Curriculum Outline

50080
Further Education and Training: Project Management
Level 4

Table of Contents

A. Key Elements and Outline

Key Elements and Outline of the Qualification 50080 "Further Education and Training Certificate: Project Management" as an NQF Aligned Learning Programme:

Name of Programme	Further Education and Training Certificate: Project Management
Purpose of Programme	The primary purpose of the qualification is to provide learners with: A foundation of basic project management knowledge and skills which can be used to build further project management related competencies. - Competence to be an effective project team member. - Competence to provide administrative support to a project manager and team members. - Competence to provide assistance to a project manager of medium to large projects. As electives specialisation in: - Competence to plan, execute and control small, simple projects. OR - Competence in specialised technical areas to support project management processes. This qualification is directed at learners working: - As contributing team members on a moderately complex to complex project when not a leader or; - As a leader in the context of a simple project/sub-project. A simple project/sub-project is seen to be one that involves few resources and has a limited impact on stakeholders and the environment. This qualification is intended for those with prior work experience or an NQF Level 3 qualification in project management or business administration or equivalent. The learners accessing this qualification will be working in or with project management teams or using a project approach to their business. These projects may be technical projects, business projects, government projects or community development projects and will cut across a range of economic sectors. This qualification is also of value to learners running their own business, as project management is an integral component of any business system. Qualifying learners working on a project will have the necessary knowledge, skills and attitudes to function more effectively and in a professional manner, add value to their job performance and enhance their ability to follow and implement policies and procedures. On achieving the applied competencies of the Qualification, learners may advance their career opportunities further into project administration, support services or management within an organisation, in all sectors.

Rationale	The (Further Education and Training Certificate) FETC: Generic Project Management, NQF level 4 Qualification replaces the National Certificate: Generic Project Management.
	It caters for the current and future needs of those working on projects, in a general skills-set that is not sector-specific. The Project industry is integral in the global business environment and skilled practitioners are required to meet the demands of the industry, providing significant benefits to individuals, global corporations and the country.
	Projects are diverse in their nature, so a wide range of competencies is required to manage them and other similar systems and programmes. This qualification aims to provide the foundation or the initial skills required for an individual in an organisation to conduct projects successfully; be an effective project team member; undertake a range of project management administration or support tasks and contribute to the planning and execution of projects or sub-projects.
	It is designed for people working in a project environment as a team member, project administrator or leader of a small project/sub-project.
	The Qualification gives accessibility and flexibility to the unemployed and employed. The level of flexibility reflects the multiple job roles, organisational requirements and changing technological nature of the industry and also allows the individual to work towards a nationally recognised Qualification.
Programme Duration	12-18 months
NQF Level	NQF 4
Exit Level Outcomes	On achieving this Qualification, the learner will be able to: 1. Work with others to undertake or support the project management activities. 2. Assist the project manager and/or project team by contributing and participating in planning, execution and control activities. 3. Provide support to the administration of a project. For electives one of: 4. Supervise a project team of a small project to deliver project objectives. OR 5. Support the project environment and management activities to deliver project objectives. OR 6. Describe and apply specialised technical methods, tools and techniques to a project to deliver project objectives.

Related assessment criteria	1. Own and team member interactions and contributions to the project are described with examples. Own workload and time are effectively managed in conjunction with the requirements of others in the project. Successful support that is provided to others for project management activities is described with examples.
	2. Contributions are made to the planning, scoping, scheduling, budgeting and risk management of the project in accordance with agreed procedures, tools and techniques. Assistance is provided to the project manager and team in the execution of project management activities in accordance with project requirements and agreed procedures. The control of scope, time, cost, risk and quality is described in accordance with project requirements and agreed procedures. Contributions are made to the `close-out` recommendations and/or lessons learned during the project in accordance with experiences and agreed procedures.
	3. Project data is gathered, processed and recorded in accordance with project requirements and procedures. Project meetings and/or workshops are organised in accordance with project requirements. Different methods of communication are used and described with reasons for their use in the project.
	4. Project management processes and techniques are applied to manage a small project from start to end and to supervise the team working on the project. Progress is reported and status, including problems, communicated to project stakeholders
	5. Support is provided to project managers / project teams in developing strategies, tactics, structures, methods and processes for project operations. Project environments are checked for compliance with agreed procedures. Lessons learned are consolidated and used to improve project procedures.
	6. Processes, methods and techniques for the chosen technical field are described and evaluated within the project context. The appropriate project tools and techniques are applied in accordance with agreed policies and procedures.
Integrated Assessment	Development of the competencies may be through a combination of informal and formal learning, self-learning, training programmes and work-based application. Providers should conduct diagnostic and formative assessment.
	Formative, continuous and diagnostic assessments should also take place in the work place. The learner should be able to assess him or herself and determine readiness for a summative assessment against this Qualification.
	Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.
	Assessment of Communication and Mathematical Literacy should be conducted in conjunction with other aspects and should use authentic Project Operational contexts wherever possible.
	A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working.

	Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.
	The term `Integrated Assessment` implies that theoretical and practical components should be assessed together. Groups of standards may also be assessed together.
	Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.
	The final summative assessment for the qualification should be undertaken under the direction of the relevant Education and Training Quality Assurance (ETQA) body

Critical Cross Field Outcomes	**Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made when**:
	Working effectively with others as a member of a team, group, organisation, and community during:
	Organising and managing oneself and one`s activities responsibly and effectively when:
	Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion when:
	Collecting, analysing, organising and critically evaluating information to better understand and explain:
	Using science and technology effectively and critically, showing responsibility towards the environment and health of others when:
	Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when:
Access to the qualification	No restrictions, other than the learning assumed to be in place are prescribed.
	Candidates for this qualification may be working part-time or full-time in the workplace, on community or volunteer projects and have limited formal project management training / experience. They may be a team member, a team leader, in specialised support roles including Project Secretary, Project Administrator, procurement or cost support, or planner-estimator support. Learners who have completed a Bachelors degree and who wish to enter the field of project management may also access the qualification.
	Familiarity with the English language such as speaking, reading and writing skills is needed since some of the learning material is not available in any other language.

Learning assumed to be in place	Learners accessing this Qualification will have demonstrated competence as follows: • Communication at NQF Level 3 or equivalent. • Mathematical Literacy at NQF Level 3 or equivalent. • Computer Literacy at NQF Level 3 or equivalent. A basic understanding of the workplace, project processes and operations and competence in National Certificate at Level 3 in Business Administration or Project Support Services or equivalent is preferable.
Recognition of Prior Learning	Learners may access this Qualification in terms of Recognition of Prior Learning (RPL), which is subject to quality assurance by the relevant accredited ETQA and is conducted by a registered workplace assessor, subject to the terms of the model decided upon by the relevant ETQA.

Learning Materials	The programme pack consists out of the following documents: 1. Learner Guides 2. Facilitator Guides 3. Assessment Guides 4. Formative Assessment 5. Summative Assessment 6. Moderator Guide

Credit Value	A minimum of 136 credits is required to complete the Qualification. In this Qualification the credits are allocated as follows: ➢ Fundamental: 56 credits. ➢ Core: 66 credits. ➢ Electives: 14 credits.

Module 1: Project management fundamentals

ELO	US Type	NLRD	US Title	Level	Credits
1	Core	120372	Explain fundamentals of project management	4	5
	Core	120379	Work as a project team member	4	8
	Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	4	6
	Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	4	6

Module 2: Starting a new project

ELO	US Type	NLRD	US Title	Level	Credits
3	Core	120373	Contribute to project initiation, scope definition and - change control	4	9
	Core	120375	Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget	4	6
	Fundamental	12153	Use the writing process to compose texts required in the business environment	4	5

Module 3: Project support

ELO	US Type	NLRD	US Title	Level	Credits
2	Core	120376	Conduct project documentation management to support project processes	4	6
	Core	120384	Develop a simple schedule to facilitate effective project execution	4	8
	Fundamental	8974	Engage in sustained oral communication and evaluate spoken texts	4	5

Module 4: Project assistance

ELO	US Type	NLRD	US Title	Level	Credits
2	Core	120383	Provide assistance in implementing and assuring project work meets quality requirements	3	6
	Core	120381	Implement project administration processes according to requirements	5	5
	Core	120387	Monitor, evaluate and communicate simple project schedules	4	4
	Core	120382	Plan, organise and support project meetings and workshops	4	4
	Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	4	4

Module 5: Project management and evaluation

ELO	US Type	NLRD	US Title	Level	Credits
4	Core	120374	Contribute to management of project risk within own expertise	4	5
	Fundamental	8976	Write for a wide range of contexts	4	5
	Fundamental	8975	Read analyse and respond to a variety of texts	4	5
	Elective	120385	Apply a range of project management tools and techniques	4	7
	Elective	120380	Evaluate and improve the project team`s performance	5	7

Module 6: Second Language Component

ELO	US Type	NLRD	US Title	Level	Credits
	Fundamental	8968	Accommodate audience & context needs in oral communication	3	5
	Fundamental	8969	Interpret and use information from texts	3	5
	Fundamental	8973	Use language and communication in occupational learning programmes	3	5
	Fundamental	8970	Write texts for a range of communicative contexts	3	5

