GENERAL EDUCATION AND TRAINING CERTIFICATE
FOR ADULTS

NQF LEVEL 1

SUBJECT STATEMENT

LIFE AND LEARNING SKILLS CURRICULUM
STATEMENT

JULY 2017
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Introduction

The General Education and Training Certificate for Adults (GETCA) aims to provide evidence that adult students are equipped with a sufficiently substantial basis of discipline-based knowledge, skills and values to enhance meaningful social, political and economic participation, to form a basis for further and/or more specialist learning e.g. the National Senior Certificate for Adults (NASCA), and possibly to enhance the likelihood of employment. In these respects, the GETCA promotes the holistic development of adult learners.

Curriculum Introduction

The key skills that are being developed in the GETCA curricula are as follows:

- The ability to develop pieces of extended writing that reflect a clear train of thought and/or the development of a focused discussion or argument;
- The ability to read an extended text, analyse it to discern key issues, reflect on these and then report or discuss ideas and thoughts that emanate from the reflection;
- Relate concepts and ideas from the various curricula to global, local and personal experiences;
- Determine how to make one’s learning meaningful on a practical level to enhance one’s own life experiences and those of the student’s community, both in the workplace and in their personal life.

To this end, teaching and assessment in the GETCA requires that students develop the necessary skills to produce extended pieces of writing and spend significant time on practicing these skills. Rubrics are provided to give students guidance as they develop and practice these skills.

Furthermore, as appropriate, learning area curricula make provision for case study as an assessment method. Students must be given ample opportunity to practice the skills associated with reading an extended text and reflecting on its contents and their own knowledge, in order to make deductions or engage in meaningful discussion on the topic.

Every student is encouraged to reflect on their learning as a means of internalising the concepts, ideas and information covered in the curriculum. While some curricula require the keeping of a journal in which one records reflections on the learning experience, students are encouraged to keep a journal in every learning area they study.
as a means of ensuring reflection and the recording of thoughts and ideas about the expected learning.

Each curriculum raises global issues related to the learning area being studied and expects students to reflect on these at a global level. There is an expectation that students will be able to identify how these issues manifest themselves at a local level and how the student, in his or her personal daily life, can make a difference in how to deal with the issue. Sustainability, for example, has implications globally, locally and on a personal level.

**Why Life and Learning Skills?**

Adults who wish to improve the quality of their lives by obtaining a GETCA qualification will be advantaged by a subject that simultaneously affirms their sense of self and increases their levels of motivation to succeed despite the odds.

Learning Skills that seek to assist adult students overcome the challenges they faced in previous experiences within the educational field are a crucial corrective. A holistic and inclusive approach is envisaged.

Life Skills that are focused on the primary concern of many adult students: generating income in personally satisfactory and dignified work while maintaining a healthy and balanced lifestyle is key to building confidence, resilience and perseverance.

**The structure and approach**

It is recommended that the theoretical aspects be supplemented by reflective journaling i.e. writing a personal journal as a practical component. The latter is to enable adult learners to be innovative in seeking ways to enrich their own learning based on an understanding of how best they themselves learn.

The curriculum is designed primarily for the self-study option. This is to invest the subject with the need for personal commitment and an internal locus of motivation and control. It is recommended that all other options: face-to-face, distance and private tuition would be forms of accompaniment rather than simply facilitation.

For this reason, the adult student would have to have access to all the information required for their success. However, support networks, such as a telephonic and online and possibly radio programmes, may be useful to assist students in areas of difficulty.
Aims

1. Provide a worthwhile educational experience for adult students to enable them to acquire knowledge, skills, and values to:
   1.1. become confident and pro-active citizens of South Africa;
   1.2. recognise that their self-empowerment is dependent on a positive attitude, willingness to work and an ability to make use of the resources that are available to them;
   1.3. be suitably prepared for making informed decisions in relation to their own choices as these relate to work, income generation and general well-being;
   1.4. become life-long learners.

2. Develop critical thinking and reflective skills that:
   2.1 foster an appreciation for the dignity of all types of work that contribute towards personal, familial and community well-being;
   2.2 enable them to positively evaluate the contribution of their own and others’ contributions and work that are not income generating;
   2.3 enable them to assess the value of income generating work as a means of enhancing own ability to participate formally in family, social, political and economic life;
   2.4 promote effective communication.

3. Develop a sufficient sense of self-empowerment to enable informed goal-setting with regard to personal growth and generating an income, either by way of:
   3.1 identifying further study opportunities, be it academic or vocational;
   3.2 finding employment;
   3.3 finding better or more suitable employment;
   3.4 social entrepreneurship.

4. Promote an awareness of how:
   4.1 different routes may be used to achieve the same career or work goals;
   4.2 behaviours reflect attitudes and values that either enhance or limit success as adult students and as workers;
   4.3 volunteering, especially in an area of personal interest or of great community need, is a means of contributing to society while developing skills that are transferable to the workplace;
   4.4 to access knowledge and related skills that enhance general well-being.
Exit-Level Outcomes

By the end of this course students should be able to:

1. make use of tools that assist them in building self-esteem and self-confidence by enhancing knowledge and awareness of:
   1.1. the dignity of diverse forms of work;
   1.2. adult learning style and skills;
   1.3. their own abilities, interests and personality;
   1.4. the exercise of emotional intelligence in the home, the workplace or, if unemployed, as volunteers in a project of their own choice.

2. identify and select from a range of GETCA delivery options for further study which would be the most suitable for specific circumstances and then apply the learning to their own lives. The options are:
   2.1. self-study;
   2.2. face-to-face;
   2.3. distance study;
   2.4. private tuition;
   2.5. part-time or full-time study.

