



# **BACHELOR OF EARLY CHILDHOOD EDUCATION (HONS)**

(in collaboration with HELP University)

# **PROGRAMME HANDBOOK 2019**

Updated: 26 September 2019

## Department of Early Childhood Education

### **Early Childhood Education (ECE)**

Methodist Pilley Institute (MPI) was established with the mission to provide quality, wholesome and affordable higher education opportunities to local community, especially catering to students from average to below average income families who could not afford tertiary education in West Malaysia or overseas education. Diploma in Early Childhood Education programme was offered in 2007 in response to Government's emphasis on the need to upgrade the quality of preschool teachers in Malaysia. Towards 2010s, the ever-increasing need to further upgrade preschool teachers to meet societal expectations, MPI then seek collaborative opportunity with HELP University to offer Bachelor degree in Early Childhood Education (HONS) programme in 2015.

As the core of the professional preparation of early childhood care-givers and educators, the ECE study is considered an education programme rather than vocational training. Educational research and theoretical discourse have exerted long term impact on the professional behaviours of carers and educators, i.e. edu-carers' best practice. Thus, teaching and learning skills and strategies; parental involvement, supporting families and children with special needs, child advocacy in the community, prevention of child abuse and elimination of the risk of children failing to realize their potential, are explored and integrated in best practice.

ECE professionals shared unique commitments, responsibilities and characteristics outlined in the NAEYC Code of Ethical Conduct. ECE professionals are expected to uphold high standards of ethical responsibilities, to honour teaching as a profession of high trust and integrity, and to demonstrate professionalism with understanding of each young learner's strengths, interests, needs, identities, languages and cultures. Professional early childhood educators are also expected to communicate effectively and work closely with various stakeholders including families, other experts in the field, and communities, and to ensure learning is characterized by respect, inclusion, empathy, collaboration and safety.

These are the contents of the three-year Bachelor of Early Childhood Education, BECE (HONS) programme. These are also the areas of professional interests of both HELP University and MPI ECE Team. With research study and professional interest, the BECE (HONS) programme and children related courses would have significant implications on the provision of care services, pre-school and home education, community and society, and ECE scholarship and industry.

Both HELP University and MPI ECE Teams comprise educationists with postgraduate credentials. Also, their professionalism is continuously developed as they have not severed their links with pre-school centres and the care community. Thus, BECE students at MPI will encounter the best of both worlds in their interactions with the MPI ECE Team: academic study and professional care and education work. Furthermore, MPI has established close relationships with kindergartens, and early year center owners, who are able to offer good practical experience for students, as well as providing sound advice on the setting up and the running of child care centres and kindergartens.

They share a commitment of ensuring that every pre-school child in Malaysia, even the child in the most interior of the country would one day have access to high quality pre-school education that only academically qualified and professionally trained graduate childcare-givers and educators can provide. The BECE (HONS) Programme is therefore, the process through which to mold and harness their professional code of conduct.

Both HELP University and MPI ECE Team believes that caring for and educating the young is a noble profession with an economically satisfying return. ECE is a profession that requires professionals in this field to answer a call to serve the community, directly or indirectly.

MPI serves as a training centre to train care-givers and educators who are capable of serving families, especially young parents without extended family support, and those without access to quality care and education. Care-givers and educators who successfully completed the BECE (HONS) Programme are expected to be competent in working with the parents or guardians to lay a strong, healthy foundation that impacts the future development of every child and eventually, the nation.

**NOTE:**

The BECE programme in MPI is a franchise programme developed by HELP University, whereby HELP University owns full authority with regards to all programme related matters. All decisions related to the programme will be reverted to HELP University for further action.

## **Bachelor of Early Childhood Education (HONS)**

The BECE (HONS) programme is developed by HELP University and MQA accredited (M Ref: A10104), certified strong in the integration of principles and practice that underlines the professional development of early childhood educators.

### **Programme Educational Objectives:**

- PEO 1  
Instill the professional values and ethics of early childhood educators and bring Early Childhood Education to higher academic realm.
  
- PEO 2  
Equip students with knowledge, skills and competencies to enable them to be professional early childhood educators so as to provide quality early childhood care and education.
  
- PEO 3  
Produce competent, ethical, professionally qualified, and global early childhood educators.
  
- PEO 4  
Ensure the development of socially responsible and entrepreneurial early childhood educators and enhance the status of the ECE profession.

