


Learning Material Matrix (Bricklayer's Assistant SP- 191217)

Legal Name of Skills Development Provider(SDP)					
Qualification information:	Qualification / Curriculum Title	SAQA ID	NQF Level	Credits	Curriculum Code
	Bricklayer's Assistant	641201	01	45	SP-191217

The purpose of this skills program is to prepare a learner to operate as a Bricklaying Assistant

Skills Programme Rationale

Learners completing this skills programme will likely feed into the industry as Bricklayer's Assistants which is an accessible industry requiring casual, permanent and project labour supplied in all regions.

There are no similar skills programmes approved and recorded in the OQSF.

The sectors making use of is Construction and the Built Environment.

Typical learners that will make use of the programme are unemployed persons.

The skills program does not relate to requirements of any professional registration membership or licensing.

The purpose of this skills programme is to enable learners to conduct basic bricklaying operations under the supervision of a skilled artisan.

A qualified learner will be able to assist an artisan/skilled builder to:

- use physical quantity estimates and calculations provided
- prepare a construction/building site, interpret building drawings, transfer levels, etc.
- set up and dismantle of building equipment/structures
- lay different types of bricks using mortar to build superstructures and decorative structures according to measurement
- conduct finishing operations provide housekeeping and appropriate waste removal service

The three components (Knowledge, Practical and Workplace) should not be presented in isolation, but should rather be integrated, and any exercises or applied practical should be occupationally directed (work tasks).

Learning Material:	Module CODE:	Manual (Page/s Number):	Learning Guide Page/s Number):	Educational Teaching Aids:
KNOWLEDGE COMPONENT				
<ul style="list-style-type: none"> Industrial Contexts, NQF Level 1, Cr-1 	900016-000-00--KM-01	Pp 3-5	Pp 3-5	
<ul style="list-style-type: none"> Introduction to health and safety in Construction, NQF Level 1, Cr 3 	900016-000-00--KM-02	Pp 7-12	Pp 7-12	
<ul style="list-style-type: none"> Tools, equipment, Materials and workshop Practice. NQF Level 1, Cr 1 	900016-000-00--KM-03	Pp 16- 20	Pp 16-20	
<ul style="list-style-type: none"> Building drawings interpretation, NQF level 1, Cr2 	900016-000-00--KM-04	Pp 26-30	Pp 26- 30	
<ul style="list-style-type: none"> Concrete work, NQF level 1, Cr 4 	900016-000-00--KM-05	Pp 33-38	Pp 33 – 38	
<ul style="list-style-type: none"> Communication Theory level 1, Cr-1 	900016-000-00--KM-06	Pp 40 -42	Pp 40-42	

Theory

Learning Material:	Module CODE	Manual (Page/s Number):	Learning Guide Page/s Number):	Educational Teaching Aids:

Application Component				
<ul style="list-style-type: none"> Conduct preparatory activities for alteration to structures using bricks (face and plater), NQF Level 1, Cr 6 	900016-000-00-PM-01	Pp 46-50	Pp 46-50	
Lay Different types of brick using mortar to build superstructures and decorative structures, NQF Level 2, Cr-15	900016-000-00-PM-02	Pp 53-55	Pp 53-55	
<ul style="list-style-type: none"> Conduct Finishing operation, NQF level 1 Cr-6 	900016-000-00-PM-03	Pp 58-61	Pp 58-61	
<ul style="list-style-type: none"> Conduct housekeeping and waste removal activities, NQF Level 1, Cr-6 	900016-000-00-PM-04	Pp61-64	Pp61-64	
Exit level Out comes and Assessments	Code	Pp68-72	Pp68-70	
<ul style="list-style-type: none"> Read and interpret drawings and transfer levels under supervision Follow instructions provided to use physical quantity estimates and calculations provided to prepare a construction/building site with specific construction/bricklaying 	ELO—1 ELO – 2			

tools, equipment, materials and support structures as required.				
<ul style="list-style-type: none"> • Using mortar, lay different types of bricks to build superstructures, decorative structures and finishing operations under supervision. 	ELO – 3			
<ul style="list-style-type: none"> • Deliver and/or support appropriate housekeeping, dismantling and waste removal services/activities. 	ELO – 4			

Continuous Assessment (FISA)

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.

Continuous assessment is set by the SDP in accordance with the outcomes provided.

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.

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.

Final Integrated Supervised Assessment (FISA)

All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing all formal summative assessments conducted by the SDP.

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.

All FISAs must be supervised, and virtual FISAs must be recorded throughout the assessment.

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.

The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment).

Special considerations should be made for candidates with special learning needs.

Standards for Final Integrated Supervised Assessment (FISA):

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)

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:

Provide candidates with the assessment instrument tools, equipment, consumables and a drawing in order to:

1. Prepare the site before commencing with the laying
2. Identify and remove hazards
3. Build a small superstructure showing a brick wall
4. Conduct any required finishing operations
5. Clear out any wastes in the correct manner

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.

- "Why .?"
- "What would happen if ...?"
- "When .. is done, what would the result be?"
- "How would you deal with ?"
- Etc.

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.

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 when the safety of the candidate or others would be affected if incorrectly completed.

Submission of final results

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:

- Completed QA Verification Report on the FISA (QCTO template: relevant sections).
- A copy of the final Assessment Instrument used, as well as the marking guideline / rubric.