

Programme Curriculum, Strategy and Alignment document

Learning Programme Overview	
Learning Programme Title	Module 4: Facilitate and monitor development in ECD
Learning Programme Description	Unit standard based learning and/or skills programme
Learning Programme overall purpose	<p>To provide learners with the required knowledge and skills to:</p> <ul style="list-style-type: none"> • facilitate the holistic development of babies, toddlers and young children • prepare resources and set up the environment to support the development of babies, toddlers and young children • observe and report on child development • engage in sustained oral/signed communication and evaluate spoken/signed texts
Learning Programme entry level requirements	<p>It is assumed that people learning towards this Unit Standard comply with the following entry level requirements:</p> <ul style="list-style-type: none"> • Communication at NQF Level 3 or equivalent • NQF Level 3 unit standard entitled Accommodate audience and context needs in oral/signed communication <p>It is recommended that learners have:</p> <ul style="list-style-type: none"> • an understanding of the development of young children <p>Learners applying to enter this learning programme need to submit proof of entry requirements being met, e.g. school certificates/reports. Learners who cannot provide proof of entry level requirements being met will need to undergo testing at accredited assessment centres – information about this will be provided to the learner as required.</p>
Target audience, population and learner profile	<p>This generic and/or vocational learning programme is intended for all persons who need to:</p> <ul style="list-style-type: none"> • facilitate the holistic development of babies, toddlers and young children. This Unit Standard is for people who wish to enter or obtain recognition at an entry level of Early Childhood Development. • prepare resources and set up the environment to support the development of babies, toddlers and young children. This Unit Standard is for people who wish to enter or obtain recognition at an entry level of Early Childhood Development (ECD). • observe and report on child development. This Unit Standard is for people who wish to enter or obtain recognition at an entry level of Early Childhood Development (ECD). • engage in sustained oral/signed communication and evaluate spoken/signed texts. Competence at this level will enable learners to participate effectively in oral/signed communication in most situations. Learners at this level are aware of their audiences and purposes for communication. They listen effectively and critically. They are able to identify or adopt the style and language register required in different situations. They can usually identify the assumptions and inferences in what people say/sign. They speak/sign fluently and confidently in both formal and familiar settings and can articulate their purpose and meaning clearly. They can use language to convey detailed information, and to express their ideas and feelings. They control complex sentence structures and language conventions in their spoken/signed communications. <p>This learning programme allows entry to certain positions/is required job specific training/links with other vocations/enhances current job skills, specific to the individual learner. These will be identified for the individual learner upon entry to the learning programme.</p>

Unit Standard Alignment									
Unit Standard(s) against which provision is aligned	Unit Standard	Facilitate the holistic development of babies, toddlers and young children	SAQA ID	244480	Level	4	Credits	16	Core
	Unit Standard	Prepare resources and set up the environment to support the development of babies, toddlers and young children	SAQA ID	244468	Level	3	Credits	5	Core
	Unit Standard	Observe and report on child development	SAQA ID	244475	Level	4	Credits	6	Core
	Unit Standard	Engage in sustained oral/signed communication and evaluate spoken/signed texts	SAQA ID	119462	Level	4	Credits	5	Fundamental
	Registration End Date	2015-06-30 [qualification end date]			Total			32	
Learning Outcomes	<p>At the end of this learning programme, the learner will be able to:</p> <ul style="list-style-type: none"> • facilitate development of babies, toddlers and young children • reflect on own facilitation • source and select resources • adapt resources • set up the environment • reflect on the use and effectiveness of the resources • observe babies, toddlers and young children • record observations • give feedback on observations • respond critically yet sensitively as a listener/audience • analyse own responses to spoken/signed texts and adjust as required • use strategies to be an effective speaker/signer in sustained oral/signed interactions • evaluate spoken/signed discourse 								
Articulation, construct and portability with other courses / qualifications	<p>The unit standard this learning programme has been aligned to forms part of the qualification: SAQA ID: 58761: Further Education and Training Certificate: Early Childhood Development; NQF 4 and other qualifications listed on the SAQA Unit Standard document</p>								
Programme Design and Delivery									
Learning strategy	<p>The learning programme will be:</p> <ul style="list-style-type: none"> • scheduled and managed by the training provider according to the set QMS • facilitated by qualified facilitators with the required skills and subject matter expertise • assessed and moderated by qualified assessors/moderators with the required skills and subject matter expertise • attended by learners in a classroom situation with learning activities that include individual, group and self-study activities as well as practical reinforcement within a structured work environment, with workplace activities, exposure, coaching & mentoring activities, assessments, etc. 								
Infrastructure	<ul style="list-style-type: none"> • Training Venue • PowerPoint Slides 	<ul style="list-style-type: none"> • Data Projector • Flipchart stand 	<ul style="list-style-type: none"> • Flipchart paper • Flipchart Pens 	<ul style="list-style-type: none"> • Laptop • Pre-designed assessment instruments 					
Learning material to be used	<ul style="list-style-type: none"> • Learner Guide • Learner Workbook • Learner PoE guide 			<ul style="list-style-type: none"> • Facilitator Guide • Assessor Guide, Feedback Document, Review And Report • Moderator Guide, Plan, Review And Report 					

