

OCCUPATIONAL SKILLS PROGRAMME DOCUMENT

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

SKILLS PROGRAMME	SKILLS PROGRAMMES	TITLE (DESCRIPTOR)		NQF LEVEL	CREDITS
	SP-250906	Incident Investigation Team Member		4	2
START DATE	END DATE	LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	
17 Sep 2025	17 Sep 2030	17 Sep 2031		17 Sep 2034	
CURRICULUM CODE	900411-000-01-00				
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		

Contents

1. SKILLS PROGRAMME DETAILS	4
1.1 Sub-Framework: Occupational Qualifications Sub-Framework	4
1.2 Type (Nomenclature):	4
1.3 Title Descriptor:	4
1.4 NQF Level:	4
1.5 Credits:	4
1.6. Organising Field and Sub-field:	4
1.7 QCTO Curriculum Code:	4
1.8 Originator/Quality Partner (QP) – Development/Assessment.....	4
1.9 Replacement	5
2. RATIONALE.....	5
2.1 The need for the Skills Programmes.....	5
2.2 Similar Qualification(s), Part-Qualifications/Skills Programmes.....	6
2.3 Benefit to the sector, society, and the economy:	6
2.4 Typical learners:	6
2.5 Relation to Occupation(s) and/or Profession(s).....	7
3. PURPOSE	9
3.1 Benefit the learners:	9
3.2 What the skills programme intends to achieve:	9
3.3 Typical Graduate attributes.....	10
4. ENTRY REQUIREMENTS	10
5. RECOGNITION OF PRIOR LEARNING (RPL)	11
5.1 RPL for Access to Training:	11
5.2 RPL for Access to the Final Integrated Supervised Assessment (FISA):	11
6. RULES OF COMBINATION	12
6.1 Components:	12
6.2 Soft Skills Included:	12
6.3. Foundational Learning:	13
7. EXIT LEVEL OUTCOMES (ELO) AND ASSOCIATED ASSESSMENT CRITERIA (AAC)13	
7.1 Exit Level Outcomes (ELO) 1:	13
7.2 Exit Level Outcomes (ELO) 2:	13
7.3 Exit Level Outcomes (ELO) 3:	14
7.4. Exit Level Outcomes (ELO) 4:	14

8. INTEGRATED ASSESSMENT	15
8.1 Formative Assessments conducted internally	15
8.2 Integrated Summative Assessments conducted Internally	15
8.3 Final Integrated Supervised Assessment (FISA).....	15
9. INTERNATIONAL COMPARABILITY	16
9.1 Introductory Statement	16
9.2 Detailed Outline	16
9.3 Concluding Statement	16
10. ARTICULATION.....	16
10.1 Articulation for Qualifications and Part- Qualifications.....	16
10.2 Articulation for Skills programmes.....	17
11. NOTES	18
11.1 Additional Legal or Physical Entry Requirements.....	18
11.2 Criteria for Accreditation	18
11.3 Encompassed Trades (where applicable)	18
12. ASSOCIATED QUALIFICATION(S)/PART-QUALIFICATION(S):.....	18

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:

Incident Investigation Team Member

1.4 NQF Level:

4

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:

900411-000-00-00

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

SP Doc Incident Investigation Team Member 4 2

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, effective incident investigation is a critical component of workplace health and safety. Capacitating Incident Investigation Team Members is essential to ensure compliance with legislative requirements and to promote a safe working environment. The development of a skills programme for these team members is necessary for several reasons.

South African legislation mandates specific responsibilities for employers to ensure workplace safety. The Occupational Health and Safety Act, as amended by the Occupational Health and Safety Amendment Act No. 181 of 1993, requires employers to provide a safe working environment. The amended act stipulates that employers must establish and maintain an environment that is safe and without risk to the health of employees. It includes the obligation to investigate incidents and accidents in the workplace to prevent their recurrence.

Similarly, the Mine Health and Safety Act (MHSA) No. 29 of 1996 requires mine employers to ensure the health and safety of employees and to investigate accidents. Section 11 of the MHSA specifies that employers must identify hazards to health or safety, assess the risks, and ensure that incident investigations are conducted to determine the cause and prevent future occurrences. This legislation highlights the importance of having trained personnel to conduct thorough and effective incident investigations.

