for developmental activities</p> <p>iii. Adhere with health, safety and security requirement when conducting activity</p> <p>iv. Creative in conducting the activities</p> <p>v. Responsive to children's needs</p> | <p><u>Related Knowledge</u> Lecture Discussion Problem-Based Learning</p> <p><u>Related Skill</u> Demonstration Project-Based Learning</p> | <p>2.1 List of social value practices determined according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content</p> <p>2.2 Social value instilment practices conducted according to age group and child ability</p> <p>2.3 Social value instilment practices conducted according to age group and child ability</p> <p>2.4 Child behavior improvement observed and recorded</p> <p>2.5 Self-assessment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements</p> |

| Work Activities | Related Knowledge | Related Skills | Attitude/Safety/ Environmental | Delivery Mode | Assessment Criteria |
|--|---|---|---|--|---|
| 3 Carry out self-care skills activities | 3.1 Types of self-care skills instilment activities 3.2 Milestone in self-care skills in baby and children development activities 3.3 Methods of integrating self-care skills instilment activities during child's daily activities | 3.1 Determine types of skills of self-care instilment activities 3.2 Brief child for skills of self-care instilment activities 3.3 Assist child practicing self-care skills during daily activities 3.4 Assess child improvement 3.5 Determine improvement requirements for the instilment methods 3.6 Prepare self-care instilment activities implementation record | <u>Attitude:</u> i. Enthusiastic in conducting self-care skills instilment activities ii. Resourceful in preparing tools, equipment and materials for developmental activities iii. Adhere with health, safety and security requirement when conducting activity iv. Creative in conducting the activities v. Responsive to children's needs | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning <u>Related Skill</u> Demonstration Project-Based Learning | 3.1 List of self-care skills activities and practices determined according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content 3.2 Self-care skills activities conducted according to age group and child ability 3.3 Skills related abilities instilment activities conducted according to age group and child ability 3.4 Child behavior improvement observed and recorded 3.5 Self-assessment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements |
| 4 Carry out patriotism instilment activities | 4.1 Types of patriotism instilment activities 4.2 Methods of integrating | 4.1 Determine types of skills of patriotism instilment activities | <u>Attitude:</u> i. Enthusiastic in conducting patriotism | <u>Related Knowledge</u> Lecture Discussion | 4.1 List of patriotism instilment activities and practices determined according |

| Work Activities | Related Knowledge | Related Skills | Attitude/Safety/ Environmental | Delivery Mode | Assessment Criteria |
|-----------------|--|--|--|---|---|
| | patriotism instilment activities during child's daily activities | 4.2 Brief child for patriotism instilment activities 4.3 Assist child practicing patriotism during daily activities 4.4 Assess child improvement 4.5 Determine improvement requirements for the instilment methods 4.6 Prepare self-care instilment activities implementation record | instilment activities ii. Resourceful in preparing tools, equipment and materials for developmental activities iii. Adhere with health, safety and security requirement when conducting activity iv. Creative in conducting the activities v. Responsive to children's needs | Problem-Based Learning <u>Related Skill</u> Demonstration Project-Based Learning | to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content 4.2 Patriotism instilment activities conducted according to age group and child ability 4.3 Patriotism instilment activities conducted according to age group and child ability 4.4 Child behavior improvement observed and recorded 4.5 Self-assessment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirements |

Employability Skills

| Core Abilities | |
|--|--|
| 01.11 Apply thinking skills and creativity. 02.11 Convey information and ideas to people 03.09 Manage and improve performance of individuals 03.10 Provide consultation and counselling 03.11 Monitor and evaluate performance of human resources 03.12 Provide coaching/on-the job training 03.16 Identify and assess client/customer needs. 03.17 Identify staff training needs and facilitate access to training 04.06 Allocate work 04.07 Negotiate acceptance and support for objectives and strategies 05.01 Implement project/work plans. 05.02 Inspect and monitor work done and/or in progress 06.03 Identify and highlight problems 06.07 Develop and maintain networks | <ol style="list-style-type: none">1. Communication skills2. Conceptual skills3. Interpersonal skills4. Learning skills5. Leadership skills6. Multitasking and prioritizing7. Self-discipline8. Teamwork |

Tools, Equipment and Material (TEM)

| ITEMS | RATIO (TEM : Trainees) |
|---------------------------------------|------------------------|
| 1. Duty roster | 1:1 |
| 2. Changing mat | 1:10 |
| 3. Dustbin with cover | 1:25 |
| 4. Stationeries | 1:1 |
| 5. Sanitizer/Liquid hand soap | 1:5 |
| 6. Boxes of facial tissue | 1:10 |
| 7. Hand towels | 1:1 |
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| 9. Attendance book | 1:5 |
| 10. Log/ communication book | 1:1 |
| 11. Baby outfit | 1:5 |
| 12. Child attire | 1:5 |
| 13. Check list on personal belongings | 1:1 |
| 14. Reporting formats | 1:1 |