		Mode	Methods	Media
Learning map (delivery structure)	Notional Hours: 320	Contact Session 30% = 96 hours <ul style="list-style-type: none"> Training and Formative Assessment - 91 hours (13 days) Prescribed reading, support and coaching – 5 hours 	Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities: Individual, Pair and Group, Mentored discussion, Self- Reflection and Assessment	Learner Guide Facilitator Guide Powerpoint Slides Learner Workbook
		Experiential Learning 70% = 224 hours <ul style="list-style-type: none"> Learning at the Workplace – 192 hours Summative Assessment – 32 hours 	Practical workplace activities On-site/workplace monitoring and observation Self-reflection and logbook/diary Assessment	Learner Guide Learner Poe Guide
		Reflexive learning <ul style="list-style-type: none"> CCFOs integrated with summative assessments 	On-site/workplace monitoring and observation Self-reflection and logbook/diary Assessment	Learner Guide Learner Poe Guide
Facilitators for learning programme	Facilitators need to be subject matter experts with proven competence/experience in the field of learning. Preference will be given to facilitators who hold a related qualification at an NQF level higher than this learning programme.			
Training methodology	Face-to-face classroom facilitated training sessions will be held. Presentation of learning through various training methods, such as lecturing, case studies, on-site monitoring or observation, facilitation etc. as per the training provider QMS.			
Assessment Strategy and Design				
Assessment methods and conditions	<p>The assessment methodologies used in this learning programme has as its purpose to determine and recognise learner competence against the criteria in the related unit standard(s).</p> <p>Learners are required to successfully complete both formative and summative assessments:</p> <ul style="list-style-type: none"> Formative Assessment: Learner completes the Class Activities in the Learner Workbook during the training session (training room/boardroom). Summative Assessment: Learner creates a Portfolio of Evidence, comprising of Knowledge Questions and practical workplace activities, such as a Practical Activity, Summative Project and a Logbook (diary) to show application of the related unit standard criteria, within a structured work environment (where the learner is employed, or otherwise agreed upfront with a host employer). <p>Evidence gathered during formative assessment will be used towards summative assessment.</p>			
Assessment approach and resources	<p>The learner will complete the formative assessment during the training and session and then create and submit the Portfolio of Evidence to the training provider within the stipulated time period (e.g. 2 weeks) as per the training provider QMS, for assessment by the assessor.</p> <p>The assessor will assess the portfolio, make a judgement and provide the learner with feedback about the outcome of the assessment within the stipulated time period (e.g. 3 weeks) as per the training provider QMS.</p> <p>Learners found to be Not Yet Competent in the assessment will be provided with one re-assessment opportunity, in which the learner will use the feedback they have received to provide more evidence in the portfolio.</p> <p>Internal moderators will be moderating all assessment activities to validate the quality of the judgements made by assessors within the stipulated time period (e.g. 2 weeks) as per the training provider QMS</p> <p>Provision for RPL is made in accordance with the policies and procedures of the training provider</p>			
Assessors and Moderators for learning programme	<p>Assessors need to be qualified as assessors and registered as constituent assessors with the relevant SETA as required by this unit standard.</p> <p>Moderators need to be qualified as moderators and registered as constituent moderators with the relevant SETA as required by this unit standard.</p>			

	The assessor and the moderator needs to be sufficiently experienced in the related field of assessment and moderation.	
Learner needs	<ul style="list-style-type: none"> • Special needs are identified through the learner information form completed during enrolment and verified during the Assessment Preparation which takes place during the learning intervention as part of the Learner PoE Guide. • Special needs include, but are not limited to: Hearing impairment, Physical impairment, Learning disabilities, Visual impairment, Speech impairment and Medical conditions. • Assessment should be adjusted based on special needs requests, provided that the fairness, validity and reliability of the assessment are not compromised. 	
Principles of assessment for Assessment Tools and Evidence	Valid	The assessment tools cover all of the specific outcomes, assessment criterion, embedded knowledge (where applicable) and critical cross field outcomes of the unit standard. The tools measure the requirements of this unit standard.
	Authentic	The learners are required to sign a declaration sheet that states that they have submitted their own work. The assessor checks that this sheet is submitted in the learner's portfolio of evidence. In line with the principles of assessment, the assessor will ensure that they are satisfied that work being assessed belongs to the learner in question.
	Reliable	Consistent results will be obtained with different assessors by making use of these assessment tools.
	Current	The evidence presented will be current – not older than 3 years.
	Sufficient	The assessment tools selected for this assessment provides enough evidence to show that the learners have met the criteria and specific outcomes required to be found competent against this unit standard. This performance can be repeated consistently with the same results.
Learner Support Strategy		
Learner role and responsibilities	<ul style="list-style-type: none"> • Attend the required number of contact training sessions and participate where required to show learning and application of the related knowledge and skills in this learning programme. • Submit a portfolio of evidence, as outlined in the Learner Portfolio of Evidence guide (both formative and summative assessment activities completed), for assessment. • Learning facilitation • Facilitator/Assessor guidance and support with completion of Summative Assessments • Mentoring and coaching (provided by supervisor) • Facilitator guidance and support with workshop activities 	
Training provider role and responsibilities	<ul style="list-style-type: none"> • Facilitate the learning process by ensuring an effective schedule, conducive learning environment and materials, facilitation, assessment and moderation, feedback and guidance and/or support with the learning and assessment processes • Keep record of attendance, and assessment outcomes (NLRD) • Facilitator and assessor to provide constructive feedback and coaching where needed by individual learners 	
Learner appeals procedures	Training provide provides for the appeals procedures and policy with an explanation and forms provided in the Learner PoE Guide	
Learning Programme Evaluation		
Programme, facilitator and logistics evaluation	<p>The learning programme will be reviewed in accordance with the QMS of the training provider. The following elements will be evaluated:</p> <ul style="list-style-type: none"> • facilitators • training equipment, aids and material • venue • learner support • assessment strategy and method • programme timing • follow up evaluation of the learner – method and interval after initial training • impact of training on the work environment, etc. 	
Principles for Programme Evaluation	Transparent, fair and equitable	The programme evaluation process will be open, equitable, fair, transparent and as simple as possible while at the same time being efficient and cost effective

