

Programme Curriculum, Strategy and Alignment document

Learning Programme Overview	
Learning Programme Title	Module 3: Plan and prepare for ECD
Learning Programme Description	Unit standard based learning and/or skills programme
Learning Programme overall purpose	<p>To provide learners with the required knowledge and skills to:</p> <ul style="list-style-type: none"> • prepare early childhood development programmes with support • develop learning programmes to enhance participation of learners with special needs • design activities to support the development of babies, toddlers and young children • represent, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts
Learning Programme entry level requirements	<p>It is assumed that people learning towards this Unit Standard comply with the following entry level requirements:</p> <ul style="list-style-type: none"> • Communication at NQF Level 4 or equivalent • Mathematical Literacy and Communications at NQF Level 3 <p>It is recommended that learners have</p> <ul style="list-style-type: none"> • knowledge of development of children • an understanding of Child Development Theories <p>The candidate will be required to demonstrate an FETC or RPL equivalent in order to gain access to the National Diploma in Environmental Education, Training and Development Practice (EETDP) (NQF Level 5) for which this is a core unit standard.</p> <p>This unit standard assumes competence in a number of EETDP Certificate unit standards at levels 4 and 5, including:</p> <ul style="list-style-type: none"> • Identify and describe learning processes. • Identify and support learners with special needs. • Demonstrate knowledge of environmental education goals, principles and methods and their appropriateness in different contexts. • Select, plan and adapt a contextually-relevant environmental learning programme. • Implement and evaluate an environmental learning programme. <p>The candidate should work towards this unit standard concurrently with the following unit standards from the Level 5 Diploma in EETDP:</p> <ul style="list-style-type: none"> • Design, organise and improve an original environmental learning programme. • Manage a learning environment appropriately for a learner group. <p>Learners applying to enter this learning programme need to submit proof of entry requirements being met, e.g. school certificates/reports. Learners who cannot provide proof of entry level requirements being met will need to undergo testing at accredited assessment centres – information about this will be provided to the learner as required.</p>
Target audience, population and learner profile	<p>This generic and/or vocational learning programme is intended for all persons who need to:</p> <ul style="list-style-type: none"> • prepare Early Childhood Development programmes with support. This Unit Standard is for people who wish to enter or obtain recognition at an entry level of Early Childhood Development (ECD) • develop learning programmes to enhance participation of learners with special needs. All qualifications for Education, Training and Development (ETD) practitioners are required by law to include unit standards that enable ETD practitioners to accommodate learners with special needs. This unit standard is for environmental education practitioners who work fairly independently and need to be able to develop learning programmes or systems that take account of learners with special needs. Work contexts may include environmental education centres, heritage sites, community education projects, environmental health and safety training programmes in industry or environmental

	<p>projects within government departments or the NGO sector</p> <ul style="list-style-type: none"> design activities to support the development of babies, toddlers and young children. This Unit Standard is for people who wish to enter or obtain recognition at an entry level of Early Childhood Development (ECD) represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts. This generic and/or vocational learning programme is intended for all persons who need to represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts. This unit standard is designed to provide credits towards the mathematical literacy requirements of the NQF at level 4. The essential purposes of the mathematical literacy requirements are that, as the learner progresses with confidence through the levels, the learner will grow in: <ul style="list-style-type: none"> an insightful use of mathematics in the management of the needs of everyday living to become a self-managing person. an understanding of mathematical applications that provides insight into the learner's present and future occupational experiences and so develop into a contributing worker the ability to voice a critical sensitivity to the role of mathematics in a democratic society and so become a participating citizen <p>This learning programme allows entry to certain positions/is required job specific training/links with other vocations/enhances current job skills, specific to the individual learner. These will be identified for the individual learner upon entry to the learning programme.</p>								
Unit Standard Alignment									
Unit Standard(s) against which provision is aligned	Unit Standard	Prepare Early Childhood Development programmes with support.	SAQA ID	244472	Level	4	Credits	6	Core
	Unit Standard	Develop learning programmes to enhance participation of learners with special needs.	SAQA ID	13643	Level	5	Credits	6	Elective
	Unit Standard	Design activities to support the development of babies, toddlers and young children.	SAQA ID	244485	Level	5	Credits	8	Core
	Unit Standard	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts.	SAQA ID	9016	Level	4	Credits	4	Fundamental
	Registration End Date	2015-06-30 [qualification end date]			Total				24
Learning Outcomes	<p>At the end of this learning programme, the learner will be able to:</p> <ul style="list-style-type: none"> analyse the context prepare a programme reflect on the programme demonstrate how learning programmes can enhance participation of learners with special needs respond appropriately to learners with special needs analyse learning and developmental needs of the children within a given context design the activities evaluate the design of activities identify activities that support the development of babies, toddlers and young children measure, estimate, and calculate physical quantities in practical situations relevant to the adult with increasing 								

