



UNIVERSITY
of
TECHNOLOGY,
MAURITIUS

School of Business, Management And Finance

BSc. (Hons.) in Early Childhood Care Management & Administration

PROGRAMME DOCUMENT

VERSION 1.0
ECCMA
September 2011

University of Technology, Mauritius

La Tour Koenig, Pointe aux Sables, Mauritius

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A. Programme Information

Today's Early Childhood Care institutions need to be adequately managed to enable children to grow in a sound environment and where their educational and developmental needs are catered for. The BSc. (Hons.) in Early Childhood Care Management & Administration offers a programme which will expose childcare administrators/managers/teachers to the realities of the managerial experience and provide them with an integration of theoretical & practical knowledge for the solution of supervision and management problems arising in the daily running of childcare centres. The main focus of this programme is to empower early childhood carers/administrators and managers to be equipped with administrative and management skills. Students will obtain an overview of the general operations of a childcare centre and kindergarten that include managerial skills, accounting, legislation, safety and health issues, local policies and operation procedures.

B. Programme Aims

To provide students with an overview of the major concepts in supervision, management and administration for the effective management of Early Childhood Care centres.

To explore the challenges and dilemmas that school managers are encountering in early childhood settings and provide them with the necessary theoretical input.

C. Programme Objectives

1. To develop administrative and managerial competencies in Early Childhood Care supervision.
2. To discuss the needs, progress and development of the child as a means to delivering effective childcare.
3. To apply relevant legislation, policies and regulations for the effective management of early childhood care centres.

PART I - Regulations

D. General Entry Requirements

As per UTM'S Admissions Regulations, and 'Admission to Programmes of Study at Diploma/Degree Level.

E. Programme Entry Requirements

- Either** (i) Cambridge School Certificate, with credits in 5 subjects including English and Mathematics
(ii) at least 3 years relevant work experience
- Or** (ii) Cambridge Higher School Certificate with at least 2 'A' level subjects.

F. Programme Mode and Duration

Full Time: 3Years (Degree)
 2 Years (Diploma)

Part Time: 4 ½ Years (Degree)
 3 Years(Diploma)

G. Teaching and Learning Strategies

Modules will be serviced by full-time/part-time lecturers. Classroom lectures and discussion, tutorials, self reflection and group reflection, individual and group assignments are some of the activities used to gain basic theoretical knowledge and experience on the management and supervision of early childhood care centres.

Practical exercises would be conducted for modules carrying 4 to 6 credits, where in depth field work through observation, charts, activities planning, assessment and evaluation techniques would be done. And reflection of theoretical knowledge about managerial skills could be provided in terms of reports from field experiences; mini projects about effective management of a day care for children could be developed by students, case studies from managers of already existing day care centers could be reported.

The experience gained through job placement and observation/field trips are used to enhance experiential training.

H. Student Support and Guidance

There will be an induction session held for students before starting of classes. The Programme coordinators will be attached to the students so as to provide them with the necessary administrative support that they need.

I. Attendance Requirements

As per UTM's Regulations and Policy.

J. Credit System

1 module = 3-6 credits

Modules carrying 3 credits would be assessed on 100 marks including courseworks/assignment

Modules carrying 4 credits would be assessed on 100 marks including at least 2 assignments

Modules carrying 6 credits would be assessed on 200 marks including practical works of 100 marks

Job placement/Portfolio = 9 credits would be assessed on 300 marks having 6000 words

Exit points:

Minimum credits required for award of a:

- Certificate – 34
- Diploma – 70
- Degree – 106

K. Student Progress and Assessment

For the award of the Diploma & Degree, all modules must be passed overall with passes in the examinations, coursework and other forms of assessment. Examinations will be held on a yearly basis.

All modules are normally assessed over 100 marks.

Written examinations up to 2-hours' duration and continuous assessment carrying up to 30% of total marks.

The overall pass mark for a module shall be 40%.

Where a module is assessed by both, coursework and exams, a minimum of 40% should be attained in

- Coursework may include practical exercises such as detailed report on theoretical knowledge acquired for modules with credits greater than 3 through observation, charts, field trips and assessment and evaluation techniques. Mini projects may be developed to show managerial skills needed.
- Examination
- Portfolio: students would be expected to give a report on their placement experience following the portfolio guidelines at the end of the course.

Grading

Grade	Marks x (%)
A	$70 \leq x \leq 100$
B	$60 \leq x < 70$
C	$50 \leq x < 60$
D	$40 \leq x < 50$
F	< 40
A-D	Pass
F	Fail

L. Evaluation of Performance

The percentage mark at Level 1 contributes a 20% weighting towards the Degree classification.

The percentage mark at Level 2 contributes a 30% weighting towards the Degree classification.

The percentage mark at Level 3 contributes a 50% weighting towards the Degree classification.