**Programme Learning Outcomes:**

- PLO 1  
Demonstrate mastery of knowledge of the core knowledge areas.
- PLO 2  
Apply the knowledge and understanding to create and implement developmentally appropriate learning experiences for children's development.
- PLO 3  
Create a safe, healthy and nurturing environment where children learn and develop.
- PLO 4  
Practice professional values, attitudes and ethics.
- PLO 5  
Communicate effectively with children, colleagues, families and the community.
- PLO 6  
Engage families and communities in enhancing quality early childhood education.
- PLO 7  
Apply problem solving, self-reflection, scientific skills and creative thinking in the care and education of young children.
- PLO 8  
Apply information to enhance early learning and self-development.
- PLO 9  
Exhibit managerial and entrepreneurial skills as well as display responsiveness to the changing nature of early childhood education.

The MQA accredited BECE (HONS) Programme requires student teachers to fulfill the minimum requirement: 120 credit hours and pass in 34 subjects.

**Programmes Structure:**

- 24 ECE subjects
- 2 Practicums
- 3 Electives
- 5 MPU subjects

Student-teachers (MPI students) will have an extensive ECE coverage. The first-year study is a preparation for Practicum 1 on nursery education while the second year focuses on practicum 2 which is on teaching the four – six-year-old in kindergarten.

**Duration: 3 years**

**Intakes: January, August**

## A. BECE (HONS) Programme Structure

YEAR 1														
Semester /Year Offered	Subject Code	Subject Name	Classification (Compulsory Major/Minor/ Elective)	Credit Value	Programme Learning Outcomes (PLO)									Prerequisite
					PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	
Semester 1 (Year 1)	BECE1013	Child Development 1 : Infant and Toddler Care	Major	3	√	√	√						Nil	
	BECE1024	Children and Play	Major	4	√	√	√						Nil	
	BECE1033	People Skills and Group Dynamics	Major	3	√	√	√	√					Nil	
	MPU3123	Tamadun Islam dan Tamadun Asia (TITAS)	Compulsory	3									Nil	
	MPU3113	Hubungan Etnik	Compulsory	3									Nil	
	BECE2133	Education of the Gifted and Talented OR	Elective	3	√	√							Nil	
BECE2143		Introduction to Education: History, Philosophy & Sociology					√	√		√	√	Nil		
<b>Total Credit Hours for Semester 1 Year 1</b>				<b>19</b>										
Semester 2 (Year 1)	BECE1044	Health, Safety and Nutrition for Young Children	Major	4	√	√	√						Nil	
	BECE1053	Psychology of Education	Major	3	√	√	√						Nil	
	MPU3223	Leadership and Life Skills	Compulsory	3									Nil	
<b>Total Credit Hours for Semester 2 Year 1</b>				<b>10</b>										
Semester 3 (Year 1)	BECE1064	Young Children's Literature	Major	4		√					√		Nil	
	BECE1074	Art and Craft	Major	4	√	√	√	√					Nil	
	BECE1084	Music and Movement in Early Childhood	Major	4	√	√	√		√				Nil	
	BECE1094	Observation and Assessment in Early Childhood	Major	4	√		√		√		√		BECE1013	
	BECE1103	Managing Young Children's Behaviours	Major	3	√		√	√			√		Nil	
<b>Total Credit Hours for Semester 3 Year 1</b>				<b>19</b>										
<b>Total Credit Hours for Year 1</b>				<b>48</b>										
YEAR 2														
Semester 1 (Year 2)	BECE2013	Child Development II (Learning Experiences and Development)	Major	3		√		√			√	√	BECE1013	
	BECE2024	Social and Environment Studies in Early Childhood	Major	4	√	√					√		Nil	
	BECE2034	Science and Technology in Early Childhood	Major	4	√	√	√				√		Nil	
	BECE2044	Mathematics in Early Childhood	Major	4	√	√	√						Nil	
	BECE2054	Teaching Young Children English	Major	4		√					√	√	Nil	
<b>Total Credit Hours for Semester 1 Year 2</b>				<b>19</b>										
Semester 2 (Year 2)	BECE2084	Practicum 1: Nursery Experience	Major	4	√	√	√		√		√		Completed successfully Year 1	
<b>Total Credit Hours for Semester 2 Year 2</b>				<b>4</b>										
Semester 3 (Year 2)	BECE2094	Special Needs Education	Major	4	√		√		√		√		BECE1103	
	BECE2103	Teaching Young Children Bahasa Malaysia	Major	3	√	√	√				√		Nil	
	BECE2114	Children's Theatre	Major	4	√	√	√						BECE1074, BECE1084	
	BECE2124	Physical and Health Education in Early Childhood	Major	4		√	√		√				BECE1044	
MPU3363	Issues of Social Media on the Malaysian Society	Compulsory	3									Nil		
<b>Total Credit Hours for Semester 3 Year 2</b>				<b>18</b>										
<b>Total Credit Hours for Year 2</b>				<b>41</b>										

