

OCCUPATIONAL SKILLS PROGRAMME DOCUMENT

IN LINE WITH QQSF POLICY (2021) OCCUPATIONAL QUALIFICATION TYPE (NOMENCLATURE)

SKILLS PROGRAMME	SKILLS PROGRAMMES ID	TITLE (DESCRIPTOR)		NQF LEVEL	CREDITS
	SP-250817	Evacuation Marshal		2	2
START DATE	END DATE	LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	
13 Aug 2025	13 Aug 2030	13 Aug 2031		13 Aug 2034	
CURRICULUM CODE	900406-000-00-00				
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. SKILLS PROGRAMME DETAILS

1.1 Sub-Framework: Occupational Qualifications Sub-Framework

Occupational Qualification Sub Framework (OQSF)

1.2 Type (Nomenclature):

1.2.1 Specify if this is a Qualification/Part-Qualification/Skills Programme

Skills Programme

1.2.2 Type:

Skills Programme

1.3 Title Descriptor:

Evacuation Marshal

1.4 NQF Level:

2

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:

900406-000-00-00

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

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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

In South Africa, developing a skills programme to capacitate Evacuation Marshals is essential for ensuring the health safety and well-being of individuals in various establishments during emergencies. The Occupational Health and Safety Act (OHSA) 85 of 1993, along with its regulations, mandates that employers are responsible for providing a healthy and safe working environment, which includes having trained personnel to manage evacuations. Specific regulations, such as the General Safety Regulations, stipulate the need for emergency preparedness, including the appointment and training of Evacuation Marshals. These marshals are critical in coordinating and facilitating orderly evacuations, ensuring that all individuals can safely exit a premises during emergencies like fires, chemical spills, or other hazardous situations.

The rationale for such a programme stems from the necessity to minimize risks associated with emergency situations. Properly trained Evacuation Marshals can significantly reduce the chaos and panic that often accompany emergencies, thereby preventing injuries and saving lives. Without this training programme, there is a heightened risk of uncoordinated and inefficient evacuations, which can lead to severe consequences, including loss of life, increased injuries, and significant property damage. Furthermore, the absence of trained Evacuation Marshals can result in non-compliance with legal requirements, leading to potential legal and financial repercussions for organizations. The development of a skills programme for Evacuation Marshals not only enhances compliance with health and safety regulations but also fosters a culture of preparedness and resilience, ultimately contributing to the overall health and safety and security of the workplace and broader community.

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 introduction of a skills programme targeted at capacitating Evacuation Marshals offers significant benefits for the Occupational Health and Safety (OHS) sector in South Africa, the broader South African society, and the national economy. This programme ensures that Evacuation Marshals are equipped with the necessary knowledge and skills to effectively manage emergency evacuations, thereby enhancing workplace health and safety and compliance with OHS regulations.

For the OHS sector in South Africa, this skills programme promotes a culture of preparedness and proactive risk management. Trained Evacuation Marshals can efficiently coordinate and execute emergency evacuation procedures, minimising the potential for chaos and injury during emergencies. This capability not only protects employees but also ensures that organizations meet the legal requirements outlined in the Occupational Health and Safety Act (OHSA) 85 of 1993 and associated regulations. Compliance with these regulations reduces the risk of legal penalties and enhances the overall health and safety standards within the workplace.

The concept of ensuring that organisations have selected and trained Evacuation Marshals, aligns with the principles of workplace democracy and social justice by empowering employees to take an active role in their own health and safety and the health and safety of their colleagues. This participatory approach ensures that all employees have a voice in health and safety matters and fosters a sense of collective responsibility and inclusiveness. By involving employees in health and safety roles, organisations demonstrate a commitment to fair and equitable treatment, which can enhance trust and morale within the workforce.