	Inclusive, accessible and flexible	The programme evaluation process encourages flexibility that allows for inclusion and access to the NQF system for providers and practitioners, thereby creating flexible options of learning for all stakeholders.		
	Consistent, relevant and compliant	All programme evaluation decisions will be made against appropriate and clearly stated criteria and conforming evidence requirements in direct alignment to the SAQA and relevant SETA policy and criteria guidelines.		
	Validation and Verification	Continuous, rigorous validation and verification of programme evaluation will be followed in order to ensure provider ethics, thereby protecting the interest of the learners and the sector at large.		
	Development for quality and continuous improvement	The programme evaluation process is a supportive, developmental process that encourages continuous improvement of provider practices towards total quality provision.		
Final Summative Assessment	8 hrs	Part of the FISA	Learning Programme	Media
		Yes	Module 4	FISA Learner Portfolio Guide FISA Assessor Assessment Guide with memorandum FISA Assessor Assessment Feedback Document
Exit Level Outcome	<p>ELO1: Communicate in a variety of ways within Early Childhood Development and societal settings</p> <ul style="list-style-type: none"> • Communication within and about Early Childhood Development planning, facilitation, care, monitoring and feedback is clear, understandable and effective. • Communication with children and adults is appropriate to their needs and age. <p>ELO3: Plan and prepare for Early Childhood Development</p> <ul style="list-style-type: none"> • A practical knowledge of how children learn and develop underpins the planning of a wide range of learning activities and resources to facilitate integrated learning and holistic development. • Decisions about children and programme planning are based on knowledge of early childhood development and teaching practices, showing recognition of how personal values, opinions and biases can influence one's judgement. • Activities are designed that are stimulating and developmentally appropriate. • Space, equipment, materials and the environment are prepared to stimulate children's interest and promote development. <p>ELO4: Facilitate and monitor the development of babies, toddlers and young children</p> <ul style="list-style-type: none"> • Facilitation is carried out using a developmentally appropriate range of activities and resources, thus promoting integrated learning and holistic development. • Individuals and groups are effectively managed using a range of appropriate techniques. • All activities and resources are culture-fair and free from race and gender bias, and are adapted where necessary for children with special needs. • Children with disabilities and barriers to learning are helped to participate fully in the Early Childhood Development programme in co-operation with families, health practitioners and specialist agencies. • Observations of children are continuous and provide sufficient information to establish patterns of development. • Records of child development are useful for contributing towards assessment of individual development, referrals, design of programmes and activities, and evaluation of activities and programmes. • Information about children's development and needs are shared with families informally on an individual basis and in more structured group situations based on an understanding of how adults learn. 			

Note:

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

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

Key to Assessment Methods:

