

## BQA NCQF QUALIFICATION TEMPLATE

SECTION A: QUALIFICATION DETAILS														
<b>QUALIFICATION DEVELOPER (S)</b>			Madirelo Training and Testing Centre											
<b>TITLE</b>		Certificate IV in Bricklaying and Plastering							<b>NCQF LEVEL</b>		4			
<b>STRANDS (where applicable)</b>		N/A												
<b>FIELD</b>		Physical Planning and Construction			<b>SUB-FIELD</b>		Building Construction			<b>CREDIT VALUE</b>		60		
New Qualification					Legacy Qualification									
<b>SUB-FRAMEWORK</b>		General Education					TVET			✓		Higher Education		
<b>QUALIFICATION TYPE</b>		Certificate	I	II	III	IV	✓	V		Diploma		Bachelor		
		Bachelor Honours			Post Graduate Certificate						Post Graduate Diploma			
		Masters							Doctorate/ PhD					
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b> <b>RATIONALE:</b> <p>The Botswana Vision 2036 states that development of the human capital and the informal sector and the micro and small enterprises (MSES) are essential in achieving the VISION 2036 pillars, in particular Sustainable Economic Development and Human and Social Development. Competent Bricklaying and Plastering Artisans contribute significantly to Gross Domestic Product (GDP) and</p>														

employment creation and are key enablers to other sectors to enhance their contribution to the economy.

Also, the HRDC report 2023 spells out face brick face skills as key. The National Development Plan (NDP) 11 captures Technical and Vocational Education and Training as the main key to creating employment because the white-collar job market is saturated. TVET, therefore, has been mandated to produce artisans to fill gaps in the construction industry.

The Botswana Education and Training Sector Strategic Plan (ETSSP 2015-2020) marked a significant milestone in our collective efforts as a nation to bring about a more diversified, knowledge-based economy. In particular, the ETSSP was intended to strengthen the match between qualifications and labour market requirements, thereby ensuring that education and training outputs are more closely aligned to socio economic development needs of the country.

According to Technical and Vocational Education and Training (TVET) Pitso Action Plan Implementation through HRDC, outlines the contribution of TVET to the development of the national economy particularly in the building construction sector has proven that opportunities for employment creation are abound. Hence we aim to produce competent Artisans in Bricklaying and Plastering to raise the economy of the country.

TVET, in its quest to contribute to a knowledge-based economy and socio-economic activity of Botswana, wishes to be part of the GLOBAL players in producing competent artisans for Bricklaying and Plastering.

***PURPOSE: (itemise exit level outcomes)***

The purpose of this qualification is to produce graduates with broad knowledge, skills and competences to;

1. Prepare sites, set out, excavate trench and apply bricklaying and plastering skills according to building regulations.
2. Produce the bills of quantities to ensure compliance to designs and controls
3. Use drawing software to produce designs according to job specifications.
4. Work with heights equipment for easy access in accordance with specific standards.
5. Evaluate basic entrepreneurial concepts associated with business establishment in Botswana.
6. Organise and manipulate data using ICT for communication purposes.

## BQA NCQF QUALIFICATION TEMPLATE

### **MINIMUM ENTRY REQUIREMENTS (including access and inclusion)**

- Certificate III, NCQF LEVEL 3 (TVET/GE) or equivalent
- There will be provision for RPL and CAT for entry according to the national RPL and CAT policy.

### **SECTION B**

### **QUALIFICATION SPECIFICATION**

<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
1. lay brick, stone and building blocks to construct or repair walls, partitions, kerbs, footpaths and pavements as per building standards	1.1 Construct , partition and repair walls using bricks, stones, and building blocks 1.2 Lay bricks, stone and building blocks to construct footpaths, kerbs and pavements using different kinds of materials 1.3 Lay bricks or other masonry to build patios, garden walls and other decorative installations 1.4 Adhere to safety, health and environmental precautions to minimise accidents
2. Spread one or more coats of plaster to interior walls and ceilings of buildings to produce a finished product	2.1 Prepare the walls for bonding of the plaster 2.2 Apply plaster to both interior and exterior surfaces
3. Applying protective and decorative coverings of cement, plaster and similar materials to exterior building surfaces.	3.1 Prepare materials and surfaces for easy application of decorative coverings 3.2 Select different types of materials to provide decorative coverings 3.3 Apply plaster to create decorative surfaces

