

# ACCREDITATION STANDARDS FOR EARLY CHILDHOOD TEACHER TRAINING COURSES

Issued by

MOE - MCYS PRE - SCHOOL QUALIFICATION  
ACCREDITATION COMMITTEE

Revised October 2008



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# I THE PRE-SCHOOL QUALIFICATION ACCREDITATION COMMITTEE

1. The Pre-School Qualification Accreditation Committee (PQAC) is a body set up jointly in 2001 by the Ministry of Education (MOE) and the then Ministry of Community Development and Sports<sup>1</sup> (MCDS), to establish and maintain high educational standards in early childhood teacher training courses.
2. The members of the committee comprise directors, officers as well as representatives from the early childhood sector. Representatives from tertiary institutions act as advisors.
3. The function of PQAC is to ascertain that the courses conducted by teacher training agencies meet the prescribed standards.
4. Its role is to assess and accredit early childhood teacher training courses in Singapore up to Diploma level.
5. PQAC reserves the right to revoke any accreditation conferred on a course in the event of the agency's non-compliance with the standards and terms set out in the Accreditation Standards.

<sup>1</sup> Now the Ministry of Community Development, Youth and Sports (MCYS)

## II INTRODUCTION

1. The aim of early childhood education in Singapore is to provide a holistic education, so as to lay a firm foundation for every child to be engaged in the process of life-long learning. The pre-school curriculum is guided closely by the desired outcomes of pre-school education ([Table 1](#)) as defined by the Ministry of Education. It emphasises character development and the foundations of aural and oral skills in language.

Table 1: Desired Outcomes of Pre-School Education

At the end of pre-school education, children will:

- Know what is right and what is wrong
- Be willing to share and take turns with others
- Be able to relate to others
- Be curious and be able to explore
- Be able to listen and speak with understanding
- Be comfortable and happy with themselves
- Have developed physical co-ordination and healthy habits
- Love their family, friends, teachers and kindergarten

2. The quality of early childhood provision depends greatly on the quality of training received by early childhood teachers. Teachers with specialised training in child development are able to create a warm and conducive learning environment to promote children's love for learning. These teachers are also able to encourage children to persist in their tasks, develop their thinking and problem solving skills, build their self-confidence and nurture important life skills such as communication skills and good social skills. Teachers are increasingly required not only to design curriculum and instructional activities for the holistic development of a child but also to help children construct their knowledge as active learners. Hence, teachers have to be effective facilitators in the classroom to develop children's social and emotional competencies, nurture their love for learning and help them develop learning-to-learn skills.
3. To maximise the training provided for teachers with different levels of qualifications, a new training pathway ([Table 2](#)) has been drawn up to align their

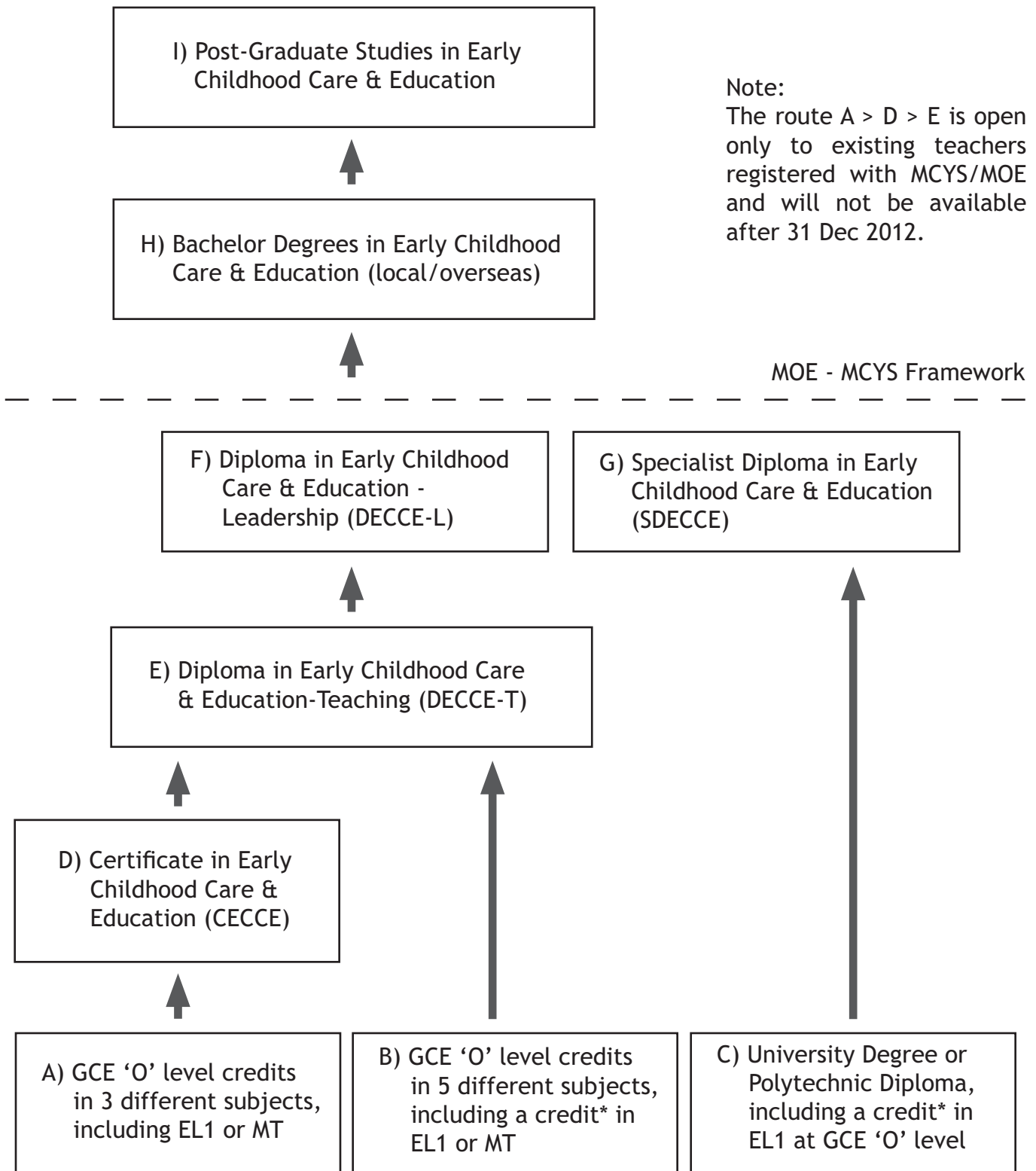
academic and professional qualifications with appropriate training courses. This is also in line with the latest teacher requirements announced in Mar 2008. This will help to motivate and enable early childhood personnel to develop themselves professionally in order to serve effectively in the early childhood sector.

4. As early childhood teacher training is offered by various training agencies, it is important to ensure consistency in the standards expected of early childhood teacher training courses. Agencies conducting courses accredited by PQAC must meet or exceed the requirements set at the time of accreditation and throughout the accreditation period.
5. The accreditation standards set out in this document outline aspects of early childhood teacher training courses which are considered to be necessary for quality early childhood teaching. Training agencies seeking accreditation for courses conducted in Singapore must meet the expectations of PQAC.
6. These standards are designed to provide a structure for PQAC to assess and maintain quality. Agencies are expected to establish themselves as credible training institutes with high quality courses which cater to the development of quality early childhood education in Singapore. PQAC reserves the right to revise, alter or amend the accreditation standards and the terms of accreditation when necessary to meet the needs of the time.

## REGISTRATION OF TRAINING AGENCY

1. Under the Education Act, Cap. 87 (1985 Edition), training agencies are required to be registered with the Ministry of Education.
2. Registration of training agencies is handled by the Private Schools Section in MOE. Please refer to their website at <http://www.moe.gov.sg/education/private-schools/> for details regarding registration. General enquiries can be made with the Customer Service Centre at telephone no. (65) 1800 8722 2220.
3. PQAC will consider applications for accreditation only after training agencies have been issued the Registration Certificate by Private Schools Section, MOE.

**Table 2: Training Pathways**



Note:  
The route A > D > E is open only to existing teachers registered with MCYS/MOE and will not be available after 31 Dec 2012.

\* The sector teacher requirement is a B4 in EL1/MT; from 1 Jan 2009, new teachers must meet this language requirement and obtain a DPE-T/DECCE-T to be granted teacher certification status.

# III ACCREDITATION FRAMEWORK

1. The PQAC accreditation framework is built upon six important areas where high standards are expected. These standards for accreditation are rigorous and aid training agencies in developing and sustaining effective early childhood teacher training courses.
2. With increasing interest in early childhood education, there is a likelihood that new training agencies offering early childhood teacher training courses will continue to emerge. Therefore it is PQAC's intent to apply Standards for Accreditation that are rigorous, but holistic in scope and flexible in application. These standards should be used by agencies to develop and sustain quality teacher training courses.

## STANDARDS FOR ACCREDITATION

1. The Standards for Accreditation used by PQAC emphasise educational quality by focusing on the following:
  - Standard 1:** Admission Requirements and Practices
  - Standard 2:** Administration of Courses
  - Standard 3:** Course Content
  - Standard 4:** Modes of Assessment and Supervised Teaching Practice
  - Standard 5:** Quality of Faculty
  - Standard 6:** Facilities and Resources
2. When used to gauge quality, these standards enable training agencies to:
  - assess their institutional performance and identify areas for improvement before they submit training courses for accreditation
  - define their institutional quality and educational effectiveness, in promoting the development and sharing of good practices leading to the improvement of quality early childhood teaching
  - design a rigorous assessment system to gauge training outcomes
3. Within each of the 6 standards are sub-areas defining topical areas essential to the standard itself. Each area is meant to support basic decisions on accreditation and thus enable PQAC to assess the effectiveness of the course to be conducted by a training agency.

# IV STANDARDS FOR ACCREDITATION

## Standard 1 Admission Requirements and Practices

*Standard 1 stipulates that training agencies admit only applicants who meet the entry requirements to the accredited courses.*

### REVISED TEACHER REQUIREMENTS

The qualification requirements for new teachers, which were announced by MCYS and MOE in March 2008, take effect from 1 January 2009.

- a) **Academic requirement:** New teachers must have GCE ‘O’ level credits in 5 different subjects.
- b) **Language requirement:** New teachers must have a minimum of a B4 in GCE ‘O’ level English as a 1<sup>st</sup> Language (EL1) for EL teachers/Mother Tongue (MT) for MT teachers. Those with a C5 or C6 in EL1/MT are given 2 years from the point of teacher registration to obtain either a B4 or a minimum band 6.5 in International English Language Testing System (IELTS - General Training) for EL teachers and a minimum advanced level grade C (level 9) in Hanyu Shuiping Kaoshi (HSK) for CL teachers.
- c) **Professional requirement:** By 2013, all teachers, new and existing, must be professionally trained in early childhood education at least at the Diploma level and meet the language requirement in (b) to teach K1 and K2 levels.

### DEFINITIONS

The terms, “existing” and “new” teachers are defined as follows:

- a) **Existing teachers** are teachers who have been registered with MCYS or MOE (Pre-school Education Branch) as at 31 December 2008 and have been issued a letter to establish their status and deployment levels. They are still considered as existing teachers even when they join another kindergarten or childcare centre after 1 January 2009<sup>2</sup>.
- b) **New teachers** refer to new entrants to the sector and who are registered as teachers with MCYS or MOE (Pre-school Education Branch) on or after 1 January 2009.

<sup>2</sup> Training agencies are to request for their letter of notification to verify their “existing teacher” status.

## ADMISSION REQUIREMENTS TO COURSE(S)

1. All training agencies will therefore need to establish if applicants meet the entry requirements to the courses, depending on whether they are existing or new teachers:

a) Applicants who are existing teachers

- i. During the transition period from March 2008 to 31 December 2012, the entry requirements to all courses for existing teachers remain unchanged.
- ii. From 1 January 2009 - 31 December 2012, the entry requirements for existing teachers differ from those for new teachers.
- iii. From 1 January 2013, the entry requirements for all teachers, existing and new, will be the same.
- iv. Please refer to Table 3 for the entry requirements to courses accredited by PQAC.

b) Applicants who are not existing teachers, i.e. teachers not registered with MCYS or MOE before 1 January 2009

- i. The new entry requirements to courses accredited by PQAC, as specified in Table 3, apply with effect from 1 January 2009.
- ii. Agencies are advised to inform applicants that in order for them to be granted teacher certification status by MCYS or MOE, they have 2 years from the point of teacher registration, to obtain either
  - a B4 in GCE 'O' level EL1 or a minimum band 6.5 in International English Language Testing System (IELTS - General Training) for EL teachers; or
  - a B4 in GCE 'O' level MT for MT teachers (for CL teachers a minimum advanced level grade C (level 9) in Hanyu Shuiping Kaoshi (HSK) is also acceptable)

Evidence that agencies have advised applicants on this and acknowledgement from the applicants that they will comply with the requirements should be filed for future reference.

Note: These applicants must already have a credit in EL1/MT.

Table 3: Minimum Requirements for Admission to Courses Accredited by PQAC

S/N	Course Title	Minimum Admission Requirements	
		For applicants who are existing teachers (till 31 Dec 2012)	For applicants who are: (a) new teachers, i.e. not registered teachers: wef 1 Jan 2009 (b) existing teachers: wef 1 Jan 2013
1	Certificate in Early Childhood Care and Education (CECCE)  <i>(This was the CPT course in 2008.)</i>	GCE 'O' level credits in 3 different subjects <sup>3</sup> , including EL1 <sup>4</sup> (for EL teachers) or MT <sup>5</sup> (for MT teachers)  NOTE: The CPT/CECCE route to the DPE-T/DECCE-T is not available wef 1 Jan 2013.	GCE 'O' level credits in 3 different subjects <sup>3</sup> , including EL1 <sup>4</sup> (for EL teachers) or MT <sup>5</sup> (for MT teachers)  NOTE: The CPT/CECCE cannot be used to enter the DPE-T/DECCE-T course unless the applicant has 5 'O' level credits including EL1.
2	Diploma in Early Childhood Care and Education-Teaching (DECCE-T) <sup>6</sup>  <i>(This was the DPE-T course in 2008.)</i>	GCE 'O' level credits in 3 different subjects <sup>3</sup> , including EL1 <sup>4</sup> (for EL teachers) or MT <sup>5</sup> (for MT teachers) + CPT/CECCE  <u>OR</u>  GCE 'O' level credits in 5 different subjects <sup>3</sup> , including EL1 <sup>7</sup> (for EL teachers) or MT <sup>8</sup> (for MT teachers)	GCE 'O' level credits in 5 different subjects <sup>3</sup> , including EL1 <sup>9</sup> (for EL teachers) or MT <sup>10</sup> (for MT teachers)

<sup>3</sup> Mother Tongue and Higher Mother Tongue should not be considered as two separate subjects.

<sup>4</sup> If the applicant has 3 or more 'O' level credits but does not have a credit in EL1, a minimum band 5.5 obtained in International English Language Testing System (IELTS - General Training) will be acceptable for the CECCE/EL course.

<sup>5</sup> If the applicant has 3 or more 'O' level credits but does not have a credit in MT/CL, a minimum advanced level grade C (level 9) obtained in Hanyu Shuiping Kaoshi (HSK) will be acceptable for the CECCE/CL course.

<sup>6</sup> If the applicant is a MT/ML or MT/TL teacher and wishes to enrol into the DECCE-T course (only EL and CL courses are available), an 'O' level credit in EL1 or a minimum band 5.5 in International English Language Testing System (IELTS - General Training) is required.

<sup>7</sup> If the applicant has 5 or more 'O' level credits but does not have a credit in EL1, a minimum band 5.5 obtained in International English Language Testing System (IELTS - General Training) will be acceptable for the DECCE-T/EL course.

<sup>8</sup> If the applicant has 5 or more 'O' level credits but does not have a credit in MT/CL, a minimum advanced level grade C (level 9) obtained in Hanyu Shuiping Kaoshi (HSK) will be acceptable for the DECCE-T/CL course.

<sup>9</sup> From 1 Jan 2009, to be granted teacher certification status by MCYS/MOE, new teachers must have at least a B4 in EL1. If they have a C5 or C6 in EL1, a minimum band 6.5 must be obtained in International English Language Testing System (IELTS - General Training) within 2 years of teacher registration.

<sup>10</sup> From 1 Jan 2009, to be granted mother tongue teacher certification status by MCYS/MOE, new teachers must have at least a B4 in MT. For MT/CL teachers, if they have C5 or C6 in CL, a minimum advanced level grade C (level 9) must be obtained in Hanyu Shuiping Kaoshi (HSK) within 2 years of teacher registration.

Table 3: Minimum Requirements for Admission to Courses Accredited by PQAC

S/N	Course Title	Minimum Admission Requirements	
		For applicants who are existing teachers (till 31 Dec 2012)	For applicants who are: (a) new teachers, i.e. not registered teachers: wef 1 Jan 2009 (b) existing teachers: wef 1 Jan 2013
3	Diploma in Early Childhood Care and Education-Leadership (DECCE-L) <sup>11</sup>  <i>(This was the DPE-L course in 2008.)</i>	GCE 'O' level credits in 3 different subjects <sup>3</sup> , including EL1 <sup>4</sup> (for EL teachers) or MT <sup>5</sup> (for MT teachers) + CPT/CECCE + DPE-T/DECCE-T  <u>OR</u> GCE 'O' level credits in 5 different subjects <sup>3</sup> , including EL1 <sup>4</sup> (for EL teachers) or MT <sup>5</sup> (for MT teachers) + DPE-T/DECCE- T	GCE 'O' level credits in 5 different subjects <sup>3</sup> , including EL1 <sup>9</sup> (for EL teachers) or MT <sup>10</sup> (for MT teachers) + DPE-T/DECCE-T
4	Specialist Diploma in Early Childhood Care and Education (SDECCE)  <i>(This was the SDPE course in 2008.)</i>	Degree <sup>12</sup> OR Polytechnic Diploma <sup>13</sup>	Degree <sup>14</sup> OR Polytechnic Diploma and a credit in EL1 <sup>15</sup>

<sup>11</sup> If the applicant is a MT teacher and wishes to enrol into the DECCE-L course (only EL courses are available), a GCE 'O' level credit in EL1 or a minimum band 5.5 in International English Language Testing System (IELTS - General Training) is required.

<sup>12</sup> If the applicant has a degree where the medium of instruction is not English, a minimum band 5.5 obtained in International English Language Testing System (IELTS - General Training) will be acceptable for the SDECCE course.

<sup>13</sup> If the applicant has a polytechnic diploma but does not have a credit in EL1, a minimum band 5.5 obtained in International English Language Testing System (IELTS - General Training) will be acceptable for the SDECCE course.

<sup>14</sup> The medium of instruction for the degree course must be English. From 1 Jan 2009, to be granted teacher certification status by MCYS/MOE, new teachers must have at least a B4 in EL1/a minimum band 6.5 in International English Language Testing System (IELTS - General Training) within 2 years of teacher registration.

<sup>15</sup> The applicant must have at least a credit in EL1 to be accepted into the course. From 1 Jan 2009, to be granted teacher certification status by MCYS/MOE, new teachers must have at least a B4 in EL1. If they have a C5 or C6 in EL1, a minimum band 6.5 must be obtained in International English Language Testing System (IELTS - General Training) within 2 years of teacher registration.