D - Individual, pair, group, or mentor discussion

Q - Knowledge question

P - Practical workplace assignment and observation

R - Reflection and Logbook

Unit Standard	Facilitate the holistic development of babies, toddlers and young children	SAQA ID	244480	Level	4	Credits	16
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Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
Unit Standard Range									
<p>"Facilitate" means the use of a range of activities, all of which combine in various ways to contribute to the holistic development of babies, toddlers and young children. The following lists provide examples of the range of activities that must be demonstrated, but these examples are not intended to be seen as exhaustive although all those listed below must be demonstrated as appropriate to the age group:</p> <ul style="list-style-type: none"> Sensory activities e.g. sand and water play, exploratory art Music, movement, dance Song, rhymes, stories, language activities Creative activities such as imitative play; drama, fantasy play Games Manipulative play, construction e.g. use of blocks Discovery play. Gross-motor play <p>The above activities may sometimes be practitioner initiated, some may be initiated by babies, toddlers and children, and some may be routine activities. The above activities may happen in different groupings and settings as follows:</p> <ul style="list-style-type: none"> Adult-adult e.g. working with parents and in teams, adult-child, child-child Small groups and individual Indoor, outdoor <p>"Holistic development" refers to physical, socio-emotional and cognitive and language development as follows:</p> <ul style="list-style-type: none"> Physical includes gross-motor and fine-motor development, health and nutritional status. Socio-emotional development includes attitudes, personal and social identity, autonomy, attachment, self-concept, self-esteem, feelings, self-control and inter-relationships. Cognitive and language development includes perceiving, remembering, conceptualising, judging, reasoning, creating and questioning. <p>Where the term "developmentally appropriate" is used in this unit standard, it means that the development meets the needs of the children in a way that is consistent with recognised stages of development.</p> <p>"Babies" refers to an approximate range of 0-12 months, taking into account individual variations in development.</p> <p>"Toddlers" refers to an approximate range of 12-30 months, taking into account individual variations in development.</p> <p>"Young children" refers to an approximate range of 30 months to 5 years old, taking into account individual variations in development.</p>									
Specific Outcome 1:									
Facilitate development of babies, toddlers and/or young children.									
1. Facilitation uses developmentally appropriate activities that are fun, relevant and meaningful to the life-world of the children.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> • ensure that facilitation uses developmentally appropriate activities that are fun, relevant and meaningful to the life-world of the children 	Module 1.3.1 P 23	<ul style="list-style-type: none"> ▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback 	Learner Workbook Class Activity 2 Learner PoE Guide Practical Activity 1 Summative Project Logbook	7 53 68 70	✓		✓	✓
2. The facilitation approach responds to cues provided by the children, while providing structure and experiences for their own development. Range: Cues may be noted	<ul style="list-style-type: none"> • ensure that the facilitation approach responds to cues provided by the children, while providing structure and experiences for their own 	Module 1.2.1 P 17	<ul style="list-style-type: none"> ▪ Facilitation of class activities 	Learner Workbook Class Activity 1 Learner PoE Guide Practical Activity 1 Summative Project Logbook	4 53 68 70	✓		✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
through active listening and observation.	development								
3. The facilitation approach is multi-cultural, avoids bias and is sensitive to the existing knowledge, experiences and needs of the children.	<ul style="list-style-type: none"> ensure that the facilitation approach is multi-cultural, avoids bias and is sensitive to the existing knowledge, experiences and needs of the children ensure that the facilitation approach takes advantage of teachable moments 	Module 1.2.2 P 20		Learner Workbook Class Activity 1 Learner PoE Guide Practical Activity 1 Summative Project Logbook	4 53 68 70	✓		✓	✓
4. The facilitation approach takes advantage of teachable moments Range: "Teachable moments" refers to those unplanned opportunities for development that present themselves during the daily programme, or routine if child is cared for at home by a parent figure.	<ul style="list-style-type: none"> manage children in a manner that promotes development and is sensitive to the needs of individual children ensure that communication is responsive and promotes development in general, and language development in particular. ensure that questioning techniques, where applicable, are open, positive and responsive, promote child development and help to make learning explicit where appropriate 	Module 1.2.3 P 21		Learner Workbook Class Activity 1 Learner PoE Guide Practical Activity 1 Summative Project Logbook	4 53 68 70	✓		✓	✓
5. Children are managed in a manner that promotes development and is sensitive to the needs of individual children.	<ul style="list-style-type: none"> ensure that verbal and non-verbal interactions value the children and are encouraging, supportive, participatory, warm, caring and responsive to emotional and developmental needs 	Module 4.1 P 67		Learner Workbook Class Activity 7 Learner PoE Guide Practical Activity 1 Summative Project Logbook	21 53 68 70	✓		✓	✓
6. Communication is responsive and promotes development in general, and language development in particular. Questioning techniques, where applicable, are open, positive and responsive, promote child development and help to make learning explicit where appropriate.	<ul style="list-style-type: none"> carry out facilitation in a manner that ensures the physical and emotional safety, security and comfort of the children carry out facilitation such that behaviour and life-skills are modelled in a developmentally appropriate manner 	Module 4.5 P 72		Learner Workbook Class Activity 8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	25 53 68 70	✓		✓	✓
7. Verbal and non-verbal interactions value the children and are encouraging, supportive, participatory, warm, caring and responsive to emotional and developmental needs.	<ul style="list-style-type: none"> ensure that facilitation assures the holistic development of children ensure that behaviour and conflict management is positive, 	Module 4.6 P 78		Learner Workbook Class Activity 8 Learner PoE Guide Practical Activity 1 Summative Project Logbook	25 53 68 70	✓		✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
8. Facilitation is carried out in a manner that ensures the physical and emotional safety, security and comfort of the children.	sympathetic, constructive, supportive, respectful and in line with current legislation	Module 4.2 P 68		Learner Workbook Class Activity 7	21	✓			
				Learner PoE Guide Practical Activity 1	53			✓	
				Summative Project	68			✓	
				Logbook	70				✓
9. Facilitation is carried out such that behaviour and life-skills are modelled in a developmentally appropriate manner. Range: "Modelling" here refers to the way in which the facilitator provides an example to the children concerning behaviour.		Module 4.3 P 70		Learner Workbook Class Activity 7	21	✓			
				Learner PoE Guide Practical Activity 1	53			✓	
				Summative Project	68			✓	
				Logbook	70				✓
10. Facilitation ensures the holistic development of children.		Module 4.4 P 70		Learner Workbook Class Activity 7	21	✓			
				Learner PoE Guide Practical Activity 1	53			✓	
				Summative Project	68			✓	
				Logbook	70				✓
11. Behaviour and conflict management is positive, sympathetic, constructive, supportive, respectful and in line with current legislation.		Module 4.7.2 P 84		Learner Workbook Class Activity 9	27	✓			
				Learner PoE Guide Practical Activity 1	53			✓	
				Summative Project	68			✓	
				Logbook	70				✓
Specific Outcome 2: Reflect on own facilitation.									
1. The reflection considers own facilitation approach in relation to the developmental aims.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> reflect on own facilitation approach in relation to the developmental aims obtain feedback from a variety of relevant sources on the value and success of the facilitation approach. Such sources include colleagues and parents. reflect on strengths and 	Module 5.1.1 P 98	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 10	30	✓			
						Learner PoE Guide Practical Activity 1	53		
				Summative Project	68			✓	
				Logbook	70				✓
2. Feedback is obtained from a variety of relevant sources on the value and success of the facilitation approach. Such sources include colleagues and parents.		Module 5.1.2 P 100		Learner Workbook Class Activity 10	30	✓			
				Learner PoE Guide Practical Activity 1	53			✓	
				Summative Project	68			✓	
				Logbook	70				✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
3. The reflection reveals strengths and weaknesses of the way in which development is facilitated	weaknesses of the way in which development is facilitated <ul style="list-style-type: none"> reflect on the extent to which facilitation contributes meaningfully to the overall aims of the Early Childhood Development service provide recommendations to build on strengths and address identified weaknesses, thereby helping to improve future facilitation record findings and recommendations clearly to support future facilitation 	Module 5.1.3 P 102		Learner Workbook Class Activity 10 Learner PoE Guide Practical Activity 1 Summative Project Logbook	30 53 68 70	✓			✓
4. The reflection identifies the extent to which facilitation contributes meaningfully to the overall aims of the Early Childhood Development service.		Module 5.1.4 P 103		Learner Workbook Class Activity 10 Learner PoE Guide Practical Activity 1 Summative Project Logbook	30 53 68 70	✓			✓
5. Recommendations are provided to build on strengths and address identified weaknesses, thereby helping to improve future facilitation.		Module 5.1.5 P 105		Learner Workbook Class Activity 10 Learner PoE Guide Practical Activity 1 Summative Project Logbook	30 53 68 70	✓			✓
6. Findings and recommendations are recorded clearly to support future facilitation.		Module 5.1.6 P 106		Learner Workbook Class Activity 10 Learner PoE Guide Practical Activity 1 Summative Project Logbook	30 53 68 70	✓			✓
EEK1 A range of approaches to baby, toddler and young child development, including knowledge of play actions and materials		Module 1.2 P 16	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 1 Learner PoE Guide Knowledge Question 1 Practical Activity 1 Logbook	4 46 53 70	✓		✓	✓
EEK2 Child development theories		Module 1.1 P 12		Learner Workbook Class Activity 1 Learner PoE Guide Knowledge Question 2 Practical Activity 1 Logbook	4 46 53 70	✓		✓	✓
EEK3 Guidelines for Early Childhood Development (ECD) services		Module 5.1.4 P 103		Learner Workbook Class Activity 10 Learner PoE Guide Knowledge Question 4 Practical Activity 1 Logbook	30 46 53 70	✓		✓	✓
CCFO1: IDENTIFYING Solve problems that occur during activities and developing alternative ways of dealing with these.		Integrated throughout Learner Guide and assessments	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion 	Learner Workbook Class Activity 1,2, 7,8,9, 10 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	4,7,21,25,27,30 47 53 68 70	✓ ✓		✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
CCFO2: WORKING Work effectively with others and in teams through group activities.			and feedback	Learner Workbook Class Activity 1,2, 7,8,9, 10 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	4,7,21,25,27,30 47 53 68 70	✓ 		✓ 	✓
CCFO3: ORGANISING Organise and manage oneself and one's activities responsibly and effectively through the general and specific activities related to planning and organising the activities.				Learner Workbook Class Activity 1,2, 7,8,9, 10 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	4,7,21,25,27,30 47 53 68 70	✓ ✓ 		✓ ✓ 	✓
CCFO4: COLLECTING Collect, analyse, organise and critically evaluate information about the development of babies, toddlers and young children.				Learner Workbook Class Activity 1,2, 7,8,9, 10 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	4,7,21,25,27,30 47 53 68 70	✓ ✓ 		✓ ✓ 	✓
CCFO5: COMMUNICATING Communicate effectively using visual, mathematical and/or language skills during all facilitation activities.				Learner Workbook Class Activity 1,2, 7,8,9, 10 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	4,7,21,25,27,30 47 53 68 70	✓ ✓ 		✓ ✓ 	✓

