

## CERTIFICATION OF SLP

- ◆ Students must compile a journal (including pictures)
- ◆ May be submitted in hard or electronic copy
- ◆ Must include reflection (written or oral — recorded)
- ◆ Verified by person and organization in charge of activity
- ◆ Certified by school and CXC

## ROLE OF PARTICIPATING ORGANIZATIONS

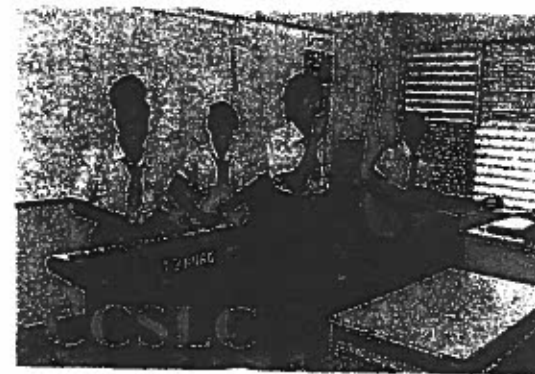
- ◆ Facilitating students
- ◆ Assigning staff to supervise
- ◆ Offering guidance
- ◆ Monitoring participation - recording attendance
- ◆ Reviewing journal
- ◆ Verifying completion



# MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND INNOVATION

## CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

### SERVICE LEARNING PROJECT (SLP)



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## **SERVICE LEARNING PROJECT RATIONALE (SLP)**

- ◆ Complements academic curriculum
- ◆ Addresses deficiency in “soft skills”
- ◆ Opportunity to perform meaningful roles/ tasks and demonstrate responsibility
- ◆ Opportunity to respond to real needs in society

## **GOALS OF SLP**

To produce individuals who:

- ◆ Appreciate civic responsibilities
- ◆ Can apply knowledge and skills to respond to real needs in society
- ◆ Display social skills
- ◆ Demonstrate a spirit of volunteerism
- ◆ Accept responsibility for actions
- ◆ Demonstrate decision making skills
- ◆ Exhibit a sense of self-worth

## **REQUIREMENTS OF SLP**

- ◆ A minimum of 30 hours
- ◆ A maximum of 3 projects

## **GUIDELINES**

- ◆ Community service learning projects **MUST** have school approval. Parents must be aware
- ◆ Students are required to volunteer their time to improve their community, inclusive of the school
- ◆ Service learning projects must be completed within two years
- ◆ Projects must be conducted with non-profit organizations or members of the community with a need
- ◆ Must meet a demonstrated need
- ◆ Supervised by an adult (not a relative)
- ◆ Cannot receive compensation or be of benefit to the student’s personal organization (raising funds for school team)
- ◆ Recipients of service cannot be family members

## **GUIDELINES**

- ◆ Students cannot be credited for being part of a team or club. However, if the team/club participates in an activity for a cause, that activity would be considered community service
- ◆ In essence the service learning project (SLP) must benefit the community at large
- ◆ A document that verifies the completion of hours must be submitted to the school
- ◆ All service learning documentation must be signed by the **DIRECT SUPERVISOR**
- ◆ A journal must be compiled—should include visuals of involvement in the project and a reflection written/electronic — video/recording)

# MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND INNOVATION

## CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

# Building a Strong Foundation

### FREQUENTLY ASKED QUESTIONS (cont'd)

ask and a scoring rubric or mark scheme. Reflection is an integral component. Students should complete the summative assessment when they demonstrate readiness. The external assessment for each subject is a fifty (50) item multiple choice examination which is administered in June.

#### 4. How much time is allowed for a candidate to obtain the CXC certification?

Candidates must complete the programme of study within three years of registering for the first exit examinations for any of the four CCSLC courses of study. The maximum number of years for enrollment is five years.

#### 5. How will performance on CCSLC courses be reported?

The Teacher Assessment mark and the External Assessment mark are combined to give a composite score. A candidate with a composite score of 75 to 100 per cent will be certified "Master"; 50 to 74 per cent, "Competent"; and below 50 per cent "Developing Competence". Each candidate will receive a pre-slip statement after each CCSLC exit examination has been graded.