## 2. Admission requirements for applicants with foreign qualifications:

### a) Applicants with foreign qualifications applying for the CECCE course

All applicants are eligible for the CECCE course if they have:

- undergone at least 10 years of formal education; and
- passed an examination conducted by the country or state with credits in 3 different subjects including EL1/CL

Those without a credit in EL1 need to obtain a minimum band 5.5 in International English Language Testing System (IELTS - General Training) for entry to the CECCE (EL) course. Those without a credit in CL need to obtain a minimum advanced level grade C (level 9) in Hanyu Shuiping Kaoshi (HSK) for entry to the CECCE (CL) course.

### b) Applicants who are existing teachers with foreign qualifications

#### i. Existing teachers with foreign qualifications are eligible for the DECCE-T course if they have:

- undergone at least 12 years of formal education; and
- passed an examination conducted by the country or state with credits in 5 different subjects including EL1/MT

Those without a credit in EL1 need to obtain a minimum band 5.5 in International English Language Testing System (IELTS - General Training) for entry to the DECCE-T (EL) course. Those without a credit in CL need to obtain a minimum advanced level grade C (level 9) in Hanyu Shuiping Kaoshi (HSK) for entry to the DECCE-T (CL) course.

#### ii. Existing teachers with foreign qualifications are eligible for the DECCE-L course if they have met the entry requirements for the DPE-T/DECCE-T course and have successfully completed the DPE-T/DECCE-T course.

#### iii. Existing teachers with foreign qualifications are eligible for the SDECCE course if they have obtained a degree. However, if the medium of instruction for the degree is not English, they need to obtain a minimum band 5.5 in International English Language Testing System (IELTS - General Training) for entry to the SDECCE course.

c) Applicants who are not existing teachers with foreign qualifications

- i. These applicants are eligible for the DECCE-T course if they meet the entry requirements at the point of enrolment listed in Table 4 below:

Table 4: Entry Requirements for Applicants with Foreign Qualifications into the DECCE-T Course

Course	Academic Requirements	Language Requirements	
DECCE-T Course in English for English Teachers	<ul style="list-style-type: none"> <li>• Have undergone at least 12 years of formal education;</li> <li>• Have passed an examination conducted by the country or state with credits in 5 different subjects including EL1</li> </ul>	a) Applicants from English speaking countries (Australia, Canada, New Zealand, UK and the USA)	<ul style="list-style-type: none"> <li>• the medium of instruction for their formal education is English; AND</li> <li>• grade in EL1 obtained in a national or state examination is equivalent to a C6<sup>16</sup> in the GCE 'O' level examination</li> </ul>
		b) Applicants from other countries	<ul style="list-style-type: none"> <li>• the medium of instruction for their formal education is English; AND</li> <li>• they must obtain a minimum band 6.5 in IELTS prior to entry</li> </ul> <p><b>NOTE</b></p> <ul style="list-style-type: none"> <li>• If the medium of instruction of the formal education of these applicants is not English, they cannot be admitted into the course as they have not met the language requirement</li> <li>• However, if these applicants have obtained a degree where the medium of instruction is English, they may be admitted into the course but they must obtain a minimum band 6.5 in IELTS prior to entry</li> </ul>

<sup>16</sup> A 50% mark or grade C, whichever is higher, obtained in the language examination conducted by the country or state can be taken as the equivalent. From 1 Jan 2009, to be granted teacher certification status by MCYS/MOE, new teachers must have at least a GCE 'O' level B4 equivalent (60% mark or grade B, whichever is higher) in EL1. If they have a C5 or C6 in EL1, a minimum band 6.5 must be obtained in International English Language Testing System (IELTS - General Training) within 2 years of teacher registration.

Table 4: Entry Requirements for Applicants with Foreign Qualifications into the DECCE-T Course

Course	Academic Requirements	Language Requirements
DECCE-T Course in English for Malay/Tamil Teachers	<ul style="list-style-type: none"> <li>Have undergone at least 12 years of formal education;</li> <li>Have passed an examination conducted by the country or state with credits in 5 different subjects including EL</li> </ul>	<ul style="list-style-type: none"> <li>grade in ML/TL obtained in a national or state examination is equivalent to a C6<sup>17</sup> in the GCE 'O' level examination; AND</li> <li>for those without a credit in EL in the examination conducted by the country or state, a minimum band 5.5 in IELTS is acceptable: this is to ensure that they have the language proficiency to fully benefit from the course</li> </ul> <p><u>NOTE</u> Training agencies are required to get documentary proof to verify that applicants are ML and TL teachers</p>
DECCE-T Course in Chinese	<ul style="list-style-type: none"> <li>Have undergone at least 12 years of formal education;</li> <li>Have passed an examination conducted by the country or state with credits in 5 different subjects including CL</li> </ul>	<ul style="list-style-type: none"> <li>the medium of instruction for their formal education is Chinese; AND</li> <li>grade in CL obtained in a national or state examination is equivalent to a C6<sup>18</sup> in the GCE 'O' level examination</li> </ul>

- ii. These applicants are eligible for the DECCE-L course if they have met the entry requirements for the DECCE-T course and have successfully completed the DECCE-T course. If the applicant is a CL teacher and wishes to enrol into the DECCE-L course (only EL courses are available), a credit in EL in the examination conducted by the country or state or a minimum band 5.5 in International English Language Testing System (IELTS - General Training) is required prior to entry to course.

<sup>17</sup> A 50% mark or grade C, whichever is higher, obtained in the language examination conducted by the country or state can be taken as the equivalent. From 1 Jan 2009, to be granted mother tongue teacher certification status by MOE, new ML/TL teachers must have at least a GCE 'O' level B4 equivalent (60% or grade B, whichever is higher) in ML/TL. This can be obtained within 2 years of teacher registration.

<sup>18</sup> A 50% mark or grade C, whichever is higher, obtained in the language examination conducted by the country or state can be taken as the equivalent. From 1 Jan 2009, to be granted teacher certification status by MCYS/MOE, new CL teachers must have at least a GCE 'O' level B4 equivalent (60% mark or grade B, whichever is higher) in CL. If they have a C5 or C6 in CL, a minimum advanced level grade C (level 9) must be obtained in Hanyu Shuiping Kaoshi (HSK) within 2 years of teacher registration.

iii. These applicants are eligible for the SDECCE course if:

- their formal education is in English; and
- they have obtained a degree where the medium of instruction is English<sup>19</sup>

If the formal education of the applicant is not in English, s/he needs to obtain a minimum band 6.5 in International English Language Testing System (IELTS - General Training) prior to entry to the SDECCE course.

If the medium of instruction for the degree is not in English, the applicant is not eligible for entry to the SDECCE course.

3. Agencies must ensure that the admission requirements to each course are adhered to **before** admitting trainees for the relevant course. These requirements must be stated in the letter of admission to all trainees.
4. Training agencies may set higher or additional admission requirements.

## EXEMPTION

1. Trainees who undergo the DECCE-T course after completing the CPT<sup>20</sup> or CECCE course will **NOT** be granted exemption from similar modules covered in the DECCE-T course.
2. Practising teachers who have completed the Certificate in Pre-school Management and Administration (CPMA) will **NOT** be exempted from the module, “Leadership, Management and Administration in Early Childhood Care and Education Settings” in the DECCE-L and SDECCE courses with effect from 1 January 2009.
3. When considering module exemption for trainees who have undergone ECCE degree courses, agencies are required to work out a framework governing these exemptions. Agencies must submit their exemption framework to PQAC for approval before commencement of course(s) using [Annex N9, pg85/R4, pg99](#). The exemption framework should be transparent and made known to trainees. The bases for exemption should include details of the relevant modules that applicants have undergone in the degree course and how these correspond to the PQAC course content.

<sup>19</sup> From 1 Jan 2009, to be granted teacher certification status by MCYS/MOE, new teachers must have at least a GCE ‘O’ level B4 equivalent (60% mark or grade B, whichever is higher) in EL1 or a minimum band 6.5 in International English Language Testing System (IELTS - General Training) within 2 years of teacher registration.

<sup>20</sup> This refers to the previously revised Certificate in Pre-school Teaching (470h) course.

## ADMISSION PRACTICES

1. Training agencies should make known the following information to prospective trainees prior to the commencement of the accredited course; this could be in the form of a student handbook:
  - a) government policies relating to the early childhood sector (e.g. minimum teacher qualifications, including language proficiency requirement)
  - b) eligibility criteria for enrolment
  - c) institutional rules and regulations
  - d) course fees and other charges
  - e) payment schedules
  - f) course details (aims/objectives, course content, duration of courses and modules, assignments and tests/examinations)
  - g) time-table with assigned trainers' names
  - h) other administrative requirements
2. All academic or professional certificates and/or transcripts obtained from trainees must be certified as true copies. Documents in any language medium other than English must be translated officially. Transcripts are necessary should there be a need to establish the number of credits and grade for the respective languages. Academic certificates from the People's Republic of China must also be accompanied by notarial certification on top of translations.
3. Training agencies found to have committed a breach in Standard 1 have the responsibility to rectify the breach by ensuring that trainees who were wrongly admitted obtain the required academic and language qualifications. If need be, agencies are to provide financial compensation by paying for the relevant tuition/examination fees.

## Standard 2

### Administration of Courses

*Standard 2 stipulates that training agencies establish policies and formalise a system of procedures for evaluating performance outcomes, keeping of records (academic and non-academic), managing trainees' welfare and handling complaints. They must have structures in place to attain external validation of quality standards for all 6 PQAC Standards.*

#### ADMINISTRATIVE REQUIREMENTS

1. Training agencies are expected to furnish to PQAC the following information before commencement of course(s):
  - a) a list of trainees granted module exemptions including the exemption framework where applicable (Annex N9, pg85/R4, pg99)
  - b) a copy of the time-table one month before the commencement of the course. This time-table should include the time/date of the sessions for each module to be attended by the trainees, and the approved trainers assigned to each session/module.
2. In addition, agencies should also maintain the following records/reports:
  - a) records of trainees on the programme, including data on their personal particulars and academic, language and professional (if applicable) attainments, basis for admission to the programme, exemptions from modules together with the exemption framework (if applicable), attendance, performance and achievements.
  - b) amendments made to the time-tables and trainers deployed, if applicable
  - c) records of evaluation on modules completed for every course by at least 80% of the trainees
  - d) the agency's internal annual reports of all accredited courses which include data on enrolment, trainees' performance, evaluation of faculty involved in training and other significant developments of the course(s) conducted during the year.
3. Training agencies are to notify PQAC of changes in ownership or management, collaboration with other organisations, additions to courses or facilities, relocation of training agency and events or circumstances that could affect the agency's policies, staff, course contents and legal or financial status.
4. Training agencies are also to notify PQAC of changes in the Academic Head, Course Administrator and Core Trainers for each course when there is a change of appointment.

5. Training agencies must formally inform trainees of their successful completion of course. They are to issue certificates within 6 months from date of completion of course. In the interim period, agencies are required to issue letters of successful completion of course within 4 months of completion of course.
6. Certificates issued by the training agency upon completion of courses **must include the commencement and end dates of the courses.**
7. To better ensure the attainment of quality standards as well as sector standards, including PQAC standards, all training agencies must have their own quality assurance system.
8. By 1 January 2010, training agencies must be externally validated to ensure that it has met quality standards.

# Standard 3

## Course Content

*Standard 3 stipulates components within a course that training agencies are required to meet to achieve and maintain accreditation. These components include course content and objectives, as well as course outlines and duration.*

### GENERAL REQUIREMENTS

1. The content of all courses should focus on the following:
  - a) A common core of knowledge and understanding of the holistic development of children. This includes the cognitive, language, social, emotional, moral and physical development of the young child in the years before formal schooling begins
  - b) The core values and skills required in the early childhood curriculum which are based on the desired outcomes of education and the attainment targets for early childhood education
  - c) An awareness of and the ability to facilitate learning through play, creative learning, social and communicative skills in children's learning and development
  - d) A code of professional practice
2. Agencies seeking accreditation must ensure that the content of the training courses include a thorough coverage of the core modules and their syllabuses are organised according to the modules listed in this set of standards.
3. Although agencies have the flexibility of conducting courses on a modular system, **the modules should be sequenced following a logical order** so that trainees have the required foundational knowledge and skills before progressing to more challenging areas and are able to grasp the more complex content and issues.
4. Agencies should also integrate theory and practice in the delivery of courses.
5. Additional modules outside the core modules conducted by non-assessed trainers should be excluded in the calculation of minimum training hours.

### TYPE OF COURSES

1. PQAC accredits 4 training courses:
  - a) Certificate in Early Childhood Care and Education (CECCE)
  - b) Diploma in Early Childhood Care and Education-Teaching (DECCE-T)
  - c) Diploma in Early Childhood Care and Education-Leadership (DECCE-L)
  - d) Specialist Diploma in Early Childhood Care and Education (SDECCE)

2. Training agencies may offer CECCE and DECCE-T in Chinese.
3. The Diploma in Early Childhood Care and Education (DECCE) comprises two levels, the Diploma in Early Childhood Care and Education-Teaching (DECCE-T) and the Diploma in Early Childhood Care and Education-Leadership (DECCE-L). Trainees can choose to complete the DECCE in two stages - the DECCE-T first and continue with the DECCE-L at a later stage.
4. The Diploma in Early Childhood Care and Education-Teaching (DECCE-T) is the minimum professional qualification for an early childhood educator teaching K1 and K2 levels with effect from 1 January 2013.
5. The Specialist Diploma in Early Childhood Care and Education (SDECCE) is designed for trainees with degrees or polytechnic diplomas from other disciplines.
6. Accreditation status of the above courses is applicable only in Singapore.
7. Training agencies must ensure that they use various modes of course delivery to optimize learning so that trainees acquire the essential knowledge and skills of an early childhood teacher.

#### **COURSE OBJECTIVES, OUTLINES AND MINIMUM DURATION**

1. The core modules and the corresponding sub-modules are identified based on the guiding principles that specify what effective early childhood teachers must possess:
  - a) a sound knowledge of child development - theories and practices
  - b) the ability to translate theories into practice
  - c) the ability to plan and implement developmentally appropriate activities
  - d) the ability to facilitate effective learning among children
  - e) the ability to work effectively with stakeholders towards the holistic development of children
  - f) a commitment to personal growth and professional development
2. Course objectives and comprehensive outlines for each type of course provided in the subsequent pages reflect these guiding principles.
3. The total number of training hours for each course is stipulated. These are the contact hours between trainer and trainees conducted through the various modes of delivery for a course.

4. Courses may be conducted on a part-time or full-time basis, as long as the minimum training hours stipulated for each core module, the respective sub-modules and the minimum duration of the courses are met. The **minimum** duration of the courses is as follows:

<b>Course &amp; Training Hours</b>	<b>Duration for Part-time Course</b>	<b>Duration for Full-Time Course</b>
CECCE (800 hrs)	24mths	12mths
DECCE-T (1200 hrs)	30mths	18mths
DECCE-L (850 hrs)	24mths	12mths
SDECCE (1600 hrs)	36mths	24mths

5. The specification of the minimum duration of the courses is to ensure that the trainees benefit from having adequate time to complete their assignments as well as to internalise, reflect and apply what they learn.
6. The Chinese CECCE and DECCE-T courses should adhere to the same course content guidelines as that of the English courses.

## Objectives

*The objectives of the CECCE are to:*

- a) Provide trainees with an understanding of early childhood education and child development, as presented in the context of the trainees' work experience in Singapore
- b) Present trainees with skills and practical knowledge to facilitate lesson-planning
- c) Stimulate and bring trainees' attention to the important aspects and value of their work in relation to their contribution to the future of the Singapore society
- d) Inform trainees of the approaches in early childhood education which provide for an interactive and developmentally appropriate learning environment
- e) Enable trainees to collaborate with fellow colleagues, parents and other professionals in supporting children's cognitive and affective development

## Course Outline and Depth of Coverage

Table 5 on the following pages provides the depth of coverage for the course and for each core module.

Table 5: Course Content for CECCE (800 hrs)

S/N	Core Module	Sub-Modules	Training Hours
1	<p><b>Principles and Practices in Early Childhood Care and Education</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Give an overview of the development of and perspectives on early childhood care and education</li> <li>• Identify appropriate practices for local early childhood care and education</li> <li>• Create awareness on the Rights of the Child (UN-CRC)</li> <li>• Educate trainees on the Code of Ethics for early childhood educators</li> </ul>	<p>1.1 Philosophy and goals of early childhood care and education</p> <p>1.2 Approaches and models of early childhood care and education</p> <p>1.3 Overview of early childhood care and education in Singapore</p> <p>1.4 Desired Outcomes of Pre-School Education</p> <p>1.5 Pre-school education and the national education system in Singapore</p> <p>1.6 The United Nations Convention on the Rights of the Child (UN-CRC)</p> <p>1.7 The Code of Ethics - Guidelines for professional responsibilities in early childhood care and education</p>	20
2	<p><b>Child Development and Learning</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Introduce key learning theories which will facilitate understanding of children</li> </ul>	<p>2.1 Knowledge and understanding of how young children (0-8 years) learn, including the role of play</p> <p>2.2 Developmental characteristics (ages and stages)</p> <p>2.3 Introduction to children with special needs and learning difficulties</p> <p>2.4 Knowledge and understanding of children's behaviour (theory and application)</p> <p>2.5 Observation and appraisal of children's behaviour</p> <p>2.6 Assessment and evaluation of children's development (including infants and toddlers)</p>	140

Table 5: Course Content for CECCE (800 hrs)

S/N	Core Module	Sub-Modules	Training Hours
3	<p><b>Curriculum Studies and Pedagogy</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Provide trainees with a conceptual framework for designing and developing integrated classroom activities encompassing all developmental learning areas</li> <li>• Equip trainees with the skills to plan and implement a developmentally appropriate environment for young children</li> <li>• Provide practical experiences that would enable trainees to carry out effective lessons</li> <li>• Equip trainees with the basic skills to work with children with special needs in an inclusive environment</li> </ul>	<p><b>The Early Years Learning Environment</b></p> <p>This covers the ages 0-8. However, coverage of the module will emphasise the following ages:</p> <p><b>I) 18 months to 3+ years; and II) 4 to 6+ years</b></p> <p><u>The Early Years Setting</u></p> <p>3.1 Creating and organising the environment for structured/ unstructured play in indoor/ outdoor settings</p> <p>3.2 Setting up appropriate learning centres to promote physical, intellectual, emotional and social development</p> <p><u>The Early Years Curriculum</u></p> <p>3.3 Language and Literacy (42 hrs) 3.4 Numeracy skills (42 hrs) 3.5 Environmental Awareness (24 hrs) 3.6 Aesthetics and Creative Expression: • Art and Craft (24hrs) • Music, Movement and Drama (24 hrs) 3.7 Self and Social Development (24 hrs) 3.8 Perceptual, Fine and Gross Motor Skills Development (24 hrs)</p> <p><u>Programme Planning</u></p> <p>3.9 Planning for learning experiences including lesson plans</p> <p>3.10 Integrate learning experiences in a developmentally and culturally appropriate early learning programme</p> <p>3.11 Planning for problem-solving, interactive, discovery and experiential learning (including project work and integrated learning)</p> <p>3.12 Planning for transition to primary school</p>	270

Table 5: Course Content for CECCE (800 hrs)

