



		Curriculum Document			
Curriculum Code		Curriculum Title		Logo	
234201000		Early Childhood Development Practitioner			
	Name	Email	Phone	Logo	
Development Quality Partner	ETDP SETA	maswazit@etdpseta.org.za	011 - 372 3337		

Table of content

SECTION 1: CURRICULUM SUMMARY	4
1. Occupational Information.....	4
1.1 Associated Occupation	4
1.2 Occupation or Specialisation Addressed by this Curriculum	4
1.3 Alternative Titles used by Industry	4
2. Curriculum Information.....	4
2.1 Curriculum Structure.....	4
2.2 Entry Requirements.....	5
3. Assessment Quality Partner Information	5
4. Part Qualification Curriculum Structure.....	5
SECTION 2: OCCUPATIONAL PROFILE.....	6
1. Occupational Purpose.....	6
2. Occupational Tasks	6
3. Occupational Task Details.....	6
3.1. Plan and prepare inclusive activities to support the holistic development and well-being of children (NQF Level 4).....	6
3.2. Facilitate and mediate appropriate holistic learning of every child (NQF Level 5)	6
3.3. Observe, assess and record each child's progress according to the age and stage (NQF Level 4).....	7
3.4. Develop reports of children's development and learning (NQF Level 4)	7
3.5. Promote the well-being, health, safety and protection of children (NQF Level 4)	7
SECTION 3: CURRICULUM COMPONENT SPECIFICATIONS.....	9
SECTION 3A: KNOWLEDGE MODULE SPECIFICATIONS	9
List of Knowledge Modules for which Specifications are included.....	9
1. 234201000-KM-01, Introduction to the early childhood development sector, NQF Level 4, Credits 4.....	10
2. 234201000-KM-02, Theories and Perspectives of Child Development, NQF Level 5, Credits 6.....	12
3. 234201000-KM-03, Planning and Programme Development in early childhood settings, NQF Level 4, Credits 8.....	14

4. 234201000-KM-04, Facilitation and mediation of active learning, NQF Level 5, Credits 12	17
5. 234201000-KM-05, Observation and assessment in early childhood development, NQF Level 4, Credits 4	19
6. 234201000-KM-06, Promotion of health, safety and well-being of children, NQF Level 4, Credits 6	21
7. 234201000-KM-07, Administration for early childhood development services and programmes, NQF Level 3, Credits 3	23
SECTION 3B: PRACTICAL SKILL MODULE SPECIFICATIONS	25
List of Practical Skill Module Specifications	25
1. 234201000-PM-01, Plan and prepare inclusive educational activities and routines using an approved programme based on the curriculum framework, NQF Level 4, Credits 12	26
2. 234201000-PM-02, Facilitate and mediate active learning in an integrated and holistic learning programme, NQF Level 5, Credits 9	28
3. 234201000-PM-03, Observe, assess, record and report each child's progress according to the age and stage, NQF Level 4, Credits 4	32
4. 234201000-PM-04, Support and promote the health, nutrition, safety, protection and well-being of children, NQF Level 4, Credits 12	34
5. 234201000-PM-05, Build and maintain collaborative relationships with parents and other service providers, NQF Level 4, Credits 3	38
6. 234201000-PM-06, Prepare and maintain administrative systems, NQF Level 3, Credits 3	40
SECTION 3C: WORK EXPERIENCE MODULE SPECIFICATIONS	42
List of Work Experience Module Specifications	42
1. 234201000-WM-01, Learning programme and routines planning and preparation process, NQF Level 4, Credits 13	43
2. 234201000-WM-02, Processes of facilitating and mediating the learning programme in a variety of contexts, NQF Level 4, Credits 15	45
3. 234201000-WM-03, Processes of observation, assessment, recording and reporting on children's learning and development, NQF Level 4, Credits 7	47
4. 234201000-WM-04, Processes and procedures of promoting the health, nutrition, safety, protection and well-being of children in an early childhood development setting, NQF Level 4, Credits 10	50
SECTION 4: STATEMENT OF WORK EXPERIENCE	53

SECTION 1: CURRICULUM SUMMARY

1. Occupational Information

1.1 Associated Occupation

234201: Early Childhood Development Practitioner

1.2 Occupation or Specialisation Addressed by this Curriculum

234201000: Early Childhood Development Practitioner

1.3 Alternative Titles used by Industry

- None

2. Curriculum Information

2.1 Curriculum Structure

This Qualification is made up of the following compulsory Knowledge Modules and Practical Skill Modules:

Knowledge Modules:

- 234201000-KM-01, Introduction to the early childhood development sector, NQF Level 4, Credits 4
- 234201000-KM-02, Theories and perspectives of Child Development, NQF Level 5, Credits 6
- 234201000-KM-03, Planning and Programme Development in early childhood settings, NQF Level 4, Credits 8
- 234201000-KM-04, Facilitation and mediation of active learning, NQF Level 5, Credits 12
- 234201000-KM-05, Observation and assessment in early childhood development, NQF Level 4, Credits 4
- 234201000-KM-06, Promotion of health, safety and well-being of children, NQF Level 4, Credits 6
- 234201000-KM-07, Administration for early childhood development services and programmes, NQF Level 3, Credits 3

Total number of credits for Knowledge Modules: 43

Practical Skill Modules:

- 234201000-PM-01, Plan and prepare inclusive educational activities and routines using an approved programme based on the curriculum framework, NQF Level 4, Credits 12
- 234201000-PM-02, Facilitate and mediate active learning in an integrated and holistic learning programme, NQF Level 5, Credits 9
- 234201000-PM-03, Observe, assess, record and report each child's progress according to the age and stage, NQF Level 4, Credits 4
- 234201000-PM-04, Support and promote the health, nutrition, safety, protection and well-being of children, NQF Level 4, Credits 12

- 234201000-PM-05, Build and maintain collaborative relationships with parents and other service providers, NQF Level 4, Credits 3
- 234201000-PM-06, Prepare and maintain administrative systems, NQF Level 3, Credits 3

Total number of credits for Practical Skill Modules: 43

This Qualification also requires the following Work Experience Modules:

- 234201000-WM-01, Learning programme and routines planning and preparation process, NQF Level 4, Credits 13
- 234201000-WM-02, Processes of facilitating and mediating the learning programme in a variety of contexts, NQF Level 4, Credits 15
- 234201000-WM-03, Processes of observation, assessment, recording and reporting on children's learning and development, NQF Level 4, Credits 7
- 234201000-WM-04, Processes and procedures of promoting the health, nutrition, safety, protection and well-being of children in an early childhood development setting, NQF Level 4, Credits 10

Total number of credits for Work Experience Modules: 45

2.2 Entry Requirements

NQF Level 3 or NCV 3

3. Assessment Quality Partner Information

Name of body: ETDP SETA

Address of body: 24 Johnson Road, Riverwoods Office Park, Bedfordview, 2109

Contact person name: Maswazi Tshabalala

Contact person work telephone number: 011 - 372 3337

4. Part Qualification Curriculum Structure

SECTION 2: OCCUPATIONAL PROFILE

1. Occupational Purpose

An Early Childhood Development Practitioner plans and prepares early childhood activities, facilitates and mediates learning, observes and assesses the progress of children, and reflects on learning in an inclusive, play-based environment to support holistic development of children (from conception - school going) in different centre-based or non-centre-based settings.

2. Occupational Tasks

- Plan and prepare inclusive activities to support the holistic development and well-being of children (NQF Level 4)
- Facilitate and mediate appropriate holistic learning of every child (NQF Level 5)
- Observe, assess and record each child's progress according to the age and stage (NQF Level 4)
- Develop reports of children's development and learning (NQF Level 4)
- Promote the well-being, health, safety and protection of children (NQF Level 4)

3. Occupational Task Details

3.1. Plan and prepare inclusive activities to support the holistic development and well-being of children (NQF Level 4)

Unique Product or Service:

Quality inclusive early childhood practice that meets the needs of the child, parents and community

Occupational Responsibilities:

- Plan and prepare programmes and/or curriculum and routines to meet national standards for early childhood development, practising inclusivity
- Organise different age- and stage-appropriate activities to develop a variety of skills of children
- Establish stimulating learning areas and provide appropriate resources and equipment to support play and learning
- Administer and maintain records of children's progress

Occupational Contexts:

- Learning programme planning and preparation process

3.2. Facilitate and mediate appropriate holistic learning of every child (NQF Level 5)

Unique Product or Service:

A child who is holistically developed and has strong foundations for personal happiness, social, academic, and economic success and life-long learning

Occupational Responsibilities:

- Work with others to plan and schedule activities with differentiation

- Facilitate and mediate active learning in an integrated and holistic learning programme in a variety of settings
- Supervise and discipline children in age and stage appropriate ways
- Guide and care for all children according to their individual needs

Occupational Contexts:

- Processes of mediating and facilitating the learning programme in a variety of contexts

3.3. Observe, assess and record each child's progress according to the age and stage (NQF Level 4)

Unique Product or Service:

Children's behaviour and growth progress are recorded and reported

Occupational Responsibilities:

Occupational Contexts:

3.4. Develop reports of children's development and learning (NQF Level 4)

Unique Product or Service:

Comprehensive child's progress report

Occupational Responsibilities:

- Evaluate information and records of children's development and learning
- Use information from a range of assessment methods and documentation to develop reports on children's development and learning

Occupational Contexts:

- Processes and procedures of promoting the well-being, health, safety and protection of children in an early childhood development setting

3.5. Promote the well-being, health, safety and protection of children (NQF Level 4)

Unique Product or Service:

Good practice and professionalism in the early childhood development programmes

Occupational Responsibilities:

- Reflect on own practice to identify gaps for interventions
- Reflect on the learning programme to maintain high-quality standard of provision
- Maintain a high level of ethics and professionalism to foster excellence in teaching practice

- Plan and develop for continuous professional development
- Support and participate in research to improve teaching and learning

Occupational Contexts:

- Processes and procedures of planning and designing own professional development and quality improvement

SECTION 3: CURRICULUM COMPONENT SPECIFICATIONS

SECTION 3A: KNOWLEDGE MODULE SPECIFICATIONS

List of Knowledge Modules for which Specifications are included

- 234201000-KM-01, Introduction to the early childhood development sector, NQF Level 4, Credits 4
- 234201000-KM-02, Theories and Perspectives of Child Development, NQF Level 5, Credits 6
- 234201000-KM-03, Planning and Programme Development in early childhood settings, NQF Level 4, Credits 8
- 234201000-KM-04, Facilitation and mediation of active learning, NQF Level 5, Credits 12
- 234201000-KM-05, Observation and assessment in early childhood development, NQF Level 4, Credits 4
- 234201000-KM-06, Promotion of health, safety and well-being of children, NQF Level 4, Credits 6
- 234201000-KM-07, Administration for early childhood development services and programmes, NQF Level 3, Credits 3

1. 234201000-KM-01, Introduction to the early childhood development sector, NQF Level 4, Credits 4

1.1 Purpose of the Knowledge Modules

The main focus of the learning in this Knowledge Module is to build an understanding of sector context to practise as an Early Childhood Practitioner.