	responsibilities in life or the workplace <ul style="list-style-type: none"> • explore analyse and critique, describe and represent, interpret and justify geometrical relationships and conjectures to solve problems in two and three dimensional geometrical situations 						
Articulation, construct and portability with other courses/qualifications	The unit standard this learning programme has been aligned to forms part of the qualification: SAQA ID: 58761: Further Education and Training Certificate: Early Childhood Development; NQF 4 and other qualifications listed on the SAQA Unit Standard document						
Programme Design and Delivery							
Learning strategy	The learning programme will be: scheduled and managed by the training provider according to the set QMS facilitated by qualified facilitators with the required skills and subject matter expertise assessed and moderated by qualified assessors and moderators with the required skills and subject matter expertise attended by learners in a classroom situation with learning activities that include individual, group and self-study activities as well as practical reinforcement within a structured work environment, with workplace activities, exposure, coaching & mentoring activities, assessments, etc.						
Infrastructure	<ul style="list-style-type: none"> • Training Venue • PowerPoint Slides 	<ul style="list-style-type: none"> • Data Projector • Flipchart stand 	<ul style="list-style-type: none"> • Flipchart paper • Flipchart Pens 	<ul style="list-style-type: none"> • Laptop • Pre-designed assessment instruments 			
Learning material to be used	<ul style="list-style-type: none"> • Learner Guide • Learner Workbook • Learner PoE Guide 		<ul style="list-style-type: none"> • Facilitator Guide • Assessor Guide, Feedback Document, Review and Report • Moderator Guide, Plan, Review and Report 				
Learning map (delivery structure)	Notional Hours: 240	Mode		Methods		Media	
		Contact Session 30% = 72 hours <ul style="list-style-type: none"> ▪ Training and Formative Assessment - 70 hours (10 days) ▪ Prescribed reading, support and coaching – 2 hours 		Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities: Individual, Pair and Group, Mentored discussion, Self-Reflection and Assessment		Learner Guide Facilitator Guide PowerPoint Slides Learner Workbook	
		Experiential Learning 70% = 168 hours <ul style="list-style-type: none"> ▪ Learning at the Workplace – 136 hours ▪ Summative Assessment – 32 hours 		Practical workplace activities On-site/workplace monitoring and observation Self-reflection and logbook/diary Assessment		Learner Guide Learner PoE Guide	
		Reflexive learning <ul style="list-style-type: none"> ▪ CCFOs integrated with summative assessments 		On-site/workplace monitoring and observation Self-reflection and logbook/diary Assessment		Learner Guide Learner PoE Guide	

Facilitators for learning programme	Facilitators need to be subject matter experts with proven competence/experience in the field of learning. Preference will be given to facilitators who hold a related qualification at an NQF level higher than this learning programme.	
Training methodology	Face-to-face classroom facilitated training sessions will be held. Presentation of learning through various training methods, such as lecturing, case studies, on-site monitoring or observation, facilitation etc. as per the training provider QMS.	
Assessment Strategy and Design		
Assessment methods and conditions	<p>The assessment methodologies used in this learning programme has as its purpose to determine and recognise learner competence against the criteria in the related unit standard(s).</p> <p>Learners are required to successfully complete both formative and summative assessments:</p> <ul style="list-style-type: none"> Formative Assessment: Learner completes the Class Activities in the Learner Workbook during the training session (training room/boardroom) Summative Assessment: Learner creates a Portfolio of Evidence, comprising of Knowledge Questions and practical workplace activities, such as a Practical Activity, Summative Project and a Logbook (diary) to show application of the related unit standard criteria, within a structured work environment (where the learner is employed, or otherwise agreed upfront with a host employer) <p>Evidence gathered during formative assessment will be used towards summative assessment.</p>	
Assessment approach and resources	<p>The learner will complete the formative assessment during the training and session and then create and submit the Portfolio of Evidence to the training provider within the stipulated time period (e.g. 2 weeks) as per the training provider QMS, for assessment by the assessor.</p> <p>The assessor will assess the portfolio, make a judgement and provide the learner with feedback about the outcome of the assessment within the stipulated time period (e.g. 3 weeks) as per the training provider QMS.</p> <p>Learners found to be Not Yet Competent in the assessment will be provided with one re-assessment opportunity, in which the learner will use the feedback they have received to provide more evidence in the portfolio.</p> <p>Internal moderators will be moderating all assessment activities to validate the quality of the judgements made by assessors within the stipulated time period (e.g. 2 weeks) as per the training provider QMS.</p> <p>Provision for RPL is made in accordance with the policies and procedures of the training provider.</p>	
Assessors and Moderators for learning programme	<p>Assessors need to be qualified as assessors and registered as constituent assessors with the relevant SETA as required by this unit standard.</p> <p>Moderators need to be qualified as moderators and registered as constituent moderators with the relevant SETA as required by this unit standard.</p> <p>The assessor and the moderator needs to be sufficiently experienced in the related field of assessment and moderation.</p>	
Learner needs	<ul style="list-style-type: none"> Special needs are identified through the learner information form completed during enrolment and verified during the Assessment Preparation, which takes place during the learning intervention as part of the Learner PoE Guide. Special needs include, but are not limited to: Hearing impairment, Physical impairment, Learning disabilities, Visual impairment, Speech impairment and Medical conditions. Assessment should be adjusted based on special needs requests, provided that the fairness, validity and reliability of the assessment are not compromised. 	
Principles of assessment for Assessment Tools and Evidence	Valid	The assessment tools cover all of the specific outcomes, assessment criterion, embedded knowledge (where applicable) and critical cross-field outcomes of the unit standard. The tools measure the requirements of this unit standard.
	Authentic	The learners are required to sign a declaration sheet that states that they have submitted their own work. The assessor checks that this sheet is submitted in the learner's Portfolio of Evidence. In line with the principles of assessment, the assessor will ensure that they are satisfied that work being assessed belongs to the learner in question.
	Reliable	Consistent results will be obtained with different assessors by making use of these assessment tools.
	Current	The evidence presented will be current – not older than 3 years.

	Sufficient	The assessment tools selected for this assessment provides enough evidence to show that the learners have met the criteria and specific outcomes required to be found competent against this unit standard. This performance can be repeated consistently with the same results.
Learner Support Strategy		
Learner role and responsibilities	<ul style="list-style-type: none"> Attend the required number of contact training sessions and participate where required to show learning and application of the related knowledge and skills in this learning programme. Submit a portfolio of evidence, as outlined in the Learner Portfolio of Evidence Guide (both formative and summative assessment activities completed), for assessment. Learning facilitation Facilitator/Assessor guidance and support with completion of Summative Assessments Mentoring and coaching (provided by supervisor) Facilitator guidance and support with workshop activities 	
Training provider role and responsibilities	<ul style="list-style-type: none"> Facilitate the learning process by ensuring an effective schedule, conducive learning environment and materials, facilitation, assessment and moderation, feedback and guidance and/or support with the learning and assessment processes. Keep record of attendance, and assessment outcomes (NLRD) . Facilitator and assessor to provide constructive feedback and coaching where needed by individual learners. 	
Learner appeals procedures	Training provide provides for the appeals procedures and policy with an explanation and forms provided in the Learner PoE Guide	
Learning Programme Evaluation		
Programme, facilitator and logistics evaluation	<p>The learning programme will be reviewed in accordance with the QMS of the training provider. The following elements will be evaluated:</p> <ul style="list-style-type: none"> facilitators training equipment, aids and material venue learner support assessment strategy and method programme timing follow up evaluation of the learner – method and interval after initial training impact of training on the work environment etc. 	
Principles for Programme Evaluation	Transparent, fair and equitable	The programme evaluation process will be open, equitable, fair, transparent and as simple as possible while at the same time being efficient and cost effective.
	Inclusive, accessible and flexible	The programme evaluation process encourages flexibility that allows for inclusion and access to the NQF system for providers and practitioners, thereby creating flexible options of learning for all stakeholders.
	Consistent, relevant and compliant	All programme evaluation decisions will be made against appropriate and clearly stated criteria and conforming evidence requirements in direct alignment to the SAQA and relevant SETA policy and criteria guidelines.
	Validation and Verification	Continuous, rigorous validation and verification of programme evaluation will be followed in order to ensure provider ethics, thereby protecting the interest of the learners and the sector at large.
	Development for quality and continuous improvement	The programme evaluation process is a supportive, developmental process that encourages continuous improvement of provider practices towards total quality provision