YEAR 3													
26		BECE3014	Research Methodology in Early Childhood	Major	4	√	√		√	√		Nil	
27		BECE3023	Families, Community and Society	Major	3			√	√	√	√	Nil	
28		BECE3034	Early Childhood Entrepreneurship and Management	Major	4	√	√		√			√	Nil
29	Semester 2 (Year 3)	BECE2063	Teaching Young Children Mandarin OR	Elective	3	√	√					√	Mandarin Literacy
		BECE2073	Teaching Young Children Tamil			√	√					√	Tamil Literacy
30		MPU3432	Event Management II	Compulsory	2								Nil
31		BECE3043	Learning Disabilities OR	Elective	3	√	√	√				√	BECE2094
		BECE3053	Introduction to Play Therapy			√	√						Nil
<b>Total Credit Hours for Semester 1 Year 3</b>					<b>19</b>								
32	Semester 2 (Year 3)	BECE3064	Practicum 2: Kindergarten Practice	Major	4	√	√	√		√		√	BECE2084
<b>Total Credit Hours for Semester 2 Year 3</b>					<b>4</b>								
33	Semester 3 (Year 3)	BECE3074	Issues, Ethics and Professionalism in Early Childhood Education	Major	4	√			√		√	√	Nil
34		BECE3084	Early Childhood Research Project	Major	4		√		√		√	√	√
<b>Total Credit Hours for Semester 3 Year 3</b>					<b>8</b>								
<b>Total Credit Hours for Year 3</b>					<b>31</b>								
<b>Total Overall Credit Hours</b>					<b>120</b>								

## **B. Entry Requirement**

Admission to this programme is in fulfilment of any one of the following requirements:

Applicants require one (1) of the following:

- 2 STPM Principals passes
- 2 A-Level principal passes
- 5Bs in Senior Middle Three (SM3 or UEC)
- International Baccalaureate with a minimum score of 24 point
- Pass in related Diploma programme accredited by the Malaysian government
- Pass in related Foundation/Matriculation programme from PHE/HEI approved by the Malaysian Government
- Other equivalent qualification or appropriate professional experience recognised by HELP University and based on the process of Assessment of Prior Experiential Learning (APEL)

Other equivalent qualification approved/accredited by Malaysian Qualification Agency.

Canadian Qualification

- Canadian Pre-University (CPU) passes with a minimum average of 50%
- Ontario Secondary School Diploma with a minimum average of 50%

The student has to complete an application form and provide the following:

- Photograph – passport sized
- Photocopy of his/her MyKad/passport
- Copies of all his/her academic certificates and transcripts
- Photocopy of birth certificate
- Photocopy of school leaving certificate/ testimonial

## **C. Credit Transfer / Subject Exemptions**

*Students may apply for Credit Transfer/Subject Exemption based on the MQA guidelines.*

## D. Course Description

- 1. Course** **Child Development 1: Infant and Toddler Care**  
Course code BECE 1013  
Credit Hours 3  
Description In this subject, students will examine the major developmental theories in the study of child development for children's age ranging from 0-4 years old. The discussion includes characterizing prenatal development, the impact of a child's birth on the family and community, each developmental milestone and the care of under-two-year-old children in an institutionalized care or home care settings that includes (1) Care Routines, (2) Weekly Menu (3) Play and Educational Activity Schedule.
- 2. Course** **Children and Play**  
Course Code BECE 1024  
Credit hours 4  
Description In this subject, students will understand the importance of incorporating play in appropriate early childhood education programs. It examines whether the thematic integrated and child-centered preschool program is appropriate and high quality. This course facilitates the mastery of the play methodology as the process to understand the pre-occupation of children with play during their waking day. Its importance in promoting experiential learning, a process through which very young children make sense of their ever-changing environment. This subject also forms the basic knowledge of early childhood educators whose services on the care and education of young children age ranging from 2 to 6 years old at child care settings on promoting their overall balanced growth, learning and development.
- 3. Course** **People Skills and Group Dynamics**  
Course Code BECE 1033  
Credit hours 3  
Description As decision makers as well as agents of change, teachers need good people skills and they need to be good team players, Therefore this module seeks to enhance teachers' professionalism by equipping them with people skills, group dynamics and knowledge of mental health, that will help them self-reflect for change and improvement as well as communicating effectively with colleagues, parents, students and community.