M. Award Classification

Overall weighted mark x (%)	Classification
$x \geq 70$	1 st Class Honours
$60 \leq x < 70$	2 nd Class 1 st Division Honours
$50 \leq x < 60$	2 nd Class 2 nd Division Honours
$45 \leq x < 50$	3 rd Class Honours
$40 \leq x < 45$	Pass degree
$x < 40$	No Award

N. Programme Organisation and Management

Programme Director and Coordinator:

Contact Details:

- Room:
- Telephone Number: 234 7624 (Ext. ...)
- Email: ...@umail.utm.ac.mu

Part II - Programme Structure

O. Full Time (Version 1.0)

Diploma/Degree in Early Childhood Care Management- Full time

PROGRAMME STRUCTURE

YEAR 1		Semester 1				Semester 2					
Code	Core Modules	Hrs/Wk		Credits	Code	Core Modules	Hrs/Wk		Credits		
		L	P				L	P			
ECCMA 1101	Early Childhood development and pedagogy	3	3	6*	MKTG 1107	Marketing Management	3	1	4		
MGMT1103	Business Communication	3	0	3	ECCMA 1102	Child Day Care Management 1	3	3	6*		
ECCMA 1103	Management of Early Childhood Care institutions	3	2	5*	HRMT 1003	Introductory Human resource Management	3	0	3		
MMIS1308	ICT for Early Childcare centres	3	1	4	ACCF 1101	Accounting for decision making	3	0	3		
→	Start of Level 1				Finish of Level 1				→		
YEAR 2											
		Semester 1								Semester 2	
Code	Core Modules	Hrs/Wk		Credits	Code	Core Modules	Hrs/Wk		Credits		
		L	P				L	P			
HRMT 1201	Organisational Behaviour	3	0	3	HRMT 2103	Teambuilding & Leadership	3	1	4		
ECCMA 2103	Personality and Social Development of the child	3	3	6*	ECCMA 2107	Emotional & Developmental disorders in childhood	3	3	6*		
ECCMA 2104	Mauritian Legislation, Policies & Procedures for Early Childhood	3	2	5*	ECCMA 2108	Child Day care Management 2	3	3	6*		
ECCMA 2105	Child Health, Nutrition & Fitness	3	3	6*	ECCMA 2109	Pastoral care & Basic Counselling skills	3	2	5*		
→	Start of Level 2				Finish of Level 2				→		
YEAR 3											
		Semester 1								Semester 2	

o									
Code	Core Modules	Hrs/Wk		Credits	Code	Core Modules	Hrs/Wk		Credits
		L	P				L	P	
ECCMA 2106	Childhood safety, security & well-being	3	2	5*	ECCMA 3111	Special Educational Needs	3	2	5*
ECCMA 3113	Family & Parenting	3	1	4	ECCMA 3112	Quality Management of Childcare institutions	3	1	4
ECCMA 3110	Child Evaluation & Assessment	3	2	5*					
	Portfolio/student placement*					Portfolio/student placement*			9
→	<i>Start of Level 3</i>				<i>Finish of Level 3</i>				→

** Dissertation starts Semester 1 of level 3 and credits will be earned at the end of Semester 2 of level 3

* Modules with 5 to 6 credits will be examinable on a yearly basis

P. Part Time Version

Diploma/Degree in Early Childhood Care Management - Part time

YEAR 1									
Semester 1				Semester 2					
Code	Modules	Hrs/Wk		Credits	Code	Modules	Hrs/Wk		Credits
		L	P				L	P	
ECCMA 1101	Early Childhood development and Pedagogy	3	3	6*	HRMT 1003	Introductory Human resource Management	3	0	3
MGMT 1103	Business Communication	3	1	4	MMIS1308	ICT for Early Childcare centres	3	1	4
ACCF 1101	Accounting for decision making	3	0	3	ECCMA 1102	Child Day Care Management 1	3	3	6*
<i>Start of Level 1</i>									
YEAR 2									
Semester 1				Semester 2					
Code	Modules	Hrs/Wk		Credits	Code	Modules	Hrs/Wk		Credits
		L	P				L	P	

HRMT 2103	Teambuilding & Leadership	2 + 1	3	ECCMA 2103	Personality and Social Development of the child	3 + 3	6*
ECCMA 1103	Management of Early Childhood Care institutions	3 + 2	5*	ECCMA 2104	Mauritian Legislation, Policies & Procedures for Early Childhood	3 + 2	5*
MKTG 1107	Marketing Management	3 + 1	4	ECCMA 2105	Child Health, Nutrition & Fitness	3 + 3	6*
				HRMT 1201	Organisational Behaviour	3+0	3
<i>Finish of Level 1</i>					<i>Start of level 2</i>		

