



Quality Council for Trades & Occupations

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OCCUPATIONAL SKILLS PROGRAMME CURRICULUM DOCUMENT

IN LINE WITH THE OQSF POLICY (2021)

QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME	TYPE (NOMENCLATURE)	TITLE (DESCRIPTOR)	NQF LEVEL	CREDITS
Skills Programme	Skills Programme	Occupational Audiometric Screener	5	8
CURRICULUM CODE	900272-000-00-00			
PARTNER DETAILS	ORGANISATION NAME	WEBSITE ADDRESS	TELEPHONE NUMBER	LOGO
QUALITY PARTNER - DEVELOPMENT	Health and Welfare Sector Education and Training authority. (HWSETA)	https://www.hwseta.org.za/	011 607 6900	
QUALITY PARTNER – ASSESSMENT	N/A	N/A	N/A	N/A

DESIGNATION	NAME AND SURNAME	SIGNATURE	DATE
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QUALITY PARTNER REPRESENTATIVE	Champa Gopal		...

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PREAMBLE

Subject matter experts were nominated by various professional societies in the relevant field of practice to develop and peer review the curriculum for this skills program (in alphabetical order):

PARTNER DETAILS	ORGANISATION NAME	WEBSITE ADDRESS	TELEPHONE NUMBER	LOGO
OCCUPATIONAL HEALTH	South African Society of Occupational Medicine	https://sasom.org/	info@sasom.org 066 070 5396	
	South African Society of Occupational Health Nurses	https://www.sasohn.co.za/	office@sasohn.co.za 086 172 7646	
TERTIARY LEVEL TRAINING PROVIDER/S	Education for Health Africa	https://www.educationforhealth.africa/?v=edb5dc74af1c	admin@educationforhealth.africa 0	

SECTION 1: CURRICULUM SUMMARY

1.1 Occupational Information:

1.1.1 Associated, Organising Framework for Occupations (OFO) Occupational Code and Title

325701-001-00-00: Environmental and Occupational Health Inspector.

1.1.2 Occupation/Specialisation/Part-Qualification/Skills Programme Type, Title, NQF Level, Credits and Curriculum Code, addressed by this Curriculum.

TYPE	TITLE	NQF LEVEL	CREDITS	CURRICULUM CODE
Skills Programme	Occupational Audiometric Screener	5	8	900272-000-00-00

1.1.3 Alternative titles used by industry:

- Audiometrist
- Audiometric Technician

1.2 Curriculum Information:

1.2.1. Articulation for Skills Programmes

(a) Work Opportunities:

Successfully completing an Occupational Audiometric Screener programme can open up various work opportunities in South Africa. Here are some potential career paths

- Occupational Health and Safety (OHS) Officer:
- Audiometric Technician:
- Acousticians:
- Hearing Health Educator:
- Industrial Audiologist:

(b) Learning Opportunities:

- **Degree in Audiology:** To become a qualified audiologist, individuals can pursue a bachelor's degree in Audiology. This advanced education will enable them to diagnose and manage hearing disorders, provide rehabilitation services, and work in a wider range of healthcare settings.
- **Hearing Aid Acoustician Certification:** South Africa has certification programs for Hearing Aid Acousticians. Completing such a program allows individuals to become qualified to fit and dispense hearing aids, expanding their scope of practice in hearing healthcare.
- **Occupational Health and Safety Courses:** Individuals interested in specialising in occupational hearing health and safety can consider enrolling in OHS-related courses and certifications. These programs can provide expertise in managing hearing conservation programs and noise control in workplaces.

- **Advanced Audiometric Testing and Interpretation:** Continuing education courses or workshops in advanced audiometric testing and interpretation can enhance the skills of occupational audiometric screeners, allowing them to perform more specialized assessments and analyses.
- **Professional Development and Workshops:** Staying updated with the latest advancements in audiology and hearing healthcare through professional development workshops and seminars is essential. These short courses can provide valuable knowledge and skills in specific areas of interest.

1.3 Curriculum Structure:

1.3.1 Knowledge/Theory Modules:

900272-000-00 KM01: Fundamentals of Audiometry, NQF Level 5, Credits 1.

900272-000-00 KM02: Principles, processes, and standards for conducting and evaluating Audiometric Tests, NQF Level 5, Credits 2.5.

900272-000-00 KM03: Key attributes for role success as an Audiometric Screener, NQF Level 5, Credits 0.5.

Total number of credits for the Knowledge Modules: 4.

1.3.2 Practical Skills Modules:

900272-000-00 PM01: Prepare, conduct, report and manage occupational audiometry screening tests, NQF Level 5, Credits 1.

Total number of credits for the practical skills: 1.

1.3.3 Work Experience Modules:

900272-000-00 WM01: Exposure to the processes and procedures of Conducting Occupational Audiometric Screening, NQF Level 5, Credits 3.

Total Credits for the Work Experience Modules: 4.

Total Credits for the Skills Programme: 8.

1.4 Entry Requirements:

- NQF Level 4 Qualification
- As required by legislation

1.5 Recognition of Prior Learning (RPL):

1.5.1 RPL for Access:

Learners may use the RPL process to gain access to training opportunities for a programme of learning, qualification, part-qualification, or skills programme if they do not meet the formal, minimum entry requirements for admission. RPL assessment provides an alternative access route into a programme of learning, qualification, part-qualification, or skills programme.

Such an RPL assessment may be developed, moderated, and conducted by the accredited Skills Development Provider which offers that specific qualification/part qualification/skills programme. Such an assessment must ensure that the learner is able to display the equivalent level of competencies required for access, based on the NQF level descriptors.

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1.5.2 RPL for Exemption:

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification, or skills programme through any means of formal, informal, or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

1.5.3 RPL for awarding credits:

Learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification, or skills programme through any means of formal, informal, or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

A valid Statement of Results is required for admission to the EISA in which confirmation of achievement is provided that all internal assessment criteria for all modules in the related curriculum document have been achieved.

For a Skills Programme, the accredited Skills Development Provider (SDP) must ensure all modular competency requirements are met prior to the FISA and keep record of such evidence.

Upon successful completion of the EISA/FISA, RPL learners will be issued with the QCTO certificate for the qualification, part-qualification, or skills programme. Quality Partners are responsible for ensuring the RPL mechanism and process for qualifications and part-qualification is approved by the QCTO.

1.6 Quality Partner for Assessment:

NAME OF BODY:	N/A
ADDRESS OF BODY:	N/A
WEBSITE:	N/A
TELEPHONE NUMBER:	N/A

1.7 List of Qualification(s)/Part- Qualification(s)/Skills Programme(s) Related to this Curriculum.

None

DRAFT - NOT YET ESTABLISHED

SECTION 2: OCCUPATIONAL/SPECIALISATION/PART-QUALIFICATION/SKILLS PROGRAMME PROFILE

2.1 Purpose:

The purpose of this skills programme is to capacitate a learner to be able to function as an Occupational Audiometric Screener.

Occupational Audiometric Screeners, facilitate the execution of quality-controlled audiometric screening tests within an occupational setting under the administration of a registered occupational health practitioner and/or audiologist. They therefore contribute towards the effective implementation of the hearing conservation programme as required by legislation. The designated Occupational Health Practitioner and/or audiologist (Supervisor/Administrator) must be registered by the Health Professions Council South Africa HPCSA or the South African Nursing Council (SANC). In addition, the person should be registered with the Department of Employment and Labour via the South African Society for Occupational Health Nursing (SASOHN).

A qualified learner will be able to:

- Perform audiometry equipment quality assurance tasks
- Prepare for an audiometric screening test
- Conduct an audiometric screening test
- Evaluate audiogram for reliability and validity
- Interpret the audiometric screening result
- Record and report the audiometric test screening result
- Manage the audiometric screening test

2.2 Tasks:

TASK	LINKS TO ELO
TASK 01: Prepare to conduct quality-controlled audiometric screening tests.	ELO 01: Apply an informed understanding of the concepts, rules and standards that underpin audiometry to professionally prepare for conducting audiometry screening tests.
TASK 02: Evaluate the test results to determine the validity of the type of audiometric tests and the reliability of test results.	ELO 02: Apply routine problem-solving processes when evaluating audiometric test results and deal with issues that could affect the reliability of the results.
TASK 03: Operate the audiometric screening test	ELO 03: Select and apply standard operating procedures

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equipment and capture test results.	to operate the audiometry screening test equipment and capture test results consistently and professionally.
TASK 04: Evaluate and determine the validity alignment to the type of occupational audiogram. (e.g. Baseline, Entry level, Periodic, Milestone baseline, Exit, Biological Calibration Reference).	ELO 04: Take account of ethical and professional conduct rules when evaluating and determining the validity of the various types of occupational audiograms as per current legislative requirements.
TASK 05: Manage occupational audiograms through accurate calculation, interpretation, recording, and reporting of findings.	ELO 05: Apply understanding of different contextual situations and occupational systems to effectively calculate, interpret, record and report occupational audiogram findings.

2.3 Occupational Task Details:

2.3.1 Task 1

Prepare to conduct quality-controlled audiometry screening tests.

(a) Unique Product or Service:

Availability of legally compliant and standardised audiometric testing equipment within a professionally controlled acoustic environment.

(b) Responsibilities:

- Prepare equipment and ensure the use of calibrated equipment.
- Check and prepare the environment to ensure that the tests are conducted in an appropriate environment.
- Interact with and prepare clients for audiometric screening.
- Prepare self and ensure proper organisation of own activities and time to professionally conduct the audiometric screening.

(c) Contexts:

- Occupational audiometric testing preparation procedures and practices.

2.3.2 Task 2

Evaluate the test results to determine the validity of the type of audiometric tests and the reliability of test results.

(a) Unique Product or Service:

Valid audiogram and reliable test results.

(b) Responsibilities:

- Review the audiometry screening test results, ensuring that they are complete and accurate.

- Implement quality control measures to identify and address any inconsistencies or irregularities in the test results.
- Consult with a designated Occupational Health Practitioner or Audiologist when encountering challenging or ambiguous test results.
- Maintain detailed records, aligned with legislative requirements, of test results including audiograms and any notes or observations related to test reliability.

(c) Contexts:

Processes and practices for evaluating the conditions for testing in order to optimise the validity of test results.

2.3.3 Task 3

Operate the audiometry screening test equipment and capture test results.

(a) Unique Product or Service:

Generate Occupational Audiometric screening tests professionally conducted in alignment with current standards and results accurately recorded. The audiogram results are to be recorded and managed in line with medico-legal requirements, organisational protocols and generally accepted quality and compliance standards aligned with current legislation.

(b) Responsibilities:

- Administer the audiometry screening tests following standardised procedures.
- Accurately record clients' responses to the pure tone air conduction audiometric test using the standardised key of symbols to reflect the results
- Generate results report compliant with national medico-legal standards including a summary of the preparation details, factors influencing the screening reliability of the result
- Operate the audiometry screening equipment effectively and follow established protocols for each type of test.
- Provide clear instructions to clients during the tests to ensure they understand the process.

(c) Contexts:

Processes, procedures, and contextual conditions required for audiometric testing.

2.3.4 Task 4

Evaluate and determine the validity alignment to the type of occupational audio gram. (Baseline, Entry, Periodic, Milestone baseline, Exit, Biological Calibration Reference).

(a) Unique Product or Service:

Audiograms validated against the required occupational type.

(b) Responsibilities:

- Determine the type of audiogram required based on the individual's occupational history, such as whether it's a baseline, entry level, periodic, milestone baseline, exit audiogram, Biological Calibration Reference).etc.
- Ensure that the audiometric screening aligns with relevant regulatory standards and guidelines for occupational health and safety.

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- Maintain accurate records specifying the type of audiogram conducted for each individual, document any deviations from standard protocols or regulations and provide a rationale when necessary.
- Collaborate with the occupational health team to ensure alignment between the audiometric testing program and the type of audiogram required for each client.

(c) Contexts:

Processes, procedures and protocols for audiogram evaluation and validation. The protocols should include and be based on peer reviewed professional society practice guidelines industry specific codes of practices for various legislation as set out in the hearing conservation programme and occupational health surveillance program.

2.3.5 Task 5

Manage occupational audiograms through accurate calculation, Interpretation, Recording, and reporting of findings.

(a) Unique Product or Service:

Audiograms interpreted and basic actions determined.

(b) Responsibilities:

- Analyse audiograms to identify degrees of hearing loss patterns.
- Recognise threshold shifts and hearing abnormalities.
- Document findings and report significant results.
- Initiate necessary actions, referrals, and follow-up procedures.

(c) Contexts:

Processes, procedures, and practices for interpreting audiogram results and initiating required actions.

SECTION 3: CURRICULUM COMPONENT SPECIFICATIONS

3.1 Knowledge Module Specifications:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900272-000-00 KM01:	Fundamentals of Audiometry.	5	1	Blended
900272-000-00 KM02	Principles, processes, and standards for conducting and evaluating Audiometric Tests	5	2.5	Blended
900272-000-00 KM03:	Key attributes for role success as an Occupational Audiometric Screener	5	0.5	Blended

Total Credits for the Knowledge Modules = 4.

3.1.1 Detailing Knowledge Module (KM) contents

Knowledge Module (KM) - 01

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900272-000-00 KM01:	Fundamentals of Audiometry	5	1	Blended

(a) Purpose of Knowledge Module:

This module serves as a foundational theoretical component within a skills program aimed at empowering Occupational Audiometric Screeners.

The primary purpose of this module is to provide learners with essential knowledge and understanding related to audiometry, which is crucial for conducting accurate hearing assessments and ensuring occupational safety in environments with potential noise hazards.

This module can contribute to the capacitation of Occupational Audiometric Screeners by:

- **Knowledge Acquisition:** The module will equip learners with a solid theoretical foundation in audiometry, covering key concepts, principles, and terminology related to hearing assessment. This knowledge will serve as the basis for their practical skills development.
- **Skill Enhancement:** While the module itself focuses on theoretical aspects, it lays the groundwork for subsequent practical training. It ensures that learners have a clear understanding of the principles and procedures involved in audiometry, which is essential for their role in conducting hearing tests accurately.
- **Safety Awareness:** Audiometry plays a critical role in identifying and preventing occupational hearing loss. This module will emphasize the importance of occupational safety, the potential risks associated with noise exposure in the workplace, and the role of audiometric screening in mitigating these risks.
- **Data Interpretation:** Occupational Audiometric Screening staff will be trained to collect hearing test data. This module will teach them how to interpret and report this data accurately, ensuring that employers receive reliable information for implementing hearing conservation programs.
- **Compliance:** The module will cover relevant regulations and standards related to hearing protection and audiometric testing, ensuring that clients understand their legal obligations and responsibilities in the workplace.