B.   Notional Hours Matrix

The delivery strategy below indicates the relationship between theory, practical, workplace and FSA component:

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Module Cr
Month 1		**Module 1**			
	Project Management Fundamentals	Explain fundamentals of project management	120372	5	**25**
		Work as a project team member	120379	8	
		Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	9015	6	
		Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	7468	6	
	Contact / Facilitation Days	**9 DAYS**	**Workplace Application Days**		
	Theory	**75 Hours**	**18 DAYS**		
	Practical	**140 Hours**			
	Assessments	**35 Hours**			

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Module Cr
Month 3		**Module 2**			
	Starting a new project	Contribute to project initiation, scope definition and - change control	120373	9	**20**
		Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget	120375	6	
		Use the writing process to compose texts required in the business environment	12153	5	
	Contact / Facilitation Days	**8 DAYS**	**Workplace Application Days**		
	Theory	**60 Hours**	**14DAYS**		
	Practical	**112 Hours**			
	Assessments	**28 Hours**			

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Module Cr
Month 5		**Module 3**			
	Project support	Conduct project documentation management to support project processes	120376	6	**19**
		Develop a simple schedule to facilitate effective project execution	120384	8	
		Engage in sustained oral communication and evaluate spoken texts	8974	5	
	Contact / Facilitation Days	**7 DAYS**	**Workplace Application Days**		
	Theory	**57 Hours**	**13 DAYS**		
	Practical	**106 Hours**			
	Assessments	**27 Hours**			

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Module Cr
Month 7		**Module 4**			
	Project assistance	Provide assistance in implementing and assuring project work meets quality requirements	120383	6	**23**
		Implement project administration processes according to requirements	120381	5	
		Monitor, evaluate and communicate simple project schedules	120387	4	
		Plan, organise and support project meetings and workshops	120382	4	
		Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	9016	4	
	Contact / Facilitation Days		**9 DAYS**	**Workplace Application Days**	
	Theory		**69 Hours**	**16 DAYS**	
	Practical		**129 Hours**		
	Assessments		**32 Hours**		

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Module Cr
Month 9		**Module 5**			
	Project management and evaluation	Contribute to management of project risk within own expertise	120374	5	**29**
		Write for a wide range of contexts	8976	5	
		Read analyse and respond to a variety of texts	8975	5	
		Apply a range of project management tools and techniques	120385	7	
		Evaluate and improve the project team`s performance	120380	7	
	Contact / Facilitation Days		**11 DAYS**	**Workplace Application Days**	
	Theory		**87 Hours**	**20 DAYS**	
	Practical		**162 Hours**		
	Assessments		**41 Hours**		

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Module Cr
Month 11		**Module 6 – Second Language**			
	Second Language	Interpret and use information from texts	8969	5	**20**
		Use language and communication in occupational learning programmes	8973	5	
		Write texts for a range of communicative contexts	8970	5	
		Accommodate audience & context needs in oral communication	8968	5	
	Contact / Facilitation Days		**8 DAYS**	**Workplace Application Days**	
	Theory		**60 Hours**	**14 DAYS**	
	Practical		**112 Hours**		
	Assessments		**28 Hours**		

C.   Delivery Strategy

1 - Materials

Participant's materials

- Participant's guides – This is a comprehensively structured guide for the learner and includes all theory and activities.
- Workplace / Practical Guide – This is a comprehensively structured workplace guide for the learner to use during practical/workplace/assessment

Facilitator's materials:

- Facilitator Guide – This is the guide for the facilitator on how to manage the learning
- Activities and Handouts – These are the activities that the facilitator will implement to help the learners achieve the lesson outcomes.

Assessor's guide:

- Assessment Strategy – This is the approach and rules which govern company assessments and can also be found in the Assessment Policy documents
- Assessment Plan – This is the plan on what outcomes are being assessed, using relevant criteria and the evidence that the candidate must produce to prove competence
- Assessment Instruments – These are the assessment instruments used to collect evidence from the candidate to display competence in an outcome.

2 – Notional hours of learning

70% practical (80% workplace implementation, 20% assessment) and 30 % theory (workshop).	
Theory / contact time	• 408 hours required for formal learning.
Workplace	• 762 hours required for workplace practice and transferring the learning. Formative assessment activities are included in the workplace learning time.
Assessment	• 190 hours required for assessment preparation, evidence collection and submission.
TOTAL NOTIONAL HOURS	• 1360 HOURS = 136 UNIT STANDARD CREDITS

3 – Training media aids and equipment

Classroom set-up and space requirements

- U-shape room layout is preferable in order to facilitate learner interaction.
- Breakaway areas would be helpful for group work.

Training media and equipment

- Flipchart, flipchart markers, pens, laptop with windows media player
- Proxima or overhead projector and screen

Training aids

- Flash cards
- Learner guides
- Handouts

Learner support Strategy

1 - Learner roles and responsibilities

The learner is expected to actively participate by:

- Taking part in and completing group activities, practical assignments and discussions.
- Planning and preparing for the training.
- Asking for support when needed.
- Giving meaningful input into and challenging the status quo.
- Finding new and better ways of doing things
- Developing sound and effective practices given the input from the facilitator and the rest of the group
- Complying with assessment requirements

2 – Provider roles and responsibilities

FACILITATOR/ECF/ASSESSOR/COACH/MENTOR:

The facilitator's role is that of; facilitation of learning, facilitation of evidence collection for assessment, preparation of candidates for assessment and assessment of learners. All of these roles require degrees of coaching and mentoring.

The relevant coaches/mentors will provide guidance and support before, during and after the learning intervention.

Before:

• The facilitator will prepare the learner for the learning by ensuring that the purpose and pre-requisites of the course have been understood and met.

During:

• The facilitator will provide all materials and resources necessary for learning to take place.

• The facilitator will guide and support the learner during learning - ensure that learners understand and can practice the necessary skills.

• The facilitator will ensure that learning outcomes are achieved according to the learning and unit standard outcomes

• The facilitator will identify learners who are experiencing difficulties – content or otherwise – and take appropriate action to assist the learner in joining the main stream of learning.

• The facilitator will conduct formative assessments to determine learner level of competence and take corrective action based on the results of formative assessment.

After:

• The facilitator/workplace coach will assist the learner in implementing skills learnt in the workplace in the form of structured on-the-job activities, which are outlined in the Workplace Guide.

• The facilitator/workplace coach will conduct formative assessment for workplace activities to determine the learner's level of competence and take corrective action based on the results of formative assessment.

• The Evidence Collection Facilitator will assist the candidate in identifying and preparing for evidence collection for assessment.

• The Evidence Collection Facilitator will judge the evidence produced by the candidate and advise whether or not it is ready for assessment submission.

• The Assessor will plan and prepare the candidate for assessment as per the Assessment Guide.

• The Assessor will conduct the assessment, provide developmental feedback to the candidate and make an assessment judgment.

• The Assessor will guide and support the candidate for re-assessment purposes and communicate the company's appeals policy.

This Qualification will be delivered to successfully registered learners enrolled into the Qualification programme and in accordance with the identified target market. The training programme will be delivered on a face-to-face basis in direct contact with the learner for both training and assessment purposes.

The delivery of the Qualification is done in accordance with the Modular structure of the programme. This Qualification is structured to be completed over a period of 12 months as a 1 year programme.

The detailed roll out / delivery strategy on the following pages in this document outlines the delivery of the Qualification programme in relation the contact time, experiential learning and final assessment applicable to the programme.

The included delivery / roll-out plan below illustrates the effective delivery of the Qualification programme over this period and in accordance with the programme's modular design. In summary the delivery of the Qualification Programme as per Modular Structure will be as follows:

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Month 1		Module 1			
	Project Management Fundamentals	Explain fundamentals of project management	120372	5	25
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		Use language and communication in occupational learning programmes		8973	5	
		Write texts for a range of communicative contexts		8970	5	
		Accommodate audience & context needs in oral communication		8968	5	
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	Theory	**60 Hours**				
	Practical	**112 Hours**				
	Assessments	**28 Hours**				

D.   Assessment Strategy

1. Instructions & Memorandum of Assessment

1.1   Classroom: Formative Learner Workbook Questionnaires / Activities

These activities will be completed during the classroom or facilitation session and can be found in the learning material. Activities may include questioning, case studies, group activities and assignments.

1.2   Classroom: Formative Assessment Instrument

These knowledge based questions will be based on the outcomes and Unit Standards addressed in this module. This component will consist of both direct and multi-choice questions. You are required answer all the questions provided as this will also form part of your portfolio of evidence.

Assessment Section 2:

2.1   Summative Knowledge Assessment

You are required to complete the knowledge assessment by answering all the questions provided in filled giving examples where asked.

2.2   Workplace Assignments

This section will consist of Workplace assignments and projects which you will need to complete which will form part of your Portfolio of Evidence.

2.3   Summative Practical / Observational Assessment

The practical / observational assessment will be completed by the assessor based on your performance against the outcomes of this module to determine your competence.

2.4   Personal Narrative

The personal narrative requires you to reflect on the reflexive competence requirements needed to be deemed competent in this module. This section will include critical cross field outcomes.

2.5   Witness Testimony

The witness testimony consists of a testimonial based on your performance as observed / reviewed by your Supervisor / Manager in the workplace.

