

**Learner PoE Guide**

**Module 2:   
Understanding ECD**

|  |  |
| --- | --- |
| **Learner Name and Surname** |  |
| **Learner ID** |  |
| **Company/Branch** |  |
| **Date** |  |
| **Learner Signature** |  |

SAQA ID 244484: Demonstrate knowledge and understanding of the development of babies, toddlers and young children; NQF Level 4, 8 Credits

SAQA ID 119471: Use language and communication in occupational learning programmes; NQF Level 4, 5 Credits

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# Foreword to the Learner

The purpose of this guide is to provide the learners with information on the process and requirements of successfully completing and submitting a Portfolio of Evidence for assessment against the Unit Standards of this learning programme:

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| **Programme** | Module 2: Understanding ECD |
| **Unit Standards** | SAQA ID 244484: Demonstrate knowledge and understanding of the development of babies, toddlers and young children; NQF Level 4, 8 Credits  SAQA ID 119471: Use language and communication in occupational learning programmes; NQF Level 4, 5 Credits |

Assessment in Outcomes-Based Education is not only focused on what learners can do, but intends to develop learners holistically. In other words, learners are also required to demonstrate certain life-skills, which will not only enhance their learning, but will also ensure that these skills are transferable to their private lives.

In Outcomes-Based Education and Training we use both formative and summative assessments:

* **Formative assessment** refers to assessment that takes place during the process of learning and teaching.
* **Summative assessment** is assessment for making a judgement about achievement. This is carried out when a learner is ready to be assessed at the end of a programme of learning.

Results initially collected for formative assessment, can be used for summative assessment, thus avoiding repetition.

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### Assessment Process

##### Assessment Process Steps

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| **Step 1: Plan and prepare for the assessment** | |
| **Assessor** needs to:   * understand and review all the requirements of the assessment in terms of evidence required to prove competence * identify logistical arrangements that have to be made such as the venue * familiarise him/herself with assessment instruments and tools * identify and prepare any resources required for assessment, such as equipment, people and other resources for the assessment * ensure that he/she is familiar with the related policies - Assessment, Moderation, RPL and Appeals Policy   **Learner** needs to:   * be informed of, and agreement reached over: the requirements for the assessment; the roles and responsibilities of the learner with regard to his/her assessment; the special needs of the learner (and how these can be accommodated) and how the evidence is to be collected; and also guided in preparing for assessment by the facilitator and/or assessor as per the pre-assessment preparation sheet criteria and then complete and sign the document in agreement with the assessment process * be given the contact details of the facilitator, assessor and any other support person from the Training Provider, for possible future assessment process assistance needs * be guided in planning for the assessment by the facilitator and/or assessor as per the assessment plan criteria and then complete and sign the document in agreement with the assessment plan that he/she created * be guided in understanding of the requirements of authenticity as per the declaration of authenticity form by the facilitator and/or assessor and then complete and sign the document in agreement with the authenticity requirements in the assessment process * be guided in understanding the appeals policy and procedure, as well as the appeals form by the facilitator and/or assessor and then complete and sign the declaration of understanding on the appeals procedure form * be given answers to any assessment process-related questions | **Document:**   * Unit Standard * Curriculum, Strategy and Alignment document * Assessment Guide   + Assessment Strategy and Process * Assessment-related policies * Assessment Feedback document   + Assessment Preparation Checklist   **Document:**   * Learner Guide * Learner Workbook * Learner Portfolio of Evidence Guide   + Pre-Assessment Preparation Sheet   + Assessment Plan   + Declaration of Authenticity   + Declaration of Understanding the Appeals Procedure   + Assessment Activities Checklist   + Learner ID, CV and certificates   + Learner Workbook placeholder   + Knowledge Questions   + Practical Activity for completion in the workplace   + Summative Project for supervisor observation and feedback   + Logbook |

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| **Step 2: Conduct and record the assessment** | |
| **Assessor** needs to:   * conduct the assessment in an appropriate and nonthreatening manner and/or environment and use the assessment principles when assessing the evidence * review and assess the evidence as submitted by the learner/candidate in their Learner Portfolio of Evidence Guide, by referring to the Assessment Guide for guidelines and model answers (memoranda):   + Learner Workbook filed in the Learner PoE   + Knowledge Questions   + Practical Activity completed in the workplace   + Summative Project and Logbook completed in the workplace * make a judgement about the evidence against the criteria of the Unit Standard in the Final Assessment Recording (evidence grid) and the model answers provided, using the principles of good evidence as a guideline * record the assessment process undertaken and the assessment findings and decisions taken in the required format on the specific documentation in the Assessment Feedback document:   + Assessment Checklist   + Assessment Record   + Final Assessment Recording Document   + VARCCS Evaluation   + Assessment Outcome * When learners have to undergo re-assessment, they have to be given feedback so that they can concentrate on areas of weaknesses and only be re-assessed on NYC criteria. Re-assessment should comply with the following conditions:   + Re-assessment should take place in the same situation or context and under the same conditions.   + The same method and assessment instrument may be used, but the task and materials should be changed, depending on the QMS requirements of the Training Provider. | **Document:**   * Unit Standard * Learner PoE Guide submitted for assessment * Assessment Guide * Assessment Feedback document:   + Assessment Checklist   + Assessment Record   + Final Assessment Recording Document   + VARCCS Evaluation   + Assessment Outcome |
| **Step 3: Provide assessment feedback to the learner** | |
| **Assessor** needs to:   * provide the learner with feedback about the assessment conducted:   + Provide feedback in both a positive and constructive manner.   + Advise/inform the learners of outstanding and/or required evidence. * record all communication with the learner   **Learner** needs to:   * confirm receipt, understanding and acceptance of the feedback by completing and signing the declaration in the Assessment Outcome section of the Assessment Feedback document | **Document:**   * Assessment Feedback document:   + Assessment Outcome document |

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| **Step 4: Review and report on the assessment** | |
| **Learner** needs to:   * review the assessment process by completing the Learner’s Review of the Assessment Process (questionnaire)   **Assessor** needs to:   * review the assessment process and report on it using either the:   + Assessor’s and Moderator’s Review of the Assessment (questionnaire); or   + Group Assessor’ and Moderator’s Review of the Assessment (questionnaire)   **Training Provider** needs to:   * record the outcome of the assessment in the relevant quality management system database/matrix * record and/or submit the assessment results to the NLRD (National Learner Records Database) of the relevant ETQA * submit the specific number of learner portfolios for moderation, as per the Training Provider QMS * release the results of assessment to the relevant learner stakeholders, e.g. HR, mentor, supervisor; agreed to by the learner * manage any learner appeals against the assessment outcome, according to the Appeals Policy and Procedure * All the documents or copies thereof, as prescribed previously, must be kept on file as part of the learner Portfolio of Evidence. * Learner’s Portfolios of Evidence must be readily available for internal and external moderation and verification by the appropriate practitioners, until after the ETQA verification process has taken place. The Portfolios of Evidence may then be kept (storage) or returned to the learner according to the Training Provider’s QMS policy. | **Document:**   * Assessment Feedback document:   + Learner’s review of the assessment process   + Assessor’s and Moderator’s Review of the Assessment   + Group Assessor’s and Moderator’s Review of the Assessment * Training Provider-specific QMS documents for:   + Record of Assessment   + submitting the results to the NLRD   + moderation   + learner assessment result release |

#### The assessment process role players

The assessment team consists of the following people that each has a specific role and responsibilities to fulfil:

