

No. 461

25 May 2007

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Occupational Health and Safety

registered by Organising Field 09 – Health Sciences and Social Services, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no** later **than 25 June 2007**. All correspondence should be marked Standards Setting – Occupational Health and Safety addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr. D. Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 431-5144
e-mail: dmphuthing@saqa.org.za

DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:**National Certificate: Occupational Safety**

SAQA QUAL ID	QUALIFICATION TITLE		
58625	National Certificate: Occupational Safety		
SGB	PROVIDER		
SGB Occupational Health and Safety			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	9 - Health Sciences and Social Services	Preventive Health	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	144	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

Learners credited with this qualification will be able to report and advise on occupational safety factors in a variety of working environments, so that a high level of health and safety may be maintained. They will be able to apply supervisory skills based on essential knowledge, and be able to take proactive and reactive measures in order to maintain a healthy and safe working environment. The qualification is designed to be flexible and accessible.

Learners credited with this qualification are capable of:

- Communicating effectively in a variety of ways
- Performing essential inspections, measurements and evaluations to ensure health and safety in the occupational environment.
- Communicating effectively using visual, mathematical and language skills in the modes of oral and written presentation.
- Applying legislation applicable to the working environment.
- Describing concepts and principles in science and the occupational safety environment.
- Operating personal computers and computer systems.
- Collecting, analysing, organising and critically evaluating information about occupational safety conditions using science and technology effectively and critically to measure such information.
- Identifying and solving problems to make responsible decisions regarding workplace hazards and risks.
- Ensuring a healthy and safe workplace environment and culture.
- Working effectively with others as a member of a team, group, organisation or community to attain operational competence in occupational safety.
- Anticipating hazards and risks.

Rationale:

The impact of occupational safety on the social and economic environment in South Africa and internationally is significant. Exposure to poor working conditions and unsafe practices impacts on employee well-being and impedes worker productivity, resulting in financial loss. As a result of this indirect costs are also incurred and may include poor morale, poor productivity and excessive downtime. Improved conditions in the workplace could influence the South African

economy in direct costs alone to the value of millions of Rands each year. This qualification aims to meet the demand for learners who are able to facilitate a safe, healthy and productive working environment.

There is a critical need in industry to recognise learner competence regarding supervision related to safety management ensuring a healthy, safe and productive working environment. This qualification is a step along a career path of specialisation in Occupational Safety and is generic enough to allow maximum mobility within its scope of application.

The learning pathway in Occupational Health and Safety can be accessed from NQF Level 2, and Level 3 and 4 qualifications follow. These will qualify the learner to access the National Certificate at NQF Level 5 and subsequently, the National Diploma at NQF Level 5.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

- Communication skills at NQF Level 4.
- Mathematical literacy at NQF Level 4.

Recognition of Prior Learning:

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence of competency can be presented in a variety of forms, such as previously obtained, equivalence-rated international or local qualifications, verified portfolios of evidence of previous relevant work done and performance records. Learners who have met the requirements of any unit standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA) or ETQA which has a Memorandum of Understanding in place with the relevant ETQA.

Access to the qualification:

Access to this qualification is open to any learner although it will be to his/her advantage to have an understanding of occupational safety before enrolling for this qualification.

Competence in the FETC in Occupational Hygiene and Safety (NQF Level Four) will facilitate learning towards this qualification.

QUALIFICATION RULES

- All 16 Fundamental component credits are compulsory.
- All 111 Core component credits are compulsory.
- A minimum of 17 Elective component credits are compulsory

EXIT LEVEL OUTCOMES

1. Communicate in a business environment through the application of relevant communication techniques.
2. Apply labour relations legislation to ensure a productive and harmonious working environment.
3. Determine and discuss fundamental occupational safety, health and environmental issues.
4. Identify hazardous conditions within a workplace and take action to control the associated risks.

- Range: **All** actions taken must be in accordance with specified procedures and requirements.

