

INTRODUCTORY STUDIES FOR PROJECT MANAGERS

MODULE #: 121905000-KM-01

NQF LEVEL: 5

CREDITS: 4

NOTIONAL HOURS: 40

POE GUIDE

Name	
Contact Address	
Telephone (H)	
Telephone (W)	
Facsimile	
Cellular	

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CONTACT DETAILS

Unit Standard:	121905000-KM-01				
Course:	INTRODUCTORY STUDIES FOR PROJECT MANAGERS				
Assessor Details					
Name					
Branch			Registration No:		
Contact Details	email:				
	Phone:		Fax:		
Moderator Details					
Name					
Branch					
Contact Details	email:		Registration No:		
	Phone:		Fax:		
Candidate Details					
Surname			Name		
College			ID No		
Branch					
Contact Details	email:				
	Phone:		Fax:		

COMPETENCE

Congratulations on completing this programme. We sincerely hope you enjoyed the programme and that the learning experience was enriching.

The fact that you have attended training, however, is not sufficient evidence of your competence for us to award you a certificate and the credits attached to this programme. You are required to undergo assessment in order to prove your competence to achieve credits leading to a national qualification.

Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

Foundational competence: an understanding of what you do and why.

Practical competence: the ability to perform a set of tasks in an authentic context.

Reflexive competence: the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action.

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a QCTO accredited assessor.

You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

The Assessment of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed.

To determine a candidate's knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner's progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which both the assessor and the candidate only agree when they both feel the candidate is ready.

Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.

When learners have to undergo re-assessment, the following conditions will apply:

Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.

Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.

Only the specific outcomes that were not achieved will be re-assessed.

Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues.

In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts.

This Candidate's Assessment Portfolio directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.

Appeals & Disputes

The candidate has the right to appeal against assessment decision or practice they regard as unfair. An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:

Unfair assessment

Invalid assessment

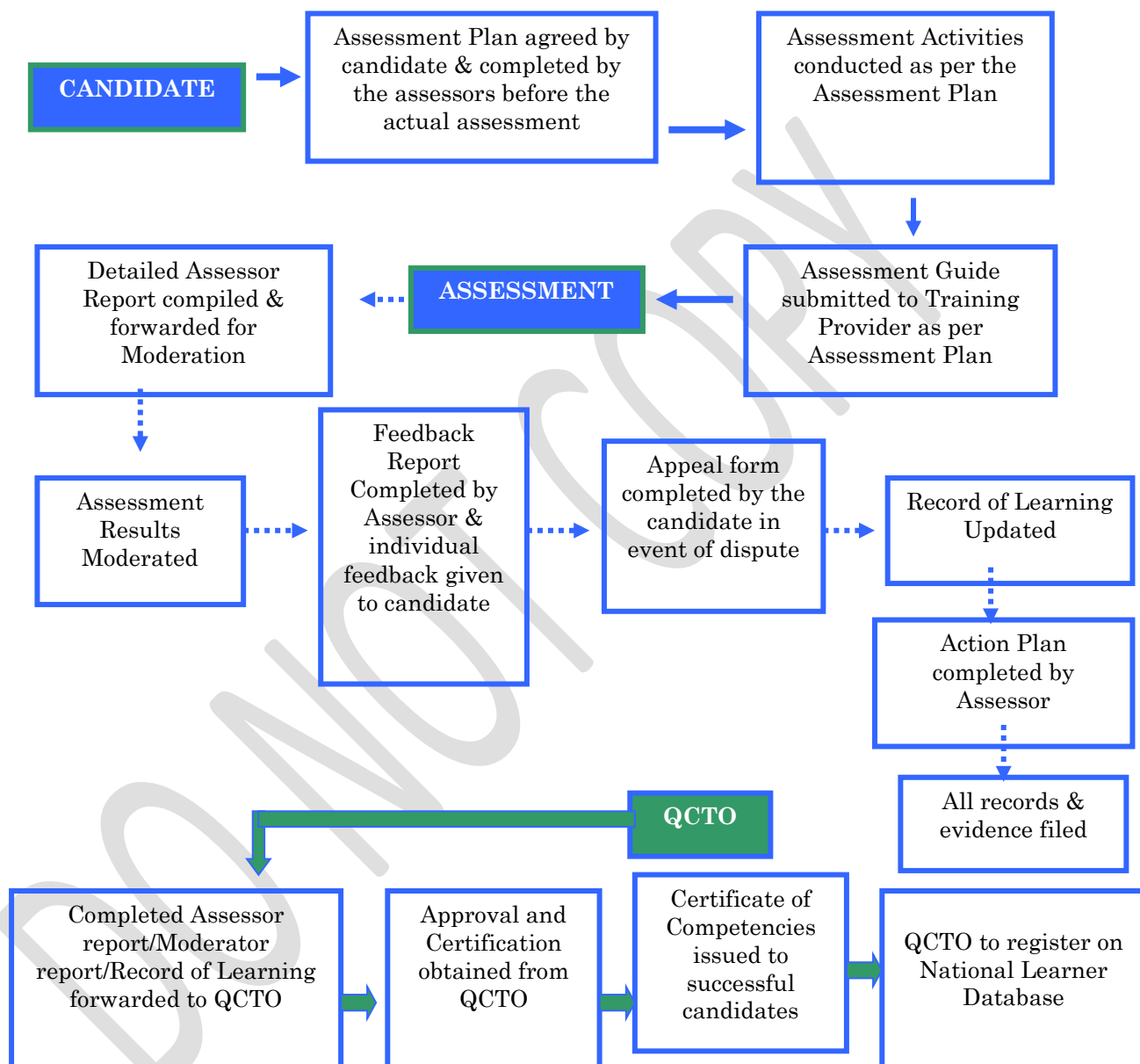
Unreliable assessment

Unethical practices

Inadequate expertise and experience of the assessor

Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours, following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the QCTO department

ASSESSMENT PROCESS FLOW



ASSESSMENT STRATEGY

This assessment exercise will cover the outcomes required in order to achieve a competency certificate. The purpose of the assessment process is to gather enough evidence to prove all Module outcomes were achieved.

Competency will be assessed through class hands on tasks recorded in POE, input and performance based assessment, assignments which will require a fair amount of research and observation in essential embedded knowledge. Assessment evidence should be sufficient to prove that the candidate is competent in all require tasks set by the unit standards.

A summative assessment will be conducted at end of course to confirm assessment judgments. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

Qualification	INTRODUCTORY STUDIES FOR PROJECT MANAGERS		Module Codes	121905000-KM-01
Level	Level 05		Credits	4
Purpose of Assessment	The main focus of the learning in this knowledge module is to build an understanding of Project management careers, the project management framework, project management process and business ethics			
Assessment Procedures	<p>An integrated assessment approach will be followed to allow for practical and theoretical components. This entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity.</p> <p>Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values.</p> <p>A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole.</p> <p>Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment.</p> <p>Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed.</p> <p>All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current.</p> <p>An Internal/External moderator will moderate assessment practices. The QCTO will also conduct external moderation.</p>			
Context of Assessment	Assessment Methods	Assessment Conditions	Who will conduct assessment	Assessment results and feedback

	Written assessments (exercises; assignments; projects) Oral Observation checklist	Input based assessments	Assessor	2 weeks after successful submission
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DO NOT COPY

ASSESSMENT PREPARATION

Preparing the Candidate

Name of Candidate		Date	
		Time	
Name of Assessor		Venue	
How to prepare the candidate	Document Requirements	Agree (tick)	Action Required
Explain to the candidate why you are meeting and the purpose of the assessment.	NQF Framework Assessment process		
Discuss the assessment plan in detail.	Assessment strategy		
Explain assessment process, show assessment instruments to candidate and describe assessment conditions.	Assessment instruments		
Identify the role-players during assessment.	Assessors Moderator		
Describe the evidence required to be declared competent.	Examples of evidence		
Explain how evidence will be judged.			
Explain to the candidate how to prepare: Give candidate summative task description.	Summative task description		
Confirm with the candidate what he/she should bring to the assessment.	Detailed briefing on exact requirements to be given to candidate		
Ensure that candidate understands the procedures of all assessment practices.	Appeals procedure Moderation procedure Assessment policy		
Ask the candidate if he/she foresees any problems or identify any special needs.	List needs		
Check with candidate that he/she clearly understands the assessment procedure.			
Comments or questions:			