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| **Learner** | Learners will participate in the facilitated classroom training section of the learning programme by participating in formative assessment class activities/exercises in the Learner Workbook.  The learner needs to:   * attend the learning/training session * participate in the learning and form part of syndicate group/small workgroup for activities * do research and prepare for participation during the training session * complete the assignments, activities and portfolio   Learners will complete and submit their individual Portfolios of Evidence, using the Learner Portfolio of Evidence Guide to successfully create, gather and submit the required evidence for assessment, by completing the following:   * required administration documentation * completed Learner Workbook containing the formative assessment Class Activities and Programme Reflection * individual assignments and practical workplace activities:   + Knowledge Questions   + Practical Workplace Activity   + Summative Project – supervisor confirmation of application of the knowledge and skills in the workplace   + Assessment Activities Checklist – control checklist to ensure all required evidence is submitted by the learner   Assessments are meant to be as clear and transparent as possible, therefore learners should know:   * the kinds of assessment activities that they would be asked to perform * the standard and level of performance expected * the type and amount of evidence to be collected * their responsibility regarding the collection of evidence |
| **Facilitator** | It is the role of the facilitator to facilitate the theoretical classroom training and skills practice sessions to groups of learners.  The facilitator is also responsible for:   * being available for questions regarding the assessment after the training has been completed * acting as Evidence Collection Facilitator, when facilitating formative assessment using the Class Activities in the Learner Workbook * facilitating only a section of the summative assessment - Knowledge Questions in the Learner Portfolio of Evidence Guide * guiding the learners on the use of the Portfolio of Evidence Guide * learning programme administration, e.g. attendance register, training report after the session, and any other related administration required by the Training Provider |
| **Assessor** | The assessor needs to be:   * qualified as an assessor * registered as a Constituent Assessor with the relevant SETA * proficient in the subject matter of the learning area in which they are assessing and an expert in his/her knowledge of the Unit Standard requirements or qualification for which he/she is registered to assess - the assessor’s subject matter knowledge should be at least of a level higher than the learner who is being assessed * proficient in the process of assessment - this means that they should:   + be familiar with the Unit Standards that they will be assessing   + be familiar with and use the assessment guides   + plan the assessment, which includes the selection, design and implementation of assessment activities.   + follow the assessment process, i.e. plan and agree on the assessment with the learner; guide the learner in the collection of evidence; conduct the assessment; provide feedback to the learner about the assessment decision   + record and report on assessment results   + participate in moderation processes   + review the assessment and make appropriate changes   The assessor needs to conduct an assessment subject to the following principles:   * the application of NQF principles * the application of the principles of credible assessment * the application of the principles of the collection of and quality of the evidence * the assessment being planned and designed on the basis of understanding the requirements of the Unit Standard, part qualification or qualification that the learner is seeking credit for   The assessor needs to establish a trusting relationship with learners – not only so that they can perform optimally during an assessment, but also so that the learners will trust that the assessor has their interests at heart. |
| **Moderator** | Internal moderators will be moderating assessment activities and supporting the assessors. Their task will be to do the quality assurance of the assessment activities in an ordered and structured way and develop the skills of assessors.  Moderation ensures that people who are being assessed are assessed in a consistent, accurate and well-designed manner. It ensures that all assessors who assess a particular Unit Standard or qualification are using comparable assessment methods and are making similar and consistent judgements about the learners’ performance.  The moderator needs to be:   * qualified as a moderator * registered as Constituent Moderator with the relevant SETA * experienced in the related field of assessment and moderation   The moderator will, according to the Quality Management System of the Training Provider:   * Moderate 25% of all portfolios within two (2) weeks of assessment or as per the requirements stated in the Training Provider QMS * Validate the quality of the judgements made. The judgement is either confirmed or overturned on valid grounds. |
| **Verifier** | The moderation system will in turn be quality assured by the ETQAs who will have qualified verifiers in place to monitor moderation systems and support moderators. Some larger organisations will prefer to appoint internal verifiers to take a systemic view of internal assessment and moderation. |
| **Training Provider** | The Training Provider needs to ensure that qualified facilitators, assessors and moderators are employed or contracted to perform the required functions, using quality materials as is required in the Training Provider quality management system.  The Training Provider also needs to provide for the appeals process. If the learner/candidate is not happy about the process or findings of the assessment, he/she can put in an appeal to have the assessment reviewed by the Training Provider. This will ensure that candidates have a democratic right to overturn decisions that are not fair, not properly motivated or simply not believed. The Training Provider and ETQA should ensure that there is an appeals procedure in place, i.e. appeals against an assessment decision. Learners should be secure in the knowledge that they can appeal against an unfair assessment. |

#### Competent vs. Not Yet Competent

Learners being assessed are not allocated a percentage (for example 55%) on completion of the learning. Rather, they are either deemed competent or not yet competent.

Training is delivered using an outcome-based style of teaching and learning. Learners drive the process of learning and educators need to facilitate the creation of learning opportunities.

Once a learner has demonstrated his/her competence through an assignment, task, exam or performance, then he/she is awarded the credits related to that competence.

However, learners deemed not yet competent, are either given another chance to prove competence, or they are re-trained, or they are encouraged to move into a different field of learning.

##### Requirements for being deemed competent

Each Unit Standard indicates the requirements or standards of competence. These are written as assessment criteria. In an outcome-based system learners need to meet ALL these requirements before being deemed competent. However, SAQA has recommended that assessments be weighted according to the purpose of the qualification toward which the learner is learning.

Assessments are therefore designed around the requirements that are stated in the assessment criteria, and are therefore criterion-based. In a curriculum-based system, assessments were made around the norm of a group and were therefore norm-referenced.

A criterion-based assessment can only be performed using evidence that has been generated by the learner. Types of evidence include direct evidence, indirect evidence and historic evidence:

* **Direct** – this is evidence that is collected directly by the assessor, for instance an assessor finding out whether you can bake a cake will watch you while you do it.
* **Indirect** – this is evidence that you have collected, signed off as authentic and submitted for assessment, for instance, a video of you baking a cake.
* **Historic** – this is evidence of your competence – as assessed by someone else. A certificate of competence issued to you when you completed a course is an example of historic evidence. Documents that you produced while doing a job (usually a few years ago) could also be historic evidence.

Evidence has to meet certain criteria. These criteria are summarised as **VARCCS**:

* **V** is for **Valid**: The Unit Standard or qualification being assessed must require evidence that is submitted for assessment. Otherwise it is not important and cannot be used to find out whether you are competent or not.
* **A** is for **Authentic**: The evidence that you submit must be your own work. Group work cannot be submitted as your own work because not only you worked on it.
* **R** is for **Reliable**: The evidence must be from a reliable source. A certificate of competence issued by a provider that is not accredited could be regarded as unreliable.
* **C** is for **Current**: The evidence must demonstrate that your competence is current. It doesn’t help that you were able to run a 12 km race five years ago – can you still do it today? Currency is also related to the technology that is used to demonstrate competence. It does not help that you are able to boil water using a pot on a stove when electric kettles are the current method used to boil water.
* **S** is for **Sufficient**: The Unit Standards have several assessment criteria that need to be satisfied. The evidence must satisfy all the criteria or else it is not sufficient.

However, evidence is collected using some kind of instrument. These instruments take different forms. Some instruments include questionnaires, interview schedules, simulations, role play, observation checklists and products.

## Note to the Learner

*Dear Learner,*

*You have chosen to undergo assessment and as a result have been presented with this PoE (Portfolio of Evidence). Please go through all sections of this PoE very carefully before submission and make sure that you have included all the information and evidence requested.* **Please take note of the following:**

**Unit Standard:**

A copy of the Unit Standard has been included. The assessment has been designed in order to meet all requirements as set by this Unit Standard.

**Pre-Assessment Preparation Sheet:**

The first step towards completing this PoE is to read through the Pre-Assessment Preparation Sheet. This form contains valuable background information. Your assessor will not be able to assess your portfolio if you have not read and signed this document.

**Assessment Plan:**

You can use the assessment plan to write down the dates on which you plan to meet specific targets.

**Declaration of Authenticity:**

Please complete the Declaration of Authenticity to declare that the evidence that you submit in this PoE is your own work, with the exception of those that you list in the section provided. Your assessor will not be able to assess your portfolio if you have not read, completed and signed this document.

**Appeals Procedure and Form**

Familiarise yourself with the appeals procedure and sign the document as requested. You will only use the Appeals Form if you would like to appeal against the assessment decision.

**Assessment Instruments:**

By completing the assessment instruments you will generate/gather the evidence required to meet the outcomes of the Unit Standard(s). Please follow instructions carefully for both the formative and summative assessments.

**Assessment Activities Checklist**

As part of the quality management process used by the Training Provider and the SETA, the learner and his/her supervisor are required to check and sign off that all activities have been completed and submitted in the PoE. Please complete this form, before submitting your PoE.

**Learner’s Review of the Assessment Process**

As part of the quality management process used by the Training Provider and the SETA, the learner is required to provide feedback to the Training Provider about the assessment process. Please complete this form, before submitting your PoE.

*Please note that you are welcome to contact your facilitator/assessor at any stage should you have any questions pertaining to the assessment.*

Portfolio of Evidence

Please complete the following documents and submit as part of your Portfolio of Evidence:

* Learner’s Personal Information form
* Learner ID, CV and Qualifications
* Unit Standard Details
* Assessment Contract document
* Declaration of Authenticity document

## Learner’s Personal Information

Please provide the following information for SAQA National Learner Database. The following page provides the information form codes:

|  |  |  |
| --- | --- | --- |
| **Learner’s Last Name** | |  |
| **Learner’s First Name (s)** | |  |
| **Learner title** | |  |
| **Learner birth date** (YYYYMMDD) | |  |
| **ID Number** (attach a copy of ID) | |  |
| **Equity code** | |  |
| **Nationality code** | |  |
| **Gender code** | |  |
| **Citizen resident status code** | |  |
| **Home language code** | |  |
| **Socioeconomic status code** | |  |
| **Disability status code** | |  |
| **Learner home address** | |  |
| **Learner postal address** | |  |
| **Province code** | |  |
| **Contact Details** | **Telephone** |  |
| **Cell phone** |  |
| **E-mail** |  |
| **Fax** |  |
| **Company Details** | **Company Name** |  |
| **Contact Person (Supervisor)** |  |
| **Contact Person Contact Number** |  |
| **Postal Address** |  |
| **Learner’s Designation** | |  |
| **Date of Submission** | |  |

