


SKILLS PROGRAMME DOCUMENT						
Skills Programme Title		<b>Surface Support Installer</b>				
NQF Level	2	Credits	20	Duration in days	25 days	
Skills Programme ID Number		SP-221127				
Skills Programme Status	APPROVED			Start Date	End Date	
				25/11/2022	25/11/2027	
Last date for enrolment		25/11/2028	Last date for achievement		25/11/2031	

## SKILLS PROGRAMME DETAILS

1.	<b>Title</b>	Surface Support Installer
2.	<b>Sub Title</b>	831101 Mining Worker
3.	<b>NQF Level</b>	2
4.	<b>Duration</b>	25 days
5.	<b>Credits</b>	20 Credits
6.	<b>Quality Assuring Body</b>	Quality Council for Trades and Occupations (QCTO)
7.	<b>Skills Programme Rationale</b>	<p>The need for this skills programme is that when entering a mine workplace, support must be installed, if necessary, before other persons may enter; so it is essential that Support Installers are trained in their duties and responsibilities. Mining legislation prescribes that the Support Installers must be qualified, by virtue of their knowledge, training, skills, and experience, before they are appointed. They must be trained, assessed, and found competent, in accordance with recognised training and development programmes.</p> <p>Typical learners will be new entrants to the mining sector or those seeking to be trained in the skills set that this skills programme develops.</p> <p>There is presently no similar skills programme recorded.</p> <p>A typical learning pathway in mining production operations would be to Blasting Assistant or Team Leader at NQF Level 2, Miner at NQF Level 3, and Shift Supervisor at NQF Level 4.</p> <p>The benefits of this skills programme to the mining sector will be to have persons who are trained and declared competent for their specific duties and responsibilities, and to provide introductory, specialised training to enable them to advance their careers. Safe and productive mining operations are fundamental to the sector.</p> <p>The work is done in excavations that do not exist naturally but are created through rock breaking and blasting activities. This unique environment holds many hazards and risks for all personnel. The skills required to for the work require dedicated learning, application, and specialised and technical skills. Mining will remain the backbone of the South African economy for many years to come, and with the advance of technology there will, in the coming decades, be opportunities to return to and access the minerals left behind in the</p>

		<p>older mines. The mining and minerals sector will also be able to access resources that are currently too deep to mine. The development of the occupational competence as set out in this skills programme is essential to maintain and advance mining in the country.</p> <p>This skills programme will benefit society in terms of skills and technical competencies since qualifying learners will improve work standards, health and safety, and effectiveness, and contribute to the growth of the country's economy.</p>	
8.	<b>Related registered qualification/s</b>	SAQA ID 62869 National Certificate Rockbreaking Surface Excavations	
9.	<b>Purpose</b>	<p>The purpose of this skill programme is to prepare a learner to operate as a Surface Support Installer.</p> <p>A Surface Support Installer completes shift procedures, the waiting place procedures, entry examination, making safe procedures; removes temporary support, installs permanent support, and maintains support, as applicable; effectively and safely; applying, exercising, and complying with safety, health, and environmental requirements, in accordance with statutory, regulatory, and organisational procedures, policies, codes of practice, standards and agreements.</p> <p>A qualified learner will be able to:</p> <ul style="list-style-type: none"> <li>• Apply, exercise, and ensure safety, health and environmental measures and procedures</li> <li>• Complete support installer operations</li> </ul>	
10.	<b>Content</b>	<p><b><u>Knowledge component</u></b></p> <ul style="list-style-type: none"> <li>• 900134-000-00-KM-01, Health, safety, and the environment, NQF Level 2, Credits 4</li> <li>• 900134-000-00-KM-02 Mining operations, NQF Level 2, 4 Credits</li> </ul> <p>Total: 8 Credits</p>	<p><b><u>Application component</u></b></p> <ul style="list-style-type: none"> <li>• 900134-000-00-PM-01, Apply, exercise, and ensure safety, health and environmental measures and procedures, NQF Level 2, Credits 4</li> <li>• 900142-000-00-PM-01 Perform surface mine support installer operations, NQF Level 2, 4 Credits 8</li> </ul> <p>Total: 12 Credits</p>

11.	<b>Minimum entry requirements</b>	Open Access
12.	<b>Exit Level Outcomes</b>	<ul style="list-style-type: none"> <li>• Apply, exercise, and ensure safety, health and environmental measures and procedures</li> <li>• Complete support installer operations</li> </ul>
13.	<b>Assessment</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 assessments are 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 and the purpose of the Skills Programme. 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>A Competent Candidate must be able to perform mine support installation operations, interpreting, applying, and exercising policies, procedures, performance parameters, controls, and operating standards.</p> <p>Given a scenario of a surface mining context, the candidate must be able to complete support installation operations effectively and safely in accordance with statutory, regulatory and organizational procedures, policies, codes of practice, standards and agreements.</p> <p>This Practical assessment should be a maximum of 1 hour.</p> <p>Whilst conducting the above practical, 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 sections are</p>
--	--	---

		<p>when the safety of the candidate or others would be affected if incorrectly completed.</p> <p>Learners who complete this skills programme will accumulate credits towards the relevant full or part qualification. The Credit Accumulation and Transfer (CAT) Policy may apply to these learners.</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>Recognitions of Prior Learning (RPL)</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 an accredited institution, skills development provider or workplace accredited to offer that specific skills programme.</li> <li>• Learners who have already acquired competencies of modules of a skills programme will be exempted from modules through RPL. Such learners will be awarded credits towards the skills programme.</li> <li>• Learners who complete this skills programme will accumulate credits towards the relevant full or part qualification. The Credit Accumulation and Transfer (CAT) Policy shall apply to these learners</li> </ul>
15.	<b>Work Opportunities and further learning</b>	<p>This skills programme will enable qualifying learners to access Mining Worker occupations in the Mining and Minerals Sector.</p> <p>A typical learning pathway in mining production operations would be to Blasting Assistant or Team Leader at NQF Level 2, Miner at NQF Level 3, and Shift Supervisor at NQF Level 4.</p>
16.	<b>Skills Development Provider Accreditation Requirements</b>	<p>Physical Requirements:</p> <ul style="list-style-type: none"> <li>• Occupational Safety, Health, and Environmental (OSHE) and operational training facilities, plant equipment and resources</li> <li>• OSHE and operational related consumables</li> </ul>

		<p>Human Resource Requirements:</p> <ul style="list-style-type: none"> <li>• Facilitators/trainers with OHS and operational expertise and experience</li> </ul> <p>Legal Requirements:</p> <ul style="list-style-type: none"> <li>• Facilitators and personnel /trainers conform to all statutory, regulatory, and organisational requirements</li> </ul> <p>Safety Requirements:</p> <ul style="list-style-type: none"> <li>• Facilitators and personnel /trainers conform to all statutory, regulatory, and organisational requirements</li> </ul>
--	--	--