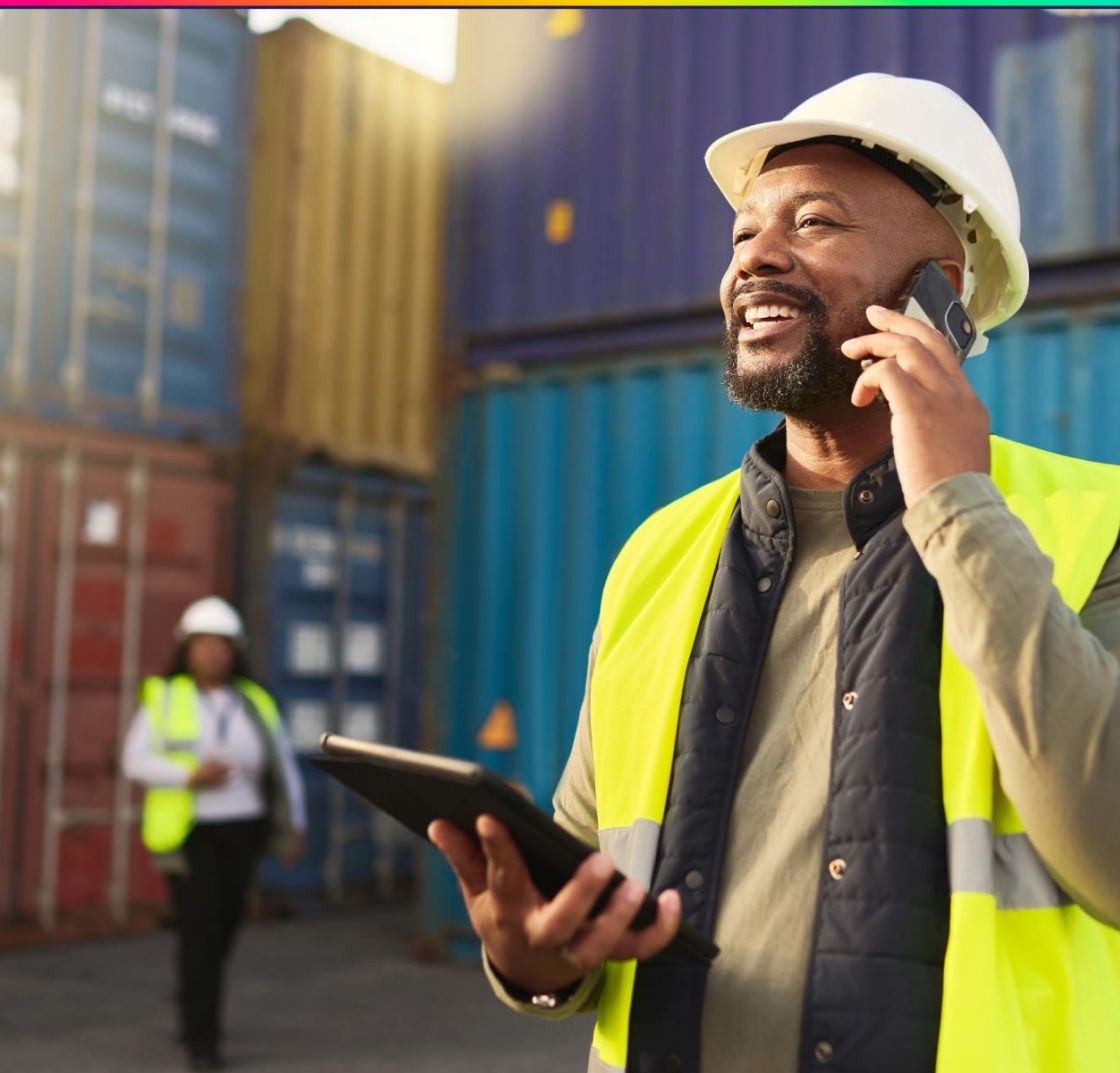


OHS Representative, Low Risk (Sample Booklet)



What's in the box?

FILE LIST (30 Unique Documents)

