

### OCTOBER 2018

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
4-5	2	246740	4	3	Care for Customers
15	1	252250	1	3	Fire Marshall
15-16	2	119456	2	5	Written Communication Skills
17-19	3	113852	3	10	Apply Occupational Health, Safety and Environmental Principles (OHS)
22-23	2	Dept. Labour	1	5	First Aid Level 1 & Automated External Defibrillator (AED)
23-24	2	120372	4	5	Fundamentals of Project Management
24	1	Dept. Labour	2	3	Evacuation Warden
29-30	2	Dept. Labour	2	5	First Aid Level 2 & Automated External Defibrillator (AED)
29-31	3	242811	4	5	Team Management/ Prioritise time and work for self and team

### NOVEMBER 2018

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
5-6	2	Dept. Labour	1	5	First Aid Level 1 & Automated External Defibrillator (AED)
6-8	3	113852	3	10	Apply Occupational Health, Safety and Environmental Principles (OHS)
9	1	252250	1	3	Fire Marshall
12-13	2	242821	4	6	Team Leader Skills
12-13	2	Dept. Labour	2	5	First Aid Level 2 & Automated External Defibrillator (AED)
15	1	119913	2	3	Personal Budget Skills
19-20	2	116594	4	4	Function in a team
19-20	2	Dept. Labour	3	5	First Aid Level 3 & Automated External Defibrillator (AED)
21	1	259597	2	3	Evacuation Warden
27-29	3	120385	4	7	Project Management Tools & Techniques

## DECEMBER 2018

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
3-4	2	Dept. Labour	1	5	First Aid Level 1 & Automated External Defibrillator (AED)
3-5	3	113852	3	10	Apply Occupational Health, Safety and Environmental Principles (OHS)
6	1	252250	1	3	Fire Marshall
10-11	2	246740	4	3	Care for Customers
11	1	259597	2	3	Evacuation Warden

**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.

**WRITTEN COMMUNICATION SKILLS**  
**(SAQA ID 119456 – 2 DAYS)**

**1. Write/sign for a specific audience, purpose and context.**

- A range of appropriate texts is identified and produced in response to tasks or learning activities.
- Format and content are appropriate to the conventions of the text type, and to the nature and level of the target audience, as well as to the task.

**2. Use grammatical structures and writing/signing conventions to produce coherent and cohesive texts for specific contexts.**

- Clear, well-structured sentences are used
- A variety of sentence structures, lengths and types is employed where appropriate.
- Paragraph/chunks of signing conventions are constructed showing awareness of topic.
- Punctuation/non-manual features (NMFs) are used appropriately.
- Register is chosen to suit audience and purpose
- Link devices are used correctly to write/sign sustained pieces.
- Texts are organised and structured to have a clearly defined beginning, middle and end.

**3. Adapt language to suit context.**

- Inappropriate language is identified and adapted.
- Complex wording/signing of ideas is simplified where necessary.

**4. Draft and edit own writing/signing**

- Planning, drafting, editing and redrafting improve the suitability of the intended purpose and audience.
- Cohesive devices to link parts of texts with other parts and to link ideas are checked and adapted to promote overall coherence of the text
- Major grammatical errors are identified and changes improve structure and readability/viewability of text.
- Spelling/handshape, punctuation/non-manual features (NMFs), register, sentence and paragraph structure are checked and corrected where necessary, and the selection of vocabulary is appropriate to content
- Points of view, where expressed, are supported with a simple range of reasons and facts.

**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.

**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: 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: 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: 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: 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

**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: 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: 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: PERSONAL BUDGET SKILLS  
(SAQA ID 119913– 1 DAY)**

**1. RECORD AND ANALYSE CURRENT SPENDING PATTERNS**

- The difference between needs (essential goods and services) and wants (discretionary goods and services) is explored in relation to own situation.
- The difference between fixed and variable costs is explained with examples from own experience.
- Own expenditure is categorised into commonly recognised sets and the monthly amount of each item is calculated as an average.
- Own spending is analysed in terms of fixed essential, variable essential and discretionary expenses.
- Discretionary expenses as a percentage of total monthly expenses are discussed with reference to possible ways of controlling costs.
- The concept of opportunity cost is explained in terms of gain or loss as a result of making a financial choice.

**2. INVESTIGATE WAYS OF CONTROLLING OF OWN FINANCES**

- Practical ways in which a person can take control of his/her money affairs are listed with reference to budgeting, saving costs and possible additional sources of income.
- The estimated and actual costs of monthly expenditure are compared for at least three items.
- The dangers of impulse buying are illustrated for authentic situations.
- The difference between short, medium and long-term financial planning is discussed with reference to own circumstances.
- The consequences of being listed by a credit bureau are explained and an indication is given of how a person can avoid or rectify being listed.
- The likelihood of winning or making money easily on games of chance is explored and the chance of winning is estimated based on current known payouts.
- The consequences of taking financial advice from an unqualified or incorrectly informed person are described with reference to two case studies.

**3. RECOGNISE THE NEED TO SAVE AS PART OF PERSONAL FINANCIAL MANAGEMENT**

- Changing financial needs over time are discussed and examples given from own experience.
- The need to plan for future financial needs is recognised, and examples given of own likely short, medium and long-term financial needs.
- Own essential medium term needs are prioritised, and a savings plan is developed to meet the two most important of these needs.
- An analysis is made to determine how spending can be reduced to free money for savings.

**4. COMPILE A PERSONAL BUDGET**

- The need to plan and manage expenses is discussed with regards to meeting current and possible future responsibilities.
- The monthly income for a household is calculated based on total income from all the economic activities of the household.
- The monthly expenditure for a household is calculated based on deductions, fixed payments and discretionary payments.
- A household budget for the next three months is compiled using a standard format.
- Actual expenses for one month are compared to the budget for the same month, and the reasons are explained for any variance.
- Possible unexpected occurrences are listed and their financial consequences discussed, with reference to own circumstances.
- Unexpected changes to an individual's income or expenditure are considered and decisions are made about how to adapt the budget to accommodate such changes.

**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: 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: 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.