


SKILLS PROGRAMME TITLE		Early Childhood Caregiver			
NQF LEVEL	01	CREDITS	32	COURSE DURATION	37 days
SKILLS PROGRAMME ID		SP-191219			
CERTIFICATION BODY					

SKILLS PROGRAMME DETAILS

1.	Title	Early Childhood Caregiver (ECC)
2.	Subtitle	-
3.	NQF Level	NQF Level 1
4.	Duration	37 days
5.	Credits	32
6.	Quality Assuring Body	Quality Council for Trades and Occupations (QCTO)
7.	Skills Programme Rationale	<p>Early Childhood Development (ECD) is a priority area within the South African context and is supported by legislation, national policies and strategies.</p> <p>The development of babies, toddlers and young children (forms the most critical foundation of further development into childhood and adulthood. There is thus a vast need for ECD services, and it is critical that the field should be served by adequately qualified practitioners as well as competent assistants. In order to meet the needs at the ECD level, it is important to be able to identify and recognise competent ECD practitioners who are able to work in a variety of ECD contexts.</p> <p>This skills programme will provide a means to support ECD Practitioners and to give recognition to childcare assistants at an entry-level, thus making it possible for childcare assistants to increase their employment prospects, and at the same time provide the field with suitably qualified Childcare Givers.</p> <p>No other similar skills programmes are approved by the QCTO.</p> <p>There is a high demand for the training of Early Childhood Caregivers in Early Childhood Development Centres and communities in general. The Caregivers that work in conjunction with Early Childhood Development Practitioners have not undergone any formal training. They just work as assistants under the instruction of ECD Practitioners. These assistants need formal training. Hence the stakeholders identified a need for the Skills Programme: Early Childhood Caregiver. The acquisition of the Skills Programme will ensure that the qualified learners are at the entry level of the economic development of Occupational Education Practitioners. The skills programme will also benefit the following sectors of our society:</p> <ul style="list-style-type: none"> • Welfare of the child. • Keeping children safe. • Working in partnership with parents/families. • Children's learning and development (holistic, play-based, observation of children). • Equality of opportunity (access, avoidance of stereotyping, inclusion). • Anti-discrimination. • Celebrating diversity. • Confidentiality. • Working with other professionals.

		<ul style="list-style-type: none"> The reflective practitioner. <p>Typical learners include:</p> <p>New entrants to ECD and those already in supporting functions in the ECD care centres.</p>
8.	Related registered qualification/s	<p>The skills programme relates to the following qualifications:</p> <ul style="list-style-type: none"> Occupational Certificate: Early Childhood Development Practitioner NQF Level 4, Credits 131, SAQA ID: 97542 Occupational Certificate: Community Worker (Community Development Worker) NQF Level 4, Credits 150, SAQA ID: 97708 Occupational Certificate: Community Worker (Community Development Practitioner) NQF Level 5, Credits 212, SAQA ID: 97691
9.	Purpose	<p>The purpose of this skills programme is to prepare a learner to function as an Early Childhood Caregiver (ECC). A Childhood Caregiver is responsible for carefully watching for any signs of emotional or developmental issues with children. When they notice something amiss, they must bring it to the attention of a child's parents or the appropriate team leader. The purpose of this skills programme is to transfer to the learner basic skills, knowledge and understanding that promote the holistic development and well-being of babies, toddlers and young children ("babies, toddlers and young children") in different contexts and settings.</p> <p>Successful candidates must demonstrate among others, the following attributes: analytical, good communication, interpersonal relations, patience and caring.</p> <p>A qualified learner will be able to:</p> <ul style="list-style-type: none"> Provide nurturing and responsive care of children in the absence of parents or family members; Facilitate holistic development of children through the provision of opportunities for learning through play. Prepare meals and feed children, Help with personal hygiene, Prepare a stimulating learning environment and age-appropriate play resources. Supervise play activities, maintaining a safe and clean environment.

		Interact with the babies, toddlers and young children, team, parents and external stakeholders	
10.	Content	<p><u>Knowledge component</u></p> <ul style="list-style-type: none"> • 900017-000-01-KM-01, Basic child development within a Child Rights Framework, NQF Level 1, Credits 6 • 90017-000-01-KM-02, An environment that promotes optimal development for babies, toddlers and young children NQF Level 1, Credits 3 • 90017-000-01-KM-03, Quality interactive care service for babies, toddlers and young children, NQF Level 1, credits 10 <p>Total Credits: 19</p>	<p><u>Application component</u></p> <ul style="list-style-type: none"> • 90017-000-01-PM-01, Application of child development principles within a specific context, NQF Level 1, Credits 3 • 90017-000-01-PM-02, Prepare a suitable playing environment for babies, toddlers and young children. NQF Level 1, Credits 5. • 90017-000-01-PM-03, Implement quality interactive caregiving service for babies, toddlers and young children, NQF Level 1, Credits 5 <p>Total Credits:13</p>
11.	Minimum entry requirements	Open entry	
12.	Exit Level Outcomes (ELO) and Associated Assessment Criteria (AAC)	<p>ELO 1: Apply child development principles within a specific context and under direct supervision</p> <p>AAC for ELO1:</p> <ul style="list-style-type: none"> • Children’s rights are observed. • Holistic children’s development is stimulated • Interactions to indicate areas of children’s development are applied • Stages of development in individual children are discussed and observed <p>ELO 2: Prepare a suitable play environment for babies, toddlers and young children from a clearly defined instruction</p>	