 LGTREP000 - OHS Representative Low Risk (Document register) R1
 LGTREP000 - OHS Representative Low Risk (Document register) R1
 LGTREP002 - OHS Representative Low Risk (Course Matrix) R1
 LGTREP002 - OHS Representative Low Risk (Course Matrix) R1
 LGTREP010 - OHS Representative Low Risk (Crucial Notes) R1
 LGTREP010 - OHS Representative Low Risk (Crucial Notes) R1
 LGTREP010 - OHS Representative Low Risk (Sample and Walkthrough) R1
 LGTREP020 - OHS Representative Low Risk (Unbranded Cover PNG) R1
 LGTREP020 - OHS Representative Low Risk (Unbranded Cover RIF) R1
 LGTREP050 - OHS Representative Low Risk (Learner Guide) R1-P
 LGTREP055 - OHS Representative Low Risk (Learner Guide Lite) R1-P
 LGTREP060 - OHS Representative Low Risk (Facilitator Guide) R1-P
 LGTREP065 - OHS Representative Low Risk (Slide Deck Wireframe) R1
 LGTREP070 - OHS Representative Low Risk (Assessor Guide) R1
 LGTREP070 - OHS Representative Low Risk (Assessor Guide) R1
 LGTREP080 - OHS Representative Low Risk (Moderator Guide) R1
 LGTREP080 - OHS Representative Low Risk (Moderator Guide) R1
 LGTREP090 - OHS Representative Low Risk (Lesson Plan) R1
 LGTREP090 - OHS Representative Low Risk (Lesson Plan) R1
 LGTREP100 - OHS Representative Low Risk (Formative Assessment) R1
 LGTREP100 - OHS Representative Low Risk (Formative Assessment) R1
 LGTREP105 - OHS Representative Low Risk (Formative Assessment Answers) R1
 LGTREP105 - OHS Representative Low Risk (Formative Assessment Answers) R1
 LGTREP120 - OHS representative Low Risk (Summative Assessment) R1
 LGTREP120 - OHS representative Low Risk (Summative Assessment) R1
 LGTREP125 - OHS representative Low Risk (Summative Assessment Answers) R1
 LGTREP125 - OHS representative Low Risk (Summative Assessment Answers) R1
 LGTREP130 - OHS Representative Low Risk (FISA Generator PASSWORD) R1
 LGTREP140 - OHS Representative Low Risk (FISA Generator) R1
 LGTREP142 - OHS Representative Low Risk (FISA - Learner Test) R1
 LGTREP144 - OHS Representative Low Risk (FISA - Rubric) R1
 LGTREP160 - OHS Representative Low Risk (FISA Developer Report) R1
 LGTREP160 - OHS Representative Low Risk (FISA Developer Report) R1
 LGTREP162 - OHS Representative Low Risk (FISA Developer CV) R1
 LGTREP164 - OHS Representative Low Risk (FISA Moderator Report) R1
 LGTREP166 - OHS Representative Low Risk (FISA Confidentiality) R1
 LGTREP170 - OHS Representative Low Risk (Career Pathway) R1
 LGTREP170 - OHS Representative Low Risk (Career Pathway) R1
 LGTREP200 - OHS Representative Low Risk (Curriculum Document)
 LGTREP200 - OHS Representative Low Risk (Curriculum Document)
 LGTREP210 - OHS Representative Low Risk (SP Document)
 LGTREP210 - OHS Representative Low Risk (SP Document)
 LGTREP220 - OHS Representative Low Risk (QCTO Form 3) FR
 LGTREP220 - OHS Representative Low Risk (QCTO Form 3) FR
 LGTREP230 - OHS Representative Low Risk (QCTO Form 4) FR
 LGTREP230 - OHS Representative Low Risk (QCTO Form 4) FR

DOCUMENT REGISTER

DOC ID	DOCUMENT	DESCRIPTION
LGTREP000	Document register	Register of documents in this set (This document)
LGTREP001	OHS Representative Low Risk	Name of this manual suite; the product containing all these components.
LGTREP002	Course matrix	Visual map of the entire course for zooming in and out and for planning.
LGTREP010	Crucial notes	Crucial guidance and assistance for the purchaser on how to use this entire suite.
LGTREP012	Sample file and walkthrough	A guided walkthrough of the learning material suite and everything it includes.
LGTREP020	Document cover for re-design	Cover for you to brand. Given in PNG and Coral Draw RIF files for editing.
LGTREP050	Learner guide	Guide for the learner, and the master course file referred to in matrices.
LGTREP055	Learner guide lite	A lighter, more print-friendly version with any non-crucial images removed.
LGTREP060	Facilitator guide	Guide for the facilitator. NB Learner and facilitator guides given in PDF only.
LGTREP065	Slide deck wireframes	PowerPoint deck, wireframe, matches level 1,2 and 3 headings from learner guide.
LGTREP070	Assessor guide	Container for assessments: Formative, summative, & FISA (knowledge & prac in one).
LGTREP080	Moderator guide	For recording a moderator's review of the assessor's assessment.
LGTREP090	Lesson plan	Training and assessment scheduling, including module timing and class timetable.
LGTREP100	Learner formative assessment	Formative assessments are conducted at a basic level during training.
LGTREP105	Answers for formative assessment	The rubric / answers for the above test.

LGTREP120	Learner summative assessment	The learner is required to do this short test to gain access to the FISA as per QCTO.
LGTREP125	Answers for summative assessment	The rubric / answers for the above test.
LGTREP130	FISA generator password	Password to open the MS Excel Visual Basic coded FISA generator.
LGTREP140	FISA generator	Click a button & get a complete FISA (1.2 Quadrillion unique tests). Video demo.
LGTREP142	FISA learner test	Paste the generated FISA here, takes 60 seconds. See video demo.
LGTREP144	FISA rubric	The matching rubric for the test generated, as per QCTO formatting. See video demo.
LGTREP160	FISA developer's report	Completed and signed off QCTO form for FISA approval by FISA developer.
LGTREP162	FISA developer's CV	CV of the person who developed the FISA system and curriculum aligned question bank.
LGTREP164	FISA moderator's report	Completed for you, but must be signed off by your moderator / invigilator.
LGTREP166	FISA confidentiality report	Supplied but not filled in. Document applies to the Assessor, Examiner, Moderator, or Marker.
LGTREP170	Career pathway	Detailed OHS career pathway and guidance; includes diagrams.
LGTREP180	Letter of permission	Letter of permission from developer to user (use together with your invoice).
LGTREP200	QCTO curriculum document	QCTO curriculum and full training requirements (QAP is HWSETA).
LGTREP210	QCTO skills program document	QCTO curriculum and requirements including FISA structure and assessments (QAP is HWSETA).
LGTREP220	QCTO form 3 completed for you	QCTO form 3 (QCTO Implementation plan). See lesson plan as well (more practical).
LGTREP230	QCTO form 4 completed for you	QCTO form 4 (QCTO Learning material matrix).

The FISA Generator

Many learning material suppliers provide only a small number of static FISAs and expect training providers to manually rotate or rearrange them between cohorts.

Where the same assessment material is supplied to multiple training providers, the variety dries up quickly and manually shuffling questions in Word is very messy.

CAN YOU AFFORD TO REASSESS LEARNERS YOU TRAINED MONTHS AGO?



