

Advanced Certificate in Early Years (ACEY)

Module	Synopsis
Adopt the Early Years Framework for Use in a Centre-Based Childcare Setting for Children Aged Two Months Through Three Years	<p>The WSQ Adopt the Early Years Development Framework was launched by the Ministry of Social and Family Development (MSF) in 2011. The aim is to enhance the quality of care and development of infants, toddlers and nursery children aged 2 months through 3 years. The EYDF is a tool to help child care centres cultivate appropriate care and development practices, and create nurturing environments, for young children aged three years and below. It describes desired outcomes, key principles and practices for young children's holistic development and learning. The Framework provides educators with broad guidelines to plan and deliver culturally and developmentally appropriate experiences, strengthen home-centre partnerships, enhance professional development and foster community networking.</p> <p>The EYDF training programme comprises a standardised curriculum and set of resources that have been designed to cover the content of the EYDF and is made up of 5 modules:</p> <ol style="list-style-type: none"> I. Overview of the Early Years Development Framework; II. The Developing Child; III. The Intentional Programme; IV. The Involved Family; and V. The Engaged Community.
Apply Basic Health, Hygiene, Safety and Nutrition Practices for Children 0-8 Years	This module focuses on enabling learners to gain the fundamental knowledge and skills to apply basic health, hygiene, safety and nutrition practices for children 0-8 years old.
Implement Procedures and Respond to Illness, Accidents and Emergencies	This module focuses on enabling learners to gain the fundamental knowledge and skills to implement safety and health policies and procedures, administer medication and respond to illnesses, accidents and emergencies.
Apply Child Development Theories to Provide Holistic Care and Education for Children From Birth to Three Years	This module provides learners with a clear insight of the theoretical principles that support and enhance the child's growth and development in the first three years. With this foundation the learners, as practitioner, are further supported as they transfer knowledge and skills into practice that exemplifies the values of a reflective, ethical and caring professional.
Apply Strategies to Support Children's Development From Birth to Three Years	This module emphasises the importance of observation of young children to support their development and learning. Through systematic observation using various observation tools and documentation of the child's development, the learners could

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	<p>employ effective strategies and appropriate interactions to tailor to the needs of the child as well as to scaffold their growth and learning. In addition, such documentations of the children would allow for better communication among parents, para-educators and professional specialists.</p>
<p>Plan and Implement Holistic Experiences for the Development of Children From Birth to Three years</p>	<p>This module focuses on enabling participants to gain knowledge, skills and attitudes to plan and implement holistic activities for the development of children from birth to three years. This includes observing children to identify their developmental needs; developing, implementing and adjusting activity plans to meet children's needs and achieve curriculum objectives; preparing resources and setting up the learning environment; documenting actions taken to address children's developmental needs; as well as evaluating and following-up on adjustment and modification of planned activities to enhance development.</p>
<p>Plan and Implement Daily Routines/Schedules Which Are Responsive to the Needs of Children From Birth to Three Years</p>	<p>This module emphasises the importance of daily routines/schedules and enable learners to learn that these daily routines/schedules such as feeding, diapering, washing, dressing are the heart of infant/toddler care and a major part of the 'curriculum'. Through these routines, educarers can build a close and personal relationship with each child while attending to his/ her developmental needs. It is also through these daily routines that a child learns among other things, security and self-esteem, a sense of time, space and rhythms, independence and competence and cognitive and language skills (The Program for Infant Toddler Care, 2002).</p> <p>To enable learners to gain knowledge and skills to sensitively and carefully plan and implement daily routines/schedules to meet the needs of children from birth to 3 years, the module includes planning and implementing daily routines/schedules; adapting these daily routines/ schedules according to individual child's requirements and needs; promoting development of mental well-being and socio-emotional development in addition to self-help skills as well as documenting review on implementation and adaptation of daily routines/schedules.</p>
<p>Communicate With Parents, Family Members and Significant Others</p>	<p>This module specifies the knowledge, skills and attitudes needed for educarers to communicate effectively and build partnerships with parents, family members and significant others to support and promote continuity of early care and education between home and centre.</p>

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Develop Self Awareness and Understand the Impact on Others of Own Actions	This module focuses on enabling learners to gain knowledge, skills and attitudes to develop self-awareness by participating in professional development programmes as well as using reflection techniques.
Work Collaboratively With Other Professionals	This module equips learners with knowledge, skills and attitudes to work with colleagues and other professionals as a team in a collaborative and positive workplace environment to achieve organisation outcomes that are aligned with the centre's vision, mission and values.
Support and Participate in Planning of Community Engagement	This module specifies the knowledge, skills and attitudes needed for learners to support and participate in planning of community engagement to benefit children and families. Learners will explore various stakeholders and learn to select and leverage suitable community stakeholders, services and resources. Learners will learn to plan the components of an effective community engagement activity. The module also enables learners to build positive work and professional attitudes to work with stakeholders.
Supervised Field Practicum (*Includes Learning Journeys, Pre and Post Tutorials, Supervised Practicum and Centre Attachment)	The Supervised Teaching Practice is designed to help students gain their practical experiences in an infant care setting, a toddler care setting and a nursery care setting with a focus on supporting the infants and very young children (2 months to 36 months). Students will use appropriate observation tools, carry out routines through respectful reciprocal and responsive interactions, and plan, implement and evaluate learning experiences. Students will also apply the theories and principles in their respective infant care, toddler care and nursery setting and experience guided supervision by educarers, teachers, lecturers and field supervisors.