		<p>AAC for ELO2:</p> <ul style="list-style-type: none"> • The importance of learning through play is understood in terms of promoting the holistic development of babies, toddlers and young children • Play environment is arranged according to the needs of the target group • Play is facilitated in-doors and outdoors using various resources for specific target groups • Safety and hygiene are maintained according to the needs of the target group • Teaching and learning resources are used appropriately for specific target groups • Early learning play programmes are implemented. <p>ELO 3: Provide good quality interactive caregiving service for babies, toddlers and young children</p> <p>AAC for ELO 3:</p> <ul style="list-style-type: none"> • The basic needs and care for healthy development for the target group are discussed. • Inclusive early childhood learning environment is maintained. • Trust and confidence are built through relationships and interactions with babies, toddlers and young children • Meals are prepared and fed to children • Play activities, personal hygiene and safety are supervised and monitored
13.	Continuous Assessment & Final Supervised Assessment (FISA)	<p>Continuous Assessment The Skills Development Provider (SDP) must ensure that all learners are enrolled with the QCTO at the start of training (within 5 days) in the format required by the QCTO.</p> <p>Continuous assessments are set by the SDP in accordance with the assessment criteria of each module in a contextualized manner.</p> <p>This may consist of a variety of methods, e.g. practical or written assessments, assignments, projects, demonstrations, presentations or any other form of assessment to assist the learner in the learning process, bearing in mind the basic NQF level of this skills programme.</p> <p>During training, it is mandatory for formal summative assessments to take place at the end of each module/topic. These results must be formally recorded and be available for monitoring and/or evaluation by the QCTO.</p>

Final Integrated Supervised Assessment (FISA)

All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing all formal summative assessments conducted by the SDP.

Format of FISA: A practical assessment integrating the relevant Exit Level outcomes, with simultaneous verbal assessment of embedded knowledge by the assessor before, during or after the FISA.

All FISAs must be supervised, and virtual FISAs must be recorded throughout the assessment.

All Exit Level Outcomes must be covered in the FISA. In the FISA, the learner must demonstrate applied knowledge and skills to prove that the competencies of the Skills Programme have been achieved.

The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment).

Special considerations should be made for candidates with special learning needs.

Standards for Final Integrated Supervised Assessment (FISA):

The learner should be provided with a brief/job card/tasks to demonstrate what the learner should show, know or produce in the evidence, relevant to the Exit Level Outcomes and the purpose of the Skills Programme. This is the section where the learner must show applied competency.

Exit Level Outcomes to be covered in the FISA:

- Provision of care and be able to nurture children in the absence of their parents, guardians and/ or family members.
- Facilitation of holistic development of children through the provision of opportunities for learning through play.
- Preparation of meals and feeding children,
- Be able to practice personal hygiene and safety for children.
- Prepare a conducive and stimulating learning environment with age-appropriate play resources.
- Supervision of play activities and maintain a safe and clean environment.
- Interact with the babies, toddlers and young children, team, parents and external stakeholders

Format of FISA: Practical

In a real classroom environment, candidates must be provided with an assessment instrument in which they must be required to practically demonstrate or verbally explain their ability to support basic child development within the general framework of development, prepare a safe and stimulating play environment for babies, toddlers and young children and to provide interactive care for babies, toddlers and young children. This should be done over a maximum period of 3 hours.

Duration: 3 hours

Result: Be declared "C" by means of a rubric that was developed for each of the following:

The FISA INSTRUMENT must consist of a brief for the completion of practical tasks, explanations or demonstrations as indicated below.

This instrument must be developed and moderated by the SDP and conducted in a supervised environment.

