



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

LIFE ORIENTATION

NQF LEVEL 4

IMPLEMENTATION: JANUARY 2015

INTRODUCTION

A. What is the subject *Life Orientation* about?

The National Certificates (Vocational) is qualifications at NQF Level 2 - 4 offered in Further Education and Training Colleges. The Fundamental component of the National Certificates (Vocational) is integral to all vocationally orientated qualifications that allow the student to progress into further learning along a vocational pathway in various fields. Life Orientation is one of three fundamental subjects that enhances students' possibilities to achieve success in their vocational studies as well as in life.

This subject consists of a combination of life skills and information and communication technology (ICT) that covers essential topics such as personal and career development, health and well-being, citizenship, and learning skills, as well as basic computer applications.

The content matter used for application in the ICT component of the subject **must be based on the content matter of the first four topics of the Life skills component**. Assessments should not use unrelated texts and content outside of this curriculum. For example, when creating and editing a word document, the content matter of the text could be road safety.

B. What are the Aims of the subject *Life Orientation*?

This subject aims to equip students with skills, values and knowledge necessary to adapt, survive and succeed in a constantly changing world. Whilst the vocational training is grounded in the South African context, it also incorporates global imperatives.

Life Orientation aims to equip students in a holistic way with the personal, psychological, cognitive, physical, moral, social and cultural skills to live meaningful and successful lives. The subject aims to enable students to respond positively to the challenges of a constantly changing world, to make informed and responsible decisions, realise their potential and to make a meaningful contribution to our South African society and economy, as they become vocationally qualified.

Life Orientation in the National Certificate (Vocational) is underpinned by the following principles:

- an outcomes-based approach to education;
- high knowledge and skills emphasis;
- integrated and applied competence;
- progression, articulation and portability;
- social transformation, human rights, promotion of Indigenous Knowledge, inclusivity, environmental considerations, physical wellness and social justice; and
- credibility, quality, relevance and responsiveness.

C. Why is *Life Orientation* important as a Fundamental subject?

The core motivation for the provision of Life Orientation is the holistic development of individuals with the required skills, knowledge and values and the necessary cognitive processes. This is to enable the application of these skills in both the workplace and in life, in a considerate, reflective, informed and thoughtful manner.

D. What is the link between *Life Orientation Learning Outcomes* and the Critical and Developmental Outcomes?

- The student is able to organise and manage him or herself using strategies to deal with personal issues and develop a plan to achieve his or her goals. The student is able to demonstrate initiative in identifying and using opportunities and taking responsibility for self-development within a dynamic environment.
- The student is able to demonstrate an understanding of the world as a set of related systems by recognising habit-forming drugs and their impact on self and society.
- The student is able to communicate effectively in presenting relevant information by investigating different types of work environments and discussing available training opportunities.
- The student is able to identify and solve problems when encountering obstacles to personal development.
- The student is able to use science and technology effectively when using the computer.
- The student is able to work effectively with others as a member of a team discussing matters relating to Life Orientation.
- The student is able to participate as a responsible citizen in the life of the local, national and global communities by identifying and learning about values and norms of behaviour and how this impacts on the above.
- The student is able to collect, organise and evaluate information by investigating relevant needs and issues in the community.

E. Which factors contribute to achieving the *Life Orientation Learning Outcomes*?

- Enabling environment – It is important that Life Orientation is presented within a context of honest enquiry and respect.
- Resources – The student must have access to all the necessary resources required.
- Exposure to particular experiences – The student must be exposed to real community and social issues that will create a realistic context within which their projects can unfold.
- Suitable qualified lecturers – The Life skills lecturer must have a basic knowledge of psychology and of Life Orientation and life skills, and be well informed about health and well-being, HIV and AIDS, human rights, career and workplace education and the latest developments in various career fields, community issues, accessing community structures and should possess basic research and networking skills.
- The ICT lecturer must be computer literate and have an advanced knowledge of the following programmes: Word processing, Spreadsheets, Presentation and knowledge of the Internet and email.
- The Life skills and ICT components could be taught by the same lecturer, or by two different lecturers, depending on the qualifications of the lecturers.
- Creativity – The lecturer should apply creativity to ensure that Life Orientation is offered in an innovative, interactive and exciting way, to enable students' full participation and enjoyment of this subject.

