



Accredited Provider
The Skills College for Development and Training (Pty)Ltd.

Further Education and Training Certificate: Early Childhood Development

Qualification ID 58761– NQF 4; 140 Credits

INTRODUCTION

This is an entry-level Qualification for those who want to enter the field of Education, Training and Development, specifically within the sub-field of Early Childhood Development (ECD). Many of those who will seek this Qualification are already practising within the field, but without formal recognition. This Qualification will enable recipients of this Qualification to facilitate the all-round development of young children in a manner that is sensitive to culture and individual needs (including special needs), and enable them to provide quality early childhood development services for children in a variety of contexts, including community-based services, ECD centres, at home and in institutions. In particular, recipients of this qualification will be able to:

Plan and prepare for Early Childhood Development.

Facilitate and monitor the development of babies, toddlers and young children.

Provide care and support to babies, toddlers and young children.

Practitioners will generally carry out their role under supervision and with the support of designed programmes.

This Qualification will provide a means for formal recognition of those who are already practising in the field, but without qualifications, as well as for those who wish to enter the field. This qualification will also provide a basis for further professional development in the higher education and training band for many experienced practitioners in the field who have had limited or difficult access to further career development opportunities.

Rationale for the qualification:

Early Childhood Development (ECD) is a priority area within the South African context and is supported by legislation, national policies and strategies. The development of babies, toddlers and young children forms the most critical foundation of further development into childhood and adulthood. There is thus a vast need for ECD services, and it is critical that the field should be served by competent practitioners. In order to meet the needs at ECD level, it is important to be able to identify and recognise competent ECD practitioners who are able to work in a variety of ECD contexts. This qualification will provide a means to give recognition to practitioners at an entry level, thus making it possible for practitioners to increase their employment prospects, and at the same time provide the field with suitably qualified practitioners.

LEARNING ASSUMED TO BE IN PLACE

Communication and Mathematical Literacy at NQF level 3 or equivalent.
Second language at NQF level 2 or equivalent.

Recognition of Prior Learning:

This Qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual Unit Standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

Access to the Qualification:

There is open access to this Qualification bearing in mind the learning assumed to be in place.

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ways within Early Childhood Development and societal settings.
2. Use mathematics literacy in real life and education, training and development situations.
3. Plan and prepare for Early Childhood Development.
4. Facilitate and monitor the development of babies, toddlers and young children.
5. Provide care and support for babies, toddlers and young children.

Critical Cross-field Outcomes:

This Qualification addresses the following Critical Cross-Field Outcomes, as detailed in the associated unit standards:

Identify and solve a variety of problems showing that responsible decisions have been made based on knowledge of Early Childhood Development and teaching practices.

Work effectively with others as a member of a team and in co-operation with family members and the community in supporting early childhood development.

Organise oneself and one's activities responsibly to manage an effective learning programme that meets the needs and interests of young children.

Collect, analyse, organise and critically evaluate information relating to children's needs and progress in the Early Childhood Development programme.

Communicate effectively with co-workers, children, their families and community members using visual materials and language skills, mainly verbal but also in writing.

Use appropriate technology in making learning resources and solving problems relating children's health and safety, showing responsibility towards the environment.

Demonstrate an understanding of the holistic and integrated nature of child development and the interaction of various social, economic and environmental systems in creating and solving problems related to providing Early Childhood Development services.

Developmental outcomes:

Reflect on and explore one's own learning strategies and those used by young children.

Participate as a responsible citizen in the life of the local community by facilitating the learning and development of its young children in co-operation with families and advocating children's rights to quality learning opportunities.

Be culturally and aesthetically sensitive across a range of social contexts by exploring and implementing anti-bias and culture-fair attitudes, values and practices that also involve art, music and dramatic play activities.

Explore education and career opportunities in the Early Childhood Development sub-field.

Develop entrepreneurial opportunities in setting up and managing Early Childhood Development services, learning basic administrative skills and craft skills in making learning resources.