S/N	Core Module	Sub-Modules	Training Hours
		<p><u>Classroom Management</u></p> <p>3.13 Effective communication and interaction with children</p> <p>3.14 Strategies for effective teaching</p> <p>3.15 Managing children’s behaviour</p> <p>3.16 Assisting children with special needs</p> <p><u>Resources for the Early Years Learning Environment</u></p> <p>3.17 Design and selection of developmentally and culturally appropriate learning materials</p> <p>3.18 Design and deployment of environmental friendly resources, including recycled materials</p> <p>3.19 Use of non-print resources (internet, video, CD-ROM, VCD, etc.)</p>	
4	<p><b>Personal Growth and Professional Development: The Reflective Practitioner</b></p> <p><i>Rationale:</i> to</p> <ul style="list-style-type: none"> <li>• Understand professional roles and foster a positive sense of identity</li> <li>• Develop personal strength in terms of inter-personal and communication skills</li> <li>• Encourage trainees to engage in reflective and creative learning and thinking</li> <li>• Increase self-confidence and classroom effectiveness</li> </ul>	<p>4.1 Responsibilities and code of conduct for teachers</p> <p>4.2 Self-awareness and reflection</p> <p>4.3 Communication skills:</p> <ul style="list-style-type: none"> <li>• Effective communication with peers and the public</li> <li>• IT as a communication tool</li> <li>• Speech training</li> </ul> <p>4.4 Collaboration and partnership</p> <ul style="list-style-type: none"> <li>• Working with other peers</li> <li>• Team-building</li> <li>• Accessing and networking with the community for resources</li> </ul> <p>4.5 Appreciation of the Arts</p> <p>4.6 Creative and thinking skills</p> <p>4.7 Planning for continuing professional development</p>	40

Table 5: Course Content for CECCE (800 hrs)

S/N	Core Module	Sub-Modules	Training Hours
5	<b>Safety, Health, Hygiene and Nutrition</b>  <i>Rationale: to</i> <ul style="list-style-type: none"> <li>• Manage children in the areas of nutrition, health, hygiene and safety</li> <li>• Equip trainees with basic skills and knowledge in first aid and emergency management</li> <li>• Understand and detect child abuse and neglect</li> </ul>	5.1 The role of the early childhood teacher in providing an environment for the care and safety of children 5.2 Understanding the types of common childhood illnesses and responding to them (including infectious diseases) 5.3 Managing daily routines (e.g. Meals, arrival and departure, self-care, hygiene, etc.) 5.4 Handling common accidents and managing emergencies 5.5 Understanding and detecting child abuse and neglect 5.6 Basic first aid	30
6	<b>Partnership with Families and the Community</b>  <i>Rationale: to</i> <ul style="list-style-type: none"> <li>• Strengthen relationship between home and centre/kindergarten</li> <li>• Develop a community network</li> </ul>	6.1 Respect for diversity in a multi-cultural society 6.2 Strategies for working with families, and engaging parents on early childhood care and education 6.3 The Community as a resource	60
7	<b>Supervised Teaching Practice</b>  <i>Rationale: to</i> <ul style="list-style-type: none"> <li>• Provide trainees with opportunities for practical experiences in lesson planning, delivery and evaluation</li> </ul>	<u>Pre-Practicum Preparation (12 hrs)</u>  7.1 Briefing of trainees, practicum supervisors and centre supervisors/ principals (e.g. expectations, outcomes, assignments) 7.2 Code of conduct and protocol during the practicum (includes dress code, etc) 7.3 Assessment/Assignments  <u>Learning Journey (16 hrs)</u>  7.4 Visit to at least 2 child care centres and 2 kindergartens	240

Table 5: Course Content for CECCE (800 hrs)

S/N	Core Module	Sub-Modules	Training Hours
		<p><u>Field Experience (180 hrs)</u></p> <p>7.5 Planning for learning experiences (including lesson plans) and implementation in collaboration with peers and supervisor</p> <p>7.6 Selection, design and development of learning materials and setting up of learning environment (indoor and outdoor environments)</p> <p>7.7 Interaction with children</p> <p>7.8 Care for children (e.g. safety and routine)</p> <p>7.9 Management and guidance of children’s behaviour</p> <p>7.10 Collaboration with colleagues</p> <p>7.11 Observation, documentation and assessment of learning</p> <p><u>Supervised Practicum (20 hrs)</u></p> <p>7.12 At least 4 separate supervised practicum visits, including pre- and post-conferencing with individual trainee for each visit</p> <p><u>Post Practicum - Summary of Experience (12 hrs)</u></p> <p>7.13 Debriefing and sharing of experiences</p> <p>7.14 Reflection on learning</p> <p>7.15 Submission of Practicum Folder</p>	
		<b>TOTAL TRAINING HOURS</b>	<b>800</b>

## Objectives

*The objectives of the DECCE-T are to:*

- a) Enable trainees to transfer educational/child developmental theories into practice which provide wide-ranging, multi-media and developmentally-appropriate learning experiences to young children
- b) Enable trainees to be skilful in observation and to apply their knowledge of child development to designing a learning environment that meets the needs of each individual child
- c) Present to trainees with a variety of early childhood approaches which facilitate a creative and developmentally appropriate curriculum
- d) Enable trainees to collaborate with fellow colleagues, parents and other professionals in supporting children's cognitive and affective development
- e) Help trainees design, implement and evaluate learning environment and activities based on the curriculum framework and desired outcomes of pre-school education

## Course Outline and Depth of Coverage

Table 6 on the following pages provides the depth of coverage for the course and for each core module.

Table 6: Course Content for DECCE - Teaching (1200 hrs)

S/N	Core Module	Sub-Modules	Training Hours
1	<p><b>Principles and Practices in Early Childhood Care and Education</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Give an overview of the development of and perspectives on early childhood care and education</li> <li>• Provide an in-depth understanding of historical and philosophical perspectives of early childhood care and education</li> <li>• Identify appropriate practices for local early childhood care and education</li> <li>• Create awareness on the Rights of the Child (UN-CRC)</li> <li>• Educate trainees on the Code of Ethics for Early Childhood Educators</li> </ul>	<p>1.1 Philosophy and goals of early childhood care and education</p> <p>1.2 Importance and value of early childhood care and education</p> <p>1.3 Historical perspectives and background on pre-school and child care education</p> <p>1.4 Approaches and models of early childhood care and education</p> <p>1.5 The social dynamics of learning in the early childhood context</p> <p>1.6 Overview of early childhood care and education in Singapore</p> <p>1.7 Desired Outcomes of Pre-school Education</p> <p>1.8 Pre-school and primary school education</p> <p>1.9 Pre-school education and the national education system in Singapore</p> <p>1.10 Relationship between home, playgroup and child care centre/ kindergarten</p> <p>1.11 The United Nations Convention on the Rights of the Child (UN-CRC)</p> <p>1.12 The Code of Ethics - Guidelines for professional responsibilities in early childhood care and education</p>	30
2	<p><b>Child Development and Learning</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Introduce key learning theories which will facilitate understanding of children</li> </ul>	<p>2.1 Knowledge and understanding on how young children learn (0-8 years) including the role of play</p> <p>2.2 Stages of development (Physical, Intellectual, Emotional and Social)</p> <p>2.3 Introduction to children with special needs and learning difficulties</p>	210

Table 6: Course Content for DECCE - Teaching (1200 hrs)

S/N	Core Module	Sub-Modules	Training Hours
	<ul style="list-style-type: none"> <li>Further examine theories by observing children in early childhood settings and draw up developmentally and culturally appropriate programmes to meet the needs of children</li> <li>Develop an understanding of the need to acknowledge cultural diversities in early childhood programmes</li> </ul>	2.4 Knowledge and understanding on children's behaviour (theory and application) 2.5 Observation and appraisal of children's behaviour 2.6 Assessment and evaluation of children's development (include infant and toddlers) 2.7 Factors influencing development 2.8 Individual differences among young children 2.9 Child development and socialisation (home and environment diversities and influences) 2.10 Early intervention 2.11 School Readiness, including transition to school	
3	<b>Curriculum Planning and Pedagogy</b>  <i>Rationale: to</i> <ul style="list-style-type: none"> <li>Provide trainees with a conceptual framework for designing and developing integrated classroom activities encompassing all developmental learning areas</li> <li>Equip trainees with the skills to plan and implement a developmentally and culturally appropriate environment for young children</li> <li>Provide practical experiences that would enable trainees to carry out effective lessons</li> </ul>	<b>The Early Years Learning Environment</b>  This covers the ages 0-8. However, coverage of the module will emphasise the following ages:  <b>I) 18 months to 3+ years; and            II) 4 to 6+ years</b>  <u>The Early Years Setting</u>  3.1 Creating and organising the indoor/outdoor physical environment for structured/unstructured play  3.2 Setting up appropriate learning centres to promote physical, intellectual, emotional and social development  <u>The Early Years Curriculum</u>  3.3 Language and Literacy (60 hrs) 3.4 Numeracy Skills (60 hrs) 3.5 Environmental Awareness (30 hrs) 3.6 Aesthetics, Creative Expression and Appreciation of the Arts: <ul style="list-style-type: none"> <li>Art and Craft (30hrs)</li> <li>Music, Movement and Drama (30 hrs)</li> </ul>	460

Table 6: Course Content for DECCE - Teaching (1200 hrs)

S/N	Core Module	Sub-Modules	Training Hours
	<ul style="list-style-type: none"> <li>• Equip trainees with basic skills to work with children in an inclusive environment</li> <li>• Train trainees for effective managing and guiding of children’s behaviour</li> </ul>	<p>3.7 Self and Social Development (including Health Awareness) (30 hrs)</p> <p>3.8 Perceptual, Fine and Gross Motor Skills Development (30 hrs)</p> <p><u>Programme Planning</u></p> <p>3.9 Planning for learning experiences, including lesson plans</p> <p>3.10 Integrating learning experiences in a developmentally and culturally appropriate early learning programme</p> <p>3.11 Constructing early learning environments: child-centred, knowledge-centred, community-centred</p> <p>3.12 Planning for problem-solving, interactive, discovery and experiential learning (includes project work and integrated learning)</p> <p>3.13 Planning for transition to primary school</p> <p><u>Classroom Management</u></p> <p>3.14 Effective communication with children</p> <p>3.15 Strategies for effective teaching</p> <p>3.16 Management and guidance of children’s behaviour</p> <p>3.17 Provision of assistance to children with special needs</p> <p><u>Resources and the Early Years Learning Environment</u></p> <p>3.18 Design and selection of developmentally appropriate and culturally diverse learning materials</p> <p>3.19 Design and deployment of environmentally friendly resources, including recycled materials</p> <p>3.20 Use of non-print resources (internet, video, CD-Rom, VCD, etc.)</p>	

Table 6: Course Content for DECCE - Teaching (1200 hrs)

S/N	Core Module	Sub-Modules	Training Hours
		3.21 Preparation of creative print, media and other materials for classroom displays 3.22 Use of Information Communication Technologies (ICT) as a learning and teaching tool	
4	<b>Personal Growth and Professional Development: The Reflective Practitioner</b>  <i>Rationale: to</i> <ul style="list-style-type: none"> <li>• Understand professional roles</li> <li>• Develop inter-personal and communication skills</li> <li>• Encourage trainees to engage in reflective and creative learning and thinking</li> <li>• Increase self-confidence and classroom effectiveness</li> <li>• Equip trainees with skills for fostering closer and more meaningful working relationship with parents and the community</li> </ul>	4.1 Responsibilities and code of conduct for teachers 4.2 Self-awareness and reflection 4.3 Communication skills: <ul style="list-style-type: none"> <li>• Effective communication with peers and public</li> <li>• Presentation skills</li> <li>• IT as a communication tool</li> <li>• Speech training</li> </ul> 4.4 Collaboration and partnership <ul style="list-style-type: none"> <li>• Working with other peers</li> <li>• Team-building</li> <li>• Accessing and networking with the community for resources</li> </ul> 4.5 Appreciation of the Arts, including children’s literature 4.6 Creative and thinking skills 4.7 Planning for continuing professional development	100

Table 6: Course Content for DECCE - Teaching (1200 hrs)

S/N	Core Module	Sub-Modules	Training Hours
5	<p><b>Safety, Health, Hygiene and Nutrition</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Manage children in the areas of nutrition, health, hygiene and safety</li> <li>• Equip trainees with basic skills and knowledge in first aid and emergency management</li> <li>• Understand and detect child abuse and neglect</li> </ul>	<p>5.1 The role of the early childhood teacher in providing an environment for the care and safety of children</p> <p>5.2 Understanding the types of common childhood illnesses and responding to them</p> <p>5.3 Managing daily routines (e.g. meals, arrival and departure, self-care and etc.)</p> <p>5.4 Handling common accidents and managing emergencies</p> <p>5.5 Understanding and detecting child abuse and neglect</p> <p>5.6 Basic first aid</p>	40
6	<p><b>Partnership with Families and the Community</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Explore the dynamics of families, their role in an evolving society</li> <li>• Build positive relationships with families</li> <li>• Strengthen relationships between home and centre/ kindergarten</li> <li>• Ensure accountability and service satisfaction to children and families</li> <li>• Develop a community network</li> </ul>	<p>6.1 Respect for diversity in a multicultural society</p> <p>6.2 Understanding issues and problems faced by families in a multicultural society</p> <p>6.3 Strategies for working with families and engaging parents on early childhood care and education</p> <p>6.4 The Community as a resource</p>	60

Table 6: Course Content for DECCE - Teaching (1200 hrs)

S/N	Core Module	Sub-Modules	Training Hours
7	<p><b>Supervised Teaching Practice</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Provide trainees with opportunities for practical experiences in lesson planning, delivery to evaluation, with emphasis on designing lessons to match the needs of children</li> <li>• Enable trainees to build team spirit among staff and relationships with parents</li> </ul>	<p><u>Pre-Practicum Preparation (12 hrs)</u></p> <p>7.1 Briefing of trainees, practicum supervisors and centre supervisors/principals (e.g. expectations, outcomes, assignments)</p> <p>7.2 Code of conduct and protocol during the practicum (includes dress code, etc.)</p> <p>7.3 Assessment/Assignments</p> <p><u>Learning Journey (16 hrs)</u></p> <p>7.4 Visit to at least 1 child care centre and 1 kindergarten</p> <p><u>Field Experience (240 hrs)</u></p> <p>7.5 Planning and implementing learning experiences (including lesson plans) in collaboration with peers and supervisor</p> <p>7.6 Selection, design and development of learning materials and setting up learning environment (indoor and outdoor environments)</p> <p>7.7 Interaction with children</p> <p>7.8 Care for children (e.g. safety and routine)</p> <p>7.9 Management and guidance of children's behaviour</p> <p>7.10 Collaboration with colleagues</p> <p>7.11 Observation, documentation and assessment of learning</p> <p><u>Supervised Practicum (20 hrs)</u></p> <p>7.12 At least 4 separate supervised practicum visits, including pre- and post-conferencing with individual trainee for each visit</p>	300

Table 6: Course Content for DECCE - Teaching (1200 hrs)

S/N	Core Module	Sub-Modules	Training Hours
		<u>Post Practicum - Summary of Experience (12 hrs)</u> 7.13 Debriefing and sharing of experiences 7.14 Reflections on learning 7.15 Submission of Practicum Folder	
		<b>TOTAL TRAINING HOURS</b>	<b>1200</b>

## Objectives

### *The objectives of the DECCE-L are to:*

- a) Raise awareness of issues pertaining to government guidelines and curriculum implementation, and current research in early childhood care and education
- b) Equip trainees with simple action research skills
- c) Provide trainees with skills to observe, evaluate and appraise teacher-effectiveness in providing a creative learning environment, and thereafter, mentor fellow-teachers
- d) Provide trainees with management and supervision skills that promote effective learning programmes, encourage teamwork among staff and collaboration with parents
- e) Equip trainees with administrative and management skills necessary for the efficient operation of early childhood centres

## Course Outline and Depth of Coverage

Table 7 on the following pages provides the depth of coverage for the course and for each core module.

Table 7: Course Content for DECCE - Leadership (850 hrs)

S/N	Core Module	Sub-Modules	Training Hours
1	<p><b>Current Issues and Research in Early Childhood Care and Education</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Raise trainees' awareness of current issues and practices and their implications for early childhood care and education</li> </ul>	<p>1.1 Current trends and issues in early childhood care and education (e.g. child protection, child welfare, transitions to primary school)</p> <p>1.2 Innovations and changes in the education system in Singapore (e.g. bi-lingual policies)</p> <p>1.3 Recent research in early years - findings and reports on child development, learning and implications for early childhood care and education</p> <p>1.4 Current trends on working with children with various types of exceptional needs</p>	60
2	<p><b>Designing the Early Childhood Care and Education Curriculum</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Help trainees guide teachers to: <ul style="list-style-type: none"> <li>- Implement a developmentally and culturally appropriate curriculum</li> <li>- Integrate new technologies and media to teach more effectively</li> <li>- Evaluate early childhood care and education curriculum and to facilitate children's growth and learning</li> </ul> </li> <li>• Be aware of inclusive strategies to support exceptional children</li> </ul>	<p>2.1 Designing a developmentally and culturally appropriate early childhood care and education programme</p> <p>2.2 Monitoring, assessing and evaluating the early childhood care and education programme</p> <p>2.3 Promoting bilingual-literacy in early childhood care and education programme</p> <p>2.4 Planning and organising the physical environment and space</p> <p>2.5 Integrating structured and unstructured play into the curriculum</p> <p>2.6 Working with children with special needs: curriculum design and implementation strategies</p> <p>2.7 Guiding teachers in the planning and organising of collaborative learning for young children</p> <p>2.8 Using environmental resources and Information Communication Technologies (ICT) in early childhood care and education programmes</p>	180

Table 7: Course Content for DECCE - Leadership (850 hrs)

S/N	Core Module	Sub-Modules	Training Hours
		<p>2.9 Guiding teachers in planning for integrative learning in Language and Literacy, Numeracy, Environmental Awareness, Aesthetics and Creative Expression, Self and Social Development (including Health Awareness), and Motor Skills Development</p> <p>2.10 Evaluating learning using a variety of assessment techniques</p>	
3	<p><b>Understanding and Implementing Action Research in Early Childhood Care and Education</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Enable trainees to identify problems in their workplace and be proactive in their attempts to improve the quality of early childhood care and education</li> </ul>	<p>3.1 Overview of different types of research in early childhood care and education</p> <p>3.2 Action research and its relevance to early childhood care and education</p> <p>3.3 Process of action research</p> <p>3.4 The implications of research findings</p>	90
4	<p><b>Leadership, Management and Administration in Early Childhood Care and Education Settings</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Provide trainees with the basic knowledge and skills in the management of early childhood care and education centres</li> <li>• Enable trainees to motivate, manage, assess and appraise staff</li> </ul>	<p>4.1 Leadership qualities</p> <p>4.2 Planning, management and administration of early childhood care and education centres (e.g. services, scheduling, staff training and development, staff roster, curriculum) and evaluation using assessment tools</p> <p>4.3 Policies, administrative and operational procedures and issues (e.g. child neglect, child abuse, health and safety)</p> <p>4.4 Financial planning, management and control</p> <p>4.5 Managing change in early childhood care and education settings</p> <p>4.6 Human resource management (team building, conflict management, staff development, continual professional development)</p>	230

Table 7: Course Content for DECCE - Leadership (850 hrs)

S/N	Core Module	Sub-Modules	Training Hours
	<ul style="list-style-type: none"> <li>Familiarise trainees with local policies, regulatory and administrative requirements</li> <li>Equip trainees with skills for collaboration with various stakeholders (e.g. colleagues, parents, relevant agencies, other professionals and the community)</li> </ul>	4.7 Mentoring 4.8 Use of Information Communication Technologies (ICT) in administration and communication 4.9 Leadership styles	
5	<b>Professional Development</b>  <i>Rationale: to</i> <ul style="list-style-type: none"> <li>Understand professional roles (organizational and instructional leadership)</li> </ul>	5.1 Relating global trends and current events to early childhood field 5.2 Effective communication skills (speaking, writing, listening)	30
6	<b>Partnership with Families and the Community</b>  <i>Rationale: to</i> <ul style="list-style-type: none"> <li>Explore the dynamics of families, their role in an evolving society</li> <li>Build positive relationships with families</li> <li>Strengthen relationships between home and centre/ kindergarten</li> <li>Ensure accountability and service satisfaction to children and families</li> <li>Develop a community network</li> </ul>	6.1 Respect for diversity in a multicultural society 6.2 Understanding of issues and problems faced by families in a multicultural society 6.3 Designing partnership programmes for families and community 6.4 Early childhood care and education centre as a resource for families and the community 6.5 Strategies for conflict resolutions 6.6 Managing feedback from families, relevant agencies and public members	60

Table 7: Course Content for DECCE - Leadership (850 hrs)

S/N	Core Module	Sub-Modules	Training Hours
7	<p><b>Supervised Leadership Practice</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Give trainees field experience in leadership and supervision</li> </ul>	<p><u>Pre Practicum Preparation(18 hrs)</u></p> <p>7.1 Reflective supervision - theory and practice</p> <p><u>Field Experience (150 hrs)</u></p> <p>7.2 Staff observation, assessment and feedback</p> <p>7.3 Field experience in supervision - recording, assessing and evaluating early childhood care and education programmes and settings</p> <p>7.4 Using observational techniques for assessing children in various settings</p> <p>7.5 Planning and implementing a family/community programme</p> <p><u>Supervised Practicum (20 hrs)</u></p> <p>7.6 At least 4 separate supervised practicum visits, including pre- and post-conferencing with individual trainee for each visit</p> <p><u>Post Practicum - Summary of Experience (12 hrs)</u></p> <p>7.7 Debriefing and sharing of experiences</p> <p>7.8 Reflections on learning</p> <p>7.9 Submission of Practicum Folder</p>	200
		<b>TOTAL TRAINING HOURS</b>	<b>850</b>

## SPECIALIST DIPLOMA IN EARLY CHILDHOOD CARE & EDUCATION (SDECCE)

### Objectives

The objectives of the Specialist Diploma in Early Childhood Care and Education (SDECCE) are similar to those stated for DECCE-T and DECCE-L, but the mode of delivery is specially tailored for mature trainees who hold a degree or polytechnic diploma from other disciplines.