For South African society, the benefits extend beyond individual workplaces. A well developed and implemented skills programme for Evacuation Marshals can have a meaningful contribution towards the realisation of a greater overall awareness and preparedness for emergencies, contributing to public safety. Communities benefit from having trained individuals who can assist in managing evacuations during broader emergencies, such as natural disasters or public health and safety incidents. This increased level of preparedness can lead to fewer injuries and fatalities during emergencies, enhancing the overall resilience of society.

The economic benefits for South Africa are also significant. Effective emergency management and reduced workplace incidents lead to lower healthcare costs and fewer compensation claims. Organizations that prioritize safety are likely to experience increased productivity and reduced downtime, as employees feel safer and more secure in their work environment. Additionally, a strong safety record can enhance an organisation's reputation, making it more attractive to investors and clients, and improving its competitive edge in the market.

2.4 Typical learners:

Specifically selected and appointed employees who fulfil the role as an Evacuation Marshal as part of their normal job.

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:
- 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):
- 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 (SaioSH):
- 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)

All professions the skills programme applies to all employees in workplaces.

3. PURPOSE

3.1 Benefit the learners:

Completing the skills programme for emergency response and evacuation coordinators offers numerous cognitive, organisational, and social benefits. Cognitively, learners will develop critical thinking and problem-solving skills as they learn to assess potential hazards, devise comprehensive emergency response plans, and make rapid, informed decisions during crises. Their ability to analyse complex situations and adapt strategies in real-time will be significantly enhanced, leading to improved mental agility and resilience under pressure.

Organisationally, learners will gain a deep understanding of how to create and implement effective emergency response systems tailored to their specific workplace environments. They will be adept at coordinating resources, conducting drills, and updating plans based on feedback and performance data. This will lead to improved organizational preparedness and a structured approach to handling emergencies, thereby minimizing disruptions and potential losses.

Socially, the programme fosters strong communication and leadership skills, enabling learners to effectively convey plans and instructions, collaborate with diverse teams, and build relationships with external emergency services and agencies. The ability to lead and support others during stressful situations will enhance their confidence and reliability as team members, promoting a culture of safety and cooperation within the organization and the wider community.

3.2 What the skills programme intends to achieve:

The purpose of this skills programme is to prepare learners to function as an Evacuation Marshal

An Evacuation Marshal oversee and guide the evacuation of people from workplaces during various emergencies situations in the workplace.

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

- Guide persons to evacuate the workplace.
- Conduct assembly point roll calls.
- Participate/serve in the health and safety committee activities.
- Inspect and evaluate the environment to ensure operability of the evacuation plan and equipment.

3.3 Typical Graduate attributes

- Calmness and crisis leadership
- Empathy and Decisiveness:
- Vigilance and Patience:

4. ENTRY REQUIREMENTS

NQF level 1 Qualification and specific workplace experience within the designated work area for a period of one year.

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 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 Final Integrated Supervised Assessment (FISA):

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.

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 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 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
900406-000-00-KM-01	Concepts and Principles of safe evacuations during emergencies.	2	1	Blended

Total Credits for the knowledge modules = 1

APPLICATION COMPONENT

PRACTICAL SKILLS MODULE(S)

State compulsory modules:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900406-000-00-PM-01	Apply appropriate behaviours when guiding and supporting people to evacuate during an emergency.	2	1	Blended

Total credits of the selected practical skills modules = 1

6.2 Soft Skills Included:

The following soft skills are included in PM01:

- Empathy and integrity.
- Open mindedness and accountability.
- Assertiveness and commitment.

Total credits for soft skills = 1

6.3. Foundational Learning:

There is no foundational learning included in the skills programme.

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

7.1 Exit Level Outcomes (ELO) 1:

Apply basic operational knowledge and understanding of emergency preparedness and crisis leadership to guide persons to evacuate a workplace.