Final Summative Assessment	8 hrs	Part of the FISA	Learning Programme	Media
Exit Level Outcome		Yes	Module 3	FISA Learner Portfolio Guide FISA Assessor Assessment Guide with memorandum FISA Assessor Assessment Feedback Document
<p>ELO2: Use mathematics literacy in real life and education, training and development situations</p> <ul style="list-style-type: none"> The tools and concepts of mathematics are used effectively to facilitate planning and management of Early Childhood Development programmes and services. Applications of mathematics in personal and work-related contexts are consistent with the given mathematical processes and principles. <p>ELO3: Plan and prepare for Early Childhood Development</p> <ul style="list-style-type: none"> A practical knowledge of how children learn and develop underpins the planning of a wide range of learning activities and resources to facilitate integrated learning and holistic development. Decisions about children and programme planning are based on knowledge of early childhood development and teaching practices, showing recognition of how personal values, opinions and biases can influence one's judgement. Activities are designed that are stimulating and developmentally appropriate. Space, equipment, materials and the environment are prepared to stimulate children's interest and promote development. <p>ELO4: Facilitate and monitor the development of babies, toddlers and young children</p> <ul style="list-style-type: none"> Facilitation is carried out using a developmentally appropriate range of activities and resources, thus promoting integrated learning and holistic development. Individuals and groups are effectively managed using a range of appropriate techniques. All activities and resources are culture-fair and free from race and gender bias, and are adapted where necessary for children with special needs. Children with disabilities and barriers to learning are helped to participate fully in the Early Childhood Development programme in co-operation with families, health practitioners and specialist agencies. Observations of children are continuous and provide sufficient information to establish patterns of development. Records of child development are useful for contributing towards assessment of individual development, referrals, design of programmes and activities, and evaluation of activities and programmes. Information about children's development and needs are shared with families informally on an individual basis and in more structured group situations based on an understanding of how adults learn. 				

Note:

Formative assessment is done through the Class Activities in the Learner Workbook.

Summative assessment is done through the specific activities in the Learner PoE Guide, such as Knowledge Questions, Practical Activity, Summative Project and Logbook.

Key to Assessment Methods:

D - Individual, pair, group, or mentor discussion

Q - Knowledge Question

P - Practical workplace assignment and observation

R - Reflection and Logbook

Unit Standard	Prepare Early Childhood Development programmes with support	SAQA ID	244472	Level	4	Credits	6
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Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
<p>Unit Standard Range Practitioners at this level will plan and prepare the programmes, with support, for children in at least two different settings, of different ages and stages, and with different needs. The support may come from a mentor, a guide, or a colleague who can offer guidance on the planning and preparation of the programme. Practitioners at this level will have access to broader plans and/or frameworks that they can use and adapt. Practitioners will take a given plan or framework, interpret it and develop their daily and weekly programme, adapting the given plan within their particular context. The term "programme" as used here refers to the routines or schedules that spell out the sequence of daily and weekly events. The schedules may be very loose or highly structured depending on context and preference. This Unit Standard does not include the actual design of the activities, as this is covered in the Unit Standard: Design activities to support the development of young children. "Settings" refers to any place where a child is or children are, including but not limited to Early Childhood Development (ECD) centres, institutions such as prisons and hospitals, and at home. Where the term "developmentally appropriate" is used in this Unit Standard, it is accepted that there are multiple and contested ways in which the term may be used and understood. However, at its heart, "developmentally appropriate" is intended to convey the sense that children do develop in recognisable ways, even if at different rates and in line with different models of development. This Unit Standard does not intend to favour any particular models or theories of development, but does operate on the assumption that justifiable theories will inform the programme.</p>									
<p>Specific Outcome 1: Analyse the context</p>									
1. The analysis identifies the key factors that could have an impact on the programme. Range: Key factors related to the Early Childhood Development setting, the environment and the broad needs of child/children.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> ensure that the analysis identifies the key factors that could have an impact on the programme ensure that the analysis clearly identifies the developmental stages and particular needs of all the children within the given context 	Module 1.3 P 31	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 1 Learner PoE Guide Practical Activity 1 Summative Project Logbook	3 49 57 59	✓		✓	✓
2. The analysis clearly identifies the developmental stages and particular needs of all the children within the given context. Range: Analysis includes the needs of children at risk and special needs.	<ul style="list-style-type: none"> ensure that the analysis is informed by Early Childhood Development (ECD)-related frameworks ensure that the analysis is sufficient in scope and depth to inform the development of the 	Module 1.1 P 15		Learner Workbook Class Activity 1 Learner PoE Guide Practical Activity 1 Summative Project Logbook	3 49 57 59	✓		✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
3. The analysis is informed by Early Childhood Development (ECD)-related frameworks. Range: This may include curricula, national policies, support material and documented socio-economic trends.	programme	Module 1.2 P 21		Learner Workbook Class Activity 1 Learner PoE Guide Practical Activity 1 Summative Project Logbook	3 49 57 59	✓		✓ ✓	✓
4. The analysis is sufficient in scope and depth to inform the development of the programme..		Module 1.5 P 44		Learner Workbook Class Activity 1 Learner PoE Guide Practical Activity 1 Summative Project Logbook	3 49 57 59	✓		✓ ✓	✓
Specific Outcome 2: Prepare a programme Range: <input type="checkbox"/> Includes adapting given programmes. <input type="checkbox"/> In some situations, the term "daily routine" may be used instead of "programme".									
1. The programme sufficiently addresses the developmental stages and particular needs of the children as revealed by the analysis.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> ensure that the programme sufficiently addresses the developmental stages and particular needs of the children as revealed by the analysis ensure that the programme provides flexible options for implementation ensure that the programme specifies the sequence, timing and main resource requirements of the planned activities, including opportunities for assessment ensure that the programme 	Module 3.1 P 103	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 5 Learner PoE Guide Practical Activity 1 Summative Project Logbook	19 49 57 59	✓		✓ ✓	✓
2. The programme provides flexible options for implementation.		Module 3.2 P 107		Learner Workbook Class Activity 6 Learner PoE Guide Practical Activity 1 Summative Project Logbook	23 49 57 59	✓		✓ ✓	✓
3. The programme specifies the sequence, timing and main resource requirements of the planned activities, including opportunities for assessment.		Module 3.3 P 107		Learner Workbook Class Activity 6 Learner PoE Guide Practical Activity 1 Summative Project Logbook	23 49 57 59	✓		✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
4. The programme provides a balance of developmentally appropriate activities to support the development of all the children. Range: Programme may include a mix of routine activities, adult-initiated activities and child-initiated activities as appropriate to the context.	provides a balance of developmentally appropriate activities to support the development of all the children <ul style="list-style-type: none"> ensure that the programme provides a balance between indoor and outdoor activities and individual, small and large group activities to support the development of the children ensure that the balance between such activities, particularly between individual and group activities, is appropriate to the developmental stages of the children ensure that the programme can be implemented in the given context and within available resources ensure that the programme complies with relevant national policies and guidelines 	Module 3.4 P 109		Learner Workbook Class Activity 7 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27 49 57 59	✓		✓ ✓	✓
		Module 3.5 P 114		Learner Workbook Class Activity 8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	30 49 57 59	✓		✓ ✓	✓
		Module 3.6 P 115		Learner Workbook Class Activity 9 Learner PoE Guide Practical Activity 1 Summative Project Logbook	33 49 57 59	✓		✓ ✓	✓
		Module 3.7 P 115		Learner Workbook Class Activity 9 Learner PoE Guide Practical Activity 1 Summative Project Logbook	33 49 57 59	✓		✓ ✓	✓
Specific Outcome 3: Reflect on the programme Range: Reflections may take place before, during and after implementation.									

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
1. Feedback is obtained from relevant sources on the value and success of the programme. Range: Sources may include colleagues, mentors, children, parents and other stakeholders.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> obtain feedback from relevant sources on the value and success of the programme ensure that reflections identify strengths and weaknesses of the programme ensure that the reflection identifies the extent to which the programme contributes meaningfully to the overall aims of the Early Childhood Development (ECD) service identify and note ways to improve upon the programme for future plans and programmes 	Module 4.1 P 132	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 11 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 49 57 59	✓		✓ ✓	✓
2. Reflections identify strengths and weaknesses of the programme.		Module 4.2 P 138		Learner Workbook Class Activity 11 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 49 57 59	✓		✓ ✓	✓
3. The reflection identifies the extent to which the programme contributes meaningfully to the overall aims of the Early Childhood Development (ECD) service.		Module 4.3 P 139		Learner Workbook Class Activity 11 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 49 57 59	✓		✓ ✓	✓
4. Ways to improve upon the programme are identified and noted for future plans and programmes.		Module 4.4 P 141		Learner Workbook Class Activity 11 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 49 57 59	✓		✓ ✓	✓
EEK1 Development of children		Module 1.1.1 P 17	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 1 Learner PoE Guide Knowledge Question 1 Practical Activity 1 Logbook	3 44 49 59	✓	✓	✓	✓
EEK2 Theories of child development and learning		Module 1.2.1 P 25		Learner Workbook Class Activity 1 Learner PoE Guide Knowledge Question 2 Practical Activity 1 Logbook	3 44 49 59	✓	✓	✓	✓
EEK3 Policies impacting on Early Childhood Development (ECD)		Module 1.2.2 P 28		Learner Workbook Class Activity 1 Learner PoE Guide Knowledge Question 4	3 44	✓	✓		

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
				Practical Activity 1 Logbook	49 59			✓	✓
EEK4 How the environment impacts on child development		Module 1.3.1 P 31		Learner Workbook Class Activity 1 Learner PoE Guide Knowledge Question 2 Practical Activity 1 Logbook	3 44 49 59	✓	✓	✓	✓
CCFO1: IDENTIFYING Identify and solve problems related to programming of Early Childhood Development (ECD) activities.		Integrated throughout Learner Guide and assessments	<ul style="list-style-type: none"> ▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback 	Learner Workbook Class Activity 1,5,6,7,8,9,11 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	3,19,23,27,30,33,37 41	✓ ✓		✓ ✓	✓
CCFO3: ORGANISING Organise and manage oneself and one's activities responsibly and effectively through the planning and programming of Early Childhood Development (ECD) activities.				Learner Workbook Class Activity 1,5,6,7,8,9,11 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	3,19,23,27,30,33,37 41 49 57 59	✓ ✓		✓ ✓	✓
CCFO4: COLLECTING Collect, analyse, organise and critically evaluate information in the development of an Early Childhood Development (ECD) programme.				Learner Workbook Class Activity 1,5,6,7,8,9,11 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	3,19,23,27,30,33,37 41 49 57 59	✓ ✓		✓ ✓	✓
CCFO5: COMMUNICATING Communicate effectively using visual, mathematical and/or language skills via the developed programme.				Learner Workbook Class Activity 1,5,6,7,8,9,11 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	3,19,23,27,30,33,37 41 49 57 59	✓ ✓		✓ ✓	✓
CCFO7: DEMONSTRATING Understand the world as a set of inter-related parts of a system through the understanding of how the programme impacts on Early Childhood Development (ECD).				Learner Workbook Class Activity 1,5,6,7,8,9,11 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	3,19,23,27,30,33,37 41 49 57 59	✓ ✓		✓ ✓	✓

