

BQA NCQF Qualification Template

DNCQF.FDMD.GD03

Issue No.: 01

QUALIFICATION SPECIFICATION								SECTION A	
QUALIFICATION DEVELOPER		Realic Professional and Technical College							
TITLE		Certificate V In Occupational Health and Safety				NCQF LEVEL		5	
FIELD		Health and Social Services		SUB-FIELD		Occupational Health and Safety			
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						132			
RATIONALE AND PURPOSE OF THE QUALIFICATION									
<p>Rationale</p> <p>World Health Organisation (1994) on their Declaration on occupational health for all states that according to the best available estimates 100 million workers are injured and 200 000 die each year in occupational accidents and 68-157 million new cases of occupational disease are attributed to hazardous exposures or workloads. The level of occupational health and safety, the socioeconomic development of the country and the quality of life and well-being of working people are closely linked with each other. This suggests that intellectual and economic inputs in occupational health are not a burden but have a positive and productive impact on the company and national economy. Some industries and countries have demonstrated that it is technically feasible and economically productive to prevent and minimize hazards at work(Declaration on occupational health for all, World Health Organization, 1994).Consequently the government of Botswana will ensure that industries put in place measures to protect workers' health from industry hazards (Industrial Development Policy for Botswana 2014).</p> <p>The Human Resource Development Council of Botswana Priority Skills and Employment Trends (2019) pg18-pg27, indicate that health, safety and environmental is a necessary technical skill in eleven top occupations in demand for Botswana, in the Transport & Logistics Sector, Mining, Minerals, Energy & Water Resource Sector and Manufacturing Sector. The report further lists customer service, communication,</p>									

collaboration, social intelligence, learning agility, information literacy/intellectual autonomy, self management and problem solving as the required soft skills for the top occupations that require health, safety and environment as a technical skill.

This qualification is needed so that we may be able to produce graduates who will be able to manage occupational safety and health issues. Workplace environment and occupational hygiene need to be managed by people who have hands on knowledge of OHS. Our workplace environments have safety challenges and health challenges, especially now with Covid-19 we need professionals who can help workers to subdue some of these challenges.

Purpose

The purpose of this qualification is to equip graduates with knowledge, skills, and competences to be able to:

- Carry out hazard identification in the workplace and recommend their preventive measures,
- In a team coordinate implementation of Safety Health and environmental policy in the workplace
- In team develop monitoring systems and procedures that ensure that any Safety Health and Environmental non-compliance is identified and rectified in a timely manner.

ENTRY REQUIREMENTS (including access and inclusion)

To be eligible for admission for Certificate in Occupational Health and Safety program:

Normal Entry

Potential candidates should have:

- Certificate IV, NCQF level 4, TVET/ HE or equivalent.

RPL and CAT Considerations

- Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) shall be considered where relevant

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<div style="display: flex; justify-content: space-between;"> QUALIFICATION SPECIFICATION SECTION </div>	
B	
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA
LO 1: Use standard codes of health and safety communication practice to convey information in the workplace.	<p>1.1 Use an Excel Spreadsheet to record and report hazards, accidents, injuries, and health issues within the workplace</p> <p>1.2 Select and use standard applications to obtain and combine information and process data pertaining to the application of health, safety and environmental legislation, its implementation, practices, and functions.</p> <p>1.3 In a team, interpret abstract routine and non-routine numerical and graphical data on health and safety to advice specific worksite standard practice.</p> <p>1.4 In a team interpret numerical data to predict hazards and disaster occurrences</p>
LO 2: Work in a team, to facilitate and support actions to eliminate or control hazards in order to minimise risks in a designated work area.	2.1 In a team, predict hazard disruptions using Occupational health & safety management systems

	<p>2.2 Collaboratively use Occupational health & safety management systems to explain output and input tools to monitor hazards</p> <p>2.3 In a team, prepare models of chances of diseases and hazard happenings in order to prevent possible occurrences</p>
<p>LO 3: In a team facilitate adherence to the requirements of current legislation impacting on Health, Safety and environmental issues in the workplace.</p>	<p>3.1 Conduct advocacy at workplace to disseminate health, safety and environmental legislation</p> <p>3.2 In a team, use International Standards Organization (ISO): 45001: 2019 on OHS standards to create impact on health, safety and environmental best practices</p> <p>3.3 In a team conduct regular Environmental Impact Assessment (EIA) to sustain health, safety and environmental compliance at workplace</p> <p>3.4 Supervise health, safety, and environmental audit to ensure current legislation have an impact at workplace</p>

<p>LO 4: Collaboratively plan and implement Occupational Health and Safety Management Systems.</p>	<p>4.1 Use Management Information Systems (MIS) software to disseminate occupational, health and safety management systems at workplace</p> <p>4.2 Project timelines by use of MIS to disseminate data on occupational health and safety management</p> <p>4.3 Organise and use information to formulate risk profiles and legal registers according to industry accepted practices and standards.</p> <p>4.4 Develop Health and safety plans and Implementation Guidelines to correct identified shortcomings in the existing Occupational Health and Safety system and practices for a given area of responsibility based on accepted industry standards and norms relevant to a given situation.</p> <p>4.5. Evaluate existing implementation plans to determine areas of improvement and make feasible, cost efficient and legal recommendations on how to improve the plans.</p>
<p>LO 5: In a team, perform functions that promote a culture of health and safety in the workplace</p>	<p>5.1 Defend the knowledge of culture of health and safety in workplace to ensure compliance to health and safety standards</p>