LIFE ORIENTATION – LEVEL 4

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DURATION AND TUITION TIME

This is a one-year instructional programme comprising a minimum of 200 hours teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

The lecturing time will be divided as follows: a minimum of 3 hours per week for the Life skills component, and a minimum of 2 hours per week for the ICT component. This means that the fundamental subject Life Orientation has a minimum of 5 hours per week allocated on the timetable.

1 SUBJECT LEVEL OUTCOMES AND FOCUS

SAQA qualification 50440

PART ONE OF THE SUBJECT: LIFE SKILLS COMPONENT

Exit Level Outcome 1:

Revise and refine personal development plan (PDP) in terms of chosen career path, while compiling job application documents and preparing for the interview process.

Associated Assessment Criteria

- A revised personal development plan (PDP) is compiled in terms of chosen career path
- A job application toolkit is collated
- Strategies and skills for successful interviews are described
- Parenting skills as an example of a challenging life situation are explained

Exit Level Outcome 2:

Apply advanced cognitive skills and strategies in various contexts and apply examination writing skills.

Associated Assessment Criteria

- Reflective thinking skills are explained
- Examination writing and assessment skills are described

Exit Level Outcome 3:

Manage stress and depression to maintain a balanced lifestyle, and advocate road safety measures.

Associated Assessment Criteria

- Stress management plans are developed
- Depression and ways to deal with it in personal and work situations are described
- Helpful ways to deal and live with HIV and AIDS and opportunistic infections are explained
- Road safety measures are described

Exit Level Outcome 4:

Describe workers' rights and responsibilities in terms of legislation.

Associated Assessment Criteria

- Workers' rights and responsibilities are described and ways to deal with infringement of worker rights and settle labour disputes are indicated
- The voting procedure is described.

PART TWO: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Exit Level Outcome 5:

Apply advanced computer skills in a Microsoft Office programme.

Range: Word processing, Excel, PowerPoint

Associated Assessment Criteria

- Word documents are created, opened, formatted, saved and printed using integrated features
- Excel (Spread sheet) documents are created, opened, formatted, saved and printed using integrated features
- Access (Database) documents are created, opened, formatted, saved and printed using basic features

Exit Level Outcome 6:

Use the internet as a communication medium.

Associated Assessment Criteria

- The Internet Explorer Browser is used to explore different websites on the Internet
- Different search engines such as Google, Bing and Google Scholar are identified
- Elementary and advance searches are used to collect information for academic purposes and tasks
- Explore and use social electronic media and networks for various communication purposes

3 ASSESSMENT

Information provided in this document on internal and external assessment aims to inform, assist and guide a lecturer to effectively plan the teaching of the subject.

The *Assessment Guidelines for Life Orientation Level 4*, which compliments this document, provides detailed information to plan and conduct internal and external assessments (and mark allocations).

3.1 Internal assessment (25 percent)

Detailed information regarding internal assessment and moderation is outlined in the current ICASS Guideline document provided by the DHET.

3.2 External examination (75 percent)

A national examination is conducted annually in October/November by means of a paper/s set and moderated externally.

Detailed information regarding external assessment and moderation is outlined in the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate Vocational Gazette number 30287 dated 12 September 2007*.

2 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE	*TEACHING HOURS
1 Personal and Career Development	16	18
2 Learning skills	8	8
3 Health and Well-being	16	18
4 Citizenship	20	22
5 Introductory Theory of Information and Communication Technology (ICT) Note: Not to be assessed		
6 Integrated features of Microsoft Word (Word-processing programme)	12	13
7 Integrated features of Microsoft Excel (Spreadsheet programme)	12	13
8 Basic features of Microsoft Access (Database)	8	9
9 The Internet as communication medium	8	9
	100%	110

NOTE: Topics 1-4 makes up 60% and Topics 6-9 40% of the weighting in this subject.

**Teaching Hours* refer to the minimum hours required for face to face instruction and teaching. This number excludes time spent on revision, test series and internal and external examination/assessment. The number of the allocated teaching hours is influenced by the topic weighting, complexity of the subject content and the duration of the academic year.

