

**SKILLS PROGRAMME DOCUMENT**

Skills Programme Title		<b>Bricklayer's Assistant</b>			
NQF Level	1	Credits	45	Duration in days	55
Skills Programme ID		SP-191217			
Skills Programme Status	APPROVED	Start Date	End Date		
		13/11/2019	13/11/2019		
Last date for enrolment	13/11/2024	Last date for achievement	13/11/2028		

## SKILLS PROGRAMME DETAILS

1.	<b>Title</b>	Bricklayer's Assistant	
2.	<b>Sub Title</b>	641201: Bricklayer	
3.	<b>NQF Level</b>	1	
4.	<b>Duration</b>	55 Days	
5.	<b>Credits</b>	45	
6.	<b>Quality Assuring Body</b>	Quality Council for Trades and Occupations (QCTO)	
7.	<b>Skills Programme Rationale</b>	<p>Learners completing this skills programme will likely feed into the industry as Bricklayer's Assistants which is an accesible industry requiring casual, permanent and project labour supplied in all regions.</p> <p>There are no similar skills programmes approved and recorded in the QQSF.</p> <p>The sectors making use of is Construction and the Built Environment.</p> <p>Typical learners that will make use of the programme are unemployed persons.</p> <p>The skills program does not relate to requirements of any professional registration membership or licensing.</p>	
8.	<b>Related registered qualification/s</b>	None	
9.	<b>Purpose</b>	<p>The purpose of this skills programme is to enable learners to conduct basic bricklaying operations under the supervision of a skilled artisan.</p> <p>A qualified learner will be able to assist an artisan/skilled builder to:</p> <ul style="list-style-type: none"> <li>• use physical quantity estimates and calculations provided</li> <li>• prepare a construction/building site, interpret building drawings, transfer levels, etc.</li> <li>• set up and dismantle of building equipment/structures</li> <li>• lay different types of bricks using mortar to build superstructures and decorative structures according to measurement</li> <li>• conduct finishing operations</li> <li>• provide housekeeping and appropriate waste removal service</li> </ul>	
10.	<b>Content</b>	<p><b><u>Knowledge component</u></b></p> <ul style="list-style-type: none"> <li>• 900016-000-00-KM-01, Industry Contexts, NQF Level 1, Credit 1</li> <li>• 900016-000-00-KM-02 Introduction to health and safety in construction, NQF Level 1, Credits 3</li> <li>• 900016-000-00-KM-03, Tools, Equipment,</li> </ul>	<p><b><u>Application component</u></b></p> <ul style="list-style-type: none"> <li>• 900016-000-00-PM-01, Conduct preparatory activities for building, repairs and /or alteration to structures using bricks (face and plaster). NQF Level 1, Credits 6</li> <li>• 900016-000-00-PM-02, Lay different types of bricks using mortar to build superstructures and</li> </ul>

		<p>Materials and Workshop Practice, NQF Level 1, Credit 1</p> <ul style="list-style-type: none"> <li>900016-000-00-KM-04, Building Drawings Interpretation, NQF Level 1, Credits 2</li> <li>900016-000-00-KM-05, Concrete Work, NQF Level 1, Credits 4</li> <li>900016-000-00-KM-06, Communication Theory, NQF Level 1, Credit 1</li> </ul> <p>Total Credits: 12</p>	<p>decorative structures, NQF Level 2, Credits 15</p> <ul style="list-style-type: none"> <li>900016-000-00-PM-03, Conduct finishing operation, NQF Level 1, Credits 6</li> <li>900016-000-00-PM-04, Conduct housekeeping and waste removal activities, NQF Level 1, Credits 6</li> </ul> <p>Total Credits: 33</p>
11.	<b>Minimum entry requirements</b>	This is an open access qualification	
12.	<b>Exit Level Outcomes (ELO) and Associated Assessment Criteria (AAC)</b>	<p>ELO 1: Read and interpret drawings and transfer levels under supervision</p> <p>ELO 2: Follow instructions provided to use physical quantity estimates and calculations provided to prepare a construction/building site with specific construction/bricklaying tools, equipment, materials and support structures as required.</p> <p>ELO 3: Using mortar, lay different types of bricks to build superstructures, decorative structures and finishing operations under supervision.</p> <p>ELO 4: Deliver and/or support appropriate housekeeping, dismantling and waste removal services/activities.</p>	
13.	<b>Continuous Assessment &amp; Final Supervised Assessment (FISA)</b>	<p><b>Continuous Assessment</b></p> <p>The SDP must ensure that all learners are enrolled with the QCTO at the start of training (within 5 days) in the format required by the QCTO.</p> <p>Continuous assessment is set by the SDP in accordance with the outcomes provided.</p> <p>This may consist of a variety of methods, e.g. practical or written assessments, assignments, projects, demonstrations, presentations or any other form of assessment to assist the learner in the learning process.</p> <p>During training, it is mandatory for formal summative assessments to take place at the end of each module/topic. These results must be formally recorded, and be available for monitoring and/or evaluation by the QCTO.</p> <p><b>Final Integrated Supervised Assessment (FISA)</b></p> <p>All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing all formal summative assessments conducted by the SDP.</p>	

