

**OCCUPATIONAL
SKILLS PROGRAMME DOCUMENT**
**IN LINE WITH QQSF POLICY (2021) OCCUPATIONAL QUALIFICATION TYPE
(NOMENCLATURE)**

SKILLS PROGRAMME	SKILLS PROGRAMME ID	TITLE (DESCRIPTOR)	NQF LEVEL	CREDITS
	SP-250603	Operational OHS Risk Assessor	3	2
START DATE	END DATE	LAST DATE FOR ENROLMENT	LAST DATE FOR ACHIEVEMENT	
11 June 2025	11 June 2030	11 June 2031	11 June 2034	
CURRICULUM CODE	900412-000-00-00			
PARTNER DETAILS	ORGANISATION NAME	WEBSITE ADDRESS	TELEPHONE NUMBER	LOGO
QUALITY PARTNER - DEVELOPMENT	Health and Welfare Sector Education and Training Authority.	https://www.hwseta.org.za/	011 607 6900	

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1. QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME DETAILS

1.1 Sub-Framework: Occupational Qualifications Sub-Framework

Occupational Qualification Sub Framework (OQSF)

1.2 Type (Nomenclature):

1.2.1

Skills Programme

1.2.2 Type:

Skills Programme

1.3 Title Descriptor:

Operational OHS Risk Assessor

1.4 NQF Level:

3

1.5 Credits:

2

1.6. Organising Field and Sub-field:

1.6.1 Organising Field:

N/A

1.6.2 Organising Sub-Field:

N/A

1.7 QCTO Curriculum Code:

900412-000-00-00

1.8 Originator/Quality Partner (QP) – Development/Assessment

1.8.1 Quality Partner (Qualifications Development):

Health and Welfare Sector Education and Training Authority.

1.8.2 Quality Partner (Assessment):

N/A

1.9 Replacement

This qualification does not replace and currently registered qualification or skills programme.

SAQA QUAL/US/LP ID OR QCTO/SETA APPROVAL ID	QUALIFICATION TITLE	Pre-2009 NQF Level	CURRICULUM CODE (if Occupational)	NQF LEVEL	MIN. CREDITS
N/A	N/A	N/A	N/A	N/A	N/A

2. RATIONALE

2.1 The need for the Skills Programmes

Implementing a skills programme to capacitate employees in identifying hazards and risks is essential for compliance with the Occupational Health and Safety Act, No. 85 of 1993 (OHSA) in South Africa. The OHSA mandates that employers must ensure a safe working environment, which includes providing adequate training to employees on hazard identification and risk assessment (Section 8 of OHSA). By equipping employees with the necessary skills to recognize and address potential dangers, South African organisations not only adhere to legal requirements but also significantly reduce the likelihood of workplace accidents and injuries. This proactive approach fosters a safer work environment, enhances employee well-being, and minimises the potential for costly legal repercussions and operational disruptions, aligning with South Africa's commitment to occupational health and safety standards.

2.2 Similar Skills Programmes

There are currently no similar skills programmes approved by the QCTO.

2.3 Benefit to the sector, society, and the economy:

The successful implementation of a skills programme aimed at capacitating employees to identify hazards and risks will have profound benefits for the Occupational Health and Safety (OHS) sector in South Africa. By providing training, employees become adept at recognising potential hazards, which significantly reduces workplace accidents and injuries. This leads to a safer working environment, ensuring compliance with the Occupational Health and Safety Act, No. 85 of 1993, and enhancing the overall efficacy of the OHS sector.

Studies have shown that improved workplace safety directly correlates with increased productivity and reduced absenteeism. For instance, a study by the International Labour Organization (ILO) highlights that every dollar invested in occupational safety and health returns four dollars in increased productivity and reduced medical costs. In South Africa, this translates to more robust economic performance as businesses face fewer disruptions and lower healthcare costs associated with workplace injuries.

The benefits extend beyond the workplace, positively impacting the general South African society. A safer working environment means fewer accidents, which reduces the burden on the healthcare system. This can lead to better allocation of healthcare resources and improved public health. Moreover, when workers feel safe, job satisfaction and morale improve, leading to enhanced community well-being and social stability.