3. set out a medium to long term income generation strategy while taking sustainability issues into consideration. To this end the options to consider are:
   3.1. further study: academic, vocational;
   3.2. on the job learning: learnerships, apprenticeships;
   3.3. seeking first-time employment;
   3.4. seeking promotion or better employment;
   3.5. becoming social entrepreneurs.

4. enhance personal well-being by deepening knowledge of topics that enable more collaborative participation in diverse settings:
   4.1. diversity appreciation;
   4.2. listening skills;
   4.3. assertiveness skills;
   4.4. stress management;
   4.5. leadership styles.

5. Reflect, through journaling, on own learning in relation to:
   5.1. holistic personal development;
   5.2. setting, monitoring and adapting goals as circumstances change;
   5.3. prioritising;
   5.4. the impact of choices on own, family and community well-being.

These Exit-Level Outcomes cannot be precisely specified in the curriculum content because questions testing such skills may be based on novel contexts or information that is unfamiliar to the candidate. In answering such questions, candidates are required to use principles and concepts that are within the curriculum and apply them in a logical, reasoned or deductive manner to a novel situation.
Taxonomy and Weighting of Exit-Level Outcomes

<table>
<thead>
<tr>
<th>Cognitive Level</th>
<th>Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Remembering</td>
<td>15-20%</td>
</tr>
<tr>
<td>Level 2</td>
<td>Understanding</td>
<td>15-20%</td>
</tr>
<tr>
<td>Level 3</td>
<td>Applying</td>
<td>15-20%</td>
</tr>
<tr>
<td>Level 4</td>
<td>Analysing</td>
<td>15-20%</td>
</tr>
<tr>
<td>Level 5</td>
<td>Evaluating</td>
<td>15-20%</td>
</tr>
<tr>
<td>Level 6</td>
<td>Creating</td>
<td>15-20%</td>
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</tbody>
</table>

Scheme of Assessment

**Paper 1: Theory**

3 hours

200 marks

<table>
<thead>
<tr>
<th>Section</th>
<th>Question</th>
<th>Topic</th>
<th>Text Type</th>
<th>Question Type</th>
<th>Mark Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>All topics</td>
<td>Short knowledge questions: Select from: Multiple Choice; True or False; Fill in the missing word; Match Column A with Column B.</td>
<td>Level 1</td>
<td>30</td>
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<tr>
<td>A</td>
<td>2</td>
<td>All themes</td>
<td>4 x Short paragraphs at least one from each level</td>
<td>Level 2-5</td>
<td>20</td>
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</table>

Section sub-total

50 Marks

B

Theme 1: Building Self-Confidence

<table>
<thead>
<tr>
<th>Question</th>
<th>Topic</th>
<th>Text Type</th>
<th>Question Type</th>
<th>Mark Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Building Self-Confidence And</td>
<td>Short knowledge questions Short</td>
<td>Level 1</td>
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### Confidence
**Theme 4: Additional Life Skills**

<table>
<thead>
<tr>
<th></th>
<th>Additional Life Skills</th>
<th>constructed response: sentences</th>
<th>Level 1-3</th>
<th>30</th>
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<tbody>
<tr>
<td>4</td>
<td></td>
<td>3 x Short paragraphs</td>
<td>Level 4-6</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>1 extended paragraph</td>
<td>Level 5-6</td>
<td>20</td>
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</tbody>
</table>

**Section sub-total**

<table>
<thead>
<tr>
<th></th>
<th>Making Informed Study Decisions and Looking to the Future</th>
<th>Short knowledge questions</th>
<th>Level 1</th>
<th>15 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td>Short constructed response: sentences</td>
<td>Level 1-3</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>3 x Short paragraphs</td>
<td>Level 4-6</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total:** 100 Marks

### Paper 2: Practical/Open Book

**Time:** 1 hour

50 x 2 = 100 marks

The student must bring their journal into the examination in order to respond to questions related to reflection sections of the curriculum, in particular sections 1.3, 2.3, section 3, section 6, section 10. The journal must be in their own handwriting and will be verified by the invigilator at the commencement of the examination.

<table>
<thead>
<tr>
<th>Section</th>
<th>Question</th>
<th>Topic</th>
<th>Text Type</th>
<th>Question Type</th>
<th>Mark Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Journal as open book</td>
<td>1</td>
<td>Reflection on case studies, providing insight, analysis of problem/s, solution</td>
<td>2 x extended questions with short constructed response questions (15) and a short paragraph, requiring analysis/evaluation and problem-solving (10)</td>
<td>Level 1-6</td>
<td>50 Marks</td>
</tr>
</tbody>
</table>

**Total:** 50 Marks
Guidelines for Lecturers and Materials Developers

The kind of student envisaged in the GETCA curriculum is an adult, usually aged eighteen or older. These students come from both urban and rural settings and generally have found the formal educational setting challenging. While they are eager to improve their lives by becoming reasonably self-sufficient, they may have extraordinary obstacles to overcome, including meagre resources and support.

This Life and Learning Skills curriculum caters to the needs of these students by designing the curriculum around self-empowerment. It assumes that despite the challenges they may face that these can be overcome. With this in mind it provides the adult learner with knowledge, skills and values that encourage resilience, resourcefulness and intrinsic motivation.

Simple and accessible tools which enable learners to identify their learning styles, their work preferences and strengths would be useful in guiding adult learners to choose subjects for study. This potentially saves time and heartache for learners who might otherwise be completely dependent on personal, familial and/or community aspirations that do not consider the adult learners’ unique strengths and intrinsic ability and talent.

