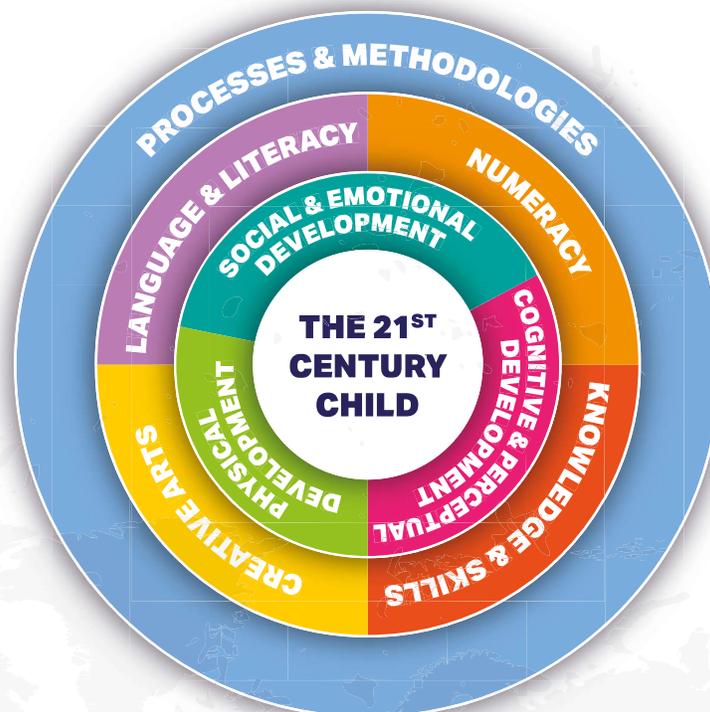


Early Childhood Development (ECD) NQF Level 4 – SAQA ID 58761

Qualification Description

The qualification focuses on the holistic development of babies, toddlers and young children in a manner that is sensitive to culture and individual needs. The courses within this qualification includes the provision of quality early childhood development services for children in a variety of contexts, including community-based services, ECD centres at home and in institutions. This qualification ushers you into the specialized field of ‘Child Development’.



Curriculum

Fundamentals: 56 Credits

SOCIAL & EMOTIONAL DEVELOPMENT	
Social Interaction/ Play	<ul style="list-style-type: none"> • Demonstrates basic manners • Verbalises needs • Beginning to understand the concept of sharing and taking turns • Participates in parallel play • Takes part in fantasy play
Relationships	<ul style="list-style-type: none"> • Seeks security and support less often from primary family figures • Plays along side others • Forms strong bond with primary teacher/teaching assistant for comfort and security • Is aware of others in the environment
Self-Regulation	<ul style="list-style-type: none"> • Separates from parents without distress • Needs adult guidance in managing impulses and feelings • Recognises basic emotions • Seeks and accepts comfort and guidance from adults without temper outbursts • Participates willingly in activities and attempts new challenges with adult guidance • Adapts to rules and routines

Empathy & Caring	<ul style="list-style-type: none"> Shows progress in expressing feelings without harming self or others Demonstrates concern for the needs of other children Shows interest in other people Treats living things, property and environment with respect
Self	<ul style="list-style-type: none"> Demonstrates independence in selecting activities, personal hygiene and dressing Demonstrates growing responsibility, respect and confidence Demonstrates gender awareness
Work Ethic	<ul style="list-style-type: none"> Participates in activities
Resilience	<ul style="list-style-type: none"> Tries different activities Explores the environment
Social Awareness	<ul style="list-style-type: none"> Beginning to be tolerant towards others

