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## GENERAL NOTICES ALGEMENE KENNISGEWINGS

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### NOTICE 1022 OF 2012

National Qualifications Act, 2008 (Act 67 of 2008)

#### CALL FOR COMMENTS ON THE PROPOSED NATIONAL OCCUPATIONAL QUALIFICATIONS FOR REGISTRATION ON THE QUALIFICATIONS SUB FRAMEWORK FOR TRADES AND OCCUPATIONS

I, G Joyce Mashabela - QCTO CEO, hereby publish the *National Occupational Qualification: Compliance Officer, Level 6* and *National Occupational Qualification: Occupational Trainer, Level 4* for public comments in terms of section 27 (h)(iv) of the National Qualifications Framework Act, 2008.

This notice is hereby published for comments. All interested persons and organizations are invited to comment on this notice in writing, and to direct their comments to -The Acting Director: Occupational Qualification Development, Private Bag X 278, Pretoria, 0001, for attention: Mr. Sifiso Mkhonza, email Mkhonza.s@dhet.gov.za. Comments may be hand delivered to the QCTO Offices, 3<sup>rd</sup> Floor, 123 Francis Baard Street, Pretoria, 0002.

Kindly provide the name, address, telephone number, fax number and email address of the person or organisation submitting the comments.

Comments should reach the QCTO within 30 days after the publication of this notice.



G Joyce Mashabela

CHIEF EXECUTIVE OFFICER: QCTO

Date 5 Dec. 2012

Occupational Qualification Document					
Occupational Code	Qualification Title	NQF Level			
242207	National Occupational Qualification: Compliance Officer	6			
Development Quality Partner	Name	E-mail	Phone	Logo	
	Compliance Institute Southern Africa	methven@compliancesa.com	011 642 7974		
Assessment Quality Partner	Name	E-mail	Phone	Logo	
	Compliance Institute Southern Africa	methven@compliancesa.com	011 642 7974		

Qualification Title:	National Occupational Qualification: Compliance Officer
Originator:	Compliance Institute Southern Africa
Quality Assuring Body:	Quality Council for Trades and Occupations
Qualification Type:	National Occupational Qualification
Field:	xxx
Subfield:	xxx
Sub Framework:	Qualification Sub Framework for Trades and Occupations
Occupational Code:	242207
Assessment Quality Partner:	Compliance Institute Southern Africa
Level:	6
Credits:	240

**Registered qualifications and or learning programmes to be replaced:**

This qualification does not replace any other qualification

**Recorded trades to be replaced:**

This qualification does not replace any recorded trade

**RATIONALE**

There is increasing pressure on organisations, both public and private, to ensure that their business activities comply with statutes, regulations and standards, both local and international. In addition, the regulatory environment has become more and more complex. As a result, organisations have chosen to implement consolidated and harmonised approaches to achieve compliance without overlaps, duplication or wasted resources. The responsibility for compliance lies with top management and to achieve this organisations are increasingly seeking the services of compliance practitioners to advise, support, monitor and control risk-based compliance frameworks. This qualification provides learners with the necessary knowledge, skills and workplace experience to fulfil this role.

The Compliance Institute Southern Africa is the professional body for compliance officers. It has taken responsibility for the development and assessment of this qualification. These measures form part of a package of measures to encourage and promote compliance within the regulatory environment and to promote the professional status, image and credibility of its members.

The profile of learners who can access this qualification is quite varied. It includes learners who are:

- School leavers, who are drawn into compliance practice
- Universities graduates, typically with accounting or legal qualifications
- Accounting or legal professionals
- Practitioners currently operating in the compliance field

Once qualified, learners would be employed in a variety of compliance functions within large organisations. Alternatively, learners could set up their own independent practices to provide outsourced compliance services to smaller businesses.

One of the core functions of the Compliance Institute Southern Africa is the establishment and maintenance of the Generally Accepted Compliance Practice (GACP) framework. The GACP is benchmarked internationally and its application forms the core of this qualification. This means that organisations making use of the services of qualified practitioners can be assured that such practitioners are aware of and can apply the highest standards in regulatory risk-based compliance. This, naturally, also means that customers, including the general public, can be assured that the organisations they deal with work within the letter and spirit of the regulatory universe.

## **PURPOSE**

The purpose of this qualification is to prepare a learner to:

Provide compliance services to assist management to discharge their responsibilities to comply with applicable regulatory requirements.