Where adult learners have access to lecturers it is recommended that time be given to discussions and various types of group work which include sharing of personal experiences and insights. This will help build confidence in the adult learners and diminish any sense of dependency that might be there.

Adult learners at the Community Colleges would benefit from access to well-resourced libraries as well as access to videos and the internet enabling them to take additional responsibility for their own learning and growth.

Guidelines for Practicals / Activities

Reflective Journaling is the Practical Component for this subject. Through it adult learners are able to practice and transfer skills learnt in the theoretical component to their own lives. These skills include reflecting on own learning, identifying and appreciating own values, setting and monitoring goals and applying critical thinking skills in their own lives.

Given, too, that the delivery of this subject has been designed primarily for the self-study option the journaling is a key method of keeping adult learners engaged and motivated. This is especially so if adult learners are encouraged to engage in discussions even within their own circles of acquaintances in order to stimulate their thinking about issues that are raised as part of this subject. Where face-to-face facilitation is possible, learning through discussions and finding out information and sharing it in groups should be encouraged.

Assumptions about Prior Knowledge and Skills

AET Level 3 or equivalent, particularly in language competence
THEME 1: BUILDING SELF-CONFIDENCE

Introduction

Self-confidence is a necessary stepping stone to self-empowerment. While it can be built in many different ways the focus in this component is on making use of various tools, such as learning styles and knowledge of own abilities, interests and personality, to grow in greater self-knowledge and self-awareness. Reflection on what is learnt and applying this to the adult student’s life has the possibility of enhancing self-confidence and motivating the adult learner to persevere in their studies.

Rationale for Content Selection

Many people have preconceived ideas about meaningful work which sometimes prevents them from making choices that serve their best interests. In this section the focus is thus on making the necessary connections between own innate talents and possible suitable work which is enhanced by understanding the importance of soft skills in personal and interpersonal relationships, including the workplace.

Building Self-Confidence: Content Structure

<table>
<thead>
<tr>
<th>Topic Heading</th>
<th>Topic (with Approximate Instructional Time – 100 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work and Dignity</td>
<td>1.1. Dignity at Work (5 hours)</td>
</tr>
<tr>
<td></td>
<td>1.2. Dignity of Work (5 hours)</td>
</tr>
<tr>
<td></td>
<td>1.3. Practical: Brief Introduction to Reflective Journaling (2 hours)</td>
</tr>
<tr>
<td>2. How Adults Learn</td>
<td>2.1. Learning Styles (15 hours)</td>
</tr>
<tr>
<td></td>
<td>2.2. How Adults Learn (10 hours)</td>
</tr>
<tr>
<td></td>
<td>2.3. More on Reflective Journaling (5 hours)</td>
</tr>
<tr>
<td></td>
<td>2.4. Practical: Starting a Reflective Journal (6 hours)</td>
</tr>
<tr>
<td>3. Identifying Own</td>
<td>3.1. Abilities (5 hours)</td>
</tr>
<tr>
<td>Strengths</td>
<td>3.2. Interests (15 hours)</td>
</tr>
<tr>
<td></td>
<td>3.3. Personality (20 hours)</td>
</tr>
<tr>
<td></td>
<td>3.4. Reflective Journal: Section Review (12 hours)</td>
</tr>
</tbody>
</table>

Section 1: Work and Dignity

Overview

Employers have a legal responsibility to provide safe and fair working conditions for their employees who in turn have a responsibility to meet their contractual obligations. Reflecting on own attitudes to different types of work offers the adult learner an opportunity to reflect on mutuality i.e. a reciprocal relation between interdependent entities (objects or individuals or groups) in the workplace.

1.1. Dignity at Work: Treatment and Behaviour

Content:
- conditions of employment;
- protection from unsociable behaviour;
- self-respect and respect for others.

**Learning Outcomes:**
Students should be able to:

1.1.1. give examples of laws governing employment conditions such as fair wages, working conditions, unfair dismissal and trade union membership and explain how these create dignity at work;

1.1.2. identify examples of discrimination and harassment in the workplace and explain how South African Labour Law protects workers’ dignity in each case. Topics should include: discrimination on the basis of age, disability, race, religion, sexual orientation; harassment: sexual harassment, bullying, victimisation

1.1.3. identify antisocial behaviour in the workplace – dress, behaviour, absenteeism, loafing, substance abuse, lying and theft - and how these might impact on the dignity of co-workers and the organisation.

1.2. **Dignity of Work: Attitudes**

**Content:**
- distinguish between paid and unpaid work;
- challenging negative attitudes to low status jobs;
- elements for enhancing own work satisfaction.

**Learning Outcomes:**
Students should be able to:

1.2.1. list forms of work that are unpaid, including: work in the home, volunteer work and explain how these contribute towards personal, family and community well-being;

1.2.2. analyse case studies of people in jobs with low status to describe how personal attitudes influence job satisfaction, negatively and positively;

1.2.3. consider the role of organisation and its contribution to society as a factor in job-satisfaction.

1.3. **Practical: Introduction to Reflective Journaling**

**Content:**
Briefly introduce reflective journaling as a means of:
- deepening appreciation for own values.

**Learning Outcomes:**
Students should be able to:

1.3.1. reflect on what has been learnt in this section and discuss five elements that would make a job dignified and satisfying for themselves.
Section 2: How Adults Learn

Overview

Knowing that each person is predisposed to particular learning styles and that learning methodologies are geared towards adult learners both informs and eases possible anxiety about learning. Reflective Journaling as a means of enriching the experience of learning becomes the practical component of this subject.

2.1 Learning Styles

Content:
- Left and Right Brain;
- Visual, auditory and kinaesthetic;
- Reflectors, Theorists, Activists and Pragmatists;
- Identify own learning preferences.