The focus of learning in the "Fundamentals of Audiometry" module may include:

- **Anatomy and Physiology of the Ear:** Understanding the structure and function of the ear is essential for interpreting hearing test results and identifying potential hearing problems.
- **Basic Audiometric Procedures:** Learning how to perform hearing tests, including pure-tone audiometry.
- **Audiometric Equipment:** Familiarization with audiometric equipment, its calibration, and maintenance.
- **Noise Measurement and Control:** Understanding noise measurement techniques, workplace noise levels, and the principles of noise control.
- **Occupational Hearing Conservation:** Understanding the importance of hearing conservation programs, regulations, and best practices.

(b) List of Knowledge Topics:

TOPIC CODE	TOPIC TITLE	% OF TIME TO BE SPENT
KM-01-KT01	Anatomy and physiology of the ear (Anatomy and physiology of the ear and physics of sound)	20%
KM-01-KT02	Introduction to the physics of sound and noise	20%
KM-01-KT03	Audiometry in the occupational setting	20%
KM-01-KT04	Legislative framework to occupational audiometry	20%
KM-01-KT05	Hearing conservation	20%

(c) Detailing each topic listed above into topic elements:

KM-01-KT01 ANATOMY AND PHYSIOLOGY OF THE EAR (ANATOMY AND PHYSIOLOGY OF THE EAR AND PHYSICS OF SOUND) 20%.		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0101	Structures and functions of the ear from outer to inner ear.	20%
KT0102	Mechanism of hearing through the different pathways.	20%
KT0103	Sound-reductive mechanisms found in the ear	20%
KT0104	Common otopathologies on the mechanism of hearing	20%
KT0105	Effects of noise in respect of physiological, psychological, and occupational effects	20%

(d) Internal Assessment Criteria (IAC) and Weight

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0101	Describe the structures and functions of the ear from outer to inner ear.	20%
IAC0102	Explain the mechanism of hearing through the different pathways.	20%
IAC0103	Compare the effect of the two sound-reductive mechanisms found in the ear	20%
IAC0104	Describe the effect of the most common otopathologies on the mechanism of hearing	20%

(c) Detailing each topic listed above into topic elements:

KM-01-KT02 INTRODUCTION TO THE PHYSICS OF SOUND AND NOISE 20%.		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0201	Basic terminology associated with audiometric testing.	20%
KT0202	Concepts and elements of sound in relation to audiometry.	15%
KT0203	Definitions and concepts of noise as applies to occupational audiometry.	15%
KT0204	The measurement of noise.	15%
KT0205	Purpose of audiometry in the occupational setting.	20%
KT0206	Noise exposure groups and the relative impact on hearing.	15%

(d) Internal Assessment Criteria (IAC) and Weight

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0201	Explain the essential terminology used in audiometric testing.	20%
IAC0202	Explain the frequency, amplitude, and duration of sound in relation to audiometry.	15%
IAC0203	Explain the concepts of sounds versus potential noise as it applies to occupational audiometry	15%
IAC0204	Compare the application of noise thermometer vs dosimeter vs personal dosimetry	15%
IAC0205	Explain the purpose of audiometry in the occupational setting	20%
IAC0206	Explain the three similar exposure groups (SEG) in respect of those exposed to ≥ 85 dB(A); and / or ≥ 105 dB(A) and / or those working with ototoxic chemicals	15%

(c) Detailing each topic listed above into topic elements:

KM-01-KT03 AUDIOMETRY IN THE OCCUPATIONAL SETTING 20%.		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0301	Assessing hearing threshold levels in occupational settings.	20%
KT0302	Ensuring reliability of the audiometric testing.	20%

KT0303	Types of occupational audiograms and their purpose.	20%
KT0304	Alignment with the framework of an occupational health surveillance program.	20%
KT0305	Determining the validity of audiometric screening.	20%

(d) Internal Assessment Criteria (IAC) and Weight

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0301	Differentiate audiometric vs non-audiometric testing to assess hearing threshold levels	20%
IAC0302	Discuss the preparation factors influencing the reliability of the audiometric test in general	20%
IAC0303	Differentiate the different types of occupational audiograms	20%
IAC0304	Indicate when each type of occupational audiometric test is to be applied in the framework of an occupational health surveillance program	20%
IAC0305	Critically evaluate a sample of each type of occupational audiogram in respect of whether specific validity criteria to the type of occupational audiogram have been applied or not	20%

(c) Detailing each topic listed above into topic elements:

KM-01-KT04 LEGISLATIVE FRAMEWORK TO OCCUPATIONAL AUDIOMETRY 20%.		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0401	Preventative and compensative occupational health legislation, regulations and standards in South Africa.	20%
KT0402	Ethical principles and standards within the context of audiometric testing.	20%
KT0403	Legal and Ethical Responsibilities of the Audiometric Test Screener:	20%
KT0404	Importance of Record-Keeping and Documentation within an Occupational Health setting.	20%
KT0405	Client rights and the good practice guidelines to guide ethical and productive relationships between Occupational Health practitioners and their clients/clients	20%

(d) Internal Assessment Criteria (IAC) and Weight

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0401	Explain the importance, impact and application of the relevant preventative and compensative occupational health regulatory requirements in relation to the work of an audiometric test screener.	20%
IAC0402	Explain the meaning and application of ethical principles and standards within the context of audiometric testing RANGE: Use practical examples to identify ethical and unethical conduct.	20%
IAC0403	List and explain the legal and ethical responsibilities of the Occupational Audiometric Screener.	20%
IAC0404	Discuss the importance of Record-Keeping and Documentation within an Occupational Health setting. RANGE: Elaborate on the specific record keeping function of Occupational Audiometric Screener.	20%
IAC0405	Discuss the concept of Client & client rights during audiometric testing. RANGE: Give examples of how to apply the good practice guidelines for ethical and productive relationships between Occupational Health practitioners and their clients.	20%

KM-01-KT05 HEARING CONSERVATION 20%.		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0501	Hearing conservation programmes (HCP, s) RANGE: As they relate to the current NIHL Regulation and/or Mines Code of Practice as they relate to the current legislative and best practice standards.	25%
KT0502	Application of the hierarchy of control measures in an HCP to prevent noise induced hearing loss (NIHL).	25%
KT0503	Induction programmes related to the noise hazards as listed in the NIHL Regulations.	25%
KT0504	Selection, use, care, and maintenance of hearing protective devices to prevent hearing loss.	25%

(d) Internal Assessment Criteria (IAC) and Weight

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0501	Explain, using practical examples, the main features of a hearing conservation programme (HCP) as they relate to the current NIHL Regulation and/or Mines Code of Practice.	25%
IAC0502	Discuss and motivate how the hierarchy of control measures need to be applied in an HCP to prevent noise induced hearing loss (NIHL)	25%
IAC0503	Explain and motivate what content would need to be addressed and recorded for an induction program related to the noise hazard training requirements listed in the NIHL Regulation	25%
IAC0504	Explain and discuss the selection, use, care, and maintenance of hearing protective devices to prevent hearing loss as related to the NIHL Regulations and respective SANS standard/s.	25%

Knowledge Module (KM) - 02

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900272-000-00 KM02:	Principles, processes, and standards for conducting and evaluating Audiometric Tests.	5	2.5	Blended

(a) Purpose of Knowledge Module:

The purpose of this Knowledge Module is to equip Audiometric Testing Screeners with an informed understanding of the key foundational principles, processes, and standards required to conduct and read audiometric tests effectively within an occupational health setting. This module aims to ensure that learners are proficient in preparing for audiometry tests, conducting the tests accurately, reading and recording the results, and managing the data appropriately according to preset policies procedures and practices.

Scope and Focus of the Module

This module covers the entire process of audiometric testing, from the initial preparation to the final interpretation and management of test results. It provides an overview of the foundational knowledge required to implement test procedures for conducting occupational audiometry tests in compliance with established legislation and standards. The focus is on delivering accurate and reliable hearing assessments that contribute to the overall health and safety of clients in the workplace.

(b) List of Knowledge Topics included in the module:

TOPIC CODE	TOPIC TITLE	% OF TIME TO BE SPENT
KM-02-KT01	Concepts and processes to Prepare for an audiometry test	25%
KM-02-KT02	Principles of Conducting occupational audiometry tests	25%
KM-02-KT03	Standards to Evaluate an audiometry test	25%
KM-02-KT04	Requirements to Interpret, record, and manage the audiometry test result	25%

(c) Detailing each topic listed above into topic elements:

KM-02-KT01 CONCEPTS AND PROCESSES TO PREPARE FOR AN AUDIOMETRY TEST. (25%)		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0101	Quality management in audiometry	25%
KT0102	Quality assurance & control in the preparation of audiometric	25%

	equipment	
KT0103	Quality assurance & control in the preparation of the acoustic environment	25%
KT0104	Quality assurance & control in the preparation of the client for occupational audiometric test	25%

(d) Internal Assessment Criteria (IAC) and Weight

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0101	Define and describe quality assurance in audiometry. RANGE: - Explain the three components that contribute to the quality assurance of audiometry. - Identify audit tools related audiometry in the occupational setting. - Identify standard operating procedures that contribute to the quality assurance of audiometry. - Motivate the registration with a recognized professional authority	25%
IAC0102	Identify the different types of audiometric equipment for audiometric testing in respect of analogue vs digital audiometers and levels of complexity. RANGE: - Describe the audiometric equipment requirements needed for a type 4 audiometer to comply with SANS 10154 - Differentiate the 3 types of calibration required on audiometers according to SANS 10154 - Verify and appropriately action the evidence of an electro-acoustic calibration. - Describe, interpret, and appropriately action the valid subjective or biological calibration of audiometric equipment. - Describe, interpret, and appropriately action a valid daily functional check of audiometric equipment	25%
IAC0103	Verify and appropriately action the evidence of an acoustic environment certificate. RANGE: Discuss the preparation of the required acoustic environment for conducting valid audiometric tests according to SANS 10182	25%

	- Differentiate the preparation of the fixed vs mobile audiometric equipment as conducted in the respective acoustic environments. - Identify standard health precautions to take to protect the audiometrist and client being tested	
IAC0104	Motivate the occupational-acoustic history required in respect of occupational history, occupational hazard risk exposure history; the current and past HPD compliance; the current noise free verification; evidence of audiometric surveillance and/or specialist visit outcomes. RANGE: - Motivate for the other aspects of history taking that could have an impact on the hearing threshold limits of the pending test in respect of demographics (aging; residential noise); chronic and acute medical history, medication, surgical and trauma history, genetic predisposition, and psycho-social history (hobbies, habits, and ear hygiene) - Explain how to conduct an otoscopic examination of the ear. - Describe the content of the clear instructions as a factor that the client will be responsible to action during the test procedure	25%

KM-02-KT02 PRINCIPLES OF CONDUCTING OCCUPATIONAL AUDIOMETRY TESTS. (25%)		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0201	The Hughson-Westlake (manual) technique for the PTAC method	15%
KT0202	Hearing threshold levels	15%
KT0203	Automated testing technique for the PTAC method (modified Hughston-Westlake method)	15%
KT0204	Manual vs automated techniques	15%
KT0205	How to Change from the automated technique to the manual technique	20%

(d) Internal Assessment Criteria (IAC) and Weight

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT

IAC0101	Explain how to conduct the Hughson-Westlake (manual) technique for the PTAC method	15%
IAC0102	Distinguish the hearing threshold levels recorded in alignment with the universal symbols required by SANS for the PTAC method vs other common audiometric methods such as bone conduction method, oto-acoustic-emission method, etc	15%
IAC0103	Explain the automated testing technique for the PTAC method (modified Hughston-Westlake method)	15%
IAC0104	Compare the pros and cons of the manual vs automated techniques	15%
IAC0105	Discuss the indications of when to change from the automated technique to the manual technique	20%

KM-02-KT03 STANDARDS TO EVALUATE AN AUDIOMETRY TEST. (25%)		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0101	Types of occupational audiograms.	20%
KT0102	Confidentiality and privacy	20%
KT0103	Validity and reliability aspects - Standardised procedures and protocols for conducting audiometric tests consistently	20%
KT0104	Accuracy in recording the audiometric test results	20%
KT0105	Prompt reporting of test deviations and/or out of parameter test findings or changes from previous tests.	20%

(d) Internal Assessment Criteria (IAC) and Weight

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0101	Identify and describe the various types of occupational audiograms.	20%
IAC0102	Explain the need for and practices of ensuring Confidentiality and privacy of test results.	20%
IAC0103	Explain and give examples to illustrate the issues of Validity and reliability aspects in testing and indicate how they can impact on test results.	20%
IAC0104	Explain typical recording mistakes and give examples of how to avoid these mistakes.	20%
IAC0105	Describe the need for the prompt reporting of test deviations and/or out of parameter test findings or changes from previous	20%

	tests.	
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c) Detailing each topic listed above into topic elements:

KM-02-KT04 INTERPRET, RECORD, AND MANAGE THE AUDIOMETRY TEST RESULT. (25%)		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0101	Calculations and interpretations of hearing loss on an audiogram	34%
KT0102	Recording, reporting, and record keeping of the audiogram	33%
KT0103	Management of the audiometric result and referral	33%

(d) Internal Assessment Criteria (IAC) and Weight

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0101	- Explain the Calculation and recording of the following on an audiogram: - The percentage loss of hearing (PLH) - Percentage loss of hearing shift (PLHS) - Referral threshold shift (RTS) - Standard threshold shift (STS) RANGE: - Distinguish and record the severity of hearing loss in respect of the overall hearing threshold levels (HTL) ranging from normal to profound hearing loss results. - Distinguish and record the nature (configuration) of hearing loss from amongst the groups of hearing loss patterns, with particular emphasis on identifying a noise induced hearing loss pattern and temporary threshold shift	34%
IAC0102	<i>Recording, reporting, and record keeping of the audiogram.</i> - Explain the layout of the medico-legal compliant audiogram record. - Explain the safe keeping of the various reports produced for national standards adherence in respect of: - The HCP file. - The hygiene report. - The monthly group trends - The annual HCP report. - The investigation of various related controls.	33%

	○ The referral feedback reports. ○ Compensation process.	
• IAC0103	• Describe and discuss the recording of appropriate interventions on the audiogram in respect of: ○ Medico-legally required actions by the person who produced the audiogram ○ Training/education ○ Investigating ○ Referral ○ Reporting to H&S Committee ○ Reporting to COID/Mines Insurer ○ Removal from noise zone ○ Follow-up duration/reason/preparation RANGE: • Describe the case management of the audiogram results by the appropriate SHEQ Team members. • Identify and explain the purpose of the records required when commencing, and case managing, a compensable case of Occupational Noise Induced Hearing Loss (ONIHL) either because of injury and/or as a confirmed occupational disease	33%

3.1.2 Criteria for accreditation

Physical Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
EQUIPMENT & TOOLS	Adequate classroom facilities with audio testing equipment.
	Equipment Ratio of at least 1 machine for every 4 learners.
	Soundproof testing rooms for audiometric assessments.
	Access to audiometry equipment and calibration standards and result.
	Properly maintained hearing testing equipment (Such as otoscopes)
	Adequate storage for audiometric records and data.
	Red and blue pens
CONSUMABLES	Audiometric calibration materials.
	Ear Inserts for audiometric testing and speculums.
	Supplies for infection control (e.g., gloves, disinfectants).
	Printed audiometric records and forms.
	Educational materials, including textbooks, e-manual and training manuals.
	Hearing protection devices for training purposes.
	Maintenance supplies for audiometry equipment.
	Standardised audiometric reference materials, as required.