		<p>Format of FISA: A practical assessment integrating the relevant Exit Level outcomes, with simultaneous verbal assessment of embedded knowledge by the assessor before, during or after the FISA.</p> <p>All FISAs must be supervised, and virtual FISAs must be recorded throughout the assessment.</p> <p>All Exit Level Outcomes must be covered in the FISA. In the FISA, the learner must demonstrate applied knowledge and skills to prove that the competencies of the Skills Programme have been achieved.</p> <p>The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment).</p> <p>Special considerations should be made for candidates with special learning needs.</p> <p><b>Standards for Final Integrated Supervised Assessment (FISA):</b></p> <p>The learner should be provided with a brief/job card/task to demonstrate what the learner should show, know or produce in a product, relevant to the Exit Level Outcomes. This is the section where the learner must show applied competency (what the learner must be able to do, and to what expected standard)</p> <p>The FISA INSTRUMENT (Written case study, scenario or brief/task [similar to a job card]) must be developed and moderated by the SDP and conducted in a supervised environment. It is assessed by means of a RUBRIC developed by the SDP for this purpose:</p> <p>Provide candidates with the assessment instrument tools, equipment, consumables and a drawing in order to:</p> <ol style="list-style-type: none"> <li>1. Prepare the site before commencing with the laying</li> <li>2. Identify and remove hazards</li> <li>3. Build a small superstructure showing a brick wall</li> <li>4. Conduct any required finishing operations</li> <li>5. Clear out any wastes in the correct manner</li> </ol> <p>Whilst conducting the above, strategic, well-timed questions should be asked of the learner to assess embedded knowledge gained during the skills programme, as well as critical thinking and problem-solving skills: for e.g.</p> <ul style="list-style-type: none"> <li>• "Why.....?"</li> <li>• "What would happen if ...?"</li> <li>• "When ..... is done, what would the result be?"</li> <li>• "How would you deal with .....?"</li> <li>• Etc.</li> </ul> <p>The marking rubric/compliance checklist used to assess these competencies must include a section for the assessor/facilitator used in this session to make a note of competencies shown, (or not shown), as well as the questions that were asked, and a summary of the learner's answers, and state whether these are of the acceptable standard or not.</p> <p>The marking rubric/compliance checklist compiled should contain specific areas marked with an asterisk (*) as compulsory sections in order for the learner to be declared C (Competent). Compulsory</p>
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		<p>sections are when the safety of the candidate or others would be affected if incorrectly completed.</p> <p><b>Submission of final results</b></p> <p>Final results must be submitted to the QCTO in the required format, within 21 days of the date of the FISA, together with the following:</p> <ul style="list-style-type: none"> <li>• Completed QA Verification Report on the FISA (QCTO template: relevant sections).</li> <li>• A copy of the final Assessment Instrument used, as well as the marking guideline / rubric.</li> </ul>
14.	<b>Recognition of Prior Learning</b>	<ul style="list-style-type: none"> <li>• Learners will gain access to the skills programme through RPL for access as provided for in the QCTO RPL Policy. RPL for access is conducted by accredited education institution, skills development provider or workplace accredited to offer that specific skills programme.</li> <li>• Learners who have acquired competencies in skills programme will be credited for such topics through RPL.</li> <li>• RPL for access to the Final Supervised Assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the skills programme document to establish and confirm prior learning and achievement of required competencies for the skills programme.</li> </ul>
15.	<b>Work Opportunities/further learning</b>	Learners completing the skills programme successfully may choose to advance in the building/construction industry. They may also learn more about the industry and within this occupational field to become successful business owners who employ skilled labour and artisans.
16.	<b>Skills Development Provider Accreditation Requirements</b>	<p><b>Physical Requirements:</b></p> <ul style="list-style-type: none"> <li>• Classroom furniture (chairs and tables, audio equipment and all other relevant equipment conducive to a learning environment)</li> <li>• Handouts and stationery (electronic consumables, pencils/paper)</li> <li>• Bricklaying learning material</li> </ul> <p><i>For Practical:</i></p> <ul style="list-style-type: none"> <li>• Access to building activity environment</li> <li>• Access to categories of tools, equipment and processes in order for learners to conduct preparatory activities, repair and/or alteration work to structures using bricks (face and plaster, including the building of substructures as indicated on the related tool list.</li> </ul> <p><b>Human Resource Requirements:</b></p> <ul style="list-style-type: none"> <li>• Facilitator/learner ratio 1 to 24</li> <li>• Relevant building qualification with minimum of 2 years building experience.</li> </ul> <p><i>For Practical:</i></p>

		<ul style="list-style-type: none"><li>• Trainers should be a qualified Bricklayer artisan with at least 5 years relevant experience working within a construction environment post trade test and a recognised facilitation competency</li><li>• Trainer/learner ratio 1 to 12</li></ul> <p><b>Legal Requirements:</b></p> <ul style="list-style-type: none"><li>• Compliant with Safety, Health, Environmental, Risk and Quality (SHERQ) requirements</li></ul>
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