2. Assessment appeals procedures

1. A learner has the right to appeal under the following circumstances

• If the laid down assessment procedures were not followed during assessments

• If not all evidence available was taken into account during the assessment

• The assessor was not a subject matter expert or did not have a subject matter expert during the assessment process

• The assessor did not assess according to the performance criteria and range statement stipulated in the unit standard

• Not all the range items were available for assessment

2. A learner bringing an appeal against a decision of the assessment will lodge such an appeal with the assessor and the internal moderator within 2 days of the assessment feedback session.

3. A learner bringing an appeal should complete the "Learner's Notice of Assessment Appeal "form before the Appeal Hearing. The form should be handed to the internal moderator or a representative of the SETA.

4. Should the internal moderator re-affirm the assessor' decision, the learner may appeal to the external verifier within 2 days after the initial moderator's feedback session. The external verifier's decision will be final. Should the external verifier re-affirm the assessors' decision, the cost for re-evaluation will be upon the learner. Should the verifier's decision differ from the assessor's decision, the cost for re-evaluation will be borne by the assessor.

3. Pre-assessment meeting checklist

Item	Points to be covered	Tick
1	Welcome the candidate **and put them at ease**	
2	**Explain the purpose of the meeting** (why you are there and how long the meeting will take)	
3	**Explain the** ■ NQF ■ Credits ■ Certification process ■ Learning pathways	
4	**Explain** ■ Who is involved in the assessment and their role (learners, coach, assessors, managers, moderators) ■ Principles of assessment (fairness, confidentiality, validity, sufficiency)	
5	**Explain the assessment process?** ■ Check learner readiness for assessment (logbook / self assessment) ■ Assessment contract to be completed ■ Preparation of learner (this meeting) ■ The assessment (observation and knowledge questionnaire) ■ Judgement of the evidence ■ Outcome of assessment (competent, not yet competent, need further evidence)	

6	**Give Learner copies of the following documentation and explain each document**
	■ The Assessment Guide which includes
	    o The relevant unit standard (s)
	    o Assessment contract
	    o Assessment plan
	    o Observation checklist
	    o Knowledge checklist	

7	**Discuss the assessment plan** (complete the assessment plan document) ■ Allow the learner to participate in the decisions made ■ Agree on dates, time and venue for the assessment and feedback ■ Agree on evidence the learner can submit ■ Agree and explain the assessment methods ■ Identify and discuss special assessment needs of the candidate ■ Identify and eliminate unfair barriers (language, disability etc) ■ Discuss and agree on witness requirements	
8	**Tell the candidate his/her rights and responsibilities, the assessment procedures and policies** ■ How many times they may be assessed ■ Appeals process / procedure ■ Reassessment policy	
9	**Ensure the assessment environment is appropriate** or make special arrangements	
10	Discuss moderation	
11	Allow the learner opportunity to clarify any items discussed	

4. Assessment evaluation

EVALUATION OF ASSESSMENT					
Learner Name			Assessor name		
Unit Stds			Date		
Review dimension	**Learner** Yes No		**Assessor** Yes No		**Action**
Were the principles / criteria for good assessment achieved?					
Did the assessment relate to the registered standard?					
Was the assessment practical?					
Was it time efficient and cost-effective?					
The assessment did not interfere with my normal responsibilities?					
Was the assessment instrument fair, clear, and understandable?					
The assessment judgment was made against set requirements?					
Was the venue and equipment functional?					
Were special needs identified and the assessment plan adjusted?					
Was feedback and communication constructive?					
Was an opportunity to appeal given?					
Was all evidence recorded?					
Were the review / evaluation process apparent and user friendly?					

Learner Declaration of Understanding		
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid		
Learner Name & Sign Date	Assessor Name & Sign Date	Moderator Name & Sign Date

E.   Curriculum Outline

Module 1: Project Management Fundamentals
Unit Standard No: 120372
Unit Standard Name: Fundamentals of Project Management

S/O No	Specific Outcome	Learning Outcomes
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
		Major project management processes are described and explained according to recognised best practice
		Differences between project- 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)
		Difference between a project team member and project manager is explained in relation to roles
3	**Explain the types of structures that are found in a project environment**	The reasons for defining structures for a project are explained with examples. (Structures may include but are not limited to; programme to sub project hierarchy; organisation structures; product / work / cost/organisation breakdowns.
		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. (Product may include products, services or results. The term deliverable is associated with Product, a common interpretation is that deliverables are produced as the project progresses resulting in an end product)

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. (Limited to organisational matrix and functional structures not extended to their impact on a project)
		The project organisation structure is described and explained in a written format. Organisation structure includes project roles and reporting such as team leader to project manager to project sponsor. Organisation structure includes identifying but not detailing description of roles, responsibilities and reporting lines, progress and communication reporting, authority hierarchy, decision-making accountability. Reporting lines, authority levels, single point of responsibility /accountability.
		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 processes and activities may include but are not limited to start up, initiation, planning, controlling, monitoring, execution, implementing, closing, evaluating)
		The supplementary management sub-processes and activities required to support the key processes and activities are briefly described with examples of each. (Supplementary sub-processes and activities includes but are not limited to scope, risk, quality, communications, schedule, cost, change control, resource, stakeholder and procurement management)
		The reasons for planning and controlling a project are explained with examples of the consequences of not planning and controlling

Module 1: Module 1: Project Management Fundamentals
Unit Standard No: 120379
Unit Standard Name: Work as a Project Team Member

S/O No	Specific Outcome	Learning Outcomes
1	**Demonstrate an understanding of working as a member of a team**	Criteria and behaviours conducive to working as a member of a team are identified and explained with practical examples
		Team interfaces are described and the roles explained with actual examples. (Range includes but not limited to customer/client, sponsor, project manager, project management team, project team and other stakeholders)
		Disruptive behaviours to team performance are identified and explained with examples of the consequences
2	**Collaborate with other team members to improve performance**	The importance of consultation and joint decision-making is explained with examples of how this affects team performance
		Other team members are consulted for ideas relating to project work and joint decisions are made according to team needs
		Other team members are worked with in order to achieve project objectives
		Constructive, non-disruptive behaviours and how others are influenced positively are provided, described and explained with examples. (Constructive, non-disruptive behaviours may include showing sensitivity, grasping others perspectives, being attentive, showing interest, showing positive attitude, positive reinforcement)
		Situations that are a cause of conflict in a group are identified and a plan is made to minimise their negative effect on the team and project objectives
3	**Participate in building relations between team members and other stakeholders**	The importance of building relations between team members and stakeholders is explained with examples
		Project stakeholders are identified and their needs are explained in terms of team work
		Instances of building relations between team members and stakeholders are documented and implemented according to procedures
		The importance or honouring commitments to stakeholder is explained with practical examples
		Methods and techniques for building team coherence and spirit are identified and explained with practical examples
		Feedback is provided on an on-going basis leading to constructive and productive working relationships
4	**Respect personal, ethical, religious and cultural differences to enhance interaction between team members**	The differences between team members are identified and explained with examples
		The importance, of showing respect to each other is explained with examples
		Behaviours that are of concern to individuals are discussed promptly and openly with those involved
		Examples are given of how own behaviour is modified and changed to support other team member's feelings and needs
5	**Use a variety of strategies**	The kinds of conflict that could arise in a project team are identified and strategies to deal with issues in a team are

	to deal with potential or actual conflict in a project team	demonstrated in role-play situations or through discussion
		Strategies for creating a positive working environment for a project team are explored and an indication is given of the role of the team leader/project manager in creating a positive work environment
		Situations hampering efficiency in a project team are identified and suggestions made to improve them
		Support systems available to the project team are identified and an indication is given of the learner's own role in being supportive and using a support system

Module 1: Module 1: Project Management Fundamentals
Unit Standard No: 9015
Unit Standard Name: Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems

S/O No	Specific Outcome	Learning Outcomes
1	**Critique and use techniques for collecting, organising and representing data.**	Situations or issues that can be dealt with through statistical methods are identified correctly
		Appropriate methods for collecting, recording and organising (data are used so as to maximise efficiency and ensure the resolution of a problem or issue
		Data sources and databases are selected in a manner that ensures the representativeness of the sample and the validity of resolutions
		Activities that could result in contamination of data are identified and explanations are provided of the effects of contaminated data
		Data is gathered using methods appropriate to the data type and purpose for gathering the data
		Data collection methods are used correctly
		Calculations and the use of statistics are correct
		Graphical representations and numerical summaries are consistent with the data, are clear and appropriate to the situation and target audience
		Resolutions for the situation or issue are supported by the data and are validated in terms of the context
2	**Use theoretical and experimental probability to develop models, make predictions and study problems**	Experiments and simulations are chosen and/or designed appropriately in terms of the situation to be modelled
		Predictions are based on validated experimental or theoretical probabilities
		results of experiments and simulations are interpreted correctly in terms of the real context
		The outcomes of experiments and simulations are communicated clearly
3	**Critically interrogate and use probability and statistical models in problem solving and decision making in real world situations**	Statistics generated from the data are interpreted meaningfully and interpretations are justified or critiqued
		Assumptions made in the collection or generation of data and statistics are defined or critiqued appropriately
		Tables, diagrams, charts and graphs are used or critiqued appropriately in the analysis and representation of data, statistics and probability values
		Predictions, conclusions and judgements are made on the basis of valid arguments and supporting data, statistics and probability models
		Evaluations of the statistics identify potential sources of bias, errors in measurement, potential uses and misuses and their effects. Effects on arguments, judgements, conclusions and ultimately the audience