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AGREED ASSESSMENT PLAN

Candidate's Name:			
Assessor's Name:			
Module Title:	INTRODUCTORY STUDIES FOR PROJECT MANAGERS		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training.		Training material, Facilitator	Attendance Register
Complete formative assessment		Formative assessment workbook	Completed portfolio of evidence
Complete summative assessment		Summative assessment workbook	Completed portfolio of evidence
Submit Portfolio of Evidence to Training Provider			Acknowledgement of receipt from Training Provider
Assessor roles and responsibility			
Roles	Assessor Guide Feedback Agent Reviewer		
Responsibilities	<p>Consult candidate re assessment, assessment process and plan.</p> <p>Agree assessment process and plan with candidate.</p> <p>Forward documentation to candidate: plan, guide and assessment instruments.</p> <p>Assess candidate with the use of different instruments.</p> <p>Provide feedback on assessment findings.</p> <p>Support candidate through assessment process.</p> <p>Source feedback from candidate on assessment process.</p> <p>Review assessment process and outcome.</p> <p>Use assessment process as opportunity to transform assessment activities and outcomes.</p>		
Candidate roles and responsibility			
Roles	Candidate Feedback agent Reviewer		

Responsibilities	Be available for assessment. Be actively involved in the consultative process. Learn from the assessment process. Provide feedback to the assessor in terms of the assessment as learning activity. Provide feedback to the assessor on the efficacy of the assessment process. Review own role and assessor role in the assessment process.	
Assessment Instruments	Portfolio of evidence Observation checklist Questioning	
Assessment Process		
Step		Date
Evaluation of POE addressing Essential Embedded Knowledge in unit standards. Evaluation of Research Projects and other evidence address specific unit standards. Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage. Observation: feedback on assessment against specific outcomes, critical outcomes in unit standards. Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence. Feedback to candidate regarding assessment findings as well as review process.		
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities.	
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification.	
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate.	
Right to appeal	The candidate must be advised of the right to appeal.	
Accessibility and safety of environment	Step	Date
	Site inspection conducted. Pre-assessment moderation conducted.	
Resources Required	Assignments POE Assessments	

Candidate Signature	Assessor Signature	Moderator Signature
Date	Date	Date

<p>I confirm that:</p> <ul style="list-style-type: none"> I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide. I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable. I have read and understood the appeal procedure. I know that assessments may be moderated or verified by an external party. The purpose of the assessment has been clearly explained to me. The criteria have been discussed with me, and I know I will be assessed against these criteria. I know when and where I will be assessed, and I was given fair notice. I know how the assessment will be done, and any other requirements related to the assessment. 			
Signed: _____		Date: _____	
Overall Assessment Decision	Competent	Not Yet competent	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	

Assessor's declaration:

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

Assessor Name	Signature

DO NOT COPY

Interview (RPL Purposes)

The purpose of the interview is two-fold:

A type of self-assessment for the candidate. It should assist the assessor in deciding the approach towards assessment in terms of making competence decisions where candidates are successful in proving their prior learning.

To determine candidate preparedness for prior learning conducted and sensitize candidates to re-assessment.

Questions

Have you attended any short courses / courses that amount to prior learning before the start of the learnership / qualification? *(Note that it should be relevant to the qualification against which RPL is being conducted)*

Did you attend all modules of the learnership / qualification training?

How were you prepared for assessments?

How were assessments conducted?

Did an accredited training provider conduct the course/s?

Did you attend classroom training during the course?

What work experience do you have to prove competence against a unit standard/s for RPL purposes? (State number of years' experience)

Do you have a relevant certificate from an approved institution?

Do you have samples of work or other forms of evidence that can prove your competence?

Do you have a Grade 12 (Matric) with English and Maths, or English only?

Any evidence of competence provided during the course of the above interview must be considered during the planning phase of re-assessment and when making a judgement on candidate competence.

LETTER OF COMMITMENT FROM THE LEARNER

Dear learner/learner

You have requested to be assessed through our organisation. To ensure effective assessment, there needs to be a commitment from you, that you will attend training if required and submit evidence of workplace application as required by the assessor.

Declaration of commitment:

I undertake to fulfill all the requirements of the assessment practices as specified by the assessor and service provider.