#### Registration Form Codes

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Alternative ID type** | **Equity code** | | | **Nationality code** | | |
| 521 SAQA member ID  527 Passport No  529 Driver’s licence  531 Temporary ID no  533 None  535 Unknown  537 Student no  538 Work permit no  539 Employee no  540 Birth certificate no  541 Human Sciences Research Council register no  561 ETQA record no | BA Black: African  BC Black : Coloured  BI Black : Indian/Asian  U Unknown  WH White | | | U Unspecified  SA South African  SDC SADC except SA (i.e. Nam to ZAI)  NAM Namibia  BOT Botswana  ZIM Zimbabwe  ANG Angola  MOZ Mozambique  LES Lesotho  SWA Swaziland  MAL Malawi  ZAM Zambia  MAU Mauritius  TAN Tanzania | | SEY Seychelles  ZAI Zaire  ROA Rest of Africa  EUR European countries  AIS Asian countries  NOR North American countries  SOU Central & South American countries  AUS Australia & New Zealand  OOC Other and rest of Oceania |
| **Citizen/residence status** | | **Home language code** | | | **Province code** | |
| U Unknown  SA South Africa  O Other  D Dual (SA plus other) | | ENG English  AFR Afrikaans  OTH Other  SEP Sepedi  SES Sesotho  SET Setswana  SWA siSiswati  TSH Tshivenda  U Unknown  XHO isiXhosa  XIT Xitsonga  ZUL isiZulu  NDE isiNdebele | | | 1 - Undefined  2 - Western Cape  3 - Eastern Cape  4 - Northern Cape  5 - Free State  6 - KwaZulu-Natal  7 - North West  8 - Gauteng  9 - Mpumalanga  10 - Limpopo | |
| **Disability status** | | | **Socioeconomic Status** | | | |
| N None  01 Sight (even with glasses)  02 Hearing (even with hearing aid)  03 Communication (talking, listening)  04 Physical (moving, standing, grasping)  05 Intellectual (difficulties in learning); retardation  06 Emotional (behavioural or psychological)  07 Multiple  09 Disabled but unspecified  U Unknown | | | U Unspecified  01 Employed  02 Unemployed  03 Not working – looking for work  04 Not working – housewife/homemaker  06 Not working – scholar/full time student  07 Not working – pensioner/retired person  08 Not working – disabled person  09 Not working – not wishing to work  10 Not working – none of the above  97 N/A : Aged < 15  98 N/A : Institution | | | |

### Learner ID

*Insert a* ***certified*** *copy of your Identify Document here:*

### Learner CV

*Insert a copy of your full CV (Curriculum Vitae) here:*

### Learner Qualifications

*Insert certified copies of relevant qualifications here:*

## Unit Standard Details

#### 244484

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| Description: SAQA | **SOUTH AFRICAN QUALIFICATIONS AUTHORITY**  **REGISTERED UNIT STANDARD:**  **Demonstrate knowledge and understanding of the development of babies, toddlers and young children** |

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| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 244484 | Demonstrate knowledge and understanding of the development of babies, toddlers and young children | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB Early Childhood Development | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 05 - Education, Training and Development | | | Early Childhood Development | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular | Level 4 | NQF Level 04 | 8 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2012-07-01 | 2015-06-30 | SAQA 0695/12 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2016-06-30 | | 2019-06-30 | | |

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| This Unit Standard replaces: |

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| **US ID** | **Unit Standard Title** | **Pre-2009 NQF Level** | **NQF Level** | **Credits** | **Replacement Status** |
| 13850 | Facilitate active learning in ECD programmes | Level 4 | NQF Level 04 | 30 | Complete |
| 13851 | Facilitate healthy development in ECD programmes | Level 4 | NQF Level 04 | 14 | Complete |
| 12835 | Facilitate the learning and development of babies (0-24 months) in ECD settings | Level 3 | NQF Level 03 | 12 | Complete |
| 12836 | Facilitate the learning and development of toddlers (18-36 months) in ECD settings | Level 3 | NQF Level 03 | 12 | Complete |
| 7405 | Facilitating Creative Art Activities in ECD Programmes | Level 3 | NQF Level 03 | 8 | Complete |
| 7404 | Facilitating Language Development Bilingual/Multilingual ECD Programmes | Level 3 | NQF Level 03 | 8 | Complete |
| 7402 | Facilitating Learning Through Play | Level 2 | NQF Level 02 | 12 | Complete |
| 7403 | Facilitating Learning Through Stories, Songs and Rhymes | Level 3 | NQF Level 03 | 8 | Complete |
| 12840 | Include children experiencing barriers to learning and development in ECD settings | Level 3 | NQF Level 03 | 12 | Complete |

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| **PURPOSE OF THE UNIT STANDARD** |

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| This Unit Standard is for people who wish to enter or obtain recognition at an entry level of Early Childhood Development (ECD).   People credited with this Unit Standard are capable of:   * Demonstrating knowledge and understanding of ways of seeing the development of babies, toddlers and young children. *  Demonstrate knowledge and understanding of the development of babies, toddlers and young children within each domain of development. |

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| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

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| It is assumed that learners are competent in Communication at NQF Level 3. |

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| **UNIT STANDARD RANGE** |

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| The term "established theories or literature" refers to theories recognised within the field, as well as established indigenous theories.  Knowledge and understanding of child development is to be informed by own experiences as a child, own experiences with children, and recognisable "theories" e.g. socio-cultural, behavioural, neuroscience, maturation, attachment and/or theorists e.g. Piaget, Vygotsky, Freud, Erikson, Bandura, Skinner, Ainsworth and Mahler, etc.  Although the stages referred to in this Unit Standard are not intended to be rigid, we might identify the following stages, with broad overlapping margins as follows:   * Pre-birth. * Young babies. * Mobile babies. * 12 months - 30 months. * 30 months - 5 years. * 6 years - 9 years.  "Domain" refers to: * Physical includes gross-motor and fine-motor development, health and nutritional status. * Cognitive and language development includes perceiving, remembering, conceiving, judging, reasoning, creativity. * Socio-emotional development includes attitudes, personal and social identity, autonomy, attachment, self-concept, self-esteem, feelings, self-control and relationships with others.  "Special needs" could be in a variety of areas such as physical, social, psychological, environmental, gifted, disadvantaged, circumstances. |

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| **Specific Outcomes and Assessment Criteria:** |

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| **SPECIFIC OUTCOME 1** |

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| Demonstrate knowledge and understanding of ways of seeing the development of babies, toddlers and young children. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| Own views about the meaning and use of key terms are compared to the views of others, showing how such views influence our ways of seeing and working with children. |

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| **ASSESSMENT CRITERION RANGE** |

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| * Key terms include but are not limited to childhood, development, teaching, well-being, ubuntu and rights, etc. * "Views of others" refers to those in the immediate environment as well as a more global or international view. |

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| **ASSESSMENT CRITERION 2** |

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| Different ways of seeing the development of young children are compared to highlight key similarities and differences in the theories. |

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| **ASSESSMENT CRITERION RANGE** |

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| Comparison should include at least two theories and own observations. |

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| **SPECIFIC OUTCOME 2** |

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| Demonstrate knowledge and understanding of the development of babies, toddlers and young children within each domain of development. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| Stages in the development of children in each domain are described in line with existing theories. |

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| **ASSESSMENT CRITERION RANGE** |

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| --- |
| Reference to existing theories is to be limited to key findings of theorists in relation to own observations of child development. |

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| --- |
| **ASSESSMENT CRITERION 2** |

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| --- |
| Factors that enable the development of children in each domain are identified in line with relevant existing theories. |

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| **ASSESSMENT CRITERION 3** |

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| --- |
| Explanations of how gender, socio-economic background, age, environment and special needs impact on the development of children in each domain are consistent with established theories or literature and the principles of inclusion and anti-bias. |

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| **ASSESSMENT CRITERION 4** |

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| --- |
| Descriptions are provided to show how development is shaped by socio-cultural influences. |

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| **ASSESSMENT CRITERION RANGE** |

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| Socio-cultural influence refers to beliefs, values and practices; inter-personal relationships; and relationships with the environment. |

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| **ASSESSMENT CRITERION 5** |

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| Descriptions are provided to show how development within each domain is linked to and affected by development in other domains. |

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| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

|  |
| --- |
| * This Unit Standard will be assessed by an assessor and moderated by a moderator, registered with the relevant accredited ETQA responsible for the quality assurance of this Unit Standard. * Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the appropriate quality assuring ETQA, or Learning Programme approval with an ETQA that has a Memorandum of Understanding with the quality assuring ETQA. * Verification (external moderation) of assessment and moderation by the provider, will be conducted by the relevant quality assuring ETQA according to the moderation guidelines in the relevant Qualification and the agreed ETQA policy and procedures. * An individual wishing to be assessed through RPL against this Unit Standard, may apply to an assessment agency or provider institution accredited by the relevant quality assuring ETQA, or by an ETQA that has a formal agreement/accreditation with the relevant quality assuring ETQA. |

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| --- |
| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

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| The following areas of knowledge are embedded within the Unit Standard, and will be assessed directly via assessment of the specific outcomes in terms of the given assessment criteria:   * Theories of child development. * Domains of development. |

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| **UNIT STANDARD DEVELOPMENTAL OUTCOME** |

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| --- |
| N/A |

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| --- |
| **UNIT STANDARD LINKAGES** |

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| --- |
| N/A |

|  |
| --- |
| **Critical Cross-field Outcomes (CCFO):** |

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| **UNIT STANDARD CCFO COLLECTING** |

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| --- |
| * Collect, analyse, organise and critically evaluate information in relation to the progress of children in relation to understanding of child development. |

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| **UNIT STANDARD CCFO COMMUNICATING** |

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| --- |
| Communicate effectively using visual and/or language skills when explaining and describing child development. |

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| **UNIT STANDARD CCFO DEMONSTRATING** |

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| --- |
| Understand the world as a set of inter-related parts of a system, thus explaining the factors that impact on child development. |

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| --- |
| **QUALIFICATIONS UTILISING THIS UNIT STANDARD:** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ID** | **QUALIFICATION TITLE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **STATUS** | **END DATE** | **QUALITY ASSURING BODY** |
| Core | [58761](http://regqs.saqa.org.za/showQualification.php?id=58761) | Further Education and Training Certificate: Early Childhood Development | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | ETDP SETA |
| Elective | [67509](http://regqs.saqa.org.za/showQualification.php?id=67509) | Further Education and Training Certificate: Community Development | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | As per Learning Programmes recorded against this Qual |
| Elective | [67373](http://regqs.saqa.org.za/showQualification.php?id=67373) | National Diploma: Orientation and Mobility Practice | Level 5 | NQF Level 05 | Reregistered | 2015-06-30 | ETDP SETA |