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	<p>5.2 Apply a broad range of cognitive and practical skills required to promote a culture of health and safety in the workplace.</p> <p>5.3 Supervise the promotion of a culture of health and safety in the workplace.</p>
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GENERIC COMPONENT	Title	Level	Credits
Subjects / Units / Modules /Courses	Introduction to Occupational Safety and Health	6	8
	Introduction to Basic Computing skills	4	12
	Introduction Biostatistics	7	8
	Business Communication	4	8
	Quality Management	5	8
	Organizational Behavior	5	8
CORE COMPONENT Subjects / Units / Modules /Courses	Emergency Preparedness and Disaster Management	5	8
	General Principles of Law and Occupational and Safety legislation	6	8
	Principles of Occupational Hygiene and Toxicology	5	8
	Principles of Human Anatomy and Physiology	6	8
	Principles of Human Epidemiology	6	8
	Industrial Placement	5	32
ELECTIVE COMPONENT Subjects / Units / Modules /Courses			
	Labour Law	6	8
	Project Management	6	8
	First Aid	5	8

RULES OF COMBINATION (Where applicable)
The qualification comprises of 132 credits of which 52 credits are generic component courses, 72 generic courses and 8 credits is from the elective component where candidates would choose only one module.
ASSESSMENT AND MODERATION ARRANGEMENTS
<p>Moderation is defined as the process used to standardize the marks given by internal assessors for end of semester assessments. Moderation is expected to bring the marks given to candidates into line with BQA national standards. Moderation is criterion – referenced testing (CRT). The following shall apply for both internal and external moderation in accordance with applicable policies and regulations:</p> <p>All necessary documents including qualification document, alignment matrices, assessment instruments and Assessment criteria/rubrics should be available.</p> <p>Formative assessment</p> <p>Formative assessment or continuous assessment contributing towards the award of credits should be based on course outcomes. The contribution of formative assessment to the final grade is 60%.</p> <p>Summative assessment</p> <p>This is the final assessment done at the end of each course. Candidates may undergo assessment including written and practical and simulated projects. The final examination for each course contributes 40 % of the final mark for that course.</p>
RECOGNITION OF PRIOR LEARNING (if applicable)
RPL and CAT principles will be used to gain part or whole credits towards the qualification by mediation of knowledge, skills, competencies obtained non-formally or informally, followed by assessment of competence and certification. This will be guided by ETP policies on the same in line with BQA national policies.
PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)
<p>Graduates may progress to higher level qualifications such as:</p> <ul style="list-style-type: none"> • Diploma Occupational Hygiene and Safety.

- Diploma Community Health Work.
- Diploma Environmental Practice.
- Diploma in Occupational Health and Safety.
- Diploma in Public Health.

Graduates may progress to the same level qualifications such as:

- Certificate V in Environmental Practice.
- Certificate V in Public Health.
- Certificate V in Community Health Work.
- Certificate V in Early Childhood.

Graduates will have requisite competencies and attributes to work as:

- Safety Health and Environmental (SHE) Officers.
- Health and Safety Practitioner.
- Work Health and Safety Officer.

QUALIFICATION AWARD AND CERTIFICATION

Minimum standards of achievement for the award of a Certificate V in Occupational Health in Safety is 132 credits. Upon successful completion the candidate will be awarded a Certificate.

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification compares with the following:

1. Development Quality Partner in South Africa
2. The Skills Organization, New Zealand

Development Quality Partner in South Africa offers Occupational Certificate: Safety, Health, and Quality Practitioner (Occupational Health and Safety Practitioner), NQF Level 5, which develops competencies in ability to:

- Inspect workplaces and environments to identify the occupational health and safety hazards and determine the risks associated with the work.
- Facilitate and support actions to eliminate or control hazards in order to minimize risks in a designated work area.
- Represent the needs of employees with regard to Occupational Health and Safety matters.
- Participate in the planning and implementation of operational Occupational Health and Safety Management Systems.
- Monitor and continually improve the effectiveness of operational Occupational Health and Safety systems.

Skills Organization in New Zealand, which generally emphasize development of competencies in research on economic and market trends, trade and investments, labour market observatory, Identifying, understanding, and appreciating occupational hazards (actual and potential) and the taking of appropriate measures for their prevention and control and analyzing, investigating, reporting as well as prevention of accidents and associated problems in the workplace. It also provides competency in advising about the requirements in promoting a safe and healthy working environment.

Although the qualifications examined generally follow similar structures and standards, there are differences, though not significant, in that the duration of the courses differs, as well as the number of modules offered for completion of the program. Some Colleges and Universities offer a full-time bases only, with differing levels of competencies.

As noted above, this qualification generally compares well with all the qualifications studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification as done within the region and beyond as well as competencies required for registration and accreditation with professional bodies such as South African Qualification Authority and New Zealand Qualifications Framework. However, what sets it apart from the qualifications examined, is that there is provision for development of attributes such as specialized knowledge and skills for killed/paraprofessional work and/or further learning and management of learning, in respect of which a learner is able to

demonstrate the ability to evaluate his or her performance or the performance of others, and to take appropriate action where necessary, to take responsibility for his or her learning within a structured learning process; and to promote the learning of others, which are critical for ethics and professional practice.

REVIEW PERIOD

Qualification will be reviewed after five years.

Other information – please add any supplementary information to help the application for this qualification for NCQF Registration.

What sets this qualification apart from other qualifications examined is that there is provision for development of attributes such as specialized knowledge and skills for skilled/paraprofessional work and/or further learning and management of learning, in respect of which a learner is able to demonstrate the ability to evaluate his or her performance or the performance of others, and to take appropriate action where necessary, to take responsibility for his or her learning within a structured learning process; and to promote the learning of others, which are critical for ethics and professional practice. Inclusion of the module on project management is also a foundation that will assist learners to manage their own initiated projects.