TIME PERIOD

This Learnership can be presented over a period of 12 months

THE FOLLOWING UNIT STANDARDS WILL BE COMPLETED IN ORDER TO REACH 140 CREDITS:

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Core	244468	Prepare resources and set up the environment to support the development of babies, toddlers and young children	Level 3	NQF Level 03	5
Core	244462	Work with families and communities to support Early Childhood Development	Level 3	NQF Level 03	5
Core	244484	Demonstrate knowledge and understanding of the development of babies, toddlers and young children	Level 4	NQF Level 04	8
Core	244480	Facilitate the holistic development of babies, toddlers and young children	Level 4	NQF Level 04	16
Core	244475	Observe and report on child development	Level 4	NQF Level 04	6
Core	244472	Prepare Early Childhood Development programmes with support	Level 4	NQF Level 04	6
Core	244469	Provide care for babies, toddlers and young children	Level 4	NQF Level 04	10
Core	244485	Design activities to support the development of babies, toddlers and young children	Level 5	Level TBA: Pre-2009 was L5	8
Fundamental	119472	Accommodate audience and context needs in oral/signing communication	Level 3	NQF Level 03	5
Fundamental	119457	Interpret and use information from texts	Level 3	NQF Level 03	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	NQF Level 03	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	NQF Level 04	6
Fundamental	119462	Engage in sustained oral/signing communication and evaluate spoken/signing texts	Level 4	NQF Level 04	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	NQF Level 04	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	NQF Level 04	4

Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	NQF Level 04	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	NQF Level 04	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	NQF Level 04	5
Elective	117895	Demonstrate how society and socially constructed roles impact on gender attitudes and behaviours and contribute to women's oppression	Level 3	NQF Level 03	8
Elective	114938	Describe how to manage anxiety and depression in the workplace	Level 3	NQF Level 03	2
Elective	244571	Describe how to manage anxiety and depression in the workplace	Level 3	NQF Level 03	2
Elective	114942	Describe how to manage reactions arising from a traumatic event	Level 3	NQF Level 03	2
Elective	242812	Induct a member into a team	Level 3	NQF Level 03	4
Elective	244259	Support children and adults living with HIV and AIDS	Level 3	NQF Level 03	8
Elective	120036	Analyse the role of institutions in developing and perpetuating gender inequality	Level 4	NQF Level 04	5
Elective	242816	Conduct a structured meeting	Level 4	NQF Level 04	5
Elective	119661	Demonstrate knowledge of the foundations of human rights and democracy	Level 4	NQF Level 04	7
Elective	119662	Describe the relevance of human rights and democratic practices in South African society	Level 4	NQF Level 04	8
Elective	114583	Develop, implement and evaluate a marketing strategy for a new venture	Level 4	NQF Level 04	8
Elective	114590	Mobilise resources for a new venture	Level 4	NQF Level 04	4
Elective	242819	Motivate and Build a Team	Level 4	NQF Level 04	10
Elective	114585	Plan strategically to improve business performance	Level 4	NQF Level 04	4
Elective	114592	Produce business plans for a new venture	Level 4	NQF Level 04	8
Elective	114596	Research the viability of new venture ideas/opportunities	Level 4	NQF Level 04	5
Elective	114593	Tender to secure business for a new venture	Level 4	NQF Level 04	5
Elective	13643	Develop learning programmes to enhance participation of learners with special needs	Level 5	Level TBA: Pre-2009 was L5	6
Elective	244481	Evaluate an Early Childhood Development (ECD) service	Level 5	Level TBA: Pre-2009 was L5	6
Elective	244260	Facilitate a Life Skills Learning Programme in the Reception Year	Level 5	Level TBA: Pre-2009 was L5	15
Elective	244257	Facilitate a Literacy Learning Programme in the Reception Year	Level 5	Level TBA: Pre-2009 was L5	15
Elective	244256	Facilitate a Numeracy Learning Programme in the Reception Year	Level 5	Level TBA: Pre-2009 was L5	15

Elective	244478	Manage an Early Childhood Development service	Level 5	Level TBA: Pre-2009 was L5	5
Elective	244610	Refer a person with a disability to specialised services	Level 5	Level TBA: Pre-2009 was L5	8