A qualified learner will be able to:

- Design and implement compliance risk management frameworks (NQF level 6)
- Define, assess, maintain and advise on the regulatory universe (NQF level 6)
- Develop, facilitate compilation of and review compliance risk management plans (NQF level 6)
- Conduct compliance monitoring (NQF level 6)
- Compile and submit internal and external compliance reports (NQF level 6)
- Interact with industry regulators, supervisors and stakeholders (NQF level 6)

## **RULES OF COMBINATION**

This qualification is made up of the following compulsory Knowledge and Practical Skill Standards:

Knowledge Standards:

- 242207000-KM-01: Enterprise Risk Management (Compliance Officer)  
NQF level 6 (6 Credits)

- 242207000-KM-02: Compliance Principles  
NQF level 6 (12 credits)
- 242207000-KM-03: Compliance Practice  
NQF level 6 (30 credits)
- 242207000-KM-04: Change management (Compliance Officer)  
NQF level 6 (6 credits)
- 242207000-KM-05: Project Management (Compliance Officer)  
NQF level 6 (3 credits)
- 242207000-KM-06: Generic Management Principles (Compliance Officer)  
NQF level 6 (3 credits)

Total number of credits for Knowledge Standards: 60

Practical Skill Standards:

- 242207000-PM-01 Design and implement Compliance Risk Management Frameworks  
NQF Level 6 (9 credits)
- 242207000-PM-01 Define, maintain and advise on the regulatory universe  
NQF level 6 (12 credits)
- 242207000-PM-01 Develop, facilitate compilation of and review compliance risk management plans  
NQF level 6 (12 credits)
- 242207000-PM-01 Conduct compliance monitoring  
NQF level 6 (12 credits)
- 242207000-PM-01 Compile and submit internal and external compliance reports  
NQF level 6 (12 credits)
- 242207000-PM-01 Interact with industry regulators, supervisors and stakeholders  
NQF level 6 (3 credits)

Total number of credits for Practical Skill Standards: 60

This qualification also requires the following compulsory Work Experience Standards:

- 242207000-WM-01 Compliance risk management design and implementation processes  
NQF level 6 (18 credits)
- 242207000-WM-02 Regulatory universe definition and maintenance processes  
NQF level 6 (24 credits)
- 242207000-WM-03 Compliance Risk Management Plan development processes  
NQF level 6 (24 credits)
- 242207000-WM-04 Compliance monitoring processes Level 6, 24 credits  
242207000-WM-01 Compliance risk management design and implementation processes  
NQF level 6 (24 credits)
- 242207000-WM-05 Compliance reporting processes  
NQF level 6 (24 credits)
- 242207000-WM-06 Industry regulator, supervisor and stakeholder interactions  
NQF level 6 (6 credits)

Total number of credits for Work Experience Standards: 120

**PART QUALIFICATIONS**

This qualification does not have any associated part qualifications

**ENTRY REQUIREMENTS**

- An NQF level 4 qualification and relevant experience of the compliance function

**EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA*****Exit Level Outcome 1***

The ability to design and implement compliance risk management frameworks

***Associated Assessment Criteria***

- Compliance risk management frameworks are designed, developed, implemented and maintained in accordance with the Generally Accepted Compliance Practice framework
- Advice is provided to management in respect of the compliance policies and procedures which address compliance related complaints
- A communication strategy and process is developed and implemented in order to keep compliance stakeholders informed of the design, implementation and maintenance of the compliance framework
- Compliance stakeholders are engaged to promote alignment of compliance and business objectives
- Sound working relationships are maintained with compliance stakeholders
- Compliance related advice is provided to management, staff and other compliance stakeholders

***Exit Level Outcome 2***

The ability to define, maintain and advise on the regulatory universe

***Associated Assessment Criteria***

- Regulatory requirements, including existing, changed or new requirements are researched and those which are applicable to the business are identified and explained in plain language to management, staff and other compliance stakeholders
- Compliance issues and concerns are identified and compliance related advice is provided to management
- An organisation's products and services are described to facilitate business relevant compliance solutions

***Exit Level Outcome 3***

The ability to develop, facilitate compilation of, and review compliance risk management plans

***Associated Assessment Criteria***

- Compliance risks related to regulatory requirements are identified, assessed and control measure are outlined
- Compliance plans are designed and developed in risk management format
- Regulatory requirements are analysed and the implications of non-compliance are assessed using appropriate risk assessment methodologies
- Compliance risk management plans are presented and communicated to management staff and relevant stakeholders in order to cultivate buy-in and to bring about changes in the control environment where necessary.