The learning will enable learners to demonstrate an understanding of:

- KM-01-KT01: The Landscape of Early Childhood Development (50%)
- KM-01-KT02: Essential Package for Early Childhood Development (50%)

1.2 Guidelines for Topics

1.2.1. KM-01-KT01: The Landscape of Early Childhood Development (50%)

Topic elements to be covered include:

- KT0101 History of Early Childhood Development
- KT0102 Definitions, concepts and principles of early childhood development, including inclusive learning and the continuum of early childhood services
- KT0103 Legislation and policy frameworks relating to the early childhood development field

Internal Assessment Criteria and Weight

- IAC0101 Explain the history of early childhood development and inclusive learning in South Africa
- IAC0102 Describe key terminologies, concepts and principles in an early childhood development setting
- IAC0103 Describe the various early childhood development services
- IAC0104 Explain key legislative and policy frameworks applicable in the early childhood development sector
- IAC0105 Describe and explain the roles and responsibilities of the various stakeholders in early childhood development

(Weight 50%)

1.2.2. KM-01-KT02: Essential Package for Early Childhood Development (50%)

Topic elements to be covered include:

- KT0201 The Essential Package of early childhood development service
- KT0202 The critical role of the family in the child's development

Internal Assessment Criteria and Weight

- IAC0201 Identify and describe the key elements of the Essential Package within own context

- IAC0202 Describe the qualities, roles and responsibilities of the stakeholders responsible for delivery of the Essential Package
- IAC0203 Identify and describe the various types of family structures and their critical role in child development

(Weight 50%)

1.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Training venue/classroom, chairs, desks and tables
- Training material and resources

Human Resource Requirements:

- The trainer must have an NQF Level 5 or higher Early Childhood Development Qualification or equivalent
- Registered Assessor with ETDP SETA is a recommendation
- The trainer with facilitation skills is a recommendation
- Trainer to learner ratio: 1:30 (Maximum)

Legal Requirements:

- Legal Entity
- Accredited skills development provider with ETDP SETA
- Compliant with Occupational Health and Safety legislation and requirements

1.4 Exemptions

- None

2. 234201000-KM-02, Theories and Perspectives of Child Development, NQF Level 5, Credits 6

2.1 Purpose of the Knowledge Modules

The main focus of the learning in this Knowledge Module is to build an understanding of the applicable theories of childhood development.

The learning will enable learners to demonstrate an understanding of:

- KM-02-KT01: Child Development (100%)

2.2 Guidelines for Topics

2.2.1. KM-02-KT01: Child Development (100%)

Topic elements to be covered include:

- KT0101 Types and application of Child Development related theories
- KT0102 Child Development from conception to school-going age, including brain development in the first 1000 days
- KT0103 Domains of Child Development and how they interrelate

Internal Assessment Criteria and Weight

- IAC0101 Give an overview of at least three Early Childhood Development related theories in terms of their application.
- IAC0102 Explain the expected development of children from conception to school-going age
- IAC0103 Explain how the baby's first 1000 days determine their long-term health and their future development
- IAC0104 Explain the relationship between play, development and learning
- IAC0105 Explain the features and principles of children's growth in relation to the domains of development, including physical/sensory, emotional, social, cognitive and linguistic development
- IAC0106 Evaluate the different factors affecting children's development and learning
- IAC0107 Identify and discuss the signs of children in need of additional support

(Weight 100%)

2.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Training venue/classroom, chairs, desks and tables
- Training material and resources

Human Resource Requirements:

- The trainer must have an NQF Level 5 or higher Early Childhood Development Qualification or equivalent

- Registered Assessor with ETDP SETA is a recommendation
- The trainer with facilitation skills is a recommendation
- Trainer to learner ratio: 1:30 (Maximum)

Legal Requirements:

- Legal Entity
- Accredited skills development provider with ETDP SETA
- Compliant with Occupational Health and Safety legislation and requirements

2.4 Exemptions

- None

3. 234201000-KM-03, Planning and Programme Development in early childhood settings, NQF Level 4, Credits 8

3.1 Purpose of the Knowledge Modules

The main focus of the learning in this Knowledge Module is to build an understanding of inclusive early childhood learning environments, including equality, diversity and early childhood programmes.

The learning will enable learners to demonstrate an understanding of:

- KM-03-KT01: Early childhood learning environments (35%)
- KM-03-KT02: Equality, diversity and inclusion in childhood development (30%)
- KM-03-KT03: Early Childhood Development Programmes (35%)

3.2 Guidelines for Topics

3.2.1. KM-03-KT01: Early childhood learning environments (35%)

Topic elements to be covered include:

- KT0101 National Curriculum Framework, guidelines and documents for early childhood development
- KT0102 Play in early education and childcare
- KT0103 Stimulating and supporting early learning in a home environment

Internal Assessment Criteria and Weight

- IAC0101 Explain the relevance of the National Curriculum Framework in planning and programming in own context
- IAC0102 Explain key factors related to early childhood development setting, the environment and the broad needs of children
- IAC0103 Describe how routine activities at home can contribute to children's learning
- IAC0104 Explain the key features of an effective play-based learning environment
- IAC0105 Explain the value of home-based programmes for children and families

(Weight 35%)

3.2.2. KM-03-KT02: Equality, diversity and inclusion in childhood development (30%)

Topic elements to be covered include:

- KT0201 Promotion of anti-bias practices and ensuring equality of opportunities
- KT0202 Importance of the child's first language
- KT0203 Promoting self-regulation

Internal Assessment Criteria and Weight

- IAC0201 Explain the meaning of diversity, equality and inclusion

- IAC0202 Describe how to enable children to develop sense of identity and self-worth
- IAC0203 Explain the different practices and activities that cater for different children in different contexts, learning styles and diverse experiences
- IAC0204 Describe potential barriers to implementing equality in early-years settings
- IAC0205 Explain how to promote the creation of an anti-bias and inclusive learning environment, including resources and practice
- IAC0206 Describe the various interventions that promote positive child behaviour
- IAC0207 Identify the support and referral mechanisms in their own communities for children affected by barriers, transitions and significant events
- IAC0208 Describe the indicators of children in need of additional support
- IAC0209 Explain the importance of supporting the child's first language for optimal development
- IAC0210 Describe how early interactions and discussions affect later levels of thinking and reasoning
- IAC0211 Explain how disadvantage and prejudice may affect a child's life chances, and ways to overcome this

(Weight 30%)

3.2.3. KM-03-KT03: Early Childhood Development Programmes (35%)

Topic elements to be covered include:

- KT0301 Early Childhood Development-related programmes
- KT0302 Daily programme/daily routines, including design of activities, routines and transitions
- KT0303 Programme planning and evaluation
- KT0304 Uses of information technology with children

Internal Assessment Criteria and Weight

- IAC0301 Explain the value of play and how it supports the process of child development
- IAC0302 Describe the activities and components of a daily programme in own context
- IAC0303 Describe the importance of time management and flexibility when planning daily programme in relation to activities (indoors and outdoors), routines and transitions.
- IAC0304 Explain the use of Information Communication Technology (ICT) in early childhood development

(Weight 35%)

3.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Training venue/classroom, chairs, desks and tables
- Training material and resources

Human Resource Requirements:

- The trainer must have an NQF Level 5 or higher Early Childhood Development Qualification or equivalent
- Registered Assessor with ETDP SETA is a recommendation
- The trainer with facilitation skills is a recommendation
- Trainer to learner ratio: 1:30 (Maximum)

Legal Requirements:

- Legal Entity
- Accredited skills development provider with ETDP SETA
- Compliant with Occupational Health and Safety legislation and requirements

3.4 Exemptions

- None

4. 234201000-KM-04, Facilitation and mediation of active learning, NQF Level 5, Credits 12

4.1 Purpose of the Knowledge Modules

The main focus of the learning in this Knowledge Module is to build an understanding of the concepts of facilitation and mediation in early childhood development settings.

