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# PROSPECTUS

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2011

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## 1. INTRODUCTION

NID College draws on the 130 years history and experience of service towards the Deaf and the Hard of Hearing of the National Institute for the Deaf. As an occupational skills educational institution, the NID College is the only FET College in Africa that caters for the specific needs of students with hearing loss.

Since its inception in 2001 as Deaf College South Africa (DCSA) the NID College has strived to provide quality occupational training for the specific needs of students with hearing loss. As such we offer different programmes aimed at developing skills for our students, which will assist them in their entry into the open labour market (workplace). Training is done by way of two days subject training (theory and practical), two days experiential training in the industry and one day of training in additional subjects such as: Life Skills; Communication; Numeracy; Computer Literacy, etc.

The NID College further strives to empower students with hearing loss to:

- Organize and manage themselves
- Work effectively with others
- Communicate effectively
- Do problem solving
- Develop personally
- Collect, analyze and organize information
- Take their rightful place within a diverse society

Thus the NID College provides a safe and supportive educational environment to these students with hearing loss, enabling them to develop into well-adjusted individuals, able to manage themselves and to contribute in a competitive society.



L. Kotze  
NID COLLEGE HEAD

## 2. TRAINING PROGRAMMES

### 2.1 AGRICULTURE - Programmes accredited with AgriSETA

#### 2.1.1 National Certificate in Mixed Farming Systems – Level 1

- This is a one year programme.
- Certification is done by AgriSETA
- Exit level is after one year
- Content of the programme:  
Candidates in this programme are required to complete the following modules:
  - Sustainable Farming Systems
  - Marketing
  - Plant Production
  - Animal Farming

**Career opportunities:**

On completion of this certificate the student can find employment in the agricultural labour market.

#### 2.1.2 National Certificate in Plant Production – Level 2 - 4

- This is a three year programme.
- Certification is done by AgriSETA
- Exit level is after each year
- Content of this programme:  
Candidates in this program are required to complete the following modules:
  - Sustainable Farming Systems
  - Financial sustainability
  - Management principles
  - Planning
  - Pest control
  - Specialized fields such as: vegetables; fruit production;

**Career opportunities:**

On completion of this certificate the student can find employment within the agricultural labour market. When a student has completed level 4 he will have the necessary competence to manage working teams and to perform agricultural processes applicable to plant production.

## **2.2 BEAUTY - Programmes accredited with City & Guilds**

### **2.2.1 IVQ Diploma in Beauty Therapy**

- One year programme
- Certification is done by City & Guilds
- Exit level after one year
- Content of this programme:

Candidates in this programme are required to complete the following modules:

- Theory:
  - Working in beauty therapy
  - Maintain health and safety in the salon
  - Consult and advise clients on treatments
- Practical:
  - Improve and maintain facial skin condition
  - Remove hair using waxing techniques
  - Provide manicure treatments
  - Provide pedicure treatments
  - Provide eyelash and eyebrow treatments

### **2.2.2 IVQ Advanced Diploma in Body Therapy**

- One year programme
- Certification is done by City & Guilds
- Exit level after one year
- Content of this programme:

Candidates in this programme are required to complete the following modules:

- Theory:
  - Working in beauty therapy
  - Monitor and maintain health and safety in the salon
  - Consult and advise clients on treatments
  - Provide body massage
  - Promote products and services to the client in a salon
- Practical:
  - Improve body condition using electrotherapy
  - Provide massage using pre-blended aromatherapy oils
  - Provide Indian head massage
  - Provide self-tanning treatments
  - Signature Massage treatments (Optional)
- In order to complete both diplomas offered, the recommended duration of the study course is 2 years.

- The student who finds the above qualifications too intensive, can achieve one or more of the following qualifications during their studies

### 2.2.3 City and Guilds International Awards

- Manicure: Provide manicure treatments
- Pedicure: Provide pedicure treatments
- Eyelash and Eyebrow treatment: Provide eyelash and eyebrow treatments

### 2.2.4 Short courses in Product House training:

- Sh'zen
- Essie

#### **Career opportunities:**

Qualified students can find employment in a Salon; Spa or start their own business.

## 2.3 CONSTRUCTION – Programmes accredited with CETA through AGR Training

- Two year programme – consisting of different skills programmes
- Certification is done by AGR – Unit standard recognition by CETA
- Exit level after each year
- Content of this programme:

#### **One year:**

- Bricklaying and plastering
- Painting

#### **One year:**

- Tiling
- Carpentry
- Basic Plumbing

The programme is offered as theory, practical and experiential training at workplaces.