Organization _____

Full names of learner _____

Signature _____ Date: _____

Learner ID

Insert a certified copy of your Identify Document here:

Learner CV

Insert a copy of your full CV (Curriculum Vitae) here:

Learner Qualifications

Insert certified copies of relevant qualifications here:

DO NOT COPY

Declaration of Authenticity

I _____ (*full name*), declare that the evidence presented in this portfolio of evidence represents workplace and training evidence against the module 121905000-KM-01 INTRODUCTORY STUDIES FOR PROJECT MANAGERS is my own work and has been completed me, with the exception of:
(*Detail any work that was not completed by you, i.e. group work, etc.*)

In signing this, I declare that all the evidence presented in this Portfolio of Evidence is true, valid and my own work.

Learner signature	
Date	
Witness name	
Witness contact details	
Witness signature	

In signing this, I declare that all the evidence presented in this Portfolio of Evidence is true, valid and my own work.

Learner signature	
Date	
Witness name	
Witness contact details	
Witness signature	

PORTFOLIO BUILDING

Your Portfolio of Evidence (POE) contains the evidence needed to declare you competent and to award credits towards the award of this qualification to you. Evidence should be authentic and reflect both your knowledge of the subject and your ability to apply this knowledge in the workplace. Thus, evidence of day to day activities supporting the specific outcomes addressed by this learning programme should complement the theoretical learning you attended and were assessed on.

There are FIVE key steps in creating a portfolio that will reflect your competence.

Plan Your Portfolio

Plan and document the sequence, graphics and layout of your portfolio. This will assist you in following a logical sequence, which makes the Portfolio also much more user friendly and understandable for the assessor. It will also reflect your professional approach and attitude towards the subject matter, your work and your life. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

Gather The Evidence

An evidence checklist has been provided (Section 4) to tell you what evidence needs to be gathered for assessment purposes. However, there are four broad categories of evidence that you should include:

Knowledge evidence (your knowledge questionnaire).

Direct performance evidence (actual samples of your work or records of activities captured on audio or video tape).

Indirect performance evidence (documentary records of your performance e.g. appraisals, photographs, testimonials, self-assessments, customer ratings etc.).

Supplementary evidence (to confirm the authenticity of your evidence).

Evaluate Your Evidence

Once you have collected your evidence, evaluate each piece by ensuring that it is:

Valid (relevant to the unit standard/s being assessed).

Authentic (clearly your own work).

Current (not more than 2 years old).

Sufficient (adequate to prove your competence against all of the assessment criteria and range statements in the unit standard/s).

Cross-Reference Your Evidence To The Unit Standards

Evidence for assessment against unit standards must be linked to the outcomes of the Module in question. An evidence locator grid is useful for this.

Completed Assessment Activities

Insert your completed assessment activities and evidence here:

RECORD OF LEARNING

Present information in report format

Candidate's Name:				ID No	
Assessor's Name:				Ass. Reg. No	
Moderator's Name:				Mod. Reg. No	
Date:					
UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
121905000- KM-01	05	4			

ASSESSMENT DECISION & EVIDENCE EVALUATION RECORD

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Module Title	INTRODUCTORY STUDIES FOR PROJECT MANAGERS		
ASSESSMENT DECISION			
Specific Outcome	ACs	Competent	Not competent Yet
Project Management careers and qualifications	KT0101		
	KT0102		
	KT0103		
	KT0104		
	KT0105		
Project management framework	KT0201		
	KT0202		
	KT0203		
	KT0204		
	KT0205		
	KT0206		
	KT0207		
	KT0208		
	KT0209		
Project management processes	KT0301		
	KT0302		
	KT0303		
	KT0304		
	KT0305		
Business ethics	KT0401		
	KT0402		
	KT0403		
	KT0404		
	KT0405		
	KT0406		
	KT0603		
	KT0604		
KT0605			

Overall Assessment Decision		
Comments		
Date		
Signature of Assessor	Signature of Candidate	

Assessor's feedback report to candidate

Unit Standard	121905000-KM-01		
Title	INTRODUCTORY STUDIES FOR PROJECT MANAGERS		
Candidate's Name		ID No.	
Assessor's Name		Reg. No.	

