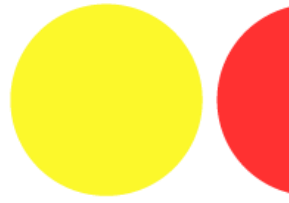




Course Prospectus 2026

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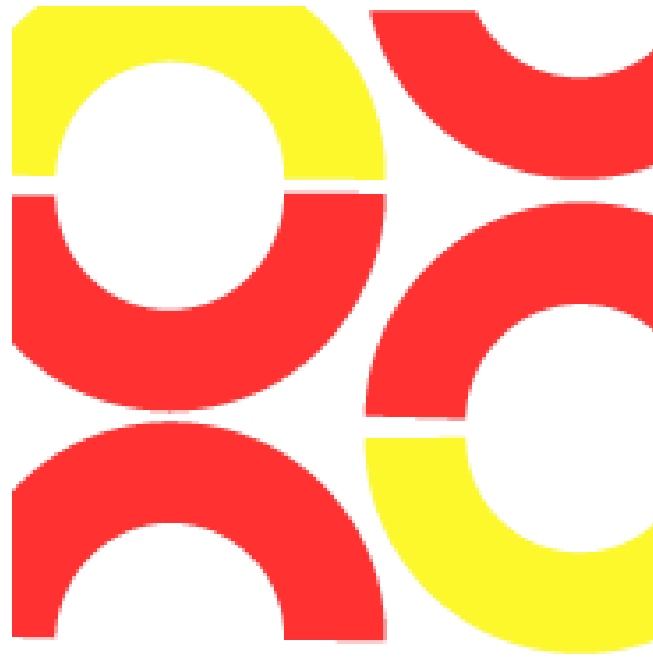
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Course Content: Exit Level
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Attendance & Recognition Of Credits
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COURSE OUTLINE

PROGRAMME NAME:

The Occupational Certificate: ECD Practitioner
NQF 4

QCTO QUALIFICATION NUMBER: 97542

PROGRAM DURATION: 18 months

TOTAL CREDITS: 131

PROGRAMME TYPE: Part-Time/Modules

BACKGROUND:

Caversham Education Institute (CEI) has been offering excellence in ECD teacher training since 2006. CEI is an accredited Service Provider with the ETDP SETA & the QCTO and offers South Africa Qualification Authority (SAQA) registered Early Childhood Development (ECD) qualification.





THE PURPOSE & RATIONALE FOR THE OCCUPATIONAL CERTIFICATE: ECD

Purpose

The purpose of this qualification is to equip Early Childhood Development (ECD) Practitioners with the knowledge and skills to plan and prepare activities, facilitate and mediate learning, observe and assess children's progress, and reflect on learning in inclusive, play-based environments. Practitioners will support the holistic development of children from conception to school-going age in both centre-based and non-centre-based settings.

A qualified ECD practitioner who has successfully completed this qualification will be able to:

- Plan and prepare stimulating learning environments and activities that meet the holistic needs of all children.
- Facilitate and mediate all aspects of the daily programme in diverse ECD settings.
- Observe, assess, and record each child's progress according to age and developmental stage.
- Compile progress reports for individual children.
- Promote and maintain the well-being, health, nutrition, safety, and protection of children.

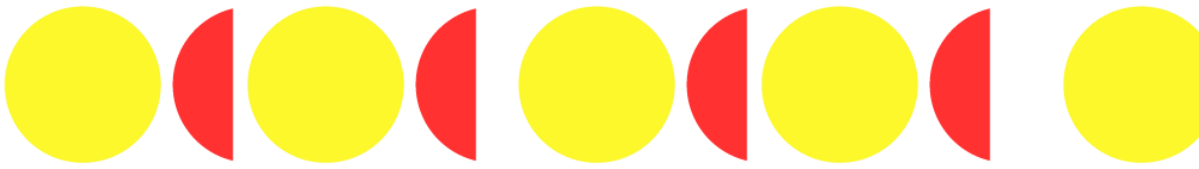
Rationale

The Occupational Certificate: Early Childhood Development responds to the growing demand for competent practitioners in the ECD sector across varied contexts. With an inclusive focus on education, health, and safety, this qualification ensures that practitioners are recognised for their skills and prepared to meet the needs of children in both centre-based and non-centre-based environments.

This qualification:

- Provides entry-level recognition for practitioners, enhancing employment prospects within the Department of Basic Education.
- Creates opportunities for business development through registration of ECD centres and sites with the Department of Social Development.
- Establishes access to a recognised career path, strengthening the professionalisation of the ECD field.
- Opens opportunities for school leavers, employed and under-employed individuals to enter or continue learning in the ECD sector.

