

# Vocational Education and Training Award for Childcare Educators

## Applying for this course

To apply for this course, Individuals need to have completed compulsory schooling up to 65 years of age, and have an MQF Level 2 qualification in Mathematics, English and Maltese, or a qualification related to Health Care. You must also be in possession of a clean Police Conduct Certificate. Foreigners do not need to have a qualification in Maltese, however they need to demonstrate the ability to communicate in Maltese

Individuals who completed the VET Award in Childcare (0-3 years), offered by Jobsplus from year 2017 onwards, or those who completed the VET Award in Childcare (0-5 years), which was offered by Jobsplus from year 2014, will be given the opportunity to follow the new modules (mainly Modules 8, 9, 11 and 12) only.

If you do not have these qualifications but possess other qualifications or relevant experience, kindly contact us on [qa.jobsplus@gov.mt](mailto:qa.jobsplus@gov.mt). stating your ID card number, attaching copies of your qualifications and a copy of your CV highlighting your work experience. Alternatively, you can send the requested information by post addressed to: Quality Assurance Unit, Jobsplus Training Complex, Triq Birżebbuġa, Ғal Far BBG3000.

## Course Duration

This course is of 958 hours duration and consists of twelve Modules

- Module 1 is of 94 hours duration - (including 2-hour assessment)
- Module 2 is of 62 hours duration - (including 2-hour assessment)
- Module 3 is of 67 hours duration - (including 2-hour assessment)
- Module 4 is of 22 hours duration - (including 1-hour assessment)
- Module 5 is of 33 hours duration - (including 1-hour assessment)
- Module 6 is of 43 hours duration - (including 1-hour assessment)
- Module 7 is of 50 hours duration - (including 1-hour assessment)
- Module 8 is of 18 hours duration – (including 1-hour assessment)
- Module 9 is of 32 hours duration – (including 2-hour assessment)
- Module 10 is of 512 hours duration - (including 500-hour placement)
- Module 11 is of 16 hours duration – (including 1-hour assessment)
- Module 12 is of 9 hours duration – (including 1-hour assessment)

## General pedagogical guidelines and procedures for this course:

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

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

## General assessment policy and procedures for this course:

The learner will be assessed through a written test. The learner will also undergo an ongoing oral assessment of learning (including communication skills) and practical exercises that will take place throughout the entire programme. This assessment method gives tutors the opportunity to review and consolidate the learning being covered.

## Module 1 Learning Outcomes – Child Development

<ul style="list-style-type: none"><li>✓ Ensure knowledge of the main theories of child development</li><li>✓ Advise how child development theories influence the practice of childcare</li><li>✓ Advise how child development is viewed as different interconnected areas even though child development is holistic</li><li>✓ Advise on the expected sequence and rate of a child's development with special emphasis on children aged 0 to 3</li><li>✓ Advise how child development depends on a child's level of maturation and his/her prior experiences</li><li>✓ Advise on the major influences that effect how a child develops</li></ul>	<ul style="list-style-type: none"><li>✓ Deal with sensitive information about children and families confidentially and with due care</li><li>✓ Carry out appropriate processes and procedures to observe, assess and record child development and advise on external factors such as occupational standards and curriculum frameworks that effect these processes and procedures</li><li>✓ Carry out tasks related to managing, storing and retrieving information using typical security and data protection arrangements that meet national regulatory requirements</li><li>✓ Comply with the requirements of national curriculum requirements for babies and pre-school children</li><li>✓ Carry out child development assessments using appropriate techniques</li></ul>
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**Module 1 Assessment:** The assessment paper is divided into 2 sections:

- Section A – Multiple choice which all need to be answered. This section carries a total of 20% of the total marks.
- Section B – Long answer questions. This section carries a total of 60% of the total marks.

The duration of this assessment is of 1 hour and the pass mark is that of 45%.

Apart from this, trainees will be assessed through an ongoing assessment, which may consist of questions asked during class sessions, PowerPoint Presentations, group activities and discussions or a mix of all of these. This will carry a total of 20% of the global mark, and the learner will need to obtain a pass mark in the ongoing assessment (9 out of 20, equivalent to 45%).

