

October 2017

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
2-3	2	15091	1	3	Plan to manage ones time
9-10	2	242821	4	6	Identify the responsibilities of a team leader in ensuring that organisational standards are met
11-12	2	119567	1	5	Perform basic life support and First Aid procedures (First Aid)
13	1	252250	1	3	Apply Firefighting techniques
16-18	3	113852	3	10	Apply Occupational Health, Safety and environmental principles (OHS)
23-26	4	242819	4	10	Motivate and build a team

November 2017

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
1-3	3	10985	6	5	Conduct a disciplinary hearing
7-9	3	242816	4	5	Conduct a structured meeting
9-10	2	119567	1	5	Perform basic life support and First Aid procedures (First Aid)
13	1	252250	1	3	Apply Firefighting techniques
14-16	3	113852	3	10	Apply Occupational Health, Safety and environmental principles (OHS)
16	1	Dept. of Labour	N/a	N/a	Evacuation Warden
23-24	2	116594	4	4	Function in a Team
28-30	3	120385	4	7	Apply a range of project management tools and techniques

December 2017

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
1	1	252250	1	3	Apply Firefighting techniques
4-5	2	119567	1	5	Perform basic life support and First Aid procedures (First Aid)
6-8	3	113852	3	10	Apply Occupational Health, Safety and environmental principles (OHS)

**COURSE OUTLINE: PLAN TO MANAGE ONES TIME
(SAQA ID 15091– 2 DAYS)**

1. SET REALISTIC GOALS FOR TASKS AND ACTIVITIES.

- Goals for tasks and activities are set using specific criteria.
- The criteria may include but are not limited to the SMART criteria:
S - Specific
M - Measurable
A - Attainable
R - Relevant
T – Traceable
- Factors that prevent the achievement of goals are discussed and explained in relation to goals set.
- Factors are identified that may influence the progress of achieving planned tasks and activities.
- Short, medium and long-term goals are prioritised and realistic timeframes are allocated to achieve these.

2. PRIORITISE TASKS AND ACTIVITIES IN ORDER TO PLAN TIME.

- The amount of time available is identified in order to complete tasks and activities.
- Factors to be taken into consideration include short, medium and long-term goals, time wasters and relaxation.
- Time allocated for tasks and activities is recorded in order to meet goals.
- Factors to be taken into consideration include short, medium and long-term goals, time wasters and relaxation.
- Tasks are rated according to urgency and importance in order to prioritise these and enable planning to take place.

3. DRAW UP PLAN/SCHEDULES TO ORGANISE TASKS AND ACTIVITIES.

- The importance of listing the steps is explained to enable the completion of identified tasks and activities.
- Tasks and activities to be completed are listed and planned within the identified timeframes.
- Different time-schedules are explained to effectively organise tasks and activities.
- Time-schedules may refer to using a diary, different planners, action plans and grids
- A time-schedule is chosen and tasks and activities are recorded with time frames.

4. CARRY OUT TASK AND ACTIVITIES AS PLANNED.

- Plan/schedule is carried out according to steps and timeframes.
- Plan/schedule is evaluated according to successes/failures.
- Solutions to improve the use of time are explained in order to plan more effectively.

COURSE OUTLINE: IDENTIFY RESPONSIBILITIES OF A TEAM LEADER IN ENSURING THAT ORGANISATIONAL STANDARDS ARE MET (SAQA ID 242821– 2 DAYS)

1. EXPLAIN THE ROLE OF A TEAM LEADER IN AN ORGANISATION.

- The role of a team leader in an organisation is explained with reference to their job description.
- The responsibilities of a team leader are explained within the context of a work environment.
- The concepts of authority, responsibility and accountability are explained with reference to the team leader's own position in an organisation.
- The organising of workers in teams is explained in terms of recognised theory and practice.