5. Develop control measures and programmes within integrated safety, health and environmental (SHE) contexts.

6. Implement control measures and programmes in accordance with management guidelines.

7. Monitor effectiveness of control measures and programmes.

8. Identify and interpret deficiencies in the SHEQ system of an organisation

9. Maintain the process of continual improvement in terms of system requirements

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made:
 - This critical cross-field outcome is addressed primarily through Exit Level Outcomes 3, 4, 7, 9.
- Working effectively with others as a member of a team, group, organisation or community:
 - This critical cross-field outcome is addressed primarily through Exit Level Outcomes 3, 4, 5.
- Organising and managing oneself and one's activities responsibly and effectively:
 - This critical cross-field outcome is addressed primarily through Exit Level Outcomes 1, 2, 4, 5, 8.
- Collecting, analysing, organising and critically evaluating information:
 - This critical cross-field outcome is addressed primarily through Exit Level Outcomes 2, 3, 4, 6, 7, 8, 9.
- Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion:
 - This critical cross-field outcome is addressed primarily through Exit Level Outcomes 1, 5, 8.
- Using science and technology effectively and critically, showing responsibility towards the environment and health of others:
 - This critical cross-field outcome is addressed primarily through Exit Level Outcomes 3, 4, 6, 7.
- Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation:
 - This critical cross-field outcome is addressed primarily through Exit Level Outcomes 2, 3, 4, 5, 6, 7, 8, 9.
- Contributing to the full personal development of each learner and the social and economic development of the society at large:
 - This critical cross-field outcome is addressed primarily through Exit Level Outcomes 1, 2, 5, 8, 9.

ASSOCIATED ASSESSMENT CRITERIA

1.

- Meetings are chaired and conducted according to prescribed standards.

- Written and verbal communication is conducted according to prescribed business practice.
 - Business reports are generated using various data gathering techniques.
 - Presentations are delivered according to relevant standards.
- 2.
- Minor workplace problems are managed immediately to prevent solve conflict situations.
 - Remedial actions to problems are based on the clear application of legislative and procedural requirements.
 - Conflict management skills are applied according to behaviour intervention initiatives,
- 3.
- Safety theories and their associated principles are explained.
 - Relevant Occupational Health and Safety Legislation and other context-specific requirements, such as relevant Regulations, are identified and applied to an organisation.
 - The cleaner development mechanism (CDM) project cycle is described, stakeholders and role players are identified and their roles and responsibilities determined.
- 4.
- Workplace hazards and associated risks are identified, assessed and control measures applied to prevent accidents.
 - Workplace hazards and risks are recorded and reported accordingly.
 - Follow-up assessments are conducted and addressed accordingly.
- 5.
- SHE Quality management systems are discussed and a suitable system, in line with management guidelines, is applied.
 - A record keeping system is created and implemented according to specified requirements.
- 6.
- Occupational safety and environmental conditions and elements are dealt with accordingly.
 - The communication process in promoting occupational health and safety in the working place is explained.
 - Projects are planned and executed in order to promote occupational health and safety in the working place.
 - Individuals are formed into teams to implement identified control measures and programmes according to management guidelines.
- 7.
- Equipment and techniques are selected and applied in accordingly in terms of their specified contexts and purposes.
 - The concept of decentralised control is explained and applied in a specific context or area.
 - Specific SHE issues are monitored, reported and advised on, according to specified requirements.
- 8.
- Areas of legal and system non-compliance are identified in terms of system requirements.
 - Non-compliances are interpreted and evaluated according to the regulations of business in general and the department/division in particular.
- 9.
- Meeting outcomes, records and reports are utilised for continual improvement.
 - A range of options to ensure continual improvement is considered and recorded for later testing.

- System optimisation recommendations, with appropriate time frames for implementation, are proposed to management to enhance continual improvement.