Learning Outcomes:
Students should be able to:
2.1.1 tabulate left and right brain learning styles;
2.1.2 describe visual, auditory and kinaesthetic learning styles;
2.1.3 identify four types of learners: Reflectors, Theorists, Activists and Pragmatists;
2.1.4 identify and reflect on own learning preferences in order to determine how best to approach own studies.

2.2 Ways of learning

Content:
- active learning;
- experiential learning;
- collaborative learning;
- self-directed learning.

Learning Outcomes:
Students should be able to:
2.2.1 describe the four approaches to adult learning and analyse the strengths and weaknesses of each approach;
2.2.2 explain why the self-directed learning approach has been selected as the primary learning approach for GETCA.

2.3 Reflective Journaling: Reflection on Learning

Content:
Provide more information, with examples from real life, on reflective journaling as a means of:
- applying the self-directed approach to adult learning;
• keeping track of own learning;
• maintaining motivation for on-going learning;
• practicing problem-solving (critical thinking) skills through regular writing;
• transferring critical thinking skills from one context or learning area to another;
• Apply content to own reflective journaling.

**Learning Outcomes:**
Students should be able to:

2.3.1 from examples, identify and explain: learning needs, goal setting, how to learn particular sections, how to access information and how to self-evaluate.

2.3.2 identify and explain own learning needs, set goals, decide how to approach this subject and where to obtain learning materials;

2.3.3 from examples of to-do lists and checklists, think about what they know and what they still need to learn in order to plan for self-improvement;

2.3.4 think about own knowledge and what still needs to be learnt in order to plan for self-improvement and draw a to-do list or a checklist;

2.3.5 from examples of reflective writing, explain how to use the journal to maintain own motivation for learning;

2.3.6 write a reflective piece explaining how they intend keeping themselves motivated for learning;

2.3.7 from examples of problem-solving, explain how writing on topics that arise in the learning process may deepen appreciation for own values;

2.3.8 explain how transferring critical thinking skills to other subjects may improve their chances of success;

2.3.9 explain what has been the most important learning from this section.

**Section 3: Identifying Own Strengths**

**Overview**

Being able to distinguish between different types of skills and the value they are given in the workplace would be beneficial to adult learners seeking employment or promotion in the future. However, it is equally important for them to understand which skills are critical across sectors and which are specific to particular types of work. More important still is appreciating that each person has skills as well as the potential to learn new skills. The focus here is thus to build self-confidence in the adult learner by enabling the adult learner to identify and articulate own abilities, interests and personality.

**3.1 Abilities**

**Content:**

- Essential Skills;
Additional Transferable Skills i.e. skills that may be developed in one context or learning area and used or applied in another context or learning area

Learning Outcomes:
Students should be able to:
(a) explain why reading, writing, oral communication and numeracy are essential, transferable skills for all semi-skilled and skilled positions;
(b) discuss how additional transferable skills, including problem solving skills, working as part of a team, computer literacy and life-long learning might make one more employable;

3.2 Interests
Content:
- Working with people;
- Working with objects or ‘things’;
- Working with data.

Learning Outcomes:
Students should be able to:
(a) classify, from 5 job descriptions per category, what the main interest of the job is for each one;
(b) identify, from 5 job descriptions that combine two or more interests, what those interests are.

3.3 Personality
Content:
- Personality
- Emotional intelligence;
- Five Categories of Emotional Intelligence: self-awareness, self-regulation, motivation, empathy and social skills;
- Qualities that employers value.

Learning Outcomes:
Students should be able to:
(a) distinguish between personality and emotional intelligence;
(b) define and give examples of self-awareness, self-regulation, motivation, empathy and social skills;
(c) identify 10 qualities that employers value and discuss why ‘ability to communicate’ and ‘being able to work with others’ are included in every list;
(d) use relevant case studies or narratives relating to each of family life, the workplace and community to identify qualities that are being utilised that enable goals to be met;

(e) solve 4 problem examples from the workplace – racism, sexism, bullying, disability - by identifying qualities of emotional intelligence that may be utilised to resolve the issue.

3.4 Reflective Journaling: Reflection on self and one's own environment

Content:
- Resources available in own community;
- Comparison between categories of work;
- Jobs requiring abilities at GETCA level as a minimum;
- Qualities for specific types of jobs;
- Own transferable EQ skills;
- Reflection on soft skills to develop.

Learning Outcomes:
Students should be able to:

(a) identify what resources are available in own community to assist in obtaining information about different jobs, e.g. people in those jobs, local library, local community colleges, welfare and charity organisations, religious institutions, government offices, internet, employment agencies;

(b) use the information in this section to create a table comparing interests, abilities and qualities that are most appreciated in each category;

(c) identify which category best reflects own interests and research what types of jobs and in which sectors these are available as well as what the job entails (job description);

(d) identify which of these types of jobs one might consider applying for with abilities at the level of the GETCA certificate.

(e) list what qualities one already has, with examples of how these are applied in the home, workplace and community;

(f) reflect on what soft skills one would like to develop and why, and plan how one will do so.

THEME 2: MAKING INFORMED STUDY DECISIONS

Introduction
Adult learners are encouraged to understand the full range of learning delivery options provided for in the policy and to then research and analyse what is available in their own communities as well as what is most suitable for them given their circumstances.

Rationale for Content Selection

The options are those envisaged by the GETCA policy. The Practical component is split into three steps: analysis that enables adult learners to see the gaps between the policy and what is realistically feasible for themselves; based on this judging the best study option for themselves, including blended learning options; committing to a plan of action that enables them to enrich their learning experience as much as possible.