Capacitated Incident Investigation Team Members can effectively identify root causes of incidents and recommend corrective actions. This proactive approach helps in reducing workplace accidents and injuries, thereby improving overall safety standards.

Skilled team members are better equipped to document incidents accurately, analyse data effectively, and provide comprehensive reports. The detailed reporting and analysis are crucial

for understanding patterns and trends in workplace incidents, which can inform the development of more effective safety protocols.

2.2 Similar Qualification(s), Part-Qualifications/Skills Programmes

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

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

A properly implemented skills programme that capacitates Incident Investigation Team Members can have substantial benefits to the Occupational Health and Safety (OHS) sector, the general South African society, and the South African economy. These benefits are multi-facet and can be understood through specific, pragmatic examples and documented evidence.

According to the Department of Employment and Labour workplace fatalities and workplace injuries are reported annual. A skilled Incident Investigation Team can significantly enhance the effectiveness of workplace safety measures. A well-trained team can help reduce these numbers by identifying root causes of incidents and implementing preventive measures. This improvement leads to a safer working environment, which is crucial in industries such as mining, manufacturing, and construction, where risks are particularly high.

Compliance reduces the risk of legal penalties and enhances the overall reputation of businesses. According to a report by the South African Institute of Occupational Safety and Health (SAIOSH), non-compliance with OHS regulations can result in hefty fines and sanctions, which can be avoided with a proficient incident investigation team.

Safer workplaces mean fewer accidents, which translates to fewer families affected by workplace injuries or fatalities. Reducing incidents through effective investigation and prevention can lower the burden on the Compensation Fund and related social services.

Economically, the benefits of capacitating Incident Investigation Team Members are substantial. Work-related injuries and illnesses impose significant costs on businesses and the economy. These costs include medical expenses, lost productivity, and compensation claims. According to a study by the International Labour Organisation (ILO), the cost of work-related injuries and diseases is estimated to be 4% of the global GDP. In the South African context, this equates to billions of rands annually.

2.4 Typical learners:

Specifically designated employees in all workplaces in responsible for implementation of occupational health and safety services.

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):
- South African Institute of Occupational Safety and Health (Saioh):
- Minerals Council South Africa:
- Department of Minerals Resources and Energy
- Engineering council of South Africa (ECSA)

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

All related 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 develop the ability to critically analyse incidents, identify root causes, and assess contributing factors. This sharpens their problem-solving abilities and helps them make data-driven decisions. Training hones the ability to notice and interpret subtle clues and patterns that might be missed otherwise, leading to more accurate and thorough investigations. Learners gain foundational knowledge of incident investigation processes, methodologies, and relevant regulations, which broadens their understanding of workplace safety and legal requirements. The programme encourages learners to question assumptions, evaluate evidence, and think logically, fostering a mindset geared towards continuous improvement and innovation.

Learners become proficient in documenting incidents accurately and comprehensively, improving the quality of reports and ensuring they meet organisational and legal standards. With a foundational understanding of relevant laws and regulations, learners help their organisations maintain compliance, thereby reducing the risk of legal penalties and enhancing the organisation's reputation.

3.2 What the skills programme intends to achieve:

The purpose of this skills programme is to enable learners to function as a Workplace Incident Investigation Team Member.

Workplace Incident Investigation Team Members are tasked to participate in workplace incident investigations according to regulatory requirements and organisational policies and procedures and must positively and correctly contribute towards reaching an objective and meaningful outcome that will contribute towards a reduction or elimination of future workplace accidents and incidents.

Qualified learners will be able to:

- Participate in the development of appropriate recommendations to deal with the outcomes of an incident investigation.
- Collect and safeguard evidence relevant to an incident/accident.
- Participate in the analysis of incident information and determine the causes of accidents and incidents.
- Assist in the drafting of an investigation report.

- Participate in the analysis of incident information and determine the causes of accidents and incidents.
- Participate in the development of corrective and preventative measures to mitigate causes identified that led to the accident.