2. EXPLAIN THE PURPOSE OF THE TEAM.

- The concept of a team is explained according to accepted theory and practice.
- The purpose of the team is explained to the team members according to organisational requirements.
- The role and expected outputs of each member of the team are identified in relation to the purpose.

3. CONTRACT WITH THE TEAM MEMBERS TO OBTAIN COMMITMENT TO ACHIEVE ORGANISATIONAL STANDARDS.

- Tasks, performance plans, targets and standards are discussed and agreed according to organisational requirements.
- Time allocations for achieving individual and team objectives are agreed through a process of consultation.

4. IMPLEMENT, MONITOR AND EVALUATE PERFORMANCE AGAINST TEAM OBJECTIVES AND ORGANISATIONAL STANDARDS.

- Agreed plans are implemented according to Standard Operating Procedures.
- Potential difficulties in achieving the plan are anticipated through reflection and feedback.
- Team outputs are monitored against agreed targets and time allocations.
- Variances to required outputs are identified and corrective action is taken where necessary.

**COURSE OUTLINE: APPLY OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PRINCIPLES
(SAQA ID 113852 – 3 DAYS)**

1. IDENTIFY HAZARDS.

- Different hazards are identified and categorised according to specific area, job category, work procedure, machinery or substances used.
- Workplace inspections are undertaken in specific work areas/procedures.
- Information on specific Occupational Risk Exposure Profiles (OREP) is contributed in reports.
- Individual and categories of employees are assisted in contributing to their OREPs.
- Employees are assisted in hazard identification (informal on the job hazard education/training for other employees).
- Hazard identification is communicated in specific areas and jobs with employees and management.
- The links between work, health, safety and the environment are explained (public safety).

2. EVALUATE AND REPORT HAZARDS.

- Hazards are evaluated and prioritised.
- Recommendations on hazards drafted in H&S structures are reported on and discussed.
- Participation in incident investigations is secured.
- Incident investigation outcomes are communicated with employees.
- A rudimentary knowledge of Risk Assessment (RA) and ability to contribute information to RA is displayed.
- Employees are informed of hazard evaluation activities, results and RA reports.

3. APPLY PREVENTATIVE MEASURES (INCLUDING TRAINING) IN THE WORKPLACE.

- Control measures in place are identified and explained.
- The principle of the hierarchy of control measures to the workplace are applied.
- Hazard control measures are communicated, in specific areas and jobs with employees and management.
- The control measures in place for particular area, work procedure, machinery or substance are described, evaluated and reported on.
- Informal, on the job peer learning is facilitated from shared experiences.
- Useful OH&S training materials and resources are identified and evaluated.
- Relevant OH&S training is undertaken.
- OH&S training needs are identified.

4. EXPLAIN, USE AND COMPLY WITH RELEVANT LEGISLATION AND REGULATIONS.

- The responsibilities, duties and rights of individuals in the workplace and the relevant internal and external bodies are described correctly.
- The OH&S information relevant to the workplace are located and explained.
- Relevant COID Act rights and procedures are explained and interpreted.
- Employees are informed of their OH&S rights.
- Employees are advised of the duties, functions and responsibilities of the employer and the H&S role players in the workplace.
- Information is utilised from the legislation to perform responsibilities/duties to engage.
- Employers' representatives on OH&S related issues are identified.
- The Department of Labour (DoL) representatives, OH practitioners and occupational hygienists responsible for measuring or undertaking surveillance programmes.
- Workplace compliance with regulations and legislation is assessed and reported on.

5. GATHER AND ORGANISE OHS INFORMATION FROM THE WORKPLACE.

- Meetings and interviews with employees are conducted to gather OH&S needs and information.
- Information from reports, meetings and inspections is summarised to address H&S issues with affected employees.