YEAR 3							
Semester 1				Semester 2			
Code	Modules	Hrs/Wk L P	Credits	Code	Modules	Hrs/Wk L P	Credits
ECCMA 2106	Childhood safety, security & well-being	3 + 2	5*	ECCMA 2109	Pastoral care & Basic Counselling skills	3 + 2	5*
ECCMA 2107	Emotional & Developmental disorders in childhood	3 + 3	6*	ECCMA 2108	Child Day care Management 2	3 + 3	6*
<i>Finish of Level 2</i>							→

YEAR 4							
Semester 1				Semester 2			
Code	Modules	Hrs/Wk L P	Credits	Code	Modules	Hrs/Wk L P	Credits
ECCMA 3110	Child Evaluation & Assessment	3 + 2	5*				
ECCMA 3113	Family & Parenting	3+1	4	ECCMA 3111	Special Educational Needs	3 + 2	5*
					Portfolio/student placement*		9
→ <i>Start of Level 3</i>							

Year 5			
Semester 1			
Code	Modules	Hrs/Wk L P	Credits
ECCMA 3112	Quality Management of Childcare institutions	3 + 1	4
	Portfolio/student*placement		9

Finish level 3 →

Q. MODULE OUTLINE

ECCMA 1101 Early Childhood Development and Pedagogy

Development, Studies in Child Development, Influence of Heredity on Development, Nature versus Nurture, Conception, Stages of Prenatal Development, Environmental Influences on Prenatal Development, Influence of Heredity on Development; Roles of the teacher in planning and implementing an integrated developmentally appropriate pre-school curriculum for children aged 0-6 years old; design of programme encouraging collaborative learning.. early childhood standards, philosophies, and program related to the teaching, learning, and assessment process. curriculum design from a leader's perspective; assessment and reflective practices; An overview broken down into birth-6 months, 6-12 months, 12-18 months, 18-36 months, 3-5 years; details on social, emotional, physical, and intellectual development; *Practical Exercise: Reflection and Observation; Learning Aid: Ages and Stages Chart*

MGMT 1103 Business Communication

The benefits of effective business communication, internal and external communication of day care, verbal and non-verbal, communication, the process of communication, communication barriers, intercultural communication, teamwork, conflict and communication, writing and presenting business documents, oral presentations, electronic communication, preparation and elaboration of portfolio, communication with major educational stakeholders.

MMIS 1308 ICT for Early childcare centres

use technology options to manage children's programs; technology facilitating communication; effective software programs for operations management (computerized record-keeping systems, etc); e-competencies; computer applications for information research, organization, collaboration and presentation.

ECCMA 1103 Management of Early Childhood care institutions

Overview of organization and management theory; school as an open social system ;concept of school management; managerial functions; managerial & leadership styles; management of office administration; school structure & culture; supervisory practices in early childhood care and education settings; performance goals of carers;

ACCF 1101 Accounting for Decision Making The need and different roles of accounting information, The basic framework. Accounting concepts and users of accounts, Recording and summarizing transactions, Preparing final accounts, Adjustments to final accounts. Capital and revenue distinction, Bank reconciliation statement and control accounts, Accounting ratios and interpretations, Accounting for internal decision making, Accounting for materials and valuation of stock, Decision Making techniques

HRMT 1003 Introductory Human Resource Management

History, Evolution, Developments. Job Description, Analysis & Evaluation. Human Resource Planning. Recruitment & Selection. Performance & Reward Management. Training & Development. Professional development, Strategies to support the growth and development of teachers; visionary coaching and mentoring in the process of change.

MKTG 1107 Marketing Management

The marketing concept, role of marketing in strategic planning, effective publicity and marketing strategies to "showcase" their early childhood centres; marketing environment, marketing research, electronic marketing and marketing ethics; Social Responsibility, Ethics, Customer Relationship Management, Marketing Plan.

ECCMA 1102 Child Day Care Management 1

An Introduction: The Role of the Child Care Worker, Interacting with Child Care Workers, Guiding Behavior, Fostering Self-Esteem and Showing Approval, Changes in Children: 12 Months to 10 Years, Financial Statements and the Business Plan; Administration of Programs for Young Children: Administration, Choices: Schools and Programs, The Program and Environment of Planning, Setting Program Goals, Planning for Infants and Toddlers and Preschool-Age Children.

HRMT 1201 Organisational Behaviour

Introduction to of Organizational Behaviour, Foundations of individual behaviour, Managing individual behaviour, Personality Theories, Job Satisfaction. Power and Politics. Foundations of Group Behaviour and Group Dynamics. Communications and Decision-making. Conflict Management. Organisational Culture. Organisational Development

ECCMA 2103 Personality and Social Development of the child

Stages in personality development, factors contributing to personality development, the role of environment, self concept and personality, personality and social development theories, personality test, personality and identity, personality and relationships, problems with personality development.