## Module 2 Learning Outcomes – Development of Communication, Imagination and Creativity

<ul style="list-style-type: none"><li>✓ Manage appropriate styles of communicating with children according to their age</li><li>✓ Monitor the development of children's communication skills within the age range of 0-3 years</li><li>✓ Monitor the two-way process of communication from birth to crying, babbling, gestures and interaction</li></ul>	<ul style="list-style-type: none"><li>✓ Ensure that one interacts, responds and communicates appropriately with adults (including colleagues, visitors, child's family members)</li><li>✓ Carry out activities that promote creativity in the young child</li><li>✓ Advise on ways that drama is used to stimulate a child's imagination</li></ul>
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<ul style="list-style-type: none"> <li>✓ Monitor the development of language acquisition, 'grammatical' (word-order) skills and the development of meaning</li> <li>✓ Carry out tasks in a carer's role to assist the child's acquisition of language</li> <li>✓ Carry out activities (like music, movements, rhythms and games) that encourage communication, language and imagination</li> <li>✓ Ensure effective recognition of the needs of babies and children as a result of their communication</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensure best practice when selecting various materials to support a child's creativity</li> <li>✓ Advise on ways of promoting a child's assertiveness, self confidence and self-esteem</li> <li>✓ Be responsible helping children develop skills in asking questions, offering ideas and suggestions</li> <li>✓ Ensure that one supports children in dealing with conflict themselves, according to their ages, needs and abilities.</li> </ul>
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**Module 2 Assessment:** The assessment paper will be divided into 3 sections:

- Section A – Multiple choice questions, which all need to be answered. This section carries a total of 10% of the total marks.
- Section B – Long answer questions. This section carries a total of 30% of the total marks.
- Section C – Short case study, with questions which all need to be answered. This section carries a total of 40% of the total marks.

The duration of this assessment is of 2 hours and the pass mark is that of 45%.

Apart from this, trainees will be assessed through an ongoing assessment, which may consist of questions asked during class sessions, PowerPoint Presentations, group activities and discussions or a mix of all of these. This will carry a total of 20% of the global mark, and the learner will need to obtain a pass mark in the ongoing assessment (9 out of 20, equivalent to 45%).

**Module 3 Learning Outcomes – Physical Care of the Child**

<ul style="list-style-type: none"> <li>✓ Carry out unhurried physical care routines</li> <li>✓ Ensure that appropriate touch, speech and gestures are used when carrying out personal care routines</li> <li>✓ Create opportunities for sensory exploration during care routines</li> <li>✓ Give help to a child in self-care in ways that do not undermine the child's confidence in his/her own abilities</li> <li>✓ Carry out tasks related to caring for a child's skin, hair and teeth</li> <li>✓ Ensure that one follows procedures and processes for nappy changing that protect the child and oneself</li> <li>✓ Ensure that one follows procedures and processes for washing and dressing that protect the child and oneself</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensure that one follows procedures and processes in toilet training a child</li> <li>✓ Manage the symptoms of illness of a child</li> <li>✓ Carry out tasks concerning a child who is ill according to organisational policies</li> <li>✓ Advise on when, how to take, how to read and record a baby's or child's temperature</li> <li>✓ Advise under which circumstances medical advice or attention should be sought for a baby or child</li> <li>✓ Advise on effective practice and risk factors in respect of sudden infant death syndrome</li> <li>✓ Ensure that one follows regulations and procedures for the storage and administration of medicines</li> </ul>
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<ul style="list-style-type: none"> <li>✓ Ensure that one follows appropriate procedures and processes for toileting that protect the child and oneself</li> </ul>	
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**Module 3 Assessment:** The assessment paper will be divided into 1 section:

- Section A – Multiple choice which all need to be answered. This section carries a total of 20% of the total marks.
- Section B – Long answer questions. This section carries a total of 60% of the total marks.

