Programme Curriculum, Strategy and Alignment document

Learning Programme Overview	
Learning Programme Title	**Module 2**: Understanding ECD
Learning Programme Description	Unit Standard-based learning and/or skills programme
Learning Programme overall purpose	To provide learners with the required knowledge and skills to: • demonstrate knowledge and understanding of the development of babies, toddlers and young children • use language and communication in occupational learning programmes
Learning Programme entry level requirements	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 It is assumed that people learning towards this Unit Standard comply with the following entry level requirements: • Communication at NQF Level 3 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.
Target audience, population and learner profile	This generic and/or vocational learning programme is intended for all persons who need to: • demonstrate knowledge and understanding of 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). • use language and communication in occupational learning programmes. 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. 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.

Unit Standard Alignment								
Unit Standard(s) against which provision is aligned	**Unit Standard**	Demonstrate knowledge and understanding of the development of babies, toddlers and young children	**SAQA ID**	244484	**Level**	4	**Credits**	8	Core
	Unit Standard	Use language and communication in occupational learning programmes	**SAQA ID**	119471	**Level**	4	**Credits**	5	Fundamental
	Registration End Date	2015-06-30 [qualification end date]			**Total**			13

	At the end of this learning programme, the learner will be able to:
Learning Outcomes	- 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
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 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	- Training Venue - PowerPoint Slides • Data Projector • Flipchart stand | • Flipchart paper • Flipchart Pens | • Laptop • Pre-designed assessment instruments
Learning material to be used	- Learner Guide - Learner Workbook - Learner PoE Guide | • Facilitator Guide • Assessor Guide, Feedback Document, Review And Report • Moderator Guide, Plan, Review And Report

		Mode	Methods	Media
Learning map (delivery structure)	**Notional Hours:** 130	**Contact Session 30% = 39 hours** ▪ Training and Formative Assessment - 35 hours (5 days) ▪ Prescribed reading, support and coaching – 4 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% = 91 hours ▪ Learning at the Workplace – 75 hours ▪ Summative Assessment – 16 hours	Practical workplace activities On-site/workplace monitoring and observation Self-reflection and logbook/diary Assessment	Learner Guide Learner PoE Guide
		Reflexive learning ▪ CCFOs integrated with summative assessments	On-site/workplace monitoring and observation	Learner Guide Learner PoE Guide

		Self-reflection and logbook/diary Assessment	

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	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). Learners are required to successfully complete both formative and summative assessments: • 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 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) Evidence gathered during formative assessment will be used towards summative assessment.
Assessment approach and resources	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. 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. 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. 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. Provision for RPL is made in accordance with the policies and procedures of the Training Provider.
Assessors and Moderators for learning programme	Assessors need to be qualified as assessors and registered as constituent assessors with the relevant SETA as required by this Unit Standard. Moderators need to be qualified as moderators and registered as constituent moderators with the relevant SETA as required by this Unit Standard The assessor and the moderator need to be sufficiently experienced in the related field of assessment and moderation.
Learner needs	• 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	• 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	• 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 Provider 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	The learning programme will be reviewed in accordance with the QMS of the Training Provider. The following elements will be evaluated: • 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
		Yes	Module 2	FISA Learner Portfolio Guide FISA Assessor Assessment Guide with memorandum FISA Assessor Assessment Feedback Document
Exit Level Outcome	**ELO1: Communicate in a variety of ways within Early Childhood Development and societal settings** • Communication within and about early childhood development planning, facilitation, care, monitoring and feedback is clear, understandable and effective. • Communication with children and adults is appropriate to their needs and age. **ELO3: Plan and prepare for Early Childhood Development** • 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			