Integrated Assessment:

Integrated assessment is carried out as a series of structured, evidence gathering processes throughout the period of learning. The learner's performance is assessed through the use of a range of methods and culminates in a final or summative assessment. Methods include, but are not limited to:

- Written and oral tests.
- Simulation.
- Peer group presentations.
- Written reports and work plans

For award of the qualification, a learner must achieve all core and fundamental unit standards, and at least 17 credits from any of the elective unit standards. The assessment criteria in the unit standards are performance-based, assessing applied competence rather than only knowledge, or skills. In addition, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to the environmental conditions in occupational contexts. Evidence is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and thus its purpose, at the time of the award of the qualification. Workplace experience can be recognised when assessing this qualification.

INTERNATIONAL COMPARABILITY

In the effort to establish the international comparability and suitability of the National Higher Certificate in Occupational Safety NQF Level 5 and its associated unit standards, national on-the-job-searches and international literature searches confirmed that Occupational Health and Safety training in the sub-Saharan and specifically, the SADC region, is almost non-existent.

The search focus then shifted towards all other continents to find countries that might have Occupational Health and Safety qualifications at this level. The search also identified current qualifications and new initiatives at South African tertiary institutions, as well as proposed qualifications put forward by the Institute of Safety Management. A number of international qualifications were identified as representative of a few schools of thought in tertiary education in Occupational Health and Safety. These were and placed in a matrix along with the South African initiatives, so that content and depth could be compared. This matrix is found below.

The comparison highlighted the fact that international terminology in Occupational Health and Safety is not standardised, thus resulting in a relatively subjective analysis caused by the required interpretation. Furthermore, the assessment of subject content and depth had to be based on titles, levels of subject and the very brief descriptions available of subjects/aspects compared. This clearly also increased the level of subjectivity of comparisons.

During the comparison, two main aspects for comparison analysis were isolated, viz.:

- The number of qualifications in which a specific subject/aspect were represented, as an indication of the significance or importance of that aspect to be included in an Occupational Safety qualification at this level.
- The number of subjects/aspects represented in a qualification as an indication of how well that qualification covered the breadth of possible aspects in the field of Occupational Safety.

The following conclusions were drawn from the comparison:

- Of all the qualifications used for comparison, the National Higher Certificate as proposed by the **SGB**:OHS covers the second highest number of **subjects/aspects** out of a possible 87. The National Certificate covers 29% of possible aspects and the National Diploma covers 38% of the possible aspects. The qualification that provides the next best coverage covers only 23% of subjects/aspects.

- Of the 13 subjects/aspects isolated as being the most significant across the board (represented in six and more of the 13 qualifications) the proposed National Certificate covers six and the proposed National Diploma covers most of the remainder. Therefore, the two qualifications should be seen as a unit. Other significant **subjects/aspects** are covered in higher and/or lower level qualifications.

It is thus concluded that the proposed National Certificate: Occupational Safety NQF Level 5 compares favourably with a selection of qualifications from all over the world. An added advantage, when comparing the proposed certificate with other qualifications, is that our qualification focuses on aspects specifically required in Southern African conditions and thus addresses our specific needs.

ARTICULATION OPTIONS

Vertical articulation:

- Level 5 or 6 qualifications in the discipline of Occupational Safety, or in various industrial sectors and related sub-fields. Most qualifications on the NQF require competence regarding this discipline, and it thus provides an access point to, for example, qualifications in the Physical Planning and Construction field, the Manufacturing, Engineering and Technology field, and also the Business, Commerce, Management and other related fields.

Horizontal articulation:

- Any other related qualification at NQF Level 5 certificate level.

MODERATION OPTIONS

- Any provider offering this qualification must be accredited as a provider by the relevant ETQA or an ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

- Assessment will be undertaken by assessors accredited by and in accordance with the agreement of the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

- Assessors must be in possession of a relevant qualification at least at NQF level 6

- Have at least five years experience in the OHS sector or be an experienced subject matter expert in this learning area.