The learning will enable learners to demonstrate an understanding of:

- KM-04-KT01: Facilitation and mediation in early childhood development (100%)

4.2 Guidelines for Topics

4.2.1. KM-04-KT01: Facilitation and mediation in early childhood development (100%)

Topic elements to be covered include:

- KT0101 Facilitation and mediation of all children's learning
- KT0102 Adult-directed and child-initiated learning
- KT0103 Supporting language, literacy and maths in an early childhood education setting
- KT0104 Types and features of basic resources and teaching aids, including adapted equipment

Internal Assessment Criteria and Weight

- IAC0101 Explain the values and principles that underpin working with children and child-centred practice
- IAC0102 Describe the different facilitation techniques in different learning contexts
- IAC0103 Explain the importance of language and communication, including the stages of progression, in language development
- IAC0104 Explain the promotion of language development in relation to stories, books, songs, rhymes, fantasy, imaginative play and outdoors
- IAC0105 Explain the promotion of problem-solving, critical thinking and emergent mathematics in relation to block play, science, nature and relevant educational games and materials
- IAC0106 Explain the promotion of self-expression through creative art, movement, music and drama
- IAC0107 Explain the promotion of sensory motor development through indoor and outdoor activities
- IAC0108 Explain the promotion of life skills through routines which promote independence and teacher-directed routines
- IAC0109 Discuss the importance of reflective practice in an early education and childcare setting
- IAC0110 Explain how adults and families can contribute to and support learning
- IAC0111 Describe the various types of basic resources and teaching aids used in an Early Childhood Development learning environment, including adaptive equipment

(Weight 100%)

4.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Training venue/classroom, chairs, desks and tables
- Training material and resources

Human Resource Requirements:

- The trainer must have an NQF Level 5 or higher Early Childhood Development Qualification or equivalent
- Registered Assessor with ETDP SETA is a recommendation
- The trainer with facilitation skills is a recommendation
- Trainer to learner ratio: 1:30 (Maximum)

Legal Requirements:

- Legal Entity
- Accredited skills development provider with ETDP SETA
- Compliant with Occupational Health and Safety legislation and requirements

4.4 Exemptions

- None

5. 234201000-KM-05, Observation and assessment in early childhood development, NQF Level 4, Credits 4

5.1 Purpose of the Knowledge Modules

The main focus of the learning in this Knowledge Module is to build an understanding of the concepts of observation, assessment, recording and reporting of children's development and the importance of reflecting on own practice.

The learning will enable learners to demonstrate an understanding of:

- KM-05-KT01: Observation in early childhood development (35%)
- KM-05-KT02: Assessment and recording on child progress (35%)
- KM-05-KT03: Develop professionalism through reflecting and improving on own practice (30%)

5.2 Guidelines for Topics

5.2.1. KM-05-KT01: Observation in early childhood development (35%)

Topic elements to be covered include:

- KT0101 Observation strategies and techniques
- KT0102 Individual support plans and active referrals

Internal Assessment Criteria and Weight

- IAC0101 Describe how observation contributes to the assessment of child development and responsive practice
- IAC0102 Explain how observation and assessment is continuous, inclusive and culturally sensitive and takes into account the views of the team to reflect collective decision-making where appropriate
- IAC0103 Explain the various observation methods which ensure that records are accurate, systematic and used for reporting to parents and for referrals and future planning

(Weight 35%)

5.2.2. KM-05-KT02: Assessment and recording on child progress (35%)

Topic elements to be covered include:

- KT0201 Assessment strategies, types and challenges
- KT0202 Recording and reporting methods

Internal Assessment Criteria and Weight

- IAC0201 Describe the guidelines used to assess children's progress in own work context, including the principle of confidentiality
- IAC0202 Explain how observation and assessment records are used to plan for changing and adapting the learning programme, including curriculum and resources

(Weight 35%)

5.2.3. KM-05-KT03: Develop professionalism through reflecting and improving on own practice (30%)

Topic elements to be covered include:

- KT0301 Standards for personal/professional behaviour in education of children
- KT0302 Reflective practices and methods
- KT0303 Working effectively in a team
- KT0304 Ethics and professionalism

Internal Assessment Criteria and Weight

- IAC0301 Identify and explain the models of professional behaviour
- IAC0302 Explain the concepts of professionalism, professional ethics, values, accountability and good practice in the early childhood development sector
- IAC0303 Explain key principles and values for working with adults, children and communities
- IAC0304 Explain the value of reflecting on own practice, individually and within the team
- IAC0305 Identify areas for own occupational development to provide a high-quality early childhood development programme
- IAC0306 Explain the importance of modelling professional behaviour when working with children, families, colleagues and others in a centre-based or non-centre-based setting

(Weight 30%)

5.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Training venue/classroom, chairs, desks and tables
- Training material and resources

Human Resource Requirements:

- The trainer must have an NQF Level 5 or higher Early Childhood Development Qualification or equivalent
- Registered Assessor with ETDP SETA is a recommendation
- The trainer with facilitation skills is a recommendation
- Trainer to learner ratio: 1:30 (Maximum)

Legal Requirements:

- Legal Entity
- Accredited skills development provider with ETDP SETA
- Compliant with Occupational Health and Safety legislation and requirements

5.4 Exemptions

- None

6. 234201000-KM-06, Promotion of health, safety and well-being of children, NQF Level 4, Credits 6

6.1 Purpose of the Knowledge Modules

The main focus of the learning in this Knowledge Module is to build an understanding of the importance of promotion and maintenance of health, safety, protection and well-being, including nutrition, in early childhood development.

The learning will enable learners to demonstrate an understanding of:

- KM-06-KT01: Health and nutritional needs of children and pregnant women (35%)
- KM-06-KT02: Interventions to promote the health, nutrition, safety, protection and well-being of children (65%)

6.2 Guidelines for Topics

6.2.1. KM-06-KT01: Health and nutritional needs of children and pregnant women (35%)

Topic elements to be covered include:

- KT0101 Age-appropriate approaches to health needs of children and pregnant women
- KT0102 Age-appropriate approaches to nutritional needs of children and pregnant women.

Internal Assessment Criteria and Weight

- IAC0101 Explain the basic health needs of children and pregnant women
- IAC0102 Describe the current age-appropriate approaches to basic health needs
- IAC0103 Describe the general guidelines for nutrition and menu planning which are sensitive to cultural and children's needs

(Weight 35%)

6.2.2. KM-06-KT02: Interventions to promote the health, nutrition, safety, protection and well-being of children (65%)

Topic elements to be covered include:

- KT0201 Integrated Management and Control of Childhood Illnesses (IMCI)
- KT0202 Roles and responsibilities of practitioners and agencies in promoting child health, safety, well-being and interventions
- KT0203 Hygiene and universal precautions
- KT0204 Childhood trauma and distress

Internal Assessment Criteria and Weight

- IAC0201 Identify and describe the most common types and symptoms of childhood illnesses
- IAC0202 Describe the roles and responsibilities of Early Childhood Practitioners in recognising signs of illnesses, including chronic conditions

- IAC0203 Identify and describe a range of structures in terms of their contribution to the promotion of child health, safety, well-being and early identification and intervention
- IAC0204 Identify and describe the signs of trauma and distress, including support strategies
- IAC0205 Explain preventative measures to reduce accidents and injuries in an early childhood development setting
- IAC0206 Explain the importance of reporting the incident to appropriate authorities to activate emergency response
- IAC0207 List the steps on dealing with emergency situations, including referral and evacuation procedures
- IAC0208 Explain the different methods of basic first-aid
- IAC0209 Explain the various types of injuries and signs of life-threatening illnesses
- IAC0210 Describe the factors that affect the health, safety and well-being of children
- IAC0211 Explain the safeguarding policies and procedures relevant to the home-based environment

(Weight 65%)

6.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Training venue/classroom, chairs, desks and tables
- Training material and resources

Human Resource Requirements:

- The trainer must have an NQF Level 5 or higher Early Childhood Development Qualification or equivalent
- Registered Assessor with ETDP SETA is a recommendation
- The trainer with facilitation skills is a recommendation
- Trainer to learner ratio: 1:30 (Maximum)

Legal Requirements:

- Legal Entity
- Accredited skills development provider with ETDP SETA
- Compliant with Occupational Health and Safety legislation and requirements

6.4 Exemptions

- None

7. 234201000-KM-07, Administration for early childhood development services and programmes, NQF Level 3, Credits 3

7.1 Purpose of the Knowledge Modules

The main focus of the learning in this Knowledge Module is to build an understanding of administrative systems and processes, including programme and site registration, children's registration and record-keeping, including communication with parents.

The learning will enable learners to demonstrate an understanding of:

- KM-07-KT01: Early childhood administrative systems and processes (100%)

7.2 Guidelines for Topics

7.2.1. KM-07-KT01: Early childhood administrative systems and processes (100%)

Topic elements to be covered include:

- KT0101 Requirements for registration
- KT0102 Early childhood programme policies, procedures and records
- KT0103 Parent involvement initiatives in early childhood services
- KT0104 Types of administrative information and documentation

Internal Assessment Criteria and Weight

- IAC0101 Outline the steps involved in the registration process of the early childhood development site and programme
- IAC0102 Identify and describe the various parent initiatives used in own work setting, including support for parents of children experiencing barriers to learning
- IAC0103 Identify required programme and site policies, procedures and records required for compliance
- IAC0104 Explain the process involved in planning and preparing for parent meetings

(Weight 100%)

7.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Training venue/classroom, chairs, desks and tables
- Training material and resources

Human Resource Requirements:

- The trainer must have an NQF Level 5 or higher Early Childhood Development Qualification or equivalent
- Registered Assessor with ETDP SETA is a recommendation
- The trainer with facilitation skills is a recommendation

- Trainer to learner ratio: 1:30 (Maximum)

Legal Requirements:

- Legal Entity
- Accredited skills development provider with ETDP SETA
- Compliant with Occupational Health and Safety legislation and requirements

7.4 Exemptions

- None
- None
- None
- None
- None
- None

SECTION 3B: PRACTICAL SKILL MODULE SPECIFICATIONS

List of Practical Skill Module Specifications

- 234201000-PM-01, Plan and prepare inclusive educational activities and routines using an approved programme based on the curriculum framework, NQF Level 4, Credits 12
- 234201000-PM-02, Facilitate and mediate active learning in an integrated and holistic learning programme, NQF Level 5, Credits 9
- 234201000-PM-03, Observe, assess, record and report each child's progress according to the age and stage, NQF Level 4, Credits 4
- 234201000-PM-04, Support and promote the health, nutrition, safety, protection and well-being of children, NQF Level 4, Credits 12
- 234201000-PM-05, Build and maintain collaborative relationships with parents and other service providers, NQF Level 4, Credits 3
- 234201000-PM-06, Prepare and maintain administrative systems, NQF Level 3, Credits 3

1. 234201000-PM-01, Plan and prepare inclusive educational activities and routines using an approved programme based on the curriculum framework, NQF Level 4, Credits 12

1.1 Purpose of the Practical Skill Modules

The focus of the learning in this Module is on providing the learner an opportunity to plan, prepare and set up learning environments for children that are sensitive to inclusivity, diversity, setting and context. Planning includes weekly plans and daily routines, taking into account the relevant curriculum and approved programme.