3 CALCULATION OF FINAL MARK

Continuous assessment Student's mark/100 x 25/1 = a mark out of 25 (a)

Examination mark: Student's mark/100 x 75/1= a mark out of 75 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, moderation and verification purposes.

4 PASS REQUIREMENTS

The student must at least obtain 40 percent in Life Orientation to be promoted.

5 SUBJECT AND LEARNING OUTCOMES

On completion of Life Orientation Level 4, the student should have covered the following topics:

Topic 1: Personal and Career Development

Topic 2: Learning Skills

Topic 3: Health and Well-being

Topic 4: Citizenship

Topic 5: Introductory Theory of Information and Communication Technology (ICT)

Topic 6: Integrated features of Microsoft Word (Word-processing programme)

Topic 7: Integrated features of Microsoft Excel (Spreadsheet programme)

Topic 8: Basic features of Microsoft Access (Database)

Topic 9: The Internet as communication medium

These Subject and Learning Outcomes are the minimum to cover to enable students to sit for the end of the year examination.

Lecturers are however encouraged to allow students, where the need arises, to go beyond the minimum and add/use additional information for enrichment purposes.

Topic 1: Personal and Career Development

Subject Outcome 1.1: Revise and refine personal development plan (PDP) in terms of chosen career path

Learning Outcomes:

The student should be able to:

1.1.1 Review personal profile and indicate areas to strengthen in future

1.1.2 Set goals for lifelong learning and explain its value

1.1.3 Explain and factor into plan how to continue developing employability and job market related skills sets

Range of skills sets:

- *Creative and critical thinking and problem-solving skills*
- *Human relations skills including communication and conflict resolution*
- *Flexibility, adaptability and skills transfer*

- *Computer literacy*
- *Money management skills*
- *Information research and management skills*
- *African and English language proficiency*
- *Ability to lead and work in teams*
- *Self-management including a positive attitude, energetic behaviour and ability to work without supervision*

Subject Outcome 1.2: Compile a job application toolkit

Learning Outcomes:

The student should be able to:

- 1.2.1 Draft and update a brief CV
- 1.2.2 Prepare and type documents to lodge a job application
 - A job application letter/a covering letter
 - Complete an application form
 - Update references and testimonials

(Note: Use the formats provided in the subject English FAL; Link with ICT component Topic 6, SO 6.1)
- 1.2.3 Explain the value of an online job application and posting your CV on the Internet
- 1.2.4 Complete an online job application and post a CV on the Internet

Subject Outcome 1.3: Explore strategies and skills for successful interviews

Learning Outcomes:

The student should be able to:

- 1.3.1 Identify different types of job interviews

Range includes but not limited to: individual interviews, panel interviews, Skype/video interviews, telephonic interviews and interviews requiring a presentation
- 1.3.2 Explain how to prepare for different types of interviews

Range includes but not limited to: correct attitude, posture and clothing, and appropriate preparation for the job interview
- 1.3.3 Explain how to respond to an invitation to an interview
- 1.3.4 List typical interview questions and prepare suitable answers
- 1.3.5 Differentiate between good and bad interviewee behaviour
- 1.3.6 Explain the importance of showing confidence during the job interview
- 1.3.7 Explain protocol to follow after the interview

Subject Outcome 1.4: Describe parenting as an example of a challenging life situation

Learning Outcomes:

The student should be able to:

- 1.4.1 Explain why having children is a lifelong responsibility for both parents
- 1.4.2 Explain why children should be loved, respected and cared for and why child abuse is wrong
- 1.4.3 Describe basic parenting skills
- 1.4.4 Investigate and calculate the costs of having a baby and raising a child
- 1.4.5 Explain the concept and effects of 'postnatal depression' on caring for a baby
- 1.4.6 Identify support structures for new parents

Topic 2: Learning Skills

Subject Outcome 2.1: Apply advanced cognitive skills and strategies in various contexts

Learning Outcomes:

The student should be able to:

- 2.1.1 Use case studies and problem scenarios to develop logical reasoning and argument skills
- 2.1.2 Describe the concept of reflective thinking
- 2.1.3 Apply reflective strategies and techniques to personal learning experiences and studies

