

Course Prospectus 2026

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National Diploma in ECD Course Content T & L Birth - Five 2021/22

CONTENT



01

BACKGROUND

02

PROGRAMME DESCRIPTION

03-06

PROGRAMME CONTENT

- Learning Outcomes For The Scope Course
- Learning Outcomes For Teaching & Learning Birth To Five (Babies, *Toddlers, 3 – 4 Year Old And 4 – 5 Year Old Children)*

07-08

METHODOLOGY EMPLOYED

&

REQUIREMENTS FOR

ACCREDITATION

09

THE EXIT LEVEL OUTCOMES FOR THE HIGHER CERTIFICATE IN ECD Will Enable Early Childhood Teachers To:

COURSE OUTLINE

PROGRAMME NAME: The National Diploma in Early Childhood Development National Qualification Framework (NQF) Level 5
SAQA QUALIFICATION NUMBER: 23118
PROGRAMME DURATION: 3 years
TOTAL CREDITS: 245
PROGRAMME TYPE: Part-Time/Modules

BACKGROUND:

Caversham Education Institute is an accredited Service Provider with the ETDP SETA and offers South African Qualification Authority (SAQA) registered early childhood development (ECD) qualifications. The National Diploma in ECD is a qualification comprising the credits of 15 Unit Standards and is offered in 47 modules on a part-time, in-service basis over three years. The course is structured like an 'onion' in that each workshop/module builds on the knowledge and skills gained in the previous one. The types of learning – disciplinary, pedagogical, practical, fundamental and situational – are integrated and evident in each workshop/module. There is an emphasis on personal development to ensure ECD teachers who are not only skilled but also inspired and passionate about their work.

PROGRAMME DESCRIPTION

Year 1

The course begins with how young children learn - active learning and moves on to theories of child development and their application in the classroom. Setting up the learning environment then lays the foundation for how to structure an effective daily programme for young children and then knowledge of specific ECD curriculum requirements. This is followed by a series of workshop/modules in practical teaching providing theory and practice in conducting Greeting, Small Group Times, Rings and Stories and providing the skills to offer educational play-based activities during free-play both indoors and outdoors. Students are exposed to different forms of child management/discipline and then study children with barriers to learning offered in two sessions; the first emphasising intrinsic barriers and the second barriers posed by socio-economic and environmental factors. The course is rounded off with modules on parental contact, teamwork and finally professionalism.

Year 2

The course comprises 12 modules that complete the requirements for the elective components for the qualification. It is structured to provide in-depth specialised knowledge of the SA Policy for ECD and the South African National Curriculum Framework (NCF) for birth - four.

The content covers the required knowledge and understanding of the aims and developmental outcomes for the Early Learning Developmental Areas; Well-Being, Identity & Belonging, Communication, Exploring Mathematics, Creativity and Knowledge and Understanding of the World. It also provides the skills to plan and present activities and assess children's progress. An important element of the course focuses on the professionalism of ECD teachers including writing a CV and interview skills.

Year 3

The third year diploma course is offered to students who have completed the Higher Certificate in ECD (2 years) and is designed to extend their knowledge, skills and effectiveness in the field of early childhood to working with ***vulnerable children and their families.***

The course has three main focuses; academic literacy, vulnerable children and working with adults in the child's world. A significant part of the year's study requires the academic literacy skills to access and interpret information and produce a mini-thesis on a specific area of vulnerability for young children. The research for this mini-thesis is then shared with other members of the group and culminates in a 30-minute Group Presentation to parents. Skills in planning, implementing, assessing and evaluating inclusive learning programmes for vulnerable children, the teaching team and parents includes selecting teaching aids, using multi-media and managing groups. The knowledge and skills required to form and sustain supportive partnerships with parents and fellow colleagues is an integral part of the course.

Caversham Institute uses an integrated model and the Unit Standard - Facilitating a Programme of Learning is used as the core focus for the third year of study for this integrated diploma. The Specific Outcomes for this Unit Standard are gradually unpacked with special reference to vulnerable children and used as the "hook on which to hang" the additional knowledge and skills required by the other Elective Unit Standards: selecting support materials, using multi-media to facilitate and mediate learning; manage an inclusive learning programme for young children, including those with special needs. The academic component is systematically covered and linked with specific topics to make learning relevant and meaningful.