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CURRICULUM of COMPETENCY UNIT (CoCU)

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| SECTOR | SECTION T: ACTIVITIES OF HOUSEHOLDS AS EMPLOYERS; UNDIFFERENTIATED GOODS AND SERVICES- PRODUCING ACTIVITIES OF HOUSEHOLDS FOR OWN USE | | | | | | |
| SUB SECTOR | DIVISION 98: UNDIFFERENTIATED GOODS AND SERVICES-PRODUCING ACTIVITIES OF PRIVATE HOUSEHOLDS FOR OWN USE | | | | | | |
| JOB AREA | CHILD CARE AND SERVICES | | | | | | |
| NOSS TITLE | EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION | | | | | | |
| COMPETENCY UNIT TITLE | EARLY CHILDHOOD CARE CENTRE OPERATION SUPPORT | | | | | | |
| LEARNING OUTCOME | <p>This Early Childhood Centre Operation Support Competency Unit is to aid the education centre related to daily operation and child care. Upon completion of this competency unit, trainees will be able to:</p> <ol style="list-style-type: none"> 1. Prepare education and development area 2. Prepare low cost learning material 3. Handle transit children 4. Prepare neglected and abuse child 5. Handle baby and children safety requirements 6. Coordinate parent and community involving activities | | | | | | |
| PRE-REQUISITE (if applicable) | N/A | | | | | | |
| COMPETENCY UNIT ID | T982-001-3: 2017 – C04 | LEVEL | 3 | TRAINING DURATION | 150 Hours | SKILLS CREDIT | 15 |
| Work Activities | Related Knowledge | Related Skills | | Attitude/Safety/ Environmental | Delivery Mode | Assessment Criteria | |
| 1. Prepare education and development area | 1.1 Related statutory and regulatory requirements <ul style="list-style-type: none"> • Labor Act • OSHA • Child Care Centre Act 1984 and Child Care Centre Regulations 1985 (Act 308) | 1.1 Determine purpose of education and development area 1.2 Determine suitable area and corner 1.3 Decorate education and development area 1.4 Arrange suitable furniture | | <u>Attitude:</u> i. Ensure all aspect including safety and security of children taken into consideration in determining education area ii. Creative in | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning | 1.1 Types and purpose of education area determine based on intellectual and physical development program requirements 1.2 Available and | |

| Work Activities | Related Knowledge | Related Skills | Attitude/Safety/Environmental | Delivery Mode | Assessment Criteria |
|---------------------------------------|---|---|--|---|---|
| | <ul style="list-style-type: none"> • Guidelines from Department of Health Education, Ministry of Health • Child Act 2001 1.2 The main aspects of children's learning space 1.3 Aspects in preparing children's learning space 1.4 Learning corner 1.5 Outside activity are in TASKA 1.6 Learning facility in TASKA 1.7 Types of suitable furniture for baby and children 1.8 Learning environment according to <i>Kurikulum PERMATA Negara</i> 1.9 Decorating learning corner Furniture arrangement | 1.5 Record learning and activity area setting up activity | decorating education and development area | <u>Related Skill</u> Demonstration Project-Based Learning | suitable area and corner for setting up learning area determined 1.3 Determined area decorated with suitable learning material according to learning objective 1.4 Setting up of education and development area documented according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content |
| 2. Prepare low cost learning material | 2.1 Suitable features for toys in TASKA 2.2 Expected learning contribution of toys 2.3 Benefits of playing for | 2.1 Determine types and purpose of learning material 2.2 Obtain recyclable materials for making learning | <u>Attitude:</u> i. Ensure all aspect including safety and security of learning materials taken into consideration when | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning | 2.1 Types and purpose of low cost learning material determine based on intellectual and physical |