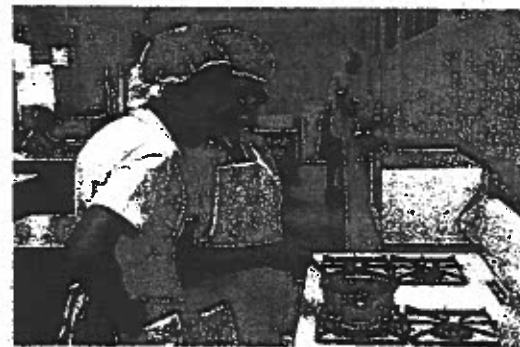
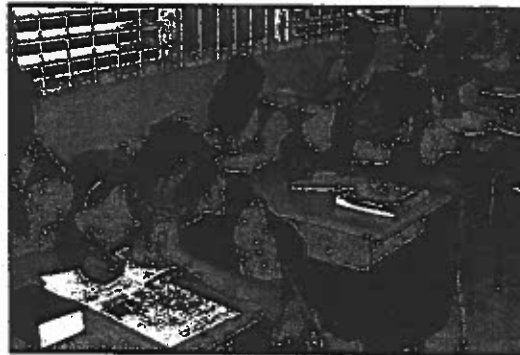
#### 6. How does CCLSC programme articulate with existing programmes?

In creating CCSLC syllabuses, the panels took into consideration programmes developed at the national levels. The CCSLC syllabuses, which are competency-based, map seamlessly onto existing programmes, especially the CSEC offerings. The CCSLC programme strives to develop pre-requisite knowledge, skills, inclusive of soft ones, and attitudes which research has shown guarantee success at CSEC level and beyond.

### FREQUENTLY ASKED QUESTIONS (cont'd)

#### 7. How does this programme prepare persons for employment?

In the development of the syllabuses, the panels incorporated content, competencies, attitudes and values which 21st century employers deem necessary such as collaboration (group work) and interaction with current technologies. Emphasis is placed on written and oral communication and the requirements and indicators of good work ethic. In addition, CXC is continuing its consultations with employers to ensure that the syllabuses are appropriate for preparing students for entry-level employment.



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## WHY CCSLC

- ◆ Fulfils National Strategic Objectives
  - An additional opportunity for secondary school students to be certified
- ◆ Foundation for further education and training development of many pre-requisite skills for CSEC & CVQ
- ◆ Expanded opportunities for entry-level employment
- ◆ Articulates with other programmes of study offered in the education sector

## THE BARBADOS MODEL

- ◆ CXC certified
- ◆ Flexible/embraces student readiness
- ◆ 2-5 years to complete
  - ◆ Core subjects
    - English
    - Integrated Science
    - Mathematics
    - Social Studies
  - ◆ Features
    - Modular
    - Thematic
    - Continuous Assessment
- ◆ Enrichment Programme

## THE ENRICHMENT PROGRAMME RATIONALE

- ◆ Enhance school experiences for students
- ◆ Broaden concept of schooling
- ◆ Acknowledge non-academic pursuits
- ◆ Develop attributes for good citizenship

## ENRICHMENT PROGRAMME COMPONENTS

1. Co-curricular or Extra-curricular activity
2. Service Learning Project (SLP)

## SERVICE LEARNING PROJECT RATIONALE

- ◆ Develops well-rounded students
- ◆ Complements academic curriculum
- ◆ Addresses deficiency in “soft skills”
- ◆ Opportunity to perform meaningful roles/tasks and demonstrate responsibility
- ◆ Authentic response to real needs in society

## GOALS OF SLP

To produce individuals who:

- ◆ Appreciate civic responsibilities
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## FREQUENTLY ASKED QUESTIONS

### 1. Why a new secondary-level programme and examination from CXC?

The Barbados Model was developed in response to Barbados National Diploma of Secondary Education (BNDSE) articulated in Curriculum 2000. This new secondary level programme has been developed in response to a need expressed by policy makers and educators across the region. They were desirous of having a secondary level programme, examination and certification that will: (i) meet the needs of a diverse student population all range of abilities and (ii) provide all students with a more sound foundation for the world of work or further study.

### 2. To whom is the programme targeted?

The core programme incorporates the skills, abilities, attitudes and values that all secondary schools leavers should possess. The programme is very flexible and makes provision for the range of intelligences. Every child in First Form in all Secondary Schools as of September 2013 should follow the prescribed syllabuses and all other subject offerings. Students must study for and write examinations and may be enter for one or more CCSLC subjects at a sitting. Students will be assessed when they have demonstrated readiness and will, therefore be able to take the CCSLC exit examinations at different levels of secondary school.

### 3. What is the approach to assessment in the programme?

The assessment regime comprise teacher assessment and an external assessment and encompasses the full gamut of assessment instruments. The teacher's assessment is both formative and summative. The emphasis is on mastery of competencies, therefore, the teacher is encouraged to provide much opportunity for the students to acquire the competencies identified in any given module. The summative assessment at the end of each of the five modules, in all syllabuses is in the form of a generic