The duration of this assessment is of 2 hours and the pass mark is that of 45%.

Apart from this, trainees will be assessed through an ongoing assessment, which may consist of questions asked during class sessions, PowerPoint Presentations, group activities and discussions or a mix of all of these. This will carry a total of 20% of the global mark, and the learner will need to obtain a pass mark in the ongoing assessment (9 out of 20, equivalent to 45%).

**Module 4 Learning Outcomes – Nutrition & Hygiene**

<ul style="list-style-type: none"> <li>✓ Comply with regulations on handling and storing food (with particular emphasis on baby's milk and expressed breast milk)</li> <li>✓ Deal with special dietary requirements and food preparation related to culture, ethnicity or religious beliefs</li> <li>✓ Deal with special dietary requirements related to health needs</li> <li>✓ Comply with parental and health professionals' endorsements when preparing for special dietary requirements related to health needs</li> <li>✓ Comply with the requirements, regulations and official guidelines on infant feeding</li> <li>✓ Be responsible for documenting and sharing dietary information with others in context (e.g. food allergies)</li> <li>✓ Comply with manufacturer's instructions on processes in preparing formula feeds for babies</li> <li>✓ Advise on different methods of preparation and sterilisation of equipment used in food preparation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Advise how to support mothers who wish to continue breast feeding</li> <li>✓ Advise on the nutritional needs of babies and children according to age, height, weight and preferences</li> <li>✓ Advise on which foods are appropriate for babies and children</li> <li>✓ Advise on which foods are unsuitable for babies and children</li> <li>✓ Be responsible for good hygiene practice to avoid cross infection</li> <li>✓ Advise on appropriate systems to dispose of different types of waste</li> <li>✓ Be responsible for good hygiene practice when handling body fluids</li> <li>✓ Advise on issues concerning spread of HIV and AIDS virus and hepatitis</li> </ul>
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**Module 4 Assessment:** The assessment paper will be divided into 2 sections:

- Section A – A mixture of multiple choice questions and open-ended short answer questions. This section carries a total of 40% of the total marks.
- Section B – A mixture of multiple choice questions and open-ended short answer questions. This section carries a total of 40% of the total marks.

The duration of this assessment is of 1 hour and the pass mark is that of 45%.

Apart from this, trainees will be assessed through an ongoing assessment, which may consist of questions asked during class sessions, PowerPoint Presentations, group activities and discussions or a mix of all of these. This will carry a total of 20% of the global mark, and the learner will need to obtain a pass mark in the ongoing assessment (9 out of 20, equivalent to 45%).

### Module 5 Learning Outcomes – Health and Safety

<ul style="list-style-type: none"> <li>✓ Comply with the requirements set by the regulatory authority with regards to health and safety, first aid and fire safety when providing a childcare service</li> <li>✓ Comply with the requirements set by the regulatory authority with regards to childcare worker numbers/ratios, suitability and qualifications</li> <li>✓ Comply with the requirements set by the regulatory authority with regards to premises and equipment</li> <li>✓ Interpret the requirements set by the regulatory authority with regards to premises and equipment</li> <li>✓ Illustrate the risks associated with lifting and carrying children</li> <li>✓ Discuss good practice when manually handling children</li> <li>✓ Discuss the implications of the basic stages of child development on health, safety and security arrangements</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explain how to allow children to assess and manage risk according to their stage of development</li> <li>✓ Explain how to carry out safety checks of the children's indoor and outdoor environments before and during work activities</li> <li>✓ Illustrate security arrangements typically found in childcare centres</li> <li>✓ Illustrate the principles and models of risk assessment for childcare centres</li> <li>✓ Discuss how to record accidents and incidents</li> <li>✓ Discuss appropriate emergency procedures related to childcare centres (e.g. fire, missing children, evacuations)</li> <li>✓ State the requirements of relevant legislation covering health and safety for children, colleagues, families and visitors related to childcare centres</li> </ul>
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**Module 5 Assessment:** The assessment paper will be divided into 3 sections:

- Section A – Multiple choice questions, which all need to be answered. This section carries a total of 20% of the total marks.
- Section B – Long answer question which needs to be answered. This section carries a total of 30% of the total marks.
- Section C – Long answer questions. This section carries a total of 30% of the total marks.