### Course Outline and Depth of Coverage

Table 8 provides the depth of coverage for the course and for each core module.

Table 8: Course Content for SDECCE (1600 hrs)

S/N	Core Module	Sub-Modules	Training Hours
1	<p><b>Principles and Practices in Early Childhood Care and Education</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Give an overview of the development of and perspectives on early childhood care and education</li> <li>• Provide an in-depth understanding of historical and philosophical perspectives of early childhood care and education</li> <li>• Identify appropriate practices for local early childhood care and education</li> <li>• Create awareness on the Rights of the Child (UN-CRC)</li> <li>• Educate trainees on the Code of Ethics for Early Childhood Educators</li> </ul>	<p>1.1 Philosophy and goals of early childhood care and education</p> <p>1.2 Importance and value of early childhood care and education</p> <p>1.3 Historical perspectives and background on pre-school and child care education</p> <p>1.4 Approaches and models of early childhood care and education</p> <p>1.5 The social dynamics of learning in the early childhood context</p> <p>1.6 Overview of early childhood care and education in Singapore</p> <p>1.7 Desired Outcomes of Pre-school Education</p> <p>1.8 Pre-school and primary school education</p> <p>1.9 Pre-school education and the national education system in Singapore</p> <p>1.10 Relationship between home, playgroup and child care centre/ kindergarten</p> <p>1.11 The United Nations Convention on the Rights of the Child (UN-CRC)</p> <p>1.12 The Code of Ethics - Guidelines for professional responsibilities in early childhood care and education</p>	30
2	<p><b>Child Development and Learning</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Introduce key learning theories which will facilitate understanding of children</li> <li>• Further examine theories by observing children in early childhood settings and draw up developmentally and culturally appropriate programmes to meet the needs of children</li> </ul>	<p>2.1 Knowledge and understanding on how young children learn (0-8 years) including the role of play</p> <p>2.2 Stages of development (Physical, Intellectual, Emotional and Social)</p> <p>2.3 Introduction to children with special needs and learning difficulties</p> <p>2.4 Knowledge and understanding of children's behaviour (theory and application)</p> <p>2.5 Observation and appraisal of children's behaviour</p> <p>2.6 Assessment and evaluation of children's development (include infant and toddlers)</p> <p>2.7 Factors influencing development</p> <p>2.8 Individual differences among young children</p>	150

Table 8: Course Content for SDECCE (1600 hrs)

S/N	Core Module	Sub-Modules	Training Hours
	<ul style="list-style-type: none"> <li>Develop an understanding of the need to acknowledge cultural diversities in early childhood programmes</li> </ul>	2.9 Child development and socialisation (home and environment diversities and influences) 2.10 Early intervention 2.11 School Readiness, including transition to school	
3	<b>Current Issues and Research in Early Childhood Care and Education</b>  <i>Rationale: to</i> <ul style="list-style-type: none"> <li>Raise trainees' awareness of current issues and practices and their implications for early childhood care and education</li> </ul>	3.1 Current trends and issues in early childhood care and education (e.g. child protection, child welfare, transitions to primary school) 3.2 Innovations and changes in the education system in Singapore (e.g. bi-lingual policies) 3.3 Recent research in early years - findings and reports on child development, learning and implications for early childhood care and education 3.4 Current trends on working with children with various types of exceptional needs	30
4	<b>Curriculum Planning and Pedagogy</b>  <i>Rationale: to</i> <ul style="list-style-type: none"> <li>Provide trainees with a conceptual framework for designing and developing integrated classroom activities encompassing all developmental learning areas</li> <li>Equip trainees with the skills to plan and implement a developmentally and culturally appropriate environment for young children</li> </ul>	<b>The Early Years Learning Environment</b>  This covers the ages 0-8. However, coverage of the module will emphasise the following ages:  <b>I) 18 months to 3+ years; and            II) 4 to 6+ years</b>  <u>The Early Years Setting</u>  4.1 Creating and organising the indoor/outdoor physical environment for structured/unstructured play 4.2 Setting up appropriate learning centres to promote physical, intellectual, emotional and social development  <u>The Early Years Curriculum</u>  4.3 Language and Literacy (60 hrs) 4.4 Numeracy Skills (60 hrs) 4.5 Environmental Awareness (30 hrs) 4.6 Aesthetics, Creative Expression and Appreciation of the Arts: <ul style="list-style-type: none"> <li>Art and Craft (30 hrs)</li> <li>Music, Movement and Drama (30 hrs)</li> </ul>	360

Table 8: Course Content for SDECCE (1600 hrs)

S/N	Core Module	Sub-Modules	Training Hours
	<ul style="list-style-type: none"> <li>• Provide practical experiences that would enable trainees to carry out effective lessons</li> <li>• Equip trainees with basic skills to work with children in an inclusive environment</li> <li>• Train trainees for effective managing and guiding of children's behaviour</li> </ul>	<p>4.7 Self and Social Development including Health Awareness (30 hrs)</p> <p>4.8 Perceptual, Fine and Gross Motor Skills Development (30 hrs)</p> <p><u>Programme Planning</u></p> <p>4.9 Planning for learning experiences, including lesson plans</p> <p>4.10 Integrating learning experiences in a developmentally and culturally appropriate early learning programme</p> <p>4.11 Constructing early learning environments: child-centred, knowledge-centred, community-centred</p> <p>4.12 Planning for problem-solving, interactive, discovery and experiential learning (includes project work and integrated learning)</p> <p>4.13 Planning for transition to primary school</p> <p><u>Classroom Management</u></p> <p>4.14 Effective communication with children</p> <p>4.15 Strategies for effective teaching</p> <p>4.16 Management and guidance of children's behaviour</p> <p>4.17 Provision of assistance to children with special needs</p> <p><u>Resources and the Early Years Learning Environment</u></p> <p>4.18 Design and selection of developmentally appropriate and culturally diverse learning materials</p> <p>4.19 Design and deployment of environmentally friendly resources, including recycled materials</p> <p>4.20 Use of non-print resources (internet, video, CD-Rom, VCD, etc.)</p> <p>4.21 Preparation of creative print, media and other materials for classroom displays</p>	

Table 8: Course Content for SDECCE (1600 hrs)

S/N	Core Module	Sub-Modules	Training Hours
		4.22 Use of Information Communication Technologies (ICT) as a learning and teaching tool	
5	<p><b>Designing the Early Childhood Care and Education Curriculum</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Help trainees guide teachers to: <ul style="list-style-type: none"> <li>- Implement a developmentally and culturally appropriate curriculum</li> <li>- Integrate new technologies and media to teach more effectively</li> <li>- Evaluate early childhood care and education curriculum and to facilitate children’s growth and learning</li> </ul> </li> <li>• Be aware of inclusive strategies to support exceptional children</li> </ul>	<p>5.1 Designing a developmentally and culturally appropriate early childhood care and education programme</p> <p>5.2 Monitoring, assessing and evaluating the early childhood care and education programme</p> <p>5.3 Promoting bilingual-literacy in early childhood care and education programme</p> <p>5.4 Planning and organising the physical environment and space</p> <p>5.5 Integrating structured and unstructured play into the curriculum</p> <p>5.6 Designing and implementing a curriculum to support children with special needs</p> <p>5.7 Guiding teachers in the planning and organising of collaborative learning for young children</p> <p>5.8 Using environmental resources and Information Communication Technologies (ICT) in early childhood care and education programmes</p> <p>5.9 Guiding teachers in planning for integrative learning in Language and Literacy, Numeracy, Environmental Awareness, Aesthetics and Creative Expression, Self and Social Development (including Health Awareness), and Motor Skills Development</p> <p>5.10 Evaluating learning using a variety of assessment techniques</p>	100

Table 8: Course Content for SDECCE (1600 hrs)

S/N	Core Module	Sub-Modules	Training Hours
6	<p><b>Safety, Health, Hygiene and Nutrition</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Manage children in the areas of nutrition, health, hygiene and safety</li> <li>• Equip trainees with basic skills and knowledge in first aid and emergency management</li> <li>• Understand and detect child abuse and neglect</li> </ul>	<p>6.1 The role of the early childhood teacher in providing an environment for the care and safety of children</p> <p>6.2 Understanding the types of common childhood illnesses and responding to them</p> <p>6.3 Managing daily routines (e.g. meals, arrival and departure, self-care and etc.)</p> <p>6.4 Handling common accidents and managing emergencies</p> <p>6.5 Understanding and detecting child abuse and neglect</p> <p>6.6 Basic first aid</p>	40
7	<p><b>Personal Growth and Professional Development: The Reflective Practitioner</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Understand professional roles (organisational and instructional leadership)</li> <li>• Develop inter-personal and communication skills</li> <li>• Encourage trainees to engage in reflective and creative learning and thinking</li> <li>• Increase self-confidence and classroom effectiveness</li> <li>• Equip trainees with skills for fostering closer and more meaningful working relationship with parents and the community</li> </ul>	<p>7.1 Responsibilities and code of conduct for teachers</p> <p>7.2 Self-awareness and reflection</p> <p>7.3 Communication skills:</p> <ul style="list-style-type: none"> <li>• Effective communication with peers and public</li> <li>• Presentation skills</li> <li>• IT as a communication tool</li> <li>• Speech training</li> </ul> <p>7.4 Collaboration and partnership</p> <ul style="list-style-type: none"> <li>• Working with other peers</li> <li>• Team-building</li> <li>• Accessing and networking with the community for resources</li> </ul> <p>7.5 Appreciation of the Arts, including children’s literature</p> <p>7.6 Creative and thinking skills</p> <p>7.7 Planning for continuing professional development</p> <p>7.8 Relating global trends and current events to early childhood field</p>	100

Table 8: Course Content for SDECCE (1600 hrs)

S/N	Core Module	Sub-Modules	Training Hours
8	<p><b>Understanding and Implementing Action Research in Early Childhood Care and Education</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Enable trainees to identify problems in their workplace and be proactive in their attempts to improve the quality of early childhood care and education</li> </ul>	<p>8.1 Overview of different types of research in early childhood care and education</p> <p>8.2 Action research and its relevance to early childhood care and education</p> <p>8.3 Process of action research</p> <p>8.4 The implications of research findings</p>	60
9	<p><b>Leadership, Management and Administration in Early Childhood Care and Education Settings</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Provide trainees with the basic knowledge and skills in the management of early childhood care and education centres</li> <li>• Enable trainees to motivate, manage, assess and appraise staff</li> <li>• Familiarise trainees with local policies, regulatory and administrative requirements</li> <li>• Equip trainees with skills for collaboration with various stakeholders (e.g. colleagues, parents, relevant agencies, other professionals and the community)</li> </ul>	<p>9.1 Leadership qualities</p> <p>9.2 Planning, management and administration of early childhood care and education centres (e.g. services, scheduling, staff training and development, staff roster, curriculum) and evaluation using assessment tools</p> <p>9.3 Policies, administrative and operational procedures and issues (e.g. child neglect, child abuse, health and safety)</p> <p>9.4 Financial planning, management and control</p> <p>9.5 Managing change in early childhood care and education settings</p> <p>9.6 Human resource management (team building, conflict management, staff development, continual professional development, mentoring)</p> <p>9.7 Use of Information Communication Technologies (ICT) in administration and communication</p>	170

Table 8: Course Content for SDECCE (1600 hrs)

S/N	Core Module	Sub-Modules	Training Hours
10	<p><b>Partnership with Families and the Community</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Explore the dynamics of families, their role in an evolving society</li> <li>• Build positive relationships with families</li> <li>• Strengthen relationships between home and centre/ kindergarten</li> <li>• Ensure accountability and service satisfaction to children and families</li> <li>• Develop a community network</li> </ul>	<p>10.1 Respect for diversity in a multicultural society</p> <p>10.2 Understanding of issues and problems faced by families in a multicultural society</p> <p>10.3 Designing and implementing partnership programmes for families and community</p> <p>10.4 Early childhood care and education centre as a resource for families and the community</p> <p>10.5 Strategies for conflict resolutions</p> <p>10.6 Managing feedback from families, relevant agencies and public members</p>	60
11	<p><b>Supervised Teaching Practice</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Provide trainees with opportunities for practical experiences in lesson planning, delivery to evaluation, with emphasis on designing lessons to match the needs of children</li> <li>• Enable trainees to build team spirit among staff and relationships with parents</li> </ul>	<p><u>Pre-Practicum Preparation (12 hrs)</u></p> <p>11.1 Briefing of trainees, practicum supervisors and centre supervisors/ principals (e.g. expectations, outcomes, assignments)</p> <p>11.2 Code of conduct and protocol during the practicum (includes dress code, etc.)</p> <p>11.3 Assessment/Assignments</p> <p><u>Learning Journey (16 hrs)</u></p> <p>11.4 Visits to at least 2 child care centres and 2 kindergartens</p>	300

Table 8: Course Content for SDECCE (1600 hrs)

S/N	Core Module	Sub-Modules	Training Hours
		<p><u>Field Experience (240 hrs)</u></p> <p>11.5 Planning and implementing learning experiences (including lesson plans) in collaboration with peers and supervisor</p> <p>11.6 Selection, design and development of learning materials and setting up learning environment (indoor &amp; outdoor environments)</p> <p>11.7 Interaction with children</p> <p>11.8 Care for children (e.g. safety and routine)</p> <p>11.9 Management and guidance of children’s behaviour</p> <p>11.10 Collaboration with colleagues</p> <p>11.11 Observation, documentation and assessment of learning</p> <p><u>Supervised Practicum (20 hrs)</u></p> <p>11.12 At least 3 supervised practicum visits, including pre- and post-conferencing with individual trainee for each visit</p> <p><u>Post Practicum - Summary of Experience (12 hrs)</u></p> <p>11.13 Debriefing and sharing of experiences</p> <p>11.14 Reflections on learning</p> <p>11.15 Submission of Practicum Folder</p>	

Table 8: Course Content for SDECCE (1600 hrs)

S/N	Core Module	Sub-Modules	Training Hours
12	<p><b>Supervised Leadership Practice</b></p> <p><i>Rationale: to</i></p> <ul style="list-style-type: none"> <li>• Give trainees field experience in leadership and supervision</li> </ul>	<p><u>Pre-Practicum Preparation (15 hrs)</u></p> <p>12.1 Reflective supervision - theory and practice</p> <p><u>Field Experience (150 hrs)</u></p> <p>12.2 Staff observation, assessment and feedback</p> <p>12.3 Field experience in supervision - recording, assessing and evaluating early childhood care and education programmes and settings</p> <p>12.4 Using observational techniques for assessing children in various settings</p> <p>12.5 Planning and implementing a family/community programme</p> <p>12.6 Attachment to a centre supervisor (18hrs)</p> <p><u>Supervised Practicum (20 hrs)</u></p> <p>12.7 At least 4 separate supervised practicum visits, including pre- and post-conferencing with individual trainee for each visit</p> <p><u>Post Practicum - Summary of Experience (15 hrs)</u></p> <p>12.8 Debriefing and sharing of experiences</p> <p>12.9 Reflections on learning</p> <p>12.10 Submission of Practicum Folder</p>	200
		<b>TOTAL TRAINING HOURS</b>	<b>1600</b>

## Standard 4

### Modes of Assessment and Supervised Teaching/ Leadership Practice

*Standard 4 stipulates that training agencies are required to maintain an assessment system to evaluate trainees' progress in learning and their proficiencies in the application of knowledge and skills in the classroom or centre. These data should in turn be used by individual agencies to evaluate their structures and systems towards making improvements to their programmes.*

#### ASSESSMENT

1. The modes of assessment adopted should be appropriate to the modules. This is to ensure that trainees are assessed accurately. Training agencies are expected to have an assessment system that collects data on the performance of their trainees. Assessment may be based on written examinations, assignments, class participation and presentations, as well as supervised teaching/leadership practice. The criteria for assessment should be made known to all trainees at the outset. This better ensures transparency. All assessment, including examinations, should be accompanied with a marking scheme. Qualitative feedback should be given in addition to marks or grades. Training agencies may also provide assessment rubrics or descriptors so that trainees are informed of the bases of assessment and are able to identify their strengths and areas to improve on.
2. The weighting given to the assessment of each module should be proportionate to the hours assigned for the module.
3. Trainees are expected to pass all modules in order to be awarded a certificate.
4. The suggested focus, number and modes of assessment for each course can be found in Table 9.