The learner will be required to:

- PM-01-PS01: Plan and prepare activities and routines using an approved programme based on the National Curriculum Framework

1.2 Guidelines for Practical Skills

1.2.1. PM-01-PS01: Plan and prepare activities and routines using an approved programme based on the National Curriculum Framework

Scope of Practical Skill

Given task instructions (including programme planning documents), a curriculum framework, resources and equipment, the learner must be able to:

- PA0101 Draw up a weekly plan based on the age-appropriate guidelines and broad-phase/age settings using the approved curriculum framework
- PA0102 Prepare different age- and stage-appropriate daily activities in order to accommodate a variety of developmental levels
- PA0103 Select, make and adapt learning resources that are sensitive to inclusivity and diversity
- PA0104 Work with others to plan and prepare activities
- PA0105 Compare and review weekly programme plans
- PA0106 Set up an inclusive learning environment in a selected setting

Applied Knowledge

- AK0101 Child development ages and stages
- AK0102 Barriers to learning and development
- AK0103 Scheduling/time-tabling strategies
- AK0104 National Early Childhood Development Policy and Programme
- AK0105 Convention on the Rights of the Child
- AK0106 Relevant resources, including learning material and equipment

Internal Assessment Criteria

- IAC0101 The weekly plan is drawn up according to curriculum requirements, and specifies various play-based and routine activities for two broad phases in a selected setting

- IAC0102 Weekly/daily plans are prepared according to developmental guidelines for different ages and stages of children, including adult-directed and child-initiated activities
- IAC0103 The inclusive learning environment is set up conducive to learning activities for all children, including activities encouraging language and cultural diversity, and accommodating children with barriers to learning
- IAC0104 Available resources and appropriate materials are selected, made and adapted to equip the learning environment in an inclusive way
- IAC0105 Different kinds of adult-directed activities are prepared, including discussion ring, movement, music, drama story and special occasion/celebration and cultural ring
- IAC0106 Different kinds of routines are prepared, including transition times, arrival and departure, meal times, toilet and hand-washing and rest routines
- IAC0107 Different kinds of child-initiated activities are prepared reflective of inclusivity and diversity, including outdoor/indoor play, creative art, free play, imaginative and fantasy play, books, educational games and construction/block play

1.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Training venue/classroom, chairs, desks and tables
- Training material and resources

Human Resource Requirements:

- The trainer must have an NQF Level 5 or higher Early Childhood Development Qualification or equivalent
- Registered Assessor with ETDP SETA is a recommendation
- The trainer with facilitation skills is a recommendation
- Trainer to learner ratio: 1:30 (Maximum)

Legal Requirements:

- Legal Entity
- Accredited skills development provider with ETDP SETA
- Compliant with Occupational Health and Safety legislation and requirements

1.4 Exemptions

- Unit Standard No. 244472: Prepare Early Childhood Development programmes with support, NQF Level 4, 6 Credits. Unit Standard No. 244468: Prepare resources and set up the environment to support the development of babies, toddlers and young children, NQF Level 3, 5 Credits. Unit Standard No. 244485: Design activities to support the development of babies, toddlers and young children, NQF Level 5, 8 Credits.

2. 234201000-PM-02, Facilitate and mediate active learning in an integrated and holistic learning programme, NQF Level 5, Credits 9

2.1 Purpose of the Practical Skill Modules

The focus of the learning in this Module is on providing the learner an opportunity to collect, organise and evaluate information necessary for setting up inclusive learning that acknowledges diversity, facilitating adult-directed and child-initiated activities in broad-phase settings to mediate active learning.

The learner will be required to:

- PM-02-PS01: Facilitate active learning in an integrated and holistic learning programme
- PM-02-PS02: Mediate active learning in an integrated and holistic learning programme
- PM-02-PS03: Display professional personal behaviour for quality care and education of children

2.2 Guidelines for Practical Skills

2.2.1. PM-02-PS01: Facilitate active learning in an integrated and holistic learning programme

Scope of Practical Skill

Given task instructions, weekly plans, resources and equipment, the learner must be able to:

- PA0101 Set up learning areas/activities appropriate for the programme setting to stimulate children's interests and social interaction
- PA0102 Organise learning materials and resources to meet learning requirements according to curriculum and programme requirements and principles of inclusivity and diversity
- PA0103 Facilitate adult-directed activities in broad-phase settings
- PA0104 Facilitate and encourage child-initiated activities in broad-phase settings
- PA0105 Reflect upon and review facilitation practices to improve facilitation

Applied Knowledge

- AK0101 Children's Act/National Curriculum Framework
- AK0102 Facilitation techniques and styles
- AK0103 Different learning styles
- AK0104 Different mediation techniques
- AK0105 Child development ages and stages
- AK0106 Relevant Early Childhood Development legislation and policies
- AK0107 Relevant resources, including learning material, equipment and adapted toys and apparatus

Internal Assessment Criteria

- IAC0101 Relevant learning materials and resources are organised for inclusive learning
- IAC0102 Learning areas/activities are set up according to curriculum and programme requirements, taking into account principles of inclusivity and diversity

- IAC0103 The inclusive learning environment is set up conducive to learning activities for all children, including activities encouraging language and cultural diversity, and accommodating children with barriers to learning
- IAC0104 Based on prepared adult-directed activities, two rings, including a story, discussion, music, and/or movement activity, are implemented to demonstrate inclusive facilitation
- IAC0105 Based on prepared child-initiated activities, one indoor and one outdoor activity is demonstrated
- IAC0106 Self-reflection on facilitation activities is recorded

2.2.2. PM-02-PS02: Mediate active learning in an integrated and holistic learning programme

Scope of Practical Skill

Given task instructions, weekly plans, resources and equipment, the learner must be able to:

- PA0201 Set up learning areas/activities to stimulate children's interests and social interaction
- PA0202 Organise appropriate learning materials and resources to meet learning requirements according to National Curriculum Framework requirements
- PA0203 Mediate inclusive active learning and be responsive to children's needs throughout the daily programme/daily routines
- PA0204 Reflect upon and review mediation techniques to inform future practice

Applied Knowledge

- AK0201 Children's Act/National Curriculum Framework
- AK0202 Different learning styles
- AK0203 Different mediation techniques
- AK0204 Child development ages and stages
- AK0205 Relevant Early Childhood Development legislation and policies
- AK0206 Relevant resources, including learning material, equipment and adapted toys and apparatus

Internal Assessment Criteria

- IAC0201 Relevant learning materials and resources are organised for inclusive learning
- IAC0202 Learning areas/activities are set up according to learning programme requirements
- IAC0203 The inclusive learning environment is set up conducive to learning activities for all children, including activities encouraging language, cultural diversity, and accommodating children with barriers to learning
- IAC0204 Mediation is demonstrated using role-play
- IAC0205 Self-reflection on mediation activities is recorded

2.2.3. PM-02-PS03: Display professional personal behaviour for quality care and education of children

Scope of Practical Skill

Given task instructions for various professional scenarios, including centre professional development plans, activities, centre policies and procedures, the learner must be able to:

- PA0301 Reflect on own professional practice
- PA0302 Use constructive feedback to improve performance
- PA0303 Participate in professional activities to enhance professional growth
- PA0304 Participate in setting professional goals and individual continuous professional development plan
- PA0305 Model positive behaviour

Applied Knowledge

- AK0301 Code of Ethical Conduct
- AK0302 Practices that support ongoing personal and professional growth and development for self and others
- AK0303 Acceptable standards for personal and professional behaviour
- AK0304 Effective communication strategies
- AK0305 Continuous professional development

Internal Assessment Criteria

- IAC0301 Identify and describe practices that promote quality programmes and services for children and families in the early childhood development sector
- IAC0302 Interact with children, families and co-workers in a positive and respectful manner
- IAC0303 Apply communication strategies for effective communication with children, families and co-workers
- IAC0304 Conduct SWOT analysis to determine own strengths, weaknesses, opportunities and threats to improve own practice
- IAC0305 Apply models of professional behaviour when interacting with children, families and co-workers
- IAC0306 Reflect on own practice and develop a personal development plan for continuous professional development

2.3 Provider Programme Accreditation Criteria

Physical Requirements:

- The provider must have the venue/simulated environment with equipment, resources, materials and documents for learners to use as specified in the scope statement

Human Resource Requirements:

- The trainer must have an NQF Level 5 or higher Early Childhood Development Qualification or equivalent
- Registered Assessor with ETDP SETA is a recommendation
- The trainer with facilitation skills is a recommendation
- Trainer to learner ratio: 1:30 (Maximum)

Legal Requirements:

- Legal Entity
- Accredited skills development provider with ETDP SETA
- Compliant with Occupational Health and Safety legislation and requirements

2.4 Exemptions

- Unit Standard No.: 244480: Facilitate the holistic development of babies, toddlers and young children, NQF Level 4, 16 Credits

3. 234201000-PM-03, Observe, assess, record and report each child's progress according to the age and stage, NQF Level 4, Credits 4

3.1 Purpose of the Practical Skill Modules

The focus of the learning in this Module is on providing the learner an opportunity to observe, assess, record and report on the children's progress to parents and relevant support structures and to inform future planning and practice.