#### 119471

|  |  |
| --- | --- |
| Description: SAQA | **SOUTH AFRICAN QUALIFICATIONS AUTHORITY**  **REGISTERED UNIT STANDARD:**  **Use language and communication in occupational learning programmes** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 119471 | Use language and communication in occupational learning programmes | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB GET/FET Language and Communication | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 04 - Communication Studies and Language | | | Language | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 4 | NQF Level 04 | 5 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2012-07-01 | 2015-06-30 | SAQA 0695/12 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2016-06-30 | | 2019-06-30 | | |

|  |
| --- |
| This Unit Standard replaces: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **US ID** | **Unit Standard Title** | **Pre-2009 NQF Level** | **NQF Level** | **Credits** | **Replacement Status** |
| 8979 | Use language and communication in occupational learning programmes | Level 4 | NQF Level 04 | 5 | Complete |

|  |
| --- |
| **PURPOSE OF THE UNIT STANDARD** |

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| The purpose of this Unit Standard is to facilitate learning and to ensure that learners are able to cope with learning in the context of learnerships, skills programmes, and other learning programmes. Many adult learners in the FET band have not been in a learning situation for a long time, and need learning and study strategies and skills to enable successful progression.   Learners competent at this level will be able to deal with learning materials, to access and use useful resources, to seek clarification and help when necessary, and apply a range of learning strategies. They do this with an understanding of the features and processes of the workplace and occupations to which their learning programmes refer.   Learners credited with this standard are able to:   * Access, use and manage suitable learning resources * Formulate and use learning strategies * Manage occupational learning materials * Conduct research, analyse and present findings * Lead and function in a team * Reflect on how characteristics of the workplace and occupational context affect learning. |

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| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

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| The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge and communication skills laid down in the revised National Curriculum Statements or Unit Standards up to NQF level 3. |

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| **UNIT STANDARD RANGE** |

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| Learning materials appropriate to the learners in a given context.  The complexity of the texts in the learning programme are appropriate to the levels of the learning programme, which will in turn influence the application of this Unit Standard.  Specific range statements are provided in the body of the Unit Standard where they apply to particular outcomes or assessment criteria. |

|  |
| --- |
| **Specific Outcomes and Assessment Criteria:** |

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| --- |
| **SPECIFIC OUTCOME 1** |

|  |
| --- |
| Access, use and manage suitable learning resources. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| Relevant learning resources are identified. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Resource centres, a wide range of media, internet, other people. |

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| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| Learning resources are used effectively and managed through appropriate selection and cross-referencing of information and acknowledgement of sources. |

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| --- |
| **SPECIFIC OUTCOME 2** |

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| --- |
| Formulate and use learning strategies. |

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| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| Learning strategies are formulated by selection of specific tried techniques. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

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| --- |
| Group activities such as brainstorming, group analysis, peer and self-assessment, probing, mind maps, note taking, memorising, key words, underlining, skimming and scanning |

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| **ASSESSMENT CRITERION 2** |

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| --- |
| Information is summarized and used in the learning process. |

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| --- |
| **ASSESSMENT CRITERION 3** |

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| --- |
| Answers pertaining to relevant questions are synthesised and contextualised. |

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| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Checking understanding, clarifying meaning, getting information, confirming accuracy of information, using appropriate information. |

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| **ASSESSMENT CRITERION 4** |

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| Texts are read/view for detail, interpreted, analysed and synthesised for a given context. |

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| **ASSESSMENT CRITERION 5** |

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| --- |
| Verbal interaction is interpreted, analysed and synthesised for a given context. |

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| **ASSESSMENT CRITERION 6** |

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| --- |
| Learning takes place through communicating with others in groups or as individuals. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Facilitators, other learners, colleagues |

|  |
| --- |
| **SPECIFIC OUTCOME 3** |

|  |
| --- |
| Manage occupational learning materials. |

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| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| Occupational learning materials are organized and used for optimum learning. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Videos, internet, texts, handouts, text books, charts, maps, plans, diagrams, electronic texts  (menus, screens, links, etc) |

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| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| Layout, presentation and organisational features of learning materials are understood and used effectively. |

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| **ASSESSMENT CRITERION 3** |

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| --- |
| Technical language/ terminology is engaged with and clarification sought if needed. |

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| **SPECIFIC OUTCOME 4** |

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| --- |
| Conduct research and analyse and present findings. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| Appropriate or relevant topic and scope is identified and defined. |

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| **ASSESSMENT CRITERION 2** |

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| Research steps are planned and sequenced appropriately. |

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| **ASSESSMENT CRITERION 3** |

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| --- |
| Research techniques are applied. |

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| **ASSESSMENT CRITERION RANGE** |

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| --- |
| Gathering information, reading/viewing, interviewing, observing, using appropriate electronic sources. |

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| **ASSESSMENT CRITERION 4** |

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| Information is sifted for relevance. |

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| **ASSESSMENT CRITERION 5** |

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| --- |
| Information is classified, categorised and sorted. |

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| **ASSESSMENT CRITERION 6** |

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| --- |
| Research findings are analysed and presented in the appropriate format. |

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| **ASSESSMENT CRITERION 7** |

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| --- |
| Conclusions and recommendations are made in the appropriate format. |

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| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Reports, research papers, presentations |

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| --- |
| **SPECIFIC OUTCOME 5** |

|  |
| --- |
| Lead and function in a team. |

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| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| Active leading and participation takes place in group learning situations. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Meetings, site/field visits, excursions, discussions, activities, workshops. |

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| --- |
| **ASSESSMENT CRITERION 2** |

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| --- |
| Responsibilities in the team are taken up and group work conventions are applied in learning situations. |

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| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Turn taking, supervision, mentoring, and rotation of roles: conducting, chairing, recording, and reporting |

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| --- |
| **ASSESSMENT CRITERION 3** |

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| --- |
| Conflict management and negotiating techniques are practised in diverse contexts. |

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| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| Team work results in meaningful products, outcomes or goals. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Reaching consensus, completed tasks, knowledge transfer |

|  |
| --- |
| **SPECIFIC OUTCOME 6** |

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| --- |
| Reflect on how characteristics of the workplace and occupational context affect learning. |

|  |
| --- |
| **OUTCOME RANGE** |

|  |
| --- |
| Environmental features, technological resources, communication resources, communication strategies, and multilingual needs in relation to client or colleague interaction |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| Sector and organisation type is identified. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Sector/occupational focus: services, manufacturing, financial, educational, etc  Organisation type: Government, parastatal, heavy/light industry, large organisation, small business |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| Features of the occupational environment are described and discussed. |

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| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| Ways in which these features affect learning processes and/or application of learning are described and discussed. |
| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

|  |
| --- |
| * This Unit Standard will be assessed by an assessor and moderated by a moderator, registered with the relevant accredited ETQA responsible for the quality assurance of this Unit Standard. * Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the appropriate quality assuring ETQA, or Learning Programme approval with an ETQA that has a Memorandum of Understanding with the quality assuring ETQA. * Verification (external moderation) of assessment and moderation by the provider, will be conducted by the relevant quality assuring ETQA according to the moderation guidelines in the relevant Qualification and the agreed ETQA policy and procedures. * An individual wishing to be assessed through RPL against this Unit Standard, may apply to an assessment agency or provider institution accredited by the relevant quality assuring ETQA, or by an ETQA that has a formal agreement/accreditation with the relevant quality assuring ETQA. |

|  |
| --- |
| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

|  |
| --- |
| The essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of assessment criteria.  Learners can understand and explain that language has certain features and conventions, which can be managed for learning purposes. Learners are aware that there are skills, strategies and resources, which will facilitate learning. They are familiar with the workplace context in which their learning will be applied.  Learners are unlikely to achieve all the specific outcomes to the standards described in the assessment criteria without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the learner's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the Unit Standard.  The following embedded knowledge should be taken into consideration: learners have appropriate computer skills, supervisory and mentoring skills as well as research skills. |

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| **UNIT STANDARD DEVELOPMENTAL OUTCOME** |

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| --- |
| N/A |

|  |
| --- |
| **UNIT STANDARD LINKAGES** |

|  |
| --- |
| N/A |

|  |
| --- |
| **Critical Cross-field Outcomes (CCFO):** |

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| --- |
| **UNIT STANDARD CCFO IDENTIFYING** |

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| --- |
| Identify and solve problems: using learning programme material and learning tasks to solve problems. |

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| --- |
| **UNIT STANDARD CCFO WORKING** |

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| --- |
| Work effectively with others and in teams: using interactive speech/sign and roles in activities, discussions and projects. |

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| --- |
| **UNIT STANDARD CCFO ORGANISING** |

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| --- |
| Organise and manage oneself and one's activities responsibly and effectively: through organisation of learning materials and evidence. |

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| --- |
| **UNIT STANDARD CCFO COLLECTING** |

|  |
| --- |
| Collect, analyse, organise and critically evaluate information: through application of information processing skills in study . |

|  |
| --- |
| **UNIT STANDARD CCFO COMMUNICATING** |

|  |
| --- |
| Communicate effectively using visual, mathematical and/or language skills in formal and informal learning situations. |

|  |
| --- |
| **UNIT STANDARD CCFO SCIENCE** |

|  |
| --- |
| Use science and technology effectively and critically: using electronic media for learning. |

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| --- |
| **UNIT STANDARD CCFO DEMONSTRATING** |

|  |
| --- |
| Reflect on and explore a variety of strategies to learn more effectively. |

|  |
| --- |
| **UNIT STANDARD CCFO CONTRIBUTING** |

|  |
| --- |
| Explore education and career opportunities. |

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| --- |
| **QUALIFICATIONS UTILISING THIS UNIT STANDARD:** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ID** | **QUALIFICATION TITLE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **STATUS** | **END DATE** | **QUALITY ASSURING BODY** |
| Fundamental | [58761](http://regqs.saqa.org.za/showQualification.php?id=58761) | Further Education and Training Certificate: Early Childhood Development | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | ETDP SETA |

And others listed in the Unit Standard.