The QCTO is known to instruct training providers to **recall and re-assess learners (dating back months) if they did not use unique FISAs.**

HOW I'VE SOLVED THESE PROBLEMS USING SOFTWARE YOU ALREADY HAVE

The FISA generator supplied with this suite eliminates the problem in two ways:

1. **The FISAs are generated automatically** at the click of a button, removing the need to manually create, edit, or rotate assessments.
2. **The generators produce an exceptionally large number of unique FISAs,** ranging from tens of thousands to billions of possible FISA combinations.

This is achieved through two key features that no other supplier currently offers.

1. **A large question bank** containing more questions than are required for a single FISA. Questions are organised into categories and subcategories to ensure all curriculum outcomes are covered, and there is variety to select from.
2. **VBA code programmed into Excel** to select only some questions (e.g. two randomly chosen questions out of four available) from each category (e.g. there may be 16 in total) and provide a FISA table and a matching rubric table.

THE GENERATOR SUPPLIED WITH THIS SPECIFIC PROGRAM

For this program, one FISA generator is supplied to ensure that the FISA requirements of the QCTO curriculum are fully met. It generates a huge variety of unique tests, in keeping with QCTO requirements.

The FISA generator produces a learner assessment containing the generated FISA, relevant example data, space for the learner's answers, and the required assessment activities.

A matching rubric is also generated for each FISA and provides the expected answers or outcomes, competent and not yet competent criteria, marking guidelines, and pass marks.



The generator is coded into Microsoft Excel or Google Sheets, so you can use software you already have:

How to use this FISA generator	
NB	Ensure macros are enabled
NB	Do not change sheet names or column headings.
NB	You can edit the questions, hints, answers, outcomes and marks
NB	You cannot edit the code, categories or other cells that are part of the programming (you do not need to)
NOTE:	Variety (unique generated tests) for this generator is 1,125,899,906,842,624 (1.1 quadrillion)
	.
1	Got to the "Generator" sheet (this sheet)
2	Click the button below
3	It will generate two sheets called "FISA" and "Rubric"
4	If those sheets existed it will overwrite, otherwise it will generate them anew
5	Copy the test, paste it into your FISA and Rubric templates supplied (ms Word)
6	Generate Learner FISA and rubric and copy them both, they will match.
7	Do not copy learner FISA, click generate again, then copy Rubric, it will mismatch
Generate a unique FISA and matching Rubric	

The generator produces formatted tables for the FISA and rubric in a single click.
The questions reference example data given in learner FISA document.

Auto generated: Learner FISA (copy entire table and paste into the supplied file)

A	B	C	D	E	F
No.	Question	Hint	Your answer	Marks	
1	Which area of SafeServe Foods contains the chemical hazard?	Think chemicals.		5	
2	Identify one hazard in the scenario that could cause a person to slip.	Think about slipping.		5	
3	After identifying a hazard, what should you do next during a basic risk assessment?	Think about the risk.		5	
4	Why should risks be assessed before work begins?	Think about safety.		5	
5	Name one document used at SafeServe Foods to record workplace hazards.	Think about forms.	FISA Generated LimeGreenTraining.co.za FISA Generator Says: 24 questions were generated successfully. The FISA and Rubric sheets have been recreated. OK	5	
6	Name one document used to record the findings of a risk assessment.	Think risk.		5	
7	Where should an employee report a workplace hazard at SafeServe Foods?	Think reporting.		5	
8	Why should previous inspection reports be reviewed before conducting a workplace inspection?	Think previous findings.		5	
9	What does the serviced fire extinguisher inspection tag indicate?	Think inspection tag.		5	
10	What does the employee not wearing cut-resistant gloves indicate?	Think PPE.		5	

Auto generated: Matching rubric

A	B	C	D	E	F	G
Question	Expected answer	Competent outcome	Not Competent Yet outcome	Marks	C	NYC
1 Which area of SafeServe Foods contains the chemical hazard?	The chemical store (accept: the unlabelled spray bottle).	Correctly identifies the area or source of the chemical hazard.	Does not correctly identify the area or source of the chemical hazard.	5		
2 Identify one hazard in the scenario that could cause a person to slip.	Oil spilled on the floor near the fryers.	Correctly identifies the oil spill as the slip hazard.	Does not identify the oil spill as the slip hazard.	5		
3 After identifying a hazard, what should you do next during a basic risk assessment?	Assess or evaluate the risk associated with the hazard.	Correctly identifies risk assessment as the next step after hazard identification.	Does not correctly identify the next step in the risk assessment process.	5		
4 Why should risks be assessed before work begins?	To identify and control risks before people are exposed to them.	Correctly explains why risks should be assessed before work starts.	Does not correctly explain why risks should be assessed before work begins.	5		
5 Name one document used at SafeServe Foods to record workplace hazards.	Hazard Report Form (also accept Workplace Inspection Checklist if your learner guide allows it).	Correctly identifies a workplace document used to record hazards.	Does not identify a valid workplace document.	5		
6 Name one document used to record the findings of a risk assessment.	Risk Assessment Form.	Correctly identifies the Risk Assessment Form.	Does not identify a suitable risk assessment document.	5		
7 Where should an employee report a workplace hazard at SafeServe Foods?	Report the hazard to their supervisor (accept: follow the workplace hazard reporting process).	Correctly identifies the appropriate reporting channel.	Does not identify the correct reporting process or person.	5		
8 Why should previous inspection reports be reviewed before conducting a workplace inspection?	To identify previously reported hazards or recurring problems.	Correctly explains why previous inspection reports should be reviewed.	Does not correctly explain the purpose of reviewing previous inspection reports.	5		
9 What does the serviced fire extinguisher inspection tag indicate?	The fire extinguisher has been inspected/serviced and is ready for use.	Correctly interprets the meaning of the fire extinguisher inspection tag.	Does not correctly interpret the inspection tag information.	5		
10 What does the employee not wearing cut-resistant gloves indicate?	PPE is not being used correctly, increasing the risk of injury.	Correctly interprets the missing PPE as an increased workplace risk.	Does not correctly interpret the missing PPE as a workplace risk.	5		
11 Name one way workplace safety information is communicated at SafeServe Foods.	Daily toolbox talks.	Correctly identifies a method used to communicate a workplace safety information.	Does not identify a valid communication method from the scenario.	5		
12 Why are daily toolbox talks held at SafeServe Foods?	To communicate workplace health and safety information.	Correctly states the purpose of the daily toolbox talks.	Does not correctly state the purpose of the daily toolbox talks.	5		
13 After identifying a hazard, what should you do next?	Assess the risk associated with the hazard.	Correctly identifies risk assessment as the next step.	Does not correctly identify the next step in the process.	5		
14 When should an operational risk assessment be reviewed?	When equipment, processes or chemicals change.	Correctly identifies when an operational risk assessment should be reviewed.	Does not correctly identify when an operational risk assessment should be reviewed.	5		
15 Which workplace document should you use to record the risk assessment?	Risk Assessment Form.	Correctly identifies the Risk Assessment Form.	Does not identify the correct workplace document.	5		