ECCMA 2105 Child Health, Nutrition & Fitness

Provision of nutritional needs for children(birth to age eight); Overview of nutritional needs and issues of physical fitness and well-being in young children. Includes field experiences; understanding of children's growth and development; child obesity; healthy food habits; malnutrition & other food-related deficiencies; food allergies; active lifestyle for children; safe sports for children.

ECCMA 2104 Mauritian Legislation, Policies & Procedures for Early Childhood

State and local laws concerning children; legal status of mauritian children; the Ombudsperson for children Act (2003 & Amendments of 2005);16 Rights and Responsibilities of Children; regulations, policies, procedures, and requirements of funding sources; practical overview of the legal and regulatory requirements involved in the operation of early childhood programs; managing the requirements, guidelines, and inspections in a pro-active way to insure both compliance and quality. Accountability and responsible leadership.

HRMT 2103 Team Building and Leadership

Definition of teams; Importance of Teambuilding; Process & issues of teambuilding; Team members- roles & definition; attributes of a good team leader; the process of leadership; Leadership theories & styles; empowering team members; team motivation.

ECCMA 2108 Child Day Care Management Module 2

Planning and Staff Decision Making: Planning for School-Age Children, Staff Selection, Personnel Policies, Staff Supervision and Training, Student Teachers/Volunteers: *Management Issues*, Budget Management, Maintenance, Health, and Safety, Food and Nutrition Services, Including Families and the Community, Maintaining the Quality of Child Care, Computerized Center Administration

Planning for Profit in Your Child Care Business: Setting Your Professional Goals, Contracts and Policies, Rates, Fees, and Collection, Communication Styles and Listening Skills, Financial Determination, Sharing Unpleasant Information with Parents, Marketing Strategies, Responsibilities of an Assertive Child Care Provider, Your Child Care Business Plan.

ECCMA 2109 Pastoral care & Basic Counselling skills

Pastoral care and Overview of theory and practice in counseling; core micro skills of counselling; reflection of feelings and emotion in counselling; establishing the counselling environment; conflict resolution; person-centered approach, exploring own values, beliefs, attitudes and prejudices; developing knowledge of typical behavioural reactions to crisis situations; dealing with presenting problems in counselling practice; the counselling process; Counseling Interview.

ECCMA 2107 Emotional & Developmental Disorders in Childhood

Sensory and communication disorders; social and emotional problems; physical and health related disorders; standards, observation, and assessment of typical and atypical behaviors; assessment methodologies for typical and atypical young children (birth to age eight); ethics, referral and reporting procedures, and collaboration with families and other professionals.

ECCMA 2106 Childhood safety, security & well-being

Consideration of public health issues and safety procedures within early childhood settings; basic needs on health for young children; principles and applications of first aid; symptoms and signs of common childhood illnesses; how to respond to situations of illnesses, accidents and child abuse; school safety (infrastructure, asbestos, etc); food safety; child abuse; the role of Child Development Unit (CDU).

ECCMA 3110 Evaluation & Assessment of the child

Early intervention services are concerned with all the basic and brand new skills that babies typically develop during the first three years of life, such as: physical (reaching, rolling, crawling, and walking); cognitive (thinking, learning, solving problems); communication (talking, listening, understanding); social/emotional (playing, feeling secure and happy); Self-help (eating, dressing).

ECCMA 3113 Family & Parenting

family, community and cultural influences on development of the young child (birth to age eight); trends and threats to attachment, relationships and cultural identity; social and emotional experiences and their impact on the developing brain; understandings of the various contributions and needs that different families bring to early childhood settings; effective communication and positive partnerships between families and school personnel; relationship between family culture and ideas about childrearing; strategies to build positive, interdependent and reciprocal relationships between families, schools and communities for the optimal development of children.

MGMT 3112 Quality Management of Childcare institutions

Introduction to Quality for childcare institutions. Total Quality Management concept and philosophies. Total Quality Culture. Leadership for Quality. Planning for Quality. Organizing for Quality. Teamwork for Quality. Communications and training for Quality.

ECCMA 3111 Special Educational Needs

Overview of the exceptional learner (birth - age 5 eight); observation, techniques, characteristics, identification, types of different abilities; learning exceptionalities; giftedness; children with disabilities; system for individualized, on-going child assessment and documentation; challenges and review the rewards to creating a supportive, inclusive environment for all teachers, children and families; 'inclusion' for students with diverse learning needs- impairments, gifts and talents and explore strategies for creating inclusive learning environments; creating culturally sensitive approaches to learners

Portfolio/student placement

Students are expected to reflect and provide a detailed report on both theoretical knowledge acquired throughout the different semesters and provide evidence of their experiential learning during placement (10000-12000 words) following the portfolio guidelines.