Table 9: Suggested Focus, Number and Modes of Assessment

Course	Module	Suggested Focus of Assessment	Suggested No. and Modes of Assessment
CECCE	1 Principles and Practices in Early Childhood Care and Education	<ul style="list-style-type: none"> <li>Principles and practices</li> </ul>	<ul style="list-style-type: none"> <li>1 assignment</li> <li>- resource portfolio</li> </ul>
	2 Child Development and Learning	<ul style="list-style-type: none"> <li>Learning theories</li> <li>Observe and assess children's development</li> </ul>	<ul style="list-style-type: none"> <li>2 assignments</li> <li>- exam: multiple choice and short questions</li> <li>- child portfolio</li> </ul>
	3 Curriculum Studies and Pedagogy	<ul style="list-style-type: none"> <li>Knowledge of the various learning areas</li> <li>Plan integrated and developmentally appropriate curriculum</li> <li>Set up of appropriate learning centres</li> <li>Manage children's learning, including for children with special needs</li> <li>Select and design learning resources</li> </ul>	<ul style="list-style-type: none"> <li>5 assignments</li> </ul>
	4 Personal Growth and Professional Development: The Reflective Practitioner	<ul style="list-style-type: none"> <li>Responsibilities of teachers</li> <li>Use different communication modes effectively</li> </ul>	<ul style="list-style-type: none"> <li>1 assignment</li> </ul>
	5 Safety, Health, Hygiene and Nutrition	<ul style="list-style-type: none"> <li>Address the needs of children with regards to care and safety</li> </ul>	<ul style="list-style-type: none"> <li>1 assignment</li> </ul>
	6 Partnership with Families and the Community	<ul style="list-style-type: none"> <li>Work well with families</li> </ul>	<ul style="list-style-type: none"> <li>1 assignment</li> </ul>
	7 Supervised Teaching Practice	<ul style="list-style-type: none"> <li>Application of knowledge and skills</li> <li>Reflection on teaching practice</li> </ul>	

Table 9: Suggested Focus, Number and Modes of Assessment

Course	Module	Suggested Focus of Assessment	Suggested No. and Modes of Assessment
DECCE-T	1 Principles and Practices in Early Childhood Care and Education	<ul style="list-style-type: none"> <li>Principles and practices</li> </ul>	<ul style="list-style-type: none"> <li>1 assignment</li> <li>resource portfolio</li> </ul>
	2 Child Development and Learning	<ul style="list-style-type: none"> <li>Learning theories</li> <li>Observe and assess children's development</li> <li>Draw up appropriate programmes for children</li> </ul>	<ul style="list-style-type: none"> <li>3 assignments</li> <li>exam: multiple choice and short questions</li> <li>portfolio</li> <li>programme design and development</li> </ul>
	3 Curriculum Planning and Pedagogy	<ul style="list-style-type: none"> <li>Knowledge of the various learning areas</li> <li>Plan a developmentally and culturally appropriate curriculum</li> <li>Set up appropriate learning centres</li> <li>Manage children's learning, including for children with special needs</li> <li>Select and design learning resources</li> </ul>	<ul style="list-style-type: none"> <li>7 assignments</li> </ul>
	4 Personal Growth and Professional Development: The Reflective Practitioner	<ul style="list-style-type: none"> <li>Responsibilities of teachers</li> <li>Use different communication modes effectively</li> <li>Work with others</li> </ul>	<ul style="list-style-type: none"> <li>2 assignments</li> <li>portfolio</li> <li>reflection log</li> </ul>
	5 Safety, Health, Hygiene and Nutrition	<ul style="list-style-type: none"> <li>Address needs of children with regards to care and safety</li> </ul>	<ul style="list-style-type: none"> <li>1 assignment</li> </ul>
	6 Partnership with Families and the Community	<ul style="list-style-type: none"> <li>Work well with families</li> </ul>	<ul style="list-style-type: none"> <li>1 assignment</li> </ul>
	7 Supervised Teaching Practice	<ul style="list-style-type: none"> <li>Application of knowledge and skills</li> <li>Reflection on teaching practice</li> </ul>	

Table 9: Suggested Focus, Number and Modes of Assessment

<b>Course</b>	<b>Module</b>	<b>Suggested Focus of Assessment</b>	<b>Suggested No. and Modes of Assessment</b>
DECCE-L	1 Current Issues and Research in Early Childhood Care and Education	<ul style="list-style-type: none"> <li>• Trends and issues</li> </ul>	<ul style="list-style-type: none"> <li>• 2 assignments</li> <li>- reflective journal</li> <li>- review of research</li> </ul>
	2 Designing the Early Childhood Care and Education Curriculum	<ul style="list-style-type: none"> <li>• Integrated learning</li> <li>• Integrated environment</li> <li>• Assessment of children's learning</li> </ul>	<ul style="list-style-type: none"> <li>• 3 assignments</li> <li>- integrated plan</li> <li>- portfolio</li> <li>- exam</li> </ul>
	3 Understanding and Implementing Action Research in Early Childhood Care and Education	<ul style="list-style-type: none"> <li>• Action research process</li> </ul>	<ul style="list-style-type: none"> <li>• 1 assignment</li> <li>- mini action research project</li> </ul>
	4 Leadership, Management and Administration in Early Childhood Care and Education Settings	<ul style="list-style-type: none"> <li>• Administration (ICT)</li> <li>• Programme planning</li> <li>• Programme evaluation</li> <li>• Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• 4 assignments</li> <li>- exam</li> <li>- case studies</li> </ul>
	5 Professional Development	<ul style="list-style-type: none"> <li>• Written communication</li> </ul>	<ul style="list-style-type: none"> <li>• 2 assignments</li> <li>- written assignment</li> <li>- presentation</li> </ul>
	6 Partnership with Families and the Community	<ul style="list-style-type: none"> <li>• Work with parents and community</li> </ul>	<ul style="list-style-type: none"> <li>• 1 assignment</li> <li>- develop parent involvement programme proposal</li> </ul>
	7 Supervised Leadership Practice	<ul style="list-style-type: none"> <li>• Application of knowledge and skills</li> <li>• Reflection on leadership practice</li> </ul>	

Table 9: Suggested Focus, Number and Modes of Assessment

Course	Module	Suggested Focus of Assessment	Suggested No. and Modes of Assessment
SDECCE	1 Principles and Practices in Early Childhood Care and Education	<ul style="list-style-type: none"> <li>Principles and practices</li> </ul>	<ul style="list-style-type: none"> <li>1 assignment</li> <li>resource portfolio</li> </ul>
	2 Child Development and Learning	<ul style="list-style-type: none"> <li>Learning theories</li> <li>Observe and assess children's development</li> <li>Draw up appropriate programmes for children</li> </ul>	<ul style="list-style-type: none"> <li>3 assignments</li> <li>exam: multiple choice and short questions</li> <li>child portfolio</li> <li>programme design and development</li> </ul>
	3 Current Issues and Research in Early Childhood Care and Education	<ul style="list-style-type: none"> <li>Trends and issues</li> </ul>	<ul style="list-style-type: none"> <li>2 assignments</li> <li>reflective journal</li> <li>review of research</li> </ul>
	4 Curriculum Planning and Pedagogy	<ul style="list-style-type: none"> <li>Knowledge of the various learning areas</li> <li>Plan integrated and developmentally appropriate curriculum</li> <li>Set up appropriate learning centres</li> <li>Manage children's learning, including for children with special needs</li> <li>Select and design learning resources</li> </ul>	<ul style="list-style-type: none"> <li>7 assignments</li> </ul>
	5 Designing the Early Childhood Care and Education Curriculum	<ul style="list-style-type: none"> <li>Integrated learning</li> <li>Integrated environment</li> <li>Assessment of children's learning</li> </ul>	<ul style="list-style-type: none"> <li>3 assignments</li> <li>integrated plan</li> <li>portfolio</li> <li>exam</li> </ul>
	6 Safety, Health, Hygiene and Nutrition	<ul style="list-style-type: none"> <li>Address the needs of children with regards to care and safety</li> </ul>	<ul style="list-style-type: none"> <li>1 assignment</li> </ul>
	7 Personal Growth and Professional Development: The Reflective Practitioner	<ul style="list-style-type: none"> <li>Responsibilities of teachers</li> <li>Use different communication modes effectively</li> <li>Work with others</li> </ul>	<ul style="list-style-type: none"> <li>3 assignments</li> <li>portfolio</li> <li>reflection log</li> <li>presentation</li> </ul>

Table 9: Suggested Focus, Number and Modes of Assessment

<b>Course</b>	<b>Module</b>	<b>Suggested Focus of Assessment</b>	<b>Suggested No. and Modes of Assessment</b>
SDECCE	8 Understanding and Implementing Action Research in Early Childhood Care and Education	<ul style="list-style-type: none"> <li>Action research process</li> </ul>	<ul style="list-style-type: none"> <li>1 assignment</li> <li>mini action research project</li> </ul>
	9 Leadership, Management and Administration in Early Childhood Care and Education Settings	<ul style="list-style-type: none"> <li>Administration (ICT)</li> <li>Programme planning</li> <li>Programme evaluation</li> <li>Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>4 assignments</li> <li>exam</li> <li>case studies</li> </ul>
	10 Partnership with Families and the Community	<ul style="list-style-type: none"> <li>Work with parents and community</li> </ul>	<ul style="list-style-type: none"> <li>1 assignment</li> <li>develop parent involvement programme proposal</li> </ul>
	11 Supervised Teaching Practice	<ul style="list-style-type: none"> <li>Application of knowledge and skills</li> <li>Reflection on teaching practice</li> </ul>	
	12 Supervised Leadership Practice	<ul style="list-style-type: none"> <li>Application of knowledge and skills</li> <li>Reflection on leadership practice</li> </ul>	

## SUPERVISED TEACHING/LEADERSHIP PRACTICE

1. The supervised teaching/leadership practice constitutes both theory and practicum components. The practicum component entails both the attachment to a host centre for teaching/leadership practice by the trainees and the supervision visits by a practicum supervisor from the training agency. The criteria of host centres are as follows:
  - a) Centres must be MCYS-licensed child care centres or MOE-registered kindergartens
  - b) Supervisors/Principals of these centres must have at least 3 years of supervisory experience ([Annex R8, pg104](#))
  - c) Supervisors/Principals may be enlisted to co-assess with Practicum Supervisors: they must meet PQAC's requirements (academic, professional and ECCE experience) for Practicum Supervisors ([Annex R9, pg105](#))
  - d) Senior Teachers may serve as mentors - they must have at least 3 years of ECCE teaching experience ([Annex R9, pg105](#))
  
2. Training agencies should design the practicum module so that trainees will be able to link theory to practice and develop their knowledge, skills and dispositions necessary for good classroom or centre practices. The assignments set for the practicum practice must be aligned with the objectives for the course module as well as assess the trainees' application of their learning. Trainees are expected to pass the practicum module in order to be awarded a certificate.
  
3. The practicum should include the specified number of hours of teaching/leadership practice that are supervised by the practicum supervisor as specified in Table 10. The practicum supervision should include pre-practicum preparation, actual practicum and post-practicum conference. Training agencies have to ensure that sufficient time is allocated to each phase of the practicum supervision in order for the supervisees to benefit from this module.

Table 10: Revised Practicum Hours

Course	No. of Practicum Hours	Minimum No. of Contact Hours
CEECE	240	20
DECCE-T	300	20
DECCE-L	200	20
SDECCE	500	40

4. In addition, learning journeys must be conducted for trainees undergoing the CEECE and DECCE-T courses.
  
5. Records must show that there are sufficient practicum supervisors to ensure effectiveness of the supervised teaching/leadership practice.

# Standard 5

## Quality of Faculty

*Standard 5 stipulates the qualification, performance and continual development of trainers to ensure successful delivery of the course.*

### GENERAL REQUIREMENTS

1. With effect from 1 January 2009, all training agencies must engage
  - a) a full-time Academic Head;
  - b) a full-time Course Administrator; and
  - c) at least one full-time Core Trainer per course conducted

Please refer to later sections for some examples of the roles and responsibilities of the Academic Head and Course Administrator.

2. The full-time Academic Head (AH) oversees the planning and delivery of the course and the engagement of appropriate trainers and supervisors. The AH must have the credentials to train the highest level course the agency offers, i.e. if the highest course offered is a DECCE-L, then the AH must have the qualifications and experience to teach this course. This enables him/her to ensure the overall quality and standard of the training courses through input on trainers' course coverage and assessment, regular evaluation of trainers' conduct and performance, and trainees' feedback. The AH is required to be present during audit visits by the PQAC secretariat.
3. The full-time Course Administrator (CA) sees to the proper administration of the courses and ensures smooth running of the courses. The CA is required to be present during audit visits by the PQAC Secretariat to answer queries pertaining to admission.
4. The full-time Core Trainer (CT) ensures stability by making sure that lessons are conducted as scheduled. Lessons should not be postponed nor courses be disrupted. The CT must be approved as a trainer and practicum supervisor for the agency. However, the CT is not expected to conduct the whole course. The AH may serve as one of the core trainers.
5. Trainers must be able to model best professional practices in scholarship and teaching, and are sufficiently qualified in the areas which they have been engaged for training.
6. If training agencies engage the service of foreign trainers, a good balance of foreign and local trainers for each intake of a course must be maintained.
7. Trainers engaged for modules relating to local early childhood matters such as policies and curriculum should have knowledge and teaching experience in local early childhood settings.

8. Trainers engaged for the accredited courses must be approved by PQAC. They should teach only the modules that they are approved for.
9. Training agencies may deploy guest speakers for any sub-module in PQAC-accredited courses where it would add to the richness of the learning. These guest speakers must possess specialized qualifications in the specific areas. They are allowed to take up to a maximum of 50% of a sub-module. Training agencies need not apply for approval for these guest speakers but they must ensure that there is a main trainer responsible for the learning outcomes of the entire module.
10. Training agencies are required to put in place a system to train their trainers to ensure quality and effective training. This includes the ongoing professional development of their trainers, especially in the areas of training methodology, pedagogy and assessment.

## ACADEMIC AND PROFESSIONAL QUALIFICATION OF FACULTY

1. Trainers and practicum supervisors engaged by the training agencies should have specialist training, experience and qualifications in early childhood education and meet the following requirements.

### Certificate in Early Childhood Care & Education (CECCE)

#### **Trainers**

- a minimum Bachelor's degree in Early Childhood Education or related fields, with at least 2 years of teaching experience in the early childhood field or
- a minimum Bachelor's degree (General) with professional qualification in Early Childhood Education at the diploma level and at least 2 years of teaching experience in the early childhood field

#### **Practicum Supervisors**

- a minimum diploma qualification with at least 3 years of teaching experience in the early childhood field

### Diploma in Early Childhood Care & Education - Teaching (DECCE-T)

#### **Trainers**

- a minimum Master's degree in Early Childhood Education, with at least 2 years of teaching experience in the early childhood field or
- a minimum Master's degree (in related field) with professional qualification in Early Childhood Education at the diploma level and 2 years of teaching experience in the early childhood field
- holders of a PhD in ECCE or related disciplines without early childhood teaching experience may be considered as trainers

#### **Practicum Supervisors**

- a minimum Bachelor's degree (General or Early Childhood related areas) with at least 3 years of teaching experience in the early childhood field

## Diploma in Early Childhood Care & Education - Leadership (DECCE-L)

### **Trainers**

- a minimum Master's degree in Early Childhood Education, with at least 2 years of teaching experience in the early childhood field or
- a minimum Master's degree (in related field) with professional qualification in Early Childhood Education at the diploma level and 2 years of teaching experience in the early childhood field
- holders of a PhD in ECCE or related disciplines without early childhood teaching experience may be considered as trainers
- 3 years supervisory experience in a kindergarten/child care setting is required for trainers teaching the Leadership, Management and Administration in Early Childhood Care and Education Settings module

### **Practicum Supervisors**

- a minimum Bachelor's degree (General or Early Childhood related areas) with at least 3 years of supervisory experience in the early childhood field

2. For the Specialist Diploma in Early Childhood Care and Education (SDECCE), trainers engaged for the teaching component must meet the requirements for DECCE-T and those engaged for the leadership component must meet the requirements for DECCE-L.
3. Trainers and practicum supervisors who have not been professionally trained in Chinese early childhood courses may be engaged for Chinese CECCE and DECCE-T courses only if they have:
  - At least an A2 grade in GCE 'O' level Chinese as a second language (CL2) or
  - At least a B3 grade in GCE 'O' level Chinese as a first language (Higher Chinese) or
  - At least a B3 grade in GCE 'AO' level Chinese or
  - At least a pass in GCE 'A' level Chinese

## ROLES AND RESPONSIBILITIES OF THE ACADEMIC HEAD (AH)

Among other duties, the full-time Academic Head must ensure that the following PQAC Standards are adhered to:

### Standard 1: Admission Requirements and Practices

- Establish the framework governing exemptions from modules for each course where required

### Standard 3: Course Content

- Ensure that the stipulated objectives for all courses are met in the delivery of courses
- Ensure that the course content include a thorough coverage of the core modules
- Ensure that the course content is aligned to that stipulated in the PQAC Standards and is organised in a logical sequence
- Establish a system to coordinate the modules presented by various trainers and oversee the connectivity of each module
- Ensure that trainers adopt various modes of course delivery to optimize learning
- Ensure that the minimum training hours and duration stipulated for the course and each core module are met

### Standard 4: Modes of Assessment and Supervised Teaching Practice

- Ensure that different and appropriate modes of assessment are used to evaluate trainees' progress in learning and their proficiencies in the application of knowledge and skills in the classroom
- Ensure that there is high quality in all modes of assessment. This includes:
  - having clear assessment criteria/rubrics for assignments before the commencement of the course(s),
  - having marking schemes for examination questions,
  - vetting of assignments and examination questions submitted by trainers,
  - ensuring marking is fair and consistent and
  - communicating the guidelines and expectations on marking explicitly to all trainers/practicum supervisors and trainees

### Standard 5: Quality of Faculty

- Have a system in place for identifying trainers and practicum supervisors who meet PQAC's requirements on Standard 5 (Quality of Faculty)
- Ensure submissions to PQAC for approval of trainers and practicum supervisors are complete
- Deploy trainers and practicum supervisors who are approved by PQAC for the accredited course(s)
- Maintain a systematic process that identifies and addresses the training needs of the trainers and practicum supervisors to ensure successful delivery of high quality courses

## ROLES AND RESPONSIBILITIES OF THE COURSE ADMINISTRATOR (CA)

Among other duties, the full-time Course Administrator must ensure that the following PQAC Standards are adhered to:

### Standard 1: Admission Requirements and Practices

- Ensure that only applicants who meet the minimum entry requirements for courses are admitted
- Provide and maintain a system whereby admission matters such as policies, rules and regulations, and expectations are clearly communicated to the applicants prior to the commencement of the course(s)

### Standard 2: Administration of Courses

- Establish policies and formalize a system of procedures for evaluating performance outcomes, keeping of records (academic and non-academic), managing candidates' welfare and handling feedback
- Establish a system to maintain records/reports which are subjected to check during the audit visit
- Submit required information to PQAC before commencement and after completion of the course
- Notify PQAC of any changes to the agency
- Ensure submissions to PQAC for renewal of course(s) are complete

### Standard 6: Facilities and Resources

- Provide for and ensure the optimal use of teaching-learning resources, including materials, equipment and technology to support the course(s)

## ROLES AND RESPONSIBILITIES OF THE CORE TRAINER (CT)

Among other duties, the full-time Core Trainer should assist the AH to oversee the delivery of the course of which s/he is the main trainer and to ensure that the following standards are adhered to:

### Standard 2: Administration of Courses

- Oversee the collection and collation of feedback from trainees and work with the AH on follow-up, if any

### Standard 3: Course Content

- Work with the AH to ensure that the stipulated objectives for the course of which s/he is the CT are met in the delivery of the course
- Ensure that the scheduling of modules follows a logical sequence
- Ensure that lessons are conducted according to the timetable and there is no delay or postponement of lessons
- Ensure that the modules presented by various trainers meet the minimum training hours and duration stipulated for the course and each core module

### Standard 4: Modes of Assessment and Supervised Teaching Practice

- Ensure that assessment of trainees by the different trainers is completed as scheduled
- Work with AH on analysing trainees' performance and identifying follow-up where appropriate

# Standard 6

## Facilities and Resources

*Standard 6 stipulates the facilities and instructional resources required of training agencies to provide for the training needs of trainees.*

### MINIMAL REQUIREMENTS

Training agencies must have the budget, personnel, facilities, and resources including information technology resources, for the preparation of trainees to meet the professional standards expected of early childhood teachers/leaders.