You can edit the question banks if you like, but they are supplied fully populated

[illegible]

The FISA looks like this once pasted into the MS word template.

P9 of 22

I've supplied the QCTO developer's report form filled in for you, along with the qualified developer's CV and ETDP SETA statement of results:

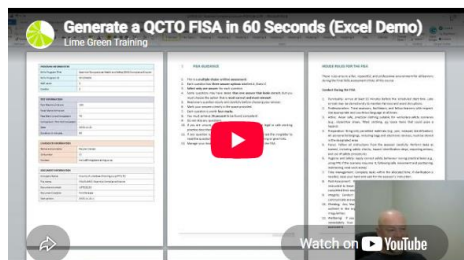
The image shows three QCTO developer's report forms filled in for you. The forms are titled 'QCTO DEVELOPER'S REPORT FORM' and contain various sections for reporting on the development of a programme. The forms are filled with text and tables, providing a detailed overview of the development process and the programme's structure.

I've also filled in the QCTO FISA moderator report for you, but you'll need to get your moderator to sign it off since the moderator must be a different person.

The image shows a grid of QCTO FISA moderator reports filled in for you. The reports are titled 'QCTO FISA MODERATOR REPORT' and contain various sections for reporting on the moderation of a programme. The reports are filled with text and tables, providing a detailed overview of the moderation process and the programme's structure. The grid consists of six reports arranged in two rows and three columns.

Here's a video demo of some of the generators I've built. Watch me create a FISA and rubric in 60 seconds:

<https://limegreentraining.co.za/fisa-generator-qcto-skills-programmes/>

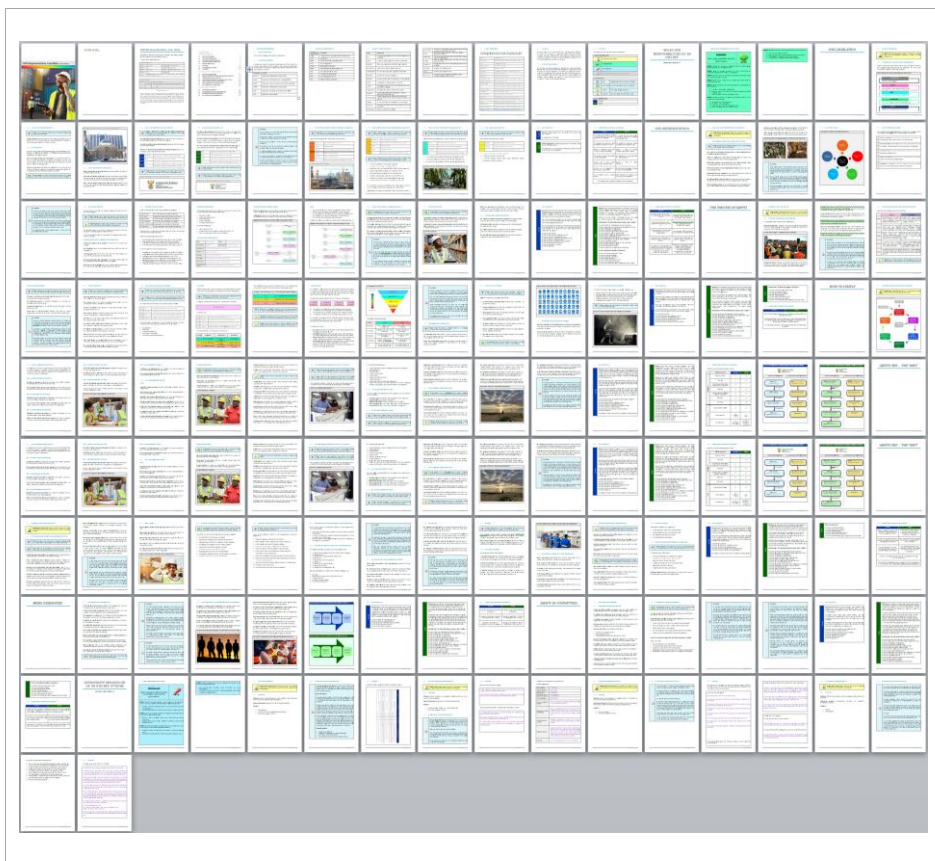


Learner Guides

The learner guides are written by a qualified, experienced writer who understands instructional design. Not just that, they are also beautiful.

The main learner guide is master document of the suite.

Two versions are supplied. A full learner guide and a **print-friendly version** with non-essential images removed.



Here are some close-ups of the learner guide:

3.1 LEGISLATIVE FRAMEWORK



IAC0101 Internal Assessment: Describe the framework of workplace health and safety legislation pertaining to health and safety representatives.