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

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	D	Q	P	R
Unit Standard Range 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									
Specific Outcome 1: Demonstrate knowledge and understanding of ways of seeing the development of babies, toddlers and young children.									
1. 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 Range: ☐ 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.	At the end of this module, the learner will be able to: • compare own views about the meaning and use of key terms to the views of others, showing how such views influence our ways of seeing and working with children • compare different ways of seeing the development of young children to highlight key similarities and differences in the theories	Module 1.2 P 17	▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback ▪ Facilitation of class activities	**Learner Workbook** Class Activity 1 **Learner PoE Guide** Knowledge Question 4 Practical Activity 1 Summative Project Logbook	3 35 38 45 47	✓	✓	✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
2. Different ways of seeing the development of young children are compared to highlight key similarities and differences in the theories. Range: Comparison should include at least two theories and own observations.		Module 1.3 P 17		**Learner Workbook** Class Activity 1 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	3 38 45 47	✓		✓ ✓	✓
Specific Outcome 2: Demonstrate knowledge and understanding of the development of babies, toddlers and young children within each domain of development.									
1. Stages in the development of children in each domain are described in line with existing theories. Range: Reference to existing theories is to be limited to key findings of theorists in relation to own observations of child development.	At the end of this module, the learner will be able to: • describe stages in the development of children in each domain in line with existing theories • identify factors that enable the development of children in each domain in line with relevant existing theories • ensure that 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 • provide descriptions to show how development is shaped by socio-cultural influences • provide descriptions to show how development within each domain is linked to and affected by development in other domains	Module 1.4 P 21	▪ 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 38 45 47	✓		✓ ✓	✓
2. Factors that enable the development of children in each domain are identified in line with relevant existing theories		Module 1.5 P 25		**Learner Workbook** Class Activity 1 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	3 38 45 47	✓		✓ ✓	✓
3. 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.		Module 1.6 P 27		**Learner Workbook** Class Activity 1 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	3 38 45 47	✓		✓ ✓	✓
4. Descriptions are provided to show how development is shaped by socio-cultural influences. Range: Socio-cultural influences refer to beliefs, values and practices; inter-personal relationships; and relationships with the environment.		Module 1.7 P 28		**Learner Workbook** Class Activity 1 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	3 38 45 47	✓		✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	D	Q	P	R
5. Descriptions are provided to show how development within each domain is linked to and affected by development in other domains.		Module 1.8 P 29		**Learner Workbook** Class Activity 1 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	3 38 45 47	✓		 ✓ ✓	 ✓
EEK1 Theories of child development		Module 1.1 P 13	▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback ▪ Facilitation of class activities	**Learner Workbook** Class Activity 1 **Learner PoE Guide** Knowledge Question 1,2 Practical Activity 1 Logbook	3 35 38 47	✓	 ✓	 ✓	 ✓
EEK2 Domains of development		Module 1.4 P 21		**Learner Workbook** Class Activity 1 **Learner PoE Guide** Knowledge Question 3 Practical Activity 1 Logbook	3 35 38 47	✓	 ✓	 ✓	 ✓
CCFO4: COLLECTING Collect, analyse, organise and critically evaluate information in relation to the progress of children in relation to understanding of child development.		Integrated throughout Learner Guide and assessments	▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback	**Learner Workbook** Class Activity 1 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	3 38 45 47	✓		 ✓ ✓	 ✓
CCFO5: COMMUNICATING Communicate effectively using visual and/or language skills when explaining and describing child development.				**Learner Workbook** Class Activity 1 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	3 38 45 47	✓		 ✓ ✓	 ✓
CCFO7: DEMONSTRATING Understand the world as a set of inter-related parts of a system, thus explaining the factors that impact on child development.				**Learner Workbook** Class Activity 1 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	3 38 45 47	✓		 ✓ ✓	 ✓

Unit Standard	Use language and communication in occupational learning programmes			SAQA ID	119471	Level	4	Credits	5