Human Resource Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
QUALIFICATIONS	Facilitators of learning must be in possession of a valid and recognised NQF 6 or higher postgraduate qualification in the related field of occupational health e.g. Occupational Health Practitioner registered as Occupational Audiometric Screener or Audiologist.
EXPERIENCE	At least one year experience conducting audiometric tests and or case managing occupational audiometric test.
FACILITATOR/LEARNER RATIO	1:12 Face to face. (maximum)
	1:2 Online (maximum)

Legal Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)

In South Africa, training providers for the Fundamentals of Audiometry must comply with various legislative requirements to ensure quality and adherence to standards. Some of the specific legislative requirements include:

- Health Professions Act, 1974 (Act No. 56 of 1974): This act regulates the training and practice of healthcare professionals in South Africa, including audiologists and audiometric screeners. Training providers must ensure that their programs meet the standards set forth by this act.
- Health Professions Council of South Africa (HPCSA) Guidelines: The HPCSA is the regulatory body for healthcare professionals in South Africa. Training providers must adhere to the guidelines and standards set by the HPCSA for the training of audiometric screeners.
- Occupational Health and Safety Act, 1993 (Act No. 85 of 1993): This act sets out the legal requirements for ensuring the health and safety of clients in South Africa. Training providers must ensure that their programs cover relevant aspects of occupational health and safety, particularly as they relate to audiometric testing and screening in the workplace.
- Mines Health and Safety Act, 1996 (Act no 29 of 1996)
- Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997)
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- Compensation for Occupational Injuries and Diseases Act, 1993 (Act No. 130 of 1993): This act provides for compensation for clients who suffer occupational injuries or diseases. Training providers must ensure that their programs cover the relevant legal requirements and procedures related to occupational injuries and diseases, including those related to audiometric screening.
- South African National Standards (SANS): Training providers may need to comply with specific SANS related to audiometry and occupational health. These standards provide guidelines and best practices for conducting audiometric testing and ensuring the accuracy and reliability of results.
- Employment Equity Act, 1998 (Act No. 55 of 1998): This act promotes equal opportunities and fair treatment in the workplace. Training providers must ensure that their programs promote diversity and inclusivity and do not discriminate against individuals on the basis of race, gender, disability, or any other protected characteristic.
- Hazardous Chemical Substances Regulations, 1995 (under the Occupational Health and Safety Act)
- General Administrative Regulations, 2003 (under the Occupational Health and Safety Act)
- Promotion of Access to Information Act, 2000 (Act No. 2 of 2000)
- Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (Act No. 4 of 2000)

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- Promotion of Administrative Justice Act, 2000 (Act No. 3 of 2000)
- National Health Act, 2003 (Act No. 61 of 2003)
- Current SASOM and SASOHN Guidelines as available

Additional Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)

In addition to the legislative requirements mentioned previously, there may be further standards and guidelines that a training provider for Audiometric Fundamentals in South Africa must comply with. These additional requirements can vary depending on factors such as accreditation bodies, industry standards, and specific institutional policies. Here are some potential additional requirements:

- **Accreditation Standards:** Training providers need to adhere to accreditation standards set by relevant accreditation bodies or institutions. For example, if the training program is offered by a university or vocational institution, it may need to meet the accreditation criteria set by the Council on Higher Education (CHE) or the Quality Council for Trades and Occupations (QCTO).
- **Industry-Specific Guidelines:** Certain industries or sectors may have specific guidelines or standards for audiometric screening. Training providers should be aware of any industry-specific requirements relevant to the sectors in which audiometric screeners will be employed, such as mining, manufacturing, or healthcare.
- **Equipment Standards:** Training providers may need to ensure that their facilities and equipment meet specific standards for audiometric testing. This includes calibration requirements for audiometers and ensuring that testing environments meet specified noise control standards.
- **Continuing Professional Development (CPD):** There may be expectations for ongoing professional development for audiometric screeners. Training providers may need to offer opportunities for audiometric screeners to engage in CPD activities to maintain their skills and knowledge.
- **Ethical Guidelines:** Training providers should incorporate ethical guidelines and principles into their curriculum, emphasizing the importance of ethical conduct, confidentiality, and respect for clients' rights and dignity.
- **Data Protection and Privacy Laws:** Training providers should ensure compliance with data protection and privacy laws, particularly regarding the handling of sensitive medical information gathered during audiometric testing.
- **Quality Assurance Processes:** Training providers should have quality assurance processes in place to monitor and evaluate the effectiveness of their training programs, ensuring that they meet the needs of learners and stakeholders.

3.1.3 Exemptions

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification, or skills programme through any means of formal, informal, or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

Specific programs, courses, or qualifications that may serve as exemptions for learners attempting the Knowledge Module on Fundamentals of Audiometry could include:

1. **Bachelor's Degree in Audiology:** A bachelor's degree in audiology typically covers all the topics listed in the knowledge module, including anatomy and physiology of the ear, physics of sound, audiometry in the occupational setting, legislative framework to occupational audiometry, and hearing conservation. Learners who have completed a recognized bachelor's degree program in audiology may be eligible for exemptions from this knowledge module.
2. **Occupational Health and Safety Courses:** Some occupational health and safety courses may cover aspects of audiometry in the occupational setting and the legislative framework related to occupational audiometry. Learners who have completed relevant occupational health and safety courses from accredited institutions may be eligible for exemptions from specific topics within the knowledge module.
3. **Professional Development Courses:** Certain professional development courses or workshops focused on audiometry and hearing conservation may cover topics included in the knowledge module. Learners who have completed accredited professional development courses in audiometry may be eligible for exemptions from relevant parts of the module.
4. **Qualifications in Occupational Health Nursing or Occupational Medicine:** Professionals with qualifications in occupational health nursing or occupational medicine often receive training in audiometry as part of their broader curriculum. Learners who have completed recognized qualifications in occupational health nursing or occupational medicine may be eligible for exemptions from specific topics within the knowledge module.
5. **Health Information Management or Medical Recordkeeping Experience:** Professionals with experience in health information management or medical recordkeeping are not exempt from any of the modules
6. **Soft Skills Training and Certification:** Individuals who have completed soft skills training or certification programs relevant to healthcare or occupational health are not exempt from any of the modules.

Exemptions are typically granted based on evidence of competency and alignment of previous qualifications or experience with the learning outcomes of specific training modules. It's important for individuals seeking exemptions to provide documentation and evidence of their qualifications or experience for assessment by the training provider or QCTO.

It's essential for learners seeking exemptions to consult with the relevant educational institution or accrediting body to determine the specific requirements and criteria for exemptions, as eligibility criteria may vary depending on the institution and program.

Knowledge Module (KM) - 03

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900272-000-00 KM03:	Key attributes for role success as an Occupational Audiometric Screener.	5	1	Blended

(b) Purpose of Knowledge Module:

The purpose of this knowledge module is to equip Occupational Audiometric Screeners with the essential attributes necessary for role success. Through comprehensive coverage of topics such as ensuring meticulous attention to detail, establishing ethical and productive therapeutic relationships with clients, mastering persuasive communication techniques, and honing critical thinking skills for rational problem-solving, this module aims to empower Audiometric Screeners to excel in their roles. By developing and demonstrating these key success attributes, individuals undergoing this training will enhance their effectiveness, professionalism, and overall contribution to the field of audiology.

(b) List of Knowledge Topics:

TOPIC CODE	TOPIC TITLE	% OF TIME TO BE SPENT
KM-03-KT01	Ensuring attention to detail in the role of an Audiometric Testing Screener.	25%
KM-03-KT02	Concepts and principles of building an Ethical and productive therapeutic relationship with clients.	25%
KM-03-KT03	Fundamentals of applying persuasive communication.	25%
KM-03-KT04	Concepts and principles of critical thinking and rational problem solving.	25%

KM-03-KT01 ENSURING ATTENTION TO DETAIL IN THE ROLE OF AN AUDIOMETRIC TESTING SCREENER. 25%		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0101	Importance of Attention to Detail within an occupational setting:	20%
KT0102	Stages of the Audiometric Testing Procedures:	20%
KT0103	Calibration and Equipment Maintenance:	20%
KT0104	Data Collection and data Recording:	20%
KT0105	Quality Control and Quality Assurance:	20%

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0101	Give examples emphasizing the critical importance of attention to detail in the context of audiometric testing. RANGE: Discuss why accuracy and precision are essential for reliable test results and for identifying potential hearing issues in individuals.	20%
IAC0102	Provide a comprehensive overview of the various audiometric testing procedures. RANGE: Break down each procedure into its constituent steps, emphasising the need for meticulous execution of each step to ensure accurate and valid results.	20%
IAC0103	Discuss the significance of regularly calibrating audiometric equipment and maintaining it in optimal working condition. RANGE: Explain the potential consequences of using improperly calibrated or malfunctioning equipment and how attention to detail in equipment management can prevent errors.	20%
IAC0104	Discuss the procedures for accurately collecting and recording audiometric data. RANGE: Highlight the importance of meticulous data entry, ensuring that all relevant information is captured correctly, and that there are no transcription errors or omissions.	20%
IAC0105	Explain the concept of quality control and quality assurance in audiometric testing.	20%

KM-03-KT02 CONCEPTS AND PRINCIPLES OF BUILDING AN ETHICAL AND PRODUCTIVE THERAPEUTIC RELATIONSHIP WITH CLIENTS. 25%		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0201	Establishing Trust and Rapport:	20%
KT0202	Boundaries and Ethical Considerations:	20%
KT0203	Client-Centered Approach:	20%
KT0204	Effective Communication Skills:	20%
KT0205	Cultural Competence and Diversity:	20%

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE
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SKILLS PROGRAMME CURRICULUM – OCCUPATIONAL AUDIOMETRIC SCREENER

		SPENT
IAC0201	Explain the foundational importance of trust and rapport in therapeutic relationships.	20%
IAC0202	Discuss the ethical principles and boundaries that govern the therapeutic relationship, including confidentiality, informed consent, and professional competence.	20%
IAC0203	Explain the concept of client-centered therapy and the importance of tailoring the therapeutic approach to each client's unique needs and goals.	20%
IAC0204	Explain, using practical examples, how to effectively communicate with clients. Describe the techniques of active listening, non-verbal communication, and open-ended questioning.	20%
IAC0205	Elaborate on the significance of cultural competence and sensitivity to diversity in therapeutic relationships.	20%

KM-03-KT03 FUNDAMENTALS OF APPLYING PERSUASIVE COMMUNICATION. 25%		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0301	Definition of Persuasion and Its Importance:	20%
KT0302	The Persuasion Process:	20%
KT0303	Effective Message Design:	20%
KT0304	Audience Analysis and Adaptation:	20%
KT0305	Ethical Considerations in Persuasion:	20%

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0301	Define persuasion and its significance in various contexts, such as marketing, sales, public speaking, and everyday communication.	10%
IAC0302	Discuss the psychology behind persuasion, including the factors that influence human decision-making and behavior.	10%
IAC0303	Break down the persuasion process into its key components, including the source (communicator), message, audience, and context.	10%
IAC0304	Discuss the elaboration likelihood model (ELM) and the central and peripheral routes to persuasion, highlighting the role of	10%

	motivation and cognitive processing.	
IAC0305	Describe the principles of crafting persuasive messages, including the use of persuasive techniques such as ethos (credibility), pathos (emotional appeal), and logos (logical reasoning).	10%
IAC0306	Explain and elaborate on the structure of persuasive messages, including attention-grabbing openings, clear arguments, evidence, and compelling conclusions.	10%
IAC0307	Motivate the importance of understanding your audience, their needs, values, and beliefs.	10%
IAC0308	Discuss strategies for tailoring persuasive messages to different audience segments and demographics.	10%
IAC0309	Debate ethical responsibilities of persuasive communicators, including honesty, transparency, and respect for the autonomy of the audience.	10%
IAC0310	List and elaborate on common ethical pitfalls and deceptive persuasion tactics to avoid	10%

(c) Detailing each topic listed above into topic elements:

KM-03-KT04 CONCEPTS AND PRINCIPLES OF CRITICAL THINKING AND RATIONAL PROBLEM SOLVING. 25%		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0401	Critical Thinking Fundamentals:	20%
KT0402	Problem Identification and Definition:	20%
KT0403	Information Gathering and Analysis:	20%
KT0404	Critical Thinking Models and Frameworks:	20%
KT0405	Creative Problem-Solving and Decision-Making:	20%

(d) Internal Assessment Criteria (IAC) and Weight

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0401	Define critical thinking and its importance in decision-making and problem-solving.	10%
IAC0402	Discuss the characteristics of critical thinkers, such as open-mindedness, scepticism, and the ability to evaluate information	10%

	objectively.	
IAC0403	Use practical examples to describe how to identify problems effectively by recognising discrepancies between the current situation and the desired outcome.	10%
IAC0404	Debate and elaborate on the importance of defining problems clearly and precisely to avoid ambiguity and ensure a focused approach to problem-solving.	10%
IAC0405	Describe and motivate strategies for gathering relevant information, including research, data collection, and seeking input from diverse sources.	10%
IAC0106	Discuss techniques for analysing and evaluating information, including assessing the credibility of sources and identifying biases.	10%
IAC0407	Explain and compare different models and frameworks for critical thinking, such as the Socratic method, the RED model (Recognize, Evaluate, Decide), and the 5 Whys technique.	10%
IAC0408	Highlight the connection between critical thinking and creativity in problem-solving.	10%
IAC0409	Explain the techniques for generating creative solutions, such as brainstorming, mind mapping, and lateral thinking.	10%
IAC0410	Discuss the process of making rational decisions based on the analysis of available options and the consideration of potential consequences.	10%