3.1.1 OCCUPATIONAL HEALTH AND SAFETY AND ENVIRONMENT

Different acronyms are used, like HSE, SHEQ, and OHS. They all point to the idea that workplace safety includes health, the environment, and often quality. “Occupational” simply means work or the workplace.

HEALTH AND SAFETY IS ABOUT MORE THAN HEALTH AND SAFETY

O | OCCUPATIONAL

- Related to the workplace

H | HEALTH

- Being protected from danger, risk, injury, or harm.

S | SAFETY

- Being protected from danger, risk, injury, or harm

E | ENVIRONMENT

- The surroundings or conditions where people work

Q | QUALITY

- Making sure work meets good / set standards



IAC0102 Internal Assessment: Explain the specified requirements to conduct safety, health and environmental representation activities at a working place.

3.2.1 NOT WORKING IN A MINE? MHSA STILL MATTERS, HERE'S WHY



Note: MHSA provides remarkable insight into what a fully developed safety representative system looks like.

Even if you are not working in mining operations, it is worth paying attention to the MHSA component of this course.

MHSA is a slightly newer Act by date of commencement, and provides very detailed guidance on the role of the safety representative.

MHSA often expands on concepts that appear more simply in OHS Act, making the safety representative's role clearer and easier to understand.

MHSA also expands on how working through committees enhances the work of the safety representative.

MHSA and OHS Act are compatible on how safety representatives do their work and how they are entitled to things, and protected by law.

The OHS Act–MHSA comparison tables in this manual show that the differences between the two Acts are not major, and do not legally contradict each other.

OHS Act introduces the idea of the safety representative, and later MHSA shows what a fully developed safety-rep system can look like in a high risk environment.

CALCULATING RISK

In a warehouse, a paper baler is used daily to compact cardboard. Its safety guard is damaged, exposing moving parts. Workers frequently step over loose cardboard near the machine, increasing trip and slip risks, and the area lacks clear warning signs. The location of the baler is a high foot traffic area.

Using the risk formula we calculated this as 27 – high risk, as shown below:

<i>Probability</i>		<i>Consequence</i>		<i>Frequency</i>		<i>Risk rating</i>
3	X	3	X	3	=	27

- P** was rated 3 due to multiple safety concerns making an accident imminent.
- C** was rated 3 because a running baler can cause severe harm or kill a person.
- F** was rated 3 because the machine is in daily use and in a high foot traffic area.
- R** was calculated as 27 (PxCx F) and is far too high a risk to continue that way.

For any risk that is too high controls and safety measures need to be put into place. For example, the rating of 27 out of 27 in the example is too high. Use the hierarchy of controls to control the hazard and reduce risk.

CONTROLLING HAZARDS

- **Elimination:** Remove the hazard entirely, e.g., clear all loose cardboard around the paper baler to eliminate trip risks.
- **Substitution:** Replace the hazardous equipment with a safer alternative, e.g., use a modern baler with built-in safety features instead of the current model.
- **Engineering Controls:** Install physical barriers, e.g., repair or replace the damaged safety guard on the baler to protect workers from moving parts.
- **Administrative Controls:** Implement safety procedures, e.g., provide training on safe baler operation and place warning signs near the machine.
- **PPE:** Equip workers with protective gear, e.g., provide non-slip safety boots to reduce the risk of tripping near the baler.

OHS Act requires employers, employees, and safety representatives to fulfil their roles and responsibilities to workplace safety. Employers must support safety activities, and the Department of Employment and Labour enforces the law so that safety measures are applied properly. Safety representatives use this support to inspect, raise issues, and help keep safety in place every day.

Employees must be informed, follow safe instructions, report hazards, and take reasonable care while working. Safety representatives raise concerns at safety committee meetings, where employers and employees discuss problems and agree on actions.

Inspectors from the Department of Employment and Labour have special powers to enforce compliance and make sure workplaces follow safety rules. The Act also allows important information to be shared when it helps keep people safe. Regulations under the Act further explain how employers must provide the right resources, systems, and equipment to protect workers.

Section 8: General duties of employers to their employees (implied)

Section 13: Duty to inform

Section 14: General duties of employees at work

Section 17: Health and safety representatives

Section 18: Functions of health and safety representatives

Section 19: Health and safety committees

Section 20: Functions of health and safety committees

Section 43: Regulations

Also implied in Section 8: General duties of employers to their employees

3.5 THE PURPOSE OF A HEALTH AND SAFETY REP



IAC0105 Internal Assessment: Given scenarios relating to the work of Occupational Health and Safety representatives in various occupational settings.

3.5.1 WHY DOES LEGISLATION REQUIRE SAFETY REPRESENTATIVES EXIST?



Note: The purpose of the safety rep is to represent employee health and safety concerns to their employers, and to govt. when required.



Note: Health and safety legislation in South Africa ensures employee concerns about health and safety are heard and acted upon.

A health and safety representative is an employee chosen to speak on behalf of other workers about safety, health, and environmental matters.

There is potential for power imbalance between employers, managers and owners, versus employees. This can hinder health and safety goals. It opens the door for abuse, exploitation, secrecy, and a general lack of accountability.

Employees elect representatives they find approachable. Even if it is a misconception that employees find their employers or managers less approachable than their fellow worker, the legislation sees the need to level things out.

Health and safety reps advocate on behalf of employees with the backing of legislation and the state. It is built into the legislation that they must be heard and their concerns must be taken seriously by employers, managers, and owners.

Employees are exposed to potential hazards and may be the first or only ones to see them happen during operations. These same hazards may go unnoticed by managers and employers not working 'on the ground'.