ASSESSMENT DECISION			
<i>Source of Evidence</i>	Competent	Not Yet competent	<i>Candidates Comments</i>
Summative assessment			
Formative assessment			
<p>I hereby confirm that I have been given feedback by the assessor on all the aspects of my assessment. I have been given the opportunity to ask questions and the above feedback was given by me in respect of my assessment. I am aware of the assessment process and the appeal procedure. I AGREE / DISAGREE with the assessment decision.</p>			
Overall Assessment Decision			
Additional Notes			
Assessor Signature:			Candidate Signature:
Date:			Date:

Moderator's Report

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Module Title	INTRODUCTORY STUDIES FOR PROJECT MANAGERS,		
MODERATION DECISION			
Specific Outcome	ACs	Competent	Not competent Yet
Project Management careers and qualifications	KT0101		
	KT0102		
	KT0103		
	KT0104		
	KT0105		
Project management framework	KT0201		
	KT0202		
	KT0203		
	KT0204		
	KT0205		
	KT0206		
	KT0207		
	KT0208		
	KT0209		
Project management processes	KT0301		
	KT0302		
	KT0303		
	KT0304		
	KT0305		
KT0404	KT0401		
	KT0402		
	KT0403		
	KT0404		
KT0404	KT0405		
KT0404	KT0406		
	KT0604		
	KT0605		
	KT0606		

Overall Moderation Decision		
Feedback to Assessor		
Action Required		
Date of Moderation		
Signature of Moderator		
Signature of Assessor		
Signature of Candidate		

ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
Module	INTRODUCTORY STUDIES FOR PROJECT MANAGERS		
Review Dimension	ASSESSOR	LEARNER/ CANDIDATE	ACTION
The principles/criteria for good assessment were achieved.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgment was made against set requirements.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	

Special needs were identified and the assessment plan was adjusted.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
LEARNER'S DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid.			
Learner	Date	Assessor	Date
		Moderator	Date

Candidate Appeal Form

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Module Title: INTRODUCTORY STUDIES FOR PROJECT MANAGERS		
Date:		
SECTION 1		
Candidate's reason for disagreeing with the assessment decision.		
Assessor's rationale for the assessment decision.		
Candidate's signature.		
Assessor's signature.		
SECTION 2		
Moderator's decision.		
Moderator's signature.		

Assessor's Contingency Plan

Name of Assessor: _____

Unforeseen Event	Corrective Action To Be Taken
Candidate:	
Equipment:	
Role Players:	
Environment:	
Assessment Process:	

Signature of Assessor: _____

Signature of Moderator: _____

Date: _____

Learner Registration and SAQA Coding Form

No	Field	Description	Information
	Personal Details		
1	Learner Surname	<i>As per your ID document</i>	
2	Full Names	<i>As per your ID document</i>	
3	Learner Title	<i>Mr, Ms, Mrs, Dr, Prof.</i>	
4	ID Number	<i>RSA ID. If not, Complete next line</i>	
5	Alternative ID	<i>Only complete if no RSA ID available. Indicate type of alternative ID</i>	
6	Date of Birth	<i>Insert date of birth</i>	
7	Gender	<i>Male – M, Female – F, Other – O</i>	
8	Equity	<i>Black African – BA, Black Indian Asian – BI, Black Coloured – BC, White – W, Other – O (specify)</i>	
9	Socio Economic Status	<i>Employed, unemployed, student</i>	
10	Disability Status	<i>None, hearing / sight / speech / movement, other (specify)</i>	
11	Geographic Area	<i>List geographic area that you live in, i.e. Gauteng, Kwa Zulu Natal, Eastern Cape, Western Cape, Northern Cape, Limpopo, Polokwane, Free State, North West, Mpumalanga, Northern Province, Outside SA</i>	
	Contact Details		
12	Physical Address	<i>State physical address</i>	
13	Postal Address	<i>State PO Box, or address where mail is received</i>	Postal Code:
14	Home Phone Number	<i>One of the following contact details (number 12 – 16 is mandatory to complete)</i>	

No	Field	Description	Information
15	Business Phone Number		
16	Cell Phone Number		
17	Fax Number		
18	Email		
	Educational Details		
19	Highest Education	Overview of qualifications completed	
20	Current Occupation	State current or last occupation, if unemployed.	
21	Experience	Overview of experience in years and fields / areas	
22	Years in Occupation	State years in last occupation	
	Programme Details		
23	Name of Learning Programme	Full name of programme, i.e. National Certificate in ...	Insert Qualification Title
24	Registration Number of Programme	NLRD number	Insert NLRD Number
25	NQF Level of programme	State NQF Level	Insert Level, e.g. 4
26	Type of learning programme	Qualification, learnership, skills programme, learning programme	Qualification
	Module Details		
27	Modules	List NLRD numbers and names of unit standards in programme.	See attached list of module