High-quality early childhood education and care is a fundamental right of every child and forms the foundation for lifelong learning and development. Universal access to quality ECD services benefits children, families, and society, while also contributing to economic development. As social and economic needs evolve, and more parents enter the labour market, the demand for skilled ECD practitioners continues to grow across both urban and rural settings.



COURSE CONTENT

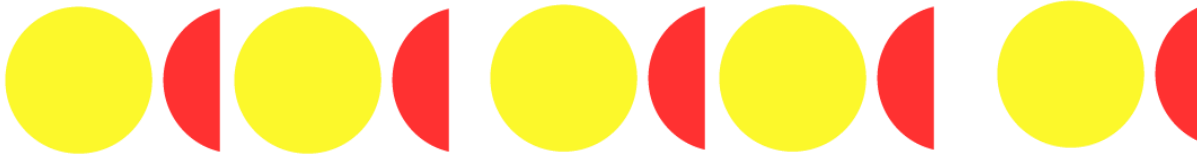
EXIT LEVEL OUTCOMES & ASSOCIATED ASSESSMENT CRITERIA FOR EXIT LEVEL OUTCOMES

EXIT LEVEL OUTCOME 1: CREATING INCLUSIVE LEARNING ENVIRONMENTS

- Set up safe, inclusive spaces that encourage play, exploration, and learning.
- Show understanding of inclusion, diversity, equality, and cultural sensitivity.
- Design daily plans that reflect diversity and inclusivity.
- Adapt activities and resources to meet the needs of all children, including those with special needs.
- Identify key factors to consider when planning for children’s learning and development.

EXIT LEVEL OUTCOME 2: FACILITATING PLAY AND LEARNING

- Explain the benefits of indoor and outdoor play.
- Identify types of play that support learning and development.
- Implement daily plans using inclusive activities and resources.
- Explain the importance of both adult-led and child-initiated activities.
- Meet children’s needs through interaction, communication, and care.
- Facilitate both child-initiated and adult-directed activities.
- Support language and thinking development through integrated activities.
- Identify barriers to play-based learning and suggest solutions.



EXIT LEVEL OUTCOMES & ASSOCIATED ASSESSMENT CRITERIA FOR EXIT LEVEL OUTCOMES

EXIT LEVEL OUTCOME 3: OBSERVATION AND ASSESSMENT

- Explain why observing and assessing children is important.
- Use appropriate assessment techniques to track development.
- Apply different methods to gather and record information.
- Identify factors that may affect children's progress.
- Use tools and templates to produce accurate assessment records.
- Detect and record warning signs of developmental or health concerns.
- Complete children's records according to centre policies.

EXIT LEVEL OUTCOME 4: USING ASSESSMENT TO SUPPORT LEARNING

- Evaluate records to identify developmental milestones and differences.
- Review learning goals to track progress.
- Compile progress reports with recommendations.
- Use assessment results to plan future learning opportunities.
- Work with families to address behavioural concerns positively.
- Analyse and interpret information to support children's development and inform practice.



EXIT LEVEL OUTCOMES & ASSOCIATED ASSESSMENT CRITERIA FOR EXIT LEVEL OUTCOMES

Exit Level Outcome 5: Promoting Health, Safety, and Well-being
• Identify accidents and emergencies that may occur in ECD settings.
• Develop action plans to respond to emergencies in line with health and safety policies.
• Plan weekly menus that meet children’s nutritional needs, including special diets.
• Promote healthy lifestyles for babies and children.
• Recognise signs of distress, abuse, or neglect and follow centre policies for reporting.
• Identify environmental risks and infections that may affect children.
• Record and report accidents and emergencies according to policy.
• Apply measures to prevent and control infections in line with legislation and regulations

RECOGNITION OF PRIOR LEARNING (RPL):

- Learners who have relevant prior learning or work experience may gain access to the qualification or the final external assessment.
- Accredited providers and approved workplaces will assess prior learning using the official curriculum criteria.
- Prior learning can be confirmed through a Statement of Results or a Work Experience Record.