- |  |   |
|--|---|
| <p><b>4. Course</b><br/>Course Code<br/>Credit hours<br/>Description</p> | <p><b>Health, Safety and Nutrition for Young Children</b><br/>BECE 1044<br/>4<br/>In this subject, students will be exposed to contemporary health, safety and nutrition of infants through an appropriate program. It covers the early identification of children's health conditions and the promotions of children's well-being in collaboration with families and sensitivity to individual differences and that are considered the critical importance of health, safety and nutritional education.</p>  |
| <p><b>5. Course</b><br/>Course Code<br/>Credit hours<br/>Description</p> | <p><b>Psychology of Education</b><br/>BECE 1053<br/>3<br/>Students will acquire knowledge and understanding of how each individual person and child grows, learn and develop; and the impact on behaviours, self-concept and self-esteem, learning performance, general skills attainment and school achievement. Included is the exploration of the relationship of psychology and education, two disciplines and why the former is one of the foundations of teacher education.</p>   |
| <p><b>6. Course</b><br/>Course Code<br/>Credit hours<br/>Description</p> | <p><b>Young Children's Literature</b><br/>BECE 1064<br/>4<br/>This module introduces to students a range of stories, poems and others texts from young children's literature and explores ways of using young children's literature to inculcate in children a love for reading. Topics will include: children as readers, genres of children's literature, literary elements and features of texts, reading literary texts, storytelling and performing literature for children and writing for a child audience. They will also get to discuss on how to use young children's literature as a teaching tool to enhance the language, intellectual, moral, aesthetic and creative development of young children.</p> |
| <p><b>7. Course</b><br/>Course Code<br/>Credit hours<br/>Description</p> | <p><b>Art and Craft</b><br/>BECE 1074<br/>4<br/>In this subject, students will be exposed to the characteristics of an appropriately designed visual arts programme for young children and the roles of the teacher in early childhood art. Students will also be able to understand the process of nurturing creativity in young children. The characteristics of an art environment for young children will be also discussed.</p>  |

- |  |   |
|--|---|
| <p><b>8. Course</b></p> <p>Course Code</p> <p>Credit hours</p> <p>Description</p>  | <p><b>Music and Movement in Early Childhood</b></p> <p>BECE 1084</p> <p>4</p> <p>In this subject, students will have a comprehensive understanding of theory and practice in music and movement education. They will be able to know the types of music and movement suitable for children in the early childhood and primary schools as well as for children with special needs. An interdisciplinary approach to providing music and movement activities for young children is emphasized.</p>  |
| <p><b>9. Course</b></p> <p>Course Code</p> <p>Credit hours</p> <p>Description</p>  | <p><b>Observation and Assessment in Early Childhood</b></p> <p>BECE 1094</p> <p>4</p> <p>This subject introduces students to the theory and practice of observation and assessment in early childhood setting. It helps the students to understand various observation and assessment techniques and the observed data for improving the educational curriculum and environments of the young child. Students will apply theoretical knowledge in order to understand and interpret the observations and reflect on their experience of being an observer and in observing young children. This course also emphasises on ethics, objectivity and professionalism in observation and how to share assessment result with parents and other stake holders.</p> |
| <p><b>10. Course</b></p> <p>Course Code</p> <p>Credit hours</p> <p>Description</p> | <p><b>Managing Young Children's Behaviours</b></p> <p>BECE 1103</p> <p>3</p> <p>In this subject, students will be supplied with information about helping children become happy, responsible and productive people. Students will also have a clear understanding of childhood development and developmentally appropriate practices as they relate to the causes of children's behavior.</p>   |
| <p><b>11. Course</b></p> <p>Course Code</p> <p>Credit hours</p> <p>Description</p> | <p><b>Child Development II (Learning Experience and Development)</b></p> <p>BECE 2013</p> <p>3</p> <p>In this subject, students will be introduced to the field of child development, its major theories and the research methodology in child development. Students will also re-visit Child Development I, reviewing the role of heredity and environment in influencing the development of kindergarten children and reflecting on the various aspects of development.</p>   |