## BQA NCQF QUALIFICATION TEMPLATE

<p>4. Determine materials, labour, overheads and profit charges according to given projects</p>	<p>4.1 Examine the job specifications to determine the resources needed.</p> <p>4.2 Estimate the quantities of the resources needed in relation to the given project</p> <p>4.3 Determine the cost of resources in relation to a given project</p>
<p>5. Demonstrate knowledge of drawing software to produce designs according to job specifications.</p>	<p>5.1 Adhere to safety, health and environment precautions to minimise accidents</p> <p>5.2 Examine the job specification to inform the choice of software to use</p> <p>5.3 Use appropriate software to create architectural designs in line with the job specification</p> <p>5.4 Produce drawings in accordance with established codes of practice and in line with job specification</p>
<p>6. Demonstrate the skill of constructing and using scaffolding equipment to support workers and their material while working on heights for easy access</p>	<p>6.1 Adhere to occupational health and safety precautions to minimise accidents.</p> <p>6.2 Inspect the work area to determine the type of scaffolding to be used</p> <p>6.3 Assemble and dismantle scaffolding and its allied to access heights</p> <p>6.4 Store correctly components of the scaffold for easy future access</p>
<p>7. Understand and apply broad practical entrepreneurial concepts, essential entrepreneurial qualities and current policies/support structures for entrepreneurial success in Botswana.</p>	<p>7.1 Examine broad entrepreneurial concepts and contemporary issues that have an impact on present-day entrepreneurial success.</p> <p>7.2 Conduct a self-assessment in line with identifying necessary qualities for successful entrepreneurship</p> <p>7.3 Identify business opportunities in a field of interest and select appropriate investment strategies to adopt, considering the associated risks.</p> <p>7.4 Compile documents required for an entrepreneur to establish a company and take advantage of available support structures.</p>

## BQA NCQF QUALIFICATION TEMPLATE

<p>8. Apply Information and Communication Technology (ICT) skills for communication and management</p>	<p>8.1 Read and analyze data from a prepared database</p> <p>8.2 Enter and manipulate data using ICT tools</p> <p>8.3 Display data electronically through charts</p> <p>8.4 Manipulate and present information through the selection of appropriate spreadsheet tools</p>
<p>9. Apply effective fundamental and problem-solving skills while performing assigned duties/tasks according to the set industry standards in an actual work environment.</p>	<p>9.1 Communicate and negotiate with stakeholders to initiate an industrious work based learning experience</p> <p>9.2 Perform assigned vocation related tasks to the required standards</p> <p>9.3 Apply effective fundamental (core) skills throughout the duration of the work-based learning program.</p> <p>9.4 Adhere to health and safety requirements at all times</p> <p>9.5 Demonstrate problem-solving skills as and when problems are encountered during the work process</p> <p>9.6 Contribute effectively to teamwork initiatives within the work environment</p> <p>9.7 Evaluate the work based learning experience to determine its benefits and or limitations</p>

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SECTION C		QUALIFICATION STRUCTURE			
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total Credits
		Level [ ]	Level [ 4 ]	Level [ ]	
<b>FUNDAMENTAL COMPONENT</b> Subjects/ Courses/ Modules/Units	Information Communication and Technology		2		2
	Entrepreneurship		2		2
<b>CORE COMPONENT</b> Subjects/Courses / Modules/Units	Brickwork(Substructure)		4		4
	Brickwork and Plastering (Superstructure)		6		6
	Working on heights		4		4
	Measurements and cost calculations		3		3
	Computer aided design (CAD)		5		5
	Brickwork(Substructure)		4		4
	Work based placement(attachment)		32		32
	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits

## BQA NCQF QUALIFICATION TEMPLATE

<b>STRANDS/ SPECIALIZATION</b>		<b>Level [ ]</b>	<b>Level [ ]</b>	<b>Level [ ]</b>	
<b>1.</b>	<b>N/A</b>				
<b>2.</b>					
<b>Electives</b>	Basic painting techniques	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
	Tiling and paving	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

## BQA NCQF QUALIFICATION TEMPLATE

### SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL

#### TOTAL CREDITS PER NCQF LEVEL

NCQF Level	Credit Value
NCQF level 4	60
<b>TOTAL CREDITS</b>	<b>60</b>

#### Rules of Combination:

*(Please Indicate combinations for the different constituent components of the qualification)*

A Candidate is required to achieve a minimum of 60 credits, including 4 credits from fundamentals modules, 24 credits from core modules, and 32 credits from work-based learning.

