

QUALIFICATION		SPECIFICATION				SECTION A	
QUALIFICATION DEVELOPER		Construction Industry and Trust Fund					
TITLE	Certificate IV in Bricklaying and Plastering					NCQF LEVEL	4
FIELD	Physical Planning and Construction				SUB-FIELD	Bricklaying and Plastering	
New qualification		√	Review of existing qualification				
SUB-FRAMEWORK		General Education			TVET	√	Higher Education
QUALIFICATION TYPE		Certificate		√	Diploma		Bachelor
		Bachelor Honours			Master		Doctorate/ PhD
CREDIT VALUE						66	
RATIONALE AND PURPOSE OF THE QUALIFICATION							
<p>Rationale</p> <p>Government has identified high unemployment and poverty amongst youth as a national security risk, hence the need to train this section of the population in productive and income generating skills.</p> <p>Despite the country continuing to receive investments, these investments are biased towards capital intensive ventures. This situation has the inherent risk of unemployment continuing to surge, and the government, through its vital development policy paper, National Development Plan 11 (NDP 11), has identified areas of potential high employment uptake such as services, and manufacturing and has made a commitment to give these sectors extensive support with a view of making a meaningful contribution to the growth of the economy.</p> <p>Another policy document that make mention of skills development as a vehicle towards inclusivity and provision of opportunities for all, is the Vision 2036 document under the Human and Social Development (Pillar 2) which states that "Botswana society will be knowledgeable with relevant quality education that is outcome based, with emphasis on technical and vocational skills as well as academic competencies."</p> <p>The construction trades, of which Bricklaying and Plastering falls under, have been identified as some of the top occupations in demand for the future (HRDC, 2019).</p> <p>This qualification provides qualifying learners with the underlying Bricklaying and Plastering knowledge, skills and values in order to become competent practitioners of the Construction Industry; be employed or self-employed within the industry and pursue further learning in specific areas of Construction.</p>							

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Purpose

The purpose of this qualification is to equip learners with knowledge, skills and competencies to:

- Set out building structures
- Cast and build foundations
- Cast slab concrete for different building structures
- Construct various types of walls using different types of bricks
- Fit door and window frames of different materials
- Plaster to different built surfaces
- Apply gypsum plaster to wall and ceiling surfaces

ENTRY REQUIREMENTS (including access and inclusion)

Entry Requirements:

- Certificate III in Bricklaying and Plastering (NCQF Level 3) or equivalent.
- There shall be access through RPL and CAT in line with the National RPL and CAT Policies

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QUALIFICATION SPECIFICATION		SECTION B	
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
At the end of six months, learners undertaking this qualification should have completed the Learning Objectives below and been declared competent in their associated Assessment Criteria			
1.0 Set out of building structures		1.1 Determine right angles using timber profiles according building drawings. 1.2 Position a building structure to the correct direction according to specifications. 1.3 Apply different layers of earth structure in building construction. 1.4 Set out steps using dry bonding 1.5 Set out manhole.	
2.0 Cast foundation and slab concrete for different building structures		2.1 Select suitable types of material required for building foundation. 2.2 Excavate trenches according to drawing specifications. 2.3 Mix foundation concrete according to size and specification. 2.4 Build foundation brickwork according to drawing specifications. 2.5 Mould concrete slab according to the required depth and mix ratio.	

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<p>3.0 Build walls, steps and columns using various types of bricks and blocks</p>	<p>3.1 Set out brickwork using of dry bonding.</p> <p>3.2 Use corner profiles as an alternative of erecting corners.</p> <p>3.3 Construct different types of walls.</p> <p>3.4 Erect different building structures using non brick and mortar technology.</p> <p>3.5 Construct columns are using different types of materials.</p> <p>3.6 Erect steps and finish them according to the stipulated treads and riser size.</p> <p>3.7 Build and finish bath according to specifications.</p> <p>3.8 Erect different types of manholes according to the working drawings.</p>
<p>4.0 Fit door and window frames of different materials to building structures</p>	<p>4.1 Fit different types of door frames to building structures according to the working drawings.</p> <p>4.2 Fit different types of window frames to building structures according to the working drawings.</p> <p>4.3 Place and brace frames to their correct positions.</p> <p>4.4 Erect bricks as an external windowsill according to specifications.</p> <p>4.5 Erect quarry tiles as an internal windowsill as per specifications.</p>