1. The facilities of training agencies should include:
  - a) training/workshop rooms with adequate space for group discussions, talks, lectures and hands-on activities
  - b) training/workshop rooms fitted with appropriate lighting, ventilation and provision for AVA facilities and storage of materials
  - c) a resource centre equipped with teaching materials and library books for trainees' use
  - d) appropriate equipment for the production of teaching resources
  
2. Training agencies that re-locate to new premises must obtain approval from the Private Schools Section, MOE. Training agencies must submit a certified true copy of the new Registration Certificate to PQAC before lessons can be conducted at the new premises. This is to ensure that requirements such as accommodation capacity, the facilities and resources are met.

# V PROCESSES

1. Training agencies may seek accreditation of new courses, apply for renewal of courses, as well as seek approval for the deployment of new trainers and practicum supervisors.
2. A flow chart showing the accreditation process is shown in Annex AP at pg70.
3. Accreditation status is valid only for courses conducted in Singapore.

## A. Application Process

1. Application for accreditation/renewal has to be submitted at least 3 months prior to the expiry of current validity or 3 months before the 1<sup>st</sup> of the month in which PQAC meetings are scheduled, whichever is the earlier. The PQAC meeting schedule can be found on the MCYS and MOE websites.
2. A checklist for the submission of new courses for accreditation (Annex N1) at pg74 or courses for renewal (Annex R1) at pg94 is to be used to ensure that all necessary documents are included in the submission.
3. Application for new trainers and practicum supervisors must be submitted at least 6 weeks before the 1<sup>st</sup> of the month in which PQAC meetings are scheduled. The PQAC meeting schedule can be found on the MCYS and MOE websites.
4. Applications will be processed for accreditation only when **all required documents and prescribed forms are received**. **Incomplete submissions will not be processed.**

## B. Accreditation Process for New Courses

1. Training agencies are to use the prescribed application form (Annex N2, pg76) to provide a summary of information on the organisation, Management Committee, Academic Head, Course Administrator, Core Trainer and proposed course(s).
2. Other forms to be submitted together with the checklist and application form include:
  - a) Personal particulars of members of management board (Annex N3, pg77)
  - b) Personal particulars of Academic Head (Annex N4, pg78)
  - c) Modes of assessment (Annex N5, pg80)
  - d) Summary list of proposed trainers and practicum supervisors, including the Core Trainer (Annex N6, pg81)
  - e) Application for approval of trainers and practicum supervisors (Annex N7, pg82) with attachment of all relevant certified true copies of certificates and transcripts

3. Upon receipt of application, the PQAC Secretariat will process and verify the information submitted by the training agency.
4. For new training agencies, a site visit will be made to assess its facilities and resources.
5. When a training agency is assessed to have met the standards set by the PQAC, a provisional accreditation for each new course will be issued to the training agency. Provisional accreditation of a new course is valid for the period stated in the letter and certificate of accreditation.
6. The training agency is required to sign an undertaking accepting PQAC's Terms of Accreditation using Acceptance of Terms of Accreditation form in Annex N8 at pg84. This document must be returned to the PQAC Secretariat within 14 days from the date of notification of accreditation.
7. The PQAC Secretariat may visit training agencies to observe and assess the delivery of training courses during the period of accreditation.

### **C. Submission of Documents During The Accreditation Period for New Courses**

1. Before commencement of course(s), training agencies are required to submit:
  - a) a list of trainees granted module exemptions and the exemption framework where applicable using Annex N9 at pg85
2. At the end of each course, training agencies are required to:
  - a) gather feedback from trainees using a Course Evaluation form (see Annex N10, pg86 for sample form) and keep the completed forms for auditing purposes
  - b) collate the feedback from the trainees and complete the Summary of Trainee Evaluation form (Annex N11, pg89), and keep the completed forms for auditing purposes
  - c) compile the details of early childhood centres that trainees have been attached to for their Supervised Teaching/Leadership Practice using Annex N12 at pg91 and keep the list for auditing purposes
  - d) compile the details of co-assessors and mentors for Supervised Teaching/Leadership Practice, if applicable, using Annex N13 at pg92 and keep the list for auditing purposes

### **D. Renewal Of Accreditation**

1. Training agencies seeking renewal of accreditation for a course(s) will need to submit a formal application for renewal using the prescribed forms found in the section, "Application for Renewal of Course Accreditation".
2. Application for renewal must be submitted 3 months before the expiry of its current accreditation or 3 months before the 1<sup>st</sup> of the month in which PQAC meetings are scheduled, whichever is the earlier. The PQAC meeting schedule can be found on the MCYS and MOE websites. If agencies fail to submit the application

for renewal within the stipulated time, the renewal process will be delayed. Agencies are not allowed to conduct any new intake until PQAC approval has been granted.

3. Together with the checklist ([Annex R1, pg94](#)) training agencies will need to submit the following:
  - a) Application form for renewal of accreditation of early childhood teacher training courses ([Annex R2, pg96](#))
  - b) Updated content of the course and other relevant information, if applicable
  - c) Modes of assessment ([Annex R3, pg98](#))
  - d) List of trainees and modules granted exemptions ([Annex R4, pg99](#))
  - e) Updated list of trainers and practicum supervisors previously approved for each course, including the Core Trainer if applicable ([Annex R5, pg100](#)) as well as confirmation by approved trainers and practicum supervisors to continue as trainers and/or practicum supervisors for the renewed courses
  - f) Summary list of proposed new trainers and practicum supervisors, including the Core Trainer if applicable ([Annex R6, pg101](#))
  - g) Application for approval of trainers and practicum supervisors form ([Annex R7, pg102](#)) for each newly recruited trainer/practicum supervisor with attachment of all relevant certified true copies of certificates and transcripts
  - h) List of early childhood centres that trainees are attached to for their Supervised Teaching/Leadership Practice ([Annex R8, pg104](#))
  - i) List of co-assessors and mentors for Supervised Teaching/Leadership Practice, if applicable ([Annex R9, pg105](#))
  - j) Feedback collated from trainees on the evaluation of the course including trainers and practicum supervisors (see [Annex R10, pg106](#) for sample evaluation form)
  - k) Summary of trainee evaluation ([Annex R11, pg109](#))
  - l) Report on the overall performance of trainees ([Annex R12, pg111](#))
  - m) Report on the evaluation of the course (including trainers and practicum supervisors) by the Academic Head
  - n) Time tables showing schedule of classes and trainers taking each module for each course conducted
  - o) Samples of marked assignments and examination scripts (one sample copy from each trainer)
  - p) Sample of practicum handbook
  - q) Sample of trainees' practicum folder
4. Upon receipt of complete application, the PQAC Secretariat will conduct an audit visit.
5. During the audit visit, the following documents must be made available for inspection:
  - a) Admission records, including applicants' Letters of Notification where applicable
  - b) Teaching materials/articles used by trainers and practicum supervisors
  - c) Files of all assignments and examination questions of all intakes and courses
  - d) Assessment criteria and/or rubrics
  - e) Marked scripts of assignments and examinations from at least 1 class per intake
  - f) Marked trainees' practicum folders
  - g) Records of trainees' assessment results/performance, including passes and failures

6. When an agency is assessed to have met the standards set by the PQAC, it is required to sign an undertaking accepting PQAC's Terms of Accreditation using Acceptance of Terms of Accreditation form ([Annex R13, pg112](#)). This document must be returned to the PQAC Secretariat within 14 days from the date of notification of renewal of accreditation.
7. The PQAC Secretariat may visit training agencies to observe and assess the delivery of training courses during the period of accreditation.

## **E. Submission of Documents During The Accreditation Period for Courses Renewed**

1. Before commencement of course(s), training agencies are required to submit:
  - a) a list of trainees granted module exemptions including the exemption framework where applicable using [Annex R4, pg99](#)
2. At the end of each course, training agencies are required to:
  - a) compile the details of early childhood centres that trainees have been attached to for their Supervised Teaching/Leadership Practice using [Annex R8](#) at pg104 and keep the list for auditing purposes
  - b) compile the details of co-assessors and mentors for Supervised Teaching/Leadership Practice, if applicable, using [Annex R9](#) at pg105 and keep the list for auditing purposes
  - c) gather feedback from trainees using a Course Evaluation form ([see Annex R10, pg106](#) for sample form) and keep the completed forms for auditing purposes
  - d) collate the feedback from the trainees and complete the Summary of Trainee Evaluation form ([Annex R11, pg109](#)), and keep the completed forms for auditing purposes

## **F. Application for Approval of New Trainers and Practicum Supervisors**

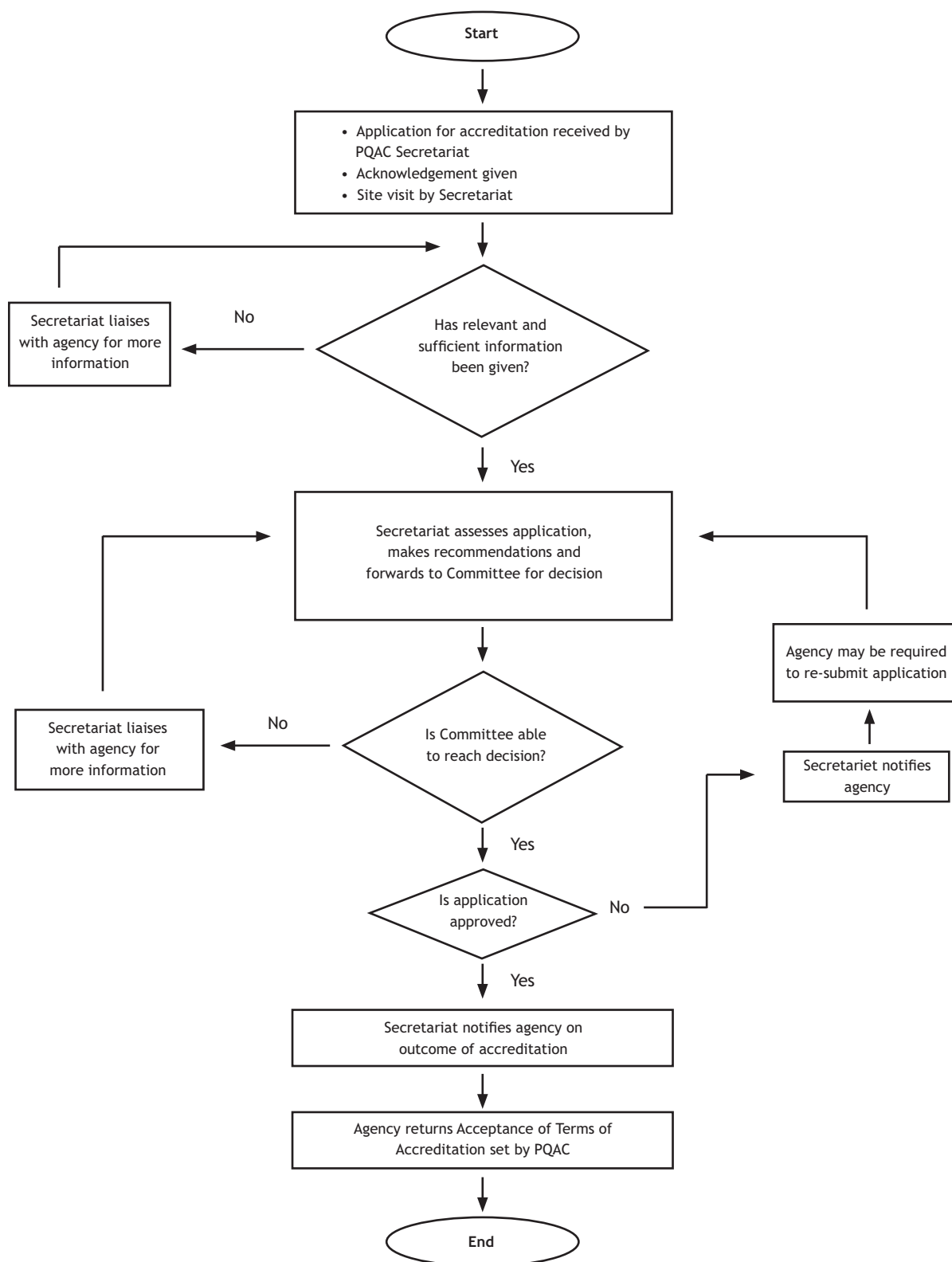
1. When an agency wishes to employ new trainers and practicum supervisors, it needs to submit its application using the forms in section, "Application for Approval of New Trainers & Practicum Supervisors":
  - a) Reason(s) for Request for Approval of Additional New Trainers and Practicum Supervisors ([Annex T1, pg114](#))
  - b) Summary List of Proposed New Trainers and Practicum Supervisors ([Annex T2, pg115](#))
  - c) Application for Approval of Trainers and Practicum Supervisors with attachment of all relevant certified true copies of certificates and transcripts ([Annex T3, pg116](#))
2. Application for approval of new trainers and practicum supervisors must be submitted at least 6 weeks before the 1<sup>st</sup> of the month in which PQAC meetings are scheduled, whichever is the earlier. The PQAC meeting schedule can be found on MCYS and MOE websites.

## G. Review Process

1. The accredited courses will be reviewed when an agency fails to meet the standards and terms set at the time of accreditation.
2. During this review process, the PQAC Secretariat will verify the agency's compliance with the standards set out in the PQAC Standards. The following documents must be made available for inspection:
  - a) Admission records, including applicants' Letters of Notification where applicable
  - b) Teaching materials/articles used by trainers and practicum supervisors
  - c) Files of all assignments and examination questions for all intakes and courses
  - d) Assessment criteria and/or rubrics
  - e) Marked scripts of assignments and examinations
  - f) Marked trainees' practicum folders
  - g) Records of trainees' assessment results/performance
  - h) Reports on evaluation of courses by trainees
  - i) Any other relevant information
3. When an agency fails to meet PQAC Standards during the accreditation period, any or all of the following actions may be taken:
  - a) Notice of Concern  
A Notice of Concern may be issued to an agency when it is found to fall short of PQAC Standards during the period of accreditation. Subsequently, the agency will be required to submit a progress report. A site visit by the PQAC Secretariat may be made to assess the progress made by the agency.
  - b) Notice of Probation  
A Notice of Probation may be issued to an agency when it is found to have breached PQAC Standards. The period of probation would be determined by PQAC to allow the agency to take actions to remedy its deficiencies. While on probation, the agency will not be allowed to start any new classes and/or courses.
  - c) Revocation of Accreditation  
The PQAC has the discretion to revoke the accreditation of course(s). PQAC will not consider any application for accreditation for a period of 12 months from the date of revocation.

## ACCREDITATION PROCESS FOR EARLY CHILDHOOD TEACHER TRAINING COURSES CONDUCTED BY LOCAL TRAINING AGENCIES

This flow chart shows the accreditation process:



# VI TERMS OF ACCREDITATION

## Accreditation Status

1. The accreditation is valid for the period stated in the letter and certificate of accreditation and is subject to renewal at least 3 months prior to the expiry of the current validity or 3 months before the 1<sup>st</sup> of the month in which PQAC meetings are scheduled, whichever is the earlier. The PQAC meeting schedule can be found on the MCYS and MOE websites.
2. When granted provisional accreditation, PQAC may determine the number of intakes, classes, and courses an agency is permitted to conduct pending the assessment of the training courses.
3. All courses accredited by PQAC are valid only when conducted in Singapore. Certificates issued by training agencies to their graduates should reflect the commencement and end dates of the course and the venue where it is conducted.
4. PQAC reserves the right to revoke any accreditation conferred on a course.

## Course Content

1. The course content and sequence approved by PQAC and the minimum duration of all courses, both part-time and full-time must be adhered to. Training agencies shall notify PQAC immediately of any changes made to the course content.

## Faculty

1. Training agencies shall only engage the services of trainers and practicum supervisors approved by PQAC for the accredited course(s).
2. Training agencies shall seek PQAC's approval before the appointment of new trainers and practicum supervisors.
3. All trainers and practicum supervisors may be reviewed during and/or at the end of the accreditation period. Their status may be withdrawn if they are found wanting in professional integrity, scholarship and continual professional development.

## Advertising and Promotion

1. All advertising and promotional materials must be accurate. They must not give any false or misleading information with respect to the status of the course, the capacity of the training agency, its faculty and training resources, and admission criteria.

# VII APPLICATION FORMS

## Forms for Submission of Applications

1. The 3 sets of forms attached are for the following applications:
  - a) Accreditation of New Course(s)
  - b) Renewal of Course Accreditation
  - c) Approval of New Trainers and Practicum Supervisors
2. Training agencies should ensure that their submissions are complete by using the checklists and enclosing all required documents. **Incomplete submissions will not be processed.**
3. Application forms should be sent to:

The Secretariat  
Pre-school Qualification Accreditation Committee

Pre-school Education Branch, MOE  
51 Grange Road  
Blk 5 #B1-01  
Singapore 249564

# **Application for Accreditation of New Course(s)**

Issued  
by

**MOE - MCYS  
PRE-SCHOOL QUALIFICATION  
ACCREDITATION COMMITTEE**

## SUBMISSION FOR ACCREDITATION OF NEW COURSE(S) CHECKLIST

The following documents, together with this checklist, have to be submitted to the Pre-School Qualification Accreditation Committee (PQAC) Secretariat. Please ensure that all necessary documents are enclosed. Indicate with a tick (✓) in the appropriate boxes. **Incomplete submissions will not be processed.**

S/N	CATEGORY	CHECKED BY TRAINING AGENCY	CHECKED BY PQAC
<b>A</b>	<b>Application Form For Accreditation of Pre-School Teacher Training Courses (Annex N2)</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B</b>	<b>Documents to support the status, objectives, functions or operations of the organization</b>		
1	A certified true copy of the organisation's business profile from the Accounting And Corporate Regulatory Authority(ACRA) or Registry of Society (ROS)	<input type="checkbox"/>	<input type="checkbox"/>
2	A certified true copy of the Registration Certificate issued by Private Schools Section, MOE	<input type="checkbox"/>	<input type="checkbox"/>
3	A brief write-up on the organisation's background and training experience. (Include year of establishment, capacity for training, and achievements.)	<input type="checkbox"/>	<input type="checkbox"/>
4	Personal Particulars of Members of Management Board (Annex N3)	<input type="checkbox"/>	<input type="checkbox"/>
<b>C</b>	<b>Information on Courses</b> <i>A detailed description of the training course should include the following:</i>		
5	Title	<input type="checkbox"/>	<input type="checkbox"/>
6	Aims and objectives	<input type="checkbox"/>	<input type="checkbox"/>
7	Target group	<input type="checkbox"/>	<input type="checkbox"/>
8	Admission criteria/entry requirements	<input type="checkbox"/>	<input type="checkbox"/>
9	Modes of instruction (lectures, workshops, tutorials, group discussions, practicum, frequency and time of planned activities)	<input type="checkbox"/>	<input type="checkbox"/>
10	Course content and learning outcomes of theoretical and practicum components as presented in the format used in Standard 3 (Tables 5-8) of the PQAC Standards	<input type="checkbox"/>	<input type="checkbox"/>
11	Modes of assessment (Annex N5)	<input type="checkbox"/>	<input type="checkbox"/>

S/N	CATEGORY	CHECKED BY TRAINING AGENCY	CHECKED BY PQAC
12	Criteria for awarding certificates	<input type="checkbox"/>	<input type="checkbox"/>
13	Samples of certificates	<input type="checkbox"/>	<input type="checkbox"/>
<b>D</b>	<b>Information on Teaching Faculty</b>		
14	Personal Particulars form for Academic Head ( <u>Annex N4</u> )	<input type="checkbox"/>	<input type="checkbox"/>
15	Summary List of Proposed Trainers & Practicum Supervisors including ratio of trainer/practicum supervisor to trainees ( <u>Annex N6</u> )	<input type="checkbox"/>	<input type="checkbox"/>
16	Application Forms for Approval of Trainers and Practicum Supervisors ( <u>Annex N7</u> )	<input type="checkbox"/>	<input type="checkbox"/>
<b>E</b>	<b>Collaboration with External Agencies (where applicable)</b>		
17	Contacts of the collaborating agency and the agencies' accrediting bodies	<input type="checkbox"/>	<input type="checkbox"/>
18	A copy of the Memorandum of Understanding (MOU) between the training agency and external agency	<input type="checkbox"/>	<input type="checkbox"/>
<b>F</b>	<b>Information on Facilities and Resources</b>		
19	Number and types of classrooms and their seating capacity (e.g. lecture rooms, workshop rooms)	<input type="checkbox"/>	<input type="checkbox"/>
20	Other facilities (e.g. computer laboratory, computer equipment, auditorium, library)	<input type="checkbox"/>	<input type="checkbox"/>
<b>G</b>	<b>Administrative Procedures</b>		
21	Procedure for verification and certification of entry qualifications of applicants to the course(s)	<input type="checkbox"/>	<input type="checkbox"/>
22	Procedure for refund of course fees in the event of withdrawal from course	<input type="checkbox"/>	<input type="checkbox"/>

## APPLICATION FOR ACCREDITATION OF EARLY CHILDHOOD TEACHER TRAINING COURSES

<b>Name of Training Agency:</b>							
<b>Address of Training Agency:</b>							
<b>Telephone:</b>				<b>Fax:</b>			
<b>Email:</b>							
<b>MOE (Private Schools Section) Registration No.:</b>				<b>Date of Registration:</b>			
<b>Years in Early Childhood Training:</b>							
<b>Management Board:</b>	<b>Name</b>		<b>Position in the Board</b>			<b>Roles &amp; Responsibility</b>	
<b>Full-time Staff:</b>	<b>Name</b>		<b>Contact Number</b>		<b>Email Address</b>		
<b>Academic Head</b>							
<b>Course Administrator</b>							
<b>Core Trainers</b>	<b>Name</b>		<b>Course Assigned</b>				
<b>Summary of Proposed Course(s)</b>	<b>S/N</b>	<b>Course</b>	<b>Fees Charged</b>	<b>Course Hours</b>	<b>Duration</b>	<b>Intakes per year</b>	<b>No. of trainees per intake</b>

The undersigned, on behalf of the training agency, acknowledges that the training agency and its representatives are familiar with the revised “Accreditation Standards for Early Childhood Teacher Training Courses” and the terms thereof.