- Moderation will be carried out by accredited moderators and in accordance with the agreement of the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

NOTES

NIA

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	244286	Monitor, report and advise on the safety principles	Level 5	3

Source: National Learners' Records Database

Qualification 58625

17/05/2007

Page 6

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
		pertaining to sources of electrical energy		
Core	244284	Monitor report and advise on the safety principles pertaining to sources of mechanical energy	Level 5	3
Core	244282	Monitor, report and advise on the safety principles pertaining to sources of energy other than electrical or mechanical	Level 5	5
Core	244287	Conduct a base-line risk assessment and take appropriate action	Level 5	7
Core	119032	Identify and deal with dangerous goods	Level 5	13
Core	9224	Implement policies regarding HIV/AIDS in the workplace	Level 5	4
Core	244288	Apply occupational health and safety legislation in the workplace	Level 5	8
Core	110526	Plan, organise, implement and control record-keeping systems	Level 5	4
Core	15237	Build teams to meet set goals and objectives	Level 5	3
Core	244290	Motivate for a clean development mechanism (CDM) project	Level 5	5
Core	244283	Facilitate the development, implementation and maintenance of a SHEQ management system	Level 5	10
Core	11273	Apply Fundamental Concepts of Supply Chain Management Optimisation	Level 5	8
Core	117854	Facilitate meetings to deal with conflict situations	Level 5	8
Core	13102	Apply the processes of planning and control as it relates to budgeting, standard costing and decentralised control	Level 6	15
Core	15225	Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4
Core	119035	Isolate and secure a scene	Level 5	6
Core	244285	Promote occupational health and safety in the work place	Level 5	5
Elective	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5
Elective	110508	Demonstrate and apply knowledge and understanding of the concept of facilitation and a range of facilitation skills	Level 5	6
Elective	114278	Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)	Level 5	12
Elective	117844	Present, analyse and interpret information on conflict situations	Level 5	15
Elective	117874	Guide learners about their learning, assessment and recognition opportunities	Level 5	6
Elective	115753	Conduct outcomes-based assessment	Level 5	15
Fundamental	10622	Conduct communication within a business environment	Level 5	8
Fundamental	12433	Use communication techniques effectively	Level 5	8



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor, report and advise on the safety principles pertaining to sources of energy other than electrical or mechanical

SAQA US ID	UNITSTANDARD TITLE		
244282	Monitor, report and advise on the safety principles pertaining to sources of		
SGB	PROVIDER		
SGB Occupational Health and Safety			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

SPECIFIC OUTCOME 1

Monitor report and advise on the safety principles pertaining to sources of energy other than electrical or mechanical.

SPECIFIC OUTCOME 2

Monitor, report and advise on legislation, related to sources of energy other than electrical or mechanical.

SPECIFIC OUTCOME 3

Isolate sources of energy other than electrical or mechanical.

SPECIFIC OUTCOME 4

Explain the need for Personal Protective Equipment (PPE) when dealing with sources of energy other than electrical or mechanical.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Facilitate the development, implementation and maintenance *of* a **SHEQ** management system

SAQA US ID	UNIT STANDARD TITLE		
244283	Facilitate the development, implementation and maintenance of a SHEQ management system		
SGB	PROVIDER		
SGB Occupational Health and Safety			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

SPECIFIC OUTCOME 1

Discuss fundamental issues pertaining to occupational safety, health and environment

SPECIFIC OUTCOME 2

Demonstrate understanding of safety theories and principles.

SPECIFIC OUTCOME 3

Apply the fundamentals of risk management.

SPECIFIC OUTCOME 4

Apply SHEQ Management systems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor report and advise on the safety principles pertaining to sources of mechanical energy

SAQA US ID	UNIT STANDARD TITLE		
244284	Monitor report and advise on the safety principles pertaining to sources of mechanical energy		
SGB	PROVIDER		
SGB Occupational Health and Safety			
FIELD	SUBFIELD		
9 -Health Sciences and Social Services	Preventive Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	3

SPECIFIC OUTCOME 1

Monitor report and advise on the safety principles pertaining to sources of mechanical energy.