Making Informed Study Decisions: Content Structure

<table>
<thead>
<tr>
<th>Topic Heading</th>
<th>Topic (with Approximate Instructional Time ~ 50 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Study Delivery</td>
<td>4.1. Option 1: Self-Study (2 hours)</td>
</tr>
<tr>
<td>Options</td>
<td>4.2. Option 2: Face-to-Face (2 hours)</td>
</tr>
<tr>
<td></td>
<td>4.3. Option 3: Distance Learning (2 hours)</td>
</tr>
<tr>
<td></td>
<td>4.4. Option 4: Private Tuition (2 hours)</td>
</tr>
<tr>
<td></td>
<td>4.5. Option 5: Blended Learning (2 Hours)</td>
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<tr>
<td></td>
<td>4.6. Part-Time or Full-Time Study (2 hours)</td>
</tr>
<tr>
<td></td>
<td>4.7. Practical: Application (38 hours)</td>
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Section 4: Study Delivery Options

Overview

By knowing the study delivery options that are provided for within the GETCA Policy the adult learner is empowered to make judicious decisions as regards own needs within own context.

4.1 Option 1: Self-Study

Content:

- Definition of Self-Study;
- Advantages of Self-Study;
- Challenges of Self-Study;
- Requirements for Self-Study.

Learning Outcomes:

Students should be able to:

(a) define self-study;
(b) describe the advantages of self-study;
(c) describe the disadvantages of self-study;
(d) identify and list the material resources and personality traits required in order to optimise success in this delivery mode;
(e) assess the impact of personal circumstances on deciding whether this mode of delivery is appropriate to self.
4.2 **Option 2: Face-to-Face**

**Content:**
- Definition of Face-to-Face Study;
- Advantages of Face-to-Face Study;
- Challenges of Face-to-Face Study;
- Requirements for Face-to-Face Study.

**Learning Outcomes:**
Students should be able to:
(a) define face-to-face study;
(b) describe the advantages of face-to-face study;
(c) describe the disadvantages of face-to-face study;
(d) identify and list the material resources and personality traits required in order to optimise success in this delivery mode;
(e) assess the impact of personal circumstances on deciding whether this mode of delivery is appropriate to self.

4.3 **Option 3: Distance Learning**

**Content:**
- Definition of Distance Learning;
- Advantages of Distance Learning;
- Challenges of Distance Learning;
- Requirements for Distance Learning.

**Learning Outcomes:**
Students should be able to:
(a) define distance learning;
(b) describe the advantages of distance learning;
(c) describe the disadvantages of distance learning;
(d) identify and list the material resources and personality traits required in order to optimise success in this delivery mode;
(e) assess the impact of personal circumstances on deciding whether this mode of delivery is appropriate to self.

4.4 **Option 4: Private Tuition**

**Content:**
- Definition of Private Tuition;
- Advantages of Private Tuition;
- Challenges of Private Tuition;
• Requirements for Private Tuition.

**Learning Outcomes:**
Students should be able to:
(a) define private tuition;
(b) describe the advantages of private tuition;
(c) describe the disadvantages of private tuition;
(d) identify and list the material resources and personality traits required in order to optimise success in this delivery mode;
(e) assess the impact of personal circumstances on deciding whether this mode of delivery is appropriate to self.

### 4.5 Option 5: Blended Learning

**Content:**
• Definition of Blended Learning;
• Advantages of Blended Learning;
• Challenges of Blended Learning;
• Requirements for Blended Learning.

**Learning Outcomes:**
Students should be able to:
(a) define blended learning;
(b) describe the advantages of blended learning;
(c) describe the disadvantages of blended learning;
(d) identify and list the material resources and personality traits required in order to optimise success in this delivery mode.

### 4.6 Part-Time or Full-Time Study

**Content:**
• Definition Part-Time and Full-time Study;
• Advantages of each;
• Challenges of each;
• Requirements for each.

**Learning Outcomes:**
Students should be able to:
(a) distinguish between part-time and full-time study;
(b) describe the advantages of each;
(c) describe the disadvantages of each;
(d) identify and list the material resources and personality traits required in order to optimise success in this delivery mode;
(e) assess the impact of circumstances on determining which mode of delivery is most appropriate to self.

4.7 Practical: Application: Analyse, Identify and Commit

4.6.1 Content: Analyse Options:
- Reflection on self-study option;
- Identify service providers or other forms of provisioning or assistance to support learning;
- Analyse this data.

Learning Outcomes:
Students should be able to:
(a) identify personal preferences by writing about thoughts and feelings about this section especially regarding self-study;
(b) draw up a comparative table to list service providers in at least three of the study options listed in this section, their mode of delivery, timetable and fee structure;
(c) analyse this data in order to evaluate what delivery modes are most suitable for them.

4.6.2 Content: Identify Best Option:
- Reflection on attitudes and values;
- Adjust goals.

Learning Outcomes:
Students should be able to:
(a) reflect on what values will inform their decision given limitations of time, money and other personal considerations;
(b) revise and adjust goals based on what has been learnt about self and the resources that are available to them.

4.6.3 Content: Committing to a Plan of Action:
- Action Plan
- Checklist
- Review Progress

Learning Outcomes:
Students should be able to:
(a) draw up an action plan that includes: delivery mode, own study timetable; how fees will be paid; how materials will be obtained; any additional resources that will be utilised to enrich the self-study approach;
(b) draw up a to-do list or checklist and tick off tasks completed as they are completed;
(c) after each task is completed review progress and adjust plan as needed.