COGNITIVE & PERCEPTUAL DEVELOPMENT

VISUAL PERCEPTUAL SKILLS

Visual Processing	<ul style="list-style-type: none"> Acquires and interprets information visually and gives meaning to what is seen 	<ul style="list-style-type: none"> Able to describe objects Interprets pictures
Visual Memory	<ul style="list-style-type: none"> Ability to recall and retain visual information 	<ul style="list-style-type: none"> Remembers where objects are put away Recognises familiar people and remembers names Can remember at least 2 objects
Visual Discrimination	<ul style="list-style-type: none"> Sees similarities, differences and detail of objects accurately, including patterning 	<ul style="list-style-type: none"> Completes an irregular shape puzzle Identifies familiar pictures in a book Matching games
Visual Sequencing	<ul style="list-style-type: none"> Ability to put things in order visually 	<ul style="list-style-type: none"> Look at a sequence of objects and then put the objects in the same order
Visual Memory Sequencing	<ul style="list-style-type: none"> Ability to retain and recall a visual pattern or sequence 	<ul style="list-style-type: none"> Recreate a pattern or sequence when the sequence he or she was shown is removed
Visual Closure	<ul style="list-style-type: none"> Ability to identify the whole object, picture or word when only a part is seen by mentally filling in the missing pieces 	<ul style="list-style-type: none"> Able to build a 3-to 10- piece puzzle Able to build a simple object with blocks
Visual Analysis & Synthesis	<ul style="list-style-type: none"> Visual analysis is the ability to break up pictures, objects, forms and words Visual synthesis is the ability to assemble parts into a whole 	<ul style="list-style-type: none"> Able to build age appropriate puzzles
Visual Form Constancy	<ul style="list-style-type: none"> Recognises forms, shapes, symbols regardless of position, size, background 	<ul style="list-style-type: none"> Can recognise that objects are the same thing even if they are different sizes or in a different position

Visual Figureground	<ul style="list-style-type: none"> • Focuses attention on specific object or aspect while ignoring all other stimuli • Differentiates between foreground and background • Recognition of figures embedded within a general sensory background • Ability to pay attention to detail 	<ul style="list-style-type: none"> • Able to distinguish between objects in the foreground or background of a picture • Able to locate objects within a picture • Able to identify and describe specific detail in a picture
Visual Motor Skills	<ul style="list-style-type: none"> • Integration of visual, visual perceptual and motor skills. • Includes visual tracking 	<ul style="list-style-type: none"> • Able to visually follow an object around the room

AUDITORY PERCEPTUAL SKILLS

Auditory Processing	<ul style="list-style-type: none"> • Acquires and interprets information aurally 	<ul style="list-style-type: none"> • Able to follow a single instruction
Auditory Memory	<ul style="list-style-type: none"> • Remembers what the ears have heard and correct sequence in which sounds are perceived 	<ul style="list-style-type: none"> • Remember simple rhymes and songs • Able to follow a simple instruction • Able to remember up to 3 numbers
Auditory Discrimination	<ul style="list-style-type: none"> • Hears similarities and differences in sounds 	<ul style="list-style-type: none"> • Children listen to everyday sounds on CDs or audio clips and need to identify them • Different percussion instruments, loud and soft, i.e. drums, bells, triangle – high
Auditory Sequencing	<ul style="list-style-type: none"> • Ability to understand and recall the order of sounds and words 	<ul style="list-style-type: none"> • Remembers and repeats nursery rhymes • Remembers sequence of a familiar or basic story
Auditory Closure	<ul style="list-style-type: none"> • Ability to fill in the missing or distorted parts of an auditory signal in order to recognise the whole message 	<ul style="list-style-type: none"> • Able to complete rhymes
Auditory Synthesis & Analysis	<ul style="list-style-type: none"> • Auditory analysis is the ability to break down what has been heard into smaller parts (includes syllabification) • Auditory synthesis is the ability to blend sounds and syllables together to create meaningful words 	<ul style="list-style-type: none"> • Clap out name
Auditory Figureground	<ul style="list-style-type: none"> • Focuses attention on specific object or aspect while ignoring all other stimuli 	<ul style="list-style-type: none"> • Able to listen to instructions in a noisy environment • Able to ignore noises outside of the classroom e.g. traffic, other children
Auditory Localisation	<ul style="list-style-type: none"> • Ability to locate the source of a sound 	<ul style="list-style-type: none"> • Blindfolded child is able to locate the sound of a percussion instrument or other noise