Subject Outcome 2.2: Investigate examination writing skills

Learning Outcomes:

The student should be able to:

- 2.2.1 Analyse own exam writing skills and study techniques
- 2.2.2 Describe good exam writing skills
- 2.2.3 Identify common exam writing errors
- 2.2.4 List hints for writing exams
- 2.2.5 Explain the meaning of common words used in exam questions
Range includes but not limited to words such as: describe, explain, compare, contrast, list, analyse, evaluate, illustrate, track, tabulate, state
- 2.2.6 Track academic progress in all subjects and devise an action plan to maintain or improve academic performance

Topic 3: Health and Wellbeing

Subject Outcome 3.1: Manage stress in order to maintain a balanced lifestyle

Learning Outcomes:

The student should be able to:

- 3.1.1 Define 'stress' and list the symptoms of stress
- 3.1.2 Describe types of stress
- 3.1.3 Identify the causes of stress in general and in the workplace
- 3.1.4 Explain the effects of stress on personal and work situations

- 3.1.5 Explain the harmful effects of using substances such as drugs, smoking and alcohol to alleviate stress
- 3.1.6 Suggest strategies to prevent and deal with stress
- 3.1.7 Determine own levels of stress and develop an action plan to prevent and manage stress

Subject Outcome 3.2: Understand and deal with depression in personal and work situations

Learning Outcomes:

The student should be able to:

- 3.2.1 Explain what depression means and show the link between stress and depression
- 3.2.2 Identify the symptoms of depression
- 3.2.3 Identify the effects of depression on personal and work situations
- 3.2.4 Suggest strategies to prevent and cope with depression
- 3.2.5 Identify support structures for people living with depression
- 3.2.6 Explain how to deal with a suicidal colleague or friend

Subject Outcome 3.3 Advocate helpful ways to deal and live with HIV and AIDS and opportunistic infections

Learning Outcomes:

The student should be able to:

- 3.3.1 Explain what ARVs are and when they should be used
- 3.3.2 Identify an appropriate nutritional plan for people living with HIV and AIDS
- 3.3.3 Explain how a supportive environment can be created for people living with HIV and AIDS, with specific reference to the workplace
- 3.3.4 Identify instances of discrimination and stigma regarding STIs such as HIV, and human rights violations against people living with HIV and AIDS, with specific reference to the workplace
- 3.3.5 Explain measures to counter stigma, discrimination and human rights violations related to HIV and TB, with specific reference to the workplace
- 3.3.6 Describe how TB can be prevented and cured

Subject Outcome 3.4: Advocate road safety measures

Learning Outcomes:

The student should be able to:

- 3.4.1 Investigate the effects of traffic accidents on the individual, the community and work productivity
- 3.4.2 Explain why road safety is a national priority

- 3.4.3 Identify different causes of traffic accidents and explain how these accidents could be prevented
- 3.4.4 Describe traffic safety measures
- 3.4.5 Explain the dangers of drunk driving
- 3.4.6 Apply basic first aid skills to traffic accident victims
- 3.4.7 Describe the purpose and process of donating blood with specific reference to traffic accident victims
Range includes but not limited to: criteria required to qualify as a blood donor and a description of the process of donating blood.

Topic 4: Citizenship

Subject Outcome 4.1: Describe workers' rights and responsibilities

Learning Outcomes:

The student should be able to:

- 4.1.1 Explain the value of work
- 4.1.2 Explain what a job contract is and why it is important
- 4.1.3 List the basic items a job contract should cover
- 4.1.4 Describe basic workers' rights and responsibilities as cited in labour legislation
Range: Use the Department of Labour website for resources such as the Basic Conditions of Employment Act, Labour Relations Act, Employment Equity Act, Employment Services Bill and other related Labour legislation. Include the South African Constitution: Bill of Rights, with regard to labour rights.