The duration of this assessment is of 1 hour and the pass mark is that of 45%.

Apart from this, trainees will be assessed through an ongoing assessment, which may consist of questions asked during class sessions, PowerPoint Presentations, group activities and discussions or a mix of all of these. This will carry a total of 20% of the global mark, and the learner will need to obtain a pass mark in the ongoing assessment (9 out of 20, equivalent to 45%).

### Module 6 Learning Outcomes – Children's Rights, Equity and Inclusion

<ul style="list-style-type: none"><li>✓ Carry out tasks in accordance with local legislation on children's rights and equality and inclusion</li><li>✓ Carry out tasks in accordance with the UN Convention on the Rights of the Child</li><li>✓ Carry out tasks in accordance with children's right to high quality childcare provision that meets their individual needs</li><li>✓ Carry out tasks in accordance with anti-discriminatory practices in the provision of childcare services</li><li>✓ Carry out tasks in accordance with policies and procedures to overcome difficulties experienced by children and families in accessing provision and services</li><li>✓ Advise on barriers to child participation</li><li>✓ Advise on community resources that can be tapped to support equality of access</li><li>✓ Provide information for children, families and communities that promotes participation and equality of access</li></ul>	<ul style="list-style-type: none"><li>✓ Carry out tasks in accordance with organisational guidelines to implement inclusion and anti-discriminatory practice</li><li>✓ Carry out tasks in accordance with organisational policies and processes to ensure equal access for disabled children and children with special educational needs</li><li>✓ Carry out tasks to monitor the provision of services and be accountable to children, parents and other agencies</li><li>✓ Carry out tasks in accordance with organisational policies and procedures to deal with suspected or actual child abuse</li><li>✓ Carry out tasks in accordance with organisational policies and procedures for reporting suspected or actual child abuse</li><li>✓ Promote all children's entitlement to the full range of activities and learning experiences</li></ul>
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**Module 6 Assessment:** The assessment paper will be divided into 2 sections:

- Section A – Multiple choice questions, which all need to be answered. This section carries a total of 30% of the total marks
- Section B – Long answer questions. This section carries a total of 50% of the total marks

The duration of this assessment is of 1 hour and the pass mark is that of 45%.

Apart from this, trainees will be assessed through an ongoing assessment, which may consist of questions asked during class sessions, PowerPoint Presentations, group activities and discussions or a mix of all of these. This will carry a total of 20% of the global mark, and the learner will need to obtain a pass mark in the ongoing assessment (9 out of 20, equivalent to 45%).

## Module 7 Learning Outcomes – Supporting a Child with Disability or Individual Educational Needs

<ul style="list-style-type: none"><li>✓ Comply with the requirements of legislation, regulations and codes of practice influencing the provision of services in a childcare setting for a child with disability or individual educational needs</li><li>✓ Deal with the needs of a child whose main language is not English or Maltese</li><li>✓ Carry out tasks in accordance to assessment and intervention frameworks for children with individual educational needs</li><li>✓ Be responsible for involving parents and families in the provision of services to a child with disability or individual educational needs</li><li>✓ Deal with the possible effects of communication difficulties and attention deficits in a child with disability or individual educational needs</li><li>✓ Carry out tasks using all available senses and experiences to assist a child with disability or individual educational needs</li><li>✓ Advise on learning and other difficulties in children</li></ul>	<ul style="list-style-type: none"><li>✓ Carry out intervention tasks to prevent learning and other difficulties developing in children</li><li>✓ Ensure specialist terminology is used when identifying learning and other difficulties in children</li><li>✓ Deal with a child's individual requirements according to needs, abilities, gender and age</li><li>✓ Carry out tasks using suitable specialist aids and equipment to assist a child with disability or individual education needs</li><li>✓ Deal with specific issues for a child's development and learning in multilingual or bilingual settings</li><li>✓ Encourage children to communicate with one another when one or more children's first language is not English or Maltese</li><li>✓ Carry out processes and procedures to evaluate communication strategies and their effectiveness</li></ul>
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**Module 7 Assessment:** The assessment paper will be divided into 2 sections:

- Section A – Multiple choice questions, which all need to be answered. This section carries a total of 20% of the total marks.
- Section B – Long answer questions. This section carries a total of 60% of the total marks.

