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| **NATIONAL CERTIFICATE: OCCUPATIONAL HYGIENE AND SAFETY****ID 79806 LEVEL 3 – CREDITS-144** |
| **WORKPLACE GUIDE****CLUSTER 1****120317 120339 120339 120338 120340****SOLVE MATHEMATICAL PROBLEMS RELATED TO FINANCES, PATTERNS, STATISTICS, SHAPE AND MOTION USING NUMBERS AND NUMBER SYSTEMS.** |

**WORKPLACE GUIDE**

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| **Employer(s)** |  |
| **Programme Coordinator** |  |
| **Coordinator Contact Details** |  |
| **Provider(s)** |  |
| **Provider Roles** | **Manage Delivery** |  |
| **Manage Assessment** |  |
| **Manage full provision** |  |
| **Programme nature and Name** | **Nature** | **Name** |
| **Qualification** | **[ ]**  |  |
| **Learnership** | **[ ]**  |  |
| **Learning Programme** | **[ ]**  |  |
| **Skills Programme** | **[ ]**  |  |
| **Programme Duration (Notional Hours)** |  |
| **Workplace Component (Notional Hours)** |  |

Purpose of Workplace / Practical Exposure:

The purpose of workplace exposure is to instil applied competence with the learner of the knowledge component of the learning programme within the workplace.

By completing the activities as set out in this Workplace Guide in the workplace or other practical simulated environment, the learner will be prepared for summative practical assessment.

This guide will track the learner’s progress with regard to practical learning, workplace experience and practice.

In the workplace the unemployed learner must be exposed to the real life of work and be treated as an employee. Whether in the workplace or not, at all times a coach must be available for the learner taking responsiblility of the learner’s progress monitoring and evaluation

According to the notional hour breakdown the learner needs to reach a set period of time completing practical tasks either in a simulated or real life environment. The learner will need to log all time spent on practical tasks on the Logbook in this guide, describe the tasks and the workplace coach will validate the achievement.

It requires that all role players in the learning and assessment process take responsibility for their respective duties.

Roleplayers

The following parties are involved in the practical / workplace experience:

* The learner
* The mentor / coach ( the coach may also act as a mentor)
* The workplace / employer
* The provider – programme coordinator
* The facilitator (may also act as coach)
* The evidence gatherer (optional)

Coaching & Mentoring

The term "coach" or "mentor" is used to describe all types of coaching/mentoring that may be taking place, both inside and outside the work environment. Coaches and Mentors of South Africa, COMENSA recognises that there are many types of coaching/mentoring taking place and these will need to be defined as more detailed standards are produced.

Coaching is about creating change that helps enhances performance and learning. Coaches emphasise new competencies, learning and goal attainment. In fact, a coach is a personal navigator for the journey of life, focusing on what the clients want. Everything in coaching hinges on listening with the client's agenda in mind.

Comensa defines coaching as "a professional, collaborative and outcomes-driven method of learning that seeks to develop an individual and raise self-awareness so that he or she might achieve specific goals and perform at a more effective level".



The Coaching Process:

A coaching process begins with the identification of strengths and areas of opportunity that the person have, once raised and mutually agreed objectives to be achieved and begin work sessions to achieve them. The process is based on the fact that anyone can teach you what you do not want to learn, hence the importance of agreeing on the goals before proceeding.

The mentor and the coach may be the same person

Roles and responsibility of the mentor:

A mentor is a trusted and significant leader who works with a partner (a protégé) to help them learn things more quickly or easily, or to learn things they otherwise might not have learned. The relationship is long-term and based, from the very beginning, on free choice to continue the relationship.

Formal mentoring programs provide a structure to support the deliberate paring of the more skilled and experienced person with the less-skilled and experienced person. The mentor is seen as having a breadth and depth of experience that the protégé could not have at this stage of their career. The purpose of the relationship is to develop the unique skills and abilities of the protégé, not to make a clone of the mentor.

The role of the mentor will largely be determined by their joint relationship. They will often be required to:

* Tutor specific skills, effective behavior, and how to function in an organization
* Give feedback on observed performances
* Coach activities that will add to experience and skill development
* Serve as a confidant in times of personal crises and problems
* Assist the protégé in plotting a career path
* Meet with the protégé at agreed time intervals for feedback and planning
* Encourage the exploration of ideas
* Encourage risk taking in learning
* Listen when the protégé has a problem
* Provide appropriate and timely advice
* Assist the protégé to identify and solve problems
* Help the protégé to shift their mental context
* Confront negative intentions or behaviors
* Agree to a no-fault conclusion of the mentoring relationship when (for any reason) the time is right
* Share experiences, knowledge, skills, ideas, etc. about PMI® and project management. This information should be both ethical and moral.
* Set aside time to meet in person, via telephone or electronically, and to communicate with your protégé.
* Be available and willing to answer questions and address concerns.
* Initiate contact with protégé (especially at the beginning of the relationship).
* Put reasonable limits on your time and the number of contacts you have with your protégé.
* Identify your expectations of your protégé and your goals for the relationship.
* Be an advisor.