<b>12. Course</b>	<b>Social and Environment Studies in Early Childhood</b>
Course Code	BECE 2024
Credit hours	4
Description	In this subject, students will be exposed to a multitude of practical ideas, suggestions and activities that early childhood educators can use to both interest the young children in social studies and an appreciation of the environment as national heritage, integrating it with other sciences, arts, literature, mathematics, reading and writing.
<b>13. Course</b>	<b>Science and Technology in Early Childhood</b>
Course Code	BECE 2034
Credit hours	4
Description	This course focuses on science learning for young children and how to ensure the development of the thinking skills or cognition, scientific process skills and scientific attitudes through interesting science activities and discoveries. Students will also discuss on the guidelines in self-evaluating science teaching and programmes.
<b>14. Course</b>	<b>Mathematics in Early Childhood</b>
Course Code	BECE 2044
Credit hours	4
Description	In this subject, students will be exposed to the concepts and skills of early mathematics and its place in the early childhood curriculum. Specifically, they will focus on developmentally appropriate mathematics instructional assessment methods for early childhood years (such as number sense, place value system, graphical representation, problem solving, geometry and measurement) and lower order thinking skills (such as comparing, classifying, ordering, patterning, counting, measuring and problem solving). The strategies to enable to make it a meaningful curricular content, modification and integration of other ECE content area will also be discussed.
<b>15. Course</b>	<b>Teaching Young Children English</b>
Course Code	BECE 2054
Credit hours	4
Description:	In this module, students will learn how children, in a group setting or in school, learn English as a language. As such, students will learn how to create the best environment for children to learn English as an additional language; and how to monitor their progress. This course aims at providing students with the fundamentals to critically evaluate, reflect on and design strategies to effectively teach children in response to their specific needs. Students will look into how to implement an effective classroom-level approach.

<b>16. Course</b>	<b>Teaching Young Children Mandarin</b>
Course Code	BECE 2063
Credit hours	3
Description	In this subject, students will be introduced to how first and second language learners learn Mandarin in a group setting and in school. Included the exploration of the psychological, sociological and cultural issues of learning Chinese by mastering the strokes/pi soon and “Hanyu pinyin” as it will be required for spelling, word knowledge and reading, progressing eventually to composing. The learning methodology would be through integration approach in line with KSPK.
<b>17. Course</b>	<b>Teaching Young Children Tamil</b>
Course Code	BECE 2073
Credit hours	3
Description	Students will acquire an understanding of the theoretical foundation and range of approaches, skills, strategies and techniques available to support each child’s acquisition of the Tamil Language in pre-school as the mother-tongue of some children and as a preparation for primary schooling in Tamil.
<b>18. Course</b>	<b>Practicum 1: The Nursery Experience</b>
Course Code	BECE 2084
Credit hours	4
Description	The Practicum module provides an opportunity for the student(s) to apply knowledge, skills, and understanding about early childhood education. The practicum course evaluates the student(s) performance as a nursery teacher or child care provider. Students will be placed in a nursery or child care centre to experience taking care of and educating children below the age of 4 years. They will also have the opportunity to experience the activities and practical issues involved in managing programs for children below the age of 4 years.
<b>19. Course</b>	<b>Special Needs Education</b>
Course Code	BECE 2094
Credit hours	4
Description	Students will acquire an understanding of special education, its theoretical foundation and the range of approaches, skills, strategies and techniques available to support each child’s needs, including know about inclusive education or integration with mainstream school.

<b>20. Course</b>	<b>Teaching Young Children Bahasa Malaysia</b>
Course Code	BECE 2103
Credit hours	3
Description	Unit ini pelajar akan memperoleh pemahaman mengenai asas teori dan pelbagai pendekatan, kemahiran, strategi dan teknik yang sesuai untuk menyokong pemerolehan setiap kanak-kanak BM. Unit ini menerangkan cara-cara untuk memupuk kemahiran bahasa kanak-kanak dalam pertuturan dan perangsangan melalui soal jawab dan siri program bacaan awal terbitan Dewan Bahasa dan Pustaka yang dibahagikan kepada tiga tahap untuk meningkatkan kemahiran membaca dan memupuk minat membaca di kalangan kanak-kanak.
<b>21. Course</b>	<b>Children's Theater</b>
Course Code	BECE 2114
Credit hours	4
Description	For many students, this will be an introduction to theatre – concepts, terminology, and experience. For all, it will explore ways to use theatre arts as an enhancement of children's development, education, expression and recreation. Students will use movement, vocal exercises, improvisation, script writing and scripted material to increase knowledge of and comfort with theatre for children. The class will culminate in a fully realized production, produced and performed by the students.
<b>22. Course</b>	<b>Physical and Health Education in Early Childhood</b>
Course Code	BECE 2124
Credit hours	4
Description	Student pre-school teachers discuss the importance of including PE and HE in the early childhood curriculum. The result would be they learn to plan, implement and evaluate two related programmes on PE and HE based on knowledge and understanding. This course aims to provide students with an understanding of issues which are important for the physical education and health and well-being of children both within and outside of the Early Childhood education settings.
<b>23. Course</b>	<b>Education of Gifted and Talented</b>
Course Code	BECE 2133
Credit hours	3
Description	Students will be able to take care of and educate the range of young children with differing levels of development, abilities and potentials. The focus will be on nurturing and enhancing children with the potentials to become gifted or talented in a range of abilities or aptitude.

