
	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)		CONSTRUCTION INDUSTRY TRUST FUND											
TITLE	CERTIFICATE III IN WORKING AT HEIGHTS										NCQF LEVEL	3	
FIELD	Manufacturing, Engineering, and Technology			SUB-FIELD		Working at Heights				CREDIT VALUE	42		
New Qualification						✓		Review of Existing Qualification					
SUB-FRAMEWORK		General Education					TVET			✓		Higher Education	
QUALIFICATION TYPE	Certificate	I	II	III	✓	IV	V	Diploma	Bachelor				
	Bachelor Honours			Post Graduate Certificate				Post Graduate Diploma					
	Masters					Doctorate/ PhD							
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 agriculture, services, and manufacturing and has made a commitment to give these sectors extensive support with a view to making meaningful contribution 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 of 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>													

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Although not listed in the top occupations of the future by the Human Resources Development Council, Working at Heights is cross-cutting across disciplines as most tasks in the mining, construction, and manufacturing sectors are performed at elevated heights, hence the need for this qualification.

Working at Heights is synonymous with most engineering jobs especially with the advent of vertical or upward construction taking place in an effort to optimise the use of land. Fall from heights account for more than 40% of industrial accidents, hence the need for the development of standard procedures for people working at heights which encompass safety and emergency situations.


PURPOSE:


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


- Demonstrate skill to install arrest equipment and systems on working site to prevent falls.
- Apply knowledge to implement a fall protection plan on work sites Perform basic fall arrest rescues to bring a casualty down to safety.
- Apply risk assessments practices associated with working at heights
- Apply knowledge of work positioning systems and fall-arrest systems
- Perform various tasks using different work at height equipment.


ENTRY REQUIREMENTS (including access and inclusion)


- Certificate II Working at Heights (NCQF Level 2) or equivalent.
- There shall be access through RPL and CAT in line with the National RPL and CAT Policies.


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SECTION B QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
<p>1. Demonstrate skill to install arrest equipment and systems on working site to prevent falls.</p> 	<p>1.1 Install horizontal and vertical lifelines according to industry standards</p> <p>1.2 Set up fall arrest system to meet minimum free space clearance requirements.</p> <p>1.3 Inspect personal fall arrest equipment and PPE according to equipment instructions.</p> <p>1.4 Use fall arrest equipment and connectors according to manufacturer's instructions.</p> <p>1.5 Use non-energy absorbing and activated energy-absorbing lanyards according to safety practices.</p>
<p>2. Apply knowledge to implement a fall protection plan on work sites</p>	<p>2.1 Interpret fall protection plan to describe its components</p> <p>2.2 Assess the main possible hazards associated with work at height and worksites.</p> <p>2.3 Put in place measure to mitigate effects of weather conditions and physical conditions that can affect the safety of the team.</p> <p>2.4 Explain reasons for updating a fall protection plan to crew members.</p>

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	2.5 Apply correct procedures for the Implementation of a fall protection plan.
<p>3. Perform fall arrest rescues to bring a casualty down to safety</p> 	<p>3.1 Prepare the site to perform fall arrest as per procedures</p> <p>3.2 Identify tools or equipment to perform fall arrest on casualty.</p> <p>3.3 Identify safe arresting procedures on causality.</p> <p>3.4 Use tools or equipment to lower causality to the ground safely.</p> <p>3.5 Perform post rescue procedures.</p>
<p>4. Work safely at elevated heights</p>	<p>4.1 Adhere to current legislation, codes of practice and National standards.</p> <p>4.2 Place demarcation and erect control, warning and informational signage on site.</p> <p>4.3 Carry out Work place risk assessment and identify potential risks and hazards associated with each task.</p> <p>4.4 Implement Risks preventative and control measures.</p> <p>4.5 Re-assess Risk control measures are to ensure that they are effective and appropriate.</p> <p>4.6 Perform manual handling of materials safely using appropriate equipment according to industry standards.</p>

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	<p>4.7 Survey against structural collapse and maintain safe systems of work.</p>
<p>5. Demonstrate skill to use different types of scaffolds.</p> 	<p>5.1 Select different types of scaffold components for the work in hand.</p> <p>5.2 Identify and use various scaffold work platforms according to industry standards.</p> <p>5.3 Erect scaffold as per specific work in hand.</p> <p>5.4 Inspect Scaffold for safety and ready for use.</p> <p>5.5 Dismantle scaffolding according to industry safe working procedures</p> <p>5.6 Stack scaffold components after use to insure housekeeping procedures.</p>
<p>6. Apply skill to operate different Elevated Working Platforms</p>	<p>6.1 Identify types of elevated working platforms and differentiate their functions.</p> <p>6.2 Demonstrate risk prevention measures to insure safety on operation of platforms.</p> <p>6.3 Explain functions of various aerial platforms components.</p> <p>6.4 Assess working platforms to insure safety on use.</p> <p>6.5 Operate elevating work platform as per industry standards.</p>