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### **ASSESSMENT ARRANGEMENTS**

The weightings for the assessment will be as follows:

a) Formative assessment

The weighting of formative assessment is 60% of the final assessment mark.

b) Summative Assessment

The weighting of the summative assessment is 40% of the final assessment mark.

Internal and external assessors perform assessments of the qualification. Both internal and external assessors are done in line with the national assessment policy. Anyone assessing a learner against this qualification must be registered as an assessor by any relevant regulatory body a country in their country of work.

### **MODERATION ARRANGEMENTS**

Internal and external moderators perform assessments of the qualification. Both internal and external assessors are done in-line with the national assessment policy. Anyone assessing a learner against this qualification must be registered as an assessor from any relevant regulatory body

### **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. Implementation of RPL shall also be consistent with requirements, if any, prescribed for the field or sub-field of study by relevant national, regional or international professional bodies.

### **CREDIT ACCUMULATION AND TRANSFER**

Credit accumulation and transfer will be administered in line with the national institutional policy

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

#### **Learning Pathways**

### Horizontal Articulation

Graduates of this qualification may consider pursuing related qualifications in the following:

- Certificate IV in Painting and Decoration
- Certificate IV in Architectural Draughting

### Vertical Articulation

Graduates may progress to level 5:

- Certificate V in Bricklaying and Plastering
- Certificate V in Architectural Draughting

### Employment Pathways

Holders of this qualification can work as; but not limited to:

- Bricklayer/ Block layer
- Concrete layer
- Plasterer
- Technical supervisor
- Construction businesses

### QUALIFICATION AWARD AND CERTIFICATION

#### ***Minimum standards of achievement for the award of the qualification***

A candidate is required to achieve the stipulated total of 60 credits inclusive of the 4 credits for fundamental, 21 credits for core units, and 32 credits for work-based learning to be awarded Certificate IV in Bricklaying and Plastering.

#### **Certification**

Candidates meeting prescribed requirements will be awarded a certificate in accordance with the standards prescribed for the award of the qualification and applicable policies.

### SUMMARY OF REGIONAL AND INTERNATIONAL COMPARABILITY

The following were used for benchmarking:

1. Title: Occupational Certificate: Bricklayer  
Name of University: DQP – Master Builders Association
2. Vocational Certificate in General Construction

Vocational Training Centre (RVTC), NAMIBIA

### 3. National Certificate in Brick and Block Laying

Building and Construction Industry Training Organization New Zealand

All qualifications are of level 4 and have same component of bricklaying as there are areas of focus on imparting knowledge of sub and superstructure which are planning and preparing for bricklaying and conduction bricklaying finishing. They also have similar modules covered being health and safety, tools and equipment's. All assessment strategies are written and practical assessments.

The differences may be seen outstanding as attachment duration carries 140 from DQP – Master Builders Association in South Africa as compared to Certificate IV in Bricklaying and Plastering which carries 32 credits. It has been noted that information on credits differs from the benchmarked qualifications as they carry credits from different levels. As a point of illustration, the National Certificate in Brick and Block Laying by Building and Construction Industry Training Organization in New Zealand has level 2 with 36 credits, Level 3 with 59 credits and level 4 with 45. With the developed qualification similar amount of credits are at Certificate III In Bricklaying and Plastering which is the entry qualifications for the developed qualification. Therefore, the qualification has 45 credits at level 4 whereas developed qualification has 28 credits excluding attachment. In conclusion, the difference between credits is negligible. This illustration holds true of other benchmarked qualification.

#### **REVIEW PERIOD**

This qualification shall be reviewed every 5 years

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**For Official Use Only:**

<b>CODE (ID)</b>			
<b>REGISTRATION STATUS</b>	<b>BQA DECISION NO.</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>
<b>LAST DATE FOR ENROLMENT</b>		<b>LAST DATE FOR ACHIEVEMENT</b>	

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