| Work Activities | Related Knowledge | Related Skills | Attitude/Safety/Environmental | Delivery Mode | Assessment Criteria |
|----------------------------|---|--|---|---|--|
| | children 2.4 Importance of safety and hygiene for toys 2.5 Preparing toys and learning materials from recyclables | materials 2.3 Make learning materials from recyclables 2.4 Check safety and hygiene on finished product 2.5 Check effectiveness of learning materials 2.6 Record learning materials preparation activities | making it ii. Creative in preparing recyclables learning materials | <u>Related Skill</u> Demonstration Project-Based Learning | development program requirements 2.2 Low cost learning material prepared according to <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> curriculum content 2.3 Effectiveness of learning material observed and recorded 2.4 Self-assessment executed based on <i>Kursus Asuhan & Didikan Awal Kanak-Kanak PERMATA Negara</i> requirement |
| 3. Handle transit children | 3.1 Procedure of receiving and returning transit children 3.2 Procedure to prepare meals for transit children 3.3 Routine activities for transit children, such as; <ul style="list-style-type: none"> • Sleeping • Resting | 3.1 Receive transit student 3.2 Prepare meals for transit children 3.3 Assist transit children for bathing 3.4 Assist transit children for grooming 3.5 Monitor sleeping and resting activities | <u>Attitude:</u> i. Responsive to children's needs ii. Adhere with health, safety and security requirement when conducting activity | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning <u>Related Skill</u> | 3.1 Transit children received 3.2 Meals for transit children prepared and served 3.3 Bathing and grooming for transit student assisted according age group and separated |

| Work Activities | Related Knowledge | Related Skills | Attitude/Safety/Environmental | Delivery Mode | Assessment Criteria |
|--------------------------------------|---|---|--|---|---|
| | <ul style="list-style-type: none"> Bathing Grooming | 3.6 Assist children with homework 3.7 Monitor religious activity performed by children 3.8 Returned transit student 3.9 Update children communication / log record | | Demonstration Project-Based Learning | according to gender 3.4 Resting and sleeping activities coordinated with transit children according to determine schedule and separated according to gender 3.5 Transit children activities including assisting in school homework, religious activities, recreation and others activities arranged and monitored according to determined schedule 3.6 Transit child returned according to TASKA operation procedure |
| 4. Prepare neglected and abuse child | 4.1 Procedure to check physical injuries 4.2 Types of abuse <ul style="list-style-type: none"> Physical Emotional Sexual 4.3 Relevant agencies related to child abuse | 4.1 Determine children with abnormal behavior and physical injuries 4.2 Check children physical injuries 4.3 Obtain feedback from children 4.4 Determine reporting | <i>Attitude:</i> i. Sensitive to child behavior ii. Confidentiality in handling case | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning <u>Related</u> | 4.1 Child abnormal behavior and physical injuries identified and approached 4.2 Neglected and abuse child reported to relevant agencies related to child care abuse |

| Work Activities | Related Knowledge | Related Skills | Attitude/Safety/Environmental | Delivery Mode | Assessment Criteria |
|--|--|---|---|--|---|
| | <ul style="list-style-type: none"> Department of Welfare Police | <p>channel</p> <p>4.5 Report neglected and abuse child reported to relevant agencies related to child care abuse</p> <p>4.6 Update child personal record and child daily log book</p> | | <p><u>Skill</u></p> <p>Demonstration</p> <p>Project-Based Learning</p> | 4.3 Child personal record and child daily log book updated |
| 5 Handle baby and children safety requirements | <p>5.1 Standard operation Procedure for TASKA Safety and Security</p> <ul style="list-style-type: none"> Building surroundings Handing of electrical appliances Safety signage Disposal of defective toys and learning materials <p>5.2 Fire drill and evacuation procedure</p> <p>5.3 Procedure to check toxic on toys and learning materials</p> | <p>5.1 Determine TASKA safety and security procedure</p> <p>5.2 Check safety and security of building surroundings</p> <p>5.3 Check safe keeping and handling of electrical appliances</p> <p>5.4 Put signage at wet floor and damage floor</p> <p>5.5 Remove obstacle on emergency exit pathway</p> <p>5.6 Check toys and learning materials free from toxic</p> <p>5.7 Dispose defective toys</p> <p>5.8 Execute fire drill and evacuation procedure</p> <p>5.9 Report safety issues on TASKA</p> | <p><u>Safety:</u></p> <p>i. Sensitive all times for potential hazard</p> <p>ii. Ensure all accident reported as soon as possible to superior for further action</p> | <p><u>Related Knowledge</u></p> <p>Lecture</p> <p>Discussion</p> <p>Problem-Based Learning</p> <p><u>Related Skill</u></p> <p>Demonstration</p> <p>Project-Based Learning</p> | <p>5.1 Building surroundings including dangerous plant, grass, drain, fence, gutter checked for possible course of accident</p> <p>5.2 Electrical appliances kept in safe place and power point checked</p> <p>5.3 Wet floor and damage floor checked and safety signage put on-site</p> <p>5.4 Obstacle on emergency exit pathway checked</p> <p>5.5 Toys and learning material checked free from toxic, regularly clean and defective toys and learning material disposed according to TASKA operation procedures</p> |