Economically, the reduction in workplace injuries and illnesses can lead to significant savings. The ILO estimates that work-related accidents and illnesses result in the loss of 4% of the global GDP annually. In South Africa, reducing this percentage could free up billions of rand for investment in other critical areas such as education, infrastructure, and social services. Additionally, a safer working environment can attract foreign investment, as companies seek to operate in regions with strong health and safety records, further bolstering economic growth.

Global examples support these assertions. Countries with stringent OHS training programs, like Sweden and Germany, have seen lower workplace incident rates and higher productivity levels. Implementing similar strategies in South Africa could replicate these successes, leading to a safer, healthier, and more economically vibrant nation.

References:

1. International Labour Organization. (2013). "The Prevention of Occupational Diseases."
2. International Labour Organization. (2014). "Safety and Health at Work: A Vision for Sustainable Prevention."

2.4 Typical learners:

Specifically designated employees in all workplaces.

2.5 Relation to Occupation(s) and/or Profession(s)

2.5.1 Occupation(s) related:

2.5.1.1 Collaboration with relevant stakeholders:

- Department of Employment and Labour:
- Commission for Conciliation, Mediation and Arbitration (CCMA):
- National Institute for Occupational Health (NIOH):
- South African Society of Occupational Medicine (SASOM):
- Construction Industry Development Board (CIDB):
- Mining Qualifications Authority (MQA):
- South African Institute of Occupational Safety and Health (SaioSh):
- Minerals Council South Africa:
- South African Petroleum Industry Association (SAPIA):
- Congress of South African Trade Unions (COSATU):
- Federation of Unions of South Africa (FEDUSA):
- National Council of Trade Unions (NACTU):

- Department of Minerals Resources and Energy
- SAIOH (Occupational Hygiene)
- South African council for construction management Professions (SACPCMP);
- Engineering council of South Africa (ECSA)

2.5.1.2 List typical occupations in which the qualifying learner will operate (if relevant)

All occupations.

2.5.2 Profession(s) related:

2.5.2.1 Collaboration with relevant stakeholders:

- South African Institute of Occupational Safety and Health (Saioh):
- South African Society of Occupational Medicine (SASOM):
- Association of Occupational Health and Environmental Clinics (AOHIC):
- South African Society of Occupational Health Nursing Practitioners (SASOHN):

2.5.2.2 List typical professions in which the qualifying learner will operate (if relevant)

This skills programme is not targeted at specific professionals, however professionals in the following occupations could benefit from gaining exposure to the training in this skills programme.

- Health and Safety Officers:
- Occupational Health and Safety (OHS) Managers:
- Environmental Health and Safety (EHS) Specialists:
- Mine Safety Inspectors:
- Construction Site Managers:
- Industrial Hygienists:
- Risk Managers:
- Emergency Response Coordinators:
- Quality Assurance Managers:
- Human Resources Managers:
- Facility Managers:
- Production Supervisors:
- Logistics and Transportation Managers:
- Aviation Safety Officers:

- Healthcare Safety Officers:
- Chemical Safety Specialists:
- Fire Safety Officers:
- Security Managers:
- Insurance Claims Adjusters:
- Government Regulators and Inspectors:

These are some examples of professionals who would benefit from attending this skills programme.

3. PURPOSE

3.1 Benefit the learners:

Learners who are taught the benefits, processes, and practices of hazard and risk assessment in the workplace will experience significant cognitive, occupational, and social benefits.

Learning about hazard and risk assessment enhances critical thinking and problem-solving skills. Learners develop the ability to analyse complex situations, identify potential dangers, and devise effective mitigation strategies. This education fosters a proactive mindset, encouraging continuous vigilance and adaptive learning, which are essential for navigating dynamic work environments.

From an occupational perspective, this training makes learners more valuable employees. They gain practical skills that are directly applicable to their roles, improving their competency and confidence in maintaining a safe workplace. This knowledge can lead to career advancement opportunities, as safety-trained employees are often seen as assets to their organizations. Furthermore, a safer work environment results in fewer accidents and injuries, reducing downtime and increasing overall productivity.