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<p>7.0 Apply the principles of Occupational Health and Safety in the Work Environment</p>	<p>7.1 Identify hazards in the Workplace</p> <p>7.2 Assess possible risks in the workplace</p> <p>7.3 Practice Good Housekeeping</p> <p>7.4 Wear Appropriate Personal Protective Equipment</p>
	<p>8.0 Demonstrate knowledge of Entrepreneurial principles in the workplace</p> <p>8.1 Plan for given work assignments</p> <p>8.2 Solve problems creatively in the workplace</p> <p>8.3 Mobilise people and resources to execute tasks</p> <p>8.4 Create value through implementation of innovative ideas</p>

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [3]	Level []	Level []	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Occupational health and safety	3			3
	Risk management for working at height	3			3
	Emergency procedures and Safe Work Methods	2			2
	Fundamentals of Entrepreneurship	3			3
	TOTAL	11			11
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Introduction to working at heights	2			2
	Fall prevention methods	2			2
	Fall arrest systems	3			3
	Fall Distances / Clearances	2			2
	Anchors and Restraints	2			2
	Fall protection equipment	2			2

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	fall arrest rescues Techniques	3			3
	Working Systems	2			2
	Rescues from Fall Arrest Systems	3			3
	Fall Protection Plan Implementation	2			2
	Horizontal and Vertical Lifelines	3			3
	Safe access and egress	2			2
	Use of lifting equipment	3			3
	TOTAL	31			31
ELECTIVE/ OPTIONAL COMPONENT <i>Subjects/Courses/ Modules/Units</i>					

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SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
3	42
TOTAL CREDITS	42
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>The qualification consists of Fundamental and Core Components.</p> <p>To be awarded the Qualification learners are required to obtain a minimum of 42 credits as detailed below.</p> <p>Fundamental Components:</p> <p>The Fundamental components consist of foundational knowledge in Working at Heights to the value of 11 credits all of which are compulsory</p> <p>Core Components:</p> <p>The core components consist of modules containing applied knowledge and practical skills to the value of 31 credits which are compulsory.</p> <p>Elective Components:</p> <p>There are no Elective Modules for this qualification.</p>	

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ASSESSMENT ARRANGEMENTS

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

1.1 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

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.

MODERATION ARRANGEMENTS

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

RECOGNITION OF PRIOR LEARNING

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.

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CREDIT ACCUMULATION AND TRANSFER

Candidates would be allowed to accumulate enough credits that would warrant them the award of the qualification. This would include transfers of credits from previous learnings.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Horizontal Articulation:

Graduates of this qualification may consider pursuing to other programmes on the same levels in fields such as

- Certificate III in Fire Marshal
- Certificate III in HSE

Vertical Articulation:


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

- Certificate IV in Working at Heights

Employment Pathways

This qualification applies a wide diverse of occupations and people certified in it could be employed as

- SHE Representatives
- Lines man (electrical)
- Fire Marshalls
- Elevated Working Platforms Inspector

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QUALIFICATION AWARD AND CERTIFICATION

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

- All exit level outcomes
- Minimum **42** credit requirements

Certification:

Upon successful completion of the qualification, a candidate will be issued a certificate and an official transcript for the: **CERTIFICATE III IN WORKING AT HEIGHTS**

REGIONAL AND INTERNATIONAL COMPARABILITY

Benchmarking has been done against qualifications offered by reputable entities 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 are highlighted below.

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

Similarities

All the qualifications place great importance on occupational health and safety, and all the outcomes are fashioned around procedures on safety. The exit level outcomes of the 4 qualifications examined are similar and their scope covers fall arrest systems and plans, the different personal protective equipment (PPE) required by workmen when working at elevated heights, and the operation of various lifting machinery and equipment.

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 and tools. The assessments methods measure not only the learner's knowledge and ability to perform practical tasks and activities within a familiar context, but also challenge learners to demonstrate their ability to deal with problem situations that might or can arise in the workplace from 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 reasons behind their actions.

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Differences

While all the four qualifications contain similar core working at height modules and outcomes, there are slight variations when it comes to the peripheral outcomes. The UK qualification from Skills Training Centre have included Ladder Transportation, while the New Zealand one from Adventure Southland Ltd have incorporated the de-establishment of temporary proprietary height safety systems.

Unfortunately, the credit loading for the qualifications studied were not established, making it difficult to observe the disparity in terms of credits and duration.

Comparability and Articulation

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 in building construction sites and the mines, as it has now become an industry standard that requires every worker on site to have undergone training in working at heights.

What sets this qualification apart from the qualifications examined is that there is provision for development of attributes such entrepreneurship fundamentals, thus offering the learners with a window of opportunity for self-employment. The qualification spans less than 12 months, with only 42 Credits

REVIEW PERIOD

The qualification shall be reviewed after 5 years.