**COURSE OUTLINE: PERFORM BASIC LIFE SUPPORT AND FIRST AID PROCEDURES
(SAQA ID 119567– 2 DAYS)**

1. DEMONSTRATE AN UNDERSTANDING OF EMERGENCY SCENE MANAGEMENT.

- Maintenance of personal safety is explained in terms of preventing injuries to self and infectious diseases.
- Methods of safeguarding the emergency scene are explained in accordance with relevant practices and legislation.
- Methods of safeguarding the injured person are explained in accordance with relevant practices and legislation.
- The medico-legal implications of rendering First Aid are explained in terms of relevant legislation.

2. DEMONSTRATE AN UNDERSTANDING OF ELEMENTARY ANATOMY AND PHYSIOLOGY.

- The different systems of the human body are described in terms of their structure and function.
- The manner in which the systems relate to each other is explained in accordance with basic medical science.
- The way in which each system operates is explained in accordance with basic medical science.

3. ASSESS AN EMERGENCY SITUATION.

- The emergency situation is assessed in terms of priority treatments.
- The cause of the emergency is identified in terms of main contributing factors.
- The type of injury is identified in terms of broad classifications.
- The situation is assessed in terms of the type of assistance required.

4. APPLY FIRST AID PROCEDURES TO THE LIFE-THREATENING SITUATION.

- First Aid treatment applied is appropriate to the situation and the prevention of complications.
- Equipment that is not readily available is improvised in terms of the First Aid procedure required.
- Universal precautions are taken which are appropriate in terms of preventing infection.
- First Aid is applied in accordance with current practice.
- Cardio-Pulmonary Resuscitation (CPR) and Artificial Respiration (AR) is performed in accordance with accepted procedures.
- Referral to medical assistance is done in accordance with the specific needs of the casualty.

5. TREAT COMMON INJURIES.

- Different types of injuries and conditions are identified and described in terms of their severity, cause and possible treatment.
- Universal precautions taken are appropriate in terms of preventing infection.
- Equipment that is not readily available is improvised in terms of the First Aid procedure required.
- Referral to medical assistance is in accordance with the specific needs of the casualty.
- Follow-up care is provided in accordance with the specific needs of the casualty.

**COURSE OUTLINE: APPLY A RANGE OF PROJECT MANAGEMENT TOOLS AND TECHNIQUES
(SAQA ID 120385 – 3 DAYS)**

1. DEMONSTRATE AN UNDERSTANDING OF PROJECT MANAGEMENT TOOLS AND TECHNIQUES.

- A range of tools and techniques used on a project are identified and explained in accordance with project requirements.
- Limitations and advantages of project management tools and techniques are explained using examples.
- Examples of the usage of the project management tools and techniques are provided in a hard copy format.

2. USE A RANGE OF PROJECT MANAGEMENT TOOLS AND TECHNIQUES.

- A range of project management tools and techniques are used in accordance with established standards and procedures.
- Output of project management tools and techniques meet individual, team and organisational needs/requirements.

3. APPLY CORRECTIVE ACTION STEPS WHERE PROJECT MANAGEMENT TOOLS AND TECHNIQUES.

- Problems with the usage of project management tools and techniques are identified against project requirements.
- Possible solutions are identified and discussed in consultation with higher authority.
- Authorised / agreed solutions are implemented according to agreed steps.

**COURSE OUTLINE: APPLY FIREFIGHTING TECHNIQUES
(SAQA ID 252250– 1 DAY)**

1. IDENTIFY DIFFERENT TYPES OF FIRES.

- The causes of fire are identified in accordance with industry practice.
- People, electricity, spontaneous combustion, chemical reactions and liquefied petroleum gas.
- The classes of fires are explained according to industry practice.
- Range of classes of fires include, but is not limited to A, B and C.

2. EXPLAIN AND PRACTICE FIRE PREVENTION.

- The prevention of fires is explained in relation to general organisational housekeeping.
- Blocking fire extinguishers and packing goods too close to electrical connections.
- Fire prevention is explained in relation to industry safe practices (OHS Act) and company specific procedures.
- The consequences of non-adherence to safe practices is explained in relation to organisational procedures.
- Legal, financial and personal.