Module 1: Module 1: Project Management Fundamentals
Unit Standard No: 7468
Unit Standard Name: USE MATHEMATICS TO INVESTIGATE AND MONITOR THE FINANCIAL ASPECTS OF PERSONAL, BUSINESS, NATIONAL AND INTERNATIONAL ISSUES

S/O No	Specific Outcome	Learning Outcomes
1	**Use mathematics to plan and control financial instruments**	Plans are sufficient to ensure effective control of financial instruments.
		Calculations are carried out using computational tools efficiently and correctly and solutions obtained are verified in terms of the context.
		Measures used for control purposes are appropriate to the need and are in line with control plans.
2	**Use simple and compound interest to make sense of and define a variety of situations**	The differences between simple and compound interest are described in terms of their common applications and effects.
		Methods of calculation are appropriate to the problem types.
		Computational tools are used efficiently and correctly and solutions obtained are verified in terms of the context or problem.
		Solutions to calculations are used effectively to define the changes over a period of time.
3	**Investigate various aspects of costs and revenue**	Values are calculated correctly.
		Mathematical tools and systems are used effectively to determine and describe the relationships between the various aspects of cost and revenue.
		Terminology is used in the correct context.
		Reasonable methods are described for the control of costs and optimisation of profits in relation to given data.
4	**Use mathematics to debate aspects of the national and global economy**	Values are calculated correctly.
		Mathematical tools and systems are used effectively to determine, compare and describe aspects of the national and global economy.
		Debating points are based on well-reasoned arguments and are supported by mathematical information.

Module 2: Starting a new project
Unit Standard No: 8968
Unit Standard Name: Accommodate audience and context needs in oral communication

S/O No	Specific Outcome	Learning Outcomes
1	**Interact successfully with audience in oral communication**	Contributions to group work are appropriate to the task and nature of the group, and promote effective communication and teamwork. Range - Identifying purposes, agendas, procedures and schedules; monitoring developments and retaining focus; drawing conclusions; preparing and delivering feedback and ensuring group ownership of conclusions
		Interviews successfully establish a relationship appropriate to the context, and provide a non-threatening opportunity for participants to share information. Range - Formal and informal; plans, background research; ordering of questions; flexibility in the situation when sequence or focus is disrupted; organisation of data elicited; and conclusions drawn
		Participation in formal meetings is appropriate to the purpose and context of the meeting. Participation is consistent with meeting procedures and contributes to the achievement of meeting objectives
		Participation in debates or negotiations is appropriate to the purpose and topic. Participation is consistent with formal procedures and contributes to meaningful interaction between participants.
		Range - Spectrum of informal and formal debating procedures and procedures for negotiations and meetings.
2	**Use strategies that capture and retain the interest of an audience**	Key words, pace and pause, stress, volume and intonation are used in appropriate ways to reinforce the message
		Body language is appropriate to context and topic, and reinforces main ideas and attitudes
		Formal communications are planned in writing, and plans are detailed, complete, and realistic with respect to time allocation and content
		Visual aids are appropriate to topic and context, and enhance the presentation and the transfer of information and understanding. Range - Cue cards; visual aids; handouts; multi-media
		Techniques are used to maintain continuity and interaction. Range - Responding to queries, repetition of information, rewording, asking questions to check understanding, referring to cue cards; timing techniques; responsiveness to audience cues that contact is being lost
3	**Identify and respond to manipulative use of language**	Facts and opinion are identified and distinguished
		Omission of necessary information is noted and addressed
		The implications of how the choice of language structures and features, specifically tone, style and point of view affect audience's interpretations of spoken texts are explained
		Distortion of a contributor's position on a given issue is explored with specific reference to what has been selected and omitted

Module 2: Starting a new project
Unit Standard No: 12153
Unit Standard Name: Use the writing process to compose texts required in the business environment

S/O No	Specific Outcome	Learning Outcomes
1	**Use textual features and conventions specific to business texts for effective writing**	Texts specific to a particular function in a business environment are identified and an indication is given of industry specific and/or legislative requirements for each text
		Texts specific to a particular function in a business environment are produced in response to defined requirements
		The implications of not following the industry specific or legislative requirements for a specific type of text are explained and an indication is given of the possible consequences of non-compliance
		Terminology and conventions specific to a particular function in a business environment are used appropriately
2	**Identify and collect information needed to write a text specific to a particular function in a business environment**	The intended or incidental audience for whom the text is to be written, are identified for a specific field or sub field in order to focus the information needs
		The purpose of the text is identified within a specific field or sub-field and according to the information
		Questions are asked to help understand client needs and to focus information gathering
		Information required for the document is accessed from a variety of sources
		Information accessed is checked for accuracy, bias, stereotypes, and other offensive details
		The focus of the proposed text is defined and decision is made about what information should be included or omitted in order to ensure the focus
		A checklist is created to facilitate reflection and editing
3	**Compose a text using plain language for a specific function**	A format and structure is selected for the text that is appropriate for the intended audience and function
		The main points to be included in the text are identified and the necessary supporting details are added
		A first draft of the text is written that collates the necessary information in a rough framework
4	**Organise and structure a text appropriately for a business function**	The first draft is checked to ensure that appropriate grammar has been used and where necessary the draft is rewritten in plain language using clear accessible language that avoids over-complex syntax
		Different ways of presenting the same information are considered and used where these enhance the meaning of the text
		Technical or marketing terms and jargon are interpreted and rephrased in plain language or used appropriately in the correct context where the terminology is essential to the understanding of the text
		All information is checked for accuracy, and factual correctness
		The document is ordered to ensure that the sequence is logical and meaningful
5	**Present a written text for a particular function in a business environment**	A text type, format and layout are selected that is appropriate for the audience and purpose
		Layout and formatting techniques are used correctly to enhance the readability of the text
		Information in the document is evaluated in terms of its appropriateness for the intended audience and business function
		The final draft is proof read to check that it is completely correct
		The final copy is self assessed using a rubric or checklist based on the requirements of the writing task and the items on the checklist created in Specific Outcome 2 to Identify and collect information needed to write a text specific to a particular function

Module 2: Starting a new project
Unit Standard No: 120373
Unit Standard Name: Contribute to project initiation, scope definition and scope change control

S/O No	Specific Outcome	Learning Outcomes
1	**Contribute to the identification and co-ordination of stakeholders, their roles, needs and expectations**	Project stakeholders are identified and their roles on achievement of project outcomes are recorded and or explained with examples
		Project stakeholders needs and expectations are identified and documented according to agreed format
		Project deliverables are verified against the needs of stakeholders
		Approved modifications to stakeholder needs are documented and communicated to relevant parties. (Relevant parties may be client, team members, management, or any other stakeholder)
2	**Contribute to the identification, description and analysis of the project needs, expectations, constraints, assumptions, exclusions, inclusions and deliverables**	Objectives are agreed with all relevant parties
		Assumptions, needs, expectations, constraints, exclusions, inclusions and deliverables are identified and recorded according to agreed format
		Work packages are developed and further elaborated to present overall view of the project scope
		A work breakdown structure is developed and documented, within agreed time frames
3	**Contribute to preparing and producing inputs to be used for further planning activities**	Scope documentation is compiled in accordance with instructions and procedures
		Scope document contains a rudimentary sequence of events and/or milestones
		Scope document is communicated to stakeholders for approval
		Measures for project success are recorded in agreed format
4	**Contribute to the monitoring of the achievement of the project's scope**	Feedback of progress towards delivering the scope is communicated in agreed manner
		Deviations from scope are identified and opportunities for corrective action or improvement are communicated to relevant individuals/teams
		The impact of scope change is identified, analysed, described and reported according to agreed procedures
		Approved change requests to scope are processed in accordance with project change control procedures
		Project deliverables are verified as complete as per agreed scope definition or specified requirements

Module 2: Starting a new project
Unit Standard No: 120375
Unit Standard Name: Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget

S/O No	Specific Outcome	Learning Outcomes
1	**Identify elements and resources to be costed through interpreting the project scope statement, work breakdown structure and other project data**	The work elements are identified and extracted from data.
		Cost types (elements) are identified and agreed with financial and/or project management authorities.
		Unit costs to be used for cost estimating are agreed with relevant authority.
		The resource requirements for work elements are determined in terms of type, quantity and unit cost, and documented in agreed format.
2	**Participate in the preparation and production of a cost budget**	The elements of cost for each work element / package are estimated using agreed rules and procedures.
		A cost budget is documented in agreed format and within agreed time frames.
		Underlying assumptions of the estimate are explained, motivated and documented in agreed format.
		Approval is obtained for the budget from higher authority in accordance with established standards and procedures.
		Cost budget figures are balanced and correct in accordance with standard accounting practices.
3	**Contribute to the monitoring and controlling of cost budget performance by maintaining records and communicating**	Cost budget is communicated in a manner that ensures all relevant parties are clear on its contents.
		Actual costs against the budget elements are obtained and records updated correctly.
		Deviations of actual against budgeted costs are identified and communicated to higher authority.
		Opportunities for corrective action or improvement are identified and communicated to relevant individuals/teams.
		Financial records are maintained according to agreed standards and procedures.