SPECIFIC OUTCOME 2

Monitor, report and advise on legislation, maintenance protocols and records related to sources of mechanical energy.

SPECIFIC OUTCOME 3

Isolate sources of mechanical energy

SPECIFIC OUTCOME 4

Explain the need for Personal Protective Equipment (PPE) when dealing with sources of mechanical energy.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD;

Promote occupational health and safety in the work place

SAQA US ID	UNIT STANDARD TITLE		
244285	Promote occupational health and safety in the work place		
SGB	PROVIDER		
SGB Occupational Health and Safety			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

SPECIFIC OUTCOME 1

Explain the communication process in promoting occupational health and safety in the working place

SPECIFIC OUTCOME 2

Demonstrate the planning and execution of a project designed to promote occupational health and safety in the working place.

SPECIFIC OUTCOME 3

Monitor, measure and report on the effectiveness of the promotional programme



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor, report and advise on the safety principles pertaining to sources *of* electrical energy

SAQA US ID		UNIT STANDARD TITLE	
244286		Monitor, report and advise on the safety principles pertaining to sources of electrical energy	
SGB		PROVIDER	
SGB Occupational Health and Safety			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Preventive Health	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	?

SPECIFIC OUTCOME 1

Monitor, report and advise on the safety principles pertaining to sources of electrical energy

SPECIFIC OUTCOME 2

Monitor, report and advise on legislation, maintenance protocols and records related to sources of electrical energy.

SPECIFIC OUTCOME 3

Isolate sources of electrical energy.

SPECIFIC OUTCOME 4

Explain the need for and use of Personal Protective Equipment (PPE) when dealing with sources of electrical energy.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a base-line risk assessment and take appropriate action

SAQA US ID	UNIT STANDARD TITLE		
244287	Conduct a base-line risk assessment		
SGB	SGB		
SGB Occupational Health and Safety			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	

SPECIFIC OUTCOME 1

Explain the specified requirements needed to conduct a base-line risk assessment

SPECIFIC OUTCOME 2

Prepare to conduct a base-line risk assessment

SPECIFIC OUTCOME 3

Conduct a base-line risk assessment

SPECIFIC OUTCOME 4

Initiate remedial action for hazards identified and risks assessed



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply occupational health and safety legislation in the workplace

SAQA US ID	UNIT STANDARD TITLE		
244288	Apply occupational health and safety legislation in the workplace		
X - -			
SGB Occupational Health and Safety			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Preventive Health	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

SPECIFIC OUTCOME 1

Discuss pertinent occupational health and safety legislation

SPECIFIC OUTCOME 2

Apply the common law principles pertinent to health and safety in the workplace.

SPECIFIC OUTCOME 3

Explain the principles of the law of delict and of criminal law pertinent to an accident occurring in the workplace.

SPECIFIC OUTCOME 4

Apply the current Act for compensation for occupational injuries and diseases in the workplace



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Motivate *for* a clean development mechanism (CDM) project

SAQA US ID	UNIT STANDARD TITLE		
244290	Motivate for a clean development mechanism (CDM) project		
SGB	PROVIDER		
SGB Occupational Health and Safety			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

SPECIFIC OUTCOME 1

Discuss the history of greenhouse gas abatement methods and the legislative framework and objectives of the Kyoto Protocol.

SPECIFIC OUTCOME 2

Describe the United Nations Framework Convention on climate change and the clean development mechanism.

SPECIFIC OUTCOME 3

Explain why CDM is critical for South Africa.

SPECIFIC OUTCOME 4

Describe the CDM project cycle and its application in a specific workplace,

SPECIFIC OUTCOME 5

Explain certified emissions trading.