PROGRAMME CONTENT

THE SCOPE COURSE - FUNDAMENTAL UNIT STANDARDS:		
13925	Present Information in a Public setting	5 credits
8647	Apply Workplace Communication Skills	10 credits

CORE UNIT STANDARDS		
13855	Develop & Manage the ECD Learning Programme	24 credits
13853	Mediate Active Learning	36 credits
13854	Promote Healthy Development in ECD Programmes	12 credits

ELECTIVE UNIT STANDARDS – TEACHING & LEARNING BIRTH TO FIVE		
10289	Facilitate a Programme of Learning	24 credits
10295	Promote Lifelong Learning & Development	8 credits
115753	Conduct Outcomes-based Assessment	15 credits

Total Credits **134 credits**

THE CAVERSHAM THIRD YEAR
WITH THE ELECTIVES TEACHING & LEARNING : BIRTH - FIVE

FUNDAMENTAL UNIT STANDARD		
145821	Develop and Apply Academic Literacy Skills	25 credits

ELECTIVE UNIT STANDARDS		
7400	Managing the Learning Programme	24 credits
13856	Facilitate an Inclusive Educational Environment in ECD settings	12 credits
10290	Evaluate, select, adapt published learning materials & develop, use and evaluate own supplementary learning aids	12 credits
114476	Use multi-media to facilitate & mediate learning	12 credits
10288	Organise a Programme of Learning	8 credits
10294	Identify & respond to learners with special needs and barriers to learning	10 credits
1284	Managing diversity in ECD settings	12 credits

Total **115 credits**

THE CAVERSHAM NATIONAL DIPLOMA IN ECD ***245 CREDITS***

(The 5 credits for Present Information in a Public Setting are not included in the National Diploma in ECD)

PROGRAMME CONTENT

LEARNING OUTCOMES FOR THE SCOPE COURSE	
Module 1 :	Introduction and ECD History in SA
Module 2 :	Promoting Healthy Development
Module 3 :	Understanding and Mediating Children's Cognitive Development
Module 4 :	Understanding and Mediating Children's Emotional and Social Development
Module 5 :	Creating an Indoor Learning Environment
Module 6 :	Creating an Outdoor Learning Environment
Module 7 :	The Daily Programme
Module 8 :	Assessments
Module 9 :	Plan, Do, Review
Module 10 :	Mediating Whole Class Activities – Rings
Module 11 :	The National Curriculum – Early Literacy, Numeracy and Life Skills
Module 12 :	Mediating Language (Home and Second) and Storytelling
Module 13 :	Child Management/Discipline
Module 14 :	Planning and Mediating Small Group Times
Module 15 :	Children with Special Needs
Module 16 :	Vulnerability and Resilience
Module 17 :	Establishing Meaningful Partnerships with Parents/Caregivers and Communities
Module 18 :	Professionalism and Preparing for Assessments
Module 19 :	Team Teaching and Portfolio Submission
Module 20 :	Reflection and Advocacy

PROGRAMME CONTENT

LEARNING OUTCOMES FOR TEACHING & LEARNING BIRTH-TO-FIVE *(Babies, Toddlers, 3 – 4 year old and 4 – 5 year old children)*	
Module 1 :	Policy implications for ECD teachers, writing a CV & interviews
Module 2 :	The ECD Policy - A national vision for young children
Module 3 :	The Importance of Guiding Principles, Programmes & Practice
Module 4 :	Well-Being – the Key Early Learning & Development Area
Module 5 :	Well-Being – Continued – Developmental Guidelines, Activities & Assessment
Module 6 :	Identity & Belonging – Aims, Developmental Guidelines, Activities & Assessment
Module 7 :	Communication - Aims, Developmental Guidelines, Activities & Assessment
Module 8 :	Exploring Mathematics - Aims, Developmental Guidelines, Activities &
Assessment	
Module 9 :	Creativity - Aims, Developmental Guidelines, Activities & Assessment
Module 10 :	Knowledge & Understanding of the World – Aims, Developmental Guidelines,
	Activities & Assessment
Module 11 :	Bringing it all together
Module 12 :	Reflection, Review and Evaluation

LEARNING OUTCOMES FOR THE THIRD YEAR NATIONAL DIPLOMA IN ECD COURSE

Module 1 :	Introduction – Research, Policy and Practice
Module 2 :	Learning, Research, Policy and Practice continued
Module 3 :	Facilitating learning – self, children and adults
Module 4 :	Facilitating learning using multi-media for children and adults
Module 5 :	Creating learner-centred programmes of learning
Module 6 :	Planning and group learning
Module 7 :	Cooperative Learning & Developing Support Materials
Module 8 :	Cooperative Learning & Developing Support Materials – continued
Module 9 :	Implementation – group dynamics & special needs
Module 10 :	Implementation for learner confidence
Module 11 :	Dealing with conflict & dysfunction
Module 12 :	Managing resources & beginning evaluation
Module 13 :	Preparing for Group Presentation
Module 14 :	Group Presentations, evaluation
Module 15 :	Reflection

METHODOLOGY EMPLOYED

Caversham Education Institute's National Diploma is based on credits of 15 Unit Standards and is offered on a part-time, in-service basis over three years. Thus the model is one of contact sessions every two weeks with students returning to their workplace to implement the knowledge and skills acquired and complete a written assignment as evidence of this.