#### **Career opportunities:**

Students completing this programme will be able to lay out and cast a foundation and cast the floor; build superstructures with solid and hollow units; construct roof structures; plaster walls; paint and do tiling. With this qualification the student would be able to obtain work with building contractors or become a handyman and/or an entrepreneur.

## **2.4 EARLY CHILDHOOD DEVELOPMENT (ECD) Programmes accredited with ETDP through Universal College Outcomes (UCO)**

### **2.4.1 National Certificate in Early Child Development**

- This is a two year programme.
- Certification is done by ETDP through UCO
- Exit level is after each year
- Content of the programme:

#### **First year: Level 1**

- The core subjects for level 1
- A lot of practical work is done – making teaching aids as well as experiential training at crèches; playschool, nursery school and pre-primary

#### **Second year: Level 4**

- The core, fundamental as well as the elective unit standards are covered
- The training provides the student with a thorough knowledge of the physical, mental and emotional development of a child as well as the child's day to day needs.
- Experiential training is done at crèches; playschool and pre-primary schools

#### **Career opportunities:**

On completion of this programme the students can be employed as classroom assistants in pre-primary, nursery and younger classes as well as at a crèche.

## **2.5 HOSPITALITY - Programmes accredited with THETA through Hospitality- and Chef's Academy**

### **2.5.1 Skills Certificate: Kitchen Cleaner – Level 2**

- This programme is offered over a period of one year in conjunction with the skills programme:  
Cook – Convenience Foods.
- Certification is done by THETA through Hospitality- and Chef's Academy
- Exit level after one year or students can progress to the next skills programme.
- Content of the programme:
  - Personal hygiene
  - Safety and security
  - Layout of an organization
  - Cleaning processes
- This skills programme is compulsory for the other Hospitality programmes

#### **Career opportunities:**

Professional cleaner in industrial kitchens at hotels, restaurants, hostels, hospitals.

### 2.5.2 Skills Programme: Cook Convenience Food – Level 2

- This programme is offered over a period of one year in conjunction with the skills programme:
- Kitchen Cleaner
- Certification is done by THETA through Hospitality- and Chef's Academy
- Exit level after one year or students can proceed to the next skills programme.
- The content of this programme is about different cooking methods:
  - Boiling
  - Steaming
  - Poaching
  - Frying
  - Baking
  - Grilling
  - Microwave
  - This skills programme is compulsory for the Assistant Chef skills programme

#### **Career opportunities:**

On completion of this programme, the student can work at a fast-food or convenience food outlet. The successful completion of this programme also enables entry into the Assistant Chef programme.

### 2.5.3 Skills programme: Assistant Chef – Level 2

- Duration of this programme is one year
- Certification is done by THETA through Hospitality- and Chef's Academy
- Exit level after one year or you can proceed to Professional Cookery.
- The content of this programme is about the cooking of different food commodities:
  - Knife skills
  - Fruit and vegetables
  - Sandwiches
  - Soups and sauces
  - Fish
  - Meat
  - Eggs
  - Desserts
  - Starch / rice / pasta
  - Cakes and biscuits
  - Cold presentations
  - Handle and store food
  - Effective working relationships

#### **Career opportunities:**

On completion of this programme, the student can work as a chef's assistant at any hospitality outlet such as: restaurants, hotels, hospitals, hostels, food service units, etc. The successful completion of this programme also enables entry into the professional Cookery programme.

#### 2.5.4 National Certificate in Professional Cookery – Level 4 (Learnership<sup>1</sup>)

- This is a Full Qualification and is offered over a period of one year.
- Full qualification means that fundamental unit standards about Communication and Numeracy are included in the training programme.
- Admission to this programme is only granted to students who have completed the Assistant Chef programme OR who did matric with Hospitality as subject.
- Certification is done by THETA through Hospitality- and Chef's Academy
- Exit level after one year
- The content of this programme:
  - Hygiene
  - Safety and security
  - Cleaning
  - Relationships
  - Communication
  - Calculations
  - Developing
  - Managing
  - Cooking

##### **Career opportunities:**

Students can start working as assistant chefs or as chefs in hospitals, restaurants, tea gardens, hotels, hostels, food service units or any other hospitality outlet. Due to the experiential training during all the training of these students, they are well equipped for their job as well as working with hearing people.

#### 2.6 INTERNATIONAL COMPUTER DRIVERS LICENSE (ICDL) Programmes accredited with ICDL South Africa

- The NID College is a registered ICDL Centre. This ensures that students are provided with an internationally recognized computer qualification.
- The ICDL Core programme is done over two years and is made up of the following seven modules:
  - Basics Concepts of IT
  - File Management (MS Windows)
  - Word Processing (MS Word)
  - Spreadsheet (MS Excel)
  - Database (MS Access)
  - Presentation (MS PowerPoint)
  - Internet and e-mail

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<sup>1</sup> **Learnership** – Training consists of 30% theory and 70% practice in the industry. It is a full qualification and consists of fundamental (numeracy and communication), core (specific knowledge needed to be able to do the job) and elective unit standards.