The learner will be required to:

- PM-03-PS01: Observe and assess the child's behaviour and progress
- PM-03-PS02: Record and report on each child's progress according to the age and stage

3.2 Guidelines for Practical Skills

3.2.1. PM-03-PS01: Observe and assess the child's behaviour and progress

Scope of Practical Skill

Given relevant tools and templates and documentation, the learner must be able to:

- PA0101 Identify and describe the aspects of children's learning and development
- PA0102 Assess the children's progress, performance and participation, taking into consideration diverse learners
- PA0103 Use observation and assessment records and reports to inform practice, referrals and individual support plans/programmes
- PA0104 Reflect and review observation, assessment and reporting practices

Applied Knowledge

- AK0101 Observation techniques
- AK0102 Different assessment methods
- AK0103 Child development ages and stages
- AK0104 Ethics and confidentiality
- AK0105 Potential delays and barriers

Internal Assessment Criteria

- IAC0101 Using an observation from own work setting, the steps of observation are described
- IAC0102 Observation is conducted with at least two children in each of the two broad phases
- IAC0103 Relevant observation template is completed based on the observation
- IAC0104 Observations are interpreted to develop a plan of action and report
- IAC0105 The process of working together with the relevant support structures in an early childhood development environment is explained with examples
- IAC0106 Plans and planning methods are reviewed to evaluate their effectiveness in ensuring the progress of children's play and development

3.2.2. PM-03-PS02: Record and report on each child's progress according to the age and stage

Scope of Practical Skill

Given relevant tools, templates and documentation, the learner must be able to:

- PA0201 Monitor and record the children's progress
- PA0202 Report on the children's progress

Applied Knowledge

- AK0201 Recording and reporting methods
- AK0202 Ethics and confidentiality

Internal Assessment Criteria

- IAC0201 Information gathered is recorded using the appropriate method
- IAC0202 The children's progress is reported using the appropriate template for feedback to parents and relevant support structures as well as other considerations not included in the template

3.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Training venue/classroom, chairs, desks and tables
- Training material and resources

Human Resource Requirements:

- The trainer must have an NQF Level 5 or higher Early Childhood Development Qualification or equivalent
- Registered Assessor with ETDP SETA is a recommendation
- The trainer with facilitation skills is a recommendation
- Trainer to learner ratio: 1:30 (Maximum)

Legal Requirements:

- Legal Entity
- Accredited skills development provider with ETDP SETA
- Compliant with Occupational Health and Safety legislation and requirements

3.4 Exemptions

- Unit Standard No.: 244475: Observe and report on child development, NQF Level 4, 6 Credits

4. 234201000-PM-04, Support and promote the health, nutrition, safety, protection and well-being of children, NQF Level 4, Credits 12

4.1 Purpose of the Practical Skill Modules

The focus of the learning in this Module is on providing the learner an opportunity to support and promote the health, nutrition, safety, protection and well-being of children in an early childhood development setting.

The learner will be required to:

- PM-04-PS01: Promote the safety and protection of children
- PM-04-PS02: Support child nutrition
- PM-04-PS03: Promote and support the health of children
- PM-04-PS04: Maintain a healthy and hygienic environment for children

4.2 Guidelines for Practical Skills

4.2.1. PM-04-PS01: Promote the safety and protection of children

Scope of Practical Skill

Given relevant documents, accident report forms, menu templates, scales and measures, and the Road to Health Booklet, the learner must be able to:

- PA0101 Create inclusive, age and stage-appropriate, safe environments that support child safety
- PA0102 Deal with and plan for emergencies
- PA0103 Identify developmental challenges, including children experiencing barriers
- PA0104 Identify the signs of distress, maltreatment and types of abuse
- PA0105 Reinforce adult and child knowledge of health, hygiene and safety practices and routines in children's daily programme

Applied Knowledge

- AK0101 Relevant policies, including HIV and AIDS policy document
- AK0102 National guidelines, norms and standards

Internal Assessment Criteria

- IAC0101 A checklist is used to assess the dangers and risks for children of different ages, stages and specific developmental barriers
- IAC0102 An evacuation procedure is developed with examples, including procedures to help children with special needs
- IAC0103 Accidents and emergency situations which may occur are identified and described
- IAC0104 Dangers, risks and poisons are identified and explained to promote the safety of children
- IAC0105 Accident response protocol is explained with examples

- IAC0106 Signs of distress, maltreatment and types of abuse are identified to make appropriate interventions according to the child abuse protocol
- IAC0107 The importance for children of having strategies to protect themselves is explained with age- and stage-appropriate examples
- IAC0108 Identified sources of support are shared with parents to develop strategies and interventions to promote safety and protection of children
- IAC0109 Procedures for recording and reporting accidents and other emergencies in own setting are described in accordance with relevant legislation, regulations and centre policy requirements

4.2.2. PM-04-PS02: Support child nutrition

Scope of Practical Skill

Given relevant documents, including accident report forms, menu templates, scales and measures, and the Road to Health Booklet, the learner must be able to:

- PA0201 Plan a healthy weekly menu, including provision for children with specific dietary requirements and eating problems
- PA0202 Prepare a healthy snack and meals
- PA0203 Prepare a poster/teaching aid on healthy foods for use with children and parents
- PA0204 Advise parents to pack nutritional meals and snacks for their children

Applied Knowledge

- AK0201 Different categories and values of different foods
- AK0202 Nutritional requirements for children in relation to age and health status

Internal Assessment Criteria

- IAC0201 A poster on healthy foods, including food groups for children, is developed and communicated to parents and other relevant stakeholders
- IAC0202 Balanced meals that are sensitive to individual dietary requirements are prepared
- IAC0203 An educational aid on healthy foods for a pregnant mother and children is developed and communicated to parents and other relevant stakeholders

4.2.3. PM-04-PS03: Promote and support the health of children

Scope of Practical Skill

Given relevant documents, accident report forms, menu templates, scales and measures, and the Road to Health Booklet, the learner must be able to:

- PA0301 Monitor children's health and well-being
- PA0302 Conduct a simple health check of a child

- PA0303 Recognise the signs and symptoms of both minor and serious illness as well as impairments in children
- PA0304 Weigh, measure, record and interpret children's heights and masses to monitor their growth

Applied Knowledge

- AK0301 Holistic approaches to child health
- AK0302 Communicable and non-communicable diseases
- AK0303 Basic knowledge of most common impairments and disabilities

Internal Assessment Criteria

- IAC0301 Growth Chart in the Road to Health Booklet is interpreted
- IAC0302 A simple health check is conducted to identify the signs and symptoms of both minor and serious illness in children
- IAC0303 Identified signs and symptoms of illnesses are described and reported to parents and appropriate support structures according to company policies and protocols

4.2.4. PM-04-PS04: Maintain a healthy and hygienic environment for children

Scope of Practical Skill

Given relevant documents, accident report forms, menu templates, scales and measures, and the Road to Health Booklet, the learner must be able to:

- PA0401 Identify own responsibilities in terms of health and hygiene practices for adults and children
- PA0402 Plan with parents to ensure that their expectations for their child's physical care, emotional reassurance and activities are met
- PA0403 Draw a hygiene checklist to reinforce knowledge of health and safety practices and routines into children's daily habits
- PA0404 Identify the physical care routines suitable to the age and stage of children

Applied Knowledge

- AK0401 Holistic approaches to child health
- AK0402 Communicable and non-communicable diseases
- AK0403 Basic knowledge of most common impairments and disabilities

Internal Assessment Criteria

- IAC0401 With the aid of a poster, universal precautions are practised while dealing with health issues in accordance with applicable policy requirements
- IAC0402 Hygiene practices, including clean water, disposal of waste, hand washing, sanitation, food preparation and ventilation, are described according to the applicable norms and standards

- IAC0403 Different physical care routines are appropriately handled across broad phases, including babies, toddlers and young children

4.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Training venue/classroom, chairs, desks and tables
- Training material and resources

Human Resource Requirements:

- The trainer must have an NQF Level 5 or higher Early Childhood Development Qualification or equivalent
- Registered Assessor with ETDP SETA is a recommendation
- The trainer with facilitation skills is a recommendation
- Trainer to learner ratio: 1:30 (Maximum)

Legal Requirements:

- Legal Entity
- Accredited skills development provider with ETDP SETA
- Compliant with Occupational Health and Safety legislation and requirements

4.4 Exemptions

- Unit Standard No.: 244469: Provide care for babies, toddlers and young children, NQF Level 4, 10 Credits

5. 234201000-PM-05, Build and maintain collaborative relationships with parents and other service providers, NQF Level 4, Credits 3

5.1 Purpose of the Practical Skill Modules

The focus of the learning in this Module is on providing the learner an opportunity to identify, establish and maintain a respectful, caring and professional partnership with parents and support structures that play a critical and positive role in the care and education of children.