THEME 3: LOOKING TO THE FUTURE

Introduction

Looking to the future requires that learners have a basic understanding of sustainability as interactions between social, economic and environmental systems that are durable in the long-term. In relation to their own income generation aspirations they are invited to explore the various learning routes that are available to them upon completion of the GETCA Certificate.

Rationale for Content Selection

Distinguishing between lifestyles and livelihoods and considering the reality of sustainability may encourage adult learners to reflect more deeply about their own values. A simple tool is introduced to assist adult learners to consider decisions and aspirations ethically and mindful of others and possibly modify decisions and aspirations as appropriate.

Looking to the Future: Content Structure

<table>
<thead>
<tr>
<th>Topic Heading</th>
<th>Topic (with Approximate Instructional Time ~ 50 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Living Sustainably</td>
<td>5.1. Lifestyles and Livelihoods (2 hours)</td>
</tr>
<tr>
<td></td>
<td>5.2. Reality Check: Sustainability (5 hours)</td>
</tr>
<tr>
<td></td>
<td>5.3. Ethics for Sustainability (3 hours)</td>
</tr>
<tr>
<td>6. Practical: Considering Own Future</td>
<td>6.1. Consider Sustainability (5 hours)</td>
</tr>
<tr>
<td></td>
<td>6.2. Life-Long Learning (2 hours)</td>
</tr>
<tr>
<td></td>
<td>6.3. Income-Generation Aspirations (2 hours)</td>
</tr>
<tr>
<td></td>
<td>6.4. GETCA and Beyond (2 hours)</td>
</tr>
<tr>
<td></td>
<td>6.5. Route 1: Further Study (2 hours)</td>
</tr>
<tr>
<td></td>
<td>6.6. Route 2: On the Job Learning (2 hours)</td>
</tr>
<tr>
<td></td>
<td>6.7. Route 3: Self-Employment/Volunteering (25 hours)</td>
</tr>
</tbody>
</table>

Section 5: Living Sustainably

Overview
5.1 Lifestyles and Livelihoods

Content:
- Lifestyles;
- Values behind lifestyles;
- Livelihoods as subsistence.

Learning Outcomes:
Students should be able to:
5.1.1 define lifestyles and explain how ‘lifestyle’ differs from ‘livelihood’;
5.1.2 Give examples and briefly describe the characteristics of at least 3 different lifestyles;
5.1.3 identify and list values, both positive and negative, which may influence different lifestyles;
5.1.4 explain livelihoods as forms of subsistence and give examples of different urban and rural livelihoods in South Africa.

5.2 Reality Check: Sustainability

Content:
- Define Sustainability;
- Global Sustainability Challenges;
- Sustainability challenges faced by South Africa.

Learning Outcomes:
Students should be able to:
5.2.1 describe sustainability as interactions between social, economic and environmental systems that are durable in the long-term;
5.2.2 use The Earth Charter to describe the challenges to sustainability from a global perspective;
5.2.3 use The National Development Plan Overview to identify and discuss sustainability challenges faced by South Africa.

5.3 Ethics for Sustainability

Content:
- Challenge of excessive consumption;
- Ethics for a sustainable future;
- Models of sustainability.
Learning Outcomes:
Students should be able to:

5.3.1 explain the challenge that excessive consumption poses for sustainability globally and in South Africa;

5.3.2 describe *The Principles of Permaculture: Earth Care, People Care and Fair Share* and discuss their usefulness as a means of making ethical decisions that support sustainability;

5.3.3 use *The Principles of Permaculture* to evaluate a local ‘indigenous way of life’ as a possible model of sustainability.

Section 6: Practical: Considering Own Future

Overview

By knowing the position of GETCA within the overall educational sub-frameworks the adult learner is empowered to make judicious decisions as regards future educational options.

6.1 Life-Long Learning

Content:
- Life-long learning;
- The NQF, Levels and Descriptors
- Purpose and structure of GETCA;

Learning Outcomes:
Students should be able to:

6.1.1 define life-long learning and describe its purposes;

6.1.2 describe, using the NQF Levels and Descriptors diagram, how progress along the levels may be achieved in and across each route;

6.1.3 explain the purpose and structure of GETCA with an emphasis on it being a general education certificate enabling access to other qualifications on GFETQSF, including occupational qualifications.

6.2 What to do next: Further Study

Content:
- Academic study;
- Vocational study;
- Learnerships;
- Apprenticeships.

Learning Outcomes:
Students should be able to:
6.2.1 explain the difference between academic and vocational routes to success;
6.2.2 distinguish between learnerships and apprenticeships;
6.2.3 discuss, from a description of 4 real life learnerships, what the benefits and challenges of learnerships are;
6.2.4 discuss, from a description of 4 real life apprenticeships how one would go about obtaining an apprenticeship.

6.3 Self-employment/Volunteering
Content:
- Working out lifestyle costs in urban settings;
- Working out lifestyle costs in rural settings;
- Income generation strategy;
- If unemployed consider volunteering.

Learning Outcomes:
Students should be able to:
6.3.1 calculate the cost of living (accommodation, electricity, water, rates & taxes, groceries, clothing, transport, education, donations, savings) using examples of average living expenses in low and middle income urban settings;
6.3.2 calculate the cost of living (accommodation, electricity, water, rates & taxes, groceries, clothing, transport, education, donations, savings) using examples of average living expenses in rural subsistence as well as in rural income generating settings;
6.3.3 if relevant, calculate own current living expenses (accommodation, electricity, water, rates & taxes, groceries, clothing, transport, education, donations, savings) and add cost of aspirational products and services in order to calculate the difference needed to achieve lifestyle goals;
6.3.4 explain the significance of each component of a Social Business Model Canvas Template in developing an income generating strategy;
6.3.5 if relevant, use a Social Business Model Canvas template to develop an income generating strategy;
6.3.6 reflect on own life and on what has been learnt in this section and consider, especially if unemployed, whether volunteering may be a useful way of gaining experience while contributing to community well-being.