The Deaf students of the NID College need to pass at least four of the above seven modules in order to receive an ICDL certificate.

**Career opportunities:**

When students have completed the programme they will have acquired the necessary skills to be employed in the modern office environment. An ICDL Core certificate also provides entry to the ICDL Advanced course and other higher-level IT education.

**2.7 NATIONAL CERTIFICATE IN JEWELLERY MANUFACTURING – LEVEL 2-4 (LEARNERSHIP) - Programmes accredited with MQA**

- This is a Full Qualification. Each level is done over a period of 12 – 18 months.
- Admission to this programme is only granted to students with matric
- Certification is done by MQA
- Exit level after each level or you can proceed to next level
- The content of this programme is:
  - Melting
  - Soldering
  - Casting
  - Drawing wire
  - Setting
  - Polishing
  - Working with hand tools
  - Working with machinery
  - Design

**Career opportunities:**

On completion of the programme, students will be able to find employment with jewellers, factories that mass produce jewellery or start their own business. In the end, these learners will get a QCTO certificate. After level 4, they need to work with a goldsmith for two years, after which they can apply to do their trade test to become a qualified goldsmith.

**2.8 UPHOLSTERY**

- This is a two year programme with exit levels after each year.
- Certification is done by NID College
- Content of the programme:
  - Organization of workplace
  - Upholstery materials and equipment
  - Sewing on domestic and walking foot machines
  - Making loose covers and cushions as well as other soft furnishings
  - Restoration and upholstery techniques
  - Solid base furniture
  - Fully upholstered chairs
  - Car / Taxi seats
  - Loose covers and seats

**Career opportunities:**

When these students have completed their studies they will be able to seek employment in furniture manufacturing and repair, work at an upholsterer, or they can become entrepreneurs, working from home.

### 3. ADDITIONAL TRAINING

The focus of this training is on self-development and empowering the student to be able to adjust and fit into a job in the hearing world. This will also help them to take their rightful place in society.

#### 3.1 Life Skills

All students are provided with Life Skills training. This is to ensure that students leave the college with the skills needed for them to take their rightful place in society. It helps students to develop fully on spiritual, intellectual, mental and social levels.

To ensure that our students' skills are developed holistically, NID College facilitates Life Skills according to the "Targeting Life Skills 4-H Model" as follows:

- Head: Managing/Thinking
- Heart: Relating/Caring
- Hands: Giving/Working
- Health: Living/Being

#### 3.2 Communication/English

Because Deaf learners have a very limited vocabulary and many communication challenges they are trained in the necessary English communication skills.

The following topics are covered in Communication:

- Oral or verbal communication - Communicate with confidence in English
- Writing - Read and understand written English tasks and reports efficiently
- Occupational communication
- Accessing information

#### 3.3 Numeracy

The Numeracy course is aimed at providing all students with the necessary mathematical skills needed for their studies as well as for their future workplace. This will enable them to be more productive in their occupational studies and fields.

### 3.4 ***e-Learner***

*e-Learner* is computer literacy and is endorsed and certified by ICDL South Africa. It provides students with a foundation for understanding of, and working with a computer.

All the students who did not do the ICDL programme will do *e-Learner*. When they are competent in this programme, they will be awarded an *e-Learner* certificate

*e-Learner* will give the ICDL students the foundation to progress to the other ICDL qualifications.

Units in the *e-Learner* course are as follows:

- IT Basics
- Files & Folders
- Drawing
- Word Processing
- Spreadsheets
- Presentations
- Web Browsing & E-mail

### 3.5 **Entrepreneurship**

Because employment cannot be guaranteed after successful completion of their programmes, the NID College offers the students a basic course in entrepreneurship. It is aimed at providing skills to help a student to become self-employed.

### 3.6 **SOCOMO**

At NID College we focus on enhancing each student's individual social competence.

Social Competency training is conducted by two trained Socomo-facilitators over a period of three months.

Social competence is gained by learning a number of skills necessary to prepare young Deaf people for adulthood and for them to function within a dominantly hearing community.

Application of knowledge is achieved through:

- Assignments
- Teamwork
- Role-play
- Practicing different techniques

### 3.7 Employment orientation

This subject focuses on business ethics; body language; dress code; job-related problems; how to handle conflict; working in a team; time management etc. The students are empowered to do basic administration tasks and to work together with hearing people.