## 

## Pre-Assessment Preparation Sheet

This document serves to orientate and prepare you in the assessment(s) that you are about to embark in. It is a map that informs you of the steps involved in the assessment process and will allow you to prepare for your assessment(s), helping to set you at ease, and give you the best opportunity for success.

This document MUST be completed by the learner in the presence of the assessor/facilitator conducting the pre-assessment process:

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme** | Module 2: Understanding ECD | | |
| **Unit Standards** | SAQA ID 244484: Demonstrate knowledge and understanding of the development of babies, toddlers and young children; NQF Level 4, 8 Credits  SAQA ID 119471: Use language and communication in occupational learning programmes; NQF Level 4, 5 Credits | | |
| **Venue of Pre-Assessment Meeting** |  | **Date** |  |
| **Learner Full Name** |  | | |
| **Learner ID** |  | | |
| **Facilitator Full Name** |  | | |
| **Assessor Full Name** |  | **Assessor Number** |  |
| **Moderator Full Name** |  | **Moderator Number** |  |

Please read the discussion points below. Tick yes to indicate that you have read and understand the information provided. Please contact your facilitator or assessor if you do not understand or need additional information on any of the points below:

| **Please take note of the following discussion points:** | **I have read and understand the information provided:** | | |
| --- | --- | --- | --- |
| **Yes** | **No** | **Comments** |
| 1. Were you welcomed and made to feel at ease? |  |  |  |
| 1. Were the purpose and objectives of the meeting explained? |  |  |  |
| 1. Were the assessment process and principles of good assessment explained? |  |  |  |
| 1. The purpose of the assessment is to determine and recognise my competence against the Unit Standards in this qualification |  |  |  |
| 1. I understand the roles and responsibilities of all parties involved in the assessment:  * The learner: To complete and submit all required evidence by submission date. * The assessor: To assess evidence submitted and provide learner with feedback. * The moderator: To quality assure the assessment process. Assessment results are subject to change pending moderation. |  |  |  |
| 1. Were you informed of your rights, appeal process and reassessment policies?  * You have the right to appeal against any judgement given as a result of any assessment. You must have valid reasons for doing this. * You have the right to an interpreter if you need one to perform this function. However, if one of the learning assumptions for the standard is that you are competent within the language of assessment, you may not have an interpreter. * You can ask that an impartial observer attend any assessment. This observer may not take any part of the assessment. * If you do not agree with the assessment you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external moderated on the assessment. If any verification upholds the assessment findings you will be held liable for all costs of the verifications. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be liable for all costs of verification. |  |  |  |
| 1. I will communicate any special or particular needs that may affect my performance during the assessment to my assessor 15 working days before the submission date.  * Special and particular needs, i.e. disabilities, language and literacy needs. * Special needs will be provided for as long as the validity of the assessment is not compromised. |  |  |  |
| 1. This PoE (Portfolio of Evidence) contains the following Assessment Instruments that have to be completed and submitted for every Skills Programme:  * Learner Workbook (Formative Assessment) * Reflection * Knowledge Questions (Summative Assessment) * Practical Assignments * Summative Project * Logbook   Note: The assessor can be contacted with any questions regarding the assessment. |  |  |  |
| 1. I am aware that all evidence has to be:  * Valid (evidence provided will speak to the Unit Standard) * Authentic (all evidence submitted will be my own work, I will indicate where this is not the case. If it found that I am guilty of plagiarism, I will apply to be assessed again & pay the bearing associated assessment costs) * Reliable (evidence is from a reliable source) * Current (evidence cannot be older than three (3) years) * Sufficient (prove consistent competence – not a “once-off” occurrence) |  |  |  |
| 1. I know that I have to complete all sections of this PoE and sign all sections where requested. |  |  |  |
| 1. The assessor will evaluate the evidence submitted in my PoE against the Unit Standard Specific Outcomes with their associated Assessment Criteria, Essential Embedded Knowledge and CCFOs that is outlined in the Unit Standards related to this Skills Programme in the qualification. |  |  |  |
| 1. The submission date of the PoE has been communicated to me *(fill in date on the right hand side here)*  * No late submissions will be accepted. An extension request has to be submitted five (5) working days prior to the agreed submission date. * We reserve the right to charge an admin fee to process extension requests. * I will make a copy of the PoE before submission and retain for safekeeping. * I accept the consequences of my actions should I not have retained a copy of my PoE and the document is lost or destroyed as a result off circumstances beyond the control of the Training Provider. |  |  | **Date**: |
| 1. The assessor will provide feedback no later than one (1) month after the submission date.  * Assessment results are communicated via e-mail. * Feedback is confidential. * The assessor can be contacted to clarify feedback received. |  |  |  |
| 1. If the assessor identifies evidence requirements that I have not met:  * One opportunity for re-assessment is included in the assessment price. * Should the assessment result remain unchanged upon re-submission, the action plan will be discussed. * Once areas of remediation have been addressed, the learner can re-apply for assessment, bearing the associated assessment costs. |  |  |  |
| 1. I understand the appeals policy:  * I have read and signed the Appeals Policy and Procedure in this PoE. |  |  |  |
| 1. I understand the recordkeeping and reporting of results:  * All learner records are confidential. * The company sponsoring your training will have access to assessment results. * Assessment results are communicated to the ETQA who will upload learner results to the National Learner Record Database. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Declaration of Understanding statement:** | | | | **Yes/No** |
| 1. I understand the importance of the meeting/workshop. | | | |  |
| 1. I declare that the above mentioned points of the Pre-Assessment Document were explained by the assessor/trainer. | | | |  |
| 1. I declare that I have received copies of the qualification, assessment plan, assessment schedule and copies of the relevant policies and procedures pertaining to my assessment. | | | |  |
| 1. I have read the above and understood the contents thereof. | | | |  |
| 1. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan. | | | |  |
| 1. I have requested this assessment in accordance with my own free will and without duress. | | | |  |
| **Learner Signature** |  | **Date** |  | |
| **Facilitator Signature** |  | **Date** |  | |
| **Assessor Signature** |  | **Date** |  | |
| **Moderator Signature** |  | **Date** |  | |

## Assessment Plan

Use the assessment plan to write down the dates on which you plan to meet specific targets. This document MUST be completed by the learner in the presence of the Assessor/Facilitator conducting the pre-assessment process:

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme** | Module 2: Understanding ECD | | |
| **Unit Standards** | SAQA ID 244484: Demonstrate knowledge and understanding of the development of babies, toddlers and young children; NQF Level 4, 8 Credits  SAQA ID 119471: Use language and communication in occupational learning programmes; NQF Level 4, 5 Credits | | |
| **Learner Name** |  | | |
| **Learner ID Number** |  | | |
| **Facilitator Name** |  | | |
| **Assessor Name** |  | **Assessor ID** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Action** | | **Planned Date** | **Actual  Date** | | | **Comments** |
| 1. Read and sign Assessment Preparation Sheet. | |  |  | | |  |
| 1. Complete the formative assessments – class activities in the Learner Workbook. | |  |  | | |  |
| 1. Complete the Reflection in the Learner Workbook. | |  |  | | |  |
| 1. Place the entire Learner Workbook in the PoE. | |  |  | | |  |
| 1. Complete the summative assessment activities in the Learner Portfolio of Evidence Guide:    1. Knowledge Questionnaire | |  |  | | |  |
| * 1. Practical Activities | |  |  | | |  |
| * 1. Summative Project | |  |  | | |  |
| * 1. Logbook | |  |  | | |  |
| 1. Complete the Assessment Activities Checklist in the Learner Portfolio of Evidence Guide. | |  |  | | |  |
| 1. Complete the Learner’s Review of the Assessment Process in the Learner Portfolio of Evidence Guide. | |  |  | | |  |
| 1. Submit the PoE. | |  |  | | |  |
| I, the learner, hereby agree to the above plan and to commit to preparing for the assessment and submitting the specified documents (in my Portfolio of Evidence) on the dates specified. | | | | | | |
| **Learner Signature** |  | | | **Date** |  | |
| **Facilitator Signature** |  | | | **Date** |  | |
| **Assessor Signature** |  | | | **Date** |  | |
| **Moderator Signature** |  | | | **Date** |  | |

## Declaration of Authenticity

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(full name)*, ID number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

declare that the evidence presented in this Portfolio of Evidence represents workplace and training evidence against the Unit Standards in this Skills Programme:

|  |  |
| --- | --- |
| **Programme** | Module 2: Understanding ECD |
| **Unit Standards** | SAQA ID 244484: Demonstrate knowledge and understanding of the development of babies, toddlers and young children; NQF Level 4, 8 Credits  SAQA ID 119471: Use language and communication in occupational learning programmes; NQF Level 4, 5 Credits |

This is **my own work and has been completed by me, with the exception of**:

*(Detail any work that was not completed by yourself, i.e. group work, etc.)*

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Please **list any references to resources used**, e.g. books, websites, etc.

