

**Learner PoE Guide**

**Module 3:   
Plan and prepare for ECD**

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

SAQA ID 244472: Prepare Early Childhood Development programmes with support; NQF Level 4, 6 Credits

SAQA ID 13643: Develop learning programmes to enhance participation of learners with special needs; NQF Level 5, 6 Credits

SAQA ID 244485: Design activities to support the development of babies, toddlers and young children; NQF Level 5, 8 Credits

SAQA ID 9016: Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts; NQF Level 4, 4 Credits

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# Foreword to the Learner

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

|  |  |
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| **Programme** | Module 3: Plan and prepare for ECD |
| **Unit Standards** | SAQA ID 244472: Prepare Early Childhood Development programmes with support; NQF Level 4, 6 Credits  SAQA ID 13643: Develop learning programmes to enhance participation of learners with special needs; NQF Level 5, 6 Credits  SAQA ID 244485: Design activities to support the development of babies, toddlers and young children; NQF Level 5, 8 Credits  SAQA ID 9016: Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts; NQF Level 4, 4 Credits |

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

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

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

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

### Assessment Process

##### Assessment Process Steps

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

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

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

#### The assessment process role players

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

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| **Learner** | Learners will participate in the facilitated classroom training section of the learning programme by participating in formative assessment class activities/exercises in the Learner Workbook.  The learner needs to:   * attend the learning/training session * participate in the learning and form part of syndicate group/small workgroup for activities * do research and prepare for participation during the training session * complete the assignments, activities and portfolio   Learners will complete and submit their individual Portfolios of Evidence, using the Learner Portfolio of Evidence Guide to successfully create, gather and submit the required evidence for assessment, by completing the following:   * required administration documentation * completed Learner Workbook containing the formative assessment Class Activities and Programme Reflection * individual assignments and practical workplace activities:   + Knowledge Questions   + Practical Workplace Activity   + Summative Project – supervisor confirmation of application of the knowledge and skills in the workplace   + Assessment Activities Checklist – control checklist to ensure all required evidence is submitted by the learner   Assessments are meant to be as clear and transparent as possible, therefore learners should know:   * the kinds of assessment activities that they would be asked to perform * the standard and level of performance expected * the type and amount of evidence to be collected * their responsibility regarding the collection of evidence |

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| **Facilitator** | It is the role of the facilitator to facilitate the theoretical classroom training and skills practice sessions to groups of learners.  The facilitator is also responsible for:   * being available for questions regarding the assessment after the training has been completed * acting as Evidence Collection Facilitator, when facilitating formative assessment using the Class Activities in the Learner Workbook * facilitating only a section of the summative assessment - Knowledge Questions in the Learner Portfolio of Evidence Guide * guiding the learners on the use of the Portfolio of Evidence Guide * learning programme administration, e.g. attendance register, training report after the session, and any other related administration required by the Training Provider |
| **Assessor** | The assessor needs to be:   * qualified as an assessor * registered as a constituent assessor with the relevant SETA * proficient in the subject matter of the learning area in which they are assessing and an expert in his/her knowledge of the Unit Standard requirements or qualification for which he/she is registered to assess - the assessor’s subject matter knowledge should be at least of a level higher than the learner who is being assessed * proficient in the process of assessment - this means that they should:   + be familiar with the Unit Standards that they will be assessing   + be familiar with and use the assessment guides   + plan the assessment, which includes the selection, design and implementation of assessment activities.   + follow the assessment process, i.e. plan and agree on the assessment with the learner; guide the learner in the collection of evidence; conduct the assessment; provide feedback to the learner about the assessment decision   + record and report on assessment results   + participate in moderation processes   + review the assessment and make appropriate changes   The assessor needs to conduct an assessment subject to the following principles:   * the application of NQF principles * the application of the principles of credible assessment * the application of the principles of the collection of and quality of the evidence * the assessment being planned and designed on the basis of understanding the requirements of the Unit Standard, part qualification or qualification that the learner is seeking credit for   The assessor needs to establish a trusting relationship with learners – not only so that they can perform optimally during an assessment, but also so that the learners will trust that the assessor has their interests at heart. |
| **Moderator** | Internal moderators will be moderating assessment activities and supporting the assessors. Their task will be to do the quality assurance of the assessment activities in an ordered and structured way and develop the skills of assessors.  Moderation ensures that people who are being assessed are assessed in a consistent, accurate and well-designed manner. It ensures that all assessors who assess a particular Unit Standard or qualification are using comparable assessment methods and are making similar and consistent judgements about the learners’ performance.  The moderator needs to be:   * qualified as a moderator * registered as constituent moderator with the relevant SETA * experienced in the related field of assessment and moderation   The moderator will, according to the Quality Management System of the Training Provider:   * Moderate 25% of all portfolios within 2 weeks of assessment or as per the requirements stated in the Training Provider QMS * Validate the quality of the judgements made. The judgement is either confirmed or overturned on valid grounds. |

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| **Verifier** | The moderation system will in turn be quality assured by the ETQAs who will have qualified verifiers in place to monitor moderation systems and support moderators. Some larger organisations will prefer to appoint internal verifiers to take a systemic view of internal assessment and moderation |
| **Training Provider** | The Training Provider needs to ensure that qualified facilitators, assessors and moderators are employed or contracted to perform the required functions, using quality materials as is required in the Training Provider Quality Management System.  The Training Provider also needs to provide for the appeals process. If the learner/candidate is not happy about the process or findings of the assessment, he/she can put in an appeal to have the assessment reviewed by the Training Provider. This will ensure that candidates have a democratic right to overturn decisions that are not fair, not properly motivated or simply not believed. The Training Provider and ETQA should ensure that there is an appeals procedure in place, i.e. appeals against an assessment decision. Learners should be secure in the knowledge that they can appeal against an unfair assessment. |

#### Competent vs Not Yet Competent

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

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

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

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

##### Requirements for being deemed competent

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

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

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

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

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

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

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

## Note to the Learner

*Dear Learner,*

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

**Unit Standard:**

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

**Pre-Assessment Preparation Sheet:**

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

**Assessment Plan:**

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

**Declaration of Authenticity:**

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

**Appeals Procedure and Form**

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

**Assessment Instruments:**

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

**Assessment Activities Checklist**

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

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

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

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

Portfolio of Evidence

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

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

## Learner’s Personal Information

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

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

#### Registration Form Codes

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

### Learner ID

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

### Learner CV

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

### Learner Qualifications

*Insert certified copies of relevant qualifications here:*

## Unit Standard Details

#### 244472

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| Description: SAQA | **SOUTH AFRICAN QUALIFICATIONS AUTHORITY**  **REGISTERED UNIT STANDARD:**  **Prepare Early Childhood Development programmes with support** |