By providing different scenarios/tasks for each of the following, the learner must be able to complete the below competencies. The competency criteria that must be assessed in the Early Childhood Caregiver (ECC) FISA is:

1. By providing a relevant scenario, explain relevant knowledge of child development: Assess the caregiver's understanding of various child development stages and knowledge of developmental stages.
2. Health and Safety inclusive of emergencies: Assess knowledge of health and safety regulations in childcare settings in order to create a safe and secure environment for babies, toddlers and young children. The learner must be able to react correctly to any given emergency scenario/case study.
3. Learning through play: Examine the caregiver's ability to prepare a "play session" for toddlers by arranging relevant toys and activities, bearing in mind diverse learning experiences, in which the caregiver should explain how he/she will facilitate the session.
4. Identify health and welfare issues and relevant services that will be able to assist: By providing a relevant scenario, assess the caregiver's skills in observing children's behavior by identifying a possible health or welfare issue, and how to report it and follow up on the child's progress.
5. Communication Relationships and Interpersonal Skills: By providing a scenario, assess ability to communicate and interact with both children, parents/guardians and stakeholders positively and ethically.
6. Demonstrate the ability to provide nutritious meals for a day (or number of days) and explain how personal hygiene will be applied.
7. Identify unsafe environments or surroundings for babies, toddlers and children from images/photographs.

NOTE: Should a learner be found to be competent in all of the above areas, they should be declared "Competent". If not yet competent in any of the above areas, they should be declared "NYC", re-trained and then be reassessed with different applicable tasks/scenarios.

A learner must be provided with:

- The assessment instrument tools, consumables in an ECD venue simulated environment with resources, equipment, materials and documents for learners to use for the FISA with clear instructions provided in the brief.
- No FISA instrument is allowed to be used verbatim for re-assessment or for a different cohort of learners

Whilst conducting the above assessment well-timed questions should be asked of the learner to assess embedded knowledge gained during the skills programme, as well as critical thinking and problem-solving skills: for example:

- "Why?"
- "What would happen if ...?"
- "When is done, what would the result be?"
- "How would you deal with?"

		<p>The marking rubric/compliance checklist used to assess these competencies must also include a section for the assessor/facilitator used in this session to make a note of competencies shown, (or not shown), as well as the questions that were asked, and a summary of the learner's answers, and state whether these are of the acceptable standard or not.</p> <p>The marking rubric/compliance checklist compiled should contain specific areas marked with an asterisk (*) as compulsory sections in order for the learner to be declared C (Competent). Compulsory sections are when the safety of the candidate or others would be affected if incorrectly completed, [e.g. what to do in an emergency].</p> <p>Learners who complete this skills programme will accumulate credits towards the relevant full or part qualification. The Credit Accumulation and Transfer (CAT) Policy may apply to these learners.</p> <p>Submission of final results</p> <p>Final results must be submitted to the QCTO in the required format, within 21 days of the date of the FISA, together with the following:</p> <ul style="list-style-type: none"> • Completed FISA Assessment Verification Report on the FISA (QCTO template). • A copy of the final Assessment Instrument used, as well as the marking guideline/rubric
14.	Recognition of Prior Learning (RPL)	<ul style="list-style-type: none"> • Learners will gain access to the skills programme through RPL for access as provided for in the QCTO RPL Policy. RPL for access is conducted by accredited education institution, skills development provider or workplace accredited to offer that specific skills programme. • Learners who have acquired competencies in skills programme will be credited for such topics through RPL. • RPL for access to the Final Supervised Assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the skills programme document to establish and confirm prior learning and achievement of required competencies for the skills programme.
15.	Work Opportunities/further learning	<p>This is an entry-level Skills Programme for those who want to enter the field of Education, Training and Development, specifically within the sub-field of Early Childhood Development (ECD).</p> <p>Many of those who will seek this Skills Programme are already practising within the field, but without formal recognition.</p>
16.	Skills Development Provider Accreditation Requirements	<p><i>Physical Resource Requirements:</i></p> <ul style="list-style-type: none"> • Ventilated and luminated classroom(s) with tables, chairs, white board, data projector. • Computer with internet access and online presentation software • Curriculum-aligned training material and resources • Complete Quality Management system

		<ul style="list-style-type: none"> • Venue/ simulated Early Childhood Development environment with resources, equipment, materials and documents for learners to use <p><i>Human Resource Requirements:</i></p> <ul style="list-style-type: none"> • The Facilitator must have an NQF Level 4 in Early Childhood Development qualification or equivalent • Minimum of three years of Early Childhood Development practical working experience • Facilitator to learner ratio: 1:20 (Maximum) Knowledge Modules • Facilitator to learner ratio: 1:15 (Maximum) Practical Modules • Quality Management System <p><i>Legal Requirements:</i></p> <ul style="list-style-type: none"> • Registered Legal entity • Infrastructure compliant with Occupational Health and Safety Act • Display of Labour Laws in the buildings • Valid Tax Compliance Pin / Exemption
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