3.1.2 Criteria for accreditation

Physical Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
EQUIPMENT & TOOLS	To effectively present the knowledge module "Developing and demonstrating key success attributes for role success as an Audiometric Screener" in a blended format (combining face-to-face and distance learning using digital technologies), the provider would need a range of physical tools and equipment. Here's a list of essential items: • Computers/Laptops: Necessary for accessing digital resources, presentations, and online learning platforms during both face-to-face and distance learning sessions. • Projector and Screen: For displaying presentations, videos, and other multimedia content during face-to-face sessions. • Interactive Whiteboard or Smartboard: Enables interactive engagement during face-to-face sessions, allowing for dynamic presentations and collaborative activities. • Internet Connectivity: Reliable internet access is crucial for delivering distance learning components, including online lectures, discussions, and multimedia content. • Microphones and Speakers: To ensure clear audio transmission during both face-to-face and distance learning sessions, especially important for remote participants. • Webcams: Essential for video conferencing and facilitating virtual interactions between learners and instructors during distance learning sessions. • Document Camera/Visualizer: Useful for displaying physical documents, diagrams, or objects during face-to-face sessions, ensuring all participants have a clear view. • Printed Materials: Handouts, worksheets, and other printed materials to supplement learning activities during face-to-face sessions. • Writing Materials: Pens, markers, and whiteboards for brainstorming, note-taking, and interactive activities during face-to-face sessions. • Training Models: Physical models or simulators for demonstrating audiometric testing procedures and techniques during face-to-face sessions. • Training Kits: Audiometric testing equipment, including audiometers and hearing protection devices, for practical demonstrations and hands-on learning during face-to-face

	sessions. • Furniture Arrangement: Flexible seating arrangements conducive to group discussions, presentations, and collaborative activities during face-to-face sessions. • Room Setup: Adequate lighting, ventilation, and acoustics to ensure a comfortable learning environment during face-to-face sessions. • Backup Power Supply: Uninterruptible Power Supply (UPS) or backup generators to mitigate disruptions caused by power outages during both face-to-face and distance learning sessions.
CONSUMABLES	To effectively present the knowledge module "Developing and demonstrating key success attributes for role success as an Audiometric Screener" in a blended format (combining face-to-face and distance learning using digital technologies), the provider would need various consumable materials. Here's a list of consumable materials that would support the delivery of the module: • Printed Handouts: Supplemental reading materials, worksheets, or guides to aid in understanding and application of concepts covered in the module. • Writing Materials: Pens, pencils, markers, and highlighters for notetaking, brainstorming, and completing activities during face-to-face sessions. • Disposable Gloves: Used during practical demonstrations or hands-on activities involving audiometric testing equipment to maintain hygiene and safety standards. • Paper: Plain or lined paper for jotting down notes, completing exercises, or sketching diagrams during face-to-face sessions. • Disposable Ear Tips: Used with audiometric testing equipment to maintain hygiene standards and prevent the spread of infections between clients during practical demonstrations. • Refreshments: Water, tea, coffee, or snacks to keep participants hydrated and energized during face-to-face sessions, fostering a conducive learning environment. • Flipchart Paper and Easel: For brainstorming sessions, group discussions, or visual presentations during face-to-face sessions, promoting interactive learning and engagement. • Disinfectant Wipes/Sprays: Used to clean surfaces, equipment, and shared materials between sessions to maintain hygiene standards and prevent the spread of infections. • Name Tags or Badges: To facilitate networking, interaction, and

	identification of participants during face-to-face sessions. • Evaluation Forms: Feedback forms or surveys to gather input from participants regarding the effectiveness of the module and areas for improvement. • Certificates: Upon completion of the module, certificates of participation or achievement may be provided to participants as recognition of their efforts and completion of the training. • Envelopes: For distributing materials, handouts, or certificates to participants during face-to-face sessions or via postal mail for distance learning participants. • Post-it Notes: Used for quick reminders, annotations, or collaborative activities during face-to-face sessions, enhancing interactivity and engagement. • Markers/Chalk: Used for writing on whiteboards or chalkboards during face-to-face sessions, facilitating visual presentations and demonstrations.
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Human Resource Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
QUALIFICATIONS	
EXPERIENCE	
FACILITATOR/LEARNER RATIO	1:12 Face to Face (maximum) 1:20 Online (maximum)

Legal Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
	For a training provider offering the knowledge module "Developing and demonstrating key success attributes for role success as an Occupational Audiometric Screener" in South Africa, compliance with specific legislative requirements is essential. While some of these requirements may overlap with those mentioned earlier, here are the legislative requirements specific to the topics covered in this module: • Occupational Health and Safety Act, 1993 (Act No. 85 of 1993): ○ This act sets out the legal requirements for ensuring the health and safety of clients in South Africa, including those involved in audiometric screening. ○ Compliance with this act is crucial for ensuring that audiometric screeners adhere to occupational health and safety standards while performing their duties, particularly regarding attention to detail and critical thinking in identifying

	potential hazards. • Mine Health and Safety Act, 1996 (Act No. 29 of 1996) • This act sets out the legal requirements for ensuring the health and safety of clients in South Africa, including those involved in audiometric screening • Various Code of Practices is applicable to the mine industry • Health Professions Act, 1974 (Act No. 56 of 1974): ○ This act regulates the training and practice of healthcare professionals in South Africa. ○ Compliance with this act ensures that audiometric screeners adhere to professional standards and ethical guidelines, particularly in building ethical and productive therapeutic relationships with clients. • Protection of Personal Information Act, 2013 (Act No. 4 of 2013): ○ This act governs the collection, storage, and use of personal information and imposes obligations on organizations to protect the privacy of individuals' personal information. ○ Compliance with this act is essential for audiometric screeners in handling clients' personal and medical information with confidentiality and discretion, particularly in the context of building ethical relationships. • Consumer Protection Act, 2008 (Act No. 68 of 2008): ○ This act aims to protect consumers' rights and promote fair business practices. ○ Compliance with this act ensures that audiometric screeners engage in fair and transparent communication with clients, particularly when applying persuasive communication techniques to inform them about their hearing health and available options.

Additional Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)
In addition to legislative requirements, training providers offering the module "Developing and demonstrating key success attributes for role success as an Audiometric Screener" may need to comply with additional standards, guidelines, or industry-specific requirements to ensure quality and effectiveness. Here are some potential additional requirements: • Health Professions Council of South Africa (HPCSA) Guidelines: The HPCSA provides guidelines and standards specific to the practice of healthcare professionals in South Africa. Training providers may need to adhere to HPCSA guidelines relevant to audiometric screening, professional conduct, and continuing education requirements. • Occupational Health and Safety Regulations: Beyond compliance with the Occupational

Health and Safety Act, training providers may need to follow specific occupational health and safety regulations applicable to audiometric screening environments, such as those related to noise exposure monitoring, personal protective equipment (PPE), and workplace hazards.

- **Quality Assurance Processes:** Training providers may need to implement quality assurance processes to monitor and evaluate the effectiveness of their training programs continuously. This could include collecting feedback from participants, assessing learning outcomes, and making improvements based on evaluations.
- **Industry Standards and Best Practices:** Depending on the sectors in which audiometric screeners will be employed (e.g., healthcare, occupational health, industrial settings), training providers may need to align their curriculum with industry-specific standards and best practices. This ensures that learners are equipped with relevant knowledge and skills for their specific roles and environments.
- **Certification Requirements:** If there are certification or accreditation bodies specific to audiometric screening in South Africa, training providers may need to align their program content and delivery with the requirements for certification or accreditation. This could involve covering specific competencies, practical training hours, or assessment criteria set by the certification body.
- **Ethical Guidelines and Codes of Conduct:** Training providers should incorporate ethical guidelines and codes of conduct relevant to audiometric screening into their curriculum. This includes principles of confidentiality, respect for clients' autonomy, and integrity in professional practice.
- **Technology and Equipment Standards:** Training providers offering distance learning components may need to ensure that their digital platforms and technologies comply with relevant standards for data security, accessibility, and user privacy. Additionally, they may need to provide access to simulation software or virtual training tools for practical skills development.

A training provider offering the module must comply with QCTO accreditation requirements. Here's how the provider may need to align with QCTO accreditation standards:

- **Occupational Qualification:** The training program should align with an occupational skills programme registered with the QCTO. This ensures that the content and outcomes of the module meet the standards set by the QCTO for the Audiometric Screener occupation.
- **Curriculum Development:** The curriculum for the module should be developed in accordance with QCTO guidelines.
- **Assessment Criteria:** The training provider should establish assessment methods and criteria that align with QCTO requirements for the assessment of occupational qualifications and skills programmes. This may involve incorporating various assessment methods, such as practical demonstrations, written assessments, and workplace-based assessments, to evaluate learners' competency.
- **Workplace Integration:** QCTO-accredited training programs emphasize workplace integration and practical experience. The provider needs to ensure that learners have opportunities for workplace-based learning.
- **Assessor and Moderator Registration:** The training provider should ensure that assessors and moderators involved in the delivery and assessment of the module are appropriately

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registered with the QCTO. This ensures that they meet the necessary competency requirements and adhere to QCTO standards for assessment and moderation.

- **Quality Assurance Processes:** The training provider should have robust quality assurance processes in place to monitor the delivery, assessment, and evaluation of the module. This may involve regular internal audits, feedback mechanisms, and continuous improvement initiatives to maintain the quality of the training program.

3.1.3 Exemptions

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification, or skills programme through any means of formal, informal, or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

Learners attempting the Knowledge Module "Developing and demonstrating key success attributes for role success as an Audiometric Screener" may be eligible for exemptions based on prior completion of relevant programs, courses, or qualifications. Here are specific qualifications that can serve as exemptions for each topic covered in the module:

1. **KM-02-KT01: Ensuring attention to detail in the role of an Audiometric Testing Screener:**

- **Certificate/Degree in Audiology or Hearing Sciences:** Learners who have completed a certificate or degree program in audiology or hearing sciences may have already covered topics related to audiometric testing, including attention to detail in conducting tests, interpreting results accurately, and maintaining equipment.

2. **KM-02-KT02: Concepts and principles of building an Ethical and productive therapeutic relationship with clients:**

- **Bachelor's Degree in Psychology or Counselling:** Learners with a background in psychology or counselling may have covered principles of building therapeutic relationships with clients, including ethical considerations, communication skills, and establishing rapport.

3. **KM-02-KT03: Fundamentals of applying persuasive communication:**

- **Certificate/Degree in Communication Studies or Marketing:** Learners who have completed a program in communication studies or marketing may have acquired skills in persuasive communication, including understanding audience needs, crafting persuasive messages, and using persuasive techniques effectively.

4. **KM-02-KT04: Concepts and principles of critical thinking and rational problem-solving:**

- **Bachelor's degree in science or engineering:** Learners with a background in science or engineering may have developed critical thinking and problem-solving skills through coursework in mathematics, physics, and scientific research methods.

These qualifications can provide learners with foundational knowledge and skills relevant to the topics covered in the knowledge module, potentially allowing them to be exempted from certain aspects of the module based on their prior learning and experience. However, specific exemptions will depend on the alignment of the prior qualifications with the learning outcomes of the module and the policies of the training provider and the accrediting body.

DRAFT - NOT YET ESTABLISHED

3.2 Practical Skill Module (PM) Specifications:

Practical Module (PM) - 01

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900272-000-00 PM01-PM-01	Conduct audiometry screening tests	5	1	Blended

(a) Purpose of the Practical Skills Module:

The purpose of the practical skills module is to equip Occupational Audiometric Screening staff with the hands-on skills and practical experience necessary to perform accurate hearing assessments on individuals in an occupational setting.

This module serves as the core application component within a skills program aimed at capacitating these clients.

The module will contribute to the capacitation of Occupational Audiometric Screening staff by:

- **Ensuring Hands-on Skill Development:** The module focuses on providing learners with practical, hands-on experience in conducting audiometric screening tests. Participants will gain proficiency in using audiometric equipment, performing various audiometric tests, and collecting accurate and reliable data.
- **Providing Real-world Application:** Learners will have the opportunity to apply the theoretical knowledge gained in earlier modules to real-world situations. This practical experience is invaluable for building competence and confidence in conducting hearing assessments.
- **Enhancing Quality Assurance:** The module will emphasise the importance of adhering to quality control measures to ensure the accuracy and validity of screening tests. This includes equipment calibration, test environment considerations, and adherence to standard protocols.
- **Application of Interpersonal Skills:** In addition to technical skills, the module will also focus on developing effective communication and interpersonal skills. This is crucial for interacting with individuals undergoing screening tests, ensuring their comfort, and explaining the process clearly.
- **Application of Documentation and Reporting:** Learners will be trained in the proper documentation of test results and the preparation of comprehensive reports. This aspect of the module ensures that the data collected is recorded accurately and can be used for further analysis and action.

Expected learning outcomes from this module may include:

- **Proficiency in Audiometric Testing:** Learners will demonstrate the ability to conduct various audiometric tests accurately and efficiently, including pure-tone audiometry,
- **Equipment Proficiency:** Participants will be proficient in the use and maintenance of audiometric equipment, including calibration procedures.
- **Quality Control:** Learners will understand and implement quality control measures to ensure the reliability and validity of screening tests.

- **Effective Communication:** Graduates of the module will possess strong interpersonal skills, enabling them to interact effectively with individuals undergoing hearing assessments.
- **Accurate Documentation:** Participants will be capable of accurately documenting test results and preparing clear and comprehensive reports for employers and relevant stakeholders.

(b) List of Practical Skill Activities:

PRACTICAL SKILL CODE	ACTIVITY TITLE
PM-01-PS01	Prepare to conduct Audiometric Screening Tests.
PM-01-PS02	Operate equipment to conduct occupational Audiometry Screening Tests and calibration of equipment including confirming valid electro-acoustic calibration, weekly biological calibration, daily functional checks, and 5/6 types of audiograms - covering baseline, milestone baseline, entry level, periodic, exit, and the biological reference tests.
PM-01-PS03	Interpret, record, report and manage Audiometry Screening test results.