| Work Activities | Related Knowledge | Related Skills | Attitude/Safety/Environmental | Delivery Mode | Assessment Criteria |
|--|---|--|--|--|---|
| | | | | | <p>5.6 Sharp equipment such as knife, scissors, stationeries kept in safe place</p> <p>5.7 Fire drill and evacuation procedure conducted according to safety procedure</p> <p>5.8 Emergency response executed when dealing with dangerous animals, insect and reptiles</p> |
| 6 Coordinate parent and community involving activities | <p>6.1 Definition of collaboration</p> <p>6.2 Befits of program</p> <ul style="list-style-type: none"> • To children • To parents & community <p>6.3 Challenges and issues face by parents</p> <p>6.4 Types of collaboration activity</p> <ul style="list-style-type: none"> • With parent • With community | <p>6.1 Determine types of activities involving children with parent and community</p> <p>6.2 Prepare activities proposal</p> <p>6.3 Prepare activities tools, equipment and materials requirements</p> <p>6.4 Handle activities involving children with parent and community</p> <p>6.5 Prepare children with parent and community activities report</p> | <p><u>Attitude:</u></p> <p>i. Responsive to children’s needs</p> <p>ii. Proactive in handling programs</p> | <p><u>Related Knowledge</u></p> <p>Lecture</p> <p>Discussion</p> <p>Problem-Based Learning</p> <p><u>Related Skill</u></p> <p>Demonstration</p> <p>Project-Based Learning</p> | <p>6.1 Types of activities involving parent and communities determined</p> <p>6.2 Activities scheduled and parent and community informed</p> <p>6.3 Children activity with parent and community coordinated and handled</p> <p>6.4 Parent and community involving activities report produce</p> |

Employability Skills

| Core Abilities | |
|--|--|
| 01.11 Apply thinking skills and creativity. 02.11 Convey information and ideas to people 03.09 Manage and improve performance of individuals 03.10 Provide consultation and counselling 03.11 Monitor and evaluate performance of human resources 03.12 Provide coaching/on-the job training 03.16 Identify and assess client/customer needs. 03.17 Identify staff training needs and facilitate access to training 04.06 Allocate work 04.07 Negotiate acceptance and support for objectives and strategies 05.01 Implement project/work plans. 05.02 Inspect and monitor work done and/or in progress 06.03 Identify and highlight problems 06.07 Develop and maintain networks | <ol style="list-style-type: none">1. Communication skills2. Conceptual skills3. Interpersonal skills4. Learning skills5. Leadership skills6. Multitasking and prioritizing7. Self-discipline8. Teamwork |

Tools, Equipment and Materials (TEM)

| ITEMS | RATIO (TEM : Trainees) |
|---------------------------------------|------------------------|
| 1. Duty roster | 1:1 |
| 2. Changing mat | 1:10 |
| 3. Dustbin with cover | 1:25 |
| 4. Stationeries | 1:1 |
| 5. Sanitizer/Liquid hand soap | 1:5 |
| 6. Boxes of facial tissue | 1:10 |
| 7. Hand towels | 1:1 |
| 8. Pack of wet wipe | 1:10 |
| 9. Attendance book | 1:5 |
| 10. Log/ communication book | 1:1 |
| 11. Baby outfit | 1:5 |
| 12. Child attire | 1:5 |
| 13. Check list on personal belongings | 1:1 |
| 14. Reporting formats | 1:1 |

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CURRICULUM of COMPETENCY UNIT (CoCU)

| | | | | | | | |
|--------------------------------------|--|--------------|---|--------------------------|-----------|---------------------|----|
| SECTOR | SECTION T: ACTIVITIES OF HOUSEHOLDS AS EMPLOYERS; UNDIFFERENTIATED GOODS AND SERVICES- PRODUCING ACTIVITIES OF HOUSEHOLDS FOR OWN USE | | | | | | |
| SUB SECTOR | DIVISION 98: UNDIFFERENTIATED GOODS AND SERVICES-PRODUCING ACTIVITIES OF PRIVATE HOUSEHOLDS FOR OWN USE | | | | | | |
| JOB AREA | CHILD CARE AND SERVICES | | | | | | |
| NOSS TITLE | EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION | | | | | | |
| COMPETENCY UNIT TITLE | FIRST AID ADMINISTRATION | | | | | | |
| LEARNING OUTCOME | <p>The person who is competent in this CU shall be able provide in-situ support or immediate support to injuries to ensure the child's condition is not worsening and can lead to fatal circumstances in accordance with standard medical procedure. Upon completion of this competency units, trainees will be able to:-</p> <ol style="list-style-type: none"> 1. Carry out injuries assessment 2. Carry out Cardio Pulmonary Resuscitation (CPR) procedure 3. Carry out immobilisation of injured area 4. Carry out Rest Ice Compression Elevation (RICE) procedure 5. Administer open wound treatment 6. Carry out injuries referral | | | | | | |
| PRE-REQUISITE (If Applicable) | To perform the CU, the competency owner is required to attend certified CPR course from any accredited training provider. | | | | | | |
| COMPETENCY UNIT ID | T982-001-3: 2017 – C05 | LEVEL | 3 | TRAINING DURATION | 100 Hours | SKILL CREDIT | 10 |