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| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 244472 | Prepare Early Childhood Development programmes with support | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB Early Childhood Development | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 05 - Education, Training and Development | | | Early Childhood Development | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular | Level 4 | NQF Level 04 | 6 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2012-07-01 | 2015-06-30 | SAQA 0695/12 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2016-06-30 | | 2019-06-30 | | |

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| This Unit Standard does not replace any other Unit Standard and is not replaced by any other Unit Standard. |

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| **PURPOSE OF THE UNIT STANDARD** |

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| This Unit Standard is for people who wish to enter or obtain recognition at an entry level of Early Childhood Development (ECD).  People credited with this Unit Standard are capable of:   * Analysing the context. * Preparing a programme. * Reflecting on the programme. |

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

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| * It is assumed that learners are competent in Communication at NQF Level 3 or equivalent. * It is recommended that learners have knowledge of development of children. |

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| **UNIT STANDARD RANGE** |

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| 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. |

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

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| **SPECIFIC OUTCOME 1** |

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| Analyse the context. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| The analysis identifies the key factors that could have an impact on the programme. |

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| **ASSESSMENT CRITERION RANGE** |

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| Key factors related to the Early Childhood Development setting, the environment and the broad needs of child/children. |

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| **ASSESSMENT CRITERION 2** |

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| The analysis clearly identifies the developmental stages and particular needs of all the children within the given context. |

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| **ASSESSMENT CRITERION RANGE** |

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| Analysis includes the needs of children at risk and special needs. |

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| **ASSESSMENT CRITERION 3** |

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| The analysis is informed by Early Childhood Development (ECD)-related frameworks. |

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| **ASSESSMENT CRITERION RANGE** |

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| This may include curricula, national policies, support material and documented socio-economic trends. |

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| **ASSESSMENT CRITERION 4** |

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| The analysis is sufficient in scope and depth to inform the development of the programme. |

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| **SPECIFIC OUTCOME 2** |

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| Prepare a programme. |

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| **OUTCOME RANGE** |

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| * Includes adapting given programmes. * In some situations, the term "daily routine" may be used instead of "programme". |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| --- |
| The programme sufficiently addresses the developmental stages and particular needs of the children as revealed by the analysis. |

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| **ASSESSMENT CRITERION 2** |

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| The programme provides flexible options for implementation. |

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| **ASSESSMENT CRITERION 3** |

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| The programme specifies the sequence, timing and main resource requirements of the planned activities, including opportunities for assessment. |

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| **ASSESSMENT CRITERION 4** |

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| The programme provides a balance of developmentally appropriate activities to support the development of all the children. |

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| **ASSESSMENT CRITERION RANGE** |

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| Programme may include a mix of routine activities, adult-initiated activities and child-initiated activities as appropriate to the context. |

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| **ASSESSMENT CRITERION 5** |

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| The programme provides a balance between indoor and outdoor activities and individual, small and large group activities to support the development of the children. The balance between such activities, particularly between individual and group activities is appropriate to the developmental stages of the children. |

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| **ASSESSMENT CRITERION 6** |

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| The programme can be implemented in the given context and within available resources. |

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| **ASSESSMENT CRITERION 7** |

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| The programme complies with relevant national policies and guidelines. |

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| **SPECIFIC OUTCOME 3** |

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| Reflect on the programme. |

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| **OUTCOME RANGE** |

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| Reflections may take place before, during and after implementation. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| Feedback is obtained from relevant sources on the value and success of the programme. |

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| **ASSESSMENT CRITERION RANGE** |

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| Sources may include colleagues, mentors, children, parents and other stakeholders. |

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| **ASSESSMENT CRITERION 2** |

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| Reflections identify strengths and weaknesses of the programme. |

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| **ASSESSMENT CRITERION 3** |

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| The reflection identifies the extent to which the programme contributes meaningfully to the overall aims of the Early Childhood Development (ECD) service. |

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| **ASSESSMENT CRITERION 4** |

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| Ways to improve upon the programme are identified and noted for future plans and programmes. |

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

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

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| The following areas of knowledge are embedded within the Unit Standard, and will be assessed directly via assessment of the specific outcomes in terms of the given assessment criteria:   * Development of children. * Theories of child development and learning. * Policies impacting on Early Childhood Development (ECD). * How the environment impacts on child development. |

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| **UNIT STANDARD DEVELOPMENTAL OUTCOME** |

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| N/A |

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| **UNIT STANDARD LINKAGES** |

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| N/A |
| **Critical Cross-field Outcomes (CCFO):** |

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| **UNIT STANDARD CCFO IDENTIFYING** |

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| Identify and solve problems related to programming of Early Childhood Development (ECD) activities. |

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| **UNIT STANDARD CCFO ORGANISING** |

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| Organise and manage oneself and one's activities responsibly and effectively through the planning and programming of Early Childhood Development (ECD) activities. |

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| **UNIT STANDARD CCFO COLLECTING** |

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| Collect, analyse, organise and critically evaluate information in the development of an Early Childhood Development (ECD) programme. |

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| **UNIT STANDARD CCFO COMMUNICATING** |

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| Communicate effectively using visual, mathematical and/or language skills via the developed programme. |

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| **UNIT STANDARD CCFO DEMONSTRATING** |

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| Understand the world as a set of inter-related parts of a system through the understanding of how the programme impacts on Early Childhood Development (ECD). |

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

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|  | **ID** | **QUALIFICATION TITLE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **STATUS** | **END DATE** | **QUALITY ASSURING BODY** |
| Core | [58761](http://regqs.saqa.org.za/showQualification.php?id=58761) | Further Education and Training Certificate: Early Childhood Development | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | ETDP SETA |
| Elective | [67509](http://regqs.saqa.org.za/showQualification.php?id=67509) | Further Education and Training Certificate: Community Development | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | As per Learning Programmes recorded against this Qual |
| Elective | [80946](http://regqs.saqa.org.za/showQualification.php?id=80946) | National Certificate: Community Development | Level 5 | NQF Level 05 | Reregistered | 2015-06-30 | As per Learning Programmes recorded against this Qual |

#### 244485

|  |  |
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| Description: SAQA | **SOUTH AFRICAN QUALIFICATIONS AUTHORITY**  **REGISTERED UNIT STANDARD:**  **Design activities to support the development of babies, toddlers and young children** |

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| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 244485 | Design activities to support the development of babies, toddlers and young children | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB Early Childhood Development | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 05 - Education, Training and Development | | | Early Childhood Development | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular | Level 5 | New Level Assignment Pend. | 8 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2012-07-01 | 2015-06-30 | SAQA 0695/12 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2016-06-30 | | 2019-06-30 | | |

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| This Unit Standard replaces: |

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| **US ID** | **Unit Standard Title** | **Pre-2009 NQF Level** | **NQF Level** | **Credits** | **Replacement Status** |
| 13855 | Develop and manage the ECD learning programme | Level 5 | New Level Assignment Pend. | 24 | Complete |