Socially, learners who understand hazard and risk assessment contribute to a culture of safety within their workplaces. They can effectively communicate safety protocols and practices to their peers, fostering teamwork and collective responsibility. This education promotes a supportive and collaborative work atmosphere, where employees look out for each other's well-being. Additionally, the ripple effect of a safer work environment extends to families and communities, as workers are less likely to suffer from work-related injuries, leading to improved quality of life and social stability.

In summary, educating learners in hazard and risk assessment equips them with critical cognitive skills, enhances their occupational standing, and promotes a safer, more collaborative social environment.

3.2 What the skills programme intends to achieve:

The purpose of this skills programme is to enable learners to function as Operational Workplace Hazard and Risk Assessors

Operational Workplace Hazard and Risk Assessors are roles that are inherent to all jobs within organisations it requires that employees proactively identify, evaluate, and mitigate potential hazards and risks within the workplace.

Upon successful completion of this skills programme graduates will be able to:

- Identify hazards and understand the associated risks.
- Utilise organisational specific systems, processes and information relating to hazard identification and risk assessment.
- Participate in departmental risk assessment processes
- Take action to prevent incidents caused by potential hazards
- Implement basic risk control measures

3.3 Typical Graduate attributes

- Operational systems thinker:
- Initiative taker:
- Assertive communicator:

4. ENTRY REQUIREMENTS

NQF Level 2 Qualification and successful completion of the skills programme Basic OHS Compliance Ensurer.

5. RECOGNITION OF PRIOR LEARNING (RPL)

5.1 RPL for Access to Training:

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 skills programme.

Such an RPL assessment may be developed, moderated, and conducted by the accredited Skills Development Provider which offers that specific 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.

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a 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.

5.2 RPL for Access to the External Integrated Summative Assessment (EISA):

Learners who have gained the stipulated competencies of the modules of a 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 skills programme. Quality Partners are responsible for ensuring the RPL mechanism and process for qualifications and part-qualification is approved by the QCTO.

6. RULES OF COMBINATION

6.1 Components:

KNOWLEDGE/THEORY COMPONENT

State compulsory modules:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900412-000-00-KM01	Concepts, Principles and Practices of Occupational Hazard Identification and Risk Assessment.	3	1	Blended

Total Credits for the knowledge modules = 2

No combinations of modules are required.:

Category A

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
N/A	N/A	N/A	N/A	N/A

Total credits of the selected modules = 0

APPLICATION COMPONENT

PRACTICAL SKILLS MODULE(S)

State compulsory modules:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900412-000-00-PM01	Apply appropriate behavioural capabilities to Identify workplace Hazards and take actions to mitigate operational risks.	3	1	Blended

Total credits of the selected practical skills modules = 2

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No combinations of modules are required.

Category A

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
N/A	N/A	N/A	N/A	N/A

Total credits of the selected modules = 0

Total credits of the skills programme = 2

6.2 Soft Skills Included:

The following soft skills are included in PM01:

- Operational systems thinker.
- Initiative taker.
- Assertive communicator.

Total credits for soft skills = 1

50% of the Skills Programme is made up of soft skills.

6.3. Foundational Learning:

No foundational learning included.

7. EXIT LEVEL OUTCOMES (ELO) AND ASSOCIATED ASSESSMENT CRITERIA (AAC)

7.1 Exit Level Outcomes (ELO) 1:

Use a variety of common tools and instruments to Identify hazards and determine the associated risks within a designated work area.

Associated Assessment Criteria (AAC) for ELO 1:

- Hazards are identified using a variety of common tools and instruments.
- Associated risks are determined within the designated work area.
- Tools and instruments are utilized according to established procedures.
- Risk assessments are documented in compliance with organizational standards.

7.2 Exit Level Outcomes (ELO) 2:

Apply a basic ability to summarise and interpret risk related information extracted from organisational specific systems and communication processes relating to hazard identification and risk assessment.