Unit Standard	Prepare resources and set up the environment to support the development of babies, toddlers and young children	SAQA ID	244468	Level	3	Credits	5
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Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method				
						D	Q	P	R	
Unit Standard Range										
Practitioners should prepare resources to support activities within a given programme of designed activities. Practitioners will have access to a range of natural and other materials.										
Specific Outcome 1:										
Identify activities to support the development of babies, toddlers and young children. Range: Within the context of a daily and/or weekly programme										
1. Activity purposes are identified and are consistent with given frameworks, guidelines and/or plans.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> identify activity purposes and ensure that they are consistent with given frameworks, guidelines and/or plans ensure that activities identified are appropriate to the given context and support the developmental outcomes identify resources and space needed as per the requirements of the activities 	Module 1.3.2 P 25	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 2	7	✓				
					Learner PoE Guide Practical Activity 1	53			✓	
					Summative Project	68			✓	
2. Activities identified are appropriate to the given context and support the developmental outcomes.		Module 1.3.3 P 26		Learner Workbook Class Activity 2	7	✓				
				Learner PoE Guide Practical Activity 1	53			✓		
				Summative Project	68			✓		
				Logbook	70				✓	
3. Resources and space needed are identified as per the requirements of the activities.		Module 2.1 P 33		Learner Workbook Class Activity 3	10	✓				
				Learner PoE Guide Practical Activity 1	53			✓		
				Summative Project	68			✓		
				Logbook	70				✓	
Specific Outcome 2:										
Source and select resources. Range: Resources could include objects, plants, people, animals, technology, toys, etc.										
1. Resources selected are appropriate for use in planned activities and support their identified purpose.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> ensure that resources selected are appropriate for use in planned activities and support their identified purpose ensure that resources are available, safe, durable, and within the resource limitations of the programme ensure that resources strike a balance between the familiar and unfamiliar, thus providing 	Module 2.2.1 P 36	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 3	10	✓				
					Learner PoE Guide Practical Activity 1	53			✓	
					Summative Project	68			✓	
				Logbook	70				✓	
2. Resources are available, safe, durable, and within the resource limitations of the programme.		Module 2.2.2 P 37		Learner Workbook Class Activity 3	10	✓				
				Learner PoE Guide Practical Activity 1	53			✓		
				Summative Project	68			✓		
				Logbook	70				✓	
3. Resources strike a balance between the familiar and		Module 2.2.3 P 40		Learner Workbook Class Activity 3	10	✓				
				Learner PoE Guide Practical Activity 1	53			✓		

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment		Assessment Method				
						D	Q	P	R	
unfamiliar, thus providing consistency and challenge for the children in their life-world experiences.	<ul style="list-style-type: none"> ensure that resources are free from cultural, race and gender bias, and are adaptable for children with special needs ensure that resources are appropriate to the developmental needs and interests of the children 			Summative Project Logbook	68 70				✓	
4. Resources are free from cultural, race and gender bias, and are adaptable for children with special needs.		Module 2.2.4 P 41		<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 3 Learner PoE Guide Practical Activity 1 Summative Project Logbook	10 53 68 70	✓		✓ ✓	✓
5. Resources are appropriate to the developmental needs and interests of the children.		Module 2.2.5 P 43			Learner Workbook Class Activity 3 Learner PoE Guide Practical Activity 1 Summative Project Logbook	10 53 68 70	✓		✓ ✓	✓
Specific Outcome 3: Adapt resources.										
1. Adaptations are suited to children with special needs.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> ensure that adaptations are suited to children with special needs ensure that resources adapted are appropriate for use in planned activities and support the identified purposes ensure that resources adapted are safe and durable ensure that adaptations help to strike a balance between the familiar and unfamiliar, thus providing consistency and challenge for the children in their life-world experiences ensure that adaptations are free from cultural, race and gender bias ensure that adaptations are appropriate to the developmental needs and interests of the children 	Module 2.3.1 P 44		Learner Workbook Class Activity 4 Learner PoE Guide Practical Activity 1 Summative Project Logbook	14 53 68 70	✓		✓ ✓	✓	
2. Resources adapted are appropriate for use in planned activities and support the identified purposes.		Module 2.3.2 P 45		Learner Workbook Class Activity 4 Learner PoE Guide Practical Activity 1 Summative Project Logbook	14 53 68 70	✓		✓ ✓	✓	
3. Resources adapted are safe and durable.		Module 2.3.3 P 47		Learner Workbook Class Activity 4 Learner PoE Guide Practical Activity 1 Summative Project Logbook	14 53 68 70	✓		✓ ✓	✓	
4. Adaptations help to strike a balance between the familiar and unfamiliar, thus providing consistency and challenge for the children in their life-world experiences.		Module 2.3.4 P 47		Learner Workbook Class Activity 4 Learner PoE Guide Practical Activity 1 Summative Project Logbook	14 53 68 70	✓		✓ ✓	✓	
5. Adaptations are free from cultural, race and gender bias.		Module 2.3.5 P 48		Learner Workbook Class Activity 4 Learner PoE Guide Practical Activity 1	14 53	✓		✓		