3.4.8 COMPARISONS BETWEEN OHS ACT AND MHSA

Differences in roles formally recognised in each Act

	NAMED AS A ROLE	OHS ACT	MHSA
WORKPLACE	Owner (of a mine)	X	✓
	Manager	X	✓
	Chief Executive Officer (CEO), including CEO “of a department”	✓	X
	Employer	✓	✓
	Supervisor (direct or implied by employee “supervision”)	✓	✓
	Employee	✓	✓
	Safety rep	✓	✓
GOVT	Inspector (DEL or DMRE)	✓	✓
	Chief inspector of:	✓ health and safety	✓ mines
	The Minister of:	✓ Employment and Labour	✓ Mineral and Petroleum Resources

In practice:

At Silver Ridge Office Park, Ayesha was newly elected as the safety representative. Management formally appointed her in writing, gave her access to the areas she needed to inspect, and arranged basic OHS training during normal working hours. This support made it easier for her to do her work confidently.



A week later, she raised a concern about overloaded extension cords under several desks. Management took the report seriously, corrected the issue, and thanked her for preventing a fire risk. Employees also began cooperating more and reporting loose cables, blocked fire exits, and other issues directly to her.

When one supervisor became irritated with her questions, management reminded the team that Ayesha is protected from victimisation and must be allowed to perform her duties. With proper support from both employer and employees, her role became effective, respected, and central to improving safety in the office.

3.5.7 THE PURPOSE OF THE SAFETY REPRESENTATIVE REALISED

When a safety representative is active and supported, the purpose of the role becomes clear.

The safety rep becomes a bridge between workers and management, helping create a workplace where safety discussions are normal and taken seriously.

This improves safety culture, strengthens legal compliance, and protects both people and the organisation.

Workplace hazards are identified earlier, employees feel confident to report concerns, and safety problems are addressed before they cause harm.

The safety file is the evidence of a good safety system in the workplace is. The safety representative works closely with the safety file.

3.6.1 ASPECTS AND EFFECTS OF THE NOMINATION, ELECTION, DESIGNATION

Designation is linked to good communication: Safety representatives must be informed about upcoming inspections, investigations, or safety inquiries.

Designation connects the safety representative to wider safety structures: Once appointed, they become part of the workplace's safety system.

Being part of the safety system grants them access to committees, meetings, and consultations. Their appointment allows them to participate and have a voice.

Election and designation requires cooperation between different workplace groups. In some workplaces, several groups may need to be consulted.

To ensure the safety representative genuinely represents employees who elected them, the appointment process may involve unions and other parties.

THE SAFETY REPRESENTATIVE REPRESENTS THE EMPLOYEES THAT ELECTED THEM



4.2 RECEIVING AND INVESTIGATING COMPLAINTS



IAC0101 Internal Assessment: Complaints from employees regarding health and safety concerns are received and investigated.

4.2.1 OBJECTIVES

Objective: Receive complaints from employees regarding health and safety concerns, and investigate them

Appropriate behaviour: Attention to detail, and integrity in reporting

Methods:

- Receiving complaints / reports as a safety representative
- The human component of safety

4.2.2 EXAMPLE DATA TO USE FOR THIS PRACTICAL



At Silver Ridge Office Park, the Marketing Office on the first floor has twelve employees working in an open-plan space. Recently, one employee, Naledi, approaches you, the safety representative, with a concern: several people have been getting headaches and feeling uncomfortable in the afternoons.

When you visit the area, you notice the following:

The air-conditioning unit above the window makes a rattling noise and seems to blow weak, warm air. Two desks directly below the unit feel noticeably hotter than the rest of the room. A layer of dust is visible around the vent.

This information forms the basis of the employee complaint you will now receive and investigate.

Health and safety complaint or hazard report form

REPORT FORM PAGE 1

Date of Report:	<i>11 November</i>
Report Taken By	<i>Ayesha Khan</i>
Reported By:	<i>Naledi Kgabo</i>
Department / Area:	<i>Marketing Office</i>
Contact Number:	<i>083 456 78911</i>
Hazard / complaint as reported	<i>Several people have been getting headaches and feeling uncomfortable in the afternoons.</i>
Observations made on investigation	<i>The air-conditioning unit above the window makes a rattling noise and seems to blow weak, warm air. Two desks directly below the unit feel noticeably hotter than the rest of the room. A layer of dust is visible around the vent.</i>
Immediate Action required:	<i>Requested maintenance to check the AC unit for immediate safety concerns while a longer-term solution is planned.</i>
Suggested remedy	<i>Request maintenance to service the air-conditioning unit, clean the vent, and repair the broken cable trunking. Secure the loose network cable, replace the flickering light, and remove floor clutter near the printer. These actions will be raised at the next committee meeting, and feedback will be given to Naledi once initiated.</i>
Follow up	<i>Not yet. Action planned for 19th Nov, to be confirmed.</i>