The learner will be required to:

- PM-05-PS01: Identify and establish partnerships with parents and support structures

5.2 Guidelines for Practical Skills

5.2.1. PM-05-PS01: Identify and establish partnerships with parents and support structures

Scope of Practical Skill

Given task instructions, documentation, and templates, the learner must be able to:

- PA0101 Create a contact list of local support structures, including government, non-government organisations and community structures
- PA0102 Work in partnership with parents/caregivers to provide the best care and education for their children
- PA0103 Review own performance in giving advice and support to parents/caregivers to improve interaction

Applied Knowledge

- AK0101 Stakeholder engagement strategies and methods
- AK0102 Communication strategies and listening techniques

Internal Assessment Criteria

- IAC0101 A contact list is developed and used to foster inter-sectorial and community collaboration for the holistic development of children
- IAC0102 Various activities are organised to recognise and value the contribution parents make to their children's development, taking into account their socio-cultural knowledge and child-rearing practice
- IAC0103 Ethics, behaviour and attitudes are consistent with an open, participatory and non-biased, inclusive approach
- IAC0104 An action plan is drawn up for improvement in giving advice and support to parents or caregivers about child development

5.3 Provider Programme Accreditation Criteria

Physical Requirements:

- The provider must have the venue/simulated Early Childhood Development environment with equipment, resources, materials and documents to use as specified in the scope statement

Human Resource Requirements:

- The trainer must have an NQF Level 5 or higher Early Childhood Development Qualification or equivalent
- Registered Assessor with ETDP SETA is a recommendation
- The trainer with facilitation skills is a recommendation
- Trainer to learner ratio: 1:30 (Maximum)

Legal Requirements:

- Legal Entity
- Accredited skills development provider with ETDP SETA
- Compliant with Occupational Health and Safety legislation and requirements

5.4 Exemptions

- Unit Standard No.: 244462: Work with families and communities to support Early Childhood Development, NQF Level 3, 5 Credits

6. 234201000-PM-06, Prepare and maintain administrative systems, NQF Level 3, Credits 3

6.1 Purpose of the Practical Skill Modules

The focus of the learning in this Module is on providing the learner an opportunity to identify document types, collect information and keep records of the children and the learning programme.

The learner will be required to:

- PM-06-PS01: Identify relevant administrative information, documentation, processes and systems

6.2 Guidelines for Practical Skills

6.2.1. PM-06-PS01: Identify relevant administrative information, documentation, processes and systems

Scope of Practical Skill

Given work instructions, relevant documentation, including templates, forms, report format and checklist, the learner must be able to:

- PA0101 Develop a master file for the relevant documentation for own setting
- PA0102 Implement systems for resource management in own setting
- PA0103 Maintain records of children

Applied Knowledge

- AK0101 Administrative processes
- AK0102 Guiding documents/templates

Internal Assessment Criteria

- IAC0101 Basic administration documents are available, including attendance register, contact list of learners and parents, admission form including admission interview with parents or caregivers, indemnity form and a copy of Birth Certificate
- IAC0102 Details from the Road to Health Booklet, including pregnancy and birth history, growth and immunisation status, are identified and interpreted to develop a master file for own setting
- IAC0103 Observation and assessment records and evidence appropriate to own work setting, including Individual Support Plan for children experiencing barriers to learning, progress reports for parents, records of meetings with parents, and support structures are filed appropriately
- IAC0104 An inventory of learning programme equipment is maintained
- IAC0106 Children's records are up-to-date, easily accessible, confidential and safely stored

6.3 Provider Programme Accreditation Criteria

Physical Requirements:

- The provider must have the venue/simulated Early Childhood Development environment with equipment, resources, materials and documents to use as specified in the scope statement

Human Resource Requirements:

- The trainer must have an NQF Level 5 or higher Early Childhood Development Qualification or equivalent
- Registered Assessor with ETDP SETA is a recommendation
- The trainer with facilitation skills is a recommendation
- Trainer to learner ratio: 1:30 (Maximum)

Legal Requirements:

- Legal Entity
- Accredited skills development provider with ETDP SETA
- Compliant with Occupational Health and Safety legislation and requirements

6.4 Exemptions

- None

SECTION 3C: WORK EXPERIENCE MODULE SPECIFICATIONS

List of Work Experience Module Specifications

- 234201000-WM-01, Learning programme and routines planning and preparation process, NQF Level 4, Credits 13
- 234201000-WM-02, Processes of facilitating and mediating the learning programme in a variety of contexts, NQF Level 4, Credits 15
- 234201000-WM-03, Processes of observation, assessment, recording and reporting on children's learning and development, NQF Level 4, Credits 7
- 234201000-WM-04, Processes and procedures of promoting the health, nutrition, safety, protection and well-being of children in an early childhood development setting, NQF Level 4, Credits 10

1. 234201000-WM-01, Learning programme and routines planning and preparation process, NQF Level 4, Credits 13

1.1 Purpose of the Work Experience Modules

The focus of the work experience is on providing the learner an opportunity to plan, prepare and record educational activities and routines in an early childhood setting.

The learner will be required to:

- WM-01-WE01: Plan and prepare inclusive educational activities and routines, under supervision over a period of 4 weeks for 2 broad phases
- WM-01-WE02: Record educational activities and routines

1.2 Guidelines for Work Experiences

1.2.1. WM-01-WE01: Plan and prepare inclusive educational activities and routines, under supervision over a period of 4 weeks for 2 broad phases

Scope of Work Experience

The person will be expected to engage in the following work activities:

- WA0101 Work with others, to plan and prepare activities
- WA0102 Prepare a weekly programme according to workplace and developmental guidelines for different broad phases and stages of children, including adult-directed and child-initiated activities
- WA0103 Set up an inclusive learning environment that is conducive to learning activities for all children of different ages and stages, including encouraging language, cultural diversity, and accommodating children with barriers to learning
- WA0104 Select appropriate teaching aids, resources and materials

Supporting Evidence

- SE0101 Weekly or daily activity planner and supporting documentation for at least 2 broad phases, including teaching aids, resources and materials are completed, dated and signed off by a mentor or supervisor:
- SE0102 Attendance Register/Agenda/Minutes of Planning Meeting
- SE0103 Diagrammatic or photographic or actual material
- SE0104 Workplace Logbook is completed, dated and signed off by a mentor or supervisor
- SE0105 Declaration of Authenticity is signed by the learner and the supervisor or mentor
- SE0106 Record of self-evaluation

1.2.2. WM-01-WE02: Record educational activities and routines

Scope of Work Experience

The person will be expected to engage in the following work activities:

- WA0201 Identify and organise recording documentation

- WA0202 Record the different ages and stages of children, including adult-directed and child-initiated activities according to workplace policy guidelines
- WA0203 Complete a report on the adult-directed and child-initiated activities

Supporting Evidence

- SE0201 Practical preparation and Workplace Logbook dated and signed off

1.3 Contextualised Workplace Knowledge

1. Relevant early childhood development policies and programmes
2. National, provincial and municipal guidelines for the early childhood development programmes
3. Standard Operating Procedures (SoP) for the workplace
4. Applicable protocols, rules and regulations
5. Ethics and confidentiality

1.4 Criteria for Workplace Approval

Physical Requirements:

Access to the following equipment and systems:

- Early childhood development programme
- Teaching aids, play materials and educational resources
- Early Childhood Development Centre documents/Site documents

Access to the following key processes:

- Parents and support structures' meetings and processes

Human Resource Requirements:

- A qualified person with at least an NQF Level 5 or higher Early Childhood Development Qualification, with a minimum of 3 years' relevant early childhood development work experience
- Mentor/Supervisor to learner ratio: 1:15 (Maximum)

Legal Requirements:

- Compliance with Occupational Health and Safety legislation and regulatory requirements
- Early Childhood Development Centre systems and procedures conform to relevant Early Childhood Development National Policy and Guidelines
- Approved workplace
- Application for clearance in terms of Part B of the National Child Protection Register

1.5 Additional Assignments to be Assessed Externally

- None

2. 234201000-WM-02, Processes of facilitating and mediating the learning programme in a variety of contexts, NQF Level 4, Credits 15

2.1 Purpose of the Work Experience Modules

The focus of the work experience is on providing the learner an opportunity to plan and prepare for the facilitation and mediation of indoor and outdoor play, and adult-directed and child-initiated activities, including routines.

The learner will be required to:

- WM-02-WE01: Facilitate and mediate all aspects of the daily programme, including routines, under supervision, for a period of 2 months.

2.2 Guidelines for Work Experiences

2.2.1. WM-02-WE01: Facilitate and mediate all aspects of the daily programme, including routines, under supervision, for a period of 2 months

Scope of Work Experience

The person will be expected to engage in the following work activities:

- WA0101 Set up a play area or play activities
- WA0102 Facilitate outdoor play, including sand, water and movement exploration
- WA0103 Facilitate indoor play, including creative art, free play, imaginative and fantasy play, books, educational games and construction blocks or play
- WA0104 Facilitate different kinds of adult-directed activities, including discussion ring, movement, music, drama story, special occasion or cultural celebrations
- WA0105 Facilitate different kinds of routines, including transition times, arrival and departure, meal times, toilet and hand-washing, and rest routines
- WA0106 Different kinds of child-initiated activities are prepared, including outdoor/indoor play, creative art, free play, imaginative and fantasy play, books, educational games and construction blocks or play
- WA0107 Reflect on and review own role in planning, preparing, recording, facilitating and mediating learning activities

Supporting Evidence

- SE0101 Activity planner and supporting documentation for at least 2 broad phases, including teaching aids, resources and materials, are completed and signed off by a mentor or supervisor
- SE0102 Daily Programme or Daily Routine
- SE0103 Workplace Logbook is completed, dated and signed off by a mentor or supervisor
- SE0104 Declaration of Authenticity is signed by both the learner and the mentor or supervisor
- SE0105 Record of self-evaluation

2.3 Contextualised Workplace Knowledge

1. Relevant Early Childhood Development Policies and Programmes
2. National, provincial and municipal guidelines for the relevant age group
3. Standard Operating Procedures (SoP) for the workplace
4. Applicable protocols, rules and regulations
5. Ethics and confidentiality

2.4 Criteria for Workplace Approval

Physical Requirements:

Access to the following equipment and systems:

- Early Childhood Development Programme
- Teaching aids, play materials and educational resources
- Early Childhood Development Centre documents/Site documents

Access to the following key processes:

- Parents and support structures' meetings and processes

Human Resource Requirements:

- A qualified person with at least an NQF Level 5 or higher Early Childhood Development Qualification, with a minimum of 3 years' relevant early childhood development work experience
- Mentor/Supervisor to learner ratio: 1:15 (Maximum)

Legal Requirements:

- Compliance with Occupational Health and Safety legislation and regulatory requirements
- Early Childhood Development Centre systems and procedures conform to relevant early childhood development national policy and guidelines
- Approved workplace
- Application for clearance in terms of Part B of the National Child Protection Register

2.5 Additional Assignments to be Assessed Externally

- None

3. 234201000-WM-03, Processes of observation, assessment, recording and reporting on children's learning and development, NQF Level 4, Credits 7

3.1 Purpose of the Work Experience Modules

The focus of the work experience is on providing the learner an opportunity to observe children's behaviour (in particular their strengths), collect assessment information, assess and record children's progress and report to parents, and support structures, where applicable.