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In signing this, I declare that all the evidence presented in this Portfolio of Evidence is true, valid and my own work:

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner signature** |  | | |
| **Date** |  | | |
| **Witness name** |  | | |
| **Witness contact details** |  | | |
| **Witness signature** |  | | |
| **Assessor signature** |  | **Moderator signature** |  |

## Appeals Procedure

Familiarise yourself with the appeals procedure and sign the document as requested. You will only use the Appeals Form if you would like to appeal against the assessment decision.

The Training Provider acknowledges a learner’s right to appeal against or dispute any assessment decision.

**You can appeal under the following circumstances:**

* I do not agree with my assessment decision – I feel I have provided sufficient evidence.
* I was not briefed properly of the nature and requirements of assessment.
* I was unfairly discriminated against.
* My special needs for this assessment were not accommodated.

If you would like to appeal, please follow the procedure below:

**Stage 1:**

* Approach the workshop organiser to state your case for re-assessment within 14 working days of being informed of the assessment decision. Complete and submit the Appeals Form within the 14 days.
* The Training Provider will respond to all appeals and disputes received within 14 working days.
* The workshop organiser will consider the appeal and forward to the assessor if required.
* The assessor will respond with either:
* a clear explanation stating why the assessment decision is upheld combined with a re-evaluation of the evidence
* an amendment of the Learner’s Assessment Record, should this be appropriate

**Stage 2:**

* Should the decision made by the assessor be unsatisfactory, the appeal will be forwarded to the moderator for mediation and possible re-assessment.

**Stage 3:**

* The Training Provider management will be approached as the next step, should the decision not be accepted. A panel will be selected to administer the appeal.
* The learner is invited to attend the proceedings held by the panel.

**Stage 4:**

* Once all internal appeals and dispute systems have been exhausted, appeals and disputes can be referred to the relevant ETQA for investigation.

I (name & surname) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hereby confirm that the above procedures have been explained to me and I accept them.

**Learner Name: Signature: Date: .**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Appeals Form | | | | |
| **CONDITION/S UNDER WHICH I AM SELECTING TO MAKE THIS APPEAL** (select one)   * I do not agree with my assessment decision – I feel I have provided sufficient evidence. * I was not briefed properly of the nature and requirements of assessment. * I was unfairly discriminated against. * My special needs for this assessment were not accommodated. | | | | |
| I hereby appeal against the assessment decision:  (name & surname) | | | | |
| **Training Provider** |  | | | |
| **Skills Programme** |  | | | |
| **Unit Standard(s)** |  | |  | |
| **Assessor** |  | **Assessment Date** | |  |
| **Reason for appeal** |  | | | |
|  | | | |
| Learner Signature |  | Date of Appeal | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Stage 1: Assessor Response** | | | | | | |
| Decision Amended |  | Decision Upheld | |  | | |
| Assessor’s rationale for decision |  | | | | | |
|  | | | | | |
| Assessor Signature |  | Date of Response | |  | | |
| The above decision has been explained to me and I accept the decision | | | YES |  | NO |  |
| Learner Signature |  | Date | |  | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Stage 2: Moderator Response** | | | | | | |
| Decision Amended |  | Decision Upheld | |  | | |
| Moderator’s rationale for decision |  | | | | | |
|  | | | | | |
| Moderator Name |  | Date of Response | |  | | |
| Moderator Signature |  |  | |  | | |
| The above decision has been explained to me and I accept the decision | | | YES |  | NO |  |
| Learner Signature |  | Date | |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage 3: Management Response** | | | | | |
| Decision Amended | |  | Decision Upheld | |  |
| Rationale for decision | |  | | | |
|  | | | |
| **Panel** | | | Date of Response |  | |
| Name |  | | Signature |  | |
| Name |  | | Signature |  | |
| Name |  | | Signature |  | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The above decision has been explained to me and I accept the decision | | | YES |  | NO |  |
| Learner Signature |  | Date | |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage 4: ETQA** | The appeal has been referred for investigation | YES |  | NO |  |

Formative Assessment

“*Formative Assessment refers to assessment that takes place during the process of learning and teaching*”

(SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26)

Please place the entire contents of your Learner Workbook here, so that it can be assessed as your formative assessment:

* Learner Workbook with Class Activities completed

During and after the initial training the learner will be required to complete a number of class activities. These activities will be both individual and group activities (class activities - formative). The activities are numbered and are to be included in the learner’s Portfolio of Evidence. These activities will measure the progress of the learner through the programme. For authenticity reasons these activities must be handwritten.

## Learner Workbook

Please **insert your entire Learner Workbook**, with all the Class Activities here.

* Ensure that all the Class Activities are completed, including the Reflection activity.

Summative Assessment

“*Summative Assessment is assessment for making a judgement about achievement. This is carried out when a learner is ready to be assessed at the end of a programme of learning*”

(SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26)

Please complete the following summative assessment activities and submit as part of your Portfolio of Evidence:

* Knowledge Questions
* Practical Activities
* Summative Project
* Logbook

You have to individually complete the summative assessment activities. The summative assessment is conducted by means of a Knowledge Questionnaire and various integrated assessment activities. Follow the summative assessment activity instructions to create the evidence required for the Portfolio of Evidence.

**Note**: The Critical Cross-Field Outcomes are referenced in the following manner:

**CCFO1**- Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made.

**CCFO2**- Work effectively with others as a member of a team, group, organisation, community.

**CCFO3**- Organise and manage oneself and one's activities responsibly and effectively.

**CCFO4**- Collect, analyse, organise and critically evaluate information.

**CCFO5**- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.

**CCFO6**- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.

**CCFO7**- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

**CCFO8**- Be culturally sensitive across a range of social contexts so that all actions and decisions made are acceptable to all stakeholders with broad cultural backgrounds.

## Knowledge Questions

Please answer the following knowledge questions related to the Unit Standard embedded knowledge and assessment criteria and place it in your Portfolio of Evidence. Remember to number the answers according to the question numbers, should you need to attach a document.

You have one (**1) hour** to complete this Knowledge Questionnaire **individually** based on the theory that you covered in your Learner Guide and the formative assessments you completed in your Learner Workbook.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Description: icomic_lnx-icons-128X128-folder_documents_red | **Knowledge Questions**  Individually complete the following: | | | | | **Unit Standard Reference** |
| 1. Demonstrate your understanding of Piaget’s theory by answering these questions: | | | | | | 244484 EEK1 |
| The first stage of cognitive development is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stage, which means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and which occurs between \_\_\_\_ and \_\_\_\_ years of age.  The second stage of cognitive development is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stage, which means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and which lasts from about age \_\_\_\_\_ to age \_\_\_\_\_\_\_\_.   1. The third stage of cognitive development is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stage, which means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and lasts from about \_\_\_\_ to \_\_\_\_ years of age. 2. The fourth stage of cognitive development is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stage, which begins at about \_\_\_\_ years of age. During this stage, children begin to think in more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ways.   **(15)** | | | | | | |
| 1. Match the theorists with the theories: | | | | | | 244484 EEK1 |
| |  |  |  | | --- | --- | --- | | **Theorist** | **Theory** | **Answer; e.g. 1A** | | 1. John B. Watson, Ivan Pavlov and B.F. Skinner | 1. Psychosocial Theory |  | | 1. Erik Erikson | 1. Cognitive development Theory |  | | 1. Freud | 1. The Socio-cultural Theory |  | | 1. Vygotsky | 1. Behavioural Theory |  | | 1. Piaget | 1. Psychoanalytic Theory |  | | 1. Bandura | 1. Social learning Theory |  |   **(6)** | | | | | | |
| 1. Explain each of the following domains of development. | | | | | | 244484 EEK2 |
| |  |  | | --- | --- | | **Social** |  | | **Physical** |  | | **Intellectual** |  | | **Creative** |  | | **Emotional** |  |   **(10)** | | | | | | |
| 1. Describe the concept of “Ubuntu” as it relates to children. | | | | | | 244484.1 |
| **(4)** | | | | | | |
| 1. Explain the importance of language and communication in the learning process. | | | | | | 119471 EEK1 |
| **(5)** | | | | | | |
| 1. Why is summarising such an effective strategy for learning? List three (3) more strategies that facilitate learning. | | | | | | 119471 EEK1 |
| **(5)** | | | | | | |
| 1. Define the concept of an occupational environment/workplace context in your own words and describe how the ECD environment impacts on one are learning. | | | | | | 119471 EEK2 |
| **(5)** | | | | | | |
| **Total** | | | | | **/ 50** | |
| **Assessor signature** | |  | **Moderator signature** |  | | |

## Practical Activities

Individually complete the following activities to show your ability to integrate and apply your knowledge and skills in the workplace.