Unit Standard	Develop learning programmes to enhance participation of learners with special needs	SAQA ID	13643	Level	5	Credits	6
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Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
Unit Standard Range									
Unit standard: Identify and support learners with special needs provided candidates with an awareness of and sensitivity to learners with special needs, and prepared them to be able to support such learners during learning events. This unit standard requires candidates to develop learning programmes and systems that acknowledge learners with special needs. Environmental education practitioners should be aware of learners with special physical, health, cognitive, emotional and economic needs.									
Specific Outcome 1:									
Demonstrate how learning programmes can enhance participation of learners with special needs. Range: Consider about five situations of special needs including physical, health, cognitive, emotional or economic needs.									
1. The candidate demonstrates knowledge of a range of special needs requiring attention during the development of environmental learning programmes.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> demonstrate knowledge of a range of special needs requiring attention during the development of environmental learning programmes evaluate a range of learning programmes and points out strengths and weaknesses in terms of learners with special needs describe and demonstrate how to modify learning programmes to enable learners with particular special needs to participate 	Module 3.1.2 P 105	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 5 Learner PoE Guide Practical Activity 1 Summative Project Logbook	19 49 57 59	✓		✓	✓
2. The candidate evaluates a range of learning programmes and points out strengths and weaknesses in terms of learners with special needs.		Module 3.8.1 P 125		Learner Workbook Class Activity 10 Learner PoE Guide Practical Activity 1 Summative Project Logbook	35 49 57 59	✓		✓	✓
3. The candidate describes and demonstrates how to modify learning programmes to enable learners with particular special needs to participate. Range: Design of learning programmes, resource materials, trails and routes; choice of activities, examples and language; timing and duration of programme, etc.		Module 3.8.2 P 126		Learner Workbook Class Activity 10 Learner PoE Guide Practical Activity 1 Summative Project Logbook	35 49 57 59	✓		✓	✓
Specific Outcome 2:									
Respond appropriately to learners with special needs									
1. The candidate describes and demonstrates appropriate attitudes and behaviour in relation to learners	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> describe and demonstrate appropriate attitudes and behaviour 	Module 3.8.3 P 128	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group 	Learner Workbook Class Activity 10 Learner PoE Guide Practical Activity 1 Summative Project Logbook	35 49 57 59	✓		✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
with a range of special needs.	in relation to learners with a range of special needs		discussion and feedback						
2. The candidate modifies actions, arrangements, learning programmes and materials to enable learners with particular special needs to participate.	<ul style="list-style-type: none"> modify actions, arrangements, learning programmes and materials to enable learners with particular special needs to participate 	Module 3.8.2 P 128	<ul style="list-style-type: none"> Facilitation of class activities 	Learner Workbook Class Activity 10 Learner PoE Guide Practical Activity 1 Summative Project Logbook	35 49 57 59	✓		✓ ✓	✓
EEK1 Range of special needs, symptoms and requirements.		Module 3 Special needs, symptoms and requirements P 133	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback 	Learner Workbook Class Activity 10 Learner PoE Guide Knowledge Question 9 Practical Activity 1 Logbook	35 44 49 59	✓	✓	✓	✓
EEK2 Designing a learning programme.		Module 3 Designing a learning programme P 100	<ul style="list-style-type: none"> Facilitation of class activities 	Learner Workbook Class Activity 5 Learner PoE Guide Knowledge Question 10 Practical Activity 1 Logbook	19 44 49 59	✓	✓	✓	✓
CCFO1: IDENTIFYING Identify and solve problems and make decisions using critical and creative thinking.		Integrated throughout learner guide and assessments	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback 	Learner Workbook Class Activity 5,10 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	19,35 41 49 57 59	✓ ✓		✓ ✓	✓
CCFO2: WORKING Work effectively with others as members of a team, group, organisation and community.				Learner Workbook Class Activity 5,10 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	19,35 41 49 57 59	✓ ✓		✓ ✓	✓
CCFO3: ORGANISING Organise and manage themselves and their activities responsibly and effectively.				Learner Workbook Class Activity 5,10 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	19,35 41 49 57 59	✓ ✓		✓ ✓	✓
CCFO4: COLLECTING Collect, analyse, organise and critically evaluate information.				Learner Workbook Class Activity 5,10 Facilitator Checklist	19,35 41	✓ ✓			

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
				Learner PoE Guide Practical Activity 1 Summative Project Logbook	49 57 59			✓ ✓	✓
CCFO5: COMMUNICATING Communicate effectively using visual, symbolic and/or language skills in various modes.				Learner Workbook Class Activity 5,10 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	19,35 41 49 57 59	✓		✓ ✓	✓
CCFO6: SCIENCE Use science and technology effectively and critically, showing responsibility towards the environment and health of others.				Learner Workbook Class Activity 5,10 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	19,35 41 49 57 59	✓ ✓		✓ ✓	✓
CCFO8: CONTRIBUTING Reflect on and explore a variety of strategies to learn more effectively. Be culturally and aesthetically sensitive across a range of social contexts.				Learner Workbook Class Activity 5,10 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	19,35 41 49 57 59	✓ ✓		✓ ✓	✓