<b>24. Course</b>	<b>Introduction of Education: History, Philosophy &amp; Sociology</b>
Course Code	BECE 2143
Credit hours	3
Description	In this subject, students will learn about the development of education in Malaysia including its history and the Malaysian national philosophy of education. In addition, the development of early childhood education in Malaysia as well as teacher education will be discussed. Students will also look into the sociological approach to education and its practical applications on societal impact on how young children grow to become members of a community.
<b>25. Course</b>	<b>Research Methodology in Early Childhood</b>
Course Code	BECE 3014
Credit hours	4
Description	This course on Research Methodology in Early Childhood (BECE 3074) examines progressively a range of research approaches and research methodologies from an introduction to research terms and concepts to the presentation of research findings and writing of a research report. The course engages learners in writing a research proposal and implementing the research plan which involves data collection and data analysis. Learners are also guided through the process of data interpretation from their research findings and writing a conclusion in the final research report.
<b>26. Course</b>	<b>Families, Communities &amp; Societies</b>
Course Code	BECE 3023
Credit hours	3
Description	In this module, students will learn of the significance and importance of the links between the child, the home, the school and the community. As early childhood educators, it is also necessary to be equipped with knowledge on the issues of globalization and multiculturalism; and the implication on their profession, clients, i.e. the parents and community, and the society at large. Students will gain an understanding of their professional role in supporting families through collaborative partnership and effective use of community and family resources.

<b>27. Course</b>	<b>Early Childhood Entrepreneurship and Management</b>
Course Code	BECE 3034
Credit hours	4
Description	This course provides students with introduction knowledge of how to start or to innovate inside an existing organization in early childhood. Students will be exposed to all aspects of program administration from the earliest stages of planning the facility and identifying the program's goal, through program implementation and evaluation. Students will also discuss several related matters such as, leadership, financing, budgeting and marketing of the program. Working with families and communities will also be discussed.
<b>28. Course</b>	<b>Learning Disabilities</b>
Course Code	BECE 3043
Credit hours	3
Description	In this subject, students will be exposed to characteristics of persons with learning disabilities, the causes of learning disabilities and the educational interventions for students with learning disabilities. Students will also discuss the major causes of social, emotional and behavioural problems.
<b>29. Course</b>	<b>Introduction to Play Therapy</b>
Course Code	BECE 3053
Credit hours	3
Description	In this subject, students will be exposed to theory and techniques of play therapy. They will examine the role of the therapist, the structure of the session and assessment techniques. Students will understand the importance of play as a form of therapy in the care and education of children.
<b>30. Course</b>	<b>Practicum 2: The Kindergarten Experience</b>
Course Code	BECE 3064
Credit hours	4
Description	The Practicum module provides an opportunity for the student(s) to apply knowledge, skills, and understanding about early childhood education. The practicum course evaluates the student(s) performance as a preschool teacher or provider. Students will be placed in a preschool or kindergarten centre to experience taking care of and educating children between the ages of 4 to 6 years. They will also have the opportunity to experience the activities and practical issues involved in managing programs for children between the age of 5-6 years.

**31. Course**

Course Code

Credit hours

Description

**Issues, Ethics and Professionalism in Early Childhood Education**

BECE3074

4

In this course, students will learn about the professional implication of their trained and qualified status, NAYEC Knowledge and the expectation of an educated educator with good practice and strong principles. Students will discuss the issues in early childhood education that include the use of the child development research, professional development, and the use of the standard-based curriculum. They will discuss the role of families in early care and education, meeting the needs of all young children, and how best to advocate for comprehensive quality programs for young children.

**32. Course**

Course Code

Credit hours

Description

**Early Childhood Research Project**

BECE 3084

4

The course will allow the students to design and perform investigations/observations to collect data and analyze result in order to make relevant decision on the concept and key issues around early childhood education. It also allows students to demonstrate the social, cultural, global and environmental responsibilities of an early childhood professional.

## E. Assessment & Grade Classification

Students shall be evaluated through two (2) evaluation components, as follows: final examination which shall constitute 40% - 60% of the total marks; and course work, which may include tests, quizzes, projects, presentations, etc., which shall constitute 60% - 40% of the total marks.

Evaluation for the courses that are practical may be 100% on course work. The following items pertaining to the grading system shall be determined by the HELP University's Academic Board of Faculty and endorsed by the Senate:

- Implementation of the open book examination practice;
- Percentage breakdown for the final examination and course work; and
- Breakdown for course work.