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| **PURPOSE OF THE UNIT STANDARD** |

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| This Unit Standard is for people who wish to enter or obtain recognition at an entry level of Early Childhood Development (ECD).   People credited with this Unit Standard are capable of:   * Analysing learning and developmental needs of the children within a given context. * Designing the activities. * Evaluating the design of activities. |

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

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| --- |
| * It is assumed that learners are competent in Communication at NQF Level 4 or equivalent. * It is also recommended that learners have an understanding of Child Development Theories. |

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| **UNIT STANDARD RANGE** |

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| 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. |

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

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| **SPECIFIC OUTCOME 1** |

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| Analyse learning and developmental needs of the children within a given context. |

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| **OUTCOME RANGE** |

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| Designers are to demonstrate the ability to carry out this analysis for contexts where there are children with a variety of needs. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| 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. |

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| **ASSESSMENT CRITERION 2** |

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| The analysis is informed by previous evaluations of activities, assessments of children, and Early Childhood Development (ECD)-related frameworks where applicable. |
| **ASSESSMENT CRITERION 3** |

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| Types of activities are identified that address the needs revealed in the analysis. |

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| **SPECIFIC OUTCOME 2** |

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| Design the activities. |

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| **OUTCOME RANGE** |

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| Designers are to demonstrate the ability to design a range of activities, including routine-based and play-based activities. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| The design makes provision for child input where appropriate. |

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| **ASSESSMENT CRITERION 2** |

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| The purposes of the activities are defined in terms of their contribution toward achieving identified developmental outcomes. |

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| **ASSESSMENT CRITERION 3** |

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| Activities are free from cultural, race and gender bias. |

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| **ASSESSMENT CRITERION 4** |

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| Activities are stimulating, challenging, interesting and linked to real-life experience, with opportunities for meaningful reinforcement. |

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| **ASSESSMENT CRITERION 5** |

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| Activities are appropriate to the individual developmental needs and interests of all the children. |

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| **ASSESSMENT CRITERION 6** |

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| The activities provide scope for progression, integration towards the achievement of identified outcomes and assessment opportunities where possible. |

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| **ASSESSMENT CRITERION 7** |

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| The activities are described in sufficient detail to enable practitioners and others to implement them. |

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| **ASSESSMENT CRITERION RANGE** |

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| 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. |

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| **SPECIFIC OUTCOME 3** |

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| Evaluate the design of activities. |

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| **OUTCOME RANGE** |

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| 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. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| The evaluation is conducted in a consistent and systematic manner, drawing on feedback and/or observations of the application of the activities. |

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| **ASSESSMENT CRITERION 2** |

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| 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. |

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| **ASSESSMENT CRITERION 3** |

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| The evaluation reveals strengths and weaknesses of the activities in relation to their purpose. |

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| **ASSESSMENT CRITERION 4** |

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| The reflection identifies the extent to which the designed activities contribute meaningfully to the overall aims of the Early Childhood Development (ECD) service. |

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| **ASSESSMENT CRITERION 5** |

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| Useful ways to improve upon and extend the activities are identified and recorded for further use. Improvements are justified by the evaluation findings. |

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| **ASSESSMENT CRITERION RANGE** |

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| Further use refers to revising the designed activities and designing further activities. |

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

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

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| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

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| The following areas of knowledge are embedded within the Unit Standard, and will be assessed directly via assessment of the specific outcomes in terms of the given assessment criteria:   * Action research cycle (observe, plan, do and review). * Development of children. * Theories of child development and learning. * Cultural and traditional experiences of development. * Policies impacting on Early Childhood Development (ECD). |

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| **UNIT STANDARD DEVELOPMENTAL OUTCOME** |

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| N/A |

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| **UNIT STANDARD LINKAGES** |

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| N/A |

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

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| **UNIT STANDARD CCFO IDENTIFYING** |

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| Identify and solve problems related to the challenges of activity design. |

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| **UNIT STANDARD CCFO COLLECTING** |

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| Collect, analyse, organise and critically evaluate information, feeding into the design of activities. |

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| **UNIT STANDARD CCFO COMMUNICATING** |

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| Communicate effectively using visual, mathematical and/or language skills, mainly through the description of activities and consultation with colleagues when designing activities. |

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| **UNIT STANDARD CCFO DEMONSTRATING** |

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| Understand the world as a set of inter-related parts of a system, particularly through the understanding of the way in which activities contribute towards child care and development. |

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

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

#### 13643

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| Description: SAQA | **SOUTH AFRICAN QUALIFICATIONS AUTHORITY**  **REGISTERED UNIT STANDARD:**  **Develop learning programmes to enhance participation of learners with special needs** |

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| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 13643 | Develop learning programmes to enhance participation of learners with special needs | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB Environmental Educators | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 05 - Education, Training and Development | | | Adult Learning | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular | Level 5 | New Level Assignment Pend. | 6 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2012-07-01 | 2015-06-30 | SAQA 0695/12 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2016-06-30 | | 2019-06-30 | | |

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| This Unit Standard does not replace any other Unit Standard and is not replaced by any other Unit Standard. |

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| **PURPOSE OF THE UNIT STANDARD** |

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| 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 projects within government departments or the NGO sector.   A person credited with this Unit Standard will be able to:   * Demonstrate how learning programmes can enhance participation of learners with special needs * Respond appropriately to learners with special needs |
| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

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| 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.   This Unit Standard assumes competence in a number of EETDP Certificate Unit Standards at levels 4 and 5, including:   * 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   The candidate should work towards this Unit Standard concurrently with the following Unit Standards from the Level 5 Diploma in EETDP: * Design, organise and improve an original environmental learning programme * Manage a learning environment appropriately for a learner group |

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| **UNIT STANDARD RANGE** |

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| 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. |

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

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| **SPECIFIC OUTCOME 1** |

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| Demonstrate how learning programmes can enhance participation of learners with special needs |

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| **OUTCOME RANGE** |

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| Consider about five situations of special needs including physical, health, cognitive, emotional or economic needs. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| 1. The candidate demonstrates knowledge of a range of special needs requiring attention during the development of environmental learning programmes. |
| **ASSESSMENT CRITERION 2** |

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| 2. The candidate evaluates a range of learning programmes and points out strengths and weaknesses in terms of learners with special needs. |

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| **ASSESSMENT CRITERION 3** |

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| 3. The candidate describes and demonstrates how to modify learning programmes to enable learners with particular special needs to participate. |

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| **ASSESSMENT CRITERION RANGE** |

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| Design of learning programmes, resource materials, trails and routes; choice of activities, examples and language; timing and duration of programme, etc. |