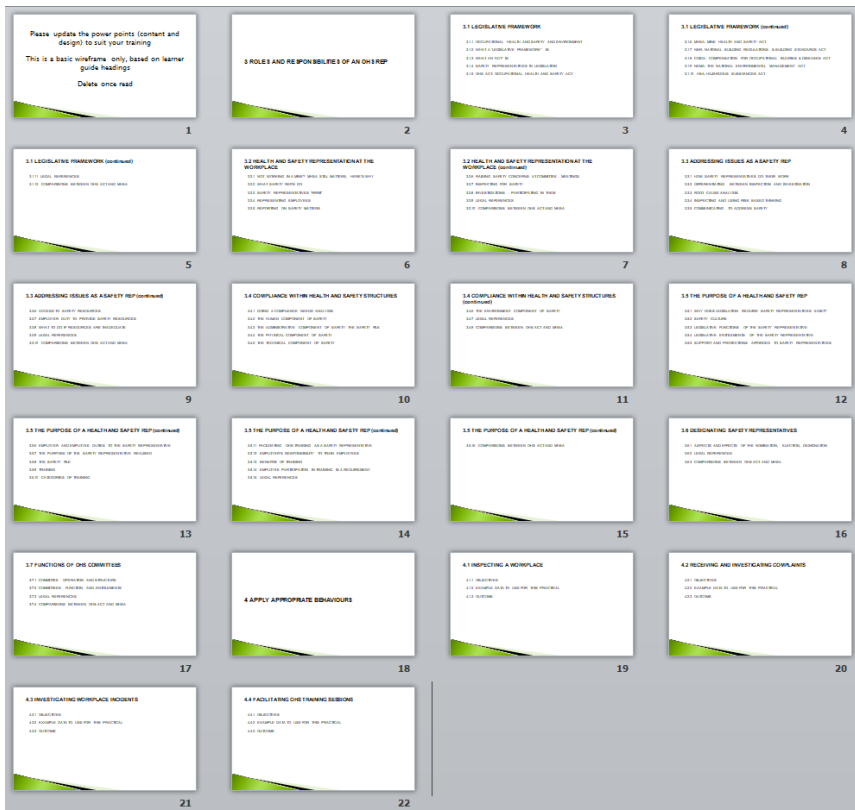
Back to the sample

Slide deck

The fully editable Slide Deck Wireframe gives facilitators a professionally planned presentation that can be completed in a fraction of the time while still reflecting their own branding and delivery style.

The PowerPoint is the exact structure of the Learner Guide, with headings presented in the same order.

Because the Learner Guide is already aligned to the curriculum, the wireframe provides a solid presentation skeleton.



Formative and Summative Assessments (Not the FISA)

QCTO requires formative and summative assessments are completed by the learner. These must be done, but the exact amount of this testing is not prescribed.

This learning material suite includes both formative and summative assessments that are compliant but relatively short given the FISA requirements and credits.

Formative and summative assessments are provided for you and include the **question papers and matching answers (rubrics)**.

OHS Representative, Low Risk

QUESTIONS

QUESTION	ANSWER
1. What is the purpose of the OHS Representative?	1. To represent the interests of the employees in the workplace.
2. What are the duties of the OHS Representative?	2. To monitor the workplace for hazards, to investigate incidents, to coordinate the OHS program, and to provide training and information to employees.
3. What are the powers of the OHS Representative?	3. To stop work in the event of an imminent danger, to request an investigation from the OHS Inspector, and to request a copy of the OHS program.
4. What are the responsibilities of the OHS Representative?	4. To ensure that the OHS program is implemented and maintained, to ensure that the OHS program is communicated to all employees, and to ensure that the OHS program is reviewed and updated as needed.

ANSWERS

1. To represent the interests of the employees in the workplace.

2. To monitor the workplace for hazards, to investigate incidents, to coordinate the OHS program, and to provide training and information to employees.

3. To stop work in the event of an imminent danger, to request an investigation from the OHS Inspector, and to request a copy of the OHS program.

4. To ensure that the OHS program is implemented and maintained, to ensure that the OHS program is communicated to all employees, and to ensure that the OHS program is reviewed and updated as needed.

OHS Representative, Low Risk

QUESTIONS

QUESTION	ANSWER
1. What is the purpose of the OHS Representative?	1. To represent the interests of the employees in the workplace.
2. What are the duties of the OHS Representative?	2. To monitor the workplace for hazards, to investigate incidents, to coordinate the OHS program, and to provide training and information to employees.
3. What are the powers of the OHS Representative?	3. To stop work in the event of an imminent danger, to request an investigation from the OHS Inspector, and to request a copy of the OHS program.
4. What are the responsibilities of the OHS Representative?	4. To ensure that the OHS program is implemented and maintained, to ensure that the OHS program is communicated to all employees, and to ensure that the OHS program is reviewed and updated as needed.

ANSWERS

1. To represent the interests of the employees in the workplace.

2. To monitor the workplace for hazards, to investigate incidents, to coordinate the OHS program, and to provide training and information to employees.

3. To stop work in the event of an imminent danger, to request an investigation from the OHS Inspector, and to request a copy of the OHS program.

4. To ensure that the OHS program is implemented and maintained, to ensure that the OHS program is communicated to all employees, and to ensure that the OHS program is reviewed and updated as needed.

Assessor and Moderator Guides

There are similarities in how the assessor and moderator guides were used for the **SETA system**, but it is different for **QCTO training** since the FISA is the result that declares the learner competent, not a POE (portfolio of evidence) as such.

Nonetheless, **for QCTO compliance you are still recording evidence of assessments** (formative, summative, and FISA) for every skills program. You are also moderating the assessor's assessment which also needs to be recorded.

As a result I've stuck with the **hierarchy system** I used before, but changed it up a little. There are fewer tables in the assessor guide; you simply include your FISA and rubric instead (which is what QCTO requires) as appendices.

The moderator guide then has a table where the moderator agrees or disagrees with the findings of the assessor for each module and sub-module. The guide also becomes a "how to" for the moderator, and a container for attachments (e.g. CV's)

Assessor guide	Moderator guide
	
	
	
	
	
	
	
	

The QCTO Matrix and Implementation Plan

QCTO FORMS 3 AND 4

You are supplied with QCTO Forms 3 and 4 fully filled in for you.

QCTO Form 3: Implementation plan for course

The image displays seven instances of QCTO Form 3: Implementation plan for course. The forms are organized into two rows. The top row contains four forms, and the bottom row contains three. Each form includes sections for course details, implementation plan, and various tables for tracking progress and resources.

QCTO Form 4: Learning material matrix (aligned to learner guide)

The image displays four instances of QCTO Form 4: Learning material matrix (aligned to learner guide). Each form contains a detailed matrix with columns for learning materials and learner guide outcomes. The forms are arranged in a single row. The first form includes a section for course details and a table for learning materials. The second form includes a section for learning materials and a table for learner guide outcomes. The third and fourth forms include sections for learning materials and learner guide outcomes.