Alternative ID type	Equity code	Nationality code		Citizen/residence status
521 SAQA member ID	BA Black: African	U Unspecified	SEY Seychelles	U Unknown
527 Passport No	BC Black : Coloured	SA South African	ZAI Zaire	SA South Africa
529 Driver's licence	BI Black : Indian / Asian	SDC SADC except SA (i.e. Nam to ZAI)	ROA rest of Africa	O Other
531 Temporary ID no	U Unknown	NAM Namibia	EUR European countries	D Dual (SA plus other)
533 None	WH White	BOT Botswana	AIS Asian countries	
535 Unknown			NOR North American	

537 Student no 538 Work permit no 539 Employee no 540 Birth certificate no 541 Human Sciences Research Council register no 561 ETQA record no		ZIM Zimbabwe ANG Angola MOZ Mozambique LES Lesotho SWA Swaziland MAL Malawi ZAM Zambia MAU Mauritius TAN Tanzania	countries SOU Central & South American countries AUS Australia & New Zealand OOC Other and rest of Oceania NOT N/A: Institution	Gender Code
				M Male F Female

Home language code	Province code	Disability status	Socioeconomic Status
ENG English	0 Undefined	N None	U Unspecified
AFR Afrikaans	1 Western Cape	01 Sight (even with glasses)	01 Employed
OTH Other	2 Eastern Cape	02 Hearing (even with hearing aid)	02 Unemployed
SEP sePedi	3 Northern Cape	03 Communication (talking, listening)	03 Not working – not looking for work
SES seSotho	4 Free State	04 Physical (moving, standing, grasping)	04 Not working – housewife/homemaker
SET seTswana	5 Kwazulu-Natal	05 Intellectual (difficulties in learning); retardation	06 Not working – scholar/full time student
SWA siSwati	6 North West	06 Emotional (behavioural or psychological)	07 Not working – pensioner/retired person
TSH tshiVenda	7 Gauteng	07 Multiple	08 Not working – disabled person
U Unknown	8 Mpumalanga	09 Disabled but unspecified	09 Not working – not wishing to work
XHO isiXhosa	9 Limpopo	U Unknown	10 Not working – none of the above
XIT xiTsonga			97 N/A : Aged < 15
ZUL isiZulu			98 N/A : Institution
NDE siNdebele			

2. 121905000-KM-01, INTRODUCTORY STUDIES FOR PROJECT MANAGERS, NQF Level 5, Credits 4

2.1 Purpose of the Knowledge Modules

The main focus of the learning in this knowledge module is to build an understanding of The integration of

the various process in a project

The learning will enable learners to demonstrate an understanding of:

- ☐ KM-02-KT01: Project charters (10%)
- ☐ KM-02-KT02: Project management plan (20%)
- ☐ KM-02-KT03: Direct and manage project work (20%)
- ☐ KM-02-KT04: Monitor and control project work (20%)
- ☐ KM-02-KT05: Integrated change control (20%)
- ☐ KM-02-KT06: Project close out (10%)

2.2 Guidelines for Topics

1.2.1. KM-01-KT01: Theories and dimensions of child development (Advanced) (11%)

Topic elements to be covered include:

- ☐ KT0101 Explain the various models of child development and give examples of how these models are applied (Such as: Erickson, Piaget, Kohlberg, Bowlby, Vygotsky, Bloom, Bronfenbrenner, and Bandura);
- ☐ KT0102 Identify the stages of child development and describe the associated milestones;
- ☐ KT0103 Describe the different developmental dimensions in children;
- ☐ KT0104 Identify developmental delays relevant to the various stages of child development;
- ☐ KT0105 Describe the environmental influences on development including delays;
- ☐ KT0106 Explain the typical behaviour of children according to their developmental stages;
- ☐ KT0107 Provide examples of how the various theories are applied within a South African context;
- ☐ KT0108 Identify the basic barriers to development that may be associated with disability
- ☐ KT0109 Demonstrate how to facilitate the meeting of needs through the circle of courage and Maslow hierarchical model of needs)