|  |  |  |
| --- | --- | --- |
| http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder image red.png" 128x128 PNG  http://www.fasticon.com | Practical Activity 1: Present information on the development of babies, toddlers and young children within each domain of development to colleagues Individually complete the following: | 244484  119471.  Related EEKs  CCFO1-8 |
| You need to show that you can:   * demonstrate knowledge and understanding of the development of babies, toddlers and young children * use language and communication in occupational learning programmes   Complete the following in your workplace:   1. **Conduct research, analyse and present your findings** to colleagues in a presentation:  * Access, use and manage suitable learning resources (resource centres, a wide range of media, internet, other people). * Use learning strategies (group activities such as brainstorming, group analysis, peer and self-assessment, probing, mind maps, note taking, memorising, key words, underlining, skimming and scanning). * Manage occupational learning materials (videos, internet, texts, handouts, text books, charts, maps, plans, diagrams, electronic texts (menus, screens, links, etc). * Summarise information. * Explain technical language/terminology used during the presentation.   **Your topic is:**  ***How our ways of seeing the development of babies, toddlers and young children impact on the way we teach and what needs to change***  Your presentation must contain the following information in summarised form:   * Explain the development of babies, toddlers and young children within each domain of development. * Provide descriptions to show how development within each domain is linked to and affected by development in other domains. * Identify factors that enable the development of children in each domain in line with relevant existing theories. * Explain how gender, socio-economic background, age, environment and special needs impact on the development of the children in your ECD centre. * Provide descriptions to show how development is shaped by the children’s socio-cultural influences. * Describe how your and colleagues’ views influence your ways of seeing and working with the children in your ECD centre. * Suggest changes to the way the children are perceived and taught in line with the development theories quoted. * Acknowledge your sources. * Presentation slides.   **Request a colleague to videotape the presentation for assessment purposes**   1. **Reflection:** Write a short report on the following: *How characteristics of the workplace and occupational context affect learning.* Refer to your ECD centre and discuss the following in your report:  * Identify sector and organisation type (sector/occupational focus: services, manufacturing, financial, educational, etc. Organisation type: Government, parastatal, heavy/light industry, large organisation, small business). * Discuss how the features of your occupational environment affect your own learning processes and/or application of learning. * Explore your education and career opportunities.  1. **Request your supervisor to provide you with written feedback** about how you completed the tasks in this practical activity. Your supervisor needs to complete the feedback document (below) by entering either Yes or No in the column provided and then provide comments to substantiate his/her rating:  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Learner Name** |  | | | **Date** | |  | | Present information on the development of babies, toddlers and young children within each domain of development to colleagues | | | **Yes/No** | | **Comments** | | | **The following observations will have been done during the presentation.**  **Did the learner:** | | | | | | | | 1. use learning resources effectively? Accurate presentation content will be evidence of this. | | |  | |  | | | 1. manage learning resources effectively through appropriate selection and cross-referencing of information? Accurate presentation content will be evidence of this. | | |  | |  | | | 1. get information, confirm accuracy of information and use appropriate information? Sufficient presentation content will be evidence of this. | | |  | |  | | | 1. acknowledge his/her sources? | | |  | |  | | | 1. check understanding and clarify meaning when responding to questions from the audience? | | |  | |  | | | 1. explain technical language/terminology used during the presentation? | | |  | |  | | | 1. participate and even take the lead in group learning situations?   Examples: Meetings, site/field visits, excursions, discussions, activities, workshops | | |  | |  | | | 1. take up his/her responsibilities in the team and apply group work conventions in learning situations?   Examples: Turn taking, supervision, mentoring, and rotation of roles: conducting, chairing, recording, and reporting | | |  | |  | | | 1. manage conflict and practise negotiating techniques in diverse contexts? | | |  | |  | | | 1. contribute to team work which resulted in meaningful products, outcomes or goals?   Examples: Reaching consensus, completed tasks, knowledge transfer | | |  | |  | | | **Supervisor Signature** | |  | | | | | | **Supervisor Name** | |  | | | | | | **Supervisor Designation** | |  | | | | | | **Supervisor Contact Details** | |  | | | | |   **Remember**: Provide workplace evidence to support your answers and show your ability to do what is required of you in this activity. | | |

*Place your evidence after this page; mark it clearly for easy reference.*

##### Rubrics

Your assessor will use the following rubrics when assessing your evidence:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Presentation Rubric** | | | | | |
|  | **1** | **2** | **3** | **4** | **Total** |
| Organisation | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because learner jumps around. | Learner presents information in logical sequence which audience can follow. | Learner presents information in logical, interesting sequence which audience can follow. |  |
| Subject Knowledge | Learner does not have grasp of information; learner cannot answer questions about subject. | Learner is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate. | Learner is at ease and answers most questions with explanations and some elaboration. | Learner demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. |  |
| Visual Aids | Learner uses superfluous visual aids or no visual aids. | Learner occasionally uses visual aids that rarely support the presentation. | Learner's visual aids relate to the presentation. | Learner's visual aids explain and reinforce the presentation. |  |
| Mechanics | Learner's presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. |  |
| Eye Contact | Learner makes no eye contact and only reads from notes. | Learner occasionally uses eye contact, but still reads mostly from notes. | Learner maintains eye contact most of the time but frequently returns to notes. | Learner maintains eye contact with audience, seldom returning to notes. |  |
| Verbal Techniques | Learner mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of class to hear. | Learner's voice is low. Learner incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Learner's voice is clear. Learner pronounces most words correctly. Most audience members can hear presentation. | Learner uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. |  |
|  |  |  |  | **Total Points:** |  |
| **A= 22-24** | **B= 20-22** | **C= 18-20** | **D= 16-18** | **F= 0-14** |

**Rubric for Evaluating Written Report**

| **Attribute** | **1-Not acceptable** | **2-Below expectations** | **3-Meets expectations** | **4-Exceeds expectations** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **Report Mechanics** | | | | | |
| Organisation | Inappropriate content of several sections of report | Some content placed incorrectly in report | Content appropriate to all sections of report | Excellent organisation enhances readability and/or understandability of report |  |
| Complete | Information is incomplete | A few aspects of information missing | Information is complete | Material added enhances quality of information |  |
| Aesthetics | Unacceptable appearance e.g., tables and figures cannot be read or understood, fonts difficult to read; style unclear | Some portions are sloppy and difficult to read; style needs improvement | Text, tables, figures readable and understandable; style is acceptable | Text, tables, figures so clear and understandable as to enhance report impact; style enhances readability |  |
| Format | So many format errors as to make report ineffective | A few format errors | Followed specified format | Unique format aspects that enhance report impact |  |
| Spelling | Many spelling errors | Only spelling errors are different spellings for same pronunciation | No spelling errors |  |  |
| Grammar and Punctuation | Pages or paragraphs with multiple grammar and punctuation errors | A few significant grammar and punctuation errors | Minor grammar or punctuation errors | No grammar or punctuation errors |  |
| Length | More than 20% too long or too short | 10% to 20% too long or too short | Length is appropriate |  |  |
| **Content** | | | | | |
| Problem stated, constraints explained | Not present | Simply says “here it is” | Clearly explained problem and constraints | So clear and complete as to enhance impact of report |  |
| Benefits | No discussion of benefits | Limited discussion of benefits | Benefits clearly listed | So clear and complete as to enhance impact of report |  |
| Procedures | Many ambiguous statements, incomplete or inconsistent set of requirement, or poorly written statements | Some ambiguous statements, some wording could be improved | All requirements clearly stated | So clear and complete as to eliminate any questions about what is required |  |
| Conclusions/recommendations | Not stated, includes ideas not already discussed in report | Includes ideas not already discussed in report, some recommendations not supported in document | Clear, clearly follow report discussion, meaningful recommendations | So clear and complete as to enhance impact of report |  |
| References provided as appropriate | Incorrect format, not cited in report |  | Correct format, all cited in report |  |  |
| **Format and layout** | | | | | |
| Effective use of software to prepare written report | Sloppy, format for graphs and figures not followed | Poor, some format errors | Appropriate, all formats followed | Superior clarity, all formats followed |  |

##### Practical Activity Checklist

Please tick that you have submitted the following evidence as per the instructions above:

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner Name** |  | **Date** |  |

| **Practical Activity 1** | | **Submitted Yes/No** | | **Name of my document/Comments** | |
| --- | --- | --- | --- | --- | --- |
| **Research and present to colleagues: *How our ways of seeing the development of babies, toddlers and young children impact on the way we teach and what needs to change***  The presentation addresses the following: | | | | | |
| 1. Explains the development of babies, toddlers and young children within each domain of development. | |  | |  | |
| 1. Provides descriptions to show how development within each domain is linked to and affected by development in other domains. | |  | |  | |
| 1. Identifies factors that enable the development of children in each domain in line with relevant existing theories. | |  | |  | |
| 1. Explains how gender, socio-economic background, age, environment and special needs impact on the development of the children in your ECD centre. | |  | |  | |
| 1. Provides descriptions to show how development is shaped by the children’s socio-cultural influences. | |  | |  | |
| 1. Describes how your and colleagues’ views influence your ways of seeing and working with the children in your ECD centre. | |  | |  | |
| 1. Suggests changes to the way the children are perceived and taught in line with the development theories quoted. | |  | |  | |
| 1. Acknowledges sources. | |  | |  | |
| 1. Presentation slides. | |  | |  | |
| **Reflection - write a short report on the following: *How characteristics of the workplace and occupational context affect learning***  The report addresses the following: | | | | | |
| 1. Identify sector and organisation type. (Sector/occupational focus: services, manufacturing, financial, educational, etc. Organisation type: Government, parastatal, heavy/light industry, large organisation, small business) | |  | |  | |
| 1. Discuss how the features of your occupational environment affect your own learning processes and/or application of learning. | |  | |  | |
| 1. Explore your education and career opportunities. | |  | |  | |
| **Request your supervisor to provide you with written feedback** | | | | | |
| 1. Request your supervisor to provide you with written feedback about how you completed the tasks in this practical activity. Your supervisor needs to complete the feedback document (on the next page) by entering either Yes or No in the column provided and then provide comments to substantiate his/her rating.  * Completed feedback document | |  | |  | |
| **Learner Signature** |  | | | | |
| **Assessor Signature** |  | | **Date** | |  |
| **Moderator Signature** |  | | **Date** | |  |