| WORK ACTIVITIES | RELATED KNOWLEDGE | RELATED SKILL | ATTITUDE/ SAFETY/ ENVIRONMENT | DELIVERY MODE | ASSESSMENT CRITERIA |
|----------------------------------|---|--|---|--|---|
| 1. Carry out injuries assessment | 1.1 Human anatomy <ul style="list-style-type: none"> • Integumentary system • Musculoskeletal • Nervous system | 1.1 Obtain child's profile 1.2 Obtain child's medical information references 1.3 Determine child's medical information | <u>Attitude</u> <ul style="list-style-type: none"> • Meticulous in interpreting child's medical information references | <u>Related Knowledge</u> Lecture Discussion Problem-Based | 1.1 Child's name, gender and age specified according to personal record and child's information |

| WORK ACTIVITIES | RELATED KNOWLEDGE | RELATED SKILL | ATTITUDE/ SAFETY/ ENVIRONMENT | DELIVERY MODE | ASSESSMENT CRITERIA |
|-----------------|---|---|---|---|--|
| | 1.2 Body ergonomics 1.3 Code of ethics in conducting first aid 1.4 Hygiene practices for medical treatment 1.5 General Medicolegal <ul style="list-style-type: none"> Medical act 1971 (Act 50) 1.6 Procedure to obtain child's profile 1.7 Procedure to obtain child's medical information references 1.8 Procedure to carry out injuries assessment 1.9 Types of skin allergic <ul style="list-style-type: none"> Redness Itchiness Rashes Peeling Scaling 1.10 Types of injuries <ul style="list-style-type: none"> Soft tissue injuries (Ligament Sprain, Muscle Strain, Muscle tear, muscle spasm, contusion, etc.) Hard tissue injuries (fractures, dislocation, subluxation, etc.) | references 1.4 Determine types of injuries 1.5 Determine cause and duration of injuries 1.6 Determine injury treatment 1.7 Determine child's allergies 1.8 Determine first aid requirements 1.9 Identify child's medication history 1.10 Obtain child consent 1.11 Determine child chaperon | <ul style="list-style-type: none"> Gentle and thorough in assessing child's injuries Ensure first aid kits replenish after used Ensure child accompanied by chaperon while conducting assessing for different gender Adhere to personal hygiene practices <p><u>Safety</u></p> <ul style="list-style-type: none"> Ensure all first aid material not expired Apply body ergonomics practice <p><u>Environment</u></p> <ul style="list-style-type: none"> Ensure medical item disposed according to health and safety requirements | Learning <u>Related Skill</u> Demonstration Project-Based Learning | 1.2 Types and level of injuries determined according to physical check and child's feedback 1.3 Cause of injuries and duration of injuries specified with child 1.4 Suitable treatment for child's injuries specified according to types of injuries and level of injuries 1.5 Childs allergies specified according to child's feedback 1.6 Tools, equipment, materials and medication for child's listed according to first aid procedure 1.7 Procedure to obtain consent from child for first aid administration procedure explained and demonstrated according to organisation procedure |

