

Certificate in Infant/Toddler Care & Development

Applicants should:

- Possess **at least one** of the following qualifications:
 - Minimum 3 GCE 'O' level credits including English Language
 - Basic Certificate in Early Childhood Care and Education
 - Early Childhood Teachers' Bridging Programme (ECTBP)
 - State Registered Nurse (SRN)
- Have a valid first aid certificate
- Be at least 21 years of age

Course Coverage and Training Hours

S/N	Core Domain / Module	Course Content	Training Hours
1	Principles of Infant and Toddler Development	<ul style="list-style-type: none">• Prenatal and Neonatal Development• Physical Development in Infants and Toddlers• Cognitive Development in Infants and Toddlers• Language Development in Infants and Toddlers• Social-Emotional Development in Infants and Toddlers• Understanding Characteristics of Infants and Toddlers• Observation and Recording Behaviour and Development of Infants and Toddlers• Theoretical Perspective for Understanding Infants and Toddlers• Infant and Toddler Behaviour Management• Introduction to Assessment of Development in Infants and Toddlers Care	20 h

2	Safety, Health and Nutrition	<ul style="list-style-type: none"> • Necessities of a healthy infant/toddler day care centre • Procedures for safety and healthy conditions in the centre • Procedures for sick children, diapering, hand washing and sterilisation • Common ailments (e.g. diarrhoea) and conditions (e.g. colic, asthma) affecting infants & toddlers • Diseases and infections affecting infants & toddlers • Disease and infection control methods to reduce the occurrence of diseases and infections in infant and toddler care facilities • Vaccinations and Immunisations • Nutritional needs of infants and toddlers & menu planning • Feeding procedures for infants and toddlers • Procedures for Preparing & Storing of food for infants and toddlers • Administration of prescribed medication • Emergency preparedness & evacuation • Handling and Preventing Injuries • Infants at Risk (Abuse etc) • Paediatric CPR/Paediatric First Aid • Safety conditions for the indoor/outdoor environments 	30 h
3	Environmental Design for Supporting Infant/Toddler Programmes	<p>Physical setting – indoors</p> <ul style="list-style-type: none"> • Open spaces, room size • Traffic patterns, safety factors • Activity areas: diapering, feeding, playing, sleeping • Location/types of equipment and furniture • Separation of infant area from other areas • Differences in environment for very young, immobile infant, infants rolling, infants crawling and creeping, infant standing and walking <p>Physical setting – outdoors</p> <ul style="list-style-type: none"> • Access from inside to outside • Topography and surfaces • Nature –grass and trees, sun and shade • Safety factors <p>Types of equipment and locations</p> <ul style="list-style-type: none"> • Appropriate space, toys and equipment • Appropriate adult role • Conditions fostering safety and health 	15 h

4	Infant/Toddler Curriculum	<p>Why a curriculum for infants and toddlers</p> <ul style="list-style-type: none"> • Definition and scope of curriculum • Record Keeping • Different kinds of record keeping <p>Care-giving activities and providing care as a curriculum</p> <ul style="list-style-type: none"> • Feeding, diapering, bathing, dressing, sleeping • Significance of everyday care giving activities in infants' learning • Opportunity for edu-carer infant/toddler relationship • Communication (verbal directives, your messages, your reflections-examples of edu-carer infant/toddler dialogue) • Developmental stimulation <p>Play as a curriculum</p> <ul style="list-style-type: none"> • Why play as a curriculum • Edu-carers role in play • How the environment influences play • Setting up the environment to support play <p>Role of edu-carers in the care-giving and play curriculum</p> <ul style="list-style-type: none"> • Principles of caregiving (respectful and reciprocal caregiving) • Developmentally appropriate practices in caregiving 	25 h
5	Working with Families	<ul style="list-style-type: none"> • Understanding expectations of parents • Understanding the dynamic role of families in the care & development of infants & toddlers • Partnership and effective communication 	10 h
6	Practicum	<ul style="list-style-type: none"> • To observe infants/toddlers & role of caregivers in child care programmes • To gain practical experience in caring for infants and toddlers • To build competencies in implementing appropriate infant/toddler care practices based on the knowledge and skills acquired in class • To evaluate infant/toddler centres and suggest recommendations for improvement • To acquire skills in relating to and working with an infant/toddler's family 	60 h
TOTAL			160 h