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| **SPECIFIC OUTCOME 2** |

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| Respond appropriately to learners with special needs |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| 1. The candidate describes and demonstrates appropriate attitudes and behaviour in relation to learners with a range of special needs. |

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| **ASSESSMENT CRITERION 2** |

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| 2. The candidate modifies actions, arrangements, learning programmes and materials to enable learners with particular special needs to participate. |

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

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

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| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

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| The following essential embedded knowledge will be assessed through assessment of the specific outcomes, in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. For the most part, the possession or lack of this knowledge can be directly inferred from the quality of the candidate's performance.   * Range of special needs, symptoms and requirements * Designing a learning programme |

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

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| **UNIT STANDARD CCFO IDENTIFYING** |

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| Identify and solve problems and make decisions using critical and creative thinking. |
| **UNIT STANDARD CCFO WORKING** |

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| --- |
| Work effectively with others as members of a team, group, organisation and community. |

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| **UNIT STANDARD CCFO ORGANISING** |

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| Organise and manage themselves and their activities responsibly and effectively. |

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| **UNIT STANDARD CCFO COLLECTING** |

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| --- |
| Collect, analyse, organise and critically evaluate information. |

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| **UNIT STANDARD CCFO COMMUNICATING** |

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| Communicate effectively using visual, symbolic and/or language skills in various modes. |

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| **UNIT STANDARD CCFO SCIENCE** |

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

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| **UNIT STANDARD CCFO CONTRIBUTING** |

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| Reflect on and explore a variety of strategies to learn more effectively.   Be culturally and aesthetically sensitive across a range of social contexts. |

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

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|  | **ID** | **QUALIFICATION TITLE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **STATUS** | **END DATE** | **QUALITY ASSURING BODY** |
| Core | [22902](http://regqs.saqa.org.za/showQualification.php?id=22902) | National Diploma: Environmental Education, Training and Development Practice | Level 5 | NQF Level 05 | Reregistered | 2015-06-30 | ETDP SETA |
| Elective | [58761](http://regqs.saqa.org.za/showQualification.php?id=58761) | Further Education and Training Certificate: Early Childhood Development | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | ETDP SETA |

#### 9016

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| Description: SAQA | **SOUTH AFRICAN QUALIFICATIONS AUTHORITY**  **REGISTERED UNIT STANDARD:**  **Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts** |

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| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 9016 | Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB Math Literacy, Math, Math Sciences L 2 -4 | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 10 - Physical, Mathematical, Computer and Life Sciences | | | Mathematical Sciences | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 4 | NQF Level 04 | 4 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2012-07-01 | 2015-06-30 | SAQA 0695/12 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2016-06-30 | | 2019-06-30 | | |

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| This Unit Standard does not replace any other Unit Standard and is not replaced by any other Unit Standard. |

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| **PURPOSE OF THE UNIT STANDARD** |

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| 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:   * 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.  People credited with this Unit Standard are able to: * Measure, estimate, and calculate physical quantities in practical situations relevant to the adult with increasing responsibilities in life or the workplace * Explore analyse and critique, describe and represent, interpret and justify geometrical relationships and conjectures to solve problems in two and three dimensional geometrical situations |

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

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| The credit value is based on the assumption that people starting to learn towards this Unit Standard are competent in  Mathematical Literacy and Communications at NQF level 3. |

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| **UNIT STANDARD RANGE** |

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| 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. |

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

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| **SPECIFIC OUTCOME 1** |

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| Measure, estimate, and calculate physical quantities in practical situations relevant to the adult. |

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| **OUTCOME NOTES** |

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| Measure, estimate, and calculate physical quantities in practical situations relevant to the adult with increasing  responsibilities in life or the workplace. |

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| **OUTCOME RANGE** |

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| * Basic instruments to include those readily available such as rulers, measuring tapes, measuring cylinders or jugs, thermometers, spring or kitchen balances, watches and clocks. * 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. * Quantities to estimate or measure to include length/distance, area, mass, time, speed acceleration and temperature. * Distinctions between mass and weight, speed and acceleration. * The quantities should range from the low or small to the high or large. * Mass, volume temperature, distance, and speed values are used in practical situations relevant to the young adult or the workplace. * Calculate heights and distances using Pythagoras' theorem. *  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. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| 1. Scales on the measuring instruments are read correctly. |

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| **ASSESSMENT CRITERION 2** |

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| 2. Quantities are estimated to a tolerance justified in the context of the need. |
| **ASSESSMENT CRITERION 3** |

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| 3. The appropriate instrument is chosen to measure a particular quantity. |

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| **ASSESSMENT CRITERION 4** |

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| 4. Quantities are measured correctly to within the least step of the instrument. |

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| **ASSESSMENT CRITERION 5** |

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| 5. Appropriate formulae are selected and used. |

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| **ASSESSMENT CRITERION 6** |

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| 6. Calculations are carried out correctly and the least steps of instruments used are taken into account when reporting final values. |

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| **ASSESSMENT CRITERION 7** |

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| 7. Symbols and units are used in accordance with SI conventions and as appropriate to the situation. |

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| **SPECIFIC OUTCOME 2** |

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| Explore, analyse & critique, describe & represent, interpret and justify geometrical relationships. |

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| **OUTCOME NOTES** |

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| Explore, analyse and critique, describe and represent, interpret and justify geometrical relationships and  conjectures to solve problems in two and three dimensional geometrical situations. |

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| **OUTCOME RANGE** |

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| * Applications taken from different contexts such as packaging, arts, building construction, dressmaking. * The operation of simple linkages and mechanisms such as car jacks. * Top, front and side views of objects are represented. * Use rough sketches to interpret, represent and describe situations. * The use of available technology (e.g., isometric paper, drawing instruments, software) to represent objects * Use and interpret scale drawings of plans (e.g., plans of houses or factories; technical diagrams of simple mechanical household or work related devices, * Road maps relevant to the country. * World maps. * International time zones. * The use of the Cartesian co-ordinate system in determining location and describing relationships in at least two dimensions. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| 1. Descriptions are based on a systematic analysis of the shapes and reflect the properties of the shapes accurately, clearly and completely. |

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| **ASSESSMENT CRITERION 2** |

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| 2. Descriptions include quantitative information appropriate to the situation and need. |

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| **ASSESSMENT CRITERION 3** |

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| 3. 3-dimensional objects are represented by top, front and side views. |

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| **ASSESSMENT CRITERION 4** |

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| 4. Different views are correctly assimilated to describe 3-dimensional objects. |

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| **ASSESSMENT CRITERION 5** |

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| 5. Available and appropriate technology is used in producing and analysing representations. |

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| **ASSESSMENT CRITERION 6** |

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| 6. Relations of distance and positions between objects are analysed from different views. |

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| **ASSESSMENT CRITERION 7** |

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| 7. Conjectures as appropriate to the situation are based on well-planned investigations of geometrical properties. |

