

Welcome and congratulations! This qualification will allow you to enter the Foundation Phase of working with children. The foundation phase is inclusive of Grade R to Grade 3 (ages 5-9 years). The National diploma: Ecd Level 5 qualifies an Ecd Practitioner, however, to work with children in the first step (grade R) of the foundation phase. As the Practitioner acquires further qualification in the foundation phase, the Practitioner may then journey through the next steps in the foundation phase teaching. This qualification will allow you access to further your career path within the foundation Phase.

ACCREDITATION OF QUALIFICATION

This qualification is located within the ETDP SETA. All the details of the qualification may be obtained by clicking on this link <https://allqs.saqa.org.za>

FURTHER BENEFITS OF QUALIFICATION

- Provides access to a recognised educator qualification at Level 6 for ECD educators who have a Level 4 or Level 5 certificate in ECD, providing a bridge between non-formal and formal learning programmes.
- Qualifies and empowers managers to manage an Ecd Centre
- Enables educators/ learners to plan and implement a learning programme which is based on their knowledge of child development from birth to five/six and which helps children in a specific phase work towards achieving the learning outcomes of the national school curriculum (where appropriate).
Improves community-based ECD services for young children by raising the level of ECD teaching competence and/or by providing opportunities for training in support and leadership roles.
- Potential learners/educators who have acquired an FETC (Grade 12) or equivalent qualification at Level 4 (120 credits) are enabled to make ECD their full-time career (entry point);
- Learners/educators who have a Level 4 qualification in ECD to further their career and professional development in ECD by providing access to a Level 6 qualification.
- Learners/educators who have a Higher Certificate in ECD to further their career and professional development in ECD by providing access to a Level 6 qualification.

INTERNATIONAL COMPARABILITY

The Level 5 ECD diploma qualification is comparable with the following qualification: Associate degree (2 years) in Early Childhood Education/Child Development in the USA (Level 2 qualification). No detailed comparison has been undertaken yet. Outcomes-based standards have apparently been developed by the National Association for the Education of Young Children (NAEYC) in Washington, DC.

ENTRY REQUIREMENTS

- FET: ECD LEVEL 4
- the ability to read, write and use written resource material for learning and teaching in at least two South African languages.
- the ability to understand fundamental mathematical/numeracy concepts.
- For those who have grade 12 must have the applied competence outlined in the core unit standards at Level 4:
 - ❖ Facilitate Active Learning in ECD Programmes,
 - ❖ Facilitate Healthy Development in ECD Programmes, and
 - ❖ Manage the ECD Learning Programme.

RECOGNITION OF PRIOR LEARNING

The qualification can be achieved as a whole or in part through the recognition of prior learning. Learners who have completed the Certificate at Level 5 should be able to participate in a learning programme(s) that provides the 120 credits not included in the Certificate, i.e. the Fundamental learning components and additional Electives. The Diploma is also intended to provide direct access to the Degree at Level 6.

QUALIFICATION RULES

The Qualification consists of a Fundamental, a Core and an Elective Component. To be awarded the Qualification, learners are required to obtain a minimum of 240 credits as detailed below.

- The Fundamental Component consists of Unit Standards to the value of 35 credits all of which are compulsory.
- The Core Component consists of Unit Standards to the value of 72 credits all of which are compulsory.
- The Elective Component consists of Unit Standards which learners are to choose to the minimum of 133 credits.

DURATION OF TRAINING

Eighteen (18) to twenty-four (24) months. Those who have already obtained practice in the workplace may complete qualification quicker than this timeframe. The timeframe will depend on the duration of workplace practice already acquired.

Learning Unit	Credits	Notional Hours	Days	Contact Session 30%*		Experiential Learning 70%*		FSA (hours)	TOTAL
				Theory (days)	Ass Prep (hours)	WPE (days)	Ass Prep (hours)		
MOD1: Mediate active learning in an integrated and holistic learning programme	36	360	51	15	4	36	4	3	363
MOD2: Facilitate learning and development of children with barriers to learning	66	660	94	28	4	66	4	3	663
MOD3: Promote the safety and healthy development of each child	12	120	17	5	4	12	4	3	123
MOD4: Manage a well-planned and organised learning programme to meet the needs of individual children	48	480	69	21	4	48	4	3	483
MOD5: Select and use appropriate methods and procedures for assessing children's progress	15	150	21	6	4	15	4	3	153
MOD6: Promote the development of high quality ECD programmes and services	5	50	8	3	4	5	4	3	53
MOD7: Communicate effectively for the purposes of academic study and professional practice	35	350	50	15	4	35	4	3	353
MOD8: Specialisation in Grade-R	45	450	64	19	4	45	4	3	453
TOTALS	262	2 620	374	112	32	262	32	24	2 644

The rollout strategy below indicates the relationship between theory, practical, workplace and FSA component:

National Diploma: Early Childhood Development: Course Modules

MODULES		TITLE OF UNIT STANDARDS	US ID No.	CREDITS	CREDITS PER MODULE
Module 1: Mediate active learning in an integrated and holistic learning programme					
Mediate active learning in an integrated and holistic learning programme	This module is made up of a single unit standard.	Mediate active learning in ECD programmes	13853	36	36
Module 2: Facilitate learning and development of children with barriers to learning and other special needs					
Facilitate learning and development of children with barriers to learning and other special needs, including those coping with abuse and violence, within an inclusive anti-bias approach	This module is a combination of 5-unit standards.	Organise a programme of learning	10288	8	66
		Facilitate a programme of learning	10289	24	
		Manage diversity in ECD settings	12842	12	
		Facilitate an inclusive educational environment in ECD settings	13856	12	