3. OPERATE BASIC FIREFIGHTING EQUIPMENT.

- The basic firefighting equipment is identified as provided by the organisation.
- The operating of basic firefighting equipment is demonstrated in accordance with organisational procedures.
- Fire extinguishers, fire hoses and hose reels.
- The type of firefighting equipment is identified in relation to specific types of fires.

4. PERFORM BASIC FIRE FIGHTING PROCEDURES.

- The steps to be taken when fighting fires are explained and demonstrated in accordance with organisational procedures.
- The precautions to be taken when fighting fires are explained according to organisational procedures.
- The steps to be taken when containing fires are described in accordance with organisational procedures.

**COURSE OUTLINE: MOTIVATE AND BUILD A TEAM
(SAQA ID 242819 – 4 DAYS)**

1. EXPLAIN THE IMPORTANCE OF MOTIVATING A TEAM.

- Reasons why motivation is important are explained with examples.
- Indicators of motivation are identified, according to theory and practice.

2. DEMONSTRATE AN UNDERSTANDING OF SELF AND TEAM MEMBERS IN A WORKPLACE.

- Own strengths and areas for development are identified, based on self-reflection and feedback.
- Strengths and areas of development of team are identified based on observation and feedback.

3. APPLY THEORIES OF MOTIVATION AND GROUP DYNAMICS.

- Compare and contrast two theories of motivation with examples.
- Elements of group dynamics are identified according to theory and practice.
- An action plan to strengthen the team is compiled according to Standard Operating Procedures.

4. IMPLEMENT A PLAN OF ACTION TO STRENGTHEN A TEAM.

- The team leader obtains commitment from the team to achieve the action plan.
- Implementation is executed according to the action plan.
- Implementation of the plan is monitored and amended accordingly.

5. PROVIDE FEEDBACK AND RECOGNISE ACHIEVEMENTS.

- Group dynamics is observed and reflected on by the team leader, according to theory and practice.
- Feedback is provided to each member of the team according to observation.
- Recognition is given to team members who have contributed to the development of the team.
- Feedback and observation is used to implement corrective action and provide changes to the action plan, where appropriate.

**COURSE OUTLINE: CONDUCT A DISCIPLINARY HEARING
(SAQA ID 10985– 3 DAYS)**

1. DEMONSTRATE AN UNDERSTANDING OF EMERGENCY SCENE MANAGEMENT.

- Conduct and manage the hearing.
- Employee is properly and clearly informed of the allegation and of his/her rights.
- Relevant questions are asked to ensure that proper procedure was followed prior to the hearing.
- The hearing is conducted in a firm and procedurally fair manner.
- Includes allowance for statement of case on both sides, witnesses, cross-examination, proper control and due consideration to cultural and linguistic factors.
- Relevant questions for clarification (not in prosecution) are asked.
- Behaviour is free of bias towards any party.

2. IMPLEMENT PROCEDURE TO HANDLE NON-DISMISSIBLE OFFENCES.

- All evidence is efficiently summarised, considered and weighed in terms of probability.
- Decision is based on analysis of the evidence.
- Decision is clearly communicated to the parties.
- Clear reasoning is provided for the decision.

3. HEAR PLEADINGS.

- Parties are granted sufficient opportunity to plead mitigation or aggravation.
- If necessary, information regarding mitigating and aggravating circumstances is elicited.

4. TAKE A DECISION AS TO SANCTION.

- All relevant factors are considered and carefully weighed.
- Clear reasoning is demonstrated for reaching final decision.

5. INFORM EMPLOYEE OF AND RECORD DECISIONS.

- All relevant factors are considered and carefully weighed.
- Employee is verbally informed, in clear terms, of decision.
- Decision is properly substantiated.
- Employee is informed of his/her rights in this regard.

