

JANUARY 2019

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
14-15	2	Dept. Labour	1	5	First Aid Level 1 & Automated External Defibrillator (AED)
17-18	2	246740	4	3	Care for customers
18	1	252250	1	3	Apply Firefighting techniques (Fire Marshall)
21-23	3	113852	3	10	Apply occupational health, safety and environmental principles (OHS)
22-23	2	Dept. Labour	2	5	First Aid Level 2 & Automated External Defibrillator (AED)
28-30	3	242816	4	5	Conduct a structured meeting
31	1	259597	2	3	Evacuation Warden

FEBRUARY 2019

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
04-05	2	242821	4	6	Identify the responsibilities of a team leader in ensuring that organizational standards are met (Team Leader Skills)
07-08	2	Dept. Labour	1	5	First Aid Level 3 & Automated External Defibrillator (AED)
11-12	2	13915	3	4	Demonstrate knowledge and understanding of HIV/AIDS in the workplace
13	1	259597	2	3	Evacuation Warden
18-20	3	113852	3	10	Apply occupational health, safety and environmental principles (OHS)
21-22	2	Dept. Labour	1	5	First Aid Level 1 & Automated External Defibrillator (AED)
26	1	252250	1	3	Apply Firefighting techniques (Fire Marshall)

MARCH 2019

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
04-06	3	113852	3	10	Apply occupational health, safety and environmental Principles (OHS)
07-08	2	Dept. Labour	1	5	First Aid Level 1 & <i>Automated External Defibrillator</i> (AED)
11	1	252250	1	3	Apply Firefighting techniques (Fire Marshall)
12-14	3	242816	4	5	Conduct a structured meeting
15	1	259597	2	3	Evacuation Warden
18-19	2	Dept. Labour	2	5	First Aid Level 2 & <i>Automated External Defibrillator</i> (AED)
21					Public Holiday
25-26	2	242815	4	5	Code of conduct & Business ethics
27-28	2	Dept. Labour	1	5	First Aid Level 3 & <i>Automated External Defibrillator</i> (AED)

**COURSE OUTLINE: FIRST AID LEVEL 1 & AUTOMATED EXTERNAL DEFIBRILLATOR (AED)
(Dept. 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: 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: 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 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: 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: 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: 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: 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: 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: DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF HIV/AIDS IN A WORKPLACE, AND ITS EFFECTS ON A BUSINESS SUB-SECTOR, OWN ORGANISATION AND A SPECIFIC WORKPLACE (SAQA ID 13915– 2 DAYS)

1. KNOW AND UNDERSTAND HIV/AIDS AND ITS EFFECTS ON THE HUMAN IMMUNE SYSTEM.

- The terms HIV and AIDS are known and explained at a basic level of understanding.
- The way in which the immune system works is explained with reference to the role of antibodies in the immune system.
- An indication is given as to how the HIV virus attacks the immune system.
- The concept of a window period is explained with reference to the Elisa test.
- The concept that the Elisa Test tests for antibodies is known and an indication is given of the implications that this has in terms of the window period and the use of vaccinations.
- The fact that all babies born to HIV/AIDS mothers initially test positive for the HIV virus is known and reason are given to explain why these test results change over time.
- The concept of Voluntary Counselling and Testing (VCT) is explained with the reference to the role of the Rapid Test and confirmation by the Elisa Test.
- The effects of HIV infection are explained including the ability of infected persons to perform work and the importance of lifestyle changes to boost the immune system and prevent reinfection.
- The importance of pre and post-test counselling is known and understood and the implications of HIV testing for an individual are discussed in terms of making a personal decision to take an AIDS test.
- The stages of the disease are outlined with an example of what happens at each stage from infection with HIV to full-blown AIDS and death.
- The chances of a person surviving with AIDS are discussed with reference to the latest views on medication and the costs of the drugs.

2. . KNOW AND UNDERSTAND HOW HIV/AIDS IS TRANSMITTED.

- The effect of body fluids on transmission of the HIV virus is outlined at a basic level of understanding.
- Sex is identified as the most common way in which the HIV virus is transmitted and other ways in which HIV is transmitted are listed with an indication of the conditions necessary for transmission.
- The ways in which mother to child transmission can occur are listed and the implication of a pregnant woman/girl child having unprotected sex are indicated for both the mother and the unborn child.
- Actions that an HIV positive mother can take to lower the risk of infection to the child and prolong the onset of AIDS in herself are presented in a poster to promote wellness.
- The dangers of drug abuse and behavior that could result in HIV transmission are explained with suggestions for limiting transmission.
- Precautions used in South Africa to ensure that blood products are HIV free are outlined at a basic level of understanding.

3. KNOW WHAT BEHAVIOUR IS SAFE AND WHAT BEHAVIOUR CARRIES THE RISK OF HIV TRANSMISSION.

- The relationship between human behavior and HIV/AIDS is outlined at a basic level of understanding.
- Ways in which the individual can avoid contracting or spreading HIV/AIDS are named with an indication of how own behavior can reduce the risk of infection.
- Examples of behavior that carry a risk of contracting HIV/AIDS are named and classified according to whether they carry a high, medium or low risk.
- Situations that have a potential to spread HIV/AIDS in the workplace are discussed and rated in terms of high, medium and low risk.

**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.