## 4. ASSESSMENT

Assessment (evaluating) is done in two ways:

- **Formative assessment**  
Usually done in class by means of a test; questionnaire; assignments; tasks or self-assessment. These assessments may deal only with one part of the unit standard, and another may deal with a different part. When completed, it will have covered everything in the unit standard. It may be conducted by the facilitator
- **Summative assessment:**  
This is the final assessment of a unit standard. It must cover all the material which was covered in class or at the workplace. It may be conducted by an outside assessor. One or more unit standards may be assessed at the same time (integrated assessment). It usually takes place when the unit standard/s are completed.
- Each student has a portfolio in which the evidence of the student's entire work over the year, as well as proof of competency, are placed.
- It is the student's responsibility to place all their evidence (work) in their portfolio (file)
- All students' portfolios stay in the classroom. It is assessed (tested) at the end of their studies.
- When the students' portfolios are assessed (tested) it will be moderated by a Moderator appointed by NID College.
- Sometimes the students will have to do self-assessment
- Sometimes other students will assess them.
- Competence means:
  - 70 % for knowledge (tests / questionnaires / specific assignment summative assessment)
  - 75 % for assignments (formative assessment)
  - 90% for practical work

- If the students are assessed and found to be not yet competent in a unit standard and they do not agree that the assessment were fair and open, they can appeal (ask for it to be assessed again) by completing the appeal form which is included in all the information notes received by them.
- For re-assessment, the student must discuss this with the facilitator and it should be done on a date which is mutually agreed upon. It is the **responsibility** of the student to place all their evidence (work) in their portfolio (file)
- When the students' portfolios are assessed they will be moderated by a Moderator appointed by NID College.
- At the end of the year, students who have been declared competent, will receive a certificate from NID College at a Certificate Award Ceremony held at the College. This Certificate will show the specific – unit standards (subjects) the student is competent in (has passed)
- When the students have passed all the unit standards (subjects) of their studies, their portfolio is moderated and the results are sent to the relevant SETA or Qualification Authority. After verification, the SETAs issue the certificates.

## **5. ACCOMMODATION AND SERVICES**

### **5.1 Accommodation for students**

#### 5.1.1 Hostel accommodation for students:

- The NID College provides hostel accommodation to all students whose application is successful.
- The two hostels, Rosabella (for female students) and Ke Nako (for male students), are located close to the main College building on the campus at Worcester in the Western Cape Province South Africa.
- All students who live in a hostel are also provided with three nutritious meals per day.

#### 5.1.2 Private accommodation:

- Students are free to arrange for their own private accommodation in Worcester.
- Private students however need to make their own arrangements for meals and transport.

## **5.2. Services offered at NID College**

### **5.2.1 *Student support and student counseling services:***

Student support (in conjunction with College staff) as well as student counseling services is provided by NID College Student Officer who is a qualified and registered Counselor and is able to:

- Act as a point of call for students' general enquiries and if necessary direct them to the person/service centre which can best assist them.
- In conjunction with facilitators and hostel parents, identify students at risk due to their social, emotional, and behavioral difficulties.
- Establish and develop a counseling relationship with students who are in need
- Draw up and/or assist with the implementation of pastoral support programs and/or individual therapy plans and preventative strategies for students' emotional and behavioral difficulties.
- Act as a point of contact with the parents/guardians of identified students and maintain regular contact with them to encourage parental involvement in student's holistic development
- Work on a one-to-one basis with students who anticipate any issues which may affect their progress
- Liaise with other service providers to give students the most appropriate form of support.
- Assist students with job placement matters according to the Rules and Regulations of NID College
- Assist students and employers with job placement aftercare
- Be available as far as possible on Mondays – Thursdays between 16h00 – 16h45 for walk-in students and/or students who are in ongoing counseling.

### **5.2.2 *Transport:***

The college will only be responsible for the transport of students to and from official College engagements.

### **5.2.3 *Private Travel arrangements:***

Students are encouraged to make their own private travel arrangements, according to a set calendar. The College will however, assist them in this regard if requested to do so. These arrangements are for their own account.

### **5.2.4 *Provision of Sign Language interpreters:***

Students that need to visit other institutions (e.g. banks, the SAPS, hospitals etc.) will be accompanied by one of the college personnel when the necessary prior arrangements have been made with NID College staff.

**5.2.5 *Illness:***

Students who fall ill must report this to their hostel parents. Hostel parents will notify the necessary College staff as well as the facilitators and accompany the students to the doctor or hospital.

Please note that students who do not have the benefit of a medical scheme or medical insurance will be taken to the nearest state hospital/clinic.