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 Learning materials appropriate to the learners in a given context. The complexity of the texts in the learning programme is 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 Outcome 1: Access, use and manage suitable learning resources.									
1. Relevant learning resources are identified. Range: Resource centres, a wide range of media, internet, other people	At the end of this module, the learner will be able to: • identify relevant learning resources • use learning resources effectively and manage it through appropriate selection and cross-referencing of information and acknowledgement of sources	Module 2.1 P 32	• Lecturing • Facilitated workshop • Group discussion and feedback • Facilitation of class activities	**Learner Workbook** Class Activity 2 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6 38 45 47	✓		✓ ✓	✓
2. Learning resources are used effectively and managed through appropriate selection and cross-referencing of information and acknowledgement of sources.		Module 2.2 P 33		**Learner Workbook** Class Activity 2 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6 38 45 47	✓		✓ ✓	✓
Specific Outcome 2: Formulate and use learning strategies.									
1. Learning strategies are formulated by selection of specific tried techniques. Range: Group activities such as brainstorming, group analysis, peer and self-assessment, probing, mind maps, note taking, memorising, key words, underlining, skimming and scanning	At the end of this module, the learner will be able to: • formulate learning strategies by selection of specific tried techniques • summarise and use information in the learning process • synthesise and contextualise answers pertaining to relevant questions • read/view texts for detail, interpret, analyse and synthesise it for a given context • interpret, analyse and synthesise verbal interaction for a given context • ensure that learning takes place	Module 3.1 P 48	• Lecturing • Facilitated workshop • Group discussion and feedback • Facilitation of class activities	**Learner Workbook** Class Activity 3 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	12 38 45 47	✓		✓ ✓	✓
2. Information is summarised and used in the learning process.		Module 3.2 P 61		**Learner Workbook** Class Activity 3 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	12 38 45 47	✓		✓ ✓	✓
3. Answers pertaining to relevant questions are synthesised and contextualised. Range: Checking understanding,		Module 3.3 P 61		**Learner Workbook** Class Activity 3 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	12 38 45 47	✓		✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
clarifying meaning, getting information, confirming accuracy of information, using appropriate information.	through communicating with others in groups or as individuals								
4. Texts are read/view for detail, interpreted, analysed and synthesised for a given context.		Module 3.4 P 64		**Learner Workbook** Class Activity 3 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	12 38 45 47	✓		✓ ✓	✓
5. Verbal interaction is interpreted, analysed and synthesised for a given context.		Module 3.5 P 65		**Learner Workbook** Class Activity 3 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	12 38 45 47	✓		✓ ✓	✓
6. Learning takes place through communicating with others in groups or as individuals. Range: Facilitators, other learners, colleagues		Module 3.6 P 66		**Learner Workbook** Class Activity 3 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	12 38 45 47	✓		✓ ✓	✓
Specific Outcome 3: Manage occupational learning materials									
1. Occupational learning materials are organised and used for optimum learning. Range: Videos, internet, texts, handouts, text books, charts, maps, plans, diagrams, electronic texts (menus, screens, links, etc)	At the end of this module, the learner will be able to: • organise and use occupational learning materials for optimum learning • understand and use layout, presentation and organisational features of learning materials effectively • engage technical language/ terminology with and clarification sought if needed	Module 2.4 P 35	• Lecturing • Facilitated workshop • Group discussion and feedback • Facilitation of class activities	**Learner Workbook** Class Activity 2 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6 38 45 47	✓		✓ ✓	✓
2. Layout, presentation and organisational features of learning materials are understood and used effectively.		Module 2.5 P 39		**Learner Workbook** Class Activity 2 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6 38 45 47	✓		✓ ✓	✓
3. Technical language/terminology is engaged with and clarification sought if needed.		Module 2.6 P 41		**Learner Workbook** Class Activity 2 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6 38 45 47	✓		✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	D	Q	P	R
Specific Outcome 4: Conduct research and analyse and present findings									
1. Appropriate or relevant topic and scope is identified and defined.	At the end of this module, the learner will be able to: • identify and define appropriate or relevant topic and scope • plan and sequence research steps appropriately • apply research techniques • sift information for relevance • classify, categorise and sort information • analyse research findings and present it in the appropriate format • make conclusions and recommendations in the appropriate format	Module 4.1 P 69	▪ 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	18 38 45 47	✓		✓ ✓	✓
2. Research steps are planned and sequenced appropriately.		Module 4.2 P 71		**Learner Workbook** Class Activity 4 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	18 38 45 47	✓		✓ ✓	✓
3. Research techniques are applied. Range: Gathering information, reading/viewing, interviewing, observing, using appropriate electronic sources		Module 4.3 P 73		**Learner Workbook** Class Activity 4 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	18 38 45 47	✓		✓ ✓	✓
4. Information is sifted for relevance.		Module 4.4 P 77		**Learner Workbook** Class Activity 4 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	18 38 45 47	✓		✓ ✓	✓
5. Information is classified, categorised and sorted.		Module 4.5 P 77		**Learner Workbook** Class Activity 4 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	18 38 45 47	✓		✓ ✓	✓
6. Research findings are analysed and presented in the appropriate format.		Module 4.6 P 79		**Learner Workbook** Class Activity 4 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	18 38 45 47	✓		✓ ✓	✓
7. Conclusions and recommendations are made in the appropriate format. Range: Reports, research papers, presentations		Module 4.7 P 85		**Learner Workbook** Class Activity 4 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	18 38 45 47	✓		✓ ✓	✓
Specific Outcome 5: Lead and function in a team									