Associated Assessment Criteria (AAC) for ELO 1:

- The Concepts and principles of escape routes are contextualised in terms of the role of an evacuation marshal.
- Appropriate process and procedures to lead employees during evacuation are explained using practical examples.
- Techniques for guiding and caring for people during and evacuation are explained and discussed relevant to problem situations and ethical dilemmas.
- Techniques for dealing with nervous people during emergencies are discussed with the context of various emergencies and in the light of various ethical principles.
- Methods and protocols for communicating with the emergency control centre are explained within different contextual situations.
- Techniques for identifying and mitigating dangers, hazards and risks during the evacuation process are discussed within different contextual situations.

7.2 Exit Level Outcomes (ELO) 2:

Select and apply legitimate solutions to facilitate the smooth evacuation.

Associated Assessment Criteria (AAC) for ELO 2:

- Evacuation chairs and related evacuation support equipment are safely and effectively operated within a range of emergency situations.
- Basic emergency carry methods are selected and safely applied within different contextual situations.
- Respirators and related Personal Protective Clothing and Equipment required during evacuation are identified and correctly used.
- Assembly point roll call processes and procedures are applied.

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 De-centralised Final Integrated Supervised Assessment (FISA)-for Skills Programme

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.

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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

Continuous assessment will be conducted in the form of exercises, tasks, assignment, and reports/presentations must meet the outcomes of all modules/topics as indicated in the Skills Programme document.

The Assessment Criteria that must be assessed internally (as per modules/topics) during training here is included in the Skills Programme Curriculum Document.

Final Integrated Supervised Assessment FISA

All learners gain entrance to the Final Integrated Summative Assessment by successfully completing ALL modules/sections.

Format of FISA: The FISA will comprise of a **Written assessment** integrating the relevant Exit Level outcomes.

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

All Exit Level Outcomes must be covered in the FISA. In the FISA, the learner must demonstrate applied knowledge and skills to prove that the competencies of the evacuation marshal Skills Programme have been achieved.

The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment).

Final Integrated Supervised Assessment (FISA) Standard

The learner should be provided with a case study or scenario to prove applied competency relevant to the Exit Level Outcomes and the purpose of the Skills

Programme. This is the section where the learner must apply relevant knowledge and skills attained (what the learner must be able to do, and to what expected standard)

The FISA INSTRUMENT (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.

The FISA must consist of various questions/tasks based on the following, wherein the learners must be able to display their competencies regarding:

1. Emergency Preparedness and Evacuation Leadership

- Apply knowledge of the concepts and principles of escape routes in relation to the role and responsibilities of an evacuation marshal.
- Outline appropriate procedures and processes for leading employees during workplace evacuations, using practical examples.
- Apply techniques for guiding and supporting individuals during an evacuation, especially in problem situations and when facing ethical dilemmas.
- Evaluate approaches for managing nervous or panicked individuals during various types of emergencies, while applying relevant ethical principles.
- Apply knowledge of methods and protocols for effective communication with emergency control centres during emergency scenarios.
- Analyse how to identify and mitigate dangers, hazards, and risks that may arise during the evacuation process, within different emergency contexts.

2. Leadership Behaviour and Equipment Knowledge During Evacuations

- Outline the appropriate use of evacuation support equipment in a variety of emergency situations.
- Evaluate the selection and safe application of basic emergency carry methods suitable for different workplace emergencies.
- Apply knowledge of the correct use of respirators and other personal protective clothing and equipment (PPCE) required during evacuations.
- Apply the processes and procedures for conducting an effective assembly point roll call following an evacuation.

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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 nor for a different cohort of learners.

The memorandum used to assess these competencies must also 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 memorandum or compliance checklist compiled should contain specific compulsory sections in order for the learner to pass the final assessment. Compulsory sections are when the safety of the candidate or others would be affected if incorrectly completed, [e.g. what to do in an emergency].

A computer-based 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.

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 memorandum.

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:

Qualified learners will practice as Evacuation marshal in the same occupation or skill at any workplace.

10.2.2 Learning Opportunities:

Other related OHS skills programmes and 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:

900406-000-00-00

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	CRED ITS
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
121527	Higher Occupational Certificate	Occupational Health and Safety Practitioner	226302-000-01-00	5	120