The learner will be required to:

- WM-03-WE01: Observe and assess child behaviour and development under supervision for at least a six-month period, focusing on strengths, with the aim of further developing these, and supporting challenges
- WM-03-WE02: Record and report on each child's progress according to his/her broad phase

3.2 Guidelines for Work Experiences

3.2.1. WM-03-WE01: Observe and assess child behaviour and development under supervision for at least a six-month period, focusing on strengths, with the aim of further developing these, and supporting challenges

Scope of Work Experience

The person will be expected to engage in the following work activities:

- WA0101 Plan and prepare for assessments
- WA0102 Observe and record children's learning and behaviours of at least two children in each of the two broad phases, conducting four assessments of each child
- WA0103 Assess and record the same children's performance and participation
- WA0104 Identify the signs of these children's distress, signs of maltreatment, and types of abuse where applicable
- WA0105 Monitor and prepare a report for parents on the same children's progress, using the preferred language
- WA0106 Use observations and assessment records and reports of the same children to inform practice and planning according to individual needs

Supporting Evidence

- SE0101 Observation and assessment template is completed, dated and signed off by the learner and co-signed by a mentor/supervisor
- SE0102 Copy of a parent reporting template is completed, dated and signed off by the learner and co-signed by a mentor/supervisor
- SE0103 Written record of self-evaluation, which includes an action plan
- SE0104 Written record in respect of identified signs of distress, maltreatment or abuse, is completed, dated and signed off where applicable

3.2.2. WM-03-WE02: Record and report on each child's progress according to his/her broad phase

Scope of Work Experience

The person will be expected to engage in the following work activities:

- WA0201 Observe and record learning and behaviours of at least two children in each of the two broad phases, conducting four assessments of each child
- WA0202 Assess and record the same children's performance and participation
- WA0203 Monitor and prepare a report for parents on the same children's progress, using the preferred language
- WA0204 Reflect upon and review recording and reporting practices

Supporting Evidence

- SE0201 Observation and assessment template is completed, dated and signed off by the learner and co-signed by a qualified person
- SE0202 Copy of a parent reporting template is completed, dated and signed off by the learner and co-signed by a qualified person
- SE0203 Written record of self-evaluation, which includes an action plan
- SE0204 Written record in respect of identified signs of distress, maltreatment or abuse, is completed, dated and signed off, where applicable

3.3 Contextualised Workplace Knowledge

1. Relevant early childhood development policies and programmes
2. National, provincial and municipal guidelines for the early childhood development programmes
3. Applicable protocols, rules and regulations
4. Ethics and confidentiality
5. Standard Operating Procedures (SoP) for the workplace

3.4 Criteria for Workplace Approval

Physical Requirements:

Access to the following equipment and systems:

- Early Childhood Development site documents and templates

Access to the following key processes:

- Parents and support structures' meetings and processes

Human Resource Requirements:

- A qualified person with at least an NQF Level 5 or higher Early Childhood Development Qualification, with a minimum of 3 years' relevant early childhood development work experience

- Mentor/Supervisor to learner ratio: 1:15 (Maximum)
- Certified Mentor

Legal Requirements:

- Compliance with Occupational Health and Safety legislation and regulatory requirements
- Early Childhood Development Centre systems and procedures conform to relevant early childhood development national policy and guidelines
- Approved workplace
- Application for clearance in terms of Part B of the National Child Protection Register

3.5 Additional Assignments to be Assessed Externally

- None

4. 234201000-WM-04, Processes and procedures of promoting the health, nutrition, safety, protection and well-being of children in an early childhood development setting, NQF Level 4, Credits 10

4.1 Purpose of the Work Experience Modules

The focus of the work experience is on providing the learner an opportunity to gain exposure and work as part of the team in the processes of promoting and maintaining the health, nutrition, safety, protection and well-being of children in an early childhood development setting.

The learner will be required to:

- WM-04-WE01: Support the promotion of health and hygiene of children in an early childhood development setting over a period of 2 months
- WM-04-WE02: Support the promotion of safety and protection in an early childhood development setting
- WM-04-WE03: Support the promotion of nutrition of children in an early childhood development setting

4.2 Guidelines for Work Experiences

4.2.1. WM-04-WE01: Support the promotion of health and hygiene of children in an early childhood development setting over a period of 2 months

Scope of Work Experience

The person will be expected to engage in the following work activities:

- WA0101 Conduct all routines in the daily programme according to age and stage of children, at least 3 times under supervision
- WA0102 Conduct a simple health check of a group of children to identify signs and symptoms of both minor and serious illness in children, including hygiene, at least 3 times under supervision
- WA0103 Monitor and evaluate the learning environment on a daily basis to ensure cleanliness of the indoor/outdoor learning areas, including equipment, using a checklist
- WA0104 Weigh, measure and record individual children's mass and height to monitor growth of the group, for inclusion in their progress reports
- WA0105 Apply basic first aid in the case of an injury or a medical emergency in own setting, under supervision
- WA0106 Reflect on and review own hygiene practice and its impact on adults and children in own work setting

Supporting Evidence

- SE0101 Workplace Logbook is completed, dated and signed off by a mentor/supervisor
- SE0102 Relevant documentation, including child development record and first-aid incident report, in case of an injury, is signed off and dated by mentor/supervisor

4.2.2. WM-04-WE02: Support the promotion of safety and protection in an early childhood development setting

Scope of Work Experience

The person will be expected to engage in the following work activities:

- WA0201 Using the checklist prepared, evaluate safety in terms of hazards and risks to identify gaps, prevent accidents, and take appropriate action
- WA0202 Observe and assist with creating an inclusive, age- and stage-appropriate, safe learning environment that supports child safety
- WA0203 Implement a range of safety practices and routines in children's daily habits to reinforce knowledge of safety and protection, at least 3 times
- WA0204 Working under supervision, evaluate a group of children to determine developmental challenges, including any other types of barrier/diversity challenges

Supporting Evidence

- SE0201 Checklist for safety and protection is completed, dated, and signed off by a mentor/supervisor
- SE0202 Relevant documentation is dated and signed off by a mentor/supervisor
- SE0203 Workplace Logbook is completed, dated and signed off by both the learner and a mentor/supervisor
- SE0204 Written record of self-reflection, which includes an action plan for improvement, is completed, dated and signed-off by a mentor/supervisor

4.2.3. WM-04-WE03: Support the promotion of nutrition of children in an early childhood development setting

Scope of Work Experience

The person will be expected to engage in the following work activities:

- WA0301 Evaluate the weekly menu plan to determine whether it contains a variety of healthy foods, taking into account religious, cultural and individual dietary requirements to support child nutrition
- WA0302 Prepare and implement a food-related activity with children to emphasise the value of healthy foods and healthy eating
- WA0303 Apply skills and techniques for supporting and encouraging children's positive behaviour during meal times
- WA0304 Apply strategies used to encourage children to eat healthy foods

Supporting Evidence

- SE0301 Copy of the menu and evaluation report with recommendations are signed off by both the learner and a mentor/supervisor
- SE0302 Written records of mass and height of children

- SE0303 Written record of self-evaluation, which includes an action plan for improvement, is completed and signed off by a mentor/supervisor
- SE0304 Plan and report of children's food-related activity are dated and signed off by both the learner and a mentor/supervisor
- SE0305 Workplace Logbook is completed, dated and signed off by both the learner and a mentor/supervisor
- SE0306 Relevant documentation is dated and signed off by a mentor/supervisor

4.3 Contextualised Workplace Knowledge

1. Relevant early childhood development policies and programmes
2. National, provincial and municipal guidelines for the relevant age group
3. Standard Operating Procedures (SoP) for the workplace
4. Applicable protocols, rules and regulations
5. Ethics and confidentiality
6. Centre-specific policies and procedures

4.4 Criteria for Workplace Approval

Physical Requirements:

Access to the following equipment and materials:

- Height chart, scale, Road to Health Booklet, supplies and equipment for children's food-related activity
- Centre documents

Access to the following key processes:

- Parents and support structures' meetings and processes

Human Resource Requirements:

- A qualified person with at least an NQF Level 5 or higher Early Childhood Development Qualification, with a minimum of 3 years' relevant early childhood development work experience
- Mentor/Coach to learner ratio: 1:15 (Maximum)

Legal Requirements:

- Compliance with Occupational Health and Safety legislation and regulatory requirements
- Early Childhood Development Centre systems and procedures conform to relevant early childhood development national policy and guidelines
- Approved workplace
- Application for clearance in terms of Part B of the National Child Protection Register

4.5 Additional Assignments to be Assessed Externally

- None

SECTION 4: STATEMENT OF WORK EXPERIENCE

Curriculum Number:	234201000
Curriculum Title:	Early Childhood Development Practitioner

Learner Details	
Name:	
ID Number:	

Employer Details	
Company Name:	
Address:	
Supervisor Name:	
Work Telephone:	
E-Mail:	

234201000-WM-01, Learning programme and routines planning and preparation process, NQF Level 4, Credits 13

