

Curriculum Outline



58395

**National Certificate: Project
Management**

Level 5

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Part 1

Programme Overview

Programme purpose

The purpose of the qualification is to develop in learners the following competencies to enable them to operate effectively as project managers of small to moderately complex projects. A learner completing this qualification is able to:

Manage a simple to moderately complex project whilst:

- > Operating in a project context in a variety of routine and non-routine contexts, under general supervision.
- > Selecting from a wide choice of procedures ranging from standard and non-standard.
- > Taking full responsibility for the nature, quantity and quality of output.
- > Taking responsibility for group output as required/possible.
- > Showing possession of a wide range of scholastic and/or technical skills applicable in the field of Project Management.
- > Demonstrating of a broad knowledge base of project management with substantial depth in some areas.

The use of the term project manager is widespread and inconsistent in interpretation. In some organisations, project manager is a position with the title, while in others, it is a temporary assignment. Whether a full-time position or a part-time assignment, the term Project Manager is linked with a wide variety of responsibilities:

- A project manager could be responsible for all aspects of the feasibility, design, construction, and commissioning of a power plant with a budget of well over 10 Billion Rand.
- A project manager could be responsible for the development of a research report with a budget of less than 100 hours.
- A project manager could be responsible for a subproject that is an element of a larger project or program.

Regardless of the range of responsibilities, project managers at the threshold level of competence are expected to produce essentially the same result outputs and outcomes that are acceptable to relevant stakeholders. However, increasing complexity requires additional competence skills and judgement ability.

The purpose of this qualification is to address the project and general threshold competencies required to manage simple to moderately complex projects. A Project Manager who is competent at managing a project at NQF Level 5 may not be able to produce the expected results in the context of a higher-level competency project (NQF Level 6).

The Global Project Management Standards Initiative has developed an approach to differentiating projects based on their management complexity. This is used as input to the specification of the South African project management qualifications and standards.

A project manager operating at NQF Level 5 may act as a full time manager or be involved in the product design and development work as well as the project management work. i.e technical specialist and project manager. They tend to be hands on often with little or no administrative support in the project management processes and resultant outcomes.

Typically, the organisation will have set up expectations and rules and procedures to be used on the project before it is given to the project manager. The project manager may well be working with a more senior person with regard to interfaces with clients and stakeholders, gate reviews and closure of the project. Their projects are of a simple to moderately complex nature, the ranges below describe this further:

Simple to moderately complex project can be defined as a project that has:

- High degree of stability, few uncertainties or low rate of change with regard to expected deliverables, phase contents, organisational processes and procedures, legislation and team members.

- Limited range of different methods or approaches relating to the design and creation of deliverables and end products.
- Low to moderate impact on the environment and or socio economic elements; Moderate to low need to comply with legislation: Moderate number of stakeholders affected by or interested in the project.
- Low strategic importance to the organisation or organisations involved; not necessary identified in strategic plans.
- Stakeholders, that are in agreement about the characteristics of the product of the project; Benefits of the project well defined and agreed.
- Low number of different organisations participating in the project; a low number; and or wide variety of interfaces between the project and other organisational entities in order to produce the end deliverable.

This qualification is intended for people with prior work experience and/or an NQF Level 4 qualification in Project Management. 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, public sector 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 and enhance their ability to follow and implement policies and procedures.

On achieving the competencies, included in this Qualification, the learners may advance further into Project Management, Project Support Services or General Management within an organisation, across all sectors.

Programme rationale

This National Certificate in Project Management, NQF Level 5 supports the development and recognition of project management skills in every sector. In South Africa there is a widespread need for skilled personnel to work as team members, team leaders, project managers and support specialists to projects.

Projects vary in their size and complexity. This qualification focuses on the core project specific skills required to manage or support small to moderately complex projects. It does not encompass all of the skills required but provides a solid foundation of the minimum set of skills needed.

The development of project management skills has historically been undertaken on the job and through short courses. There is still resistance to long learning programmes. This Certificate provides one building block in a series of qualifications that an individual or company can utilise to develop project management competence, in conjunction with application in the workplace, over a period of years.

Many people do not work full time as a project manager and this qualification supports the needs of such individuals and the types of projects that they are managing. It also supports the development of core competence which can be supplemented by further study and utilisation of other qualifications at the same NQF level or a higher level.

The Project industry is integrated in the global business environment and skilled practitioners are required to meet the demands of both community and the industry, providing significant benefits to individuals, global corporations, government and the country.

The Qualification gives accessibility and flexibility to the unemployed and employed. The level of flexibility reflects the multiple job roles, organisational requirements and the changing technological nature of the industry and also allows the individual to work towards a nationally recognised Qualification.

Learning assumed to be in place

It is assumed that learners accessing this qualification are competent in:

Communication at NQF Level 4 or equivalent.