PHYSICAL INTEGRATION

Body Awareness	<ul style="list-style-type: none"> Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves) 	<ul style="list-style-type: none"> Awareness of the body from the head to toes Identifies basic body parts Drawing of a person consists of at least 6-8 parts
Spatial Orientation	<ul style="list-style-type: none"> Understands space around the body or relationship between object and the observer 	<ul style="list-style-type: none"> Children place concrete objects in different positions
Midline Crossing	<ul style="list-style-type: none"> Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side 	<ul style="list-style-type: none"> Able to move arms across the midline Able to sit cross legged
Directionality	<ul style="list-style-type: none"> Ability to know to begin at the top of the page and work toward the bottom, starting from the left and moving to the right. Knows left and right 	(Not applicable)
Visual Motor Integration	<ul style="list-style-type: none"> Ability to control hand movements guided by vision Involves the integration of visual perceptual and fine motor coordination and planning 	<ul style="list-style-type: none"> Able to copy vertical line, horizontal line, circle, crossing lines, diagonal line
Bilateral Integration	<ul style="list-style-type: none"> Refers to the ability to use both sides of the body together in a coordinated way Includes the development of dominance 	<ul style="list-style-type: none"> Kicking balls with right foot then left foot Rolling a ball with left hand then right hand, Standing on right leg only standing on left leg only Ride a tricycle
Diadokinesis	<ul style="list-style-type: none"> Rapidly alternating movement of the articulators e.g. tongue 	(Not applicable)
Gross & Fine Motor Planning	<ul style="list-style-type: none"> Ability to conceive, plan and carry out a skilled, non-habitual motor act in the correct sequence from beginning to end 	<ul style="list-style-type: none"> Able to follow instructions and complete a task Able to follow a sequence of instructions in order from beginning to end

COGNITIVE SKILLS

Concrete To Abstract	<ul style="list-style-type: none"> Progression from concrete to abstract 	<ul style="list-style-type: none"> Works with concrete apparatus
Cognitive Development	<ul style="list-style-type: none"> Able to draw on past/previous experiences and knowledge 	<ul style="list-style-type: none"> Shares experiences
Planning	<ul style="list-style-type: none"> Plans and organises thoughts and actions in logical manner 	<ul style="list-style-type: none"> Initiates and completes tasks in a logical sequence Completes tasks in the required time frame
Task Management	<ul style="list-style-type: none"> Ability to initiate, plan and complete tasks successfully within an appropriate time frame 	<ul style="list-style-type: none"> Completes tasks in the required time frame Tasks are successfully completed in terms of what is required

Thinking Skills	<ul style="list-style-type: none"> Ability to use various and appropriate basic thinking skills and strategies to organise and compare information Able to formulate questions Able to verbalise own thoughts and answers 	<ul style="list-style-type: none"> Asks questions
Problem Solving	<ul style="list-style-type: none"> Identifies, tackles and solves problems using traditional and innovative methods 	<ul style="list-style-type: none"> Answers questions Attempts to solve basic problems

PHYSICAL DEVELOPMENT

GROSS MOTOR SKILLS

General health and vitality	<ul style="list-style-type: none"> Refers to a child demonstrating good health, physical strength, stamina and mental vigour 	<ul style="list-style-type: none"> Less than 3 days off school related to illness per term Able to complete physical tasks without needing to stop to rest or becoming breathless Energetic Well rested Demonstrates a good appetite
Locomotion	<ul style="list-style-type: none"> Refers to a child's mastery of mobility and movement 	<ul style="list-style-type: none"> Moves forwards, backwards and sideways without falling: run, walk and crawl Jumps up and down landing on both feet Climbs stairs alternating both feet (does not apply to descending stairs necessarily) Rolling forwards and sideways Able to walk on tiptoes
Nonlocomotion (Anchored movements)	<ul style="list-style-type: none"> Movement in which the body remains anchored to one spot 	<ul style="list-style-type: none"> Stand, bends, swings arms, twisting
Balance and stability	<ul style="list-style-type: none"> The ability to move or remain in a position without losing control or falling 	<ul style="list-style-type: none"> Stands and moves without falling Balances on one foot (3 seconds) Crosses broad balance beam Rises from heels without using hands
Eye-foot coordination	<ul style="list-style-type: none"> The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the feet in the accomplishment of a given task 	<ul style="list-style-type: none"> Kicks a large ball forcibly without losing balance from standing position
Eye-hand coordination	<ul style="list-style-type: none"> The ability of the visual system to coordinate the information received through the eyes to control, guide, and direct the hands in the accomplishment of a given task 	<ul style="list-style-type: none"> Throws a large ball over head Able to bounce a ball Catches bean bag or ball against the chest or with extended arms Throws into a large target from 1m Uses a big racket to hit a ball