**5.2.6 *Student registration:***

The college personnel will assist students with their registration at the NID College and relevant SETA or accreditation authority. The prescribed registration fee must be paid on the day of registration. This is a non-refundable fee.

**5.2.7 *Sport:***

The following sports are available at NID College:

- Club League Football, “The NID College Eagles”
- Two Indoor Netball League Teams for both the female and male students.
- Athletics

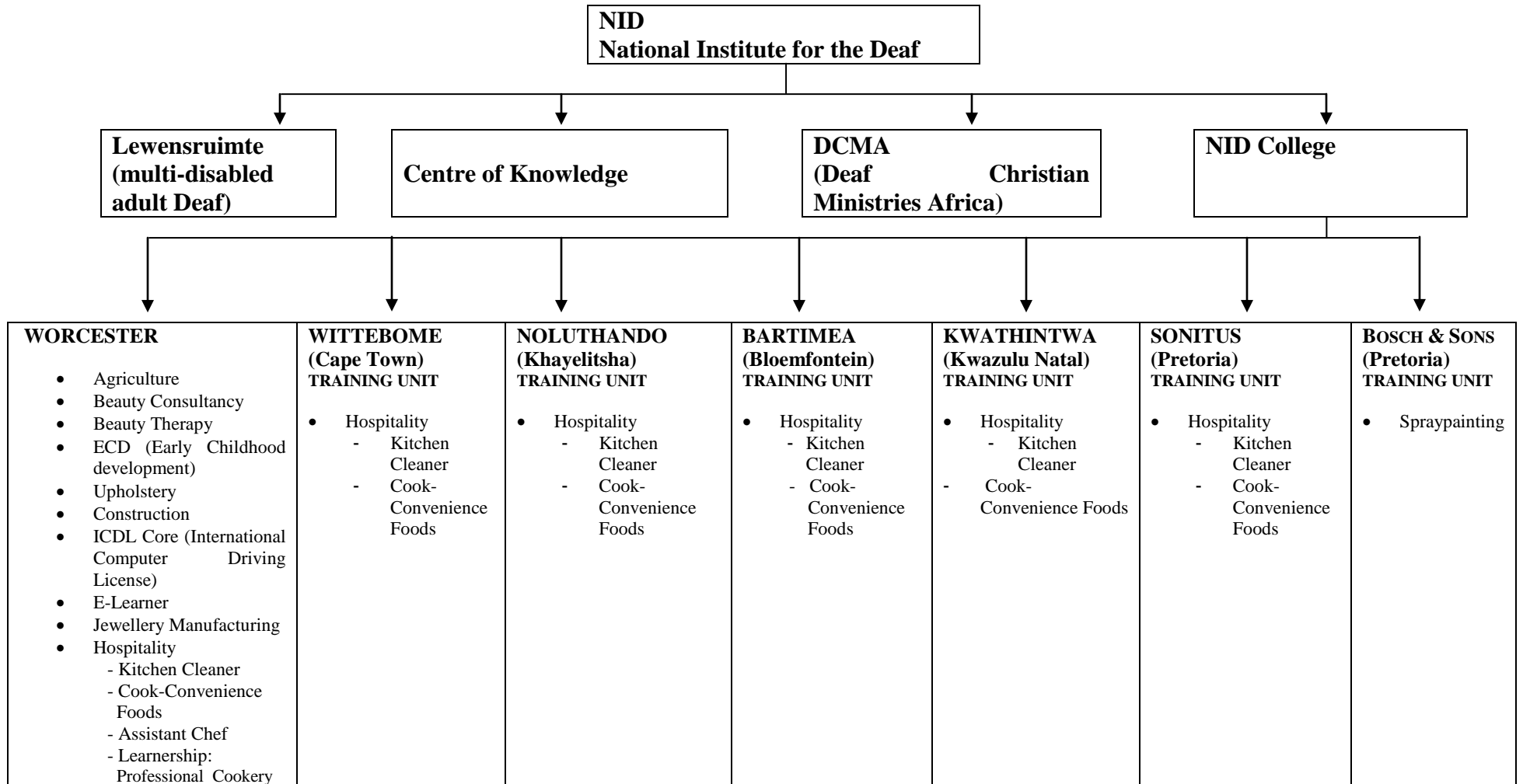
**5.2.8 *Students social activities***

- Valentines Day and other social dances
- Camping and Teambuilding Activities
- Movie and games nights
- College festivals
- Social pool and table tennis leagues
- Mr. & Ms NID College

**5.2.9 *Settlement of accounts.***

Accounts are to be paid strictly in advance. If a student’s account has not paid in full on a monthly or quarterly basis at the end of his course, he/she will not be issued with a certificate or diploma until the account is settled.