6.4 Income-Generation Aspirations
Content:
- Income-generation;
- Sources of income;
- Income Aspiration 1: Seeking first-time employment;
- Income Aspiration 2: Seeking promotion or more suitable employment;
Income Aspiration 3: Becoming self-employed.

Learning Outcomes:
Students should be able to:
6.4.1 define income-generation;
6.4.2 list various sources of income;
6.4.3 develop own CV and understand the process of updating it;
6.4.4 choose from the three current aspiration options listed in order to identify what learning route to follow after completing the GETCA Certificate.

THEME 4: Additional Life Skills

Introduction
Adult learners come with their own experiences and assumptions about life. In this section life skills have been selected that provide knowledge and invite reflection rather than being prescriptive.

Rationale for Content Selection
Improved communication and working collaboratively have informed the topic selection. These skills link up with emotional intelligence and have the added benefit of being transferable skills.

Additional Life Skills: Content Structure

<table>
<thead>
<tr>
<th>Topic Heading</th>
<th>Topic (with Approximate Instructional Time – 100 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Diversity Appreciation</td>
<td>7.1. Diversity (4 hours)</td>
</tr>
<tr>
<td></td>
<td>7.2. SA Constitution: Foundational Values (4 hours)</td>
</tr>
<tr>
<td></td>
<td>7.3. Race and Gender (4 hours)</td>
</tr>
<tr>
<td></td>
<td>7.4. Reducing Poverty (4 hours)</td>
</tr>
<tr>
<td></td>
<td>7.5. Practical: Section Review (4 hours)</td>
</tr>
<tr>
<td>8. Listening Skills</td>
<td>8.1. Stages of Listening Process (6 hours)</td>
</tr>
<tr>
<td></td>
<td>8.2. Types of Listening (6 hours)</td>
</tr>
<tr>
<td></td>
<td>8.3. Barriers to Listening (4 hours)</td>
</tr>
<tr>
<td></td>
<td>8.4. Practical: Section Review (4 hours)</td>
</tr>
<tr>
<td></td>
<td>9.2. Learning to be Assertive (12 hours)</td>
</tr>
<tr>
<td></td>
<td>9.3. Practical: Section Review (4 hours)</td>
</tr>
<tr>
<td>10. Stress Management</td>
<td>10.1. Symptoms of Stress (2 hours)</td>
</tr>
<tr>
<td></td>
<td>10.2. Causes of Stress (8 hours)</td>
</tr>
<tr>
<td></td>
<td>10.3. Managing Stress (6 hours)</td>
</tr>
<tr>
<td></td>
<td>10.4. Practical: Section Review (4 hours)</td>
</tr>
</tbody>
</table>
11. Leadership Styles

| 11.1. Goleman’s 6 Leadership Styles (10 hours) |
| 11.2. Authoritarian, Participative or Delegative Leadership (6 hours) |
| 11.3. Practical: Section Review (4 hours) |

Section 7: Diversity Appreciation

Overview

Levels of exposure and appreciation for South Africa’s human diversity differ depending on location and mobility. Since dealing with difference is an important skill this section seeks to deepen appreciation for diversity as well as challenge assumptions that adult learners may have.

7.1 Diversity Appreciation

Content:
- Diversity and multi-culturalism;
- SA Constitution: Foundational Values;
- Race, ability and Gender;
- Reducing Poverty.

Learning Outcomes:
Students should be able to:

7.1.1 Describe ‘diversity’ and give examples of cultural, linguistic, religious, ability, gender and sexual orientation diversity;

7.1.2 Define and give examples of human dignity, equality, non-racialism and non-sexism and explain how respect for these foundational values are important for creating a more just society;

7.1.3 Refer to NDP Outcome 14 and discuss the role and responsibilities of individual citizens in respecting human rights as they relate to race, ability or gender as the basis for building healthy relationships in families, the workplace and communities;

7.1.4 Refer to the NDP Overview to give examples of how individuals can contribute towards the realisation of reducing poverty by 2030.

7.2 Practical: Reflection of diversity in society

Content:
- Concepts: agency, social cohesion, Ubuntu;
- Diversity Appreciation.

Learning Outcomes:
Students should be able to:
7.2.1 With reference to social cohesion and Ubuntu, assess personal boundaries as a means of reducing threats to identity so as to build trust in diverse relationships;

7.2.2 discuss aspects of diversity that you appreciate;

7.2.3 discuss aspects of diversity that you find challenging;

7.2.4 explain how you feel about each of these.

Section 8: Listening Skills

Overview

Listening is a vital component of communication and one that is sometimes not appreciated. By understanding the purpose and process of listening adult learners are encouraged to minimise their barriers to listening.

8.1 Listening Skills

Content:

- Stages of Listening Process;
- Types of Listening;
- Barriers to listening.

Learning Outcomes:

Students should be able to:

8.1.1 Describe and apply the four stages in the listening process: attending, interpreting, responding and remembering to at least three examples;

8.1.2 Describe four types of listening and their purpose: appreciative, informational, critical and emphatic;

8.1.3 Discuss how pseudo-listening and selective listening may hamper communication.

8.2 Practical: Reflection on Listening

Content:

- Listening Skills.

Learning Outcomes:

Students should be able to:

8.2.1 Reflect on the importance of ‘Presence’ in all listening situations.

Section 9: Assertiveness Skills

Overview
9.1 Assertiveness Skills

Content:
- Passivity;
- Aggressiveness;
- Assertiveness.