The training agency consents to on-site visits by members and representatives of PQAC, and agrees to make available all records and documents to facilitate the accreditation process.

The training agency also undertakes that it will not advertise or circulate promotional materials that reflect false, misleading, or exaggerated representations with respect to the accreditation status of the course before approval is granted.

Submitted by:

\_\_\_\_\_

Name and Designation of Applicant

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

Endorsed by:

\_\_\_\_\_

Chairman of Management Board (Name)

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**PERSONAL PARTICULARS OF MEMBERS OF MANAGEMENT BOARD**  
(To be completed by each member of the Management Board. Certified true copies of all educational and professional certificates listed must be attached.)

Name of Training Agency: \_\_\_\_\_

**PART I PERSONAL PARTICULARS**

Full Name in BLOCK LETTERS as in NRIC/Passport (Underline Surname): If married woman, state maiden name * (Mr/Miss/Mdm/Dr)		Sex: * Male / Female
NRIC No./Passport No.:	Citizenship:	Country of Issue:
Date of Birth:	Place of Birth:	Home Telephone No: Email:
Present Address in Singapore (include Block and Postal District Nos.):		
Current Full Time Occupation:		
Office Name:		
Office Address:		Office Telephone No:

**PART II EDUCATIONAL QUALIFICATIONS IN CHRONOLOGICAL ORDER**

*(Please attach write-up if space is insufficient)*

Educational Qualifications:
Other professional qualifications and contributions:

**PART III DECLARATION BY MANAGEMENT BOARD MEMBER**

I declare that the particulars stated above are true and correct and that I have not wilfully suppressed any material fact.	
Name of Applicant: _____	Signature: _____
Date: _____	

*\*Delete where applicable*

### PERSONAL PARTICULARS OF ACADEMIC HEAD

(To be completed by the Academic Head. Certified true copies of all educational and professional certificates listed, including transcripts, must be attached.)

Name of Training Agency: \_\_\_\_\_

#### PART I PERSONAL PARTICULARS

Full Name in BLOCK LETTERS as in NRIC/Passport (Underline Surname): If married woman, state maiden name * (Mr/Miss/Mdm/Dr)		Sex: * Male / Female
NRIC No./Passport No.:	Citizenship:	Country of Issue:
Date of Birth:  Age:	Place of Birth:	Contact information: Home tel.: Office tel.: E-mail:
Present Address in Singapore (include Block and Postal District Nos.)		

\* Delete where applicable

#### PART II EDUCATIONAL QUALIFICATIONS IN CHRONOLOGICAL ORDER

Name of School/College/University Attended	Country Studied In	Duration of Course		Qualification Attained
		Start Date (mm/yy)	Completion Date (mm/yy)	

**PART III HISTORY OF EMPLOYMENT RELATED TO EARLY CHILDHOOD EDUCATION**  
(IN CHRONOLOGICAL ORDER)

Period of Employment		Employer (Name of EC Centre/ Organisation)	Location (Address & country)	Designation	Nature of Employment (Including Details of Roles and Responsibilities)
From (mm/yy)	To (mm/yy)				

**PART IV AREAS OF RESPONSIBILITIES AS ACADEMIC HEAD**

S/N	Administrative Duties	Teaching Duties	Other Duties

**PART V DECLARATION**

I declare that the particulars stated above are true and correct and that I have not wilfully suppressed any material fact.

Name of Applicant: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### MODES OF ASSESSMENT

(This is a sample of a table of specifications for assessment showing the distribution for the various modes of assessment. Separate tables are to be submitted for each proposed course.)

Name of Training Agency: \_\_\_\_\_

Table of Specifications for Assessment for _____ (course name)							
S/N	Module/Sub-Module	No. of Assignments/Total Marks Allocated for Each Mode					Total Marks
		(Mode) e.g. Project	(Mode) e.g. Essay	(Mode)	(Mode)	(Mode)	
e.g.	<i>Principles &amp; Practices in ECCE</i>	2/100	3/80				180
1							
2							
3							
4							
5							
6							
	Weighting:	%	%	%	%	%	
7	Supervised Teaching Practice						-

Submitted by: \_\_\_\_\_ (Name) \_\_\_\_\_ (Signature)

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

**SUMMARY LIST OF PROPOSED NEW TRAINERS AND PRACTICUM SUPERVISORS**  
(Please provide a summary of all Trainers and Practicum Supervisors submitted for approval.)

Name of Training Agency: \_\_\_\_\_

S/N	Name as in NRIC/ Passport	Highest Qualification	Years as Early Childhood Educator/ Supervisor/ Trainer/ Lecturer	Proposed by Training Agency			Course Assigned	Is trainer a core trainer? (Yes/No)
				FT/ PT*	T/PS*	Module		
e.g.	X x x	M Ed (ECE)	5 yrs as EC teacher 3 yrs as kindergarten principal 2 yrs as EC trainer	PT	T & PS	1, 2, 3 & 6	DECCE-T	Yes

**Proposed Ratio of Trainer/Practicum Supervisor to Trainees**

(Compute the following ratios by comparing the total number of trainers and practicum supervisors that the agency is engaging for each of the courses with the total number of proposed trainees and fill in the table below)

Course	Proposed Ratio of Trainer to Trainees	Proposed Ratio of Practicum Supervisor to Trainees

Submitted by: \_\_\_\_\_  
(Name)
(Signature)

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

- \* FT - Full-time
- PT - Part-time
- T - Trainer
- PS - Practicum Supervisor

## APPLICATION FOR APPROVAL OF TRAINERS AND PRACTICUM SUPERVISORS

(To be completed by Trainer/Practicum Supervisor and submitted through the training agency. Certified true copies of all educational and professional certificates listed, including transcripts, must be attached.)

Name of Training Agency: \_\_\_\_\_

### PART I PERSONAL PARTICULARS

Full Name in BLOCK LETTERS as in NRIC/Passport (Underline Surname): If married woman, state maiden name * (Mr/Miss/Mdm/Dr)		Sex: * Male / Female
NRIC No./Passport No.:	Citizenship:	Country of Issue:
Date of Birth:  Age:	Place of Birth:	Contact information: Home tel.: Office tel.: E-mail:
Present Address in Singapore (include Block and Postal District Nos.)		

\* Delete where applicable

### PART II EDUCATIONAL QUALIFICATIONS IN CHRONOLOGICAL ORDER

Name of School/College/University Attended	Country Studied In	Duration of Course		Qualification Attained
		Start Date (mm/yy)	Completion Date (mm/yy)	

**PART III HISTORY OF EMPLOYMENT RELATED TO EARLY CHILDHOOD EDUCATION**  
(IN CHRONOLOGICAL ORDER)

Period of Employment		Employer (Name of EC Centre/ Organisation)	Location (Address & country)	Designation	Nature of Employment (Including Details of Roles and Responsibilities)
From (mm/yy)	To (mm/yy)				

**PART IV CONSENT**

I have agreed to teach the following course/module(s) and to the stated time commitment.

S/N	Course	Module/Sub-module	Trainer	Practicum Supervisor	FT/ PT	No. of Teaching Hours	Duration of Commitment

**PART V DECLARATION**

I declare that the particulars stated above are true and correct and that I have not wilfully suppressed any material fact.

Name of Applicant: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*\*Delete where applicable*

**ACCEPTANCE OF TERMS OF ACCREDITATION SET BY PQAC**

(To be completed by Training Agency and returned to PQAC Secretariat within 14 days from the date of notification of accreditation.)

To: **Pre-school Qualification Accreditation Committee (PQAC)**

From: \_\_\_\_\_  
(Name of Training Agency)

**COURSES ACCREDITED**

S/N	Name of Course	Accreditation Period

**DECLARATION**

I, \_\_\_\_\_ (NRIC: \_\_\_\_\_) hereby declare that I  
(Name)  
understand and accept the Terms of Accreditation. On behalf of the training agency,  
\_\_\_\_\_, I agree to be bound by the terms thereof, and  
(Name of training agency)  
subsequent changes in requirements as the PQAC deems to be necessary in all matters  
pertaining to this accreditation.

\_\_\_\_\_  
Designation

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Endorsed by:

\_\_\_\_\_  
Chairman of Management Board (Name)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



(NAME OF TRAINING AGENCY)

**COURSE EVALUATION FORM**

(To be completed by Trainee and collated by Training Agency after the completion of each course)

Name (Optional): \_\_\_\_\_  
 Course Title: \_\_\_\_\_  
 Course Start Date: \_\_\_\_\_  
 Course End Date: \_\_\_\_\_  
 Date of Evaluation: \_\_\_\_\_

Dear trainees

The purpose of this evaluation is to obtain feedback on the conduct and delivery of our early childhood training course. We would appreciate your response to each of the following questions. The information and feedback you provide would be useful in helping us to review the course and improve it. Your responses are confidential. Thank you for your co-operation.

Please indicate your response by circling ONE of the four responses for each item.

A - Strongly Agree (75% - 100% of the time)

C - Disagree (25% - 49% of the time)

B - Agree (50% - 74% of the time)

D - Strongly Disagree (0% - 24% of the time)

1	Delivery of Course	Response			
		A	B	C	D
1.1	The course content met its stated objectives. Please give us your comments if your response to Item 1.1 is (C) or (D):				
1.2	The course was structured and delivered in effective ways (e.g. seminar, group work, tutorial, etc.) to assist my understanding and learning. Please give us your comments if your response to Item 1.2 is (C) or (D):				
1.3	The course guidelines and module/unit guides had facilitated my understanding and learning. Please give us your comments if your response to item 1.3 is (C) or (D):				
1.4	The articles for reading, notes and handouts had facilitated my understanding and learning. Please give us your comments if your response to item 1.4 is (C) or (D):				
1.5	I am satisfied with the standards used for assessment of assignments, tests and examinations. Please give us your comments if your response to Item 1.5 is (C) or (D):				
1.6	I am satisfied with the standards used for assessment of the supervised practicum. Please give us your comments if your response to Item 1.6 is (C) or (D):				

2	Quality of Trainers	Response			
2.1	Generally, the trainers were well prepared and organised for class. Please give us your comments if your response to Item 2.1 is (C) or (D):	A	B	C	D
2.2	Generally, lessons were presented in ways that helped me to understand the subject areas. Please give us your comments if your response to Item 2.2 is (C) or (D):	A	B	C	D
2.3	Generally, the trainers had demonstrated competence in the subject areas and an understanding of practical issues. Please give us your comments if your response to Item 2.3 is (C) or (D):	A	B	C	D
2.4	Generally, the trainers had demonstrated an ability to communicate ideas and concepts clearly, e.g. with practical examples. Please give us your comments if your response to Item 2.4 is (C) or (D):	A	B	C	D
2.5	Generally, trainers were able respond appropriately to trainees' questions and encourage trainees to think beyond the issues/topics covered in the lectures. Please give us your comments if your response to Item 2.5 is (C) or (D):	A	B	C	D
2.6	Generally, trainers had good classroom management skills. They were able to maintain and encourage class participation. Please give us your comments if your response to Item 2.6 is (C) or (D):	A	B	C	D
3	Course Management and Administration	Response			
3.1	Information on course and other related information, such as schedule of classes and assessments, were clear and helpful. Please give us your comments if your response to Item 3.1 is (C) or (D):	A	B	C	D
3.2	Changes in class schedule, trainers, assessment criteria and other related information on course delivery were made known to trainees in advance. Please give us your comments if your response to Item 3.2 is (C) or (D):	A	B	C	D
4	Facilities and Resources of Training Agency	Response			
4.1	Generally, the training rooms were conducive to learning and well equipped. Please give us your comments if your response to Item 4.1 is (C) or (D):	A	B	C	D

4.2	Generally, the centre was well resourced with print and non-print materials (e.g. library books, internet). Please give us your comments if your response to Item 4.2 is (C) or (D):	A	B	C	D
4.3	Generally, the centre's resources were accessible to trainees. Please give us your comments if your response to Item 4.3 is (C) or (D):	A	B	C	D
<b>5</b>	<b>Satisfaction Level</b>	<b>Response</b>			
5.1	I am generally satisfied with the overall delivery of the course (the course content, trainers, facilities, etc.) and would recommend this course to others. Please give us your comments if your response to Item 4.1 is (C) or (D):	A	B	C	D
<b>6</b>	<b>Please give us your comments (if any) (e.g. on facilities and resources, pace of course, teaching and learning methods, contents, teaching quality, etc.)</b>				
<b>7</b>	<b>Suggestions (if any) (e.g. on how we could improve on the next course etc.)</b>				
8	Other comments: Please specify which item you are commenting on.				

Thank you for your feedback. It is greatly appreciated.

### SUMMARY OF TRAINEE EVALUATION

(To be submitted by Training Agency after the completion of each training course. The collated responses from at least 80% of trainees must be used.)

Name of Training Agency: \_\_\_\_\_  
 Course Title: \_\_\_\_\_  
 Course Start Date: \_\_\_\_\_  
 Course End Date: \_\_\_\_\_  
 No. of trainees attending course: \_\_\_\_\_  
 No. of respondents to the survey: \_\_\_\_\_

Rating:	A Strongly Agree	B Agree	C Disagree	D Strongly Disagree	
<b>Item 1: Delivery of Training Course</b>					
	Rating	A	B	C	D
(a) Item 1.1 (Course content)					
(b) Item 1.2 (Course structure/modes of delivery)					
(c) Items 1.3 & 1.4 (Course material)					
(d) Items 1.5 & 1.6 (Assessment standards)					
(e) <b>Total Score:</b> (a + b + c + d)					
<b>Percentage for Item 1:</b> (e) ÷ (total no. of respondents x 4 ) x 100					
<b>Item 2: Quality of Trainers</b>					
	Rating	A	B	C	D
(a) Items 2.1 & 2.2 (Trainers' preparation)					
(b) Items 2.3 - 2.5 (Trainers' competence in subject areas)					
(c) Item 2.6 (Trainers' classroom management skills)					
(d) <b>Total Score:</b> (a + b + c)					
<b>Percentage for Item 2:</b> (d) ÷ (total no. of respondents x 3) x 100					

Item 3: Course Management and Administration					
	Rating	A	B	C	D
(a) Item 3.1 (Access to information)					
(b) Item 3.2 (Prompt update of Information)					
(c) <b>Total Score:</b> (a + b)					
<b>Percentage for Item 3:</b> (c) ÷ (total no. of respondents x 2) x 100					
Item 4: Facilities and Resources of Training Agency					
	Rating	A	B	C	D
(a) Items 4.1 & 4.2 (Physical facilities & resources for learning)					
(b) Item 4.3 (Access to resources for learning)					
(c) <b>Total score:</b> (a + b)					
<b>Percentage for Item 4:</b> (c) ÷ (total no. of respondents x 2) x 100					
Item 5: Overall Satisfaction Level					
	Rating	A	B	C	D
(a) Item 5.1 (assessment of the delivery of training course)					
<b>Total score: (a)</b>					
<b>Percentage for Item 5:</b> (a) ÷ total no. of respondents x 100					
<b>Follow-up: Constructive Comments and Suggestions by Trainees (if any)</b>					



### LIST OF CO-ASSESSORS AND MENTORS FOR SUPERVISED TEACHING/ LEADERSHIP PRACTICE

(To be completed by Training Agency after the completion of each training course where applicable)

#### PART I - CO-ASSESSORS FOR SUPERVISED TEACHING/LEADERSHIP PRACTICE

S/N	Name of Trainee	Course	Name of Centre	Name of Supervisor/ Principal	Qualifications of Supervisor/ Principal		No. of years of ECCE experience (separate teaching and supervisory experience)
					Academic	Professional	

#### PART II - MENTORS FOR SUPERVISED TEACHING/ LEADERSHIP PRACTICE

S/N	Name of Trainee	Name of Centre	Name of Senior Teacher	Years of ECCE Teaching Experience

Submitted by: \_\_\_\_\_ (Name) \_\_\_\_\_ (Signature)

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

# **Application for Renewal of Course Accreditation**

Issued  
by

**MOE - MCYS  
PRE-SCHOOL QUALIFICATION  
ACCREDITATION COMMITTEE**

### SUBMISSION FOR RENEWAL OF COURSE ACCREDITATION CHECKLIST

The following documents, together with this checklist, have to be submitted to the PQAC Secretariat. Please ensure that all necessary documents are enclosed. Indicate with a tick (✓) in the appropriate boxes. **Incomplete submissions will not be processed.**