Students are required, on entry, to have a matric/Senior Certificate or an NQF level 4 National Certificate in ECD or qualify for matric exemption and to be teaching in or have ongoing access to an ECD or Grade R class. Contact sessions comprise a variety of adult learning strategies, techniques and tasks that are used to concretise learning including: reflection, dialogue, teaching, group work, case studies, interviews, presentations, videos, role plays, debates, & creative activities. Additional online support is offered via email, WhatsApp voice notes and groups and Google Classroom is being implemented.

REQUIREMENTS FOR ACCREDITATION

Because of the interactive nature of the programme and the volume of knowledge gained during contact sessions students are required to attend all workshop/module sessions. An attendance of 80% is mandatory.

Each module session is consolidated by a written assignment that is planned to assess the level of competence of the learner against the Specific Outcomes and Assessment Criteria being covered in that module session. A summary sheet of the Specific Outcomes and Assessment Standards is attached to each assignment and provides a record for both the assessor and the student and links the assessment task with the Specific Outcome being assessed.

A seven (7) point scale is used for scoring

1 = Not Achieved
2 = Elementary Achievement
3 = Moderate Achievement
4 = Adequate Achievement
5 = Substantial Achievement
6 = Meritorious Achievement
7 = Outstanding Achievement

Assignments are integral to the teaching and learning ensuring that the content of contact sessions is applied in the classroom/workplace setting. A variety of adult learning and assessment strategies are incorporated. These include

ITEM	EVIDENCE OF	SOME EXAMPLES
Journal Entries	Personal & professional Development	Reflection on education in SA from other perspectives Evaluating personal achievement of the Norms & standards for ECD teachers Planning - personal & professional Reflection on classroom practice Dealing with stress in self and children
Academic literacy	Specific Outcomes and assessment criteria for the unit standard	Summarising, Finding acronyms Researching academic papers Critically analysing & critiquing own position Legal issues e.g. referencing & copyright procedures, etc. Writing a paper that is structurally logical Development of arguments Editing
Mini-thesis	Application of academic literacy	Based on a specific area of vulnerability and incorporating all four key focus areas; the child, the programme, the teaching team & the parents/ caregivers Research a topic Write a mini-thesis Share & explore findings with other group members and design and present a 30-minute group presentation
Assignment Questions	Comprehension & application of knowledge	A range of questions covering each of the unit standard topics to evaluate knowledge and understanding • Open-ended questions • Specific questions • Higher-order questions
Workshop Tools	The ability to apply knowledge & skills in a group situation	Identifying learning styles of group members Developing a group profile Evaluating written material for legal & ethical conventions Providing positive feedback Using multi-media Evaluating others in using multi-media & facilitation skills Interviewing skills
Research & Present Information to facilitate the learning of others	The ability to research a topic, produce a mini-thesis and then share the knowledge in order to produce an integrated information workshop for parents/colleagues	Research from individual students contributes to a thirty-minute group presentation that is shared with and evaluated by the whole class Presentations include using multi-media, preparing hand-outs and finding effective ways to share information with others.
Workplace assessment	The ability to apply knowledge, skills, values and attitudes in actual teaching of young children	The student is required to plan, present and evaluate activities for a morning session in a preschool or Grade R class. The assessment includes the scrutiny of records of planning and evaluation, evidence of learners' work, observations and assessment of learners

THE EXIT LEVEL OUTCOMES FOR THE NATIONAL DIPLOMA IN ECD WILL ENABLE EARLY CHILDHOOD TEACHERS TO:

1. Mediate active learning in an integrated and holistic learning programme.

2. 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.

3. Promote the safety and healthy development of each child.

4. Work with colleagues, families and community systems to develop each child's potential as fully as possible.

5. 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).

6. Select and use appropriate methods and procedures for assessing children's progress and reporting on this to parents.

7. Promote the development of high-quality ECD programmes and services.

8. Communicate effectively for the purposes of academic study and professional practice.

9. Plan and implement appropriate learning activities and materials or management practices based on knowledge of the principles, processes and content of the chosen specialisation.