Module 3: Project Support
Unit Standard No: 8969
Unit Standard Name: Manage participants with disabilities in sport

S/O No	Specific Outcome	Learning Outcomes
1	**Use a range of reading and/or viewing strategies to understand the literal meaning of specific texts.**	Unfamiliar words/signs are identified. Their meanings are correctly determined by using knowledge of syntax, word-attack skills/sign parameter/analysis skills, and contextual clues. (Borrowed words/signs, complex terms, acronyms, neologisms, colloquialisms, slang, jargon, dialect)
		Different options for the meanings of ambiguous words are tested, and selected meanings are correct in relation to the context.
		Main ideas are separated from supporting evidence and paraphrased or summarised
		The purpose of visual and/or graphic representations in texts are recognised and explained
		Features of visual texts are explained in relation to the way they impact on meaning. (Composition, layout, light, foregrounding, back-grounding, perspective, camera angle, frame, sequence, use of colour/black and white, font type, font size, headlines, captions, subtitles.)
2	**Use strategies for extracting implicit messages in texts**	Source of text is identified and discussed in terms of reliability and possible bias
		Attitudes, beliefs and intentions are explored in order to determine the point of view expressed either directly or indirectly
		Techniques are explored and explained in terms of purpose and audience. (Length of sentence, punctuation/non-manual features, diction/choice of words, use of figurative language/jargon/technical terms/slang/dialect/irony/humour/satire/sarcasm/legalisms, choice of visuals, choice of camera angle, type of shot, cinematographic techniques.)
		Promotion of, or support for, a particular line of thought/cause is identified and explained with reference to selection or omission of materials
3	**Respond to selected texts in a manner appropriate to the context**	Instructions and requests are acted upon
		Text-type, format and register used are on the appropriate level of formality
4	**Explore and explain how language structures and features may influence a reader/viewer**	The choice of words/signs, language usage, symbols, pictures and tone/sign size and pace is described in terms of how a point of view is shaped or supported. (Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm, use of omission and silence, figurative expressions, repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar.)

Module 3: Project Support
Unit Standard No: 8970
Unit Standard Name: Write/present/sign texts for a range of communicative contexts

S/O No	Specific Outcome	Learning Outcomes
1	**Write/sign for a specified audience and purpose**	The purpose for writing/signing, the target audience and the context are clear in relation to the learning task or activity.
		The text-type, style, and register selected are appropriate to audience, purpose and context
		Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments.
		Writing/signing is well-structured and conveys its message clearly
		Critical thinking skills are used as strategies for planning. (Brainstorming, mind-mapping, using spider diagrams, highlighting)
		Writing/signing reflects a clear point of view with sound reasons and facts to support arguments and logical development of a clearly articulated premise.
		Research skills are evident in the way data and information relevant to the context is identified, located, selected and synthesised for inclusion in the final text. Accessing information from different sources, sorting, categorising, classifying, sifting for relevance, validity and reliability, recording, reporting, formulating conclusions
2	**Use language structures and features to produce coherent and cohesive texts for a wide range of contexts**	Meaning is clearly expressed through the use of a range of sentence structures, lengths and types.
		The use of paragraph conventions and links between paragraphs in texts, promotes coherence and cohesion in writing/signing. Their use is explained with reference to logical progression, cause and effect and/or contrast.
		The overall structure of a piece of writing/signing is controlled and the conclusion is clearly formulated
3	**Draft own writing/signing and edit to improve clarity and correctness**	Writing/signing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original.
		Control of grammar, diction/clarity of sign, sentence and paragraph structure is checked and adapted for consistency.
		Logical sequencing of ideas and overall unity are achieved through redrafting.
		There is clear evidence that major grammatical and linguistic errors are edited out in redrafts
		Inappropriate or potentially offensive language is identified and adapted/removed. (Obfuscation, excessive use of jargon, jargon used to exclude, insensitive choice of words, (gender, rank, hierarchies in familiar settings or organisations, family, sports, wealth) offensive or incorrect register)
		Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task.

Module 3: Project Support

Unit Standard No: 8973

Unit Standard Name: Use language and communication in occupational learning programmes

S/O No	Specific Outcome	Learning Outcomes
1	**Access and use suitable learning resources**	Relevant learning resources are identified. Range - Resource centres, literature, internet, other people
		Learning resources are used effectively through appropriate selection of information and acknowledgement of sources
2	**Use learning strategies**	Information is summarised for learning purposes
		Specific techniques are selected and applied appropriately. Range - Group activities such as brainstorming, group analysis, peer and self-assessment mind maps, note taking, memorising, key words, underlining, skimming and scanning
		Relevant questions are asked. Range - Checking understanding, clarifying meaning, getting information, confirm accuracy of information
		Texts are read for detail and interpreted and analysed for a given context
		Spoken input is listened to for detail, interpreted and analysed for a given context
		Learning takes place through communicating with others in groups or as individuals. Range - Facilitators, other learners, colleagues
3	**Manage occupational learning materials**	Occupational learning materials are well organised. Range - Videos, internet, texts, hand-outs, text books, charts, maps, plans, diagrams
		Layout and presentation of learning materials are understood and used effectively. Range - Index, contents page, or glossaries, electronic texts.
		Technical language/ terminology is engaged with, and clarification sought if needed
4	**Conduct basic research and analyse and present findings**	Appropriate or relevant topic and scope is identified and defined
		Research steps are planned and sequenced appropriately
		Research techniques are applied. Range - Gathering information, reading, interviewing, using appropriate electronic sources
		Information is evaluated for relevance
		Information is classified, categorised and sorted
		Research findings are analysed and presented in the appropriate format
5	**Function in a team**	Active participation takes place in group-learning situations Range - Meetings, site/field visits, excursions, discussions, activities, workshops
		Responsibilities in the team are taken up and group work conventions are applied in learning situations Range - Supervision, mentoring, rotation of roles: conducting, chairing, recording, reporting
		Conflict management and negotiating techniques are practiced
		Team work results in meaningful product or outcomes. Range - Reaching consensus, completed projects/assignments
6	**Reflect on how characteristics of the workplace and occupational context affect learning**	Features of the occupational environment are described and discussed. Range - Workplace/occupational focus:
		Services, manufacturing, financial, and educational. Organisation type: Government, parastatal, heavy/light industry, large organisation, small business

Module 3: Project Support
Unit Standard No: 8974
Unit Standard Name: Engage in sustained oral communication and evaluate spoken texts

S/O No	Specific Outcome	Learning Outcomes
1	**Respond critically yet sensitively as a listener**	Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. One's understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another's understanding
		Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction. Range - Disagreements within groups; personality clashes; conflict management, resolving deadlocks, positively summarising conclusions
		The underlying assumptions, points of view and subtexts in spoken texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction
2	**Analyse own responses to spoken texts and adjust as required**	One's responses to spoken texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly
		When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction
		Tone, approach or style is appropriate to context, and is adapted so as to maintain oral interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction
3	**Use strategies to be an effective speaker in sustained oral interactions**	Characteristics of a speaker's style and tone that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response
		The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately
		The influence of rhetorical devices is analysed and used for effect on an audience Range - Pause, rhetorical question, exclamation, analogy, emphasis, repetition, rhythm, use of inclusive/exclusive pronouns, stress, intonation, volume
4	**Evaluate spoken discourse in formal and informal texts**	Point of view in spoken texts is identified and meaning described in relation to context and purpose of the interaction
		Values, attitudes and assumptions in discourse are identified and their influence on the interaction described
		Techniques used by speakers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight
		The impact (e.g. clarity of purpose, speaker's capability) is described, explained and judged

Module 3: Project Support
Unit Standard No: 120376
Unit Standard Name: Conduct project documentation management to support project processes

S/O No	Specific Outcome	Learning Outcomes
1	**Use a paper based and/or electronic filing system for a project**	A filing system exclusively for the project is developed and utilised according to project needs.
		Project files are clearly named and structured to enable easy filing or retrieval.
		An inventory of the project documentation is prepared and maintained in accordance with agreed filling system.
		An audit trail for project documentation is maintained according to agreed filing system.
		All files and documentation are maintained to ensure they are current, up-to-date, neat and clean.
2	**Use standardised processes for identifying, securing and finding documents**	All documents are named and filed to agreed standards.
		Filing system is structured and indexed reflecting project, sub-project, phase and stage levels, management, quality and specialist (technical) products.
		Multiple versions of documents are correctly filed and annotated in accordance with agreed filing system.
		Back-up and archive processes are identified and utilised in accordance with agreed filing system.
		Sensitive and /or confidential documents are kept in safe custody.
3	**Provide project templates to team members**	Templates are prepared in accordance with requirements and accepted standards.
		Templates and their components are identified and explained in terms of how they should be used.
		Procedures for the usage of templates are explained and communicated to team members.
4	**Assist in preparing project documents for handover at the end of a project or a project phase/stage**	Handover project documents are prepared in correct format and within agreed time frame.
		Handover project documents are complete, concise and in the required location and are handed over to appropriate individuals.
5	**The documentation system requirements are explained in relation to quality, access and trace ability**	Document control requirements for a project are explained with reasons for the control.
		Storage and retrieval functions and processes are explained with examples of each.
		Benefits of documentation management for a project are explained with examples.