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| **ASSESSMENT CRITERION 8** |

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| 8. Representations of the problems are consistent with and appropriate to the problem context. The problems are represented comprehensively and in mathematical terms. |

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| **ASSESSMENT CRITERION 9** |

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| 9. Results are achieved through efficient and correct analysis and manipulation of representations. |

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| **ASSESSMENT CRITERION 10** |

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| 10. Problem-solving methods are presented clearly, logically and in mathematical terms. |

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| **ASSESSMENT CRITERION 11** |

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| 11. Reflections on the chosen problem solving strategy reveal strengths and weaknesses of the strategy. |

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| **ASSESSMENT CRITERION 12** |

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| 12. Alternative strategies to obtain the solution are identified and compared in terms of appropriateness and effectiveness. |

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

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

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| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

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| The following essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that the possession or lack of the knowledge can be inferred directly from the quality of the candidate`s performance against the standards.   * Properties of geometric shapes * Surface area and volume * Mathematical argument and evaluation based on logical deduction * Spatial interrelationships |
| **Critical Cross-field Outcomes (CCFO):** |

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| **UNIT STANDARD CCFO IDENTIFYING** |

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| * Identify and solve problems using critical and creative thinking:  Solve a variety of problems relevant to the adult with increasing responsibilities involving space, shape and time using geometrical techniques. |

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| **UNIT STANDARD CCFO COLLECTING** |

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| * Collect, analyse, organise and critically evaluate information:  Gather, organise, evaluate and critique information about objects and processes. |

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| **UNIT STANDARD CCFO COMMUNICATING** |

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| * Communicate effectively:  Use everyday language and mathematical language to describe properties, processes and problem solving methods. |

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| **UNIT STANDARD CCFO SCIENCE** |

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| * Use mathematics:  Use mathematics to analyse, describe and represent realistic and abstract situations and to solve problems relevant to the adult with increasing responsibilities. |

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

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|  | **ID** | **QUALIFICATION TITLE** | **OLD LEVEL** | **NEW LEVEL** | **STATUS** | **END DATE** | **QUALITY ASSURING BODY** |
| Fundamental | [58761](http://regqs.saqa.org.za/showQualification.php?id=58761) | Further Education and Training Certificate: Early Childhood Development | Level 4 | NQF Level 04 | Reregistered | 2012-06-30 | ETDP SETA |

And various others

## Pre-Assessment Preparation Sheet

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

This document MUST be completed by the learner in the presence of the assessor/facilitator conducting the Pre-Assessment Process:

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme** | Module 3: Plan and prepare for ECD | | |
| **Unit Standards** | SAQA ID 244472: Prepare Early Childhood Development programmes with support; NQF Level 4, 6 Credits  SAQA ID 13643: Develop learning programmes to enhance participation of learners with special needs; NQF Level 5, 6 Credits  SAQA ID 244485: Design activities to support the development of babies, toddlers and young children; NQF Level 5, 8 Credits  SAQA ID 9016: Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts; NQF Level 4, 4 Credits | | |
| **Venue of Pre-Assessment Meeting** |  | **Date** |  |
| **Learner Full Name** |  | | |
| **Learner ID** |  | | |
| **Facilitator Full Name** |  | | |
| **Assessor Full Name** |  | **Assessor Number** |  |
| **Moderator Full Name** |  | **Moderator Number** |  |

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

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

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

## Assessment Plan

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme** | | Module 3: Plan and prepare for ECD | | | | | | | |
| **Unit Standards** | | SAQA ID 244472: Prepare Early Childhood Development programmes with support; NQF Level 4, 6 Credits  SAQA ID 13643: Develop learning programmes to enhance participation of learners with special needs; NQF Level 5, 6 Credits  SAQA ID 244485: Design activities to support the development of babies, toddlers and young children; NQF Level 5, 8 Credits  SAQA ID 9016: Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts; NQF Level 4, 4 Credits | | | | | | | |
| **Learner Name** | |  | | | | | | | |
| **Learner ID Number** | |  | | | | | | | |
| **Facilitator Name** | |  | | | | | | | |
| **Assessor Name** | |  | | **Assessor ID** | | |  | | |
| **Action** | | | **Planned Date** | | **Actual  Date** | | | | **Comments** |
| 1. Read and sign Assessment Preparation Sheet. | | |  | |  | | | |  |
| 1. Complete the formative assessments – class activities in the Learner Workbook. | | |  | |  | | | |  |
| 1. Complete the Reflection in the Learner Workbook. | | |  | |  | | | |  |
| 1. Place the entire Learner Workbook in the PoE. | | |  | |  | | | |  |
| 1. Complete the summative assessment activities in the Learner Portfolio of Evidence Guide:    1. Knowledge Questionnaire | | |  | |  | | | |  |
| * 1. Practical Activities | | |  | |  | | | |  |
| * 1. Summative Project | | |  | |  | | | |  |
| * 1. Logbook | | |  | |  | | | |  |
| 1. Complete the Assessment Activities Checklist in the Learner Portfolio of Evidence Guide. | | |  | |  | | | |  |
| 1. Complete the Learner’s Review of the Assessment Process in the Learner Portfolio of Evidence Guide. | | |  | |  | | | |  |
| 1. Submit the PoE. | | |  | |  | | | |  |
| I, the learner, hereby agree to the above plan and to commit to preparing for the assessment and submitting the specified documents (in my Portfolio of Evidence) on the dates specified. | | | | | | | | | |
| **Learner Signature** |  | | | | | **Date** | |  | |
| **Facilitator Signature** |  | | | | | **Date** | |  | |
| **Assessor Signature** |  | | | | | **Date** | |  | |
| **Moderator Signature** |  | | | | | **Date** | |  | |

## Declaration of Authenticity

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

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

|  |  |
| --- | --- |
| **Programme** | Module 3: Plan and prepare for ECD |
| **Unit Standards** | SAQA ID 244472: Prepare Early Childhood Development programmes with support; NQF Level 4, 6 Credits  SAQA ID 13643: Develop learning programmes to enhance participation of learners with special needs; NQF Level 5, 6 Credits  SAQA ID 244485: Design activities to support the development of babies, toddlers and young children; NQF Level 5, 8 Credits  SAQA ID 9016: Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts; NQF Level 4, 4 Credits |

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

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

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

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

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

## Appeals procedure

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

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

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

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

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

**Stage 1:**

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

**Stage 2:**

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

**Stage 3:**

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

**Stage 4:**

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

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

**Learner Name: Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Stage 3: Management Response** | | | | | | | | |
| Decision Amended | |  | Decision Upheld | | |  | | |
| Rationale for decision | |  | | | | | | |
|  | | | | | | |
| **Panel** | | | Date of Response | |  | | | |
| Name |  | | Signature | |  | | | |
| Name |  | | Signature | |  | | | |
| Name |  | | Signature | |  | | | |
| The above decision has been explained to me and I accept the decision. | | | | YES | |  | NO |  |
| Learner Signature | |  | Date | | |  | | |