(c) Scope of each Practical Skill Activity:

PM-01-PS01 PREPARE TO CONDUCT AUDIOMETRIC SCREENING TESTS.
PRACTICAL SKILL ACTIVITY SCOPE OUTLINE:
To prepare for an audiometry test, learners need to acquire a set of skills that includes the following: • Client Preparation: Learners should know how to prepare the client/client or test subject for the audiometry test. This includes explaining the procedure, addressing any concerns, and ensuring the individual is comfortable and relaxed. • Equipment Setup: Skills in setting up and checking that the equipment is calibrated calibrating is essential. This involves correctly configuring the audiometer, headphones, and any additional equipment required for the specific tests. • Client Positioning: Learners need to know how to position the client properly, ensuring that they are seated comfortably and that the headphones fit securely. This step is crucial for obtaining accurate test results. • Conducting the Test: Skills in conducting the audiometry test itself, which may involve various components such as pure-tone audiometry, This includes following the prescribed test protocols, recording responses, and adjusting test parameters as needed. • Data Recording: Accurate and organized data recording is essential. Learners should be capable of documenting test results accurately, including recording threshold values and any additional observations. • Client Communication: Effective communication skills are crucial for providing clear instructions, explaining the test procedure, and ensuring the client's cooperation throughout the assessment. Simulated Environment for Teaching these Skills:

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To teach learners how to prepare for an audiometry test, a simulated environment should be created that replicates the conditions of a real audiometry test room or clinic. This simulated environment should include the following elements:

- **Audiometric Equipment:** Provide access to actual audiometric equipment, including an audiometer, headphones, and any necessary accessories. Ensure that the equipment is functional and calibrated for training purposes.
- **Soundproof Room:** Create a quiet and soundproof testing room or booth to mimic the conditions of a professional audiometric testing environment. This helps learners practice in an environment similar to what they will encounter in their role.
- **Simulated Clients:** Use standardized clients or volunteers to simulate individuals undergoing audiometric testing. These individuals can follow predefined scenarios and respond as real clients would during the test.
- **Supervision and Feedback:** Have experienced audiometric professionals or instructors present to supervise the training sessions and provide immediate feedback and guidance to learners as they practice their skills.
- **Documentation Tools:** Provide learners with the necessary documentation tools, such as audiogram forms and recording sheets, to practice accurately documenting test results.
- **Communication Resources:** Ensure access to resources for practicing effective client communication, such as scripts or guidelines for explaining the procedure and obtaining informed consent.
- **Safety Measures:** Emphasize safety protocols, including infection control and sanitation practices, to ensure that learners understand and follow proper safety procedures during the simulated tests.

Given the simulated environment learners should be able to:

PRACTICAL SKILL ACTIVITY ELEMENT CODES	PRACTICAL SKILL ACTIVITY ELEMENTS
PA0101	Check and prepare the environment to ensure ideal acoustic conditions: • Ensuring that the test room or booth is soundproof or acoustically treated to minimize external noise interference during the audiometric test. • Arranging the test environment to create an ideal setup, including proper placement of the audiometer and the client's seat within the booth to optimize sound delivery and minimize reflections. • Taking measures to control or eliminate any background noise sources within the testing environment, such as HVAC systems or other equipment, to maintain quiet conditions. • Calibrating the audiometer to ensure that the presentation of pure tones occurs at the correct sound levels and frequencies, following established standards. • Regularly inspecting and maintaining the soundproofing materials within the test environment to ensure their effectiveness.

PA0102	Check and prepare the audiometric screening equipment: • Setting up the audiometric equipment, including the audiometer and headphones, in accordance with standard procedures. • Ensuring that the equipment is properly calibrated to ensure accurate and reliable test results. • Adjusting sound levels and ensuring that the equipment functions correctly.
PA0103	Position and prepare the client/client/client/test subject: • Practicing effective communication with the client or test subject, including explaining the procedure in a clear and understandable manner. • Addressing any concerns or questions from the client and providing reassurance when necessary. • Ensuring that the client is comfortable and ready for the audiometric test, which may involve explaining the importance of cooperation and following instructions. • Properly positioning the client in the audiometric test environment, ensuring that they are seated comfortably. • Ensuring that the headphones or insert earphones fit securely and comfortably on the client's head or ears to maintain a reliable seal for sound delivery. • Explaining the audiometric test procedure to the client, including the use of headphones, the role of button-pressing or signalling, and the importance of responding honestly to the presented tones or stimuli. • Obtaining informed consent from the client before conducting the test, ensuring they understand the procedure and potential outcomes. • Documenting client information, including demographics and relevant medical history, as well as consent documentation, to maintain accurate records.

(d) Applied Knowledge that underpins the Practical Skill

APPLIED KNOWLEDGE CODE	APPLIED KNOWLEDGE
AK0101	Techniques and processes on how to communicate effectively with clients, explain the test procedure, and address their concerns or questions.
AK0102	Techniques for clear and empathetic communication, active listening, and providing reassurance to create a comfortable environment for the client.
AK0103	Step-by-step procedures for greeting clients, obtaining informed consent, and ensuring their readiness and comfort before the test.
AK0104	Techniques and processes for the operation and calibration requirements of audiometric equipment, including audiometers,

	headphones, and soundproof booths.
AK0105	Processes for configuring and calibrating the equipment to ensure accurate sound delivery and measurement.
AK0106	Step-by-step procedures for setting up and calibrating audiometric equipment, including equipment checks and adjustments.
AK0107	Knowledge of how to position the client correctly within the test environment to optimize test accuracy.
AK0108	Techniques for ensuring that the client is seated comfortably and that headphones or insert earphones are securely and comfortably fitted.
AK0109	Guided procedures for positioning clients, adjusting seating, and ensuring a proper fit of testing equipment.
AK0110	Understanding the various components of the audiometric test procedure, including the use of headphones, response signalling, and client engagement.
AK0111	Techniques for clearly and comprehensively explaining the test procedure to the client, emphasizing the importance of cooperation and honest responses.
AK0112	Detailed instructions for walking clients through the test procedure, providing information on signal responses and the test's purpose.
AK0113	Familiarity with the importance of obtaining informed consent and documenting client information accurately.
AK0114	Techniques for obtaining consent from clients and ensuring they understand the test procedure and potential outcomes.
AK0115	Steps for documenting client demographics, medical history, and consent, along with record-keeping procedures for maintaining accurate and organized client records.

(e) Internal Assessment Criteria (IAC)

IAC CODE	IAC DESCRIPTION
IAC0101	Clear, empathetic, and effective communication with clients is practiced, ensuring they understand the test procedure and feel comfortable.
IAC0102	The accurate setup and calibration checking of audiometric equipment is executed, ensuring it functions correctly for accurate test results.
IAC0103	Clients are positioned correctly, and the fitting of testing equipment, such as headphones, is ensured to be secure and comfortable.

IAC0104	The comprehensive explanation of the audiometric test procedure is provided, emphasizing cooperation and honest responses from clients.
IAC0105	Informed consent is obtained, client information is accurately documented, and organized and complete records are maintained, prioritizing client safety and ethical practices.

(c) Scope of each Practical Skill Activity:

PM-01-PS02 CONDUCTING OCCUPATIONAL AUDIOMETRY SCREENING TESTS.
PRACTICAL SKILL ACTIVITY SCOPE OUTLINE:
To enable a learner to conduct occupational audiometry tests, they need to acquire a set of skills that encompass the following: • Audiometric Equipment Operation: Proficiency in operating and calibrating audiometric equipment, including audiometers, headphones, and soundproof booths or test environments. • Client Preparation: Skills in preparing and instructing the client or test subject for the audiometry test, ensuring their comfort, explaining the procedure, and addressing any concerns or questions. • Conducting Audiometric Tests: The ability to perform a range of audiometric tests following standardised protocols and accurately recording results. • Data Collection and Documentation: Competence in collecting, organizing, and documenting audiometric data, including the recording of threshold values and any additional observations or notes. • Quality Control: Knowledge and practice of quality control measures to ensure the accuracy and reliability of the audiometry tests, including equipment calibration and adherence to standard procedures. • Effective Communication: Strong communication skills to interact effectively with individuals undergoing testing, provide clear instructions, and maintain a professional and empathetic demeanour. Simulated Environment for Teaching these Skills: To teach learners how to conduct occupational audiometry tests, a simulated environment should be created that replicates the conditions of a real audiometric testing facility. This simulated environment should include the following components: • Audiometric Testing Room: Set up a dedicated testing room or booth that mimics the conditions of a professional audiometric testing facility. Ensure it is equipped with soundproofing and contains the necessary audiometric equipment, including calibrated audiometers and headphones. • Simulated Clients: Use standardized clients or volunteers who can act as individuals undergoing audiometric testing. These individuals should be trained to follow predetermined scenarios and respond realistically during the tests.

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- **Supervision and Training:** Have experienced audiometric professionals or instructors present to supervise and guide the training sessions. They should provide immediate feedback, correct any errors, and offer guidance on improving the learners' skills.
- **Documentation Tools:** Provide learners with the necessary documentation tools, such as audiogram forms and recording sheets, to practice accurate data collection and documentation.
- **Communication Resources:** Ensure access to resources that facilitate effective client communication, including scripts or guidelines for explaining the procedure, obtaining informed consent, and addressing questions or concerns.
- **Safety Measures:** Emphasize safety protocols and infection control practices to ensure that learners understand and follow proper safety procedures during the simulated tests.
- **Feedback and Assessment:** Implement a feedback and assessment mechanism to evaluate learners' performance and provide them with constructive feedback for improvement.

Given the simulated environment learners should be able to:

PRACTICAL SKILL ACTIVITY ELEMENT CODES	PRACTICAL SKILL ACTIVITY ELEMENTS
PA0201	Collect audiometric test data accurately, recording threshold values and relevant observations.
PA0202	Administer pure-tone and tests while adhering to standardised protocols
PA0203	Maintain organised and systematic records of client information and test results.
PA0204	Implement quality control measures to ensure test accuracy, including equipment calibration and verification.
PA0205	Conduct routine maintenance of audiometric equipment for optimal functionality.
PA0206	Interact effectively with clients, explain test procedures, and address their questions and concerns.
PA0207	Prioritise client comfort and cooperation throughout the testing process.
PA0208	Maintain a professional and empathetic demeanour during testing, particularly in occupational settings.

(d) Applied Knowledge that underpins the Practical Skill

APPLIED KNOWLEDGE CODE	APPLIED KNOWLEDGE
AK0201	Audiometric Test Procedures: This involves a comprehensive

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	understanding of the principles and protocols of audiometric testing.
AK0202	Data collection methods and the significance of accurate record-keeping in audiometry.
AK0203	Processes and techniques for Quality Control and Equipment Maintenance:
AK0204	Techniques and processes for effective client communication and creating a comfortable testing environment are essential skills.

(e) Internal Assessment Criteria (IAC)

IAC CODE	IAC DESCRIPTION
IAC0201	Various audiometric tests are consistently and precisely administered, adhering to standardized protocols to ensure correct stimuli presentation, accurate recording of client responses, and strict adherence to established testing procedures.
IAC0202	Proficiency in collecting audiometric data accurately, recording threshold values meticulously, and maintaining well-organized client records is emphasized. The importance of meticulous record-keeping to ensure data accuracy and traceability is emphasized by this standard.
IAC0203	Quality control measures such as equipment calibration and verification are effectively implemented to guarantee the reliability of audiometric test results. Responsibility for routine equipment maintenance is also taken, ensuring consistent and accurate testing conditions.
IAC0204	Client-centred interaction and communication are applied. Test procedures are clearly explained, client questions and concerns are addressed, and client comfort and cooperation are prioritized throughout the testing process. Fostering a positive and comfortable testing environment is considered essential.

(c) Scope of each Practical Skill Activity:

PM-01-PS03 INTERPRET, RECORD, AND MANAGE AUDIOMETRY SCREENING TEST RESULTS.
PRACTICAL SKILL ACTIVITY SCOPE OUTLINE:
To enable a learner to evaluate an audiometry test, they need to acquire a set of skills that encompass the following: • Data Review: The ability to review and analyse audiometric test data. • Data Interpretation: Proficiency in interpreting audiometric test results.

- **Pattern Recognition:** The skill to recognise patterns or trends in audiometric data. This includes determining the degree of hearing loss if present.
- **Clinical Judgment:** The capability to exercise clinical judgment in assessing the significance of test results, considering factors like age, medical history, and occupational noise exposure.
- **Documentation and Reporting:** Competence in documenting findings accurately and comprehensively in audiometric reports, which may include referrals for further evaluation or intervention.
- **Communication:** Strong communication skills to discuss test results with the individual being tested, explaining findings in a clear and empathetic manner.

Simulated Environment for Teaching these Skills:

To teach learners how to evaluate an audiometry test, a simulated environment should be created that replicates the conditions of a clinical or occupational audiometric evaluation setting. This simulated environment should include the following components:

- **Audiometric Test Records:** Provide access to simulated audiometric test records, including audiograms and client history, to practice reviewing and interpreting data.
- **Supervised Learning:** Have experienced audiometric professionals or instructors present to supervise and guide the training sessions. They should provide cases with different audiometric results for learners to evaluate.
- **Audiometric Software:** Use audiometric software or simulated software applications that allow learners to input test data, review results, and practice data interpretation.
- **Simulated Clients or Case Studies:** Present simulated client cases or case studies with audiometric data for learners to analyse and interpret. These cases should cover a range of hearing conditions and test results.
- **Feedback and Assessment:** Implement a feedback and assessment mechanism to evaluate learners' performance in evaluating audiometric tests. Provide constructive feedback to help learners refine their skills.
- **Communication Practice:** Facilitate practice in communicating test results with simulated clients or peers, emphasizing the importance of clear and empathetic communication.

Given the simulated environment learners should be able to:

PRACTICAL SKILL ACTIVITY ELEMENT CODES	PRACTICAL SKILL ACTIVITY ELEMENTS
PA0301	Review and analyse audiometric test data.
PA0302	Interpret audiometric test results by comparing them to established norms or standards.
PA0303	Recognise patterns or trends in audiometric data that may indicate specific hearing conditions.
PA0304	Apply clinical judgment to assess the significance of test results, considering factors like age, medical history, and occupational

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	noise exposure.
PA0305	Document findings accurately and comprehensively in audiometric reports, which may include recommendations, and referrals for further evaluation or intervention.
PA0306	Discuss test results with the individual being tested, explaining findings in a clear and empathetic manner.
PA0307	Apply critical thinking and rational problem-solving skills when faced with unusual or challenging audiometric test results, seeking appropriate solutions.
PA0308	Adhere to ethical standards and legal requirements in the evaluation and communication of audiometric test results, respecting client confidentiality and privacy.
PA0309	Stay updated on advances in audiometry and hearing healthcare, engaging in ongoing learning and professional development to enhance evaluation skills.

(d) Applied Knowledge that underpins the Practical Skill

APPLIED KNOWLEDGE CODE	APPLIED KNOWLEDGE
AK0301	Techniques and processes for the review and analyse of audiometric test data, including various test types, to identify patterns and abnormalities.
AK0302	Data Interpretation techniques:
AK0303	Techniques and processes to recognise patterns or trends in audiometric data indicative of specific hearing conditions, such as noise-induced or conductive hearing loss, is essential.
AK0304	Techniques and processes for documenting findings accurately and comprehensively in audiometric reports, including diagnosis, recommendations, and referrals, following standardized procedures.
AK0305	Techniques and processes for critical thinking and problem-solving skills when faced with unusual test results, ensuring accuracy through quality control measures and ethical adherence.