Module 3: Project Support
Unit Standard No: 120384
Unit Standard Name: Develop a Simple Schedule to Facilitate Effective Project Execution

S/O No	Specific Outcome	Learning Outcomes
1	**Demonstrate an understanding of the purpose and process of scheduling project activities**	The purpose and importance of a schedule of activities on a project is described and explained with examples
		Schedule development process is explained in accordance with established industry practices and with examples
		The differences and implications of project completion within the shortest possible time and at specified due date are explained with examples
		The use of a work breakdown structure in assisting the development of a schedule is explained with examples
2	**Define and gather information about project activities from technical (subject matter) experts and within own field of expertise**	Activities specific to a project are identified and prioritised within objectives and scope of project
		Specific project activities are identified and gathered from technical experts
		Activities are documented at a level of detail to support further planning activities
		Associated documents are updated to reflect identified activities. (This may include work breakdown structures, task lists, project management plan documents, risk plan, quality plan and communication plan)
3	**Develop a simple schedule for a project or part thereof**	Activity dependencies are identified and recorded in agreed format
		An activity sequence is produced and shown in a schedule
		Time duration estimates for activities are sourced from responsible individuals
		The schedule is updated with time duration estimates
		Resources required for activities are identified, allocated to work and documented per activity according to agreed processes and formats
		The project duration is determined and recorded in agreed format
		Project schedule is presented to stakeholders in an agreed format. (Schedule representation may include but not limited to Gantt/Bar charts, calendar, list with dates)

Module 4: Project Assistance
Unit Standard No: 9016
Unit Standard Name: Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts

S/O No	Specific Outcome	Learning Outcomes
1	**Measure, estimate, and calculate physical quantities in practical situations relevant to the adult with increasing responsibilities in life or the workplace**	Scales on the measuring instruments are read correctly
		Quantities are estimated to a tolerance justified in the context of the need
		The appropriate instrument is chosen to measure a particular quantity
		Quantities are measured correctly to within the least step of the instrument
		Appropriate formulae are selected and used
		Calculations are carried out correctly and the least steps of instruments used are taken into account when reporting final values
		Symbols and units are used in accordance with SI conventions and as appropriate to the situation
2	**Explore, analyse and critique, describe and represent, interpret and justify geometrical relationships and conjectures to solve problems in two and three dimensional geometrical situations**	Descriptions are based on a systematic analysis of the shapes and reflect the properties of the shapes accurately, clearly and completely
		Descriptions include quantitative information appropriate to the situation and need
		3-dimensional objects are represented by top, front and side views
		Different views are correctly assimilated to describe 3-dimensional objects
		Available and appropriate technology is used in producing and analysing representations
		Relations of distance and positions between objects are analysed from different views
		Conjectures as appropriate to the situation, are based on well-planned investigations of geometrical properties
		Representations of the problems are consistent with and appropriate to the problem context. The problems are represented comprehensively and in mathematical terms
		Results are achieved through efficient and correct analysis and manipulation of representations
		Problem-solving methods are presented clearly, logically and in mathematical terms
		Reflections on the chosen problem solving strategy reveal strengths and weaknesses of the strategy
		Alternative strategies to obtain the solution are identified and compared in terms of appropriateness and effectiveness

Module 4: Project Assistance
Unit Standard No: 120381
Unit Standard Name: Implement project administration processes according to requirements

S/O No	Specific Outcome	Learning Outcomes
1	**Execute processes and standards to support project change control**	Project change control processes are used according to policies and procedures.
		Procedure for initiating project change request is communicated to relevant stakeholders using appropriate communication techniques.
		Procedures and templates are available to request a change on a project.
		Log and file of project change requests are maintained according to procedures.
		Status of project change requests is followed-up, using agreed procedures.
2	**Update and communicate status of change requests**	Status of project change requests are recorded and reported on using agreed procedures.
		Tracking, recording and reporting of status of change requests are completed using agreed procedures.
		Communication with impacted stakeholders is completed within agreed procedures.
3	**Administer the project library/repository to support change to affected items**	Project library / repository is administered to agreed procedures and standards.
		Change of approved documents or items is undertaken after gaining authorisation and approval.
		Changed documents or items are redistributed and communicated to relevant stakeholders using appropriate communication techniques.
		Relevant individuals are informed of proposed and actual changes.
4	**Maintain project organisational information**	Project organisation (structure) information records are maintained in accordance with procedures.
		Communication plans, distribution lists and/or project member directories are recorded, utilised and maintained according to project needs.
		Project staff and / or consultant information records are maintained in accordance with instructions.

Module 4: Project Assistance
Unit Standard No: 120382
Unit Standard Name: Plan, organise and support project meetings and workshops

S/O No	Specific Outcome	Learning Outcomes
1	**Explain the purpose, objective and scope of project meetings and/or workshops**	Project meetings and workshops are identified and explained with examples
		Roles of meeting/workshop participants are described and their importance is explained with examples
		Types of project meetings/workshops are described in terms of their purpose
2	**Plan for a project meeting and/or workshop**	Meeting/workshop participants and alternates are identified, recorded and contact details are available
		Dates, times and venue for project meeting/workshop are determined and recorded according to agreed procedures
		Purpose of the meeting is agreed with relevant stakeholders
		Checklist or schedule for arranging project meeting/workshop is prepared and agreed with relevant stakeholders
		Constraints or rules to be followed in arranging the project meeting/workshop are complied with according to agreed policies and procedures
3	**Arrange and support a project meeting and/or workshop**	Project meeting/workshop invitations and agendas are prepared and distributed in a time frame that allows for pre-meeting/ workshop preparation
		Meeting minutes and other supporting documentation is distributed within agreed time frames after previous meeting/workshop
		Meeting/workshop documentation is complete, accurate and stored in safe custody
		Necessary facilities, venues and resources are arranged in accordance with requirements, constraints and rules
		Meeting/workshop participants are communicated with in order to confirm and clarify arrangements and to resolve issues

Module 4: Project Assistance
Unit Standard No: 120387
Unit Standard Name: Monitor, evaluate and communicate simple project schedules

S/O No	Specific Outcome	Learning Outcomes
1	**Describe and explain a range of project schedule control processes and techniques**	The necessity and value of a schedule in controlling project work is explained with example
		The process of controlling the execution of the project schedule is explained with examples
		The importance of controlling changes to the duration of activities is described and explained with examples
		The usage of a baseline in controlling work on a project is explained with examples
2	**Monitor actual project work versus planned work (baseline)**	Information pertaining to progress against a planned schedule is collected and records updated correctly
		Actual progress versus planned progress is compared with one another and recorded and reported in agreed format
		Variances are identified, documented and communicated in agreed format
		Potential corrective actions are identified and suggested to higher authority in accordance with procedures
		Lessons learned are documented and communicated to relevant parties using agreed procedures
3	**Record and communicate schedule changes**	Approved changes to schedules are documented and associated schedules are updated according to procedures
		Approved changes are communicated to relevant parties (stakeholders) in the agreed format and time frame

Module 4: Project Assistance
Unit Standard No: 120383
Unit Standard Name: Provide assistance in implementing and assuring project work meets quality requirements

S/O No	Specific Outcome	Learning Outcomes
1	**Describe and explain the need for consistent processes and standards to achieve quality**	Quality stakeholders, objectives, levels and standards are identified and explained.
		The purpose of quality control on a project is explained with examples.
		The processes required to control quality on a project are explained, with examples, in accordance with organisational standards and practices or recognised industry practice.
		Reasons for consistent practice are given with examples.
2	**Suggest actions; within own field of expertise, in support of the development of quality project deliverables**	Suggestions are made relating to the project deliverables for ensuring a quality product.
		Suggestions are made relating to technical work procedures to ensure safe work environment.
		Suggestions are made relating to technical work procedures to ensure quality objectives can be met.
3	**Conduct tests as per test plan and communicate test results**	Project quality outcomes are tested according to agreed test plan.
		Deviations, non-conformances and exceptions are identified through testing using a test plan and are recorded in the required format.
		Records of deviations, non-conformances and exceptions are maintained in an accurate and complete manner.
		Basic analysis of test results is conducted in accordance with agreed test plan.
		Test results are communicated in accordance with agreed procedures.