3.3 Typical Graduate attributes

- Attention to detail.
- Analytical thinking.
- Integrity.

4. ENTRY REQUIREMENTS

NQF Level 3 Qualification

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 qualifications and part-qualification is approved by the QCTO.

6. RULES OF COMBINATION

6.1 Components:

KNOWLEDGE/THEORY COMPONENT

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900411-000-00-KM-01	Concepts, Principles and Practices of Occupational Incident and Accident Investigations.	4	1	Blended

Total Credits for the knowledge modules = 1

APPLICATION COMPONENT

PRACTICAL SKILLS MODULE(S)

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900411-000-00-PM-01	Apply appropriate behavioural capabilities to effectively participate in occupational incident and accident investigations.	4	1	Blended

Total credits of the selected practical skills modules = 1

Total credits of the skills programme = 2

6.2 Soft Skills Included:

The following soft skills are included in PM01:

- Attention to detail:
- Analytical thinking:

SP Doc Incident Investigation Team Member 4 2

- Integrity:

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:

Apply essential methods, procedures and techniques relevant to the discipline of occupational incident and accident investigation to effectively collect, safeguard and submit a range of incident investigation evidence and facts for analysis by the investigation team.

Associated Assessment Criteria (AAC) for ELO 1:

- The concept of the chain of custody of incident evidence is applied during the identification and collection of incident investigation evidence.
- Witness statements are professionally taken and accurately recorded.
- Collected evidence is presented and investigative questions regarding evidence are responded to.
- The incident scene is safeguarded, and the safety of all persons is ensured.
- Incidents are reported appropriately, and the investigation process is initiated.
- Concepts and principles of the broad incident investigation process are applied.

7.2 Exit Level Outcomes (ELO) 2:

Apply critical and analytical thinking processes and tools to effectively participate in evidence analysis to determine the causes of occupational accidents and incidents.

Associated Assessment Criteria (AAC) for ELO 2:

- A sequence of events (storyboard) is created.
- Analytical thinking is applied to determine the cause-and-effect links between the elements of the incident.
- External and internal factors impacting on the incident are identified and described.
- Participation in a facilitated diagnostic role play scenario to determine causes and consequences is conducted.

7.3 Exit Level Outcomes (ELO) 3:

Adhere to organisational and professional ethical conduct codes to actively participate in developing recommendations to deal with the outcomes of incident investigations.

Associated Assessment Criteria (AAC) for ELO 3:

- The relevant legal consequences of incidents, incident causes, and incident consequences are understood and clarified within specific occupational contexts.
- Appropriate recommendations to deal with the causes of the incident and prevent future similar incidents are created and motivated.
- Remedial recommendations are evaluated against precedents and best practices.
- Intended and unintended consequences of recommendations are evaluated and the evaluation is used to improve recommendations.

7.4. Exit Level Outcomes (ELO) 4:

Apply Produce communicate and present information reliably and accurately when contributing to the creation of comprehensive incident and accident investigation reports.

Associated Assessment Criteria (AAC) for ELO 4:

- Specialised components of an integrated incident investigation report is drafted.
- The format and purpose of an incident report are evaluated and adhered to when making inputs into the report.
- Specialised remedial recommendations are developed.
- Optimum collaboration with team members are applied.
- The purpose, structure, and processes associated with incident post-mortems are applied to improve future performance.

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 Supervised Assessment strategy for all modules to prepare learners for the FISA. 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 Final Integrated Supervised Assessment (FISA)

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

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.

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 QQSF and between other sub-framework(s) as follows:

Within QQSF -

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 Incident Team Member in the same occupation or skill at any workplace.

10.2.2 Learning Opportunities:

A typical learning pathway will begin with this skills programme or other skills programmes within the Occupational Health and Safety sector. Upon completion, learners may articulate into learning programmes Incident Investigation Team Leader at NQF Level 5, then progress towards a related higher-level learning programme.

11. NOTES

11.1 Additional Legal or Physical Entry Requirements

Physical fitness and Mental Fitness.

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:

900411-000-00-00

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