		Identify and respond to learners with special needs and barriers to learning	10294	10	
Module 3: Promote the safety and healthy development of each child					
Promote the safety and healthy development of each child	This module is made up of 1 unit standard.	Promote healthy development in ECD programmes	13854	12	12
Module 4: Manage a well-planned and organised learning programme to meet the needs of individual children within the framework of the national school curriculum (where appropriate)					
Manage a well-planned and organized learning programme to meet the needs of individual children within the framework of the national school curriculum (where appropriate)	This module is a combination of 2-unit standards.	Develop and manage the ECD learning programme	13855	24	48
		Managing the Learning Programme	7400	24	

Module 5: Select and use appropriate methods and procedures for assessing children`s progress and reporting on this to parents					
Select and use appropriate methods and procedures for assessing children`s progress	This module is made up of 1 unit standard.	Conduct outcomes-based assessment	115753	15	15
Module 6: Promote the development of high quality ECD programmes and services					
Promote the development of high quality ECD programmes and services	This module is made up of 1 unit standard.	Manage an Early Childhood Development service	244478	5	5
Module 7: Communicate effectively for the purposes of academic study and professional practice					
Communicate effectively for the purposes of academic study and professional practice	This module is a combination of 2-unit standards.	Apply workplace communication skills	8647	10	35
		Develop and apply academic literacy skills	14582	25	

MODULE 8: Plan and implement appropriate learning activities and materials or management practices					
Plan and implement appropriate learning activities and materials or management practices based on knowledge of the principles, processes and content of the chosen specialization	This module is a combination of 3 unit standards.	Facilitate a Literacy Learning Programme in the Reception Year	244257	15	45
		Facilitate a Numeracy Learning Programme in the Reception Year	244256	15	
		Facilitate a Life Skills Learning Programme in the Reception Year	244260	15	

INTEGRATED ASSESSMENT

A range of assessment methods are recommended including workplace observation, written assignments and examinations, portfolios, structured interviews/discussion, self-evaluation, peer assessment, and family evaluation for both formative and summative assessment. In each unit standard guidance on assessment methods is given that is appropriate to the competence that needs to be demonstrated in relation to the specific outcomes.

PROVISION/FACILITATION/ASSESSMENT

The learning strategy considers all learning styles as well as potential learning barriers. As many different types of activities possible were included to ensure that learner have a fair and barrier free learning experience.

Learning Strategy

- Learners are provided with essential knowledge required to apply skills
- Learners are provided with activities in the classroom to assist them with the basic development of skills
- Learners are guided on how to relate and integrate newly learnt knowledge and skills in a workplace
- Learners are advised on applying skills learnt in activities related to workplace practices
- Learners are required to practice newly learnt skills in a workplace or simulated environment
- Learner's competence is assessed against learning outcomes as set out in the Unit Standards

DOMINANT DELIVERY METHODS FOR THE LEARNING PROGRAMME:

Learning Outcome	Delivery Method
All learning outcomes	1. Learners are provided with the essential knowledge in the classroom. 2. Knowledge is reinforced with activities in and outside of the classroom 3. Skills are practised in a simulated environment and in the workplace 4. Evidence of practicing skills are gathered and compiled into a portfolio 5. Learners are assessed during and post delivery

The training provider has developed a range of supporting materials in the form of learner guides and workplace guides that is practical and easy to follow and provide

- Access to resources
- Access to subject matter expertise
- Access to workplaces in Industry

Activities in the Workbook and PoE guide ensure that learner collects relevant, sufficient evidence. Learners are entitled to appeal against the assessment decision if the assessment practices did not correspond with the agreed assessment plan and did not follow the assessment procedures of the Training Provider.

WORKPLACE SUPPORT

To obtain workplace experience the learners are responsible for finding a workplace if not employed or part of a learnership programme.

The training provider will suggest or make a list available of suitable workplaces

Learners will be expected to spend an average of 70% of total time of learning programme in the workplace. The following are typical activities that learners will be expected to do in the workplace:

- Observe practices
- Participate in activities

WORKPLACE EXPERIENCE

The programme will ensure the application of knowledge in skills in simulated activities of the workplace.

Learners will also spend time observing and participating in workplace activities.

Learners will be supported by workplace and the training provider. Learner support will depend on the circumstance and needs of the learners

LEARNER DUTIES/RESPONSIBILITIES

Learners are expected to actively participate in the programme, not only in the classroom, but also in all activities required outside of the classroom

Learners must request assistance from the facilitator or the learner support officer at the training provider. The following support is offered to learners:

- Coach/Mentors/Line Managers
- Group counselling session with facilitator/assessor
- Individual session and meetings with a learner

Once you have completed your POE and workplace experience for all theory modules, you must complete a face-to-face practical assessment. This will be done at your school. If you do not have access to a school the classroom training can be simulated.

When you are ready for your final integrated practical assessment (final module), assessment will be conducted.

There will be two sessions scheduled per year, these can be confirmed by your assessor. You can choose which session will suit you best.

MODERATION/CERTIFICATION

Each unit standard provides more specific guidance regarding moderation of the specific outcomes, but the following general guidelines apply to the qualification:

- Internal moderation: Training providers offering one or more-unit standards towards the achievement of this qualification need to have internal quality assurance mechanisms in place to ensure that:
 - ❖ the learning programme and learner support provided is sufficient to enable learners to achieve the specific outcomes, and
 - ❖ all aspects of the assessment of learners are moderated by a suitably qualified person(s) who is not directly involved in the training provision to establish fair and reliable assessment results.
- External moderation: Appropriate ETQA structures will facilitate the external moderation of learner achievements and endorse the competence and issue the certification of qualification.

FEE STRUCTURE

WhatsApp us on our WhatsApp line for updated fee structure