Unit Standard	Design activities to support the development of babies, toddlers and young children.	SAQA ID	244485	Level	5	Credits	8
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Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method				
						D	Q	P	R	
Unit Standard Range This Unit Standard covers the design of activities for children from ages 0 - 5. Where the term "developmentally appropriate" is used in this unit standard, it is accepted that there are multiple and contested ways in which the term may be used and understood. However, at its heart, "developmentally appropriate" is intended to convey the sense that children do develop in recognisable ways, even if at different rates and in line with different models of development. This Unit Standard does not intend to favour any particular models or theories of development, but does operate on the assumption that justifiable theories will inform the programme. "Activities" refer to the active involvement of babies, toddlers and young children with a range of resources, materials and actions that contribute towards their development. This includes routine-based and play-based activities.										
Specific Outcome 1: Analyse learning and developmental needs of the children within a given context. Range: Designers are to demonstrate the ability to carry out this analysis for contexts where there are children with a variety of needs.										
1. The analysis clearly identifies the developmental stages and particular needs of all the children as individuals and as a group, and links these to developmental outcomes.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> ensure that the analysis clearly identifies the developmental stages and particular needs of all the children as individuals and as a group, and links these to developmental outcomes ensure that the analysis is informed by previous evaluations of activities, assessments of children, and Early Childhood Development (ECD)-related frameworks where applicable identify the types of activities that address the needs revealed in the analysis 	Module 1.1 P 15	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 1 Learner PoE Guide Practical Activity 1 Summative Project Logbook	3 49 57 59	✓			✓	
2. The analysis is informed by previous evaluations of activities, assessments of children, and Early Childhood Development (ECD)-related frameworks where applicable.		Module 1.2 P 21 Module 1.4 P 41		Learner Workbook Class Activity 1 Learner PoE Guide Practical Activity 1 Summative Project Logbook	3 49 57 59	✓		✓	✓	✓
3. Types of activities are identified that address the needs revealed in the analysis.		Module 2.1.1 P 50		Learner Workbook Class Activity 3 Learner PoE Guide Practical Activity 1 Summative Project Logbook	12 49 57 59	✓		✓	✓	✓
Specific Outcome 2 Design the activities. Range: Designers are to demonstrate the ability to design a range of activities, including routine-based and play-based activities.										

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
1. The design makes provision for child input where appropriate.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> ensure that the design makes provision for child input where appropriate 	Module 2.2.1 P 68	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 4 Learner PoE Guide Practical Activity 1 Summative Project Logbook	16 49 57 59	✓			✓
2. The purposes of the activities are defined in terms of their contribution toward achieving identified developmental outcomes.	<ul style="list-style-type: none"> define the purposes of the activities in terms of their contribution toward achieving identified developmental outcomes ensure that activities are free from cultural, race and gender bias 	Module 2.2.2 P 71		Learner Workbook Class Activity 4 Learner PoE Guide Practical Activity 1 Summative Project Logbook	16 49 57 59	✓			✓
3. Activities are free from cultural, race and gender bias.	<ul style="list-style-type: none"> ensure that activities are stimulating, challenging, interesting and linked to real-life experience, with opportunities for meaningful reinforcement 	Module 2.2.3 P 74		Learner Workbook Class Activity 4 Learner PoE Guide Practical Activity 1 Summative Project Logbook	16 49 57 59	✓			✓
4. Activities are stimulating, challenging, interesting and linked to real-life experience, with opportunities for meaningful reinforcement.	<ul style="list-style-type: none"> ensure that activities are appropriate to the individual developmental needs and interests of all the children ensure that the activities provide scope for progression, integration towards the achievement of identified outcomes and assessment opportunities where possible 	Module 2.2.4 P 75		Learner Workbook Class Activity 4 Learner PoE Guide Practical Activity 1 Summative Project Logbook	16 49 57 59	✓			✓
5. Activities are appropriate to the individual developmental needs and interests of all the children.	<ul style="list-style-type: none"> describe the activities in sufficient detail to enable practitioners and others to implement them 	Module 2.2.5 P 81		Learner Workbook Class Activity 4 Learner PoE Guide Practical Activity 1 Summative Project Logbook	16 49 57 59	✓			✓
6. The activities provide scope for progression, integration towards the achievement of identified outcomes and assessment opportunities where possible.		Module 2.2.6 P 82		Learner Workbook Class Activity 4 Learner PoE Guide Practical Activity 1 Summative Project Logbook	16 49 57 59	✓			✓
7. The activities are described in sufficient detail to enable		Module 2.2.7 P 93		Learner Workbook Class Activity 4 Learner PoE Guide Practical Activity 1	16 49	✓			✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
practitioners and others to implement them. Range: Activity detail includes purpose, link to developmental outcomes, who they are for, how they work, opportunities to extend them, ways of integrating with other activities, what resources are needed, where they should happen, possible timing.				Summative Project Logbook	57 59			✓	✓
Specific Outcome 3 Evaluate the design of activities. Range: If the design of activities can only be evaluated after the activities have been used in practice, designers can demonstrate competence by evaluating the design of other activities that have been used in practice.									
1. The evaluation is conducted in a consistent and systematic manner, drawing on feedback and/or observations of the application of the activities.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> conduct the evaluation in a consistent and systematic manner, drawing on feedback and/or observations of the application of the activities obtain feedback from a variety of relevant sources on the value and success of the designed activities. such sources may include colleagues and parents ensure that the evaluation reveals strengths and weaknesses of the activities in relation to their purpose reflect on the extent to which the designed activities contribute meaningfully to the overall aims of the Early Childhood Development (ECD) service identify and record useful ways to improve upon and extend the activities for further use. Improvements are justified by the evaluation findings 	Module 4.1.1 P 134	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 11 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 49 57 59	✓		✓	✓
2. Feedback is obtained from a variety of relevant sources on the value and success of the designed activities. Such sources may include colleagues and parents.		Module 4.1.1 P 134		Learner Workbook Class Activity 11 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 49 57 59	✓		✓	✓
3. The evaluation reveals strengths and weaknesses of the activities in relation to their purpose.		Module 4.2.1 P 138		Learner Workbook Class Activity 11 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 49 57 59	✓		✓	✓
4. The reflection identifies the extent to which the designed activities contribute meaningfully to the overall aims of the Early Childhood Development (ECD) service.		Module 4.3.1 P 140		Learner Workbook Class Activity 11 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 49 57 59	✓		✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
5. Useful ways to improve upon and extend the activities are identified and recorded for further use. Improvements are justified by the evaluation findings. Range: Further use refers to revising the designed activities and designing further activities.		Module 4.4.1 P 144		Learner Workbook Class Activity 11 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 49 57 59	✓		✓ ✓	✓
EEK1 Action research cycle (observe, plan, do and review)		Module 1 Action research cycle P 14	<ul style="list-style-type: none"> ▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback ▪ Facilitation of class activities 	Learner Workbook Class Activity 1 Learner PoE Guide Knowledge Question 5 Practical Activity 1 Logbook	3 44 49 59	✓	✓	✓	✓
EEK2 Development of children		Module 1.1.1 P 17		Learner Workbook Class Activity 1 Learner PoE Guide Knowledge Question 1 Practical Activity 1 Logbook	3 44 49 59	✓	✓	✓	✓
EEK3 Theories of child development and learning		Module 1.2.1 P 25		Learner Workbook Class Activity 1 Learner PoE Guide Knowledge Question 2 Practical Activity 1 Logbook	3 44 49 59	✓	✓	✓	✓
EEK4 Cultural and traditional experiences of development		Module 1.3.2 P 33		Learner Workbook Class Activity 1 Learner PoE Guide Knowledge Question 3 Practical Activity 1 Logbook	3 44 49 59	✓	✓	✓	✓
EEK5 Policies impacting on Early Childhood Development (ECD)		Module 1.2.2 P 28		Learner Workbook Class Activity 1 Learner PoE Guide Knowledge Question 4 Practical Activity 1 Logbook	3 44 49 59	✓	✓	✓	✓
CCFO1: IDENTIFYING Identify and solve problems related to the challenges of activity design.		Integrated throughout Learner Guide and assessments	<ul style="list-style-type: none"> ▪ Lecturing ▪ Facilitated workshop ▪ Group 	Learner Workbook Class Activity 1,3,4,5,11 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project	3,12,16,19,37 41 49 57	✓ ✓		✓ ✓	