ENTRY REQUIREMENTS:

- Be teaching / assisting / volunteering in a registered and approved ECD Centre/ Preschool under the supervision of a qualified ECD mentor or practitioner
- A Senior Certificate or be prepared to do Foundational Learning Competence (FLC) i.e. Communications & Mathematical literacy @ NQF Level 2 assessed by the IEB (a separate part qualification
- Successfully pass the entrance test



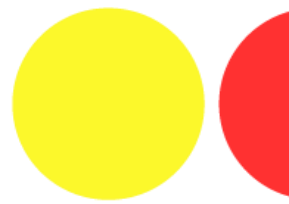
MODULES INCLUDED IN THE QUALIFICATION

KNOWLEDGE MODULES: 43 CREDITS:

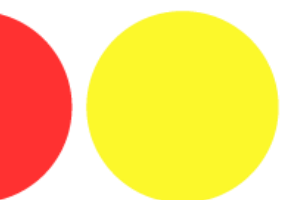
1. Introduction to the early childhood development sector, at NQF Level 4, 4 Credits
2. Theories and Perspectives of Child Development, at NQF Level 5, 6 Credits.
3. Planning and Programme Development in early childhood settings, at NQF Level 4, 8 Credits.
4. Facilitation and mediation of active learning, at NQF Level 5, 12 Credits.
5. Observation and assessment in early childhood development, at NQF Level 4, 4 Credits.
6. Promotion of health, safety and well-being of children, at NQF Level 4, 6 Credits.
7. Administration for early childhood development services and programmes, at NQF Level 3, 3 Credits.

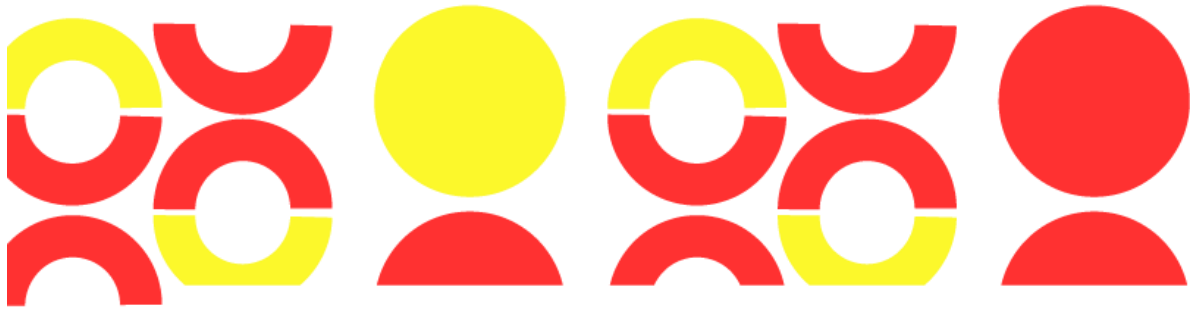
PRACTICAL SKILL MODULES; 43 CREDITS:

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



WORK EXPERIENCE MODULES; 45 CREDITS:
1.Learning programme and routines planning and preparation process, at NQF Level 4, 13 Credits.
2.Processes of facilitating and mediating the learning programme in a variety of contexts, at NQF Level 4, 15 Credits.
3.Processes of observation, assessment, recording and reporting on children's learning and development, at NQF Level 4, 7 Credits.
4.Processes and procedures of promoting the health, nutrition, safety, protection and well-being of children in an early childhood development setting, at NQF Level 4, 10 Credits.





ATTENDANCE & REGOGNITION OF CREDITS

For the Knowledge & Practical Components a student is required to

- Attend a full day workshop once a week and a full day workshop every second Saturday during term times. There are 69 workshop sessions during the 18 months and 80% attendance is compulsory
- Complete the practical component both during the contact sessions and during the compulsory workplace times
- Have a satisfactory mark for tests conducted at the completion of each module
- Write a final External Integrated Summative Assessment (EISA), which includes workplace evidence

For the Work Experience component, a student is required to

- Complete compulsory logbook tasks that are supervised and signed off by a supervisor
- Assist in facilitating daily routines and activities
- Observe and plan small group activities
- Conduct basic child assessments (under supervision)

CAVERSHAM INSTITUTE IS COMMITTED TO

- Offering excellent, relevant training for ECD practitioners, that not only provides accredited ECD qualifications, but also enhances personal growth, self-esteem and confidence
- Presenting course material in creative and interesting ways supported by informative, notes to keep abreast of latest ECD policy developments in South Africa
- Training part-time, on alternate Saturday mornings, or on-line in the evening to enable students to combine work and study
- Providing support and guidance to complete assignments for submission to the QCTO for accreditation and the recording of credits on the National Data Base

The Occupational Certificate in ECD is offered over 18 months (6 terms) and is recognised by the Department of Basic Education for employment as a pre-Grade