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
				Summative Project Logbook	68 70			✓	✓
6. Adaptations are appropriate to the developmental needs and interests of the children.		Module 2.3.6 P 49		Learner Workbook Class Activity 4 Learner PoE Guide Practical Activity 1 Summative Project Logbook	14 53 68 70	✓		✓ ✓	✓
Specific Outcome 4: Set up the learning environment Range: This refers to the initial set up of the indoor and outdoor environment, taking into account the need to re-arrange the environment on a regular basis.									
1. The environment is conducive to sensory and motor exploration, allowing children to apply their knowledge and to make meaning.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> ensure that the environment is conducive to sensory and motor exploration, allowing children to apply their knowledge and to make meaning ensure that the environment is organised to maximise available space and to be adaptable to change according to the needs of the children and activities ensure that the environment is set up to cater for storage of resources and individual and group space ensure that the environment is safe and healthy, taking into account the particular requirements of the ages and special needs of the children store materials and physical resources in an organised and accessible manner 	Module 3.2.1 P 60	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 5 Learner PoE Guide Practical Activity 1 Summative Project Logbook	17 53 68 70	✓		✓ ✓	✓
2. The environment is organised to maximise available space and to be adaptable to change according to the needs of the children and activities.		Module 3.2.2 P 60		Learner Workbook Class Activity 5 Learner PoE Guide Practical Activity 1 Summative Project Logbook	17 53 68 70	✓		✓ ✓	✓
3. The environment is set up to cater for storage of resources and individual and group space.		Module 3.2.3 P 62 Module 3.3.1 P 64		Learner Workbook Class Activity 5,6 Learner PoE Guide Knowledge Question Practical Activity 1 Summative Project Logbook	17,19 53 68 70	✓		✓ ✓	✓
4. The environment is ensured to be safe and healthy, taking into account the particular requirements of the ages and special needs of the children.		Module 3.2.4 P 62		Learner Workbook Class Activity 5 Learner PoE Guide Practical Activity 1 Summative Project Logbook	17 53 68 70	✓		✓ ✓	✓
5. Materials and physical resources are stored in an organised and accessible manner.		Module 3.3 P 64		Learner Workbook Class Activity 6 Learner PoE Guide Practical Activity 1 Summative Project Logbook	19 53 68 70	✓		✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
Specific Outcome 5: Reflect on the use and effectiveness of the resources									
1. Reflections identify the extent to which the resources support the purpose of the activities.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> reflect on the extent to which the resources support the purpose of the activities reflect on the usefulness, effectiveness and appropriateness of the resources reflect on the usefulness of the resources and suitability of the environment in relation to the whole Early Childhood Development (ECD) service identify and note ways to improve upon the selections and adaptation for future resourcing 	Module 5.3.1 P 113	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 12 Learner PoE Guide Practical Activity 1 Summative Project Logbook	35 53 68 70	✓		✓	✓
2. Reflections identify the usefulness, effectiveness and appropriateness of the resources.		Module 5.3.2 P 114		Learner Workbook Class Activity 12 Learner PoE Guide Practical Activity 1 Summative Project Logbook	35 53 68 70	✓		✓	✓
3. Reflections identify the usefulness of the resources and suitability of the environment in relation to the whole Early Childhood Development (ECD) service.		Module 5.3.3 P 114		Learner Workbook Class Activity 12 Learner PoE Guide Practical Activity 1 Summative Project Logbook	35 53 68 70	✓		✓	✓
4. Ways to improve upon the selections and adaptation are identified and noted for future resourcing.		Module 5.3.4 P 115		Learner Workbook Class Activity 12 Learner PoE Guide Practical Activity 1 Summative Project Logbook	35 53 68 70	✓		✓	✓
EEK1 Development of children (0-9)		Module 1.1 P 12	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 1 Learner PoE Guide Knowledge Question 2 Practical Activity 1 Logbook	4 46 53 70	✓	✓	✓	✓
EEK2 Theories of child development and learning		Module 1.1 P 12		Learner Workbook Class Activity 1 Learner PoE Guide Knowledge Question 2 Practical Activity 1 Logbook	4 46 53 70	✓	✓	✓	✓
EEK3 How the environment impacts on child development		Module 3.1 P 52		Learner Workbook Class Activity 5 Learner PoE Guide Knowledge Question 2 Practical Activity 1 Logbook	17 46 53 70	✓	✓	✓	✓
EEK4 Health and safety considerations		Module 3.2.4 P 62		Learner Workbook Class Activity 5 Learner PoE Guide	17	✓			

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
				Knowledge Question 3 Practical Activity 1 Logbook	46 53 70		✓	✓	✓
EEK5 How play aids development	Module 1.3 How play aids development P 23			Learner Workbook Class Activity 2 Learner PoE Guide Knowledge Question 5 Practical Activity 1 Logbook	7 46 53 70	✓	✓	✓	✓
CCFO3: ORGANISING Organise and manage oneself and one's activities responsibly and effectively through the organisation of own and children's space.	Integrated throughout Learner Guide and assessments	<ul style="list-style-type: none"> ▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback 		Learner Workbook Class Activity 1,2,3,4,5,6,12 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	4,7,10,14,17,19,35 47 53 68 70	✓ ✓		✓ ✓	✓
CCFO7: DEMONSTRATING Understand the world as a set of inter-related parts of a system through the manner in which the preparation and set-up impacts on Early Childhood Development (ECD).					Learner Workbook Class Activity 1,2,3,4,5,6,12 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	4,7,10,14,17,19,35 47 53 68 70	✓		✓ ✓

Unit Standard	Observe and report on child development	SAQA ID	244475	Level	4	Credits	6
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Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method					
						D	Q	P	R		
Unit Standard Range The practitioner at this level will work with support from experienced colleagues, mentors or departmental officials to contribute towards assessment by observing, monitoring, recording and giving feedback on child development. The practitioner will be provided with guidelines and frameworks to use as the basis for the observation and reporting. "Babies" refers to an approximate range of 0-12 months, taking into account individual variations in development. "Toddlers" refers to an approximate range of 12-30 months, taking into account individual variations in development. "Young children" refers to an approximate range of 30 months to 5 years old, taking into account individual variations in development.											
Specific Outcome 1: Observe babies, toddlers and young children. Range: Observe by seeing and active listening, supplemented by questioning as needed.											
1. Observations contribute towards assessment of individual development.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> ensure that observations contribute towards assessment of individual development carry out observations in a way that minimises bias and subjectivity ensure that observations are guided by given frameworks, assessment guidelines or instruments ensure that observations are continuous, based on daily activities and provide sufficient information to establish patterns of development ensure that observations cover the full spectrum of activities in the routine or daily programme 	Module 6.1.2 P 122	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 13 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 53 68 70	✓				✓	
2. Observations are carried out in a way that minimise bias and subjectivity.		Module 6.1.3 P 124		Learner Workbook Class Activity 13 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 53 68 70	✓			✓		✓
3. Observations are guided by given frameworks, assessment guidelines or instruments.		Module 6.1.4 P 126		Learner Workbook Class Activity 13 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 53 68 70	✓			✓		✓
4. Observations are continuous, based on daily activities and provide sufficient information to establish patterns of development.		Module 6.1.5 P 127		Learner Workbook Class Activity 13 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 53 68 70	✓			✓		✓
5. Observations cover the full spectrum of activities in the routine or daily programme.		Module 6.1.6 P 128		Learner Workbook Class Activity 13 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 53 68 70	✓			✓		✓
Specific Outcome 2: Record observations. Range: Anecdotal records, checklists, rubrics, reports											

