

April 2018

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
02					Public Holiday
03 - 05	3	113852	3	10	Apply Occupational Health, Safety and Environmental Principles (OHS)
06	1	252250	1	3	Fire Marshall
09 - 10	2	242810	4	6	Manage Expenditure against a Budget
12 - 13	2	Dept. Labour	1	5	First Aid Level 1 & Automated External Defibrillator (AED)
18 - 20	3	242811	4	5	Time Management
24 - 25	2	120372	4	5	Fundamentals of Project Management
27					Public Holiday

May 2018

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
01					Public Holiday
02 - 03	2	Dept. Labour	2	5	First Aid Level 2 & Automated External Defibrillator (AED)
07 - 09	3	113852	3	10	Apply Occupational Health, Safety and Environmental Principles (OHS)
11	1	252250	1	3	Fire Marshall
15 - 16	2	242821	4	6	Identify the Responsibilities of a Team Leader
21	1	Dept. Labour	0	0	Refresher First Aid Level 1
22 - 24	3	120385	4	7	Project Management Tools & Techniques
25	1	259597	2	3	Evacuation Warden
28 - 29	2	246740	4	3	Care for Customers
30 - 31	2	Dept. Labour	1	5	First Aid Level 1 & Automated External Defibrillator (AED)

June 2018

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
04	1	Dept. Labour	0	0	Refresher First Aid Level 1
06 - 08	3	10985	6	5	Conduct a disciplinary Hearing
08	1	252250	1	3	Fire Marshall
11 -12	2	Dept. Labour	3	5	First Aid Level 3 & Automated External Defibrillator (AED)
13 - 15	3	113852	3	10	Apply Occupational Health, Safety and Environmental Principles (OHS)
18	1	259597	2	3	Evacuation Warden
21 - 22	2	242810	4	6	Manage Expenditure against a Budget
25 - 26	2	Dept. Labour	1	5	First Aid Level 1 & Automated External Defibrillator (AED)
28 - 29	2	242815	4	5	Code of Conduct & Business Ethics

**COURSE OUTLINE: PERFORM BASIC LIFE SUPPORT AND FIRST AID PROCEDURES - LEVEL 1
(DEPARTMENT OF LABOUR– 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 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: 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 COIDA 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: CODE OF CONDUCT AND BUSINESS ETHICS
(SAQA ID 242815– 2 DAYS)**

1. EXPLAIN THE CONCEPTS OF ETHICS IN RELATION TO THE MORAL COMPASS

- The components of the 'moral compass' are described according to theory and practice.
- The team leader identifies team members' positions on the 'moral compass' according to observed behaviour.
- The relationship between ethics and the constitution is explained according to group and individual rights and responsibilities.

2. DESCRIBE THE ROLE OF A CODE OF CONDUCT IN A WORK ENVIRONMENT ACCORDING TO ETHICAL PRINCIPLES

- Code of Conduct is explained, with reference to organisational documentation.
- The Code of Conduct is compared to the principles in the Constitution and the 'moral compass' within the context of the organisation.

3. UPHOLD THE CODE OF CONDUCT WITHIN THE WORK TEAM

- Potential conflict between a personal value system and an organisational Code of Conduct is identified, with examples.
- The consequences of non-compliance with a code are explained, with examples.
- Examples of deviations, past or present, from the Code of Conduct, are identified and remedial action, if appropriate, is taken according to Standard Operating Procedures.
- The importance of reporting deviations in areas beyond team leader's area of responsibility is explained according to the Code of Conduct.

**COURSE OUTLINE: FIRST AID LEVEL 2
(DEPARTMENT OF LABOUR – 2 DAYS)**

COURSE CONTENT

- Basic anatomy and physiology
- Examining a patient
- Soft tissue and joint injuries
- Abdominal and pelvic injuries
- Thoracic trauma
- Foreign objects
- Eye injuries
- Environmental injuries
- Venomous bites and stings
- Poisoning
- Seizures/fits and epilepsy
- Chest pain
- Patient assessment

**COURSE OUTLINE: EXPLAIN THE FUNDAMENTALS OF PROJECT MANAGEMENT
(SAQA ID 120372– 2 DAYS)**

1. EXPLAIN THE NATURE OF A PROJECT

- The characteristics of a project are explained with examples.
- Differences between project and non-project work are explained with examples of each.
- A basic project life cycle is explained with examples of possible phases.
- The reasons for undertaking projects are explained with practical examples.
- A range of types of projects and their complexity are explained in simple terms.
- Type of project may include but is not limited to simple, complex, closed to open, "fog, quest, movie or paint by number", technical, business, community based, development, research and development of new products.

2. EXPLAIN THE NATURE AND APPLICATION OF PROJECT MANAGEMENT

- Project management is defined and its application is explained according to recognised published standards.
- The major project management processes are described and explained according to recognised best practice.
- The differences between project management and general management are explained with examples of each.
- The difference between project management processes and technical (end product related) processes is explained with examples of each.
- Project management processes are those associated with the management of a project and technical processes are those required to produce the required deliverables to satisfy the objectives of the project.
- The difference between a project team member and the project manager is explained in accordance with role descriptions.