The scheme of marks and grades shall be as follows:

Students who are admitted to HELP shall be governed under Scheme of Marks and Grades given below:

### Classification Scales and Descriptors

GRADE		MARKS
HD1	(High Distinction-1)	85% - 100%
HD2	(High Distinction-2)	80% - 84%
DI1	(Distinction-1)	75% - 79%
DI2	(Distinction-2)	70% - 74%
CR1	(Credit-1)	65% - 69%
CR2	(Credit-2)	60% - 64%
PS1	(Pass-1)	55% - 59%
PS2	(Pass-2)	50% - 54%
FL	(Fail)	0% - 49%
Pass		50% - 100%
Fail		0% - 49%

A student may graduate with an honours award upon the successful completion of a course. HELP University awards honours in the following categories:

### Classification of Honours

CGPA	Honours Classification
3.75 – 4.00	First Class
3.25 – 3.74	Second Upper Class
2.50 – 3.24	Second Lower Class
2.10 – 2.49	Third Class

## **F. Exam**

Students are required to bring their Student ID into the examination hall for identification purposes. Students must not be involved in any unfair or dishonest practice in any part of the examination.

Only authorized materials and equipment are allowed in the examination hall. Unauthorized materials or equipment which might give an unfair advantage such as notes, calculator cases/instruction leaflets, bags, pencil cases, personal TV/stereo, electronic or radio communication devices, including mobile phones are restricted in the examination hall.

Any attempt at unfair practice, or violation of rules in any way, would cause disqualification from one or all subjects.

### Examination Timetables

The Exam Departments shall publish an examination timetable for all subjects in which there is a final examination, by posting it on *UCMS* as well as on the notice boards in the various academic departments

### Examination Clashes

A student who has an examination clash is required to notify the MPI Exam Department within the period stated from the date of the posting of the exam timetable.

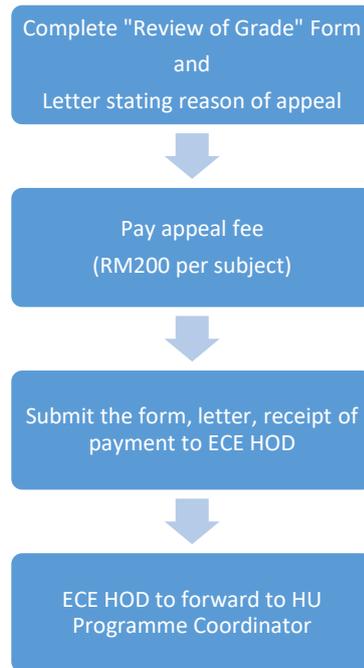
If there is an examination clash, arrangements may be made such that the student affected can take both exams on the same day. If required, the student will be quarantined and supervised during the break between the examinations.

## **G. Appeal of Academic Decisions**

All appeals must be submitted to **HU Registry** within **five (5)** working days from the date the results were officially released.

### Procedure for Appeal against examination result

1. Students are to complete a "Review of Grade" Form
2. A letter stating reason of appeal must be enclosed
3. Duly completed form to be submitted to MPI Admin Officer for invoicing of appeal fee RM200 for each subject
4. Payment to be made at the administration office
5. Students to submit the form, letter, receipt of payment to MPI ECE HOD.
6. MPI ECE HOD will forwarded to HU Programme Coordinator for further action.
7. The student will be notified of the outcome of his application for review of grade by letter in writing
8. Appeal fee shall be credited back to the student's account should the grade for the appealed subject be improved.



Grounds of Appeal:

Appeals which question the academic judgement of examiners will not be allowed.

Appeals will be allowed on ground such as the following:

- a) There has been a breach of assessment regulations or a major administrative mistake that has affected the assessment process.
- b) A clerical error had occurred in the computation of the grade.
- c) Due regard was not paid to evidence of illness or misadventure submitted. Only evidence that had been submitted when the application of illness or misadventure was submitted will be considered. New or additional evidence will not be considered.
- d) The assessment requirements as specified in the subject outline had been varied in an unreasonable way.

## H. Subject Enrolment/ Subject Registration Procedure

1. Student is responsible for ensuring that he/ she is correctly enrolled each semester.
2. The student must fill in Subject Enrolment Form (MPI copy) and Subject Registration Form (HU copy).
3. Student must ensure that information required on the forms is completed and correct.
4. The student must ensure that the subjects are registered correctly by subject code & name and must be part of the programme the student is enrolled in.
5. Pre-requisites – The student may enrol for a subject only if the pre-requisites for the subject have been met, except if waived under following condition:

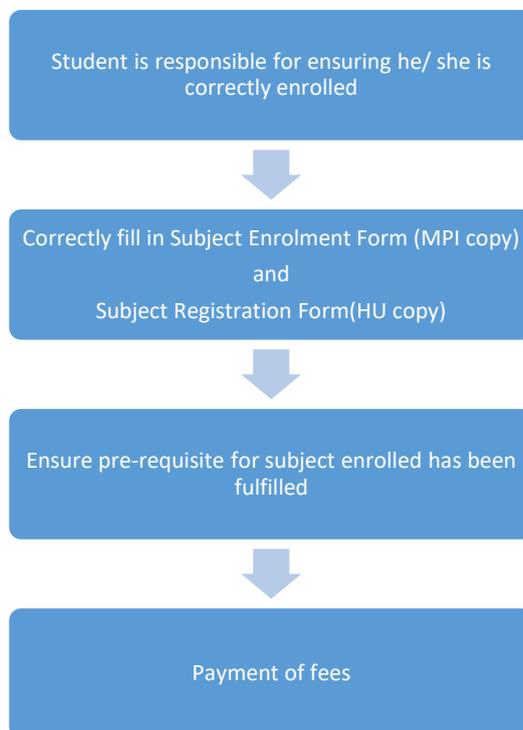
### Waiver of Pre-requisite:

- a) If student has completed another subject or subjects deemed to be equivalent to the pre-requisite
- b) If the student can demonstrate prior experience which indicates that the student will be able to successfully complete the subject.

### Credit exemptions

The granting of an exemption in a subject is equivalent to a pass in the subject for pre-requisite purposes  
HU Exemption Fee = RM150/ subject (not refundable)

6. All other enrolment conditions, including payment of fees, must be met by the dates specified.
7. Subject enrolment will not be allowed after the 4<sup>th</sup> week from the commencement date of the semester.



### Maximum Subject/ Credit Load

The student can enrol up to a maximum of 20 credit hours in each of the long semester, and up to a maximum of 10 credit hours in each short semester.

## **I. MPI Academic Team**

### **1. Ms. Ting Mee Ling**

Head of Department of Early Childhood Education

- Bachelor of ECE (AUT, New Zealand),
- MEd HONS (AUT, New Zealand)

### **2. Ms. Ting Su Lin (Doreen)**

Lecturer

- MEd (Oklahoma City University, USA)

### **3. Ms. Hoh An Nui (Lily)**

Lecturer

- Sijil Perakuan Kepakaran (Pendidikan Awal Kanak-kanak) (IPG)
- Diploma in Language and Culture (UM)
- Bachelor of ECE (UM)
- MEd (UM)

### **4. Ms Wee Jia Ing**

Lecturer

- Diploma in ECE (MPI, Malaysia),
- Bachelor of Education (ECE) and Bachelor of Education (Counselling and Guidance) (National University of Tainan),
- MEd (National Taiwan Normal University)

### **5. Ms Chew Siok Cheng**

Lecturer

- Advanced Certificate in Community Services (Disability) (Christchurch College of Education, New Zealand)
- Diploma in Teaching and Supporting People with Disabilities (Christchurch College of Education, New Zealand)
- Master of Arts in Education (Special Education Needs) (Roehampton University, London)

### **6. Ms. Ting Mei Eng (Joyce)**

Lecturer

- Bachelor of Education (ECE) (National Taipei University of Education)
- Bachelor of Education (Psychology and Counselling) (National Taipei University of Education)
- Master Programme of Early Intervention in ECE (National Taichung University of Education)

**7. Jacqueline Lynn Rinit Anak Juweek**

Lecturer

- Bachelor of Malay Studies (HONS) (UM)
- Master Pendidikan (Pengajaran Bahasa Melayu Sebagai Bahasa Pertama) (UPM),

**J. MPI Administrative Team (Contact Details)**

**1. Head of Department**

Ms. Ting Mee Ling

[mlting@pilley.edu.my](mailto:mlting@pilley.edu.my)

**2. Quality Assurance Personnel**

Khor Ling Ling

[llkhor@pilley.edu.my](mailto:llkhor@pilley.edu.my)

Amanda Joh Sieng Ting

[ajsting@pilley.edu.my](mailto:ajsting@pilley.edu.my)

**3. Admin Officer**

Belinda Chei Ung Tiong

[bcutiong@pilley.edu.my](mailto:bcutiong@pilley.edu.my)

**HU Administrative Team (Contact Details)**

**4. Head of Department**

Dr. Goh Lay Huah

[lhgoh@help.edu.my](mailto:lhgoh@help.edu.my)

**5. Programme Leader**

Elis Johannes

[elisi@help.edu.my](mailto:elisi@help.edu.my)

**6. Deputy Manager**

Nisha Naidu

[nisha.naidu@help.edu.my](mailto:nisha.naidu@help.edu.my)

**7. Programme Coordinator**

Punitha Ganesan

[g.punitha@help.edu.my](mailto:g.punitha@help.edu.my)