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

Formative Assessment

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

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

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

* Learner Workbook with Class Activities completed

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

## Learner Workbook

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

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

Summative Assessment

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

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

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

* Knowledge Questions
* Practical Activities
* Summative Project
* Logbook

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

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

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

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

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

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

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

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

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

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

## Knowledge Questions

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Description: icomic_lnx-icons-128X128-folder_documents_red | **Knowledge Questions**  Individually complete the following: | | | | | **Unit Standard Reference** |
| 1. Complete the following table which depicts the main development areas of children (0-9) by listing the skills in each area and give an example of each. | | | | | | 244472 EEK1  244485 EEK2 |
| |  |  | | --- | --- | | **Physical** | [6] | | **Cognitive** | [6] | | **Creative/Imaginative** | [4] | | **Language** | [4] | | **Emotional and social** | [6] | | **Spiritual and moral** | [4] |   **(30)** | | | | | | |
| 1. Briefly summarise the views of the following theories of child development and learning with regards to child development: | | | | | | 244472 EEK2  244472 EEK4  244485 EEK3 |
| |  |  | | --- | --- | | **Maturationist Theory** | Believes that development is a …………………… process that occurs ……………………… in ……………………, ………………….stages …………………………  (5) | | **Environmentalist Theory** | Child’s behaviour, development, and learning are thought of as …………………………….to the …………………………….  (2) | | **Constructivist Theory** | Learning and development occur when young children …………………….. with the …………………………………… around them.  Constructivists view young children as ………………… participants in the learning process. In addition, constructivists believe young children ………………………….. most of the activities required for learning and development.  (4) |   **(11)** | | | | | | |
| 1. Briefly list three (3) ways in which you can accommodate the different cultural and traditional experiences of development in your ECD service: | | | | | | 244485 EEK 4 |
| **(3)** | | | | | | |
| 1. What do the following acronyms stand for? | | | | | | 244472 EEK3  244485 EEK5 |
| |  |  | | --- | --- | | **NELDS** |  | | **DBE** |  | | **ECD** |  | | **NQF** |  |   **(4)** | | | | | | |
| 1. Complete the following flowchart depicting the action research cycle (observe, plan, do and review): | | | | | | 244485 EEK1 |
| **(8)** | | | | | | |
| 1. Explain how you can make four-year-olds aware of the properties of geometric shapes: | | | | | | 9016 EEK1 |
| **(4)** | | | | | | |
| 1. How can you make a young child aware of the following concepts? | | | | | | 9016 EEK2 |
| 1. Surface area 2. Volume   **(2)** | | | | | | |
| 1. Describe how you will explain the spatial interrelationships in the following shapes to a toddler: | | | | | | 9016 EEK3  9016 EEK4 |
| **(6)** | | | | | | |
| 1. List three (3) physical special needs, their symptoms and requirements for adaptation to the learning programme: | | | | | | 13643 EEK1 |
| |  |  |  | | --- | --- | --- | | **Physical needs** | **Symptoms/signs** | **Requirements for adaptation to the learning programme** | |  |  |  | |  |  |  | |  |  |  |   **(3x3=9)** | | | | | | |
| 1. List three (3) factors you need to consider when designing a learning programme: | | | | | | 13643 EEK2 |
| **(3)** | | | | | | |
| **Total** | | | | | **/ 80** | |
| **Assessor signature** | |  | **Moderator signature** |  | | |

## Practical Activities

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

|  |  |  |
| --- | --- | --- |
| http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder image red.png" 128x128 PNG  http://www.fasticon.com | Practical Activity 1: Plan and prepare for ECD Individually complete the following: | 244472.  13643.  244485.  9016.  Related EEKs  CCFO1-8 |
| You need to show that you can:   * develop learning programmes to enhance participation of learners with special needs * prepare Early Childhood Development programmes with support * 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   Complete the following in your workplace:   1. **Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts.** Complete the following:   You are required to design a more effective classroom space within which you and your learners can work and play. Classroom space should assist learners to learn and develop and should allow for a logical work flow e.g. encourage group work by using open spaces with few walls; create quiet areas for children to read and nap; place furniture appropriately to create activity centres, etc. Ensure your floor plans will be able to accommodate growth in learner numbers or change to minimise future disruptions to the classroom space. Make sure that you show how you accommodate learners with special needs; e.g. ramps, etc.  **EQUIPMENT NEEDED:**   * digital camera/cell phone to take photos * sketch pad/paper * measurement tools; e.g. measuring tapes, rulers, etc. * different coloured pens/highlighters to draw in rooms, walls, classroom furniture, doors, activity centres, plants, mats, equipment such as balls and hula hoops, pictures on walls, etc. * **optional**: software for doing drawings; computers to add in 2D and 3D shapes (However, these shapes can also be hand drawn.)   **INSTRUCTIONS:**   * 1. Take a photo or draw a simple diagram of your current classroom space. This is your starting point. (Label this as PHOTO/DIAGRAM A).   2. Draw a shape, to scale using the relevant measuring equipment, to best resemble the physical dimensions of the available office space. This will be your floor plan. By drawing to scale you will easily see when something will not fit. Walls can be represented by using solid lines and leaving spaces open for doorways for example.   3. On your floor plan include the following using **two-dimensional** and **three-dimensional shapes** (to ensure that furniture is placed correctly): * the entry doorway * key activity centres (including the relevant furniture – desks, chairs, bookshelf, printer, photocopier, etc. *keep in mind the number of desks your classroom space can accommodate i.e. quantity*) * a walkway between the desks and other furniture * a small meeting/reading area * electrical outlets (mark areas for outlets) * windows * any other doorways (optional) * air conditioning units/heater * two plants (represent these by small green circles for example) * a central notice board * posters * ramps   **Note**: When arranging furniture within the floor plan, take traffic flow and efficiency into account. Think about the natural flow of the room. By drawing walking paths into your floor plan you will be able to take this into account in your planning. Take into account measurements you may need to make such as heights, e.g. the air conditioning unit/heater, surface areas and distance (between objects and positioning of objects).   * 1. Partly arrange your classroom according to your floor plan. Take a photo as evidence of the changes you have made. If this is not possible, then the drawing you have completed can be used as evidence. Your photo or diagram needs to show top, front and side views of objects – therefore you may need to take more than one photo or do more than one diagram of your classroom plan. (Label this as PHOTO/DIAGRAM B).  1. **Reflection: Floor plan.** Complete the following:    1. Reflect on your floor plan above. Write a short report indicating the **strengths** and **weaknesses** of your floor plan.    2. Indicate what you have (or can) move around to maximise work efficiency (and learner development and special needs) in your classroom, for example, moving the reading centre to the nap area to reduce the time taken to calm children down before taking their naps; this will enable us to read a “bedtime story” while the children are lying down, etc. 2. **Prepare Early Childhood Development programmes.** Complete the following:   Prepare Early Childhood Development programmes including designing activities and preparing resources to support the development of babies, toddlers and young children. Complete the following workplace tasks. You may use the documentation supplied in **Appendix A** or you may create your own:   * 1. Analyse the learning and developmental needs of the children in your class. Refer to age, developmental stage, gender, socio-cultural context and special needs in your analysis.   2. Select a theme and prepare a programme (duration 4 weeks).   3. Design appropriate activities for five (5) days (the activities must support the development of your selected learners, as well as the theme).   4. Use the two (2) toys you created in class or create two (2) new ones if you prefer and adapt them to accommodate your new theme. Submit your toys as evidence.   5. Reflection: * Evaluate the programme. * Evaluate the design of the activities. * Reflect on the use and effectiveness of the resources.   Note: Complete the Evaluation Forms provided on the next pages to ensure that your reflection is sufficient.  **Remember**: Provide workplace evidence to support your answers and show your ability to do what is required of you in this activity. | | |