Module 5: Project Management & Evaluation
Unit Standard No: 8975
Unit Standard Name: Read, analyse and respond to a variety of texts

S/O No	Specific Outcome	Learning Outcomes
1	**Analyse and criticise texts produced for a range of purposes, audiences and contexts**	Reading strategies appropriate to the purposes for reading are adopted. Range - Skim, scan, prediction, knowledge of form of text types and different genres
		Organisational features of texts are identified. The role of each of the features is explained in relation to usefulness in making meaning of readings and viewing. Range - Role of titles, headings, introductions, paragraphs, conclusions, outcome statements, chapters, summaries, contents, diagrams, appendices or addenda, foreword, index, content lists glossary, hyper-links, layout, icons, tables, graphics, font size and/or type, photographs, captions, visuals
		Synthesis of information from texts, and generalisation of patterns and trends, result in appropriate conclusions about purpose and audience
2	**Identify and explain the values, attitudes and assumptions in texts (Socio-cultural, learning and/or workplace contexts)**	An understanding of surface and embedded meaning in the text is reflected in presentations of viewpoints
		The effect of an author`s values and views on selected texts is identified and explained in terms of the impact on meaning and target audience
		Evidence cited from texts in defence of a position is relevant
3	**Evaluate the effects of content, language and style on readers` responses in specific texts**	Content is outlined and its possible effects on different readers are explored
		The impact of different writing techniques on reader perspective are identified and explained in terms of the particular effect produced by each Range - Length of sentence, punctuation, diction/choice of words, use of figurative language/jargon/technical terms/slang/dialect/irony/humour/satire/sarcasm/legalisms
		The influence of specific language structures and features is analysed Range - Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm, use of omission and silence, figurative expressions. Repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar
		The effect of selected production techniques in visuals is explained

Module 5: Project Management & Evaluation
Unit Standard No: 8976
Unit Standard Name: Write for a wide range of contexts

S/O No	Specific Outcome	Learning Outcomes
1	**Write effectively and creatively on a range of topics**	Imaginative texts are convincing, and appropriate to the topic and purpose
		Expository/factual texts are convincing and well developed with respect to clearly articulated purposes, using fully developed paragraphs and resulting in a unified text
		Writing on personal interests is convincing in terms of issues and concerns addressed
		Choose the narrative voice appropriate to context, purpose and audience. Range Passive for scientific writing, adopting a persona for narrative, first person/third person voice selection, authorial comment within narrative voice, subjective or objective options
2	**Choose language structures and features to suit communicative purposes**	Points in argument are logically and deliberately sequenced to build up to a convincing conclusion
		Devices are employed to create particular rhythmic or tonal effects. Range Punctuation (ellipsis marks, semi-colons and dashes), rhetorical devices (repetition, questioning, emphasis)
		Stylistic devices that enhance meaning are used effectively. Range Symbol, imagery, irony, understatement, index and icon, logos, hyperbole, visuals, graphics
3	**Edit writing for fluency and unity**	Text is checked for coherence, logical sequence and structure. Weaknesses and/or errors are identified and adjustments improve coherence and flow
		Information is rearranged in ways that promote interest in, and impact of, the text for a defined target audience
		Layout, spelling, punctuation and syntax are checked for accuracy and readability. Major grammatical and linguistic errors are identified and changes made as required
		The whole, completed text is checked against the purposes for writing to verify that these purposes have been satisfied

Module 5: Project Management & Evaluation
Unit Standard No: 120374
Unit Standard Name: Contribute to the management of project risk within own field of expertise

S/O No	Specific Outcome	Learning Outcomes
1	**Identify and recognise potential risks that could affect project performance**	Potential, perceived and actual risk events are identified, documented and communicated in consultation with appropriate stakeholders
		Triggers, causes, effects and owners are identified in consultation with appropriate stakeholders and recorded in accordance with project procedures
		Risk management factors are explained with examples relating to the risk events
2	**Contribute to the assessment of the impact and likelihood of identified risks**	Likelihood of risk causes are assessed in consultation with appropriate stakeholders and described with examples.
		Impact of risk effects are assessed in consultation with appropriate stakeholders and described with examples.
		Potential risk events identified are assessed for impact on the project.
3	**Contribute to the development of risk management statements and plans**	Activities to reduce or stop a risk threat cause arising are identified and documented in agreed format.
		Activities to recover from a specific risk threat event are identified and documented in agreed format
		Activities to take advantage if an opportunity arises are identified and documented in agreed format.
		The risk threat prevention and recovery activities and opportunity activities are communicated to relevant parties for inclusion in plans and budgets.
4	**Monitor and control the project risks**	Potential project risk events are monitored to enable anticipation or recognition of occurrence.
		Issues arising are responded to and monitored to resolution.
		Variances identified are reported to higher project authority.
		Agreed risk responses are implemented in accordance with plans.
		Lessons learned are documented and communicated to relevant parties.

Module 5: Project Management & Evaluation
Unit Standard No: 120380
Unit Standard Name: Evaluate and Improve the Project Team's Performance

S/O No	Specific Outcome	Learning Outcomes
1	**Explain and use a given team performance reference framework (Performance monitoring criteria)**	A team performance reference framework is discussed with higher authority
		Team performance requirements and criteria are communicated within the team and feedback received and processed following organisational procedures
		The team performance requirements are documented and distributed in accordance with organisational policies and procedures
2	**Evaluate team performance using the given team performance reference framework**	Performance outcomes of teams are assessed against agreed standards using agreed reference framework
		Assessment activities are conducted using established procedures and within agreed time frames
		Selected assessment methods are relevant, fair and communicated to teams prior to performance commencing
3	**Maintain records resulting from evaluation of team performance**	Collected assessment information is accurate, current and complete and recorded in agreed format
		Lessons learnt are documented and communicated according to organisational requirements
4	**Facilitate team performance improvements using assessment findings**	Feedback provided on performance is factual, concise and relevant to agreed standards
		Feedback is provided in a manner, time and place appropriate to improvement of team performance
		Opportunities to facilitate performance improvement are identified and applied
		Improvement activities are implemented in accordance with assessment findings and within agreed time frame
		Coaching and mentoring to assist in team performance improvement are implemented within established procedures

Module 5: Project Management & Evaluation
Unit Standard No: 120385
Unit Standard Name: Apply a range of project management tools and techniques

S/O No	Specific Outcome	Learning Outcomes
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 usage problems occur**	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

F. Design Strategy

1 - Learning aims and objectives

Clarity on focus on outcomes and design down:

- Outcomes that focused on what learners should do at the end of a series of significant, meaningful and coherent learning experiences were analysed and identified.
- Outcomes are expressed as a set of broad, comprehensive, assessable and observable indicators of student achievement at each stage of the learning programmes.
- Learning programmes include not only specific outcomes (observable outcomes), but also critical crossfield (adaptive ability such as problem solving).
- Learning programmes are designed back from the outcomes.

2 - Theoretical content

Content relevance:

- Content was designed to include knowledge and skills that are relevant and connected to real-life situations.
- Content and activities present authentic tasks.
- Learning programmes were designed to include theoretical and practical learning components and, wherever possible and appropriate, experiential learning.
- Delivery methodology allows for flexibility, a variety of methods, environments and resources.

3 - Teaching and learning

Learner centred and expanded opportunities:

- Learners are expected to take responsibility for their own learning in order to reach the required standard or outcome.
- The emphasis is on whether the learner reaches the required standard or outcome and not on procedure.
- Learning is value adding: it builds contextually on the learner's existing frames of reference.
- Learners given multiple opportunities to demonstrate fi the outcome has been reached.

High participation and co-operative learning:

- Learning activities are inductive and allow learners to construct knowledge for themselves.
- Learning activities allow learners to engage in group/team/pair work, debate, role-play, research, experiment to discover for themselves.
- Learners are encouraged to form own insights and create own solutions based on successful attainment of predetermined performance outcomes.
- Learners are motivated by constant feedback and affirmation of their worth by means of assessment.

Integration

- Learning is designed to integrate a wider social and economic understanding and awareness.
- Learning methodology allows for clear integration between theory, practical / workplace components.
- Learning programmes are designed to focus on learning that integrates critical thinking, reasoning, reflection and action.

4 - Assessment

Principles of assessment

Assessments meet the following criteria for SAQA's principles of assessment:

- Assessment methods are; appropriate, fair, manageable, integrated into work or learning
- Assessment evidence is; valid, current, authentic, sufficient
- Assessment process is systematic, open and consistent

Clarity of focus on outcomes

- Assessments are focused on what the learner has achieved in relation to learning outcomes.
- Learner achievements are measured solely on whether a learner has reached the required outcomes or not.
- Assessment criteria are clearly defined and are derived from the unit standard.

High expectations

- Assessment tasks are challenging, not simply routine.

- Evidence collected is governed by quality criteria (criterion-referenced).

- Assessments discriminate between low and high levels of achievement.

- Advancement is based on demonstrated achievement.

Expanded opportunity

- Assessments lead toward achievement of qualifications or part qualifications.

- Learners advance through the system when they are able to demonstrate attainment of the desired outcomes.

- Learners' prior knowledge is taken into consideration when organising learning experiences

- Learners are supported to attain these desired outcomes

Continuous integrated assessment

- Formative (during learning, informal and not for credits) and summative (after learning, formal and for credits) assessment are used.

- Learners are assessed on an on-going basis – Assessment is towards life-long learning.

- A variety of assessment techniques are used, for example simulations, portfolios, self-assessment, workplace assessment.

- Assessment is broad, covering a number of assessment standards, which include skills, knowledge, understanding, attitudes and values.

- Assessment is integrative and focuses on the application of competence.