Large manipulatives	<ul style="list-style-type: none"> Involves using large objects. Manipulative skills include pushing, pulling, lifting, striking, throwing, kicking or rolling 	<ul style="list-style-type: none"> Refers to eye-hand and eye-foot coordination Use legs to push a bike Pushes and pulls an object Rolls a large ball
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FINE MOTOR SKILLS

Small manipulatives	<ul style="list-style-type: none"> Involves using or working with small objects 	<ul style="list-style-type: none"> Buttons 1 or 2 buttons Builds a tower with 10 big blocks Builds a simple construction using blocks/Duplo Places large pegs into pegboards Squeezes, rolls, pinches play dough with no form Threads at least 6 large beads Threads around card Crumples paper into balls Exposed to tearing paper into big pieces
Use of drawing, writing and painting tools	<ul style="list-style-type: none"> Specifically refers to use of drawing, writing or painting tools 	<ul style="list-style-type: none"> Paints with variety of media Uses thick (22) paint brush Draws with variety thick media (e.g. crayons, kokis) Uses large surfaces or paper Tripod grip developing Demonstrates strength and control of media
Cutting	<ul style="list-style-type: none"> Refers to the use of scissors to cut paper or objects 	<ul style="list-style-type: none"> Demonstrates correct grip, growing control and accuracy when using scissors Attempts to cut on a straight line

GENERAL

Core strength	<ul style="list-style-type: none"> Refers to the underlying muscles of the torso, which stabilises, align and move the trunk of the body 	<ul style="list-style-type: none"> Demonstrates good core strength in the sitting position (legs crossed and back upright) Demonstrates good posture (back straight, shoulders back and chin up)
Body awareness	<ul style="list-style-type: none"> Body awareness includes body image (self image which is emotion based), body concept (knowledge of body parts) and body schema (how the body moves) 	<ul style="list-style-type: none"> Demonstrates growing awareness of own body i.e. how it moves and functions Able to identify parts of the body Draws age appropriate picture of him or herself (Consists of at least 4 parts)
Spatial awareness and body orientation	<ul style="list-style-type: none"> A child's awareness of his or her placement in relation to other things, as well as the ability to understand concepts such as distance, speed and placement (over, under, behind etc.) 	<ul style="list-style-type: none"> Moves forwards, backwards and sideways as directed Can follow instructions where he or she needs to orientate him or herself in relation to another object Understands the concept of "far away" and "close by"

Laterality	<ul style="list-style-type: none"> • Laterality is an internal awareness that there are two sides to the body and that these sides are different. Laterality is linked to directionality, lateral preference/dominance 	<ul style="list-style-type: none"> • Demonstrates growing awareness of each side of the body • Beginning to show preference to one hand or side of the body
Crossing the midline	<ul style="list-style-type: none"> • Crossing the midline refers to the ability to cross the middle of the body with the arms and legs crossing over to the other side 	<ul style="list-style-type: none"> • Able to draw a horizontal line across a page without having to switch hands in the middle • Able to sit cross-legged on the floor • Reaches for objects in contralateral space
Bilateral integration	<ul style="list-style-type: none"> • Refers to the ability to use both sides of the body together in a coordinated way 	<ul style="list-style-type: none"> • Hop on one foot • Jump two feet together • Gallop • Beginning to skip

Admission Requirements

Communication and Maths Literacy at NQF level 3 (Grade 11/Standard 9)

A second African language at NQF level 2 (Grade 10/Standard 8 depending on course)

There is an open access to this qualification.

The above requirements may have been obtained through:

- › formal schooling or
- › informal learning – Prior learning of the above levels of competence assumed is recognised.

Duration

Twelve (12) months. This duration includes workplace experience, completion of assignments/projects and class training sessions. Learners attend class training sessions once a week in the 12 months

Pricing

R 18 000,00 for Learners that already have matric. R18 800,00 for learners that do not have matric. Registration fee R200,00. A suitable payment plan is tailored to meet individual learners.

Enrolment

Enrolment takes place throughout the year.

Learning Material

Accredited learning Material is provided to learners. No additional textbooks required.

Workplace Learning / Practical

There is a compulsory Workplace Learning component to the learning Programme. Specific competencies/skills in the workplace is identified for the acquisition of the qualification.

Hence it is compulsory for learners to perform practical tasks within an ECD (Early Childhood Development) centre that is registered with the Department of Social Development. It is therefore a prerequisite for you to access a registered ECD centre where you need to physically perform the prescribed tasks to complete the course.