## 6. THE NID AND NID COLLEGE



## 7. SOUTH AFRICA NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

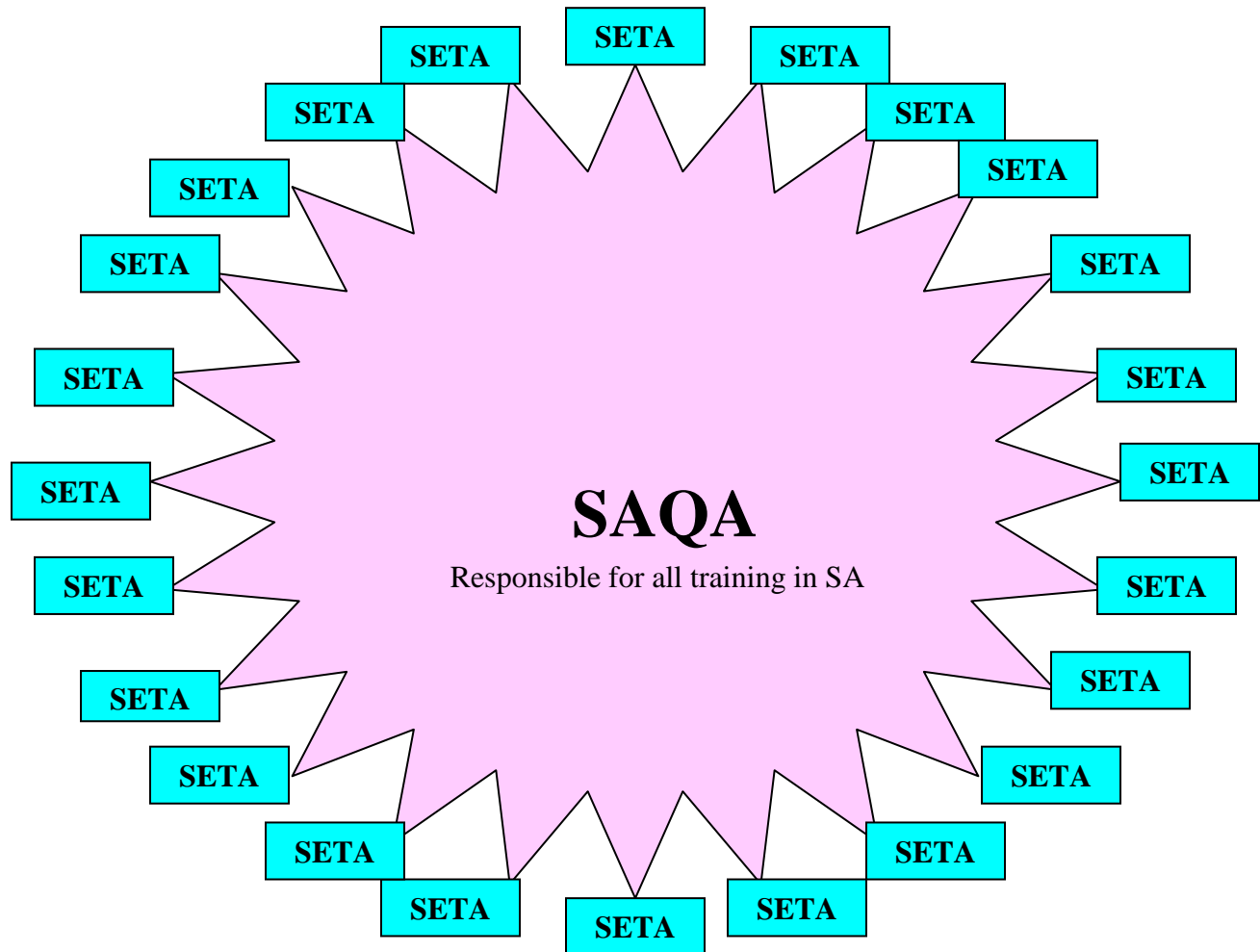
NID College adheres to the following South African educational criteria:

- Qualifications in South Africa - 8 levels of training
- Learner collects credits towards a qualification

EDUCATION BAND	NQF LEVEL	QUALIFICATION	INSTITUTIONS
Higher Education and Training  <i>HET</i>	8+	• Doctoral	Universities
	8	• Masters	Technicons
	7	• B.Tech; Honours	Colleges
	6	• First degree; Diploma	Private Providers
	5	• Higher certificates	In- house training
Further Education and Training  <i>FET</i>	4	• Further Education and Training Certificate <b>FETC</b> (New matric certificate)	Schools Colleges Private Providers
	3	Grade 10 – 11	Training Centres
	2	Grade 8 - 9	In-House Training
General Education and Training  <i>GET</i>	1	• General Education and Training Grade 1 – 7  • ABET (Adult Basic Education and Training)	Schools ABET providers Private providers Independent schools