| WORK ACTIVITIES | RELATED KNOWLEDGE | RELATED SKILL | ATTITUDE/ SAFETY/ ENVIRONMENT | DELIVERY MODE | ASSESSMENT CRITERIA |
|---|---|---|---|--|---|
| | 1.11 Content of first aid kit <ul style="list-style-type: none"> • Antiseptic material • Dressing tools • Dressing material • Cold spray 1.12 Procedure to obtain child consent 1.13 Procedure to determine child chaperon | | | | 1.8 Importance of chaperon for child explained |
| 2. Carry out Cardio Pulmonary Resuscitation (CPR) procedure | 2.1 Procedure to carry out CPR procedure 2.2 Procedure to obtain child medical assistance 2.3 Procedure to prepare child injuries report | 2.1 Check child's consciousness level 2.2 Execute manual CPR procedure 2.3 Execute AED application procedure 2.4 Acquire medical assistance 2.5 Report child injuries | <u>Attitude</u> <ul style="list-style-type: none"> • Ensure person condition communicated clearly to medical personnel • Calm when conducting CPR procedure • Adhere to personal hygiene practices <u>Safety</u> <ul style="list-style-type: none"> • Ensure surroundings is safe for executing CPR procedure • Apply body ergonomics practice | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning <u>Related Skill</u> Demonstration Project-Based Learning | 2.1 Procedure to check child's breathing and response explained and demonstrated according to physical check procedure 2.2 Procedure to refer and report medical assistance and details of child's condition to medical personnel explained and demonstrated 2.3 Procedure to open/cleared child's breathing airway explained and |

| WORK ACTIVITIES | RELATED KNOWLEDGE | RELATED SKILL | ATTITUDE/ SAFETY/ ENVIRONMENT | DELIVERY MODE | ASSESSMENT CRITERIA |
|---|---|---|--|---|---|
| | | | | | <p>demonstrated by tilting the head back and lifting the chin</p> <p>2.4 Procedure to check child's normal breathing based on physical observation explained and demonstrated</p> <p>2.5 Procedure to perform chest compressions and breaths explained and demonstrated on child according to CPR procedure</p> <p>2.6 Procedure to apply and operate Automated Electronic Defibrillator (AED) explained and demonstrated according to manual and CPR procedure</p> |
| 3. Carry out immobilisation of injured area | 3.1 Types of open wound <ul style="list-style-type: none"> • Abrasion • Laceration • Open Fracture • Incision • Puncture | 3.1 Determine child consciousness 3.2 Determine child's injured area 3.3 Determine cause and duration of injured area | <u>Attitude</u> <ul style="list-style-type: none"> • Gentle in handling child's injured area • Continuously communicate to comfort child's • Adhere to personal | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning | 3.1 Positioning of child's demonstrated according to child's comfort 3.2 technique of putting on sling and splinting to immobilise child's |

| WORK ACTIVITIES | RELATED KNOWLEDGE | RELATED SKILL | ATTITUDE/ SAFETY/ ENVIRONMENT | DELIVERY MODE | ASSESSMENT CRITERIA |
|--|---|--|--|--|--|
| | <ul style="list-style-type: none"> • Avulsion 3.2 Procedure to check open wound 3.3 Types of immobilising tools and equipment <ul style="list-style-type: none"> • Collar • Splint • Brace • Stabiliser • Etc. 3.4 Child's positioning procedure 3.5 Procedure of applying immobilising tools and equipment | 3.4 Select immobilisation tools and equipment 3.5 Determine child's positioning 3.6 Execute child's positioning procedure 3.7 Apply sling on injured part 3.8 Apply splinting on injured part 3.9 Apply hard collar on injured head and neck 3.10 Acquire medical assistance 3.11 Report child's injuries | hygiene practices <u>Safety</u> <ul style="list-style-type: none"> • Ensure immobilisation tools and equipment in good working condition • Apply body ergonomics practice | <u>Related Skill</u> Demonstration Project-Based Learning | injured area demonstrated 3.3 Reduce on pain, swelling and muscle spasm specified according to child's feedback and physical check |
| 4. Carry out Rest Ice Compression Elevation (RICE) treatment | 4.1 Rest Ice Compression Elevation (RICE) treatment 4.2 Indication for RICE treatment <ul style="list-style-type: none"> • Swelling • Bruising • Contusion • Pain 4.3 List of indication, contraindication and precaution | 4.1 Determine child's injured area 4.2 Determine cause and duration of injured area 4.3 Check child's contraindication on injured part 4.4 Execute RICE treatment 4.5 Report child's injuries | <u>Attitude</u> <ul style="list-style-type: none"> • Gentle in handling child's injured area • Continuously communicate to comfort child's | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning <u>Related Skill</u> Demonstration Project-Based Learning | 4.1 Child's resting time specified based on seriousness of injuries and according to RICE treatment 4.2 Time duration and frequency of ice or cold pack applied on child's injured area specified according to RICE treatment 4.3 Procedure to determine correct tightness of wrapping on injured area |