5 – Evaluation

Facilitator

Learners will be required to evaluate the performance of the Facilitator on completion of the learning programme. Facilitators will be evaluated against the following criteria:

- The learning outcomes were clearly stated.

- Key learning points were illustrated and clarified.

- The learning outcomes were met.

- Key learning points were summarised.

- The principles of adult learning were applied

Programme

Learners will be required to evaluate the value of the learning experience against the following criteria:

- The extent to which the learning programme achieved the learning outcomes.
- The overall reaction of the learner to the programme.
- The relevance of the learning material content.
- The sequence, pace and timing of the lessons

Logistics

Learners will also be required to evaluate the value of:

- The physical classroom environment.
- The seating arrangements.
- Meals and refreshments.
- Room Layout.
- Accommodation (if applicable)

Design Methodology

The design of the materials strictly follows and adheres to the rules and requirements of the Qualification and the Unit Standards as contained within. The Unit Standards are clustered to promote the logical sequence and achievement of the outcomes in relation to the Exit Level Outcomes of the Qualification. The programme is structured through strategic grouping / clustering of Unit Standards into Modules as aligned to the Exit Level Outcomes of the Qualification.

This alignment is demonstrated as follows:

EXIT Level Outcomes Alignment:

1. Work with others to undertake or support the project management activities.
2. Assist the project manager and/or project team by contributing and participating in planning, execution and control activities.
3. Provide support to the administration of a project.
   For electives:
4. Supervise a project team of a small project to deliver project objectives.

Module 1: Project management fundamentals

ELO	US Type	NLRD	US Title	Level	Credits
1	Core	120372	Explain fundamentals of project management	4	5
	Core	120379	Work as a project team member	4	8
	Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	4	6
	Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	4	6

Module 2: Starting a new project

ELO	US Type	NLRD	US Title	Level	Credits
3	Core	120373	Contribute to project initiation, scope definition and - change control	4	9
	Core	120375	Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget	4	6
	Fundamental	12153	Use the writing process to compose texts required in the business environment	4	5

Module 3: Project support

ELO	US Type	NLRD	US Title	Level	Credits
2	Core	120376	Conduct project documentation management to support project processes	4	6
	Core	120384	Develop a simple schedule to facilitate effective project execution	4	8
	Fundamental	8974	Engage in sustained oral communication and evaluate spoken texts	4	5

Module 4: Project assistance

ELO	US Type	NLRD	US Title	Level	Credits
2	Core	120383	Provide assistance in implementing and assuring project work meets quality requirements	3	6
	Core	120381	Implement project administration processes according to requirements	5	5
	Core	120387	Monitor, evaluate and communicate simple project schedules	4	4
	Core	120382	Plan, organise and support project meetings and workshops	4	4
	Fundamental	9016	Represent analyse and calculate shape and motion in 2-and 3- dimensional space in different contexts	4	4

Module 5: Project management and evaluation

ELO	US Type	NLRD	US Title	Level	Credits
4	Core	120374	Contribute to management of project risk within own expertise	4	5
	Fundamental	8976	Write for a wide range of contexts	4	5
	Fundamental	8975	Read analyse and respond to a variety of texts	4	5
	Elective	120385	Apply a range of project management tools and techniques	4	7
	Elective	120380	Evaluate and improve the project team`s performance	5	7

Module 6: Second Language Component

ELO	US Type	NLRD	US Title	Level	Credits
	Fundamental	8968	Accommodate audience & context needs in oral communication	3	5
	Fundamental	8969	Interpret and use information from texts	3	5
	Fundamental	8973	Use language and communication in occupational learning programmes	3	5
	Fundamental	8970	Write texts for a range of communicative contexts	3	5

G.   Learner Support Strategy

1 - Learner roles and responsibilities

The learner is expected to actively participate by:

- Taking part in and completing group activities, practical assignments and discussions.

- Planning and preparing for the training.

- Asking for support when needed.

- Giving meaningful input into and challenging the status quo.

- Finding new and better ways of doing things

- Developing sound and effective practices given the input from the facilitator and the rest of the group

- Complying with assessment requirements

2 – Provider roles and responsibilities

FACILITATOR/ECF/ASSESSOR/COACH/MENTOR:

The facilitator's role is that of; facilitation of learning, facilitation of evidence collection for assessment, preparation of candidates for assessment and assessment of learners. All of these roles require degrees of coaching and mentoring. The relevant coaches/mentors will provide guidance and support before, during and after the learning intervention.

Before:

•   The facilitator will prepare the learner for the learning by ensuring that the purpose and pre-requisites of the course have been understood and met.

During:

•   The facilitator will provide all materials and resources necessary for learning to take place.

•   The facilitator will guide and support the learner during learning - ensure that learners understand and can practice the necessary skills.

•   The facilitator will ensure that learning outcomes are achieved according to the learning and unit standard outcomes

•   The facilitator will identify learners who are experiencing difficulties – content or otherwise – and take appropriate action to assist the learner in joining the main stream of learning.

•   The facilitator will conduct formative assessments to determine learner level of competence and take corrective action based on the results of formative assessment.

After:

•   The facilitator/workplace coach will assist the learner in implementing skills learnt in the workplace in the form of structured on-the-job activities, which are outlined in the Workplace Guide.

•   The facilitator/workplace coach will conduct formative assessment for workplace activities to determine the learner's level of competence and take corrective action based on the results of formative assessment.

•   The Evidence Collection Facilitator will assist the candidate in identifying and preparing for evidence collection for assessment.

•   The Evidence Collection Facilitator will judge the evidence produced by the candidate and advise whether or not it is ready for assessment submission.

•   The Assessor will plan and prepare the candidate for assessment as per the Assessment Guide.

•   The Assessor will conduct the assessment, provide developmental feedback to the candidate and make an assessment judgment.

•   The Assessor will guide and support the candidate for re-assessment purposes and communicate the company's appeals policy.

H.   Evaluation Strategy

1 – Evaluation purpose

To judge the value and effectiveness of the learning programme in terms of learner reactions, learning and change in behaviour

2 – Evaluation instruments

Assessment Instruments

Summative assessment conducted to judge the extent to which learners were able to competently perform the activities on – the – job

Moderation strategy

It is clearly indicated in the Moderation Policy and the Moderation Guide of the college

Post Course Learner Evaluations

Evaluation checklists completed by the learner at the end of the workshop to measure the level of learner satisfaction.

Evaluation Strategy

Learner End of Course Evaluation sheet.

End of Course Evaluation

Date: _____ Venue: _____

Please give honest feedback to assist us in future planning.

Question	Happy	Undecided	Unhappy
Were the objectives of the workshop clearly explained to you?			
Was there enough theory?			
Were there enough practical activities?			
Was the language used clear and accessible?			
Was the facilitator well prepared?			
How do you feel about the training methods			
Do you think the training will help you to become an entrepreneur?			
Do you think the training will make any difference to your life / attitude?			
How do you feel about the facilitator/s?			
Did you learn anything from the other participants during the course?			
Did the course meet your expectations?			

REMARKS (Any changes?)

Name (Optional)

Post Course Facilitator Evaluations

Evaluation checklists completed by the facilitator at the end of the workshop to indicate the extent

to which the programme achieved the learning outcomes and criteria of the programme strategy

Facilitators'/Trainers Report

Course Name	
Client	
Venue	
Facilitator	
Training Dates	
No of registered learners	
No of learners present	
U/S Covered	

NB Kindly attach the following documents to this report:

1. Signed learner attendance register for the period of training being reported

   (**Register must also be signed by the facilitator**)

2. Assignment hand in register

Summary of work covered from day 1 to day 5

Day 1

Day 2

Day 3

Day 4

Day 5

Use a separate sheet if necessary

Learners

Briefly outline how learners are coping with the programme. Comment on learner's attendance, participation and understanding of material.

Attendance

Participation

Understanding of material

Issues raised by learners that need attention of Training Provider

Overview of training provision process

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
1	Was communication regarding attendance of the programme efficient and effective?					
2	Was the Programme Coordinator helpful and efficient?					
3	Was the training equipment and material used effective and prepared?					
4	Was the training venue conducive to learning (set-up for convenience of learners, comfortable in terms of temperature, etc.)?					
	Additional Comments on Logistics and Support					

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
B	**Facilitator Evaluation**					
1	Learners were prepared and motivated to attend the programme					
2	Learners participated well and provided constructive input					
3	The programme allows for the use of a variety of methods, exercises, activities and discussions					
4	Learners were punctual and kept to the schedule					
	Additional Comments on Facilitation					

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
C	**Learning Programme Evaluation**					
1	The learning outcomes of the programme are relevant and suitable.					
2	The content of the programme was relevant and suitable for the target group.					
3	The length of the facilitation was suitable for the programme.					
4	The learning material assisted in learning new knowledge and skills to apply in a practical manner.					
5	The Learning Material was free from spelling and grammar errors					
6	Hand-outs and Exercises are clear, concise and relevant to the outcomes and content.					
7	Learning material is generally of a high standard, and user friendly					

Spelling/ Grammatical Errors		
Trainer/Learner File, etc.	**Section/Page**	**What?**

	Additional Comments on Learning Material

Signature of Facilitator: _____

Date: _____