A VISUAL COURSE MATRIX

QCTO Forms 3 and 4 are not practical for planning and delivering training; they are simply designed for compliance.

This suite includes tools that really simplify course planning, and does so in a practical way that training providers will appreciate every day.

The Course Matrix provides a clear, colour-coded, one-page visual overview of the entire skills programme.

It shows the hierarchy and alignment of the curriculum, allowing you to zoom in for detail or out for the bigger picture when planning and delivering training.

[illegible]

The Lesson Plan is a practical course timing and planning system, including a table of training and testing time, created by a facilitator.

There is a reason many freelance facilitators insist on using Lime Green learning material wherever they train. Some refuse to train with any other material.

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User support and guidance

REVISIONS

All LimeGreenTraining.co.za material is periodically revised, and updates are distributed to users. To date suites have been updated without charge.

Examples include nine revisions to the QMS, first aid manuals that have been revised annually, and OHS manuals and FISA systems that are constantly improved.

CRUCIAL NOTES AND GUIDANCE

The first point of support is the Crucial Notes document, which provides comprehensive written guidance to you, the user on purchase. The QCTO training environment is complex, and this guide helps you navigate those waters.

It helps you implement the training program successfully, while avoiding common pitfalls. It is built on years of practical experience, and explains how curriculum ambiguities and complexities have been addressed within the learning material.

The screenshot displays the LimeGreenTraining.co.za user interface. On the left, a sidebar navigation menu lists various document sections, with '8. ONGOING SUPPORT' highlighted in yellow. The main content area shows a document titled '3. FISA (FINAL INTEGRATED SUMMATIVE ASSESSMENT)'. The document text includes:

3. FISA (FINAL INTEGRATED SUMMATIVE ASSESSMENT)

The **Final Integrated Summative Assessment (FISA)** is conducted after the learner has successfully completed the Internal Summative Assessment and has been granted entry to the FISA.

Because QCTO requires a unique test every time (every cohort) this learning material includes:

1. Knowledge (written) FISA Generator to create unique tests (FISAs) and matching rubrics from a given question bank.
2. Knowledge (written) FISA template to paste the generated test into.
3. Knowledge (written) FISA Rubric template to paste the generated test into.
4. Practical (written) FISA Generator to create unique tests (FISAs) and matching rubrics from a given question bank.
5. Practical (written) FISA template to paste the generated test into.
6. Practical (written) FISA Rubric template to paste the generated test into.

All three types of testing must be done. Formative, Summative, and Final Summative (FISA), which has two subtypes: knowledge and practical.

6. COMPENSATING FOR A VAGUE CURRICULUM

The curriculum is quite vague and non-specific. The writing goal has therefore been to include all practical components, Exit Level Outcomes, Internal Assessment Criteria, and applied knowledge within the knowledge sections so there is a solid foundation to build on before learners move into the practical component.

There are three knowledge topics and six practical activities. Personally, I believe there should be one aligned practical for each knowledge topic. This is what good curriculum writing looks like.

In the absence of that, I included the curriculum requirements for the knowledge component and then strategically embedded the practical concepts within the knowledge sections as well.

The first knowledge section is very introductory. The second progresses to the methods, techniques, behaviours, and processes used to identify hazards and assess risks. The third focuses on managing those concepts through risk rating, prioritisation, corrective actions, hazard controls, monitoring, and continuous improvement.

By the time learners reach the practical sections, every practical activity should already have a knowledge foundation. The practical component is therefore intended to apply and reinforce knowledge, rather than introduce significant new concepts for the first time.

This approach also better prepares learners for both the written and practical components of the FISA.

7. CURRICULUM ERRORS AND HOW THEY WERE DEALT WITH

LEGACY TEMPLATE ISSUES

The curriculum refers to "Green Hydrogen Production skills program" on page 7 (LGT004210). This is an error by the curriculum designer who was probably using terminology from "Green Hydrogen" program to identify new credits to use, and it.

Maybe this provides a clue as to why there is so much testing in this program. I applied a template made for a 200 national hour program on HQ level four, and four program on HQ level three, without re-considering the amount of testing.

NON-SEQUENTIAL NUMBERING

Incoherent / non-sequential numbering of UOs. The numbering does not follow the structure. An FISA applies to occupational qualifications, not skills programs. 5 FISA, not an FISA.

IT'S FISA, NOT FISA

The curriculum for this QCTO skills program, like others, states that the leg is incorrect. An FISA applies to occupational qualifications, not skills programs. 5 FISA, not an FISA.

Every QCTO skills program curriculum I have reviewed so far contains this one practice. But note that during learner environment, you may occasionally encounter the distinction between an FISA (conducted by an ADF and a P provider). You may need to explain the difference, but do not attempt to simplify applicable to skills programs. More here: <https://limegreentraining.co.za/blog/>

8. ONGOING SUPPORT

I hope these notes help you execute training that is successful and compliant.

Get support here:

- <https://limegreentraining.co.za/>
- <https://limegreentraining.co.za/contact/>

Get more products here: <https://limegreentraining.co.za/shop/>

IN-DOCUMENT HELP AND GUIDANCE

Help and guidance are also built directly into the individual documents supplied with this material.

Look for **How to Use boxes**, notes, instructions and explanations throughout the suite. These explain what each document is for, how it should be used.

WEBSITE: KNOWLEDGE HUB

The website **LimeGreenTraining.co.za** contains over 100 searchable articles on compliance and accreditation that hundreds of training providers use every month.



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If you weren't able to attend the QCTO Private SDP Stakeholder Engagements, the article, [Read More](#)

November 16, 2025

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