Associated Assessment Criteria (AAC) for ELO 2:

- Risk-related information is summarized accurately from organizational systems.
- Extracted data is interpreted correctly regarding hazard identification and risk assessment.
- Communication processes are utilized to gather relevant risk information.
- Findings are documented in a clear and concise manner.

7.3 Exit Level Outcomes (ELO) 3:

Apply operational literacy within a clearly defined occupational context to participate in departmental risk assessment processes

Associated Assessment Criteria (AAC) for ELO 3:

- Operational risk assessment procedures are explained within a defined occupational context.
- Relevant documents are read and interpreted accurately for the purposes of contributing to operational risk assessments.
- Operational risk assessment processes are followed according to departmental guidelines.

- Communication is maintained effectively with team members during risk assessments.

7.4. Exit Level Outcomes (ELO) 4:

- Use own knowledge to solve problems related to the implementation of basic risk control measures

Associated Assessment Criteria (AAC) for ELO 4:

- Problems are identified related to the implementation of basic risk control measures.
- Own knowledge is applied to devise solutions for these problems.
- Solutions are implemented effectively to control risks.
- Effectiveness of solutions is evaluated to ensure risk control measures are working.

8. INTEGRATED ASSESSMENT

8.1 Formative Assessments conducted internally

Formative assessments are conducted throughout the training of learners. A range of formal, non-formal, and informal ongoing assessment activities are used to focus on teaching and learning outcomes to improve learner attainment.

Formative assessments are conducted continuously by the facilitator to feed into further learning, to identify strengths and weakness, and to ensure the learner's ability to apply knowledge, skills and workplace experience gained.

Formative Assessments are conducted by the accredited Skills Development Provider (SDP), and a variety of ongoing assessment methods may be used, for example, quizzes, assignments, tests, scenarios, role play, interviews. Continuous feedback must be provided.

8.2 Integrated Summative Assessments conducted Internally

Integrated Assessment involves all the different types of assessment tasks required for a particular occupational skills programme, such as written assessment of theory and practical demonstration of competence. To achieve this, the Internal Assessment Criteria (IAC) for all modules as found in the QCTO curriculum document must be followed.

An accredited SDP should implement a well-designed, formal, relevant, final internal Summative Assessment strategy for all modules to prepare learners for the EISA. These assessments evaluate learning achievements relating to the achievement of each module of the relevant components of the skills programme.

Internal Summative Assessments are developed, moderated, and conducted by the SDP at the end of each module or after integration of relevant modules, e.g. applied knowledge, tests, workplace tasks, practical demonstrations, simulated tasks/demonstrations, projects, case studies, etc.

8.3 External Integrated Summative Assessment (EISA) – a national assessment

The FISA is de-centralised, and the assessment standards set by the QCTO must be implemented by the accredited SDP in the development, moderation, and implementation of all FISA for Skills Programmes.

The accredited SDP manages and conducts the FISA and submits learner results for QCTO approval for certification, according to QCTO required compliance standards.

For entrance into the FISA, the learner must have completed the Skills Programme successfully and be found competent in all modules, recorded internally by the SDP.

Continuous Assessment

The SDP must ensure that all learners are enrolled with the QCTO at the start of training (within 5 days) in the format required by the QCTO.

Continuous assessments are set by the SDP in accordance with the outcomes provided.

This may consist of a variety of methods, e.g. practical or written assessments, assignments, projects, demonstrations, presentations or any other form of assessment to assist the learner in the learning process.

During training, it is mandatory for formal summative assessments to take place at the end of each module/topic. These results must be formally recorded and be available for monitoring and/or evaluation by the QCTO.

Final Integrated Supervised Assessment (FISA)

All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing all formal summative assessments conducted by the SDP.

Format of FISA:

A **practical and written assessment** integrating the relevant Exit Level Outcomes, with short answer theory assessments and simulated practical assessments.

All FISAs must be supervised, and virtual FISA's must be recorded, and camera monitored throughout the assessment.