Internal Assessment Criteria and Weight

- ☐ IAC0101 Given various scenarios describing the challenges and opportunities of children and young people at various stages of their life cycle learners will be able to apply the various developmental theories to the situations and accurately: a. Identify potential developmental delays

and describe possible reasons for these delays; b. Identify the actual and potential environmental factors that will influence the development of the children and youth within the given situations; c. Identify from the behavioral descriptions the actual developmental level of the children and young people; d. Give a clear and concise description of the role that the Child and Youth Care worker can play in assisting the children and youth to positively work through the various challenges as set out in the scenarios

(Weight 15%)

1.2.2. KM-01-KT02: Key aspects of developmental and therapeutic care (Advanced) (11%)

Topic elements to be covered include:

- ☐ KT0201 Need and purpose for care in a child and youth care context;
- ☐ KT0202 How care is related to developmental and therapeutic intentions;
- ☐ KT0203 Importance of consistency in care
- ☐ KT0204 Matching care with changing needs of young persons and families
- ☐ KT0205 Importance of routines and rhythms

Internal Assessment Criteria and Weight

- ☐ IAC0201 Given a range of scenarios describing child and youth care situations learners will be able to: a. Identify and describe the need for developmental and therapeutic care in each of the situations;
- b. Describe how the given care in the situations align with the needs of the people and reflect on the consequences of this; c. Analyse the use of routines and rhythms in the various situations and describe what the child and youth care worker can do to improve the positive impact of the use of routines and rhythms.

(Weight 5%)

1.2.3. KM-01-KT03: Principles of the developmental approach in child and youth care work (Advanced) (11%)

Topic elements to be covered include:

- ☐ KT0301 Identify and explain the universally accepted principles of the developmental approach;
- ☐ KT0302 Give examples of the application of these principles within the various child and youth care contexts;
- ☐ KT0303 Describe the consequences where the various principles are not adhered to;
- ☐ KT0304 Describe the difference between the pathological and strength based approaches (Developmental approach).

Internal Assessment Criteria and Weight

- ☐ IAC0301 Given a range of scenarios relating to the application of the universally accepted principles of the developmental approach in child and youth care, learners will be able to identify

the possible deficiencies within each of the given scenarios and describe accurately what must be done to ensure that the principles are applied appropriately.

1.2.4. KM-01-KT04: Concept of behaviour within the child and youth context (Advanced) (11%)

Topic elements to be covered include:

- ☐ KT0401 Explain the concept of behaviour with reference to its intentional nature, needs of individuals and sequence of events;
- ☐ KT0402 Describe the importance of identifying needs in relation to possible approaches to management and support (Maslow, Brendtro, Brokenleg and Van Broken);
- ☐ KT0403 Describe the importance of understanding behaviour within its context.

Internal Assessment Criteria and Weight

- ☐ IAC0401 Given various scenarios describing the behaviour of children and youth, learners will be able to describe the behaviour accurately and identify the potential underpinning needs of the individuals in the various situations.
- ☐ IAC0402 Reflect on the importance of understanding needs within the specific context and give examples to illustrate the role of the child and youth care worker in interpreting these behaviours and taking appropriate actions that will lead to positive developmental and therapeutic results.

1.2.5. KM-01-KT05: Concepts and principles of cultural competence within the context of diversity

(Intermediate) (11%)

Topic elements to be covered include:

- ☐ KT0501 Define cultural competence
- ☐ KT0502 Explain the concept of culture and the continuum of cultural competence;
- ☐ KT0503 Identify the key elements of own culture
- ☐ KT0504 Identify other cultural practices and understanding and differentiate own cultural understanding from them;
- ☐ KT0505 Identify and describe the practice principles in child and youth care work within a multicultural context;
- ☐ KT0506 Describe human diversity with reference to personal, familial, religious, cultural and social and or stereotyping (Such as: LGBTI, Includes gender, disability, religious).

Internal Assessment Criteria and Weight

- ☐ IAC0501 Given descriptions of various child and youth care contexts where there are various cultural differences, learners will be able to: a. Identify and explain the potential impact of the cultural differences on the child and youth care work; b. Reflect on the impact of the given cultural contexts

on personal cultural beliefs and norms; c. Identify and describe a set of key principles and rules that the child and youth care worker must apply within culturally diverse situations; d. Give examples of the consequences of inappropriate behaviour within a culturally diverse situation.