(e) Internal Assessment Criteria (IAC)

IAC CODE	IAC DESCRIPTION
IAC0301	Audiometric test data is consistently and precisely analysed, with threshold values, patterns, and abnormalities accurately identified.

IAC0302	Audiometric test results are consistently and accurately interpreted, including precise assessment of the degree and type of hearing loss when present.
IAC0303	Patterns in test data are effectively recognized, and precise and accurate diagnoses of hearing conditions, such as noise-induced or conductive hearing loss, are consistently provided.
IAC0304	Findings are consistently and accurately documented, and clear, comprehensive, and professionally articulated audiometric reports are generated. This includes diagnosis, recommendations, and referrals.
IAC0305	Effective critical thinking and problem-solving skills are applied when addressing unusual or challenging test results. Accuracy is ensured through thorough quality control measures and unwavering adherence to ethical standards throughout the evaluation process.

3.2.2. Criteria for accreditation

Physical Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
EQUIPMENT & TOOLS	To effectively conduct practical skills training in the module "Conduct audiometry screening tests" the training provider must have specific physical equipment and tools in place. Here's a list of essential items: • Audiometer: A calibrated audiometer is essential for conducting audiometry screening tests. • Soundproof Booth or Room: A soundproof booth or room is necessary to create an environment free from external noise interference, ensuring accurate audiometric testing results. • Headphones: High-quality headphones or insert earphones are required for delivering auditory stimuli to the client during audiometry screening tests. These headphones should provide a comfortable fit and ensure adequate sound isolation. • Insert Earphones: Insert earphones may be used instead of headphones for audiometry screening, particularly in cases where headphones are not suitable or comfortable for the client. • Noise-Reducing Headset for Tester: The audiometric screener should wear a noise-reducing headset or earmuffs to minimize the impact of ambient noise and prevent unintended hearing damage during testing. • Response Button or Handheld Response Switch: An client response button or handheld response switch allows the client to signal when they hear the auditory stimuli during audiometry screening tests, facilitating accurate threshold determination. • Calibration Equipment: Calibration equipment, including a sound level meter and calibration tones, is necessary to ensure the accuracy and reliability of the audiometer's output. • Personal Protective Equipment (PPE): PPE such as disposable gloves should be available for the audiometric screener to maintain hygiene standards and prevent the spread of infections during testing. • Audiogram Forms or Electronic Recording Software: Audiogram forms or electronic recording software should be available for documenting audiometry screening test results accurately. This includes recording thresholds at different frequencies and noting any abnormalities or findings.
CONSUMABLES	To effectively conduct practical skills training in the module "Conduct audiometry screening tests" the training provider must have specific consumable materials in place. These materials are necessary for both preparing to conduct audiometric screening tests and for conducting the

	tests themselves. Here's a list of essential consumable materials: • Audiogram Forms: Consumable forms for documenting audiometry screening test results. These forms typically include space for recording thresholds at different frequencies and any relevant client information. • Printer Paper and Ink/Toner: If using electronic recording software or printing audiogram forms, an adequate supply of printer paper and ink/toner is essential to ensure uninterrupted documentation during training sessions. • Disposable Gloves: Disposable gloves should be available for the audiometric screener to maintain hygiene standards when handling equipment and interacting with clients during training sessions. • Sanitizing Wipes or Disinfectant Spray: Sanitizing wipes or disinfectant spray should be available for cleaning equipment, headphones, response buttons, and other surfaces between training sessions to prevent the spread of infections. • Ear Tips: Disposable ear tips for headphones or insert earphones should be available for use during training sessions to ensure hygiene and prevent the transmission of infections between participants. • Alcohol Swabs: Alcohol swabs can be used for cleaning response buttons, handheld response switches, and other equipment surfaces to maintain hygiene standards during training sessions. • Pens and Markers: Pens and markers should be available for participants to use when completing audiogram forms or taking notes during training sessions. • Tissues: Tissues should be readily available for participants to use if needed during training sessions for wiping hands or cleaning equipment surfaces. • Folder or File Organizer: A folder or file organizer can be used to store audiogram forms, training materials, and other documents related to audiometry screening tests for easy access during training sessions.
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Human Resource Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
QUALIFICATIONS & EXPERIENCE	In South Africa, to train learners to conduct audiometry screening tests, a training provider should ideally possess specific educational qualifications and expertise in audiology or related fields. Here are some specific educational qualifications that a training provider may

	possess: • Bachelor's Degree in Audiology: A Bachelor's degree in Audiology is the foundational qualification for individuals aspiring to become audiologists. It provides in-depth knowledge and practical training in the assessment and management of hearing disorders, including audiometry screening tests. • Professional Certification: In addition to academic qualifications, training providers may also hold professional certifications or registrations with relevant professional bodies, such as the Health Professions Council of South Africa (HPCSA). Certification or registration with professional bodies demonstrates adherence to professional standards and ongoing commitment to continuing education and professional development. • Clinical Experience: Apart from formal educational qualifications, a minimum of two years clinical experience in audiology or related fields is required for training providers. The two years' experience must include direct experience in conducting audiometry screening tests, interpreting test results, and working with clients with hearing disorders.
FACILITATOR/LEARNER RATIO	One facilitator to 12 Learners face to face (maximum) One facilitator to 10 learners online (maximum)

Legal Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
	For a training provider offering the knowledge module "Developing and demonstrating key success attributes for role success as an Audiometric Screener" in South Africa, compliance with specific legislative requirements is essential. While some of these requirements may overlap with those mentioned earlier, here are the legislative requirements specific to the topics covered in this module: • Occupational Health and Safety Act, 1993 (Act No. 85 of 1993): ○ This act sets out the legal requirements for ensuring the health and safety of clients in South Africa, including those involved in audiometric screening. ○ Compliance with this act is crucial for ensuring that audiometric screeners adhere to occupational health and safety standards while performing their duties, particularly regarding attention to detail and critical thinking in identifying potential hazards. • Health Professions Act, 1974 (Act No. 56 of 1974): ○ This act regulates the training and practice of healthcare professionals in South Africa.

	○ Compliance with this act ensures that audiometric screeners adhere to professional standards and ethical guidelines, particularly in building ethical and productive therapeutic relationships with clients. ● Protection of Personal Information Act, 2013 (Act No. 4 of 2013): ○ This act governs the collection, storage, and use of personal information and imposes obligations on organizations to protect the privacy of individuals' personal information. ○ Compliance with this act is essential for audiometric screeners in handling clients' personal and medical information with confidentiality and discretion, particularly in the context of building ethical relationships. ● Consumer Protection Act, 2008 (Act No. 68 of 2008): ○ This act aims to protect consumers' rights and promote fair business practices. ○ Compliance with this act ensures that audiometric screeners engage in fair and transparent communication with clients, particularly when applying persuasive communication techniques to inform them about their hearing health and available options.
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Additional Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
	In addition to legislative requirements, training providers offering the module "Developing and demonstrating key success attributes for role success as an Audiometric Screener" may need to comply with additional standards, guidelines, or industry-specific requirements to ensure quality and effectiveness. Here are some potential additional requirements: ● Health Professions Council of South Africa (HPCSA) Guidelines: The HPCSA provides guidelines and standards specific to the practice of healthcare professionals in South Africa. Training providers may need to adhere to HPCSA guidelines relevant to audiometric screening, professional conduct, and continuing education requirements. ● Occupational Health and Safety Regulations: Beyond compliance with the Occupational Health and Safety Act, training providers may need to follow specific occupational health and safety regulations applicable to audiometric screening environments, such as those related to noise exposure monitoring, personal protective equipment (PPE), and workplace hazards. ● Quality Assurance Processes: Training providers may need to implement quality assurance processes to monitor and evaluate the effectiveness of their training programs continuously. This could include collecting feedback from participants, assessing learning outcomes, and making improvements based on evaluations. ● Industry Standards and Best Practices: Depending on the sectors in which audiometric screeners will be employed (e.g., healthcare, occupational health, industrial settings), training providers may need to align their curriculum with industry-specific standards and best practices. This ensures that learners are equipped with relevant knowledge and skills

for their specific roles and environments.

- **Certification Requirements:** If there are certification or accreditation bodies specific to audiometric screening in South Africa, training providers may need to align their program content and delivery with the requirements for certification or accreditation. This could involve covering specific competencies, practical training hours, or assessment criteria set by the certification body.
- **Ethical Guidelines and Codes of Conduct:** Training providers should incorporate ethical guidelines and codes of conduct relevant to audiometric screening into their curriculum. This includes principles of confidentiality, respect for clients' autonomy, and integrity in professional practice.
- **Technology and Equipment Standards:** Training providers offering distance learning components may need to ensure that their digital platforms and technologies comply with relevant standards for data security, accessibility, and user privacy. Additionally, they may need to provide access to simulation software or virtual training tools for practical skills development.

A training provider offering the module must comply with QCTO accreditation requirements. Here's how the provider may need to align with QCTO accreditation standards:

- **Occupational Qualification:** The training program should align with an occupational skills programme registered with the QCTO. This ensures that the content and outcomes of the module meet the standards set by the QCTO for the Audiometric Screener occupation.
- **Curriculum Development:** The curriculum for the module should be developed in accordance with QCTO guidelines.
- **Assessment Criteria:** The training provider should establish assessment methods and criteria that align with QCTO requirements for the assessment of occupational qualifications and skills programmes. This may involve incorporating various assessment methods, such as practical demonstrations, written assessments, and workplace-based assessments, to evaluate learners' competency.
- **Workplace Integration:** QCTO-accredited training programs emphasize workplace integration and practical experience. The provider needs to ensure that learners have opportunities for workplace-based learning.
- **Assessor and Moderator Registration:** The training provider should ensure that assessors and moderators involved in the delivery and assessment of the module are appropriately registered with the QCTO. This ensures that they meet the necessary competency requirements and adhere to QCTO standards for assessment and moderation.
- **Quality Assurance Processes:** The training provider should have robust quality assurance processes in place to monitor the delivery, assessment, and evaluation of the module. This may involve regular internal audits, feedback mechanisms, and continuous improvement initiatives to maintain the quality of the training program.

3.1.3 Exemptions

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification, or skills programme through any means of formal, informal, or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

Learners attempting the Practical Skills Module "Conduct Audiometry Screening Tests" may be eligible for exemptions based on prior completion of relevant programmes, courses, or qualifications. Here are specific qualifications or experiences that can serve as exemptions for each skill covered in the module:

1. PM-01-PS01: Preparing to conduct Audiometric Screening Tests:

- **Certificate/Degree in Audiology:** Learners who have completed a certificate or degree program in audiology may have already acquired knowledge and skills related to audiometric screening tests, including preparation procedures, equipment setup, and client communication.

2. PM-01-PS02: Conducting occupational Audiometry Screening Tests:

- **Occupational Health and Safety Training:** Learners who have completed occupational health and safety training courses or qualifications may have familiarity with audiometric screening tests conducted in occupational settings, including regulatory requirements, testing protocols, and interpretation of results.

3. PM-01-PS03: Interpreting, recording, and managing Audiometry Screening test results:

- **Certificate/Degree in Medical Laboratory Technology:** Learners with a background in medical laboratory technology may have acquired skills in interpreting diagnostic test results, recording findings accurately, and managing client data, which can be applicable to audiometry screening test results.
- **Training in Health Information Management:** Learners who have completed training in health information management may have expertise in recording and managing client data, including audiometry screening test results, in compliance with regulatory standards and confidentiality requirements.
- **Clinical Experience in Audiology:** Learners with clinical experience in audiology or related fields, such as working as audiometric assistants or technicians, may have acquired proficiency in interpreting audiometry screening test results and managing client records through practical hands-on experience.

These qualifications or experiences can provide learners with foundational knowledge and skills relevant to conducting audiometry screening tests and interpreting test results. However, specific exemptions will depend on the alignment of the prior qualifications or experiences with the learning outcomes of the module and the policies of the training provider and the accrediting body. (QCTO)

3.3 WORK EXPERIENCE MODULE (WM) SPECIFICATIONS:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900272-000-00 WM01:	Exposure to the processes and procedures of Conducting Occupational Audiometric Screening	5	3	Blended

3.3.1 Detailing Work Experience Module (WM) contents

Work Experience Module (WM) - 01

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900272-000-00 WM01:	Exposure to the processes and procedures of Conducting Occupational Audiometric Screening	5	3	Blended

(a) Purpose of the Work Experience Module:

The purpose of the Work Exposure Module within the Skills Programme Capacitating Occupational Audiometric Screeners is to provide learners with hands-on experience and practical skills necessary for proficiently conducting audiometric screening tests in various occupational settings. Through exposure to equipment calibration, quality control procedures, interpretation and documentation of test results, interaction with diverse test subject populations, and adherence to occupational health and safety protocols, learners will develop a comprehensive understanding and competence in occupational audiology practices, ensuring accurate, reliable, and compliant audiometry testing procedures.

(b) List of Work Experience Competencies:

WORK EXPERIENCE CODE	WORK EXPERIENCE COMPETENCY TITLE
WM01WE01	Exposure to conducting audiometric screening tests in various occupational settings to gain comprehensive understanding and practical skills.
WM01WE02	Participation in equipment calibration and quality control procedures to ensure accurate and reliable audiometry test results.
WM01WE03	Engagement in interpreting and documenting audiometry screening test results, including identification of threshold values and abnormalities.
WM01WE04	Interaction with diverse test subject populations to develop effective communication and test subject management skills during audiometric testing procedures.
WM01WE05	Involvement in occupational health and safety protocols, including knowledge of relevant regulations and practices for conducting audiometry tests in

	compliance with workplace standards.
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(c) Scope of each Work Experience Competency:

WM01WE01 EXPOSURE TO CONDUCTING AUDIOMETRIC SCREENING TESTS IN VARIOUS OCCUPATIONAL SETTINGS TO GAIN COMPREHENSIVE UNDERSTANDING AND PRACTICAL SKILLS.	
WORKPLACE EXPERIENCE COMPETENCY SCOPE OUTLINE	
Learners will conduct audiometric screening tests in various occupational settings, including manufacturing plants, construction sites, and office environments. They will encounter diverse noise levels, exposure durations, and work conditions to understand the nuances of testing across different industries.	
WORK EXPERIENCE COMPETENCY ELEMENT CODES	WORK EXPERIENCE COMPETENCY ELEMENTS
WA0101	Administering audiometric tests to clients in diverse workplace environments.
WA0102	Ensuring proper setup and calibration of audiometric equipment before testing.
WA0103	Communicating test procedures and expectations clearly to test subjects.
WA0104	Recording and documenting test results accurately and comprehensively.
WA0105	Adhering to confidentiality and privacy protocols when handling sensitive health information.