## 8. SAQA – South African Qualifications Authority

Responsible for all training in SA



### **SETA - Sectional Education and training Authority**

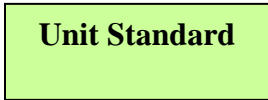
- The industry (work places) group themselves into 26 groups (SETAs) in SA
- Jobs that are much the same, are in the same group (SETA)
- Each group (SETA) says what a person has to know about a job when he/she wants to do the job.
- The group (SETA) for Hospitality, Tourism & Sport = THETA
- The group (SETA) for Beauty = SERVICES SETA
- The group (SETA) for Upholstery = FIETA
- The group (SETA) for ECD (Early Childhood Development) = ETDP
- The group (SETA) for Construction = MERSETA
- The group (SETA) for Mining = MQA

## 9. UNIT STANDARDS

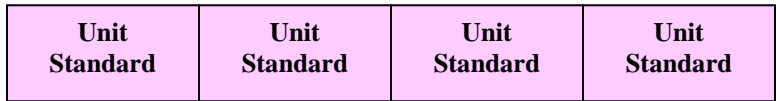
A Unit Standard has one or more credits

### 1 Credit = 10 hours

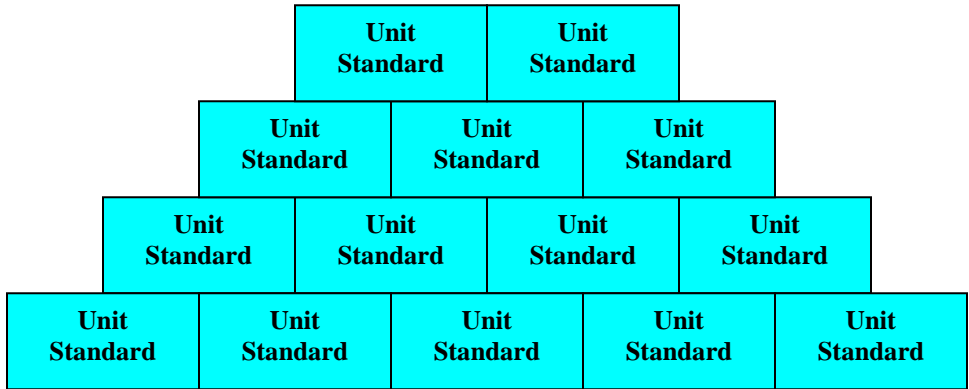
That is the time necessary to study and understand the subject (unit standard)



*More than one Unit Standard may lead to a Skills Programme*



Several Unit Standards or Skills programmes may lead to a Full Qualification (minimum 120 Credits) = **NATIONAL CERTIFICATE**



240 credits = **DIPLOMA**

**UNIT STANDARDS REGISTERED BY SAQA**  
(South African Qualification Authority)

## **10. SAFETY PROCEDURES AT NID COLLEGE**

### **FIRE PROCEDURES**

- Three components are necessary for a fire to start: Fuel (something to burn); air (oxygen) and heat (gas, electricity).
- To extinguish (put out) a fire the three principal methods are: starving (removing the fuel); smothering (removing the air / oxygen) and cooling (removing the heat).

#### **What to do when you discover a small fire:**

1. Stay calm
2. Tell people to move away from the fire
3. Turn off the power supply (electricity)
4. Use fire hoses or fire extinguishers (see Guide to Fire Extinguishers)
5. If the fire is not stopped within one (1) minute, raise the alarm.
6. Get out of the building (evacuation)

#### **Evacuation procedures (getting everyone out of the building) in the event of a fire:**

1. Stay calm
2. Raise the alarm
3. Turn off the power supply (electricity) and extraction fans.
4. Tell the manager (supervisor) and switchboard (reception)
5. Follow the evacuation procedures (get out of the building) calmly.
6. Follow the emergency exit signs
7. Do not use the lifts
8. Do not stop to collect personal belongings
9. Assist anyone who may be in difficulty
10. Go to the meeting point and stay there until everybody has been accounted for.

#### **Use the correct fire fighting equipment**

- Using the wrong type of extinguisher on a fire may cause further damage to the establishment or it may result in serious injury to you and others. For example: using a water extinguisher on an electrical fire could cause an electrical shock.

#### **Raising the alarm**

- Alarms should be at the switchboard (reception) or a central point that is accessible to all. Breaking a panel of glass may activate them. Some buildings have smoke or fire detectors which are automatically activated when there is a fire.
- It is important to know where they are located in your building and how to use them. When a fire breaks out you will have to act quickly.