WM-01-WE01	Plan and prepare inclusive educational activities and routines, under supervision, over a period of 4 weeks for 2 broad phases		
	Scope Work Experience	Date	Signature
WA0101	Work with others to plan and prepare activities		
WA0102	Prepare a weekly programme according to workplace and developmental guidelines for different broad phases and stages of children, including adult-directed and child-initiated activities		
WA0103	Set up an inclusive learning environment that is conducive to learning activities for all children of different ages and stages, including activities encouraging language and cultural diversity, and accommodating children with barriers to learning		
WA0104	Select appropriate teaching aids, resources and materials		
	Supporting Evidence	Date	Signature
SE0101	Weekly or daily activity planner and supporting documentation, for at least 2 broad phases, including teaching aids, resources and materials, are completed, dated and signed off by a mentor/supervisor:		
SE0102	Attendance Register/Agenda/Minutes of Planning Meeting		
SE0103	Diagrammatic or photographic or actual material		
SE0104	Workplace Logbook is completed, dated and signed off by a mentor/supervisor		
SE0105	Declaration of Authenticity is signed off by the learner and mentor/supervisor		
SE0106	Record of self-evaluation		
WM-01-WE02	Record educational activities and routines		
	Scope Work Experience	Date	Signature

WA0201	Identify and organise recording documentation		
WA0202	Record the different ages and stages of children, including adult-directed and child-initiated activities, according to workplace policy guidelines		
WA0203	Complete a report on the adult-directed and child-initiated activities		
	Supporting Evidence	Date	Signature
SE0201	Practical preparation and Workplace Logbook dated and signed off		

	Contextualised Workplace Knowledge	Date	Signature
1	Relevant early childhood development policies and programmes		
2	National, provincial and municipal guidelines for the early childhood development programmes		
3	Standard Operating Procedures (SoP) for the workplace		
4	Applicable protocols, rules and regulations		
5	Ethics and confidentiality		

	Additional Assignments to be Assessed Externally	Date	Signature

234201000-WM-02, Processes of facilitating and mediating the learning programme in a variety of contexts, NQF Level 4, Credits 15

WM-02-WE01	Facilitate and mediate all aspects of the daily programme, including routines, under supervision, for a period of 2 months		
	Scope Work Experience	Date	Signature
WA0101	Set up a play area or play activities		
WA0102	Facilitate outdoor play, including sand, water and movement exploration		
WA0103	Facilitate indoor play, including creative art, free play, imaginative and fantasy play, books, educational games and construction blocks or play		
WA0104	Facilitate different kinds of adult-directed activities, including discussion ring, movement, music, drama, story, special occasion or cultural celebrations		
WA0105	Facilitate different kinds of routines, including transition times, arrival and departure, meal times, toilet and hand-washing, and rest routines		
WA0106	Different kinds of child-initiated activities are prepared, including outdoor/indoor play, creative art, free play, imaginative and fantasy play, books, educational games and construction blocks or play		
WA0107	Reflect on and review own role in planning, preparing, recording, facilitating, and mediating learning activities		
	Supporting Evidence	Date	Signature
SE0101	Activity planner and supporting documentation for at least 2 broad phases, including teaching aids, resources and materials, are completed and signed off by a mentor/supervisor		
SE0102	Daily Programme or Daily Routine		
SE0103	Workplace Logbook is completed, dated and signed off by a mentor/supervisor		
SE0104	Declaration of Authenticity is signed by both the learner and mentor/supervisor		

SE0105	Record of self-evaluation		
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	Contextualised Workplace Knowledge	Date	Signature
1	Relevant early childhood development policies and programmes		
2	National, provincial and municipal guidelines for the relevant age group		
3	Standard Operating Procedures (SoP) for the workplace		
4	Applicable protocols, rules and regulations		
5	Ethics and confidentiality		

	Additional Assignments to be Assessed Externally	Date	Signature

234201000-WM-03, Processes of observation, assessment, recording and reporting on children's learning and development, NQF Level 4, Credits 7

WM-03-WE01	Observe and assess child behaviour and development under supervision for at least a six-month period, focusing on strengths, with the aim of further developing these and supporting challenges		
	Scope Work Experience	Date	Signature
WA0101	Plan and prepare for assessments		
WA0102	Observe and record children's learning and behaviours of at least two children in each of the two broad		

	phases, conducting four assessments of each child		
WA0103	Assess and record the same children's performance and participation		
WA0104	Identify the signs of these children's distress, maltreatment, and types of abuse, where applicable		
WA0105	Monitor and prepare a report for parents on the same children's progress, using the preferred language		
WA0106	Use observations and assessment records and reports of the same children to inform practice and planning, according to individual needs		
	Supporting Evidence	Date	Signature
SE0101	Observation and assessment template is completed, dated and signed off by the learner and co-signed by a mentor/supervisor		
SE0102	Copy of a parent reporting template is completed, dated and signed off by the learner and co-signed by a mentor/supervisor		
SE0103	Written record of self-evaluation, which includes an action plan		
SE0104	Written record in respect of identified signs of distress, maltreatment or abuse is completed, dated and signed off where applicable		
WM-03-WE02	Record and report on each child's progress according to their broad phase		
	Scope Work Experience	Date	Signature
WA0201	Observe and record learning and behaviours of at least two children in each of the two broad phases, conducting four assessments of each child		
WA0202	Assess and record the same children's performance and participation		
WA0203	Monitor and prepare a report for parents on the same children's progress, using the preferred language		

WA0204	Reflect upon and review recording and reporting practices		
	Supporting Evidence	Date	Signature
SE0201	Observation and assessment template is completed, dated and signed off by the learner and co-signed by a qualified person		
SE0202	Copy of a parent reporting template is completed, dated and signed off by the learner and co-signed by a qualified person		
SE0203	Written record of self-evaluation, which includes an action plan		
SE0204	Written record in respect of identified signs of distress, maltreatment or abuse is completed, dated and signed off, where applicable		

	Contextualised Workplace Knowledge	Date	Signature
1	Relevant early childhood development policies and programmes		
2	National, provincial and municipal guidelines for the early childhood development programmes		
3	Applicable protocols, rules and regulations		
4	Ethics and confidentiality		
5	Standard Operating Procedures (SoP) for the workplace		

	Additional Assignments to be Assessed Externally	Date	Signature
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234201000-WM-04, Processes and procedures of promoting the health, nutrition, safety, protection and well-being of children in an early childhood development setting, NQF Level 4, Credits 10

WM-04-WE01	Support the promotion of health and hygiene of children in an early childhood development setting over a period of 2 months		
	Supporting Evidence	Date	Signature
SE0101	Workplace Logbook is completed, dated and signed off by a mentor/supervisor		
SE0102	Relevant documentation, including child development record and first-aid incident report, in case of an injury, is dated and signed off by a mentor/supervisor		
	Scope Work Experience	Date	Signature
WA0101	Conduct all routines in the daily programme according to ages and stages of children, at least 3 times under supervision		
WA0102	Conduct a simple health check of a group of children to identify signs and symptoms of both minor and serious illness in children, including hygiene, for at least 3 times, under supervision		
WA0103	Monitor and evaluate the learning environment on a daily basis to ensure cleanliness of the indoor/outdoor learning areas, including equipment, using a checklist		
WA0104	Weigh, measure and record individual children's mass and height to monitor growth of the group, for inclusion in their progress reports		
WA0105	Apply basic first aid in the case of an injury or a medical emergency in own setting, under supervision		
WA0106	Reflect on and review own hygiene practice and its impact on adults and children in own work setting		
WM-04-WE02	Support the promotion of safety and protection in an		

	early childhood development setting		
	Scope Work Experience	Date	Signature
WA0201	Using the checklist prepared, evaluate safety in terms of hazards and risks to identify gaps, prevent accidents, and take appropriate action		
WA0202	Observe and assist with creating an inclusive, age- and stage-appropriate, safe learning environment that supports child safety		
WA0203	Implement a range of safety practices and routines in children's daily habits to reinforce knowledge of safety and protection, at least 3 times		
WA0204	Working under supervision, evaluate a group of children to determine developmental challenges, including any other types of barrier/diversity challenges		
	Supporting Evidence	Date	Signature
SE0201	Checklist for safety and protection is dated, completed, and signed off by a mentor/supervisor		
SE0202	Relevant documentation is dated and signed off by a mentor/supervisor		
SE0203	Workplace Logbook is dated, completed, and signed off by both the learner and mentor/supervisor		
SE0204	Written record of self-reflection, which includes an action plan for improvement, is completed and signed off by a mentor/supervisor		
WM-04-WE03	Support the promotion of nutrition of children in an early childhood development setting		
	Scope Work Experience	Date	Signature
WA0301	Evaluate the weekly menu plan to determine whether it contains a variety of healthy foods, taking into account religious, cultural and individual dietary requirements, to support child nutrition		
WA0302	Prepare and implement a food-related activity with children to emphasise the value of healthy foods and		

	healthy eating		
WA0303	Apply skills and techniques for supporting and encouraging children's positive behaviour during meal times		
WA0304	Apply strategies used to encourage children to eat healthy foods		
	Supporting Evidence	Date	Signature
SE0301	Copy of the menu and evaluation report with recommendations are signed off by both the learner and mentor/supervisor		
SE0302	Written records of mass and height of children		
SE0303	Written record of self-evaluation, which includes an action plan for improvement, is completed and signed off by mentor/supervisor		
SE0304	Plan and report of children's food-related activity are dated and signed by both the learner and mentor/supervisor		
SE0305	Workplace Logbook is dated, completed, and signed off by both the learner and mentor/supervisor		
SE0306	Relevant documentation is dated and signed off by mentor/supervisor		

	Contextualised Workplace Knowledge	Date	Signature
1	Relevant early childhood development policies and programmes		
2	National, provincial and municipal guidelines for the relevant age group		
3	Standard Operating Procedures (SoP) for the		

	workplace		
4	Applicable protocols, rules and regulations		
5	Ethics and confidentiality		
6	Centre-specific policies and procedures		

	Additional Assignments to be Assessed Externally	Date	Signature
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