3. EXPLAIN THE TYPES OF STRUCTURES THAT ARE FOUND IN A PROJECT ENVIRONMENT

- The reasons for defining structures for a project is explained with examples.
- Structures may include but are not limited to; programme to sub project hierarchy; organisation structures; product /work/cost/organisation breakdowns note - structure is a set of interconnecting parts of any complex thing, a framework.
- The concept of programme and project hierarchies is explained with an example.
- Programmes include related projects, which may be broken down into sub projects, phases or other components/units.
- The purpose of decomposing a project into manageable components or parts is explained with practical examples.
- Decomposing a project is breaking it down from top to lower levels, similar to a functional decomposition.
- The concepts of breakdown structures for product, work and cost are explained in simple terms.

4. EXPLAIN THE APPLICATION OF ORGANISATION STRUCTURES IN A PROJECT ENVIRONMENT

- The basic differences between a matrix and functional organisation structure are explained with examples of each.
- The project organisation structure is described and explained in a written format.
- The purpose and key responsibilities of two roles on a project are described in a written format.
- Stakeholders are explained with examples of at least six different stakeholders.

5. EXPLAIN THE MAJOR PROCESSES AND ACTIVITIES REQUIRED TO MANAGE A PROJECT

- Key processes and activities that take place to manage a project are described from beginning to end.
- The supplementary management sub-processes and activities required to support the key processes and activities are briefly described with examples of each.

**COURSE OUTLINE: FIRST AID LEVEL 3
(DEPARTMENT OF LABOUR – 2 DAYS)**

COURSE CONTENT

- Ethics and legal issues in first aid
- Examining a patient
- Breathlessness
- Fits/Seizures
- Fractures
- Crush injuries
- Water accidents
- Abdominal and pelvic injuries
- Bacterial and viral skin reactions
- Emergency childbirth
- Disturbed behaviour

**COURSE OUTLINE: MANAGE EXPENDITURE AGAINST A BUDGET
(SAQA ID 242810 - 2 DAYS)**

1. EXPLAIN THE CONCEPT OF BUDGETING PERTINENT TO AN AREA OF RESPONSIBILITIES

- The concept of a budget is explained with reference to expenditure in an area of responsibility.
- The budgeting technique employed is explained by means of worked examples.

2. DETERMINE THE ELEMENTS OF A BUDGET IN AS AREA OF RESPONSIBILITY

- The elements of the budget are identified for the resources required to meet the objectives.
- Internal and external constraints on a budget are identified in terms of an own organisational context.

3. MONITOR AND CONTROL ACTUAL EXPENSES AGAINST BUDGET

- Actual expenses are monitored according to Standard Operating Procedures.
- Variances are identified and corrective measures are proposed and/or taken according to Standard Operating Procedures.

**COURSE OUTLINE: TIME MANAGEMENT
(SAQA ID 242811– 3 DAY)**

1. CREATE A TASK LIST

- The purpose of a task list for self and one's team is explained using examples.
- A task list is produced for the team, sequenced to meet organisational requirements.
- Information and documentation required are recorded on the task list and flagged for further action.

2. PRIORITISE PERSONAL AND TEAM TASK

- Criteria for prioritising tasks are explained according to organisational, personal goals and values.
- Information is recorded systematically in the diary according to generally accepted practice.
- Resources and the acquisition thereof are identified according to the task list.

3. USE AND MAINTAIN A DIARY

- The purpose of keeping a diary is explained with examples.
- Information is recorded systematically in the diary.
- Actions are taken according to diary entries.

4. IMPLEMENT AND MAINTAIN PERSONAL AND TEAM TASK LIST

- Assign tasks to the team members according to the task list.
- Stakeholders are informed of the tasks that affect them.
- The task list is followed and amended where necessary.
- New tasks are added to the task list where necessary and all outstanding work is reprioritised.
- The work of team members is monitored to ensure tasks are achieved according to organisational requirements.
- Completed tasks are reported to the appropriate authority and checked off the task list.

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

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

**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: 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: 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: CARE FOR CUSTOMERS
(SAQA ID 246740 – 2 DAYS)**

1. IDENTIFY CUSTOMER NEEDS AND EXPECTATIONS

- Main human needs including those that are mainly physical, social, emotional, esteem and intellectual are understood, and are acted upon.
- Customer needs and expectations are identified, including those with specific needs.
- Appropriate products and services are correctly identified and offered to customers.
- All reasonable needs and requests are met within acceptable time frames.
- All questions and queries are addressed with appropriate accuracy.

2. RECOGNISE CUSTOMER DISSATISFACTION AND TAKE ACTION TO RESOLVE THE SITUATION

- Complaints are handled promptly, positively, sensitively and politely.
- Customer complaints are resolved according to the level of individual need as well as company procedures.
- Complaints are referred to the appropriate person, according to the individual level of customer need.

3. IDENTIFY AND USE OPPORTUNITIES TO ENHANCE THE QUALITY OF CUSTOMER SERVICE.

- Where prior requirements or requests have been made, including bookings, these are clarified with responsible persons prior to customer arrival.
- Customer service standards are maintained at all times.
- The needs of customers are anticipated where reasonable.

4. COMMUNICATE WITH ALL CUSTOMERS IN A FRIENDLY AND COURTEOUS MANNER

- Customers are greeted courteously on arrival.
- Customers are treated with the necessary respect.
- Cultural sensitivities are recognized and accommodated well.

**COURSE OUTLINE: REFRESHER - FIRST AID LEVEL 1
(DEPARTMENT OF LABOUR – 1 DAY)**

COURSE CONTENT: REFRESHER - FIRST AID LEVEL 1

- 1. CPR and AED
- 2. Examining a patient
- 3. Bleeding and wounds
- 4. Fractures
- 5. Airway obstruction