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<p>5.0 Apply plaster on different types of internal and external wall surfaces</p>	<p>5.1 Prepare wall surfaces for plaster.</p> <p>5.2 Batch and mix mortar appropriately to industry standards.</p> <p>5.3 Plaster on straight, curved, and projecting wall surfaces to specifications.</p> <p>5.4 Plaster around door and window openings according to specifications.</p> <p>5.5 Apply gypsum/rhino-lite to different wall and ceiling surfaces according to design and industry standards.</p> <p>5.6 Lay floor screed according to specifications.</p> <p>5.7 Plaster and bench the manhole.</p>
<p>6.0 Apply the principles of Occupational Health and Safety in the Work Environment</p>	<p>6.1 Identify hazards in the Workplace.</p> <p>6.2 Assess possible risks in the workplace.</p> <p>6.3 Practice Good Housekeeping.</p> <p>6.4 Wear Appropriate Personal Protective Equipment.</p>
<p>7.0 Demonstrate knowledge of Entrepreneurial principles in the workplace</p>	<p>7.1 Plan for given work assignments.</p> <p>7.2 Solve problems creatively in the workplace.</p> <p>7.3 Mobilise people and resources to execute tasks.</p> <p>7.4 Create value through implementation of innovative ideas.</p>

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QUALIFICATION STRUCTURE SECTION C

	Title	Level	Credits
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Health And Safety Procedures for a Building and Construction Site	4	4
	Fundamental Entrepreneurial Principles	4	3
	Interpret Building Drawing	5	3
	Working At Heights	4	3
	Introduction To Personal Computer	4	2
	Total		15
CORE COMPONENT Subjects / Units / Modules /Courses	Setting out a Building	4	3
	Earthworks (Buildings)	4	2
	Foundations	4	2
	Brickwork	4	5
	Concrete Technology	5	5
	Steel Reinforcement	4	2
	Opening In walls	4	2
	Mortar mixes	4	2
	Mixing And Casting of Concrete	4	3
	Floor Screeds	4	3
	Floors and Steps	4	6
	Plastering Techniques	4	5
	Doors and Window frames	4	5
	Bricklaying & Plastering Tools and Equipment	4	2
	Quantify Materials for Bricklaying and Plastering	5	4
	Total		51
ELECTIVE COMPONENT Subjects / Units / Modules /Courses			
	Grand Total		66

Rules of combinations, Credit distribution (where applicable):

The qualification consists of fundamental and core components, and all are compulsory.

To be awarded the qualification learners are required to obtain a minimum of **66** credits as detailed below.

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Fundamental Components:

The Fundamental components consist of generic skills that include calculations, safety, and entrepreneurship to the value of **16** credits all of which are compulsory

Core Components:

The core components consist of modules containing applied knowledge and practical skills to the value of **50** credits which are compulsory.

Elective Components:

There are no elective modules for the qualification.

Modules	Fundamental	Core	Electives	Sub total
LEVEL 4	13	41	0	54
LEVEL 5	3	9	0	12
Total Credit	16	50	0	66
Total Credit Value			66	

ASSESSMENT AND MODERATION ARRANGEMENTS

All assessments leading/contributing to the award of credits, or a qualification shall be based on learning outcomes and/or sub-outcomes.

1. Formative Assessment:

Formative or continuous assessment would be conducted to inform teaching and learning and establish the learner's level of readiness for progression to the next learning unit or module.

Formative assessment shall constitute 60% of the Final Mark

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2. Summative Assessment:

Internal summative assessments shall be carried out in accordance all applicable examination rules, and the weighting of the assessment shall constitute 40% of the Final Mark

All assessment shall be carried out by BQA registered and accredited Assessors.

3.Moderation

There shall be internal and external moderation carried out by BQA registered and accredited Moderators.