Roles and responsibilities of the coach:

**Roles of a coach:**

* To teach the player they are to coach
* To assess the weaknesses of the player they are coaching
* To know the strengths of the player
* To work on the weaknesses of the player

**Responsibilites of a coach:**

* Teach in a way in which the player understands

Coaching participants in sports is an immense responsibility. As a coach, you need to know the athlete, develop their mental skills, promote enjoyment, competence and winning as motivation as well as implement positive group dynamics and group membership.

**The Learner is responsible for:**

The responsibility of learning rest with the learner, so:

* + Be proactive and ask questions,
	+ Seek assistance and help from your facilitators, if required.
* Learners must treat other colleagues, classmates, learners or tutors with respect.
* Learners should allow others time to speak and offer their opinion even if that opinion is different from theirs.
* Learners should encourage each other at all times and offer support where it is required.
* No one person should dominate a training session with their opinions.
* Allow other learners to finish what they are saying without interruption.
* Attend training sessions on time
* Turn off mobile phones or turn them to silent whilst training is underway. Wait until break-time to return calls.
* If a Learner has a problem or an issue with a Tutor or Learner they should inform the Tutor at the break or at the end of class so that it can be addressed. The classroom is not the place to have these discussions as it will interfere with the learning of others.
* Learners are asked to behave courteously, respectfully and responsibly at all times. At no time should a Learner bring themselves or The Carers Association into disrepute.
* Learners must submit assignments and must attend for skills demonstrations or assessments at the times or dates allocated.
* Any behaviour which impairs the ability of other Learners to concentrate or carry out their duties or tasks or disrupts teaching, work practice or study will be dealt with by the Tutor immediately. This may result in the Learner being asked to leave the class and the course.
* Any bullying or harassment of any learner, tutor or any other person associated with the course will not be tolerated and will be dealt with under The Carers Association Bullying & Harassment Policy. This includes racial, sexually or disability offensive behaviour or comments.
* Computers must not be used for any other activity other than those directed by the Tutor.
* Any abuse of assessment regulations will be deemed as misconduct.
* Abuse of alcohol, or other substances of abuse, possession or supply will result in immediate suspension and possible expulsion from the course as we cannot guarantee the safety of our Learners in such instances.
* Foul or Abusive Language are totally unacceptable and will result in consequences for any Learner who engages in such action.
* Smoking in a non-smoking area is expressly prohibited.
* No learner must tamper with safety equipment as it could result in injury to another learner, tutor or staff member.
* Any theft of property or other dishonest or illegal act which could adversely affect another learner, tutor, staff member or The Carers Association is prohibited and will result in consequences for the learner.
* Learners will be expected to make good any damage or loss they intentionally cause as a result of their recklessness or negligence either to The Carers Association, to any Learner or member of staff.
* Any other activity which causes danger, loss or offence to another individual or breaches the spirit of these guidelines can be regarded as misconduct and addressed accordingly.

The Provider coordinator is responsible for:

Coordinator responsibilities can include planning, directing, implementing, and strategizing projects, marketing campaigns, and the development of goods and services. There are various kinds of coordinators, ranging from product coordinators to human resource coordinators. Each sub-field, however, has the similar task of coordinating their given areas of expertise.

**Project coordinators’ responsibilities will include:**

* Leading the project team and coordinating the project
* All matters related to project content
* Implementing the agreed action plan to the agreed standards and deadlines
* Ensuring the effective preparation and delivery of all project events and meetings and production of all necessary documentation
* Taking responsibility for the effective flow of information between team members, participants in project activities

The Facilitator is responsible for:

Facilitation means to “**make something easier**.” In order to be effective group leaders, facilitators need to do the following:

1. Be empathic and reflect the emotional content or theme of the material being covered.
2. Be supportive and encouraging.
3. Be understanding of the youth and adolescent stages of emotional and social development
4. Respect, accept, and value differing perspectives and experiences.
5. Ask gently inquisitive, open-ended questions.
6. Summarize both factual and emotional content.
7. Speak clearly, using language that is age appropriate, easily understood, direct, timely, to the point, and appropriate in length.
8. Be comfortable with self-disclosure; share appropriate personal experiences in a way that is neither competitive nor condescending.
9. Be comfortable managing the group dynamic.
10. Have knowledge about the real life, critical issues and challenges facing the learners.
11. Be informed about the subject matter being covered in the sessions.
12. Possess a basic working knowledge about department and community resources, especially programs that support youth and families.
13. Know how to make a referral and the names of resource persons at the appropriate agencies.
14. Be aware of cultural differences that influence values, beliefs, and behaviors.