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
			discussion and feedback	Logbook	59				✓
CCFO4: COLLECTING Collect, analyse, organise and critically evaluate information, feeding into the design of activities.				Learner Workbook Class Activity 1,3,4,5,11 Facilitator Checklist	3,12,16,19,37 41	✓ ✓			
				Learner PoE Guide Practical Activity 1 Summative Project Logbook	49 57 59			✓ ✓	✓
CCFO5: COMMUNICATING Communicate effectively using visual, mathematical and/or language skills, mainly through the description of activities and consultation with colleagues when designing activities.				Learner Workbook Class Activity 1,3,4,5,11 Facilitator Checklist	3,12,16,19,37 41	✓ ✓			
				Learner PoE Guide Practical Activity 1 Summative Project Logbook	49 57 59			✓ ✓	✓
CCFO7: DEMONSTRATING Understand the world as a set of inter-related parts of a system, particularly through the understanding of the way in which activities contribute towards child care and development.				Learner Workbook Class Activity 1,3,4,5,11 Facilitator Checklist	3,12,16,19,37 41	✓ ✓			
				Learner PoE Guide Practical Activity 1 Summative Project Logbook	49 57 59			✓ ✓	✓

Unit Standard	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	SAQA ID	9016	Level	4	Credits	4
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Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method				
						D	Q	P	R	
Unit Standard Range										
The scope of this unit standard includes length, surface area, volume, mass, speed, ratio, proportion; making and justifying conjectures. Contexts relevant to the adult, the workplace and the country. More detailed range statements are provided for specific outcomes and assessment criteria as needed.										
Specific Outcome 1:										
Measure, estimate, and calculate physical quantities in practical situations relevant to the adult with increasing responsibilities in life or the workplace										
Range:										
<input type="checkbox"/> basic instruments to include those readily available such as rulers, measuring tapes, measuring cylinders or jugs, thermometers, spring or kitchen balances, watches and clocks. <input type="checkbox"/> in situations which necessitate it such as in the workplace, the use of more accurate instruments such as vernier callipers, micrometer screws, stop watches and chemical balances. <input type="checkbox"/> quantities to estimate or measure to include length/distance, area, mass, time, speed acceleration and temperature. <input type="checkbox"/> distinctions between mass and weight, speed and acceleration. <input type="checkbox"/> the quantities should range from the low or small to the high or large. <input type="checkbox"/> mass, volume temperature, distance, and speed values are used in practical situations relevant to the young adult or the workplace. <input type="checkbox"/> calculate heights and distances using Pythagoras' theorem. <input type="checkbox"/> calculate surface areas and volumes of right prisms (i.e., end faces are polygons and the remaining faces are rectangles) cylinders, cones and spheres from measurements in practical situations relevant to the adult or in the workplace.										
1. Scales on the measuring instruments are read correctly.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> read scales on the measuring instruments correctly 	Appendix B P 162	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓			✓ ✓	✓
2. Quantities are estimated to a tolerance justified in the context of the need.	<ul style="list-style-type: none"> estimate quantities to a tolerance justified in the context of the need choose the appropriate instrument to measure a particular quantity measure quantities correctly to within the least step of the instrument 	Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓			✓ ✓	✓
3. The appropriate instrument is chosen to measure a particular quantity.	<ul style="list-style-type: none"> select and use appropriate formulae carry out calculations correctly and take the least steps of instruments used into account when reporting final values 	Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓			✓ ✓	✓
4. Quantities are measured correctly to within the least step of the instrument.	<ul style="list-style-type: none"> use symbols and units in accordance with SI conventions and as appropriate to the situation 	Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓			✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
5. Appropriate formulae are selected and used.		Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓ ✓	✓
6. Calculations are carried out correctly and the least steps of instruments used are taken into account when reporting final values.		Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓ ✓	✓
7. Symbols and units are used in accordance with SI conventions and as appropriate to the situation.		Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓ ✓	✓
Specific Outcome 2: Explore, analyse and critique, describe and represent, interpret and justify geometrical relationships and conjectures to solve problems in two and three dimensional geometrical situations. Range: <ul style="list-style-type: none"> <input type="checkbox"/> applications taken from different contexts such as packaging, arts, building construction, dressmaking <input type="checkbox"/> the operation of simple linkages and mechanisms such as car jacks <input type="checkbox"/> top, front and side views of objects are represented <input type="checkbox"/> use rough sketches to interpret, represent and describe situations <input type="checkbox"/> the use of available technology (e.g., isometric paper, drawing instruments, software) to represent objects <input type="checkbox"/> use and interpret scale drawings of plans (e.g., plans of houses or factories; technical diagrams of simple mechanical household or work related devices <input type="checkbox"/> road maps relevant to the country <input type="checkbox"/> world maps <input type="checkbox"/> international time zones <input type="checkbox"/> the use of the Cartesian co-ordinate system in determining location and describing relationships in at least two dimensions 									
1. Descriptions are based on a systematic analysis of the shapes and reflect the properties of the shapes accurately, clearly and completely.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> • base descriptions on a systematic analysis of the shapes and reflect the properties of the shapes accurately, completely. 	Appendix B P 162	<ul style="list-style-type: none"> ▪ Lecturing ▪ Facilitated workshop ▪ Group discussion 	Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
2. Descriptions include quantitative information appropriate to the situation and need	<ul style="list-style-type: none"> clearly and completely ensure that descriptions include quantitative information appropriate to the situation and need 	Appendix B P 162	<ul style="list-style-type: none"> and feedback Facilitation of class activities 	Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓ ✓	✓
3. 3-dimensional objects are represented by top, front and side views.	<ul style="list-style-type: none"> represent 3-dimensional objects by top, front and side views assimilate different views correctly to describe 3-dimensional objects use available and appropriate technology in producing and analysing representations 	Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓ ✓	✓
4. Different views are correctly assimilated to describe 3-dimensional objects.	<ul style="list-style-type: none"> analyse relations of distance and positions between objects from different views 	Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓ ✓	✓
5. Available and appropriate technology is used in producing and analysing representations.	<ul style="list-style-type: none"> base conjectures as appropriate to the situation, on well-planned investigations of geometrical properties ensure that the representations of the problems are consistent with and appropriate to the problem context. 	Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓ ✓	✓
6. Relations of distance and positions between objects are analysed from different views.	<ul style="list-style-type: none"> represent the problems comprehensively and in mathematical terms 	Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓ ✓	✓
7. Conjectures as appropriate to the situation, are based on well-planned investigations of geometrical properties.	<ul style="list-style-type: none"> achieve results through efficient and correct analysis and manipulation of representations present problem-solving methods clearly, logically and in mathematical terms 	Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓ ✓	✓
8. Representations of the problems are consistent with and appropriate to the problem context. The problems are represented comprehensively and in mathematical terms.	<ul style="list-style-type: none"> ensure that reflections on the chosen problem solving strategy reveal strengths and weaknesses of the strategy identify alternative strategies to obtain the solution and compare it in terms of appropriateness and effectiveness 	Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓ ✓	✓
9. Results are achieved through efficient and correct analysis and		Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1	27,30 49	✓		✓	