RECOGNITION OF PRIOR LEARNING (if applicable)

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable RPL policies and relevant national-level policy and legislative framework.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Articulation and Education Pathways

Horizontal Articulation:

Graduates of this qualification may consider pursuing to other qualifications on the same levels in the field of building construction such as

- Certificate IV in Carpentry
- Certificate IV in Civils

Vertical Articulation:

Learners may progress to higher level in the same field such as

- Certificate V in Bricklaying and Plastering
- Diploma in Construction Management

Employment Pathways

Learners who attain this qualification will have competencies and attributes to work as:

- Bricklayer
- Plasterer

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QUALIFICATION AWARD AND CERTIFICATION

To be awarded this qualification, the candidate must have met the following requirements:

- All exit level outcomes
- Minimum **66** credit requirements

Certification

Upon completion of the qualification the candidate will be awarded a **CERTIFICATE IV IN BRICKLAYING AND PLASTERING**

REGIONAL AND INTERNATIONAL COMPARABILITY

Benchmarking has been done against qualifications registered in neighboring countries within the region and beyond, to appreciate what is typical of this level and type of qualification out there, in relation to graduate profiling, scope and depth of content, to ascertain regional and international comparability and articulation of the proposed qualification. The outcomes of this process, highlighting similarities, differences, and how they compare with the proposed qualification are spelt out below.

The proposed Qualification was compared to the following;

1. DAPP Vocational Training School - (NQF level 4); National Vocational Certificate in General Construction (Bricklaying and Plastering): 64 Credits. South Africa
2. Tjeka Training Centre (NQF level 4); Occupational Certificate: Bricklayer: 361 credits South Africa
3. Otago Polytechnic; Certificate stonemasonry: 120-220 Credits. New Zealand

Summary of Similarities and Differences Observed

The following Similarities and Differences of the qualifications examined were observed.

Similarities

The exit level outcomes of the 5 qualifications examined are similar and their scope covers site preparation, foundations, laying of bricks using various bonds, construction of other structures such as cavities, manholes, chimneys and fireplaces.

Since the qualification is skills based, assessment is integrated, and competencies are achieved through the design and development of assessment activities that make use of a variety of assessment methods

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and tools that measure not only the learner's knowledge and ability to perform practical tasks and activities within a familiar context, but which also challenge learners to demonstrate their ability to deal with problem situations that might or can arise in the workplace from time and which require learners' to demonstrate their ability to adapt their performance to meet the requirements of changed circumstances and to reflect on what they are doing and why. Tjeka Training Matters in South Africa, has even gone further and included Industry projects and live work as part of the assessment and awarding it 140 Credits out of a total of 361.

Differences

While all the four qualifications contain similar core Bricklaying modules and outcomes, there are slight variations when it comes to the peripheral outcomes. Three of the qualifications examined, namely South Africa, UK, and New Zealand have no modules addressing plastering, meaning the qualifications is exclusively focused on brickwork. Two of the qualifications, DAPP Vocational School and Species College in Namibia and Zimbabwe respectively, do however cover plastering.

Another marked difference is in the credit weighting of the qualifications. South Africa's qualification has a total of 361 credits, while in Namibia it only has 64 credits, and it ranges between 120 and 220 credits at the Otago Polytechnic in New Zealand. The Able Skills qualification in the United Kingdom has a duration of 6 weeks. This disparity could be attributed to the peculiarity of

Comparability and Articulation of the proposed qualification with the ones examined

The proposed qualification generally compares well with the qualification studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and as done within the region and beyond as well as competencies required for employment as a bricklayer and plasterer.

Except for Namibia and Zimbabwe, all the examined qualifications are exclusively dedicated to brickwork at the exclusion of plastering. This shows the level of development of these economies where specialization can be afforded. Botswana, like other economies in the region have not yet arrived to a situation where a learner can only specialize in bricklaying alone. The proposed qualification has therefore combined bricklaying with plastering.

What sets this qualification apart from the qualifications examined is that there is provision for development of attributes such as effective communication and entrepreneurship, thus offering the learners with a window of opportunity for self-employment

REVIEW PERIOD

This qualification will be reviewed every five (5) years