The Evidence Gatherer is responsible for:

The evidence gatherer is rsponsible for going to the traing venues and collect all the training portfolios after facilitation has been conducted and makling sure that all that is required of the evidence is available.

PURPOSE OF LEARNER WORKPLACE GUIDE:

The rational of the learner workplace guide is to apply the skills area of the unit standard as well as serve as formative assessment (practical / workplace) evidence as set out in the assessment strategy. It is informal and not intended for summative assessment and judgements.

Performance of the workplace / practical exercises must be tracked and implemented as practical formative assessment tasks to be recorded by the workplace coach or the evidence gatherer.

Formative assessment helps learners to track their learning progress and improve their performance while acquiring new learning information and applied competence.

Formative assessment happens continuously and encourages the learner to constantly think how to improve his/her performance.

**ACCOMPLISHMENT TRACKING RECORD:**

**Please complete this document weekly and submit to your coach / facilitator to support you in areas where additional assistance is required and log assistance and your performance. File these completed sheets at the end of your Workbook after it was completed by facilitator / coach.**

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Learner ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Module name / Nr\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- |
| This week I have accomplished: |
| I would like to request further coaching, support and guidance in…… |
| I suggest the issues can be addressed by… |
| **COACH DECLARATION**After support and guidance were offered, the learner progressed in the following areas, |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Learner Signature Facilitator / Coach Signature**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **DATE DATE**

|  |
| --- |
| **Workplace delivery and assessment agreement for the above unit standards** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Yes | No | Comments |
| 1 | The learner is familiar with all required workplace exposure for this learning programme, and has access to the Workplace Guide | [ ]  | [ ]  |       |
| 2 | The employer is familiar with all required workplace exposure for this learning programme, and has access to the workplace guide | [ ]  | [ ]  |       |
| 3 | All required assessment instruments and resources are available in advance to the employer to carry out workplace assessment | [ ]  | [ ]  |       |

**PRACTICAL/ WORKPLACE TASKS:**

**INSTRUCTIONS**

1. This document will be completed by your mentor and coach in your workplace,
2. Attach all the evidence gathered when performing these tasks.
3. Submit logbook for all the tasks performed.
4. Ensure that those documents are signed by relevant parties, e.g., supervisor, manager, or any parties that will assist you in the process.

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| --- | --- | --- | --- |
| **WORKPLACE ACTIVITY** | **DONE****YES/NO** | **DATE/S and Hours/ Duration** | **WORKPLACE MENTORS’****COMMENTS** |
| **Workplace Experience 1** | **Measure noise levels, and take appropriate action** |  |  |  |
| **Workplace Experience 2** | **Determine the concentration of respirable dust using a direct reading instrument**  |  |  |  |
| **Workplace Experience 3** | **Determine the concentration of respirable dust using a direct reading instrument calculations, curves and graph plotting.** |  |  |  |
| **Workplace Experience 4** | **Determine the amount of mineral dust and particulate matter in water by means of a nephelometer and turbidimeter respectively** |  |  |  |
| **Workplace Experience 5** | **Use water circuits to determine the performance of a refrigeration plant and take appropriate remedial action** |  |  |  |

**ACCOMPLISHMENT TRACKING RECORD:**

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Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Module name / Nr\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Learner Sign Facilitator / Coach Sign**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **DATE DATE**

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| --- |
| General comments from the learner |
| General Comments from the Workplace CoachThe learner is ready for summative assessment(tick √) Yes No |
| Learner signature |  | Date |  |
| Workplace Coach signature |  | Date |  |

|  |  |  |
| --- | --- | --- |
| **Exit Level Outcome**  | 4 | **Use science and technology effectively to collect, analyse, organise and critically evaluate information about occupational hygiene, safety and workplace environmental conditions** |
| **Unit Standards Title** | * Measure noise levels, and take appropriate action
* Determine the concentration of respirable dust using a direct reading instrument
* Determine the concentration of respirable dust using a direct reading instrument
* Determine the amount of mineral dust and particulate matter in water by means of a nephelometer and turbidimeter respectively
* Use water circuits to determine the performance of a refrigeration plant and take appropriate remedial action
 |
| **US Number/s** | * **120317**
* **120339**
* **120339**
* **120338**
* **120340**
 |
| **Level** |  | **Credits**  |  |
| **Purpose of Assessment**  | The purpose of this assessment is to check your understanding of the selected unit standard in order to prepare you for the workplace. |