| WORK ACTIVITIES | RELATED KNOWLEDGE | RELATED SKILL | ATTITUDE/ SAFETY/ ENVIRONMENT | DELIVERY MODE | ASSESSMENT CRITERIA |
|------------------------------------|---|--|---|--|---|
| | | | | | or sore area demonstrated according to RICE treatment 4.4 Injured area or sore area elevated to determined degree according to RICE treatment |
| 5. Administer open wound treatment | 5.1 Procedure to check open wound 5.2 Dressing procedure 5.3 Open wound management procedure <ul style="list-style-type: none"> • Direct compression • Indirect compression 5.4 Types of open wound treatment <ul style="list-style-type: none"> • Stiches • Stapler • Glues • Sterile stripe • Wound congealant spray | 5.1 Determine cause of open wound 5.2 Determine open wound duration 5.3 Determine open wound severity 5.4 Clean injured part surroundings 5.5 Determine open wound bandaging requirements 5.6 Apply sterile stripe on open wound 5.7 Bandage open wound 5.8 Acquire medical assistance 5.9 Report child's injuries | <u>Attitude</u> <ul style="list-style-type: none"> • Gentle in handling child's injured area • Continuously communicate to comfort child's • Adhere to personal hygiene practices <u>Safety</u> <ul style="list-style-type: none"> • Ensure open wound tools and equipment in good working condition • Ensure all dressing tools and material is sterile and not expired <u>Environment</u> <ul style="list-style-type: none"> • Ensure medical item disposed according | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning <u>Related Skill</u> Demonstration Project-Based Learning | 5.1 Cause and duration open wound of determined according child's information and physical assessment procedure 5.2 Cleaning on surrounding of injured part demonstrated to remove blood, dirt and debris 5.3 Injured part required for bandaging determined and wrapping of injured area demonstrated according to open wound management procedure |

| WORK ACTIVITIES | RELATED KNOWLEDGE | RELATED SKILL | ATTITUDE/ SAFETY/ ENVIRONMENT | DELIVERY MODE | ASSESSMENT CRITERIA |
|--------------------------------|--|--|---|--|---|
| | | | to health and safety requirements | | |
| 6. Carry out injuries referral | 6.1 Procedure to prepare child's injuries report 6.2 Procedure to prepare medical referral report | 6.1 Determine child's severity of injuries 6.2 Prepare child's injuries report 6.3 Determine child's further medical reference requirements 6.4 Determine medical referral 6.5 Prepare child's medical referral report 6.6 Liaise with medical personal 6.7 Update child's injuries report | <u>Attitude</u> • Meticulous in preparing injuries report • Urgency in submitting referral report | <u>Related Knowledge</u> Lecture Discussion Problem-Based Learning <u>Related Skill</u> Demonstration Project-Based Learning | 6.1 Procedure to assess child's condition to determined severity of injury explained and demonstrated 6.2 Childs injury recorded on report procedure 6.3 Procedure to refer child's to medical personnel explained and demonstrated |

Employability Skills

| CORE ABILITIES | |
|---|---|
| 01.11 Apply thinking skills and creativity. 02.11 Convey information and ideas to people | 1. Communication skills 2. Conceptual skills |

| | |
|--|---|
| <p>03.09 Manage and improve performance of individuals</p> <p>03.10 Provide consultation and counselling</p> <p>03.11 Monitor and evaluate performance of human resources</p> <p>03.12 Provide coaching/on-the job training</p> <p>03.16 Identify and assess client/customer needs.</p> <p>03.17 Identify staff training needs and facilitate access to training</p> <p>04.06 Allocate work</p> <p>04.07 Negotiate acceptance and support for objectives and strategies</p> <p>05.01 Implement project/work plans.</p> <p>05.02 Inspect and monitor work done and/or in progress</p> <p>06.03 Identify and highlight problems</p> <p>06.07 Develop and maintain networks</p> | <p>3. Interpersonal skills</p> <p>4. Learning skills</p> <p>5. Leadership skills</p> <p>6. Multitasking and prioritizing</p> <p>7. Self-discipline</p> <p>8. Teamwork</p> |
|--|---|

Tools, Equipment and Materials (TEM)

| ITEMS | RATIO (TEM : Trainees) |
|---|------------------------|
| 1 Sample of case sheet | 1:1 |
| 2 Sample of medical referral report | 1:1 |
| 3 Sample of treatment report | 1:1 |
| 4 Mannequin for CPR procedure | 1:25 |
| 5 Anatomy model (full body and body parts) | 1:25 |
| 6 Full body mannequin | 1:25 |
| 7 Human Skeleton | 1:25 |
| 8 Hand sanitizer | As required |
| 9 First aid kits | 1:5 |
| 10 Immobilising tools and equipment | |
| • Cervical Collar | 1:25 |
| • Splints | 1:25 |
| • Braces | 1:25 |
| • Head immobiliser | 1:25 |
| 11 Automated Electronic Defibrillator (AED) | 1:25 |
| 12 Stretcher | 1:25 |