Learning Outcomes:
Students should be able to:
9.1.1 Define passivity and explain why it may lead to depression, resentment, frustration or violence;
9.1.2 Distinguish between aggressiveness and assertiveness;
9.1.3 Describe, with examples, how to build assertiveness.

9.2 Practical: Reflect on assertiveness

Content:
- Assertiveness Skills.

Learning Outcomes:
Students should be able to:
9.2.1 Discuss how practising assertiveness may help people manage their anger.

Section 10: Stress Management

Overview:

Knowing the symptoms and causes of stress may assist adult learners to better cope with change as part of life.

10.1 Stress Management

Content:
- Defining Stress;
- Symptoms of stress;
- Causes of stress;
- Coping with stress.
Learning Outcomes:
Students should be able to:
10.1.1 Distinguish between types of stress i.e. acute, episodic, chronic;
10.1.2 Describe symptoms of stress: cognitive, emotional, physical and behavioural;
10.1.3 Identify common causes of stress, both external i.e. the source of the stress is in the society or environment, and internal i.e. the source of the stress is because of one’s own personality and life choices;
10.1.4 Identify and discuss various ways of coping with stress.

10.2 Reflection: Stress

Content:
- Stress Management.

Learning Outcomes:
Students should be able to:
10.2.1 Discuss how maintaining a balanced lifestyle may assist people in times of stress.

Section 11: Leadership Styles
Overview

Understanding leadership style may assist adult learners identify their own preferred leadership style as well as get them to reflect on the strengths and weaknesses of the different styles. In addition, leadership styles in the workplace have a direct impact on employee job satisfaction. Knowing the three main styles may assist adult learners in choosing how they respond to different styles.

11.1 Leadership Styles

Content:
- From an employee’s perspective: authoritarian, participative or delegative;
- Leadership styles e.g. Goleman: Commanding, Visionary, Affiliative, Democratic, Pacesetting and Coaching;

Learning Outcomes:
Students should be able to:
11.1.1 Use a table of comparison between the different leadership styles as described by Goleman or an equivalent model to identify different leadership styles in specific case studies and evaluate their usefulness in each case;
1.1.1. From case studies of real life leadership styles (authoritarian, participative or delegative) in the workplace discuss the role, rights and responsibilities of employees in each situation.

11.2 **Reflection: Leadership styles**

**Content:**
- Leadership Styles
- Exercising leadership in different contexts.

**Learning Outcomes:**
Students should be able to:
11.2.1 Identify own leadership style preference and discuss how interpersonal relationships may improve if more styles are utilised.
11.2.2 Reflect on own role and responsibility as a change agent and discuss how one can exercise leadership qualities in the workplace and in society regardless of one's status.

**Suggested Study Hours**

Life and Learning Skills is a 30-credit course, which relates to 300 notional study hours.

It is envisaged that a typical one-year offering of the course will cover 30 weeks, excluding revision and examination time. Learners should therefore spend 10 hours per week on Life and Learning Skills. Where face-to-face instruction is available this should consist of 6 hours of face-to-face instruction and 4 hours of self-study.

A suggested time allocation for the course is shown in the table below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Theory Time</th>
<th>Reflective Journal Time</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Exit Level Outcome</th>
<th>Credits: Theory</th>
<th>Credits: Practical</th>
<th>Total Credits</th>
<th>N Hours: Theory</th>
<th>N Hours: Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Self-Confidence</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Making Informed Learning Decisions</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Looking to the Future</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Additional Life Skills</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>180</td>
<td></td>
<td>120</td>
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<tr>
<td>Total Course</td>
<td></td>
<td></td>
<td>30</td>
<td>Hours</td>
<td>300</td>
</tr>
</tbody>
</table>
### The Six Leadership Styles (Goleman)

<table>
<thead>
<tr>
<th></th>
<th>Commanding</th>
<th>Visionary</th>
<th>Affiliative</th>
<th>Democratic</th>
<th>Pacesetting</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader’s modus operandi</td>
<td>Demands immediate compliance</td>
<td>Mobilizes people toward a vision</td>
<td>Creates harmony and builds emotional bonds</td>
<td>Forges consensus through participation</td>
<td>Sets high standards for performance</td>
<td>Develops people for the future</td>
</tr>
<tr>
<td>The style in a phrase</td>
<td>“Do what I tell you.”</td>
<td>“Come with me.”</td>
<td>“People come first.”</td>
<td>“What do you think?”</td>
<td>“Do as I do, now”</td>
<td>“Try this.”</td>
</tr>
<tr>
<td>Underlying emotional intelligence competencies</td>
<td>Drive to achieve, initiative, self-control</td>
<td>Self-confidence, empathy, change catalyst</td>
<td>Empathy, building relationships, communication</td>
<td>Collaboration, team leadership, communication</td>
<td>Conscientiousness, drive to achieve, initiative</td>
<td>Developing others, empathy, self-awareness</td>
</tr>
<tr>
<td>When the style works best</td>
<td>In a crisis, to kick start a turnaround, or with problem employees</td>
<td>When changes require a new vision, or when a clear direction is needed</td>
<td>To heal rifts in a team or to motivate people during stressful circumstances</td>
<td>To build buy-in or consensus, or to get input from valuable employees</td>
<td>To get quick results form a highly motivated and competent team</td>
<td>To help an employee improve performance or develop long-term strengths</td>
</tr>
<tr>
<td>Overall impact on climate</td>
<td>Negative</td>
<td>Most strongly positive</td>
<td>Positive</td>
<td>Positive</td>
<td>Negative</td>
<td>Positive</td>
</tr>
</tbody>
</table>