Subject Outcome 4.2: Explore ways to deal with infringement of worker rights and settle labour disputes

Learning Outcomes:

The student should be able to:

- 4.2.1 Describe grievance and complaints procedures in a workplace
- 4.2.2 Explain the meaning of conciliation and dispute resolution and describe how the CCMA assists workers
Range includes but not limited to: Arbitration, Bargaining council, Conciliation, Litigation, Mediation, Negotiation and identification of different types of disputes dealt with by the Department of Labour and CCMA
- 4.2.3 Explain the course of action in case of unfair dismissal
- 4.2.4 Explain what 'retrenchment' is and how to cope with this situation
- 4.2.5 Describe the correct procedure for strike action
- 4.2.6 Explain the benefits of belonging to a union

Subject Outcome 4.3: Describe the voting procedure

Learning Outcomes:

The student should be able to:

- 4.3.1 Explain why it is important to vote in elections
Range including but not limited to: national, provincial, municipal and college elections and by-elections
- 4.3.2 Indicate who is eligible to vote in national and provincial elections
- 4.3.3 List the required documents for voting
- 4.3.4 Describe the voting process
- 4.3.5 Critically analyse the role of the IEC in elections
- 4.3.6 Describe good voter behaviour

Topic 5: Introductory Theory of Information and Communication Technology (ICT)**Note: Not to be assessed**

Subject Outcome 5.1: Explore the effects of ICT in terms of a social computer environment

Learning Outcomes:

The student should be able to:

- 5.1.1 Discuss the impact of social networks and media
Range of social networks and media: Facebook, Twitter, blogs, Mxit, Skype, YouTube etc.
- 5.1.2 Understand the protocols and precautionary measures when using these networks

Subject Outcome 5.2: Explore precautionary and safety measures in a legal computer environment

Learning Outcomes:

The student should be able to:

- 5.2.1 Explore cases of Internet fraud and Internet predators e.g. cyber bullying
- 5.2.2 Identify safety aspects when downloading items from the Internet
- 5.2.3 Understand the consequences of piracy and illegal downloads

Topic 6: Integrated features of Microsoft Word (Word-processing program)

Subject Outcome 6.1: Integrate and practise the features and functions to create and edit a Word document.

Learning Outcomes:

The student should be able to:

- 6.1.1 Use integrated features to format a Word document
Range to format text, a picture and a table: Highlight text, typing text in bold, italics and underline, typing text in different styles and font sizes, using numbers and bullets first and second level, using the alignment functions - left, right, centre, using borders and shading and resizing
- 6.1.2 Use integrated features to edit a Word document
Range: Move around in it, type in it (INS), delete text, start a new paragraph, type in capital letters, use UNDO and REDO functions, set margins, use a different page orientation, insert columns and breaks
- 6.1.3 Spell check, preview and print the document using different printing functions

Range of printing functions: A range of pages, back to back, current page

Subject Outcome 6.2: Use the Mail merge feature in a Word document

Learning outcomes:

The student should be able to:

- 6.2.1 Create, spell check and print the primary/main document for distribution and mailing
Range: Type document, start mail merge, type new list / use existing list to link records, insert merge fields
- 6.2.2 Use MS Word or MS Access to create and use MS Access to print a Data Source document containing the variables that must be printed in the secondary document
Range for printing in MS Access: rename table name, change page layout/column widths, print on one page
- 6.2.3 Merge the Main document and Data Source file to print the Secondary document
Range: edit header/footer, print all or print only selected recipients

Topic 7: Integrated features of Microsoft Excel (Spreadsheet program)

Subject Outcome 7.1: Integrate and practise creating and editing different spreadsheet documents

Learning Outcomes:

The student should be able to:

- 7.1.1 Use integrated features to format a spreadsheet
Range to format text: Highlight text; typing text in bold, italics and underline, typing text in different styles and font sizes, using the alignment functions - left, right, merge & centre, adjust the width of the columns and height of rows and insert borders (horizontal and vertical lines)
- 7.1.2 Use basic features to edit and change information in a spreadsheet
Range of editing: Move around in it, delete text, type in capitals letters, insert rows and columns and use UNDO and REDO functions
Range of changes: Change the contents of a cell or part of the contents of a cell, change the formats of dates and currency, change number formats and decimal settings
- 7.1.3 Spell check, preview and print the document

Subject Outcome 7.2 Use formulas to perform advanced calculations in a spreadsheet

Learning Outcomes:

The student should be able to:

- 7.2.1 Do advanced calculations within different assignments/contexts
Range of calculations: Add, subtract, divide, multiply, auto sum, percentage, average, maximum, minimum, count and auto-fill, absolute cell reference
Range of assignments (Link with Topics 1-4): For example cost of having a baby, cost of raising a child
- 7.2.2. Display the formulas

Subject Outcome 7.3 Practise creating and editing charts for different assignments/contexts

Learning Outcomes:

The student should be able to:

- 7.3.1 Create a column, line and pie chart
- 7.3.2 Insert chart titles and legends
- 7.3.3 Edit the appearance of a chart by changing the fill colour and size
- 7.3.4 Spell check, preview and print the chart

Range of assignments (Link with Topics 1-4): For example, graphs relating to road safety, graphs and tables tracking academic progress

Topic 8: Basic features of Microsoft Access (Database)**Subject Outcome 8.1: Create a data structure and capture information in a data table****Learning Outcomes:****The student should be able to:**

- 8.1.1 Create a database file
- 8.1.2 Identify and use the options on the Menu and Database toolbar
- 8.1.3 Explain the difference between a table, a record and a field
- 8.1.4 Change the data types and field properties of fields
Range: Text field size, number field size as integer (only numbers between -32768 and 32767), yes/no, long date/short date and currency
- 8.1.5 Create and print a table structure
Range: Print table definition is set to include for fields: Names, data types and sizes only
- 8.1.6 Enter data in a table and print the records in a table
Range for printing: rename table name, change page layout/column widths, print on one page

Subject Outcome 8.2: Edit records and information in a data table**Learning Outcomes:****The student should be able to:**

- 8.2.1 Copy and rename a table
- 8.2.2 Select fields and records in a table
- 8.2.3 Edit records in a table
Range: Find, replace and sort information, add and delete records

Subject Outcome 8.3: Create a report based on a table using basic features**Learning Outcomes:**

- 8.3.1 Create a report using the report wizard tool to select layout, orientation and style
- 8.3.2 Modify the report design
Range: Change the heading, column headings and add text in a report footer
- 8.3.3 Do basic calculations and change the format in which the answers are displayed
Range of calculations: SUM, AVG
Range of formats: General number, currency and percentage
- 8.3.4 Save and print the report

Topic 9: The Internet as communication medium

Subject outcome 9.1: Using the Internet for various online applications and social communication purposes

Learning Outcomes:

The student should be able to:

- 9.1.1 Use the Internet for a variety of study and work related applications
Range of applications: To complete an online job application, post a CV, online CV building, analyse a contract and analyse online job adverts
- 9.1.2 Explore and use social electronic media and networks for various communication purposes
Range: Facebook, Twitter, blogs, Mxit, Skype, YouTube etc. regarding Life skills content

8. RESOURCE NEEDS FOR THE TEACHING OF LIFE ORIENTATION – LEVEL 4

8.1 Human resources

The Life Orientation lecturer must have a basic knowledge of psychology and of life skills, and be well informed about health and well-being, HIV and AIDS, human rights, career education and the latest developments in various career fields, community issues, accessing community structures and should possess basic research and networking skills.

The lecturer should apply creativity to ensure that Life Orientation is offered in an innovative, interactive and exciting way, to enable students' full participation and enjoyment of this subject.

The ICT lecturer must be computer literate and have an advanced knowledge of the following programmes: Word processing, Spreadsheets, Presentation and knowledge of the Internet and e-mail.

The Life skills and ICT components could be taught by the same lecturer where possible, or by two different lecturers, depending on the qualifications of the lecturers.

8.2 Physical resources

- Life skills classrooms equipped with notice boards
- Resources/media centres with Internet access
- Suitably equipped computer room with Internet access

8.3 Consumables

- Files for Portfolios of Evidence (PoE)
- Printing paper and cartridges for printers
- Stationery, for example pens, pencils, crayons, magnets, cardboards and coloured papers

8.4 Learning and teaching materials

- Student Textbooks and Lecturer Guides
- Newspapers, magazines and posters

8.5 Other resources

- Exposure to particular experiences. The student must be exposed to relevant community, social and workplace issues that will create a real context within which their projects can unfold.