(d) Supporting evidence

WORK EXPERIENCE CODES	SUPPORTING EVIDENCE
SE0101	Completion of a specified number of audiometric screening tests conducted in various occupational settings, documented with dates and locations.
SE0102	Supervisor or mentor observations indicating the learner's proficiency in setting up and conducting audiometric tests independently.
SE0103	Positive feedback from test subjects regarding the learner's professionalism, communication skills, and ability to put them at ease during testing.
SE0104	Documentation of any challenges or unexpected situations encountered during audiometric testing sessions and how they

	were addressed by the learner.
SE0105	Records of successfully managing audiometric testing sessions from start to finish, including equipment setup, conducting tests, and documenting results accurately.

(e) Contextualised Workplace Knowledge

WORKPLACE KNOWLEDGE	
1	Confidentiality Policy: Understanding the policy regarding the confidentiality of client information and the importance of maintaining privacy when conducting audiometric tests.
2	Testing Protocol: Familiarity with the standardized procedures for audiometric testing, including test setup, calibration, frequency testing sequence, and response recording.
3	Informed Consent Procedure: Knowledge of the procedure for obtaining informed consent from test subjects before conducting audiometric tests, including explanation of the procedure and potential risks.
4	Noise Exposure Limits: Awareness of workplace noise exposure limits and how they may impact audiometric testing protocols, particularly in noisy occupational settings.
5	Documentation Standards: Understanding the requirements for accurately documenting audiometric test results, including the use of standardized audiogram forms and data recording practices.

(c) Scope of each Work Experience Competency:

WM01WE02 PARTICIPATION IN EQUIPMENT CALIBRATION AND QUALITY CONTROL PROCEDURES TO ENSURE ACCURATE AND RELIABLE AUDIOMETRY TEST RESULTS.	
WORKPLACE EXPERIENCE COMPETENCY SCOPE OUTLINE	
Learners will participate in equipment calibration and quality control procedures, ensuring accuracy and reliability in audiometry testing. This involves simulated scenarios where learners calibrate audiometers, perform daily checks, and troubleshoot equipment issues to maintain test validity.	
WORK EXPERIENCE COMPETENCY ELEMENT CODES	WORK EXPERIENCE COMPETENCY ELEMENTS
WA0201	Calibrating audiometric equipment according to manufacturer specifications.
WA0202	Conducting daily equipment checks to verify functionality and accuracy.
WA0203	Troubleshooting equipment issues and performing minor repairs or adjustments.
WA0204	Ensuring compliance with quality control standards and

	procedures.
WA0205	Maintaining detailed records of equipment calibration and maintenance activities.

(d) Supporting evidence

WORK EXPERIENCE CODES	SUPPORTING EVIDENCE
SE0101	Documentation of active participation in equipment calibration sessions, including dates, procedures followed, and any adjustments made to ensure equipment accuracy.
SE0102	Records of equipment maintenance activities performed by the learner, such as cleaning, minor repairs, or troubleshooting issues encountered during calibration or testing.
SE0103	Supervisor or mentor feedback indicating the learner's understanding of equipment calibration principles and ability to perform calibration procedures accurately.
SE0104	Evidence of adherence to quality control protocols, such as regular equipment checks, calibration logs, and documentation of any deviations or corrective actions taken.
SE0105	Successful completion of equipment calibration tasks independently, demonstrating competence and reliability in ensuring accurate audiometry test results.

(e) Contextualised Workplace Knowledge

WORKPLACE KNOWLEDGE	
1	Equipment Calibration Protocol: Knowledge of the protocol for calibrating audiometric equipment, including frequency of calibration, calibration methods, and documentation requirements.
2	Quality Control Procedures: Understanding the procedures for conducting quality control checks on audiometric equipment, including daily checks, calibration verification, and troubleshooting protocols.
3	Equipment Maintenance Policy: Awareness of the policy regarding equipment maintenance and the importance of regular maintenance to ensure equipment reliability and accuracy.
4	Reporting Equipment Issues: Understanding the procedure for reporting equipment malfunctions or issues to the appropriate personnel for resolution.
5	Compliance with Standards: Familiarity with relevant regulatory standards and guidelines governing audiometric equipment calibration and quality control, ensuring compliance with legal requirements.

(c) Scope of each Work Experience Competency:

WM01WE03 ENGAGEMENT IN INTERPRETING AND DOCUMENTING AUDIOMETRY SCREENING TEST RESULTS, INCLUDING IDENTIFICATION OF THRESHOLD VALUES AND ABNORMALITIES.	
WORKPLACE EXPERIENCE COMPETENCY SCOPE OUTLINE	
Learners will engage in interpreting and documenting audiometry screening test results, including identifying threshold values and abnormalities. They will analyse simulated audiograms, recognize patterns indicative of hearing loss, and accurately document findings in compliance with reporting standards.	
WORK EXPERIENCE COMPETENCY ELEMENT CODES	WORK EXPERIENCE COMPETENCY ELEMENTS
WA0301	Analysing audiometric test data to identify threshold values and abnormalities.
WA0302	Differentiating between normal and abnormal hearing test results.
WA0303	Documenting test findings accurately and thoroughly on audiogram forms or electronic records.
WA0304	Interpreting audiogram patterns and communicating findings to relevant stakeholders.
WA0305	Ensuring compliance with documentation standards and regulatory requirements.

(d) Supporting evidence

WORK EXPERIENCE CODES	SUPPORTING EVIDENCE
SE0301	Audiogram forms or electronic records completed by the learner, showing accurate and detailed documentation of audiometry screening test results, including threshold values and abnormalities identified.
SE0302	Supervisor or mentor feedback indicating the learner's proficiency in interpreting audiometry test results and identifying patterns or trends indicative of hearing loss.
SE0303	Records of discussions or consultations with healthcare professionals or supervisors regarding complex or ambiguous test results, demonstrating the learner's engagement in interpreting findings critically.
SE0304	Evidence of adherence to documentation standards and regulatory requirements for audiometry test result recording, including date and time stamps, client identifiers, and signature authentication where necessary.
SE0305	Documentation of any follow-up actions or recommendations made based on audiometry test results, such as referrals for further evaluation or implementation of hearing conservation measures.

(e) Contextualised Workplace Knowledge

WORKPLACE KNOWLEDGE	
1	Interpretation Guidelines: Understanding the guidelines for interpreting audiometry test results, including identification of threshold values, patterns, and abnormalities.
2	Documentation Protocol: Knowledge of the documentation protocol for recording audiometry screening test results, including audiogram format, data entry requirements, and confidentiality practices.
3	Diagnostic Criteria: Familiarity with diagnostic criteria for various hearing conditions, such as noise-induced hearing loss, conductive hearing loss, and sensorineural hearing loss.
4	Follow-up Procedures: Awareness of the procedures for follow-up actions based on audiometry test results, including referral to healthcare professionals, implementation of hearing conservation measures, and documentation of recommendations.
5	Quality Assurance Standards: Understanding the importance of accuracy and reliability in audiometry test result documentation, in compliance with quality assurance standards and regulatory requirements.

(c) Scope of each Work Experience Competency:

WM01WE04 INTERACTION WITH DIVERSE TEST SUBJECT POPULATIONS TO DEVELOP EFFECTIVE COMMUNICATION AND TEST SUBJECT MANAGEMENT SKILLS DURING AUDIOMETRIC TESTING PROCEDURES.	
WORKPLACE EXPERIENCE COMPETENCY SCOPE OUTLINE	
Learners will interact with diverse test subject populations, practicing effective communication and test subject management skills. This includes scenarios where learners communicate test procedures, address concerns, and manage test subject reactions to ensure cooperation and accuracy during audiometric testing.	
WORK EXPERIENCE COMPETENCY ELEMENT CODES	WORK EXPERIENCE COMPETENCY ELEMENTS
WA0401	Establishing rapport and building trust with test subjects before and during audiometric testing.
WA0402	Adapting communication styles to effectively engage with individuals from diverse backgrounds and cultures.
WA0403	Addressing test subject questions, concerns, and anxieties with empathy and clarity.
WA0404	Managing test subject reactions and behaviours during audiometric testing sessions.
WA0405	Providing appropriate support and guidance to test subjects throughout the testing process.

(d) Supporting evidence

WORK EXPERIENCE CODES	SUPPORTING EVIDENCE
SE0401	Test subject feedback forms or surveys completed by individuals who participated in audiometric testing sessions, indicating their satisfaction with the learner's communication and management skills.
SE0402	Supervisor or mentor observations noting the learner's ability to adapt communication styles effectively when interacting with individuals from diverse backgrounds or with varying levels of hearing impairment.
SE0403	Documentation of successful communication and rapport-building strategies employed by the learner to address test subject concerns or anxieties during audiometric testing sessions.
SE0404	Records of interactions with test subjects demonstrating sensitivity to cultural differences, privacy considerations, and individual preferences during testing procedures.
SE0405	Evidence of effective management of test subject behaviours or reactions during audiometric testing, including de-escalation techniques or supportive interventions implemented by the learner as needed.

(e) Contextualised Workplace Knowledge

WORKPLACE KNOWLEDGE	
1	Communication Protocol: Understanding the protocol for communicating with diverse test subject populations, including language barriers, cultural considerations, and accessibility needs.
2	Informed Consent Procedure: Knowledge of the procedure for obtaining informed consent from test subjects before conducting audiometric tests, including clear communication of test procedures and potential risks.
3	Privacy and Dignity Policy: Awareness of the policy regarding the protection of test subject privacy and dignity during audiometric testing, including maintaining confidentiality and respecting individual preferences.
4	Client Rights: Understanding the rights of test subjects during audiometric testing, including the right to refuse testing, ask questions, and receive information about test results.
5	Conflict Resolution Protocol: Familiarity with the procedure for resolving conflicts or addressing concerns raised by test subjects during audiometric testing sessions, including escalation procedures if necessary.

(c) Scope of each Work Experience Competency:

WM01WE05 INVOLVEMENT IN OCCUPATIONAL HEALTH AND SAFETY PROTOCOLS, INCLUDING KNOWLEDGE OF RELEVANT REGULATIONS AND PRACTICES FOR CONDUCTING AUDIOMETRY TESTS IN COMPLIANCE WITH WORKPLACE STANDARDS.	
WORKPLACE EXPERIENCE COMPETENCY SCOPE OUTLINE	
Learners will be involved in occupational health and safety protocols, understanding relevant regulations and practices for conducting audiometry tests in compliance with workplace standards. This involves familiarization with safety procedures, PPE requirements, and adherence to legal frameworks governing occupational audiology practices.	
WORK EXPERIENCE COMPETENCY ELEMENT CODES	WORK EXPERIENCE COMPETENCY ELEMENTS
WA0501	Familiarizing oneself with relevant occupational health and safety regulations and guidelines.
WA0502	Identifying and mitigating potential hazards and risks associated with audiometric testing procedures.
WA0503	Ensuring the use of personal protective equipment (PPE) by both testers and test subjects.
WA0504	Implementing infection control measures to prevent the spread of communicable diseases.
WA0505	Participating in regular safety inspections to maintain a safe testing environment.

(d) Supporting evidence

WORK EXPERIENCE CODES	SUPPORTING EVIDENCE
SE0501	Documentation of attendance in occupational health and safety training sessions specific to audiometry testing procedures, including dates and topics covered.
SE0502	Records of participation in safety audits or inspections conducted in audiometric testing environments, with evidence of identifying and addressing potential hazards or risks.
SE0503	Supervisor or mentor feedback indicating the learner's understanding of relevant occupational health and safety regulations and practices, as applied to audiometry testing.
SE0504	Documentation of adherence to PPE requirements and infection control measures during audiometric testing sessions, including the use of gloves, masks, and disinfection protocols.
SE0505	Records of successful completion of safety checklists or compliance forms related to audiometry testing, demonstrating the learner's commitment to maintaining a safe and healthy testing environment for both testers and test subjects.

(e) Contextualised Workplace Knowledge

WORKPLACE KNOWLEDGE	
1	Occupational Health and Safety Policy: Understanding the organization's policy regarding occupational health and safety, including its commitment to providing a safe working environment for clients and compliance with relevant regulations and standards.
2	Risk Assessment Procedures: Familiarity with procedures for conducting risk assessments specific to audiometry testing, including identification of potential hazards, evaluation of risks, and implementation of control measures to mitigate risks to testers and test subjects.
3	Personal Protective Equipment (PPE) Policy: Knowledge of the organization's policy regarding the use of personal protective equipment (PPE) during audiometry testing, including requirements for wearing ear protection, gloves, and other PPE as necessary to minimize exposure to noise and contaminants.
4	Regulatory Compliance: Understanding of relevant regulations and standards governing audiometry testing, such as those set forth by occupational health and safety authorities or professional organizations. This includes knowledge of legal requirements for audiometry testing procedures, equipment maintenance, recordkeeping, and reporting of occupational hearing loss cases.
5	Emergency Response Plan: Awareness of the organization's emergency response plan and procedures specific to audiometry testing, including protocols for responding to medical emergencies, equipment malfunctions, or other unexpected situations that may arise during testing sessions. This includes knowledge of evacuation routes, emergency contacts, and procedures for summoning medical assistance if needed.

3.4 POSSIBLE SEQUENCING AND INTEGRATION

Listing and order of modules in the sequence in which these modules will follow each other during delivery/implementation. This allows for integration of KM, AM (PM/ WM) as work logically flows.

ORDER	MODULE TITLE	MODULE CODE	LEVEL	CREDITS
1.	Fundamentals of Audiometry	900272-000-00 KM01:	5	1
2	Principles, processes, and standards for conducting and evaluating Audiometric Tests	900272-000-00 KM02:	5	2
3.	Key attributes for role success as an Occupational Audiometric Screener	900272-000-00 KM03:	5	1
4.	Conduct audiometry screening test	900272-000-00 PM01:	5	1
5.	Exposure to the processes and procedures of Conducting Occupational Audiometric Screening	900272-000-00 WM01:	5	3

SECTION 4. STATEMENT OF WORK EXPERIENCE

QUALIFICATION/PART-QUALIFICATIONS/SKILLS PROGRAMME TYPE	QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME TITLE/DESCRIPTOR	NQF LEVEL	CREDITS
N/A			

CURRICULUM CODE	900272-000-00
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LEARNER DETAILS

NAME:	
ID NUMBER:	

EMPLOYER DETAILS

COMPANY NAME:	
ADDRESS:	
SUPERVISOR NAME:	
WORK TELEPHONE:	
E-MAIL:	

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900272-000-00 WM01:	Exposure to the processes and procedures of Conducting Occupational Audiometric Screening	5	3	Blended
WORK EXPERIENCE CODE	WORK EXPERIENCE COMPETENCY TITLE			
WM01WE01	Exposure to conducting audiometric screening tests in various occupational settings to gain comprehensive understanding and practical skills.			
WM01WE02	Participation in equipment calibration and quality control procedures to ensure accurate and reliable audiometry test results.			
WM01WE03	Engagement in interpreting and documenting audiometry screening test results, including identification of threshold values and abnormalities.			
WM01WE04	Interaction with diverse test subject populations to develop effective communication and test subject management skills during audiometric testing procedures.			
WM01WE05	Involvement in occupational health and safety protocols, including knowledge of relevant regulations and practices for conducting audiometry tests in compliance with workplace standards.			