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

#### 

#### Evaluation Forms for Reflection

The learner needs to fill in the following checklists that the assessor will also use when assessing the evidence:

##### 

##### Evaluation of resources: Bias

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Resource description** | | **Yes/No** | **Comment** | | |
| Bias-free and representative of the class? | |  |  | | |
| Suitable or can be adapted for a child with fine motor difficulties? | |  |  | | |
| Suitable or can be adapted for a child with poor eye-sight? | |  |  | | |
| Balances the familiar with the unfamiliar? | |  |  | | |
| Meets the developmental needs and interests of the age group? | |  |  | | |
| **Learner Signature** |  | | | | |
| **Assessor Signature** |  | | | **Date** |  |
| **Moderator Signature** |  | | | **Date** |  |

##### Evaluation of Programme form

| **Criteria for evaluation** | **This is where the criteria are evident in my evidence:** |
| --- | --- |
| Programme clearly identifies and meets the developmental stages and particular needs of all the children as individuals and as a group, and links these to developmental outcomes. |  |
| The programme complies with relevant national policies and guidelines. |  |
| The programme provides flexible options for implementation in the given context and within available resources. |  |
| The programme specifies the sequence, timing and main resource requirements of the planned activities, including opportunities for assessment. |  |
| The programme design makes provision for child input where appropriate. |  |
| The programme provides a balance between indoor and outdoor activities and individual, small and large group activities to support the development of the children. The balance between such activities, particularly between individual and group activities is appropriate to the developmental stages of the children. |  |

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| **Learner Signature** |  | | |
| **Assessor Signature** |  | **Date** |  |
| **Moderator Signature** |  | **Date** |  |

##### Evaluation of activity design including resources form

| **Criteria for evaluation** | **This is where the criteria are evident in my evidence:** |
| --- | --- |
| Identify activities to support the needs and development of babies, toddlers and young children. |  |
| The activities are appropriate to the individual developmental needs and interests of all the children. |  |
| Define the purposes of the activities in terms of their contribution toward achieving identified developmental outcomes. |  |
| The activities provide scope for progression, integration towards the achievement of identified outcomes and assessment opportunities where possible. |  |
| The activities are stimulating, challenging, interesting and linked to real-life experience, with opportunities for meaningful reinforcement. |  |
| Describe the activities in sufficient detail to enable practitioners and others to implement them. |  |
| The activities are free from cultural, race and gender bias. |  |
| Resources are free from cultural, race and gender bias, and are adaptable for children with special needs. |  |
| Adapt resources: Adaptations are suited to children with special needs. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner Signature** |  | | |
| **Assessor Signature** |  | **Date** |  |
| **Moderator Signature** |  | **Date** |  |

##### Reflection form

| **Criteria for evaluation** | **This is where the criteria are evident in my evidence:** |
| --- | --- |
| Reflect on the extent to which the programme and designed activities contribute meaningfully to the overall aims of the Early Childhood Development (ECD) service - the reflection and evaluation reveal strengths and weaknesses of the programme and activities in relation to their purpose. |  |
| Reflections identify the suitability of the environment in relation to the whole Early Childhood Development (ECD) service. |  |
| Record useful ways to improve upon the programme and extend the activities for further use. Improvements are justified by the evaluation findings and are noted for future plans and programmes. |  |

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| **Learner Signature** |  | | |
| **Assessor Signature** |  | **Date** |  |
| **Moderator Signature** |  | **Date** |  |

#### Practical Activity Checklist

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

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

| **Practical Activity 1** | | **Yes/No** | | **Comments** | |
| --- | --- | --- | --- | --- | --- |
| **Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts** | | | | | |
| 1. Photo/Diagram A of current classroom space. | |  | |  | |
| 1. Completed floor plan (including all relevant furniture, spaces, etc.) drawn to scale. | |  | |  | |
| 1. Photo/Diagram B of re-worked, re-arranged classroom space according to the floor plan drawn. | |  | |  | |
| 1. Short report reflecting on the strengths and weaknesses of the floor plan. | |  | |  | |
| 1. Short description of how to maximise learning and development in the classroom through the movement of certain furniture/equipment, etc. | |  | |  | |
| **Prepare Early Childhood Development programmes** | | | | | |
| 1. Completed theme planner (duration 4 weeks), weekly planner (2 weeks), daily programme (appropriate activities for 5 days). | |  | |  | |
| 1. Completed analyses: indoor and outdoor activities. | |  | |  | |
| 1. Submitted two (2) toys which accommodate chosen theme. | |  | |  | |
| 1. Completed evaluation forms (X4.) | |  | |  | |
| **Learner Signature** |  | | | | |
| **Assessor Signature** |  | | **Date** | |  |
| **Moderator Signature** |  | | **Date** | |  |