All Exit Level Outcomes and associated assessment criteria must be covered in the FISA. In the FISA, the learner must demonstrate applied knowledge and skills to prove that the competencies of the Green Hydrogen Production skills programme have been achieved

Standards for a Written Final Integrated Supervised Assessment (FISA):

The learners should be provided with real-life scenarios to demonstrate applied knowledge/skills relevant to the Exit Level Outcomes and the purpose of the Skills

Programme. This is the section where the learner must show applied competency (what the learner must be able to do, and to what expected standard)

The **FISA INSTRUMENT** (Written case study or scenario) must be developed and moderated by the SDP and conducted in a supervised environment. It is assessed by means of an **INSTRUMENT** and a **MEMORANDUM** developed by the SDP for this purpose.

In the **Written Component**, learners must be given real-life scenarios in which they must demonstrate that they have applied knowledge for all the Exit Level Outcomes:

1. Hazard Identification Tools and Risk Documentation

- Analyse hazards and associated risks from given scenarios or case studies.
- Outline the steps involved in conducting a basic risk assessment.
- Outline requirements for documenting risk assessments.
- Apply knowledge of the correct use of tools and instruments in accordance with established procedures, safety requirements, and operational guidelines.

2. Summarizing and Interpreting Risk Information from Organisational Sources

- Interpret, and accurately summarize risk-related information from systems, records, or reports in line with operational procedures.
- Interpret extracted data in relation to hazard identification and risk assessment.
- Analyse the use of communication channels to access risk-related information.

3. Operational Risk Assessment Procedures and Documentation

- Outline the sequence of steps in operational risk assessments within a defined occupational context.
- Apply knowledge of the processes of conducting an operational risk assessment in accordance with guidelines.
- Outline the role of effective communication during collaborative risk assessments.

4. Problem-Solving Through Application of Risk Control Concepts

- Evaluate common problems related to implementing basic risk control measures from a given scenario.
- Propose viable solutions using prior knowledge or workplace examples.
- Outline methods to evaluate the effectiveness of implemented control measures.

The conditions and requirements for the candidate to perform the assessment, e.g., problem statements, templates, a real-life scenario, and clear instructions for various questions, must be provided to the candidate, indicating the required evidence or performance expected.

To respond to challenges/issues/problems in the scenarios above:

- a) The assessment should be a maximum of 2 hours.
- b) The total mark for the written assessment is 100 marks and candidates require 70% for the FISA to be declared competent.
- c) No FISA instrument is allowed to be used verbatim for re-assessment or for a different cohort of learners.

A computer-based written/theoretical assessment may be administered so that the above evidence can be created using document processing applications such as Word, Excel, etc.

Learners who complete this skills programme will accumulate credits towards the relevant full or part qualification. The Credit Accumulation and Transfer (CAT) Policy may apply to these learners.

Standards for Practical Final Integrated Supervised Assessment (FISA):

The **FISA INSTRUMENT** (brief/job card/task) must be developed and moderated by the SDP and conducted in a supervised environment. It is assessed by means of an **INSTRUMENT** and a **RUBRIC** developed by the SDP for this purpose:

In the **Practical Component**, the candidate must prove that he/she can work competently in a simulated, controlled Operational OHS, maintain the equipment and demonstrate the ability to brief users on the safe use of the equipment in terms of each of the Exit Level Outcomes by:

The learner should be provided with a brief/job card/task to demonstrate what the learner should show, know or produce in a product, relevant to the Exit Level Outcomes and the purpose of the Skills Programme. This is the section where the learner must show applied competency (what the learner must be able to do, and to what expected standard).

1. Applying Tools and Procedures to Identify Hazards and Assess Risks

- Use appropriate tools and instruments to identify hazards in a designated work area.
- Determine risks associated with identified hazards through observation and assessment.
- Follow established procedures when using tools and conducting hazard assessments.
- Document all risks found clearly and accurately

2. Extracting and Applying Risk-Related Information

- Retrieve relevant risk information from organizational systems or documentation.
- Interpret data accurately to support hazard identification and risk evaluation.
- Apply communication processes to gather additional risk-related input.
- Compile a concise report summarizing findings and their relevance to risk control.