WORK EXPERIENCE MODULE DETAILS			
WM-01-WE01	SCOPE WORK EXPERIENCE	DATE	SIGNATURE
WA0101	Administering audiometric tests to clients in diverse workplace environments.		
WA0102	Ensuring proper setup and calibration of audiometric equipment before testing.		
WA0103	Communicating test procedures and expectations clearly to test subjects.		
WA0104	Recording and documenting test results accurately and comprehensively.		
WA0105	Adhering to confidentiality and privacy protocols when handling sensitive health information.		
WORK EXPERIENCE	SUPPORTING EVIDENCE		

CODES	
SE0101	Completion of a specified number of audiometric screening tests conducted in various occupational settings, documented with dates and locations.
SE0102	Supervisor or mentor observations indicating the learner's proficiency in setting up and conducting audiometric tests independently.
SE0103	Positive feedback from test subjects regarding the learner's professionalism, communication skills, and ability to put them at ease during testing.
SE0104	Documentation of any challenges or unexpected situations encountered during audiometric testing sessions and how they were addressed by the learner.
SE0105	Records of successfully managing audiometric testing sessions from start to finish, including equipment setup, conducting tests, and documenting results accurately.

NUMBER	CONTEXTUALISED WORKPLACE KNOWLEDGE	DATE	SIGNATURE
1	Confidentiality Policy: Understanding the policy regarding the confidentiality of client information and the importance of maintaining privacy when conducting audiometric tests.		
2	Testing Protocol: Familiarity with the standardized procedures for audiometric testing, including test setup, calibration, frequency testing sequence, and response recording.		
3	Informed Consent Procedure: Knowledge of the procedure for obtaining informed consent from test subjects before conducting audiometric tests, including explanation of the procedure and potential risks.		
4	Noise Exposure Limits: Awareness of workplace noise exposure limits and how they may impact audiometric testing protocols, particularly in noisy occupational settings.		
5	Documentation Standards: Understanding the requirements for accurately documenting audiometric test results, including the use of standardized audiogram forms and data recording practices.		

WM01WE02 PARTICIPATION IN EQUIPMENT CALIBRATION AND QUALITY CONTROL
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PROCEDURES TO ENSURE ACCURATE AND RELIABLE AUDIOMETRY TEST RESULTS.			
WORKPLACE EXPERIENCE COMPETENCY SCOPE OUTLINE			
Learners will participate in equipment calibration and quality control procedures, ensuring accuracy and reliability in audiometry testing. This involves simulated scenarios where learners calibrate audiometers, perform daily checks, and troubleshoot equipment issues to maintain test validity.			
WORK EXPERIENCE COMPETENCY ELEMENT CODES	WORK EXPERIENCE COMPETENCY ELEMENTS	DATE	SIGNATURE
WA0201	Calibrating audiometric equipment according to manufacturer specifications.		
WA0202	Conducting daily equipment checks to verify functionality and accuracy.		
WA0203	Troubleshooting equipment issues and performing minor repairs or adjustments.		
WA0204	Ensuring compliance with quality control standards and procedures.		
WA0205	Maintaining detailed records of equipment calibration and maintenance activities.		

(d) Supporting evidence

WORK EXPERIENCE CODES	SUPPORTING EVIDENCE
SE0101	Documentation of active participation in equipment calibration sessions, including dates, procedures followed, and any adjustments made to ensure equipment accuracy.
SE0102	Records of equipment maintenance activities performed by the learner, such as cleaning, minor repairs, or troubleshooting issues encountered during calibration or testing.
SE0103	Supervisor or mentor feedback indicating the learner's understanding of equipment calibration principles and ability to perform calibration procedures accurately.
SE0104	Evidence of adherence to quality control protocols, such as regular equipment checks, calibration logs, and documentation of any deviations or corrective actions taken.
SE0105	Successful completion of equipment calibration tasks independently, demonstrating competence and reliability in ensuring accurate audiometry test results.

(e) Contextualised Workplace Knowledge

WORKPLACE KNOWLEDGE	
1	Equipment Calibration Protocol: Knowledge of the protocol for calibrating audiometric equipment, including frequency of calibration, calibration methods, and documentation requirements.
2	Quality Control Procedures: Understanding the procedures for conducting quality control checks on audiometric equipment, including daily checks, calibration verification, and troubleshooting protocols.
3	Equipment Maintenance Policy: Awareness of the policy regarding equipment maintenance and the importance of regular maintenance to ensure equipment reliability and accuracy.
4	Reporting Equipment Issues: Understanding the procedure for reporting equipment malfunctions or issues to the appropriate personnel for resolution.
5	Compliance with Standards: Familiarity with relevant regulatory standards and guidelines governing audiometric equipment calibration and quality control, ensuring compliance with legal requirements.

(c) Scope of each Work Experience Competency:

WM01WE03 ENGAGEMENT IN INTERPRETING AND DOCUMENTING AUDIOMETRY SCREENING TEST RESULTS, INCLUDING IDENTIFICATION OF THRESHOLD VALUES AND ABNORMALITIES.			
WORKPLACE EXPERIENCE COMPETENCY SCOPE OUTLINE			
Learners will engage in interpreting and documenting audiometry screening test results, including identifying threshold values and abnormalities. They will analyse simulated audiograms, recognize patterns indicative of hearing loss, and accurately document findings in compliance with reporting standards.			
WORK EXPERIENCE COMPETENCY ELEMENT CODES	WORK EXPERIENCE COMPETENCY ELEMENTS	DATE	SIGNATURE
WA0301	Analysing audiometric test data to identify threshold values and abnormalities.		
WA0302	Differentiating between normal and abnormal hearing test results.		
WA0303	Documenting test findings accurately and thoroughly on audiogram forms or electronic records.		
WA0304	Interpreting audiogram patterns and communicating findings to relevant stakeholders.		

WA0305	Ensuring compliance with documentation standards and regulatory requirements.		
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(d) Supporting evidence

WORK EXPERIENCE CODES	SUPPORTING EVIDENCE
SE0301	Audiogram forms or electronic records completed by the learner, showing accurate and detailed documentation of audiometry screening test results, including threshold values and abnormalities identified.
SE0302	Supervisor or mentor feedback indicating the learner's proficiency in interpreting audiometry test results and identifying patterns or trends indicative of hearing loss.
SE0303	Records of discussions or consultations with healthcare professionals or supervisors regarding complex or ambiguous test results, demonstrating the learner's engagement in interpreting findings critically.
SE0304	Evidence of adherence to documentation standards and regulatory requirements for audiometry test result recording, including date and time stamps, client identifiers, and signature authentication where necessary.
SE0305	Documentation of any follow-up actions or recommendations made based on audiometry test results, such as referrals for further evaluation or implementation of hearing conservation measures.

(e) Contextualised Workplace Knowledge

WORKPLACE KNOWLEDGE	
1	Interpretation Guidelines: Understanding the guidelines for interpreting audiometry test results, including identification of threshold values, patterns, and abnormalities.
2	Documentation Protocol: Knowledge of the documentation protocol for recording audiometry screening test results, including audiogram format, data entry requirements, and confidentiality practices.
3	Diagnostic Criteria: Familiarity with diagnostic criteria for various hearing conditions, such as noise-induced hearing loss, conductive hearing loss, and sensorineural hearing loss.
4	Follow-up Procedures: Awareness of the procedures for follow-up actions based on audiometry test results, including referral to healthcare professionals, implementation of hearing conservation measures, and documentation of recommendations.
5	Quality Assurance Standards: Understanding the importance of accuracy and reliability in audiometry test result documentation, in compliance with quality assurance standards and regulatory requirements.

(c) Scope of each Work Experience Competency:

WM01WE04 INTERACTION WITH DIVERSE TEST SUBJECT POPULATIONS TO DEVELOP
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EFFECTIVE COMMUNICATION AND TEST SUBJECT MANAGEMENT SKILLS DURING AUDIOMETRIC TESTING PROCEDURES.			
WORKPLACE EXPERIENCE COMPETENCY SCOPE OUTLINE			
Learners will interact with diverse test subject populations, practicing effective communication and test subject management skills. This includes scenarios where learners communicate test procedures, address concerns, and manage test subject reactions to ensure cooperation and accuracy during audiometric testing.			
WORK EXPERIENCE COMPETENCY ELEMENT CODES	WORK EXPERIENCE COMPETENCY ELEMENTS	DATE	SIGNATURE
WA0401	Establishing rapport and building trust with test subjects before and during audiometric testing.		
WA0402	Adapting communication styles to effectively engage with individuals from diverse backgrounds and cultures.		
WA0403	Addressing test subject questions, concerns, and anxieties with empathy and clarity.		
WA0404	Managing test subject reactions and behaviours during audiometric testing sessions.		
WA0405	Providing appropriate support and guidance to test subjects throughout the testing process.		

(d) Supporting evidence

WORK EXPERIENCE CODES	SUPPORTING EVIDENCE
SE0401	Test subject feedback forms or surveys completed by individuals who participated in audiometric testing sessions, indicating their satisfaction with the learner's communication and management skills.
SE0402	Supervisor or mentor observations noting the learner's ability to adapt communication styles effectively when interacting with individuals from diverse backgrounds or with varying levels of hearing impairment.
SE0403	Documentation of successful communication and rapport-building strategies employed by the learner to address test subject concerns or anxieties during audiometric testing sessions.
SE0404	Records of interactions with test subjects demonstrating sensitivity

	to cultural differences, privacy considerations, and individual preferences during testing procedures.
SE0405	Evidence of effective management of test subject behaviours or reactions during audiometric testing, including de-escalation techniques or supportive interventions implemented by the learner as needed.

(e) Contextualised Workplace Knowledge

WORKPLACE KNOWLEDGE	
1	Communication Protocol: Understanding the protocol for communicating with diverse test subject populations, including language barriers, cultural considerations, and accessibility needs.
2	Informed Consent Procedure: Knowledge of the procedure for obtaining informed consent from test subjects before conducting audiometric tests, including clear communication of test procedures and potential risks.
3	Privacy and Dignity Policy: Awareness of the policy regarding the protection of test subject privacy and dignity during audiometric testing, including maintaining confidentiality and respecting individual preferences.
4	Client Rights: Understanding the rights of test subjects during audiometric testing, including the right to refuse testing, ask questions, and receive information about test results.
5	Conflict Resolution Protocol: Familiarity with the procedure for resolving conflicts or addressing concerns raised by test subjects during audiometric testing sessions, including escalation procedures if necessary.

(c) Scope of each Work Experience Competency:

WM01WE05 INVOLVEMENT IN OCCUPATIONAL HEALTH AND SAFETY PROTOCOLS, INCLUDING KNOWLEDGE OF RELEVANT REGULATIONS AND PRACTICES FOR CONDUCTING AUDIOMETRY TESTS IN COMPLIANCE WITH WORKPLACE STANDARDS.			
WORKPLACE EXPERIENCE COMPETENCY SCOPE OUTLINE			
Learners will be involved in occupational health and safety protocols, understanding relevant regulations and practices for conducting audiometry tests in compliance with workplace standards. This involves familiarization with safety procedures, PPE requirements, and adherence to legal frameworks governing occupational audiology practices.			
WORK EXPERIENCE COMPETENCY ELEMENT CODES	WORK EXPERIENCE COMPETENCY ELEMENTS	DATE	SIGNATURE
WA0501	Familiarizing oneself with relevant occupational health and safety		

	regulations and guidelines.		
WA0502	Identifying and mitigating potential hazards and risks associated with audiometric testing procedures.		
WA0503	Ensuring the use of personal protective equipment (PPE) by both testers and test subjects.		
WA0504	Implementing infection control measures to prevent the spread of communicable diseases.		
WA0505	Participating in regular safety inspections to maintain a safe testing environment.		

(d) Supporting evidence

WORK EXPERIENCE CODES	SUPPORTING EVIDENCE
SE0501	Documentation of attendance in occupational health and safety training sessions specific to audiometry testing procedures, including dates and topics covered.
SE0502	Records of participation in safety audits or inspections conducted in audiometric testing environments, with evidence of identifying and addressing potential hazards or risks.
SE0503	Supervisor or mentor feedback indicating the learner's understanding of relevant occupational health and safety regulations and practices, as applied to audiometry testing.
SE0504	Documentation of adherence to PPE requirements and infection control measures during audiometric testing sessions, including the use of gloves, masks, and disinfection protocols.
SE0505	Records of successful completion of safety checklists or compliance forms related to audiometry testing, demonstrating the learner's commitment to maintaining a safe and healthy testing environment for both testers and test subjects.

(e) Contextualised Workplace Knowledge

WORKPLACE KNOWLEDGE	
1	Occupational Health and Safety Policy: Understanding the organization's policy regarding occupational health and safety, including its commitment to providing a safe working environment for clients and compliance with relevant regulations and standards.
2	Risk Assessment Procedures: Familiarity with procedures for conducting risk assessments specific to audiometry testing, including identification of potential hazards, evaluation of risks, and

	implementation of control measures to mitigate risks to testers and test subjects.
3	Personal Protective Equipment (PPE) Policy: Knowledge of the organization's policy regarding the use of personal protective equipment (PPE) during audiometry testing, including requirements for wearing ear protection, gloves, and other PPE as necessary to minimize exposure to noise and contaminants.
4	Regulatory Compliance: Understanding of relevant regulations and standards governing audiometry testing, such as those set forth by occupational health and safety authorities or professional organizations. This includes knowledge of legal requirements for audiometry testing procedures, equipment maintenance, recordkeeping, and reporting of occupational hearing loss cases.
5	Emergency Response Plan: Awareness of the organization's emergency response plan and procedures specific to audiometry testing, including protocols for responding to medical emergencies, equipment malfunctions, or other unexpected situations that may arise during testing sessions. This includes knowledge of evacuation routes, emergency contacts, and procedures for summoning medical assistance if needed.