The duration of this assessment is of 1 hour and the pass mark is that of 45%.

Apart from this, trainees will be assessed through an ongoing assessment, which may consist of questions asked during class sessions, PowerPoint Presentations, group activities and discussions or a mix of all of these. This will carry a total of 20% of the global mark, and the learner will need to obtain a pass mark in the ongoing assessment (9 out of 20, equivalent to 45%).

## Module 8 Learning Outcomes – Report Writing

<ul style="list-style-type: none"><li>✓ Ensure the ability to describe the meaning of a good observation</li><li>✓ Ensure proper observation of the daily activities being carried out</li><li>✓ Be responsible for writing down the observations carried out on the daily tasks</li><li>✓ Be responsible for filling in daily reports – what the children ate, when their nappies were changed, their sleeping time, etc</li><li>✓ Ensure proper report writing in case of injury/accident</li><li>✓ Carry out child progress reports as necessary</li></ul>	<ul style="list-style-type: none"><li>✓ Carry out a behavioural report as necessary</li><li>✓ Be responsible for writing down activity plans</li><li>✓ Be responsible for writing down a report on the activity which was carried out</li><li>✓ Be responsible for filling in the required checklists by milestone of children according to their age</li><li>✓ Carry out tasks related to taking relevant photos, writing down child's progress and observations</li><li>✓ Carry out tasks related to filling in journals and learning stories</li></ul>
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**Module 8 Assessment:** The assessment paper will be divided into 1 section:

- Section A – Case Study – trainees will be required to read the case study and write a report based on that case study.

The duration of this assessment is of 1 hour and the pass mark is that of 45%.

Apart from this, trainees will be assessed through an ongoing assessment, which may consist of questions asked during class sessions, PowerPoint Presentations, group activities and discussions or a mix of all of these. This will carry a total of 20% of the global mark, and the learner will need to obtain a pass mark in the ongoing assessment (9 out of 20, equivalent to 45%).

## Module 9 Learning Outcomes – The Child Led Approach

<ul style="list-style-type: none"><li>✓ Collaborate with the supervisor when carrying out activities to ensure that the Learning Outcome Framework is being followed</li><li>✓ Carry out tasks to gather children's interests in order to be able to carry out activities accordingly</li><li>✓ Suggest different methods available to be used in order to gather children's interests (observation, discussion, asking parents, etc)</li><li>✓ Carry out mind map exercises in order to derive learning opportunities from children's interests</li></ul>	<ul style="list-style-type: none"><li>✓ Collaborate with supervisor and other carers in order to reach milestones and learning outcomes by using the child led system</li><li>✓ Be responsible for planning activities in accordance to the learning outcomes</li><li>✓ Be responsible for finding and creating the necessary resources for any activity</li><li>✓ Carry out activities in accordance with the child led system</li></ul>
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## Module 9 Assessment:

Presentation – Each trainee will be required to prepare an activity and present it in class, as a form of presentation, discussing on why the activity was chosen, its purpose, its intended goal and how it will be carried out in a childcare centre environment. This presentation should not be longer than 10 minutes.

This assessment will carry a total of 80% of the global mark, and the pass mark is that of 45%.

Apart from this, trainees will be assessed through an ongoing assessment, which may consist of questions asked during class sessions, PowerPoint Presentations, group activities and discussions or a mix of all of these. This will carry a total of 20% of the global mark, and the learner will need to obtain a pass mark in the ongoing assessment (9 out of 20, equivalent to 45%).