6. ENSURE THAT PROCEEDINGS AND DECISIONS ARE RECORDED.

- Procedure is properly recorded.
- Main issues and arguments are succinctly recorded.
- Reasons for final decisions as to guilt and sanction are recorded.

**COURSE OUTLINE: CONDUCT A STRUCTURED MEETING
(SAQA ID 242816 – 3 DAYS)**

1. PREPARE FOR A MEETING.

- Physical arrangements and attendees required for a meeting are identified and a checklist is prepared and actioned in terms of Standard Operating Procedures.
- The purpose of an agenda, the expected outcomes of the meeting, the process of placing items on the agenda and the roles of participants are explained in terms of Standard Operating Procedures.
- The purpose of recording a meeting is explained according to Standard Operating Procedures.
- Documents required for a meeting are checked for accuracy and completeness and distributed, according to Standard Operating Procedures.
- Minutes of the previous meeting are checked for accuracy and completeness.

2. CONDUCT A MEETING.

- A meeting is conducted according to a preplanned agenda.
- Opportunities are created to allow effective participation by people attending the meeting.
- Discussions are summarised and recorded to indicate proposed action, completion date and person responsible.

3. DEMONSTRATE TECHNIQUES TO DEAL WITH DIFFERING VIEWS DURING A MEETING.

- Identify techniques to overcome potential lack of progress due to differing opinions during the meeting according to recognised theory and practice.
- A technique is used to create progress in a meeting according to recognised theory and practice.
- Techniques include, but are not limited to, summarising, redirecting, paraphrasing, rephrasing, gate keeping and repeating.

4. DISTRIBUTE RECORDS FOR A MEETING.

- Records are compiled in such a way to enable the decisions of a meeting to be implemented.
- Records are checked to ensure that they are an accurate reflection, prior to distribution.
- The meeting is reviewed and suggestions for improvement are made to enhance the effectiveness of future meetings.

**COURSE OUTLINE: FUNCTION IN A TEAM
(SAQA ID 116594 – 2 DAYS)**

1. IDENTIFY THE STRUCTURE AND PURPOSE OF A TEAM.

- Structure of a team is listed in line with own organisational team allocations.
- Purpose of a team is listed and explained in line with organisational or project objectives.
- Own position is shown in an organogram of the team.

2. DESCRIBE AND APPLY THE ROLES AND RESPONSIBILITIES REQUIRED TO WORK IN A TEAM.

- Roles and responsibilities of team are listed in line with organisation objectives.
- Own roles and responsibilities are listed and described in line with organisational objectives and project targets.
- Own roles and responsibilities are applied in line with company standards and procedures.

3. IDENTIFY FACTORS THAT AFFECT A TEAM IN THE WORKPLACE.

- Negative factors are identified and explained in line with organisational activities.
- Positive factors are identified and explained in line with organisational activities.
- Uncontrollable factors are identified through investigation outside of the team and organisations control.
- Controllable factors are listed and explained in line with standard organisational practices.

4. REVIEW THE EFFECTIVENESS OF THE TEAM AND OWN PARTICIPATION IN THE TEAM.

- Team objectives are listed and recorded in required format.
- Team effectiveness against objectives is evaluated in required format and time frame.
- Own performance is evaluated against objectives and listed in required format and time frame.
- Correction action is implemented following organisational standards and procedures.

**COURSE OUTLINE: EVACUATION WARDEN
(DEPARTMENT OF LABOUR – 1 DAY)**

1. EVACUATION ROLES AND RESPONSIBILITIES.

- Introduction
- Evacuation procedure
- Automatic systems
- Manually operated systems
- Unacceptable means of escape
- Doors on escape routes
- Emergency equipment
- Communication equipment
- Emergency maintenance contact list
- Emergency response team
- Bomb threat checklist
- Duties and responsibilities regarding appointment of Evacuation Wardens and Emergency controllers or co-ordinators
- Evacuation drill flow chart
- Floor plan
- Emergency evacuation role play exercise