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Training Hour Summary

| CU CODE | COMPETENCY UNIT TITLE | WORK ACTIVITIES | RELATED KNOWLEDGE (A) | RELATED SKILL (B) | HOURS (C) = (A)+(B) | TOTAL (HOURS) $\Sigma(C)$ |
|-----------------------------------|---|---|-----------------------|-------------------|---------------------|---------------------------|
| T982-001-3: 2017 – C01 | EARLY CHILDHOOD DAILY ROUTINE CARE | 1. Carry out child receiving | 15 | 35 | 50 | 300 |
| | | 2. Carry out child grooming | 15 | 40 | 55 | |
| | | 3. Carry out child meals preparation | 15 | 35 | 50 | |
| | | 4. Carry out sleeping and resting activity | 15 | 30 | 45 | |
| | | 5. Carry out early childhood routine activities care | 15 | 35 | 50 | |
| | | 6. Carry out child returning | 15 | 35 | 50 | |
| T982-001-3: 2017 – C02 | EARLY CHILDHOOD EDUCATION AND DEVELOPMENT | 1. Carry out personality, socio-motion and spiritual development | 20 | 40 | 60 | 500 |
| | | 2. Carry out physical and psycomotor development | 20 | 40 | 60 | |
| | | 3. Carry out initial mathematical skills and logical thinking development | 15 | 35 | 50 | |
| | | 4. Carry out senses and understanding of environment development | 15 | 40 | 55 | |
| | | 5. Carry out language, communication and early literacy development | 20 | 40 | 60 | |
| | | 6. Carry out creative and aesthetic development | 15 | 40 | 55 | |
| | | 7. Carry out balance diet planning and preparation | 15 | 35 | 50 | |

| CU CODE | COMPETENCY UNIT TITLE | WORK ACTIVITIES | RELATED KNOWLEDGE (A) | RELATED SKILL (B) | HOURS (C) = (A)+(B) | TOTAL (HOURS) $\Sigma(C)$ |
|-------------------------------|---|--|-----------------------|-------------------|---------------------|---------------------------|
| | | activities | | | | |
| | | 8. Carry out early childhood special needs integration | 15 | 40 | 55 | |
| | | 9. Carry out early childhood PERMATA curriculum implementation | 15 | 40 | 55 | |
| T982-001-3: 2017 – C03 | EARLY CHILDHOOD BEHAVIOR AND SOCIAL VALUE INSTILLMENT | 1. Carry out good behavior instillment activities | 10 | 25 | 35 | 150 |
| | | 2. Carry out social value instillment activities | 10 | 25 | 35 | |
| | | 3. Carry out self-care skills activities | 15 | 30 | 45 | |
| | | 4. Carry out patriotism instillment activities | 10 | 25 | 35 | |
| T982-001-3: 2017 – C04 | EARLY CHILDHOOD CARE CENTRE OPERATION SUPPORT | 1. Prepare education and development area | 7 | 15 | 22 | 150 |
| | | 2. Prepare low cost learning material | 8 | 15 | 23 | |
| | | 3. Handle transit children | 8 | 20 | 28 | |
| | | 4. Prepare neglected and abuse child | 8 | 20 | 28 | |
| | | 5. Handle baby and children safety requirements | 8 | 20 | 28 | |
| | | 6. Coordinate parent and community involving activities | 6 | 15 | 21 | |
| T982-001-3: 2017 – C05 | FIRST AID ADMINISTRATION | 1. Carry out injuries assessment | 5 | 10 | 15 | 100 |
| | | 2. Carry out Cardio Pulmonary Resuscitation (CPR) procedure | 5 | 15 | 20 | |

| CU CODE | COMPETENCY UNIT TITLE | WORK ACTIVITIES | RELATED KNOWLEDGE (A) | RELATED SKILL (B) | HOURS (C) = (A)+(B) | TOTAL (HOURS) $\Sigma(C)$ |
|--------------------------------------|------------------------------|--|------------------------------|--------------------------|----------------------------|---|
| | | 3. Carry out immobilisation of injured area | 5 | 15 | 20 | |
| | | 4. Carry out Rest Ice Compression Elevation (RICE) procedure | 5 | 12 | 17 | |
| | | 5. Administer open wound treatment | 5 | 10 | 15 | |
| | | 6. Carry out injuries referral | 5 | 8 | 13 | |
| TOTAL HOURS (CORE COMPETENCY) | | | 360 | 840 | 1200 | 1200 |