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method				
						D	Q	P	R	
1. The records accurately reflect the observations and are culturally sensitive and bias free.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> ensure that the records accurately reflect the observations and are culturally sensitive and bias free ensure that the records are structured in a clear and systematic manner, and include any information that may be needed for tracking progress ensure that records are useful for contributing towards assessment of individual development, referrals, design of programmes and activities, and evaluation of activities and programmes 	Module 6.2.1 P 130	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 13 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37	✓				
2. The records are structured in a clear and systematic manner, and include any information that may be needed for tracking progress.		Module 6.2.2 P 131		Learner Workbook Class Activity 13 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37	✓				
3. Records are useful for contributing towards assessment of individual development, referrals, design of programmes and activities, and evaluation of activities and programmes.		Module 6.2.3 P 134		Learner Workbook Class Activity 13 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37	✓				
Specific Outcome 3 Give feedback on observations. Range: Feedback to colleagues, parents, supervisors, team, specialised services										
1. Feedback is given using appropriate feedback mechanisms and in accordance with confidentiality requirements.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> give feedback using appropriate feedback mechanisms and in accordance with confidentiality requirements ensure that feedback is clear and relevant to the child's development give feedback with appropriate sensitivity to diversity and emotions ensure that the type and manner of feedback is constructive and meaningful provide sufficient information to enable the purpose of the observation to be met, and to enable further decision-making 	Module 6.3.1 P 137	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 13 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37	✓				
2. Feedback is clear and relevant to the child's development.		Module 6.3.2 P 138		Learner Workbook Class Activity 13 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37	✓				
3. Feedback is given with appropriate sensitivity to diversity and emotions.		Module 6.3.3 P 139		Learner Workbook Class Activity 13 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37	✓				
4. The type and manner of feedback is constructive and meaningful.		Module 6.3.4 P 140		Learner Workbook Class Activity 13 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37	✓				

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
5. Sufficient information is provided to enable the purpose of the observation to be met, and to enable further decision-making. Range: Further decisions include interventions, referrals, further observation.		Module 6.3.5 P 141		Learner Workbook Class Activity 13 Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 53 68 70	✓			✓ ✓ ✓
EEK1 Protocols for referrals		Module 6 Protocols for referrals P 136	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback 	Learner Workbook Class Activity 13 Learner PoE Guide Knowledge Question 6 Practical Activity 1 Logbook	37 46 53 70	✓	✓	✓	✓
EEK2 Methods of observation		Module 6.1.1 P 121	<ul style="list-style-type: none"> Facilitation of class activities 	Learner Workbook Class Activity 13 Learner PoE Guide Knowledge Question 7 Practical Activity 1 Logbook	37 46 53 70	✓	✓	✓	✓
CCFO4: COLLECTING Collect, analyse, organise and critically evaluate information through the gathering and assessment of information from observations.		Integrated throughout Learner Guide and assessments	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback 	Learner Workbook Class Activity 13 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 47 53 68 70	✓ ✓		✓ ✓	✓
CCFO5: COMMUNICATING Communicate effectively using visual, mathematical and/or language skills through questioning and communication of feedback, as well as reporting.				Learner Workbook Class Activity 13 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	37 47 53 68 70	✓ ✓		✓ ✓	✓

Unit Standard	Engage in sustained oral/signed communication and evaluate spoken/signed texts	SAQA ID	119462	Level	4	Credits	5
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Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method				
						D	Q	P	R	
Unit Standard Range										
The learner can engage in extended oral/signed interactions in a wide range of socio-cultural, learning and/or workplace contexts. Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.										
Specific Outcome 1:										
Respond critically yet sensitively as a listener/audience										
1. Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. Own understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another's understanding.	At the end of this module, the learner will be able to: • respond in a manner to show a clearly developed understanding of complex issues under discussion in one-on-one or group situations • manage discussions and/or conflicts sensitively and in a manner that supports the goal of group or one-on-one interaction	Module 4.5.1 P 75	<ul style="list-style-type: none"> ▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback ▪ Facilitation of class activities 	Learner Workbook Class Activity 8 Learner PoE Guide Knowledge Question 9 Practical Activity 1 Summative Project Logbook	25 46 53 68 70	✓		✓	✓	✓
2. Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction. Range: Disagreements in groups, personality clashes, conflict management, resolving deadlocks, positively summarising conclusions	• identify characteristics of a speaker's/signer's style and tone/register that attract or alienate an audience with reference to the particular effect of each feature in creating audience response • identify and challenge the underlying assumptions, points of view and subtexts in spoken/signed texts when appropriate to clarify understanding, remove bias and/or sustain interaction	Module 4.7.3 P 90		Learner Workbook Class Activity 9 Learner PoE Guide Knowledge Question 9 Practical Activity 1 Summative Project Logbook	27 46 53 68 70	✓		✓	✓	✓
3. Characteristics of a speaker's/signer's style and tone/register that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response.		Module 4.5.2 P 76		Learner Workbook Class Activity 8 Learner PoE Guide Knowledge Question 9 Practical Activity 1 Summative Project Logbook	25 46 53 68 70	✓		✓	✓	✓
4. The underlying assumptions, points of view and subtexts in spoken/signed texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction.		Module 4.5.3 P 78		Learner Workbook Class Activity 8 Learner PoE Guide Knowledge Question 9 Practical Activity 1 Summative Project Logbook	25 46 53 68 70	✓		✓	✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method				
						D	Q	P	R	
Specific Outcome 2: Analyse own responses to spoken/signed texts and adjust as required.										
1. Own responses to spoken/signed texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> analyse own responses to spoken/signed texts in relation to audience, purpose and context. identify inappropriate responses and adjust it accordingly put forward own position when confronted by opposing views, with confidence in a manner appropriate to the interaction use tone/register, approach or style appropriate to context, and adapt it to maintain oral/signed interaction when it breaks down or is difficult to initiate or maintain. Identify and modify pedantic, illogical or aggressive language to sustain interaction 	Module 5.2.5 P 112	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 11	34	✓				
					Learner PoE Guide Knowledge Question 10	46		✓		
						Practical Activity 1	53			✓
2. When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction.		Module 4.7.4 P 94		Learner Workbook Class Activity 9	27	✓				
				Learner PoE Guide Knowledge Question 10	46		✓			
				Practical Activity 1	53			✓		
				Summative Project	68				✓	
				Logbook	70					
3. Tone/register, approach or style is appropriate to context, and is adapted to maintain oral/signed interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction.		Module 4.7.5 P 95		Learner Workbook Class Activity 9	27	✓				
				Learner PoE Guide Knowledge Question 10	46		✓			
				Practical Activity 1	53			✓		
				Summative Project	68				✓	
				Logbook	70					
Specific Outcome 3: Use strategies to be an effective speaker/signer in sustained oral/signed interactions										
1. Planning of content and presentation techniques is evident in formal communications.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> show planning of content and presentation techniques in formal communications analyse the impact of non-verbal cues/body language and signals on audiences and use it appropriately analyse the influence of rhetorical devices and use it for effect on an audience 	Module 6.4.1 P 143	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 13	37	✓				
					Learner PoE Guide Knowledge Question 11	46		✓		
						Practical Activity 1	53			✓
2. The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately.		Module 6.4.2 P 144		Learner Workbook Class Activity 13	37	✓				
				Learner PoE Guide Knowledge Question 11	46		✓			
				Practical Activity 1	53			✓		
				Summative Project	68				✓	
				Logbook	70					
3. The influence of rhetorical devices is analysed and used for effect on an audience.		Module 6.4.3 P 145		Learner Workbook Class Activity 13	37	✓				
				Learner PoE Guide Knowledge Question 11	46		✓			
				Practical Activity 1	53			✓		
				Summative Project	68				✓	