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
manipulation of representations.				Summative Project Logbook	57 59			✓	✓
10. Problem-solving methods are presented clearly, logically and in mathematical terms.		Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓	✓
11. Reflections on the chosen problem solving strategy reveal strengths and weaknesses of the strategy.		Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓	✓
12. Alternative strategies to obtain the solution are identified and compared in terms of appropriateness and effectiveness.		Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	27,30 49 57 59	✓		✓	✓
EEK1 Properties of geometric shapes		Appendix B P 162	<ul style="list-style-type: none"> ▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback ▪ Facilitation of class activities 	Learner Workbook Class Activity 7,8 Learner PoE Guide Knowledge Question 6 Practical Activity 1 Logbook	27,30 44 49 59	✓	✓	✓	✓
EEK2 Surface area and volume		Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Knowledge Question 7 Practical Activity 1 Logbook	27,30 44 49 59	✓	✓	✓	✓
EEK3 Mathematical argument and evaluation based on logical deduction		Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Knowledge Question 8 Practical Activity 1 Logbook	27,30 44 49 59	✓	✓	✓	✓
EEK4 Spatial interrelationships		Appendix B P 162		Learner Workbook Class Activity 7,8 Learner PoE Guide Knowledge Question 8 Practical Activity 1 Logbook	27,30 44 49 59	✓	✓	✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method				
						D	Q	P	R	
CCFO1: IDENTIFYING Solve a variety of problems relevant to the adult with increasing responsibilities involving space, shape and time using geometrical techniques.		Integrated throughout Learner Guide and assessments	<ul style="list-style-type: none"> ▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback 	Learner Workbook Class Activity 7,8 Facilitator Checklist	27,30 41	✓ ✓				
				Learner PoE Guide Practical Activity 1 Summative Project Logbook	49 57 59			✓ ✓		✓
				Learner Workbook Class Activity 7,8 Facilitator Checklist	27,30 41	✓ ✓				
				Learner PoE Guide Practical Activity 1 Summative Project Logbook	49 57 59			✓ ✓		✓
CCFO4: COLLECTING Gather, organise, evaluate and critique information about objects and processes.				Learner Workbook Class Activity 7,8 Facilitator Checklist	27,30 41	✓ ✓				
				Learner PoE Guide Practical Activity 1 Summative Project Logbook	49 57 59			✓ ✓		✓
				Learner Workbook Class Activity 7,8 Facilitator Checklist	27,30 41	✓ ✓				
Learner PoE Guide Practical Activity 1 Summative Project Logbook	49 57 59			✓ ✓		✓				
CCFO5: COMMUNICATING Use everyday language and mathematical language to describe properties, processes and problem solving methods.				Learner Workbook Class Activity 7,8 Facilitator Checklist	27,30 41	✓ ✓				
				Learner PoE Guide Practical Activity 1 Summative Project Logbook	49 57 59			✓ ✓		✓
CCFO6: SCIENCE Use mathematics to analyse, describe and represent realistic and abstract situations and to solve problems relevant to the adult with increasing responsibilities.				Learner Workbook Class Activity 7,8 Facilitator Checklist	27,30 41	✓ ✓				
				Learner PoE Guide Practical Activity 1 Summative Project Logbook	49 57 59			✓ ✓		✓
				Learner Workbook Class Activity 7,8 Facilitator Checklist	27,30 41	✓ ✓				
Learner PoE Guide Practical Activity 1 Summative Project Logbook	49 57 59			✓ ✓		✓				