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
1. Active leading and participation takes place in group learning situations. Range: Meetings, site/field visits, excursions, discussions, activities, workshops	At the end of this module, the learner will be able to: • actively lead and participate in group learning situations • take up responsibilities in the team and apply group work conventions in learning situations • practise conflict management and negotiating techniques in diverse contexts • ensure that team work results in meaningful products, outcomes or goals	Module 5.1 P 88	▪ 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	21` 38 45 47	✓		✓ ✓	✓
2. Responsibilities in the team are taken up and group work conventions are applied in learning situations. Range: Turn taking, supervision, mentoring, and rotation of roles: conducting, chairing, recording, and reporting		Module 5.2 P 88		**Learner Workbook** Class Activity 5 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	21` 38 45 47	✓		✓ ✓	✓
3. Conflict management and negotiating techniques are practised in diverse contexts.		Module 5.3 P 90		**Learner Workbook** Class Activity 5 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	21` 38 45 47	✓		✓ ✓	✓
4. Team work results in meaningful products, outcomes or goals. Range: Reaching consensus, completed tasks, knowledge transfer		Module 5.4 P 93		**Learner Workbook** Class Activity 5 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	21` 38 45 47	✓		✓ ✓	✓
Specific Outcome 6: Reflect on how characteristics of the workplace and occupational context affect learning. Range: Environmental features, technological resources, communication resources, communication strategies, and multilingual needs in relation to client or colleague interaction									
1. Sector and organisation type is identified. Range: Sector/occupational focus: services, manufacturing, financial, educational, etc Organisation type: Government, parastatal, heavy/light industry, large organisation, small business	At the end of this module, the learner will be able to: • identify the sector and organisation type • describe and discuss the features • describe and discuss the ways in which these features affect learning processes and/or application of learning	Module 2.8 P 44	▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback ▪ Facilitation of class activities	**Learner Workbook** Class Activity 2 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6 35 45 47	✓		✓ ✓	✓
2. Features of the occupational environment are described and discussed		Module 2.9 P 45		**Learner Workbook** Class Activity 2 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6 35 45 47	✓		✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
3. Ways in which these features affect learning processes and/or application of learning are described and discussed.		Module 2.9 P 45		**Learner Workbook** Class Activity 2 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6 35 45 47	✓		✓ ✓	✓
EEK1 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.		Module 2.3 P 34	▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback ▪ Facilitation of class activities	**Learner Workbook** Class Activity 2 **Learner PoE Guide** Knowledge Question 5,6 Practical Activity 1 Logbook	6 35 38 47	✓	✓	✓	✓
EEK2 Learners are familiar with the workplace context in which their learning will be applied.		Module 2.7 P 43		**Learner Workbook** Class Activity 2 **Learner PoE Guide** Knowledge Question 7 Practical Activity 1 Logbook	6 35 38 47	✓		✓	✓
CCFO1: IDENTIFYING Identify and solve problems: using learning programme material and learning tasks to solve problems.		Integrated throughout Learner Guide and assessments	▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback	**Learner Workbook** Class Activity 2-5 Facilitator Checklist **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6-21 27 38 45 47	✓ ✓		✓ ✓	✓
CCFO2: WORKING Work effectively with others and in teams: using interactive speech/sign and roles in activities, discussions and projects.				**Learner Workbook** Class Activity 2-5 Facilitator Checklist **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6-21 27 38 45 47	✓ ✓		✓ ✓	✓
CCFO3: ORGANISING Organise and manage oneself and one's activities responsibly and effectively: through organisation of learning materials and evidence.				**Learner Workbook** Class Activity 2-5 Facilitator Checklist **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6-21 27 38 45 47	✓ ✓		✓ ✓	✓
CCFO4: COLLECTING Collect, analyse, organise and critically evaluate information: through application of information processing skills in study.				**Learner Workbook** Class Activity 2-5 Facilitator Checklist **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6-21 27 38 45 47	✓ ✓		✓ ✓	✓
CCFO5: COMMUNICATING				**Learner Workbook** Class Activity 2-5	6-21	✓			

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
Communicate effectively using visual, mathematical and/or language skills in formal and informal learning situations.				Facilitator Checklist **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	27 38 45 47	✓		✓ ✓	✓
CCFO6: SCIENCE Use science and technology effectively and critically: using electronic media for learning.				**Learner Workbook** Class Activity 2-5 Facilitator Checklist **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6-21 27 38 45 47	✓ ✓		✓ ✓	✓
CCFO7: DEMONSTRATING Reflect on and explore a variety of strategies to learn more effectively.				**Learner Workbook** Class Activity 2-5 Facilitator Checklist **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6-21 27 38 45 47	✓ ✓		✓ ✓	✓
CCFO8: CONTRIBUTING Explore education and career opportunities.				**Learner Workbook** Class Activity 2-5 Facilitator Checklist **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	6-21 27 38 45 47	✓ ✓		✓ ✓	✓