(Weight 15%)

1.2.6. KM-01-KT06: Role and consequences of the different family structures within child and youth

care context (11%)

Advanced) (11%) □ KT0601 Describe and give examples of the different family structures

- KT0602 Describe the role of family in the growth and development of children;
- KT0603 Describe the different communication styles and patterns within families;
- KT0604 Describe the transitions during the family life cycle;
- KT0605 Give examples of the different authority relations within different family structures;
- KT0606 Explain the use of social tools such as genograms in working with families;
- KT0607 Describe the impact of socio economic factors on families and family structures

Internal Assessment Criteria and Weight

- IAC0601 Given descriptions of typical challenges that children and young people experience within

different family situations, learners will be able to indicate how the child and youth care worker must

deal with the different problems;

- IAC0602 Reflect on the use of social tools within the child and youth care context that will facilitate

the positive development of vulnerable children and youth within problematic family contexts

(Weight 20%)

1.2.7. KM-01-KT07: Concepts and principles of separation and loss

Advanced) (11%)

Topic elements to be covered include:

- KT0701 Explain the grief cycle
- KT0702 Give examples of various strategies for responding to the impact of separation and loss
- KT0703 Explain the concept of separation and loss
- KT0704 Identify the factors that contribute to separation and loss;
- KT0705 Explain and give examples of typical behavioral responses to separation and loss
- KT0706 Describe attachment theory (Bowlby, Ainsworth);
- KT0707 Describe the concept of belonging in terms of separation and loss.

Internal Assessment Criteria and Weight

□ IAC0701 Given various scenarios where children and young people experience separation and loss, learners will be able to: a. Use the described behaviour of the children and young people to identify the impact and consequences of separation and loss; b. Describe the application of the various theoretical models when assisting children and young people to positively deal with separation and loss.

1.2.8. KM-01-KT08: Concepts and principles of restorative work

Advanced) (11%)

Topic elements to be covered include:

- KT0801 Define what is meant by restorative work;
- KT0802 Identify the applicable legislative frameworks relevant to restorative work (Child Justice Act) (mandates);
- KT0803 Describe the role of the child care worker in restorative work and restorative justice;
- KT0804 Give examples of restorative work within the scope of child and youth care work;
- KT0805 Describe the difference between restorative work and restorative justice;
- KT0806 Identify and describe the essential elements of a reclaiming environment;
- KT0807 Give examples of the use of various strategies within restorative work

Internal Assessment Criteria and Weight

□ IAC0801 Given various scenarios relating to children and young people who are in conflict with each other or with others, learners will be able to explain the application of the principles of restorative justice within the various contexts and indicate the legal and professional responsibilities and limitations of the child and youth care worker within these situations.

1.2.9. KM-01-KT09: Concepts and principles of restorative work

Advanced) (12%)

Topic elements to be covered include:

- KT0901 Explain the principles of developmental play (Beedle, Garfat, Creative methodologies - Danish Programmes);
- KT0902 Describe the value of indigenous games;
- KT0903 Indicate the role of play during the various developmental stages of the child;
- KT0904 Give examples of the use of creative methods in meeting children's developmental and therapeutic needs;
- KT0905 Describe the impact of group dynamics during play;
- KT0906 Design age appropriate developmental play activities.

Internal Assessment Criteria and Weight

- IAC0901 Given a range of questions and possible answers relating to the application principles of developmental play, learners will be able to select the most appropriate answers and substantiate their responses using the globally accepted theories of developmental play;
- IAC0902 Reflect on the cultural and indigenous aspects of developmental play and give examples of the use of things like indigenous games within the child and youth care context.

1.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Providers must have access to appropriate lecture facilities and simulated or controlled child and youth care environments

Human Resource Requirements:

- Facilitators of learning must be in possession of a recognised qualification that will be recognised for purposes of registering with the appropriate professional body as a Child and Youth care worker;
- Facilitators must have at least three years practical experience as practitioners in the field

Legal Requirements:

- Compliance with all relevant legal requirements

1.4 Exemptions

- No exemptions were identified providers must apply to the AQP to have programmes recognised for purposes of exemption.
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