## Summative Project

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

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

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

| **Did the learner:** | | **Comment** | | | **Yes** | **No** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. analyse the context? | |  | | |  |  |
| 1. prepare a programme? | |  | | |  |  |
| 1. reflect on the programme? | |  | | |  |  |
| 1. demonstrate how learning programmes can enhance participation of learners with special needs? | |  | | |  |  |
| 1. respond appropriately to learners with special needs? | |  | | |  |  |
| 1. analyse learning and developmental needs of the children within a given context? | |  | | |  |  |
| 1. design the activities? | |  | | |  |  |
| 1. evaluate the design of activities? | |  | | |  |  |
| 1. identify activities that support the development of babies, toddlers and young children? | |  | | |  |  |
| 1. measure, estimate, and calculate physical quantities in practical situations relevant to the adult with increasing responsibilities in life or the workplace? | |  | | |  |  |
| 1. explore analyse and critique, describe and represent, interpret and justify geometrical relationships and conjectures to solve problems in two and three dimensional geometrical situations? | |  | | |  |  |
| 1. identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made? | |  | | |  |  |
| 1. work effectively with others as a member of a team, group, organisation, community? | |  | | |  |  |
| 1. organise and manage him/herself and his/her activities responsibly and effectively? | |  | | |  |  |
| 1. collect, analyse, organise and critically evaluate information? | |  | | |  |  |
| 1. communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation? | |  | | |  |  |
| 1. use science and technology effectively and critically, showing responsibility towards the environment and health of others? | |  | | |  |  |
| 1. demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation? | |  | | |  |  |
| 1. show that he/she can be culturally sensitive across a range of social contexts so that all actions and decisions made are acceptable to all stakeholders with broad cultural backgrounds? | |  | | |  |  |
| **Supervisor Name:** |  | | | | | |
| **Supervisor Signature:** |  | | | | | |
| **Supervisor Designation:** |  | | | | | |
| **Supervisor Contact Details:** |  | | | | | |
| **Learner Signature:** |  | | | | | |
| **Assessor Signature:** |  | | **Date** |  | | |
| **Moderator Signature:** |  | | **Date** |  | | |

## Logbook

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| http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder close red.png" 128x128 PNG  http://www.fasticon.com | Complete this individually. This logbook has been included to record all the time spent on the assessment and other activities related to this skills programme:   * time spent in class (training) * time spent completing an activity should be signed off by a supervisor, mentor or witness where possible * time spent applying the new knowledge and skills * the Logbook should show that the learner has spent at least **220 hours** in acquiring the required knowledge and skills of this programme:   + Prepare resources and set up the environment to support the development of babies, toddlers and young children.   + Prepare Early Childhood Development programmes with support.   + 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. |

|  |  |
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| **Learner Name** |  |
| **Skills Programme** | Module 3: Plan and prepare for ECD |
| **Unit Standard(s)** | SAQA ID 244472: Prepare Early Childhood Development programmes with support; NQF Level 4, 6 Credits  SAQA ID 13643: Develop learning programmes to enhance participation of learners with special needs; NQF Level 5, 6 Credits  SAQA ID 244485: Design activities to support the development of babies, toddlers and young children; NQF Level 5, 8 Credits  SAQA ID 9016: Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts; NQF Level 4, 4 Credits |

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

## Assessment Activities Checklist

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

|  |  |
| --- | --- |
| **Programme** | Module 3: Plan and prepare for ECD |
| **Unit Standards** | SAQA ID 244472: Prepare Early Childhood Development programmes with support;  NQF Level 4, 6 Credits  SAQA ID 13643: Develop learning programmes to enhance participation of learners with special needs; NQF Level 5, 6 Credits  SAQA ID 244485: Design activities to support the development of babies, toddlers and young children; NQF Level 5, 8 Credits  SAQA ID 9016: Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts; NQF Level 4, 4 Credits |

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

| **Did the learner provide the required evidence?** | | **Reference:** | | **Comments/Feedback** | **Yes** | **No** |
| --- | --- | --- | --- | --- | --- | --- |
| http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder red.png" 128x128 PNG  http://www.fasticon.com | **Formative – Class Activities** | | | | | |
| Class Activity 1 | | 13643.1  244472.1.1  244472.1.2  244472.1.3  244472 EEK1  244472 EEK2  244472 EEK3  244472 EEK4  244485.1.1  244485.1.2 244485 EEK1  244485 EEK2  244485 EEK3  244485 EEK4  244485 EEK5 | |  |  |  |
| Class Activity 2 | | 13643.1  244472.1.4  244485.1.2 | |  |  |  |
| Class Activity 3 | | 244485.1.3 | |  |  |  |
| Class Activity 4 | | 244485.2 | |  |  |  |
| Class Activity 5 | | 13643.1  13643 EEK2  244472.2.1 | |  |  |  |
| Class Activity 6 | | 244472.2.2  244472.2.3 | |  |  |  |
| Class Activity 7 | | 244472.2.4  9016.1 | |  |  |  |
| Class Activity 8 | | 244472.2.5  9016.1  9016.2 | |  |  |  |
| Class Activity 9 | | 244472.2.6  244472.2.7 | |  |  |  |
| Class Activity 10 | | 13643.1.2  13643.1.3  13643.2.1  13643.2.2  13643 EEK1 | |  |  |  |
| Class Activity 11 | | 244472.3  244485.3.1  244485.3.3  244485.3.4  244485.3.5 | |  |  |  |
| Reflection | | 244472  13643  244485  9016 | |  |  |  |
| Facilitator Observation Checklist | | 244472  13643  244485  9016 | |  |  |  |
| icomic_lnx-icons-128X128-folder_documents_red | **Summative - Knowledge Questions** | | | | | |
| Question 1 | | 244472 EEK1  244485 EEK2 | |  |  |  |
| Question 2 | | 244472 EEK2  244472 EEK4  244485 EEK3 | |  |  |  |
| Question 3 | | 244485 EEK4 | |  |  |  |
| Question 4 | | 244472 EEK3  244485 EEK5 | |  |  |  |
| Question 5 | | 244485 EEK1 | |  |  |  |
| Question 6 | | 9016 EEK1 | |  |  |  |
| Question 7 | | 9016 EEK2 | |  |  |  |
| Question 8 | | 9016 EEK3  9016 EEK4 | |  |  |  |
| Question 9 | | 13643 EEK1 | |  |  |  |
| Question 10 | | 13643 EEK2 | |  |  |  |
| http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder image red.png" 128x128 PNG  http://www.fasticon.com | **Summative – Practical Activities** | | | | | |
| Practical Activity 1 | | 244472.  13643.  244485.  9016.  Related EEKs  CCFO1-8 | | As per the Practical Activity 1 Checklist: |  |  |
| Folder web red Icon | **Summative – Summative Projects** | | | | | |
| Summative Project 1 | | 244472  13643  244485  9016 | |  |  |  |
| http://www.fasticon.com/icomic_lnx.zip Icon "icomic_lnx/icons/128X128/folder close red.png" 128x128 PNG  http://www.fasticon.com | **Summative – Logbook** | | | | | |
| Logbook | | 244472  13643  244485  9016 | |  |  |  |
| **Learner Name:** | | |  | | | |
| **Learner Signature:** | | |  | | | |
| **Date:** | | |  | | | |
| **Supervisor Name:** | | |  | | | |
| **Supervisor Signature:** | | |  | | | |
| **Supervisor Designation:** | | |  | | | |
| **Supervisor Contact Details:** | | |  | | | |
| **Assessor Signature:** | | |  | | | |
| **Moderator Signature:** | | |  | | | |

## Glossary

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