## Module 10 Learning Outcomes – Self Reflection & Self Development and Placement

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| <ul style="list-style-type: none"><li>✓ Be responsible for self reflection on practice and evaluation of personal effectiveness</li><li>✓ Carry out tasks utilising suitable techniques of reflective analysis</li><li>✓ Manage change in existing practice by challenging practice through reflection</li><li>✓ Deal with difficulties that may occur as a result of examining beliefs, values and feelings</li><li>✓ Be responsible for using reflection and feedback to assess further areas for development in one's skills and knowledge</li><li>✓ Be responsible for integrating new information and/or learning in order to meet current best practice, quality schemes or regulatory requirements</li><li>✓ Manage interaction with children, parents or fellow care workers through effective communication skills</li><li>✓ Be responsible for interacting appropriately, as a childcare worker, with a childbearing in mind the age of the child</li><li>✓ Be responsible for welcoming children at a centre</li><li>✓ Carry out tasks to help children to settle into age appropriate activities</li><li>✓ Be responsible for processes and activities that encourage child development</li><li>✓ Ensure that one adheres to health and safety procedures to minimise risks during outings organised by a childcare centre</li></ul> | <ul style="list-style-type: none"><li>✓ Be responsible for implementing best hygiene practices in a childcare centre environment</li><li>✓ Be responsible for implementing best practice in storing and handling food in a childcare centre environment</li><li>✓ Be responsible for implementing best practice in disposal of waste in a childcare centre environment</li><li>✓ Be responsible for implementing best practice in physically handling children</li><li>✓ Ensure that one adheres to procedures adopted by a childcare centre in cases of emergency</li><li>✓ Carry out tasks related to the planning, preparation and implementation of a programme of activities</li><li>✓ Carry out tasks related to the planning, preparation and implementation of daily routines</li><li>✓ Carry out tasks related to organising and participating in recreational activities</li><li>✓ Monitor and observe children in play activities</li><li>✓ Manage the observation of a child's development applying suitable techniques</li></ul> |
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<ul style="list-style-type: none"> <li>✓ Ensure that one adheres to health and safety procedures before starting, during and at the end of play activities in a childcare centre environment</li> <li>✓ Ensure that one adheres to health and safety procedures for the safe storage of dangerous objects and materials / medicines in a childcare centre environment</li> <li>✓ Deal with key signs of simple symptoms and basic treatment of childhood health problems</li> <li>✓ Ensure that one adheres to procedures adopted by a childcare centre for reporting and recording accidents, injuries signs of illness and other emergencies</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be responsible for implementing best practice when encouraging sensory learning in children</li> <li>✓ Be responsible for implementing best practice in supporting children's communication</li> <li>✓ Instruct children in personal care and best age appropriate practices such as personal hygiene</li> <li>✓ Carry out tasks to promote children's independence during feeding and resting</li> <li>✓ Be responsible for implementing best practice in toilet routines appropriate to the child's age.</li> </ul>
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**Module 10 Assessment:**

The assessment will be based on the placement. The learners will need to write 15 journal entries based on their observations during their placement, and linking their observations with the theory learnt in class during all the previous modules

The pass mark is that of 45%.