S/N	CATEGORY	CHECKED BY TRAINING AGENCY	CHECKED BY PQAC
<b>A</b>	<b>Application Form For Renewal of Accreditation of Early Childhood Teacher Training Courses (Annex R2)</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B</b>	<b>Information on Course(s)</b>		
1	Updated content of the course(s), if applicable	<input type="checkbox"/>	<input type="checkbox"/>
2	Updates on other relevant information, if any	<input type="checkbox"/>	<input type="checkbox"/>
3	Time tables showing schedule of classes and trainers taking each module for each course conducted	<input type="checkbox"/>	<input type="checkbox"/>
4	Modes of Assessment (Annex R3)	<input type="checkbox"/>	<input type="checkbox"/>
5	Policy and guidelines on marking/grading	<input type="checkbox"/>	<input type="checkbox"/>
6	Policy on failures	<input type="checkbox"/>	<input type="checkbox"/>
7	List of trainees and modules granted exemptions (where applicable) (Annex R4)	<input type="checkbox"/>	<input type="checkbox"/>
<b>C</b>	<b>Information on Teaching Faculty</b>		
8	Updated List of Trainers and Practicum Supervisors Previously Approved for each course (Annex R5) including confirmation by approved trainers and practicum supervisors to continue as trainers and/or practicum supervisors for the renewed courses	<input type="checkbox"/>	<input type="checkbox"/>
9	Summary List of Proposed New Trainers and Practicum Supervisors (Annex R6)	<input type="checkbox"/>	<input type="checkbox"/>
10	Application for Approval of New Trainers and Practicum Supervisors (Annex R7)	<input type="checkbox"/>	<input type="checkbox"/>
<b>D</b>	<b>Documents/Reports</b>		
11	Sample copies of marked assignments and examination scripts (one sample copy from each trainer)	<input type="checkbox"/>	<input type="checkbox"/>
12	Sample of practicum handbook	<input type="checkbox"/>	<input type="checkbox"/>

S/N	CATEGORY	CHECKED BY TRAINING AGENCY	CHECKED BY PQAC
13	Sample of trainees' practicum folder	<input type="checkbox"/>	<input type="checkbox"/>
14	List of early childhood centres that trainees are attached to for Supervised Teaching/Leadership Practice ( <u>Annex R8</u> )	<input type="checkbox"/>	<input type="checkbox"/>
15	List of co-assessors and mentors for Supervised Teaching/Leadership Practice, where applicable ( <u>Annex R9</u> )	<input type="checkbox"/>	<input type="checkbox"/>
16	Reports on the evaluation of the course(s), trainers and practicum supervisors by trainees ( <u>Annexes R10 and R11</u> )	<input type="checkbox"/>	<input type="checkbox"/>
17	Reports on the overall performance of trainees ( <u>Annex R12</u> )	<input type="checkbox"/>	<input type="checkbox"/>
18	Reports on the evaluation of trainers and practicum supervisors by the Academic Head	<input type="checkbox"/>	<input type="checkbox"/>
<b>E</b>	<b>Documents Required for Checking during Audit Visit</b>		
19	Admission records, including applicants' Letters of Notification where applicable	<input type="checkbox"/>	<input type="checkbox"/>
20	Teaching materials/articles used by trainers and practicum supervisors	<input type="checkbox"/>	<input type="checkbox"/>
21	Files of all assignments and examination questions for different intakes and courses	<input type="checkbox"/>	<input type="checkbox"/>
22	Assessment criteria and/or rubrics	<input type="checkbox"/>	<input type="checkbox"/>
23	Marked scripts of assignments and examinations from at least 1 class per intake	<input type="checkbox"/>	<input type="checkbox"/>
24	Marked trainees' practicum folders	<input type="checkbox"/>	<input type="checkbox"/>
25	Records of trainees' assessment results/performance, including passes and failures	<input type="checkbox"/>	<input type="checkbox"/>

## APPLICATION FOR RENEWAL OF ACCREDITATION OF EARLY CHILDHOOD TEACHER TRAINING COURSES

(To be completed by Training Agency for Renewal of Accredited Courses)

<b>Name of Training Agency:</b>								
<b>Address of Training Agency:</b>								
<b>Telephone:</b>					<b>Fax:</b>			
<b>Email:</b>								
<b>MOE (Private Schools Section) Registration No.:</b>					<b>Date of Registration:</b>			
<b>Years in Early Childhood Training:</b>								
<b>Management Board:</b>	<b>Name</b>		<b>Position in the Board</b>			<b>Roles &amp; Responsibility</b>		
<b>Full-time Staff:</b>	<b>Name</b>		<b>Contact Number</b>		<b>Email Address</b>		<b>If previously approved, state date of approval</b>	
<b>Academic Head</b> (If AH had not been previously approved, please complete and submit <u>Annex N4</u> )								
<b>Course Administrator</b>								
<b>Core Trainers</b>	<b>Name</b>		<b>Course Assigned</b>				<b>If previously approved, state date of approval</b>	
<b>Status Report of Courses Conducted during the Accreditation:</b>	<b>Intake No.</b>	<b>Classes per intake</b>	<b>FT/ PT</b>	<b>No. of Trainees</b>	<b>Start Date</b>	<b>End Date</b>	<b>No. of Trainers Assigned</b>	<b>No. of Practicum Supervisors Assigned</b>
<b>Summary of Proposed Courses for Renewal:</b>	<b>S/N</b>	<b>Course</b>		<b>Fees Charged</b>	<b>Course Hours</b>	<b>Duration</b>	<b>Intakes per year</b>	<b>No. of trainees per intake</b>

The undersigned, on behalf of the training agency, acknowledges that the training agency and its representatives are familiar with the revised “Accreditation Standards for Early Childhood Teacher Training Courses” and the terms thereof.

The training agency consents to on-site visits by members and representatives of PQAC, and agrees to make available all records and documents to facilitate the accreditation process.

The training agency also undertakes that it will not advertise or circulate promotional materials that reflect false, misleading, or exaggerated representations with respect to the accreditation status of the course before approval is granted.

Submitted by:

_____	_____	_____
Name and Designation of Applicant	Signature	Date

Endorsed by:

_____	_____	_____
Chairman of Management Board (Name)	Signature	Date

**MODES OF ASSESSMENT**

(This is a sample of a table of specifications for assessment showing the distribution for the various modes of assessment. Separate tables are to be submitted for each course to be renewed.)

Name of Training Agency: \_\_\_\_\_

Table of Specifications for Assessment for _____ (course name)							
S/N	Module/Sub-Module	No. of Assignments/Total Marks Allocated for Each Mode					Total Marks
		(Mode) e.g. Project	(Mode) e.g. Essay	(Mode)	(Mode)	(Mode)	
e.g.	<i>Principles &amp; Practices in ECCE</i>	2/100	3/80				180
1							
2							
3							
4							
5							
6							
	Weighting:	%	%	%	%	%	
7	Supervised Teaching Practice						-

Submitted by: \_\_\_\_\_ (Name) \_\_\_\_\_ (Signature)

Designation: \_\_\_\_\_

Date: \_\_\_\_\_





### SUMMARY LIST OF PROPOSED NEW TRAINERS AND PRACTICUM SUPERVISORS

(Please provide a summary of all new Trainers and Practicum Supervisors submitted for approval.)

Name of Training Agency: \_\_\_\_\_

S/N	Name as in NRIC/Passport	Highest Qualification	Years as Early Childhood Educator/ Supervisor/ Trainer/ Lecturer	Proposed by Training Agency			Course Assigned	Is trainer a core trainer? (Yes/No)
				FT/PT*	T/PS*	Module		
e.g.	X x x	M Ed (ECE)	5 yrs as EC teacher 3 yrs as kindergarten principal 2 yrs as EC trainer	PT	T & PS	1, 2, 3 & 6	DECCE-T	Yes

#### Proposed Ratio of Trainer/Practicum Supervisor to Trainees

(Compute the following ratios by comparing the total number of trainers and practicum supervisors that the agency is engaging for each of the courses with the total number of trainees and fill in the table below)

Course	Proposed Ratio of Trainer to Trainees	Proposed Ratio of Practicum Supervisor to Trainees

Submitted by: \_\_\_\_\_ (Name) \_\_\_\_\_ (Signature)

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

- \* FT - Full-time
- PT - Part-time
- T - Trainer
- PS - Practicum Supervisor

**APPLICATION FOR APPROVAL OF NEW TRAINERS AND PRACTICUM SUPERVISORS**

(To be completed by Trainer/Practicum Supervisor and submitted through the training agency. Certified true copies of all educational and professional certificates listed, including transcripts, must be attached.)

Name of Training Agency: \_\_\_\_\_

**PART I PERSONAL PARTICULARS**

Full Name in BLOCK LETTERS as in NRIC/Passport (Underline Surname); If married woman, state maiden name * (Mr/Miss/Mdm/Dr)		Sex: * Male / Female
NRIC No./Passport No.:	Citizenship:	Country of Issue:
Date of Birth:  Age:	Place of Birth:	Contact information: Home tel.: Office tel.: E-mail:
Present Address in Singapore (include Block and Postal District Nos.)		

\* Delete where applicable

**PART II EDUCATIONAL QUALIFICATIONS IN CHRONOLOGICAL ORDER**

Name of School/College/University Attended	Country Studied In	Duration of Course		Qualification Attained
		Start Date (mm/yy)	Completion Date (mm/yy)	





### LIST OF CO-ASSESSORS AND MENTORS FOR SUPERVISED TEACHING/ LEADERSHIP PRACTICE

(To be completed by Training Agency for Renewal of Accredited Courses where applicable)

#### PART I - CO-ASSESSORS FOR SUPERVISED TEACHING/LEADERSHIP PRACTICE

S/N	Name of Trainee	Course	Name of Centre	Name of Supervisor/ Principal	Qualifications of Supervisor/ Principal		No. of years of ECCE experience (separate teaching and supervisory experience)
					Academic	Professional	

#### PART II - MENTORS FOR SUPERVISED TEACHING/ LEADERSHIP PRACTICE

S/N	Name of Trainee	Name of Centre	Name of Senior Teacher	Years of ECCE Teaching Experience

Submitted by: \_\_\_\_\_ (Name) \_\_\_\_\_ (Signature)

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

(NAME OF TRAINING AGENCY)

**COURSE EVALUATION FORM**

(To be completed by Trainee and collated by Training Agency after the completion of each course)

Name (Optional): \_\_\_\_\_  
 Course Title: \_\_\_\_\_  
 Course Start Date: \_\_\_\_\_  
 Course End Date: \_\_\_\_\_  
 Date of Evaluation: \_\_\_\_\_

Dear trainees

The purpose of this evaluation is to obtain feedback on the conduct and delivery of our early childhood training course. We would appreciate your response to each of the following questions. The information and feedback you provide would be useful in helping us to review the course and improve it. Your responses are confidential. Thank you for your co-operation.

Please indicate your response by circling ONE of the four responses for each item.

A - Strongly Agree (75% - 100% of the time)

C - Disagree (25% - 49% of the time)

B - Agree (50% - 74% of the time)

D - Strongly Disagree (0% - 24% of the time)

1	Delivery of Course	Response			
1.1	The course content met its stated objectives. Please give us your comments if your response to Item 1.1 is (C) or (D):	A	B	C	D
1.2	The course was structured and delivered in effective ways (e.g. seminar, group work, tutorial, etc.) to assist my understanding and learning. Please give us your comments if your response to Item 1.2 is (C) or (D):	A	B	C	D
1.3	The course guidelines and module/unit guides had facilitated my understanding and learning. Please give us your comments if your response to item 1.3 is (C) or (D):	A	B	C	D
1.4	The articles for reading, notes and handouts had facilitated my understanding and learning. Please give us your comments if your response to item 1.4 is (C) or (D):	A	B	C	D
1.5	I am satisfied with the standards used for assessment of assignments, tests and examinations. Please give us your comments if your response to Item 1.5 is (C) or (D):	A	B	C	D
1.6	I am satisfied with the standards used for assessment of the supervised practicum. Please give us your comments if your response to Item 1.6 is (C) or (D):	A	B	C	D

2	Quality of Trainers	Response			
2.1	Generally, the trainers were well prepared and organised for class. Please give us your comments if your response to Item 2.1 is (C) or (D):	A	B	C	D
2.2	Generally, lessons were presented in ways that helped me to understand the subject areas. Please give us your comments if your response to Item 2.2 is (C) or (D):	A	B	C	D
2.3	Generally, the trainers had demonstrated competence in the subject areas and an understanding of practical issues. Please give us your comments if your response to Item 2.3 is (C) or (D):	A	B	C	D
2.4	Generally, the trainers had demonstrated an ability to communicate ideas and concepts clearly, e.g. with practical examples. Please give us your comments if your response to Item 2.4 is (C) or (D):	A	B	C	D
2.5	Generally, trainers were able respond appropriately to trainees' questions and encourage trainees to think beyond the issues/ topics covered in the lectures. Please give us your comments if your response to Item 2.5 is (C) or (D):	A	B	C	D
2.6	Generally, trainers had good classroom management skills. They were able to maintain and encourage class participation. Please give us your comments if your response to Item 2.6 is (C) or (D):	A	B	C	D
3	Course Management and Administration	Response			
3.1	Information on course and other related information, such as schedule of classes and assessments, were clear and helpful. Please give us your comments if your response to Item 3.1 is (C) or (D):	A	B	C	D
3.2	Changes in class schedule, trainers, assessment criteria and other related information on course delivery were made known to trainees in advance. Please give us your comments if your response to Item 3.2 is (C) or (D):	A	B	C	D
4	Facilities and Resources of Training Agency	Response			
4.1	Generally, the training rooms were conducive to learning and well equipped. Please give us your comments if your response to Item 4.1 is (C) or (D):	A	B	C	D

4.2	Generally, the centre was well resourced with print and non-print materials (e.g. library books, internet). Please give us your comments if your response to Item 4.2 is (C) or (D):	A	B	C	D
4.3	Generally, the centre's resources were accessible to trainees. Please give us your comments if your response to Item 4.3 is (C) or (D):	A	B	C	D
<b>5</b>	<b>Satisfaction Level</b>	<b>Response</b>			
5.1	I am generally satisfied with the overall delivery of the course (the course content, trainers, facilities, etc.) and would recommend this course to others. Please give us your comments if your response to Item 4.1 is (C) or (D):	A	B	C	D
<b>6</b>	<b>Please give us your comments (if any) (e.g. on facilities and resources, pace of course, teaching and learning methods, contents, teaching quality, etc.)</b>				
<b>7</b>	<b>Suggestions (if any) (e.g. on how we could improve on the next course etc.)</b>				
8	Other comments: Please specify which item you are commenting on.				

Thank you for your feedback. It is greatly appreciated.



Item 3: Course Management and Administration					
Rating	A	B	C	D	
(a) Item 3.1 (Access to information)					
(b) Item 3.2 (Prompt update of Information)					
(c) <b>Total Score:</b> (a + b)					
<b>Percentage for Item 3:</b> (c) ÷ (total no. of respondents x 2) x 100					
Item 4: Facilities and Resources of Training Agency					
Rating	A	B	C	D	
(a) Items 4.1 & 4.2 (Physical facilities & resources for learning)					
(b) Item 4.3 (Access to resources for learning)					
(c) <b>Total score:</b> (a + b)					
<b>Percentage for Item 4:</b> (c) ÷ (total no. of respondents x 2) x 100					
Item 5: Overall Satisfaction Level					
Rating	A	B	C	D	
(a) Item 5.1 (assessment of the delivery of training course)					
<b>Total score: (a)</b>					
<b>Percentage for Item 5:</b> (a) ÷ total no. of respondents x 100					
<b>Follow-up: Constructive Comments and Suggestions by Trainees (if any)</b>					

### REPORT ON THE OVERALL PERFORMANCE OF TRAINEES

Name of Training Agency: \_\_\_\_\_

Name of Course: _____						
Intake No.	Start Date	End Date	No. of trainees	No. and percentage (%) of passes		No. and percentage (%) of failures
				Passes	Passes after re-sitting	

Submitted by: \_\_\_\_\_ (Name) \_\_\_\_\_ (Signature)

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

**ACCEPTANCE OF TERMS OF ACCREDITATION SET BY PQAC**

(To be completed by Training Agency and returned to PQAC Secretariat within 14 days from the date of notification of renewal of accreditation.)

To: **Pre-school Qualification Accreditation Committee (PQAC)**

From: \_\_\_\_\_  
(Name of Training Agency)

**COURSES ACCREDITED**

S/N	Name of Course	Accreditation Period

**DECLARATION**

I, \_\_\_\_\_ (NRIC: \_\_\_\_\_) hereby declare that I  
(Name)  
understand and accept the Terms of Accreditation. On behalf of the training agency,  
\_\_\_\_\_, I agree to be bound by the terms thereof, and  
(Name of training agency)  
subsequent changes in requirements as the PQAC deems to be necessary in all matters  
pertaining to this accreditation.

\_\_\_\_\_  
Designation

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Endorsed by:

\_\_\_\_\_  
Chairman of Management Board (Name)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Application for Approval  
of  
New Trainers  
&  
Practicum Supervisors**

Issued  
by

**MOE - MCYS  
PRE-SCHOOL QUALIFICATION  
ACCREDITATION COMMITTEE**

**REASON(S) FOR REQUEST FOR APPROVAL OF ADDITIONAL NEW TRAINERS  
AND PRACTICUM SUPERVISORS**

(To be completed by Training Agency for Approval of additional New Trainers and Practicum Supervisors  
after courses have been accredited)

<b>Name of Training Agency:</b>	
<b>Address of Training Agency:</b>	
<b>Telephone:</b>	
<b>Fax:</b>	
<b>Email:</b>	
<b>MOE Registration No. &amp; Date</b>	
<b>Academic Head:</b>	

**Reason(s) for request of approval for additional trainers**

<b>Course</b>	<b>Accreditation Period</b>	<b>Reason(s)</b>

Submitted By:

\_\_\_\_\_

Name and Designation of Applicant

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**SUMMARY LIST OF PROPOSED NEW TRAINERS AND PRACTICUM SUPERVISORS**

(Please provide a summary of all new Trainers and Practicum Supervisors submitted for approval.)

Name of Training Agency: \_\_\_\_\_

S/N	Name as in NRIC/Passport	Highest Qualification	Years as Early Childhood Educator/ Supervisor/ Trainer/ Lecturer	Proposed by Training Agency			Course Assigned	Is trainer a core trainer? (Yes/No)
				FT/PT*	T/PS*	Module		
e.g.	X x x	M Ed (ECE)	5 yrs as EC teacher 3 yrs as kindergarten principal 2 yrs as EC trainer	PT	T & PS	1, 2, 3 & 6	DECCE-T	Yes

**Proposed Ratio of Trainer/Practicum Supervisor to Trainees**

(Compute the following ratios by comparing the total number of trainers and practicum supervisors that the agency is engaging for each of the courses with the total number of trainees and fill in the table below)

Course	Proposed Ratio of Trainer to Trainees	Proposed Ratio of Practicum Supervisor to Trainees

Submitted by: \_\_\_\_\_  
(Name) (Signature)

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

- \* FT - Full-time
- PT - Part-time
- T - Trainer
- PS - Practicum Supervisor

**APPLICATION FOR APPROVAL OF NEW TRAINERS AND PRACTICUM SUPERVISORS**

(To be completed by Trainer/Practicum Supervisor and submitted through the training agency. Certified true copies of all educational and professional certificates listed, including transcripts, must be attached.)

Name of Training Agency: \_\_\_\_\_

**PART I PERSONAL PARTICULARS**

Full Name in BLOCK LETTERS as in NRIC/Passport (Underline Surname): If married woman, state maiden name * (Mr/Miss/Mdm/Dr)		Sex: * Male / Female
NRIC No./Passport No.:	Citizenship:	Country of Issue:
Date of Birth:  Age:	Place of Birth:	Contact information: Home tel.: Office tel.: E-mail:
Present Address in Singapore (include Block and Postal District Nos.)		

\* Delete where applicable

**PART II EDUCATIONAL QUALIFICATIONS IN CHRONOLOGICAL ORDER**

Name of School/College/University Attended	Country Studied In	Duration of Course		Qualification Attained
		Start Date (mm/yy)	Completion Date (mm/yy)	