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method				
						D	Q	P	R	
Range: Pause, rhetorical question, exclamation, analogy, emphasis, repetition, rhythm, use of inclusive/exclusive pronouns, stress, intonation, non-manual features (NMFs), volume/sign size and pace				Logbook	70					
Specific Outcome 4: Evaluate spoken/signed discourse Range: Formal and informal texts										
1. Points of view in spoken/signed texts are identified and meaning described in relation to context and purpose of the interaction.	At the end of this module, the learner will be able to: <ul style="list-style-type: none"> identify points of view in spoken/signed texts and describe the meaning in relation to context and purpose of the interaction identify values, attitudes and assumptions in discourse and describe their influence on the interaction identify and interpret techniques used by speakers/signers to evade or dissipate responsibility for an issue describe, explain and judge the impact (e.g. clarity of purpose, speaker's/signer's capability) of spoken/signed discourse 	Module 5.2.1 P 108	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 11 Learner PoE Guide Knowledge Question 12 Practical Activity 1 Summative Project Logbook	34 46 53 68 70	✓			✓	
2. Values, attitudes and assumptions in discourse are identified and their influence on the interaction described.		Module 5.2.2 P 110		Learner Workbook Class Activity 11 Learner PoE Guide Knowledge Question 12 Practical Activity 1 Summative Project Logbook	34 46 53 68 70	✓		✓	✓	✓
3. Techniques used by speakers/signers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight.		Module 5.2.3 P 111		Learner Workbook Class Activity 11 Learner PoE Guide Knowledge Question 13 Practical Activity 1 Summative Project Logbook	34 46 53 68 70	✓		✓	✓	✓
4. The impact (e.g. clarity of purpose, speaker's/signer's capability) is described, explained and judged.		Module 5.2.4 P 111		Learner Workbook Class Activity 11 Learner PoE Guide Knowledge Question 13 Practical Activity 1 Summative Project Logbook	34 46 53 68 70	✓		✓	✓	✓
EEK1 Learners can understand and explain that languages have certain features and conventions, which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.		Module 4.7.1 P 83	<ul style="list-style-type: none"> Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities 	Learner Workbook Class Activity 9 Learner PoE Guide Knowledge Question 13 Practical Activity 1 Logbook	27 46 53 70	✓		✓	✓	
EEK2 Knowledge of formats, conventions, protocols and contexts is acquired through activities used to attain this unit standard.	Module 6.4 Knowledge of formats, conventions, protocols and	Learner Workbook Class Activity 13 Learner PoE Guide Knowledge Question 11 Practical Activity 1 Logbook		37 46 53 70	✓		✓	✓	✓	

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method				
						D	Q	P	R	
		contexts P 143								
CCFO1: IDENTIFYING Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written or signed activities.		Integrated throughout Learner Guide and assessments	<ul style="list-style-type: none"> ▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback 	Learner Workbook Class Activity 8,9,11,13 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	25,27,34,37 47	✓ ✓			✓ ✓	
CCFO2: WORKING Work effectively with others and in teams: using interactive speech/signing in activities, discussion and research projects.				Learner Workbook Class Activity 8,9,11,13 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	25,27,34,37 47	✓ ✓			✓ ✓	✓
CCFO3: ORGANISING Organise and manage oneself and one's activities responsibly and effectively through using language.				Learner Workbook Class Activity 8,9,11,13 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	25,27,34,37 47	✓ ✓			✓ ✓	✓
CCFO4: COLLECTING Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.				Learner Workbook Class Activity 8,9,11,13 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	25,27,34,37 47	✓ ✓			✓ ✓	✓
CCFO5: COMMUNICATING Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.				Learner Workbook Class Activity 8,9,11,13 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	25,27,34,37 47	✓ ✓			✓ ✓	✓
CCFO7: DEMONSTRATING Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.				Learner Workbook Class Activity 8,9,11,13 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project Logbook	25,27,34,37 47	✓ ✓			✓ ✓	✓
CCFO8: CONTRIBUTING Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.				Learner Workbook Class Activity 8,9,11,13 Facilitator Checklist Learner PoE Guide Practical Activity 1 Summative Project	25,27,34,37 47	✓ ✓			✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
				Logbook					