Mathematical Literacy at NQF Level 4 or equivalent.

Computer Literacy at NQF Level 4 or equivalent.

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.

Access to the Qualification:

To access the qualification a learner must be competent in:

Communication at NQF Level 4.

Mathematical Literacy at NQF Level 4.

Recognise previous learning

Yes

Qualification Rules

Fundamental Component: The fundamental component consists of 15 credits. All Unit Standards are compulsory.

Core Component: Seventy three (69) credits have been allocated to the Core Unit Standards. All the Core Unit Standards are compulsory.

Elective Component: A minimum of 36 credits must be selected by the learner from the 95 credits available.

Exit Level Outcomes

1. Conduct effective communication, while working on a project.
2. Plan the project.
3. Execute and control the project.

Associated Assessment Criteria

1. Requirements for verbal and written communications on a project are understood and alternative methods for effective communication are applied to sustain effective communication with stakeholders.

Information is gathered, utilised and processed in accordance with project management requirements.

2. Project deliverables, scope, work, schedules, costs and risks are defined using project management principles and techniques.

Product development and change control procedures are planned and agreed with stakeholders.

Project plan components are developed and integrated into an approved and documented project management plan.

3. Project work is undertaken and products delivered in accordance with project requirements, the project management plan and agreed procedures.

Performance is measured in comparison with project plans and preventative and corrective actions are identified and implemented in line with project plans and procedures.

Project administration is undertaken in accordance with project plan, required standards and procedures.

Integrated Assessment:

Competencies may be developed 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 their progress and determine readiness for a final 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.

Articulation Options

Horizontal articulation is possible with:

ID 24493: National Certificate: Management, L 5.

ID 48872: National Certificate: Information Technology (Systems Development), L5.

ID 48908: National Certificate: Sanitisation Project Co-ordination, L 5.

ID 49469: National Diploma: Complex Procurement, L 5.

ID 49793: National Certificate: Productivity, L 5.

ID 49794: National Diploma: Productivity, L 5.

ID 49692: National Diploma: Human Resources Management and Practices, L 5.

ID 58309: National Diploma: Project Management, L 5.

Vertical articulation is possible with:

ID 48700: Bachelors Construction Management: Built Environment, NQF Level 6.

Part 2 Programme Alignment

Notional Hour Matrix

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

ELO	Component	US ID	Title of unit standards			L	C	Mod Cr
1	Communication Module							
	Fundamental	115789	Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts			5	5	38
	Fundamental	115790	Write and present for a wide range of purposes, audiences and contexts			5	5	
	Elective	115817	Provide and respond to feedback			5	4	
	Core	243812	Monitor and control the execution of the project management plan for a simple to moderately complex project			5	12	
Elective	243823	Develop a preliminary project scope statement for a simple to moderately complex project			5	12		
Date:	Contact / Facilitation Days		14	DAYS	Workplace Application Days 27 DAYS			
	Theory		114	Hours				
	Practical		213	Hours				
	Assessments		53	Hours				

ELO	Component	US ID	Title of unit standards			L	C	Mod Cr
2	Module 2 – Planning the Project							
	Core	243813	Develop a project cost management plan for a simple to moderately complex project			5	12	60
	Core	243824	Develop an integrated Project Management plan for a simple to moderately complex project			5	8	
	Core	243811	Determine the work required to accomplish the objectives and organise the scope of a simple to moderately complex project			5	7	
	Core	243820	Develop an optimised work and resource schedule for a simple to moderately complex project			5	12	
	Elective	243817	Develop a project risk management plan for a simple to moderately complex project			5	7	
	Elective	243814	Establish a project or project phase and its processes for a simple to moderately complex project			5	14	
Date:	Contact / Facilitation Days		23	DAYS	Workplace Application Days 42 DAYS			
	Theory		180	Hours				
	Practical		336	Hours				
	Assessments		54	Hours				

ELO	Component	US ID	Title of unit standards			L	C	Mod Cr
3	Module 3 – Execute and control the project							
	Fundamental	115823	Gather and manage information for decision-making			5	5	35
	Core	243980	Manage risks on a simple to moderately complex project			5	6	
	Core	243815	Manage stakeholder relations on a project			5	12	
	Elective	243819	Coordinate the closure of a simple to moderately complex project			5	8	
	Elective	115821	Apply business financial practices			5	4	
Date:	Contact / Facilitation Days		13	DAYS	Workplace Application Days 25 DAYS			
	Theory		105	Hours				
	Practical		196	Hours				
	Assessments		49	Hours				

Part 4	FINAL SUMMATIVE ASSESSMENT
Part 5	FINALISING PORTFOLIOS OF EVIDENCE

Part 3

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's 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 <ul style="list-style-type: none"> ▪ NQF ▪ Credits ▪ Certification process ▪ Learning pathways 	
4	Explain <ul style="list-style-type: none"> ▪ 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? <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ The Assessment Guide which includes <ul style="list-style-type: none"> ○ The relevant unit standard (s) ○ Assessment contract ○ Assessment plan ○ Observation checklist ○ Knowledge checklist 	
7	Discuss the assessment plan (complete the assessment plan document) <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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