3. Participating in Team-Based Risk Assessments Using Operational Literacy

- Follow operational risk assessment procedures in a workplace environment or real scenario.
- Use relevant workplace documents to support risk identification and decision-making.
- Adhere to guidelines throughout the assessment process.
- Maintain effective communication with team members during the assessment activity.

4. Implementing and Evaluating Risk Control Measures

- Recognize practical challenges in applying basic risk control measures.
- Apply problem-solving techniques to develop and implement suitable control actions.
- Implement selected measures effectively.
- Evaluate the success of implemented solutions and recommend adjustments where necessary.

Please take note of the following:

- a) Candidates must be provided with clear guidelines and instructions on how to complete the assessment tasks/job, including the assessment criteria and expected outcomes.
- b) The duration of the assessment is 4 hours.
- c) No FISA instrument is allowed to be used verbatim for re-assessment or for a different cohort of learners.

NOTE: Should a learner be found to be competent in all the above areas, they should be declared "Competent". If not yet competent in any of the above areas, they should be declared "NYC", re-trained and then be reassessed with different applicable tasks/scenarios.

Whilst conducting the above, strategic, well-timed questions should be asked of the learner to assess embedded knowledge gained during the skills Programme, as well as critical thinking and problem-solving skills: for e.g.

- "Why.....?"
- "What would happen if ...?"
- "When is done, what would the result be?"
- "How would you deal with?"

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- Etc.

The marking rubric/compliance checklist used to assess these competencies must include a section for the assessor/facilitator used in this session to make a note of competencies shown, (or not shown), as well as the questions that were asked, and a summary of the learner's answers, and state whether these are of the acceptable standard or not.

The marking rubric/compliance checklist compiled should contain specific areas marked with an asterisk (*) as compulsory sections in order for the learner to be declared C (Competent). Compulsory sections are when the safety of the candidate or others would be affected if incorrectly completed.

Learners will be allowed a second attempt if they fail any or both the assessments. Learners who complete this skills programme will accumulate credits towards the relevant full or part qualification. The Credit Accumulation and Transfer (CAT) Policy may apply to these learners.

Submission of final results

Final results must be submitted to the QCTO in the required format within 21 days of the date of the FISA, together with the following:

- Completed Assessment Verification Report on the FISA (QCTO template: relevant sections).
- Learner results spreadsheet
- A copy of the final Assessment Instrument used, as well as the marking guideline/rubric.

9. INTERNATIONAL COMPARABILITY

N/A

9.1 Introductory Statement

N/A

9.2 Detailed Outline

N/A

9.3 Concluding Statement

N/A

10. ARTICULATION

10.1 Articulation for Qualifications and Part- Qualifications

10.1.1 Horizontal Articulation: This qualification articulates horizontally within the OQSF and between other sub-framework(s) as follows:

Within OQSF -

N/A

Between sub-frameworks -

N/A

10.1.2 Vertical Articulation: This qualification articulates vertically within the OQSF as follows:

N/A

10.1.3 Diagonal Articulation: This qualification articulates diagonally across NQF levels and across Sub-Frameworks:

N/A

10.2 Articulation for Skills programmes

10.2.1 Work Opportunities:

N/A

10.2.2 Learning Opportunities:

Other related OHS skills programmes on training courses.

11. NOTES

11.1 Additional Legal or Physical Entry Requirements

N/A

11.2 Criteria for Accreditation

Accreditation requirements, against which Skills Development Providers (SDP) and Assessment Centres, will be accredited, is found in the Curriculum Document, as listed below.

Curriculum Code:

11.3 Encompassed Trades (where applicable)

This is not a trade.

12. ASSOCIATED QUALIFICATION(S)/PART-QUALIFICATION(S):

SAQA QUAL ID	QUALIFICATION TYPE	QUALIFICATION DESCRIPTOR	CURRICULUM CODE	NQF LEVEL	CREDITS
121929	National Occupational Certificate	Occupational Health and Safety Officer	226302-001-01-00	4	120
121930	Occupational Certificate	Occupational Health and Safety Assistant	226302-001-01-01	4	44
121931	Higher Occupational Certificate	Occupational Health and Safety Practitioner	226302-002-01-00	5	170