



SGB for the Mining and Minerals Sector

SKILLS PROGRAMME (MQA/SP/0120/10 SP REVISION: 3/ 27 OCTOBER 2009)

in

Occupational Health and Safety activities for:

Part Time/Work place Representatives and Shop Stewards

in the Mining and Minerals Sector

BAND ON THE NATIONAL QUALIFICATIONS FRAMEWORK

General Education and Training

Further Education and Training

Yes

Higher Education and Training

PRACTICING PERSON FOOTPRINT

Practicing person with qualification registered on the NQF

No

Mandatory licensing

No

Discretionary licensing

No

Currency of competency

No

Date

Version

1. Skills Programme Description

Occupational Health and Safety activities for: Part Time/Work place Representatives and Shop Stewards in the Mining and Minerals Sector



2.

3. **Registration Number:**

4. **Total Credit Value:** Minimum of 9

5. **Band on the NQF** FET

6. **Field:** Manufacturing Engineering and Technology

Sub-Field: Fabrication and Extraction

7. **Issue Date:**

8. **Review Date:**

9. **Purpose of Skills Programme**

People credited with this skills programme are able to represent employees on all aspects of occupational health and safety, thereby exercising their rights and powers in terms of Mine Health and Safety Act (Act 29 of 1996) Section 30. Identify and report on potential hazards and risks associated to occupational health or safety.

10. **Rationale**

Election and appointment of a safety representative is a legal requirement in terms of the Mine Health and Safety Act (Act 29 of 1996), Section 25 (1), (2) and (3). Although the title relates to Part Time Representatives in the mines, it is not limited to, anybody who wishes to study towards this Skills Programme may freely do so.

There is an industry need to specify the cluster of unit standards to support this competence.

11. **Articulation**

This skills programme may be the ideal platform for obtaining credits towards the National Certificate in Occupational Health and Safety (NQF Level 2) in the Mining / Mineral Sector and related sub-fields.

12. **Learning assumed to be in place**

It is assumed that candidates embarking on learning towards this skills programme must have undergone an appropriate orientation programme applicable to the mine, be employed in a full-time or part-time (contractors) capacity and be acquainted with conditions and activities at the designated working place.

13. Access to the skills programme

It is recommended that candidates have addressed the areas reflected under “Learning assumed to be in place” before embarking on learning towards this skills programme.

14. Composition of the Skills Programme

All unit standards must be achieved for a Part Time Safety Representative and Shop Steward.

14.1 Core Unit Standards

The following unit standards must be achieved.

U Std Number	Unit Standard Title	Level	Credits	Credit Justification (Hrs)		SAQA Reg.
				Work Place	Provider	
	Explain basic health and safety principles in and around the workplace	2	4	30	10	259639
	Describe the functions of the workplace health and safety representatives	2	3	20	10	259622
	Conduct continuous hazard identification and risk assessment within a workplace	2	2	12	8	244383
	TOTAL		9	62	28	

14.3 Learning programme

Training (notional) Period based on the minimum credit value

$$\begin{aligned} 9 \times 10 &= 90 \text{ Notional Hours} \\ &= 90 \text{ hrs/ 6 days} \\ &\Rightarrow 6 \text{ hrs/day} \\ &= 15 \text{ Days} \end{aligned}$$

NOTES

1. The skills programme may be achieved in a notional period of 15 days or 3 weeks. This is based on an assumption of utilising 6 hours of training during any given shift.
2. Considering the fact that some learners may progress faster or slower than other learners, it is suggested that a lead and a lag time of 20% be incorporated into the Skills programme.
3. It is assumed that the application of achieved competencies will be progressive and throughout the skills programme period.

14.3.1 Practical Experience

Relevant practical experience will be obtained during the learning phase of this skills programme.

The assessment of individual unit standards will confirm the required practical experience.

15. Integrated assessment

For awarding recognition for the skills programme, a candidate must achieve all the relevant core unit standards as per practical experience.

The assessment criteria in the unit standards are virtually all performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognised when awarding credits towards this qualification.

The candidate must demonstrate the ability to effectively engage in operations in an integrative way, dealing with divergent and “random” demands related to the work operations.

16. Range statements

The unit standards provide the details of the ranges within which the candidate is required to perform.

17. Recognition of Prior Learning

This skills programme can be achieved wholly, or in part, through recognition of prior learning in terms of the criteria laid out in practical experience

Evidence can be presented in a variety of forms, including reports, testimonials mentioning functions performed and application of relevant competencies, work records, portfolios, performance records and videos of practice.

All such evidence should be judged according to the general principles of assessment described in the note to assessors in notes for assessors, and with emphasis on currency of evidence.

18. Accreditation and Moderation

18.1 Providers offering learning towards achievement of any of the unit standards that make up this skills programme must be accredited through the relevant ETQA by SAQA.

18.2 Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

18.3 Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the unit standards that make up this skills programme.

19. Notes

19.1 Notes for Assessors:

Assessors should keep the following general principles in mind when designing and conducting assessments:

- The aim is to declare the person competent in terms of the skills programme purpose. Assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards, to ensure assessment is integrated rather than fragmented. Where assessment across titles or at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- All assessments should be conducted in line with the principles of assessment:
 - **Appropriate:** The method of assessment is suited to the performance being assessed.
 - **Fair:** The method of assessment does not present any barriers to achievements that are not related to the evidence. In particular, the method of assessment is sensitive to language diversity.

- **Manageable:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- **Integration into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- **Valid:** The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- **Direct:** The activities in the assessment mirror the conditions of actual performance as closely as possible.
- **Authentic:** The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- **Open:** Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.
- **Consistent:** The same assessor would make the same judgment again in similar circumstances. The judgment made is similar to the judgment that would be made by other assessors.