## Module 11 Learning Outcomes – First Aid

<ul style="list-style-type: none"><li>✓ Manage the scene of incident to make the area safe for oneself and others</li><li>✓ Protect oneself against blood borne pathogens by using protective barriers effectively</li><li>✓ Perform a primary survey by checking the Airway, Breathing and Circulation of a casualty</li><li>✓ Alert emergency services immediately when a casualty is not responsive or breathing normally</li><li>✓ Place an unresponsive, breathing person in a recovery position</li><li>✓ Monitor a casualty's breathing and circulation for signs of deterioration</li><li>✓ Deliver chest compressions to a casualty who is not breathing</li><li>✓ Deliver rescue breaths in conjunction with chest compressions to a casualty who is not breathing</li><li>✓ Operate an Automated External Defibrillator</li><li>✓ Perform an illness assessment</li></ul>	<ul style="list-style-type: none"><li>✓ Apply an effective direct pressure method in a serious bleeding scenario</li><li>✓ Treat an unresponsive casualty for shock</li><li>✓ Stabilise the head and neck of a casualty suspected of suffering from spinal injuries</li><li>✓ Apply back blows or abdominal thrusts to a conscious casualty</li><li>✓ Treat superficial burns effectively</li><li>✓ Perform a head to toe injury assessment</li><li>✓ Apply appropriate bandaging techniques for bleeding, bleeding with impaled object, swelling and support for an extremity or joint</li><li>✓ Apply appropriate splinting techniques to protect and immobilize a fractured, dislocated, sprained or strained body part</li><li>✓ Check a responsive/unresponsive (but breathing) casualty for signs of serious bleeding, shock or spinal injury</li></ul>
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### Module 11 Assessment:

Each learner will need to conduct practical tests/exercises related to First Aid tasks, such as CPR, Handling a Choking Victim, Handling an Unconscious Victim, etc. The total duration of these assessments is of 30 minutes and are on a Pass/Fail basis.

At the end of the course, the learner will be assessed through a written test (having a mixture of multiple choice and short answer questions). The duration of this assessment is of 30 minutes and the Pass mark is 45%.

The learner must obtain a pass from both the written assessment and all the practical exercises

## Module 12 Learning Outcomes – Paediatric First Aid

<ul style="list-style-type: none"><li>✓ Define the terms 'infant' and 'child' as applied to first aid scenarios</li><li>✓ State how the 4 links of the chain of survival can improve the survival and recovery of casualties of heart attacks and other emergencies.</li><li>✓ List the typical contents of a first aid kit</li><li>✓ Communicate with emergency services by describing an effective emergency communication protocol</li><li>✓ Get permission from the legal guardian of the child to help and administer first aid</li><li>✓ Manage the scene of incident to make the area safe for oneself and others</li><li>✓ Protect oneself against blood borne pathogens by using protective barriers effectively</li><li>✓ Perform a primary survey by checking the Airway, and that the child/infant is breathing adequately</li><li>✓ Alert emergency services immediately when a child/infant is not responsive or breathing adequately</li></ul>	<ul style="list-style-type: none"><li>✓ Place an unresponsive, breathing child or infant in a recovery position</li><li>✓ Deliver Rescue Breaths in conjunction with chest compressions to a child/infant who is not breathing adequately</li><li>✓ Operate an Automated External Defibrillator on a child</li><li>✓ Check a responsive/unresponsive (but breathing) child/infant for signs of serious bleeding, shock or spinal injury</li><li>✓ Apply an effective direct pressure method in a serious bleeding scenario</li><li>✓ Treat an unresponsive child for shock</li><li>✓ Stabilise the head and neck of a child/infant suspected of suffering from spinal injuries</li><li>✓ Apply back blows or abdominal thrusts to a conscious choking child or back blows and chest thrusts for a choking infant</li><li>✓ Perform an illness/injury assessment including checking for facial expression, general appearance, pallor, cold and clammy skin, temperature and rashes.</li></ul>
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### Module 12 Assessment:

Each learner will need to conduct practical tests/exercises related to First Aid tasks, such as CPR, Handling a Choking Victim, Handling an Unconscious Victim, etc. The total duration of these assessments is of 30 minutes and are on a Pass/Fail basis.

At the end of the course, the learner will be assessed through a written test (having a mixture of multiple choice and short answer questions). The duration of this assessment is of 30 minutes and the Pass mark is 45%.

The learner must obtain a pass from both the written assessment and all the practical exercises.

Note: The placement needs to be completed within 18 months after the end of the last module (excluding Module 10)

The Malta Further and Higher Education Authority (MFHEA) deems this certificate to be at Level 4 of the Malta Qualifications Framework and the European Qualifications Framework for Lifelong Learning. This course comprises study modules to which a total of 60 ECTS points are assigned.