**Possible causes of fire in the working environment**

- Fires can be caused by electrical faults, by smoking in dangerous places, for example: near gas and in storerooms where chemicals are stored. Fires can also be caused by poor electrical wiring and by leaving cooking unattended. This is especially relevant when cooking with oil as it can overheat and catch alight.

**SAFETY RULES**

- Know how to use all equipment correctly
- Never run, you can slip or drop something, accidents can happen
- To prevent accidents, concentrate on the job you are busy with
- Follow all the safety rules
- Passages and doors must not be blocked - nothing must be in the way
- Clean spillages immediately
- Report faulty equipment to supervisor immediately
- Do not switch on equipment and walk away
- Work in good lighting - if you cannot see well – accidents may happen
- Never climb on shelves
- Do not put too much on shelves
- Wear protective clothing
- Always wear closed shoes
- Use the correct lifting technique

**MAINTENANCE**

- Regular maintenance – safer workplace.
- Equipment which becomes faulty – dangerous to use, can cost a lot of money, poor service to guests

There should be:

- A planned maintenance programme for equipment, fixtures and fittings as well as the premises. They should be regularly inspected, tested, adjusted, greased and cleaned as needed.
- A record of what maintenance work is done and when, including non-routine maintenance – when something breaks down and has to be fixed
- A procedure that checks that the maintenance programme is actually being followed, and to help identify where improvements could be made
- A reporting system followed by all staff, to ensure that potentially dangerous problems can be fixed as soon as they are noticed
- Emergency procedures for closing off an area so that the dangers can be fixed, and a clear understanding of who does what in such a situation

## **EMERGENCY EXITS**

- Evacuation or Emergency Exit routes must be kept clear at all times
- This is to ensure that if people have to leave the building in the event of an emergency, passages and doorways are free and clear for them to exit the building and they are not trapped inside
- Where there is a lot of traffic, or people moving in and out of a room, remember the following:
  - Keep it free from obstruction
  - For temporary obstruction (e.g. washing a floor) use warning signs to warn other people coming along
  - Mop up any spills or leaks immediately to prevent yourself or other people from slipping and being injured
  - Keep to the left at all times
  - Look through observation windows in doors to check if someone is coming in from the other side
  - Check regularly that emergency exits are clear and unobstructed and that they can open easily

## **SAFETY IN OFFICES**

- Filing cabinets should be positioned safely – only open one drawer at a time – heaviest items in the bottom drawer
- When carrying files or papers etc. – do not carry too much so that you cannot see over the top of them
- Electrical appliances should be placed where they cannot cause accidents. If socket strips (multi-plugs) are used, they should be fixed to the wall and not lying on the floor.
- Tables, desks and shelves should not be overloaded
- Telephone cables should not be stretched across the floor
- Do not use waste paper bins as ashtrays
- Never stand on stools or chairs, especially ones with wheels
- Paper can cause cuts, also wire and staples on boxes or packages. When you open mail and packages always check for staples or pins that stick out
- Never place liquids on or near electrical equipment such as photocopiers or computers. You could damage the equipment and electrocute yourself
- Turn off the power supply (electricity) when changing printer ribbons or cartridges or when unblocking photocopiers or shredding machines

## 11. GLOSSARY

- Unit Standard                      Subject which you have to study
- Assessment                         Test
- Competent                         You know how to do something – you have passed the test
- Assessor                            The person who tests you – may be facilitator
- Facilitator                          The person who trains you – teacher
- Assignment                         Homework – work you have to do on your own
- Portfolio                            Your file where you keep all the work you have done, used to show people you are competent
- Evidence                            Anything that shows people you know what to do, you can do it and you understand it
- Moderate                            To check if training and assessment were done well
- Moderator                          Person who checks to see if training and assessment were done well
- Hospitality                         Anything that is connected to serving people and taking care of them – accommodation, catering, making food, serving food etc.

## 12. ABBREVIATIONS

- **ABET**                      **Adult Basic Education and Training** –  
reading, writing and arithmetic for adults
- **FET**                        **Further Education and Training** –  
any training from Grade 10 – 12 which does not take place in a  
school
- **NQF**                        **National Qualifications Framework** –  
unit standards / credits / different levels instead of grades
- **SAQA**                      **South African Qualifications Authority** –  
they have to approve all training in South Africa (say yes)
- **NPO**                        **Non Profit Organisation** –  
gets no money from government – like NID - must look for  
sponsors who give money to help them do their job
- **ECD**                        **Early Childhood Development**
- **SETA**                      **Sectional Education and Training Authority** -  
Group of industries - they determine the training which  
must be done