Part 4

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 centered 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 if 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

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1	Communication Module					
	Fund	115789	Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts	5	5	38
	Fund	115790	Write and present for a wide range of purposes, audiences and contexts	5	5	
	Elective	115817	Provide and respond to feedback	5	4	
	Core	243812	Monitor and control the execution of the project management plan for a simple to moderately complex project	5	12	
	Elective	243823	Develop a preliminary project scope statement for a simple to moderately complex project	5	12	
Date:	Contact / Facilitation Days	14	DAYS	Workplace Application Days 27 DAYS		
	Theory	114	Hours			
	Practical	213	Hours			
	Assessments	53	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod Cr
2	Module 2 – Planning the Project					
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	Core	243824	Develop an integrated Project Management plan for a simple to moderately complex project	5	8	
	Core	243811	Determine the work required to accomplish the objectives and organise the scope of a simple to moderately complex project	5	7	
	Core	243820	Develop an optimised work and resource schedule for a simple to moderately complex project	5	12	
	Elective	243817	Develop a project risk management plan for a simple to moderately complex project	5	7	
	Elective	243814	Establish a project or project phase and its processes for a simple to moderately complex project	5	14	
Date:	Contact / Facilitation Days	23	DAYS	Workplace Application Days 42 DAYS		
	Theory	180	Hours			
	Practical	336	Hours			
	Assessments	54	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod Cr
3	Module 3 – Execute and control the project					
	Fund	115823	Gather and manage information for decision-making	5	5	35
	Core	243980	Manage risks on a simple to moderately complex project	5	6	
	Core	243815	Manage stakeholder relations on a project	5	12	
	Elective	243819	Coordinate the closure of a simple to moderately complex project	5	8	
	Elective	115821	Apply business financial practices	5	4	
Date:	Contact / Facilitation Days	13	DAYS	Workplace Application Days 25 DAYS		
	Theory	105	Hours			
	Practical	196	Hours			
	Assessments	49	Hours			

Part 5

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	<ul style="list-style-type: none"> • 399 hours required for formal learning.
Workplace	<ul style="list-style-type: none"> • 745 hours required for workplace practice and transferring the learning. Formative assessment activities are included in the workplace learning time.
Assessment	<ul style="list-style-type: none"> • 186 hours required for assessment preparation, evidence collection and submission.
TOTAL NOTIONAL HOURS	<ul style="list-style-type: none"> • 133 HOURS = 133 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:

ELO	Comp	US ID	Title of unit standards		L	C	Mod Cr
1	Communication Module						
	Fund	115789	Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts		5	5	38
	Fund	115790	Write and present for a wide range of purposes, audiences and contexts		5	5	
	Elective	115817	Provide and respond to feedback		5	4	
	Core	243812	Monitor and control the execution of the project management plan for a simple to moderately complex project		5	12	
Elective	243823	Develop a preliminary project scope statement for a simple to moderately complex project		5	12		
Date:	Contact / Facilitation Days		14	DAYS	Workplace Application Days 27 DAYS		
	Theory		114	Hours			
	Practical		213	Hours			
	Assessments		53	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod Cr
2	Module 2 – Planning the Project					
	Core	243813	Develop a project cost management plan for a simple to moderately complex project	5	12	60
	Core	243824	Develop an integrated Project Management plan for a simple to moderately complex project	5	8	
	Core	243811	Determine the work required to accomplish the objectives and organise the scope of a simple to moderately complex project	5	7	
	Core	243820	Develop an optimised work and resource schedule for a simple to moderately complex project	5	12	
	Elective	243817	Develop a project risk management plan for a simple to moderately complex project	5	7	
	Elective	243814	Establish a project or project phase and its processes for a simple to moderately complex project	5	14	
Date:	Contact / Facilitation Days	23	DAYS	Workplace Application Days 42 DAYS		
	Theory	180	Hours			
	Practical	336	Hours			
	Assessments	54	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod Cr
3	Module 3 – Execute and control the project					
	Fund	115823	Gather and manage information for decision-making	5	5	35
	Core	243980	Manage risks on a simple to moderately complex project	5	6	
	Core	243815	Manage stakeholder relations on a project	5	12	
	Elective	243819	Coordinate the closure of a simple to moderately complex project	5	8	
	Elective	115821	Apply business financial practices	5	4	
Date:	Contact / Facilitation Days	13	DAYS	Workplace Application Days 25 DAYS		
	Theory	105	Hours			
	Practical	196	Hours			
	Assessments	49	Hours			

Part 6

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.

Part 7

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: _____