## Summative Project

|  |  |
| --- | --- |
| Folder web red Icon | Witness Testimony: In the workplace, you need to show your ability to integrate what you have learnt. This can be measured with the Specific Outcomes and the Critical Cross-Field Outcomes of the Unit Standard. |

Request your supervisor to complete the following form to show that you are able to integrate your learning into everyday workplace application:

|  |  |
| --- | --- |
| **Learner Name:** | **Date:** |

| **Did the learner:** | | **Comment** | | | **Yes** | **No** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. demonstrate knowledge and understanding of ways of seeing the development of babies, toddlers and young children? | |  | | |  |  |
| 1. demonstrate knowledge and understanding of the development of babies, toddlers and young children within each domain of development? | |  | | |  |  |
| 1. access, use and manage suitable learning resources? | |  | | |  |  |
| 1. formulate and use learning strategies? | |  | | |  |  |
| 1. manage occupational learning materials? | |  | | |  |  |
| 1. conduct research, analyse and present findings? | |  | | |  |  |
| 1. lead and function in a team? | |  | | |  |  |
| 1. reflect on how characteristics of the workplace and occupational context affect learning? | |  | | |  |  |
| 1. identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made? | |  | | |  |  |
| 1. work effectively with others as a member of a team, group, organisation, community? | |  | | |  |  |
| 1. organise and manage him/herself and his/her activities responsibly and effectively? | |  | | |  |  |
| 1. collect, analyse, organise and critically evaluate information? | |  | | |  |  |
| 1. communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation? | |  | | |  |  |
| 1. use science and technology effectively and critically, showing responsibility towards the environment and health of others? | |  | | |  |  |
| 1. demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation? | |  | | |  |  |
| 1. show that he/she can be culturally sensitive across a range of social contexts so that all actions and decisions made are acceptable to all stakeholders with broad cultural backgrounds? | |  | | |  |  |
| **Supervisor Name:** |  | | | | | |
| **Supervisor Signature:** |  | | | | | |
| **Supervisor Designation:** |  | | | | | |
| **Supervisor Contact Details:** |  | | | | | |
| **Learner Signature:** |  | | | | | |
| **Assessor Signature** |  | | **Date** |  | | |
| **Moderator Signature** |  | | **Date** |  | | |

## 

## Logbook

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| http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder close red.png" 128x128 PNG  http://www.fasticon.com | Complete this individually. This Logbook has been included to record all the time spent on the assessment and other activities related to this skills programme:   * Time spent in class (training) * Time spent completing an activity should be signed off by a supervisor, mentor or witness where possible. * Time spent applying the new knowledge and skills * The Logbook should show that the learner has spent at least **130 hours** in acquiring the required knowledge and skills of this programme:   + Demonstrate knowledge and understanding of ways of seeing the development of babies, toddlers and young children.   + Demonstrate knowledge and understanding of the development of babies, toddlers and young children within each domain of development.   + Access, use and manage suitable learning resources.   + Formulate and use learning strategies.   + Manage occupational learning materials.   + Conduct research, analyse and present findings.   + Lead and function in a team.   + Reflect on how characteristics of the workplace and occupational context affect learning. |

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| **Learner Name** |  |
| **Skills Programme** | Module 2: Understanding ECD |
| **Unit Standard(s)** | SAQA ID 244484: Demonstrate knowledge and understanding of the development of babies, toddlers and young children; NQF Level 4, 8 Credits  SAQA ID 119471: Use language and communication in occupational learning programmes; NQF Level 4, 5 Credits |

| **Activity** | | **Start Date** | | **Number of Hours** | | **Running Total No. of Hours** | | **Sign Off by  Supervisor/Manager/Mentor/Witness** | | | | | |
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| **Name & Surname** | | **Relationship to Learner** | | | **Signature** |
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| **Assessor signature** |  | | **Date** | |  | | **Moderator signature** | |  | | **Date** |  | |

## Assessment Activities Checklist

You have to complete all the required activities that are guided by the Specific Outcomes and Assessment criteria of the Unit Standard(s) in this skills programme:

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| **Programme** | Module 2: Understanding ECD |
| **Unit Standards** | SAQA ID 244484: Demonstrate knowledge and understanding of the development of babies, toddlers and young children; NQF Level 4, 8 Credits  SAQA ID 119471: Use language and communication in occupational learning programmes; NQF Level 4, 5 Credits |

Once you have completed all the assessment activities, request your supervisor to check that you have completed all the required activities and that they have all been placed in your Portfolio of Evidence, in the following order:

| **Did the learner provide the required evidence?** | | **Reference:** | **Comments/Feedback** | **Yes** | **No** |
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| http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder red.png" 128x128 PNG  http://www.fasticon.com | **Formative – Class Activities** | | | | |
| Class Activity 1 | | 244484.1  244484.2  244484 EEK1  244484 EEK2 |  |  |  |
| Class Activity 2 | | 119471.1  119471.3  119471.6  119471 EEK1  119471 EEK2 |  |  |  |
| Class Activity 3 | | 119471.2 |  |  |  |
| Class Activity 4 | | 119471.4 |  |  |  |
| Class Activity 5 | | 119471.5 |  |  |  |
| Reflection | | 244484  119471 |  |  |  |
| Facilitator Observation Checklist | | 244484  119471 |  |  |  |
| icomic_lnx-icons-128X128-folder_documents_red | **Summative - Knowledge Questions** | | | | |
| Question 1 | | 244484 EEK1 |  |  |  |
| Question 2 | | 244484 EEK1 |  |  |  |
| Question 3 | | 244484 EEK2 |  |  |  |
| Question 4 | | 244484.1 |  |  |  |
| Question 5 | | 119471 EEK1 |  |  |  |
| Question 6 | | 119471 EEK1 |  |  |  |
| Question 7 | | 119471 EEK2 |  |  |  |
| http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder image red.png" 128x128 PNG  http://www.fasticon.com | **Summative – Practical Activities** | | | | |
| Practical Activity 1 | | 244484  119471.  Related EEKs  CCFO1-8 | As per the Practical Activity 1 Checklist: |  |  |
| Folder web red Icon | **Summative – Summative Projects** | | | | |
| Summative Project 1 | | 244484  119471 |  |  |  |
| http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder close red.png" 128x128 PNG  http://www.fasticon.com | **Summative – Logbook** | | | | |
| Logbook | | 244484  119471 |  |  |  |

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| **Learner Name:** |  |
| **Learner Signature:** |  |
| **Date:** |  |
| **Supervisor Name:** |  |
| **Supervisor Signature:** |  |
| **Supervisor Designation:** |  |
| **Supervisor Contact Details:** |  |
| **Assessor Signature** |  |
| **Moderator Signature** |  |

Glossary

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| **Term** | **Definition/Explanation** |
| Assessment | A structured process for gathering evidence and making judgements about an individual's performance in relation to registered, national standards. |
| Assessment Guide | A document that sets out what will be assessed, and what evidence needs to be generated. |
| Assessment Plan | A document used to plan the assessment process. |
| Assessment Process | Incorporates all activities that form part of the assessment. |
| Coaching | A training method in which an experienced individual guides the learner towards acquiring specific skills. |
| Competent | Learners are declared competent when they meet the outcomes of the Unit Standard. |
| ETQA | The Education Training Quality Assurance Body is responsible for ensuring quality training and development within a specific sector. |
| Formative Assessment | Refers to the assessment that takes place during the process of learning. The assessment provides an indication of how the learning is progressing. Additional training needs may be identified during the process. |
| Learnership | A learnership is a work-based approach to learning and gaining qualifications and includes both structured work experience (practical) and structured learning (theory). |
| Mentor | A multi-skilled individual who serves as a sponsor, teacher, coach, sounding board and counsellor. |
| Moderation | A process of review that confirms that processes that have been followed are valid, consistent, fair and adequate. |
| NQF | The National Qualifications Framework provides a framework for nationally recognised qualifications. Qualifications are assessed according to ten bands. |
| NYC | Not Yet Competent |
| OBET | Outcomes-based Education and Training |
| QMS | Quality Management System |
| Qualifications | A group of Unit Standards that have been clustered together to make up a registered qualification. There are three types of qualifications on the NQF: certificates (120cr), diplomas (240cr) and degree (360cr). |
| RPL | A process whereby learners are assessed and given credit for learning that has already taken place within the workplace. |
| SAQA | South African Qualifications Authority |
| SDA | Skills Development Act |
| SDF | Skills Development Facilitator |
| SETA | Sector Education and Training Authority |
| SGB | Standards Generating Bodies |
| Skills Programmes | Occupationally-based learning intervention that uses providers to train learners towards the achievement of national Unit Standards. |
| SME | Subject Matter Expert |
| Summative Assessment | Occurs at the end of the learning process. Evidence is gathered and an assessment is made as to whether a learner has met requirements for competence. |
| Training Providers | Organisations or individuals that provide learning. These include technical colleges, distance education institutions, universities, private providers or company in-house training divisions. |
| Unit Standards | A collection of knowledge, skills and attributes in which a candidate must prove competence (in a structured assessment) to gain credit on the NQF. |
| VARCCS | An assessment tool, which asks whether evidence is valid, authentic, current, consistent and sufficient. |