***Exit Level Outcome 4***

The ability to conduct compliance monitoring

***Associated Assessment Criteria***

- A compliance monitoring plan is developed in terms of organisational planning standards
- Compliance monitoring is undertaken and working papers are prepared to assist management and the board of directors to understand whether business is conducted in compliance with relevant regulatory requirements
- Compliance monitoring findings are analysed and evaluated in order to support valid monitoring conclusions and recommendations
- Compliance monitoring reports are produced in accordance with Generally Accepted Compliance Practice
- Compliance monitoring outputs are followed-up or tracked to assist management and the Integrated Assessment

***Exit Level Outcome 5***

The ability to compile and submit compliance reports

***Associated Assessment Criteria***

- Governance structures relating to compliance reporting are identified and analysed
- Independence and objectivity is demonstrated
- A compliance reporting process is implemented and internal reporting methodologies are applied in accordance with organisational reporting requirements
- Responsibilities for the submission of compliance reporting are allocated to compliance stakeholders in order to establish an effective compliance reporting framework
- Information is obtained effectively, efficiently and ethically from compliance stakeholders and managed for the purpose of compliance reporting
- Records relating to compliance reporting are kept to serve as an effective audit trail relating to compliance reporting

***Exit Level Outcome 6***

The ability to interact with industry regulators and supervisors and stakeholders

***Associated Assessment Criteria***

- Compliance responsibility of compliance role-players in respect of regulators, supervisors and stakeholders is interpreted in a regulatory context and recorded
- Written and verbal communication is undertaken with regulators or supervisors and compliance stakeholders in support of a sound working relationship with regulators or supervisors and to discharge responsibilities in terms of regulatory requirements
- Relationship with regulators or supervisors is managed in order to promote a sound working relationship between regulators or supervisors and the organisation
- Reports are submitted to regulators or supervisors in accordance with governance requirements
- Where there are revised or new regulatory proposals, a process is developed and implemented to evaluate the impact of such changes and to engage with and influence industry regulators, supervisors and stakeholders, where required

#### ***Additional External Assessment Requirements***

There are no additional external assessment requirements.

#### **INTERNATIONAL COMPARABILITY**

Until recently compliance officers did not have to hold specific qualifications. However, as the regulatory requirements and controls have become more onerous and legislation has started to specify that companies are required to employ compliance officers, so the need for formal qualifications is growing world-wide.

The design of the Compliance Officer qualification takes into account the specifications contained in the Generally Accepted Compliance Practice framework, which is aligned with international leading practice, specifically in respect of the Australian compliance standard AS3806 and the Bank for International Settlement's publication on Compliance and the Compliance Function in Banks, 2005:

The GACP is made up of:

- Compliance principles
- Compliance standards
- Compliance guidelines.

Research relating to qualifications that are offered in other countries is set out below. The countries chosen for research are:

- Australia: Chosen in view of the progress made in establishing an effective compliance professionalism framework;
- United Kingdom: Chosen in view of the level of maturity of the regulatory or supervisory framework; and
- USA: Chosen in view of the level of maturity of the regulatory or supervisory framework.

No compliance qualifications are offered in other SADC countries.



The Australasian Compliance Institute (ACI) has implemented an accreditation framework that recognises three levels of accreditation:

- Associate: For relatively new professionals;
- Certified Compliance Professional (CCP): For the majority of experienced professionals who will be managing compliance programmes for industry and government;
- CCP Fellow: For exceptionally dedicated and competent professionals who have also contributed to the profession for the benefit of their colleagues and the general community.

The Certified Compliance Professional broadly equates to Compliance Professional. To gain this accreditation candidates need a minimum of 5 year's compliance experience of which at least 2 years must have been in a senior role, and successful completion of either a five and a half day residential course, or a 22 week distance course.

In the United Kingdom various qualifications are offered. Some are industry specific. The qualification that however, comes closest to the South African one is a Diploma in Compliance offered by the International Compliance Association (ICA) in association with the University of Manchester's Business School. This qualification is broadly equivalent to the Compliance Professional level. It contains the following core modules and an examination over a 9- to 12-month period:

- Understanding the Regulatory Environment
- Regulatory Structure
- The Role of the Compliance Officer
- Risk Management
- Designing an Internal Compliance System
- Dealing with Regulatory Issues and Enforcement
- Compliance with Prudential Regulation
- Corporate Governance, Creating a Compliance Culture and the Benefits of Compliance
- Managing the Risk of Money Laundering and Terrorist Financing
- Market Abuse, Insider Dealing and Fraud Prevention

It focuses primarily on the financial service industry and is endorsed by the British Bankers' Association and mapped to the Financial Services Skills Council Standards of Competency for Compliance. A variant of this qualification is also offered to international compliance officers.

Entry requirements are:

- Sound educational background, e.g. degree or professional qualification in an appropriate discipline or;
- Having completed the Foundation Certificate in Compliance Practice or;
- Three years' relevant work experience.

Compliance qualifications in the USA are offered by various institutions or organisations. For example, Compliance LLC offers instructor-led and distance training as well as on-line examinations for a Certified Risk and Compliance Management Professional (CRCMP). This certification is weighted towards financial institutions and covers five parts:

Part A: Compliance with laws and regulations, and risk management

Part B: The frameworks

Part C: Sarbanes Oxley (US-specific legislation)

Part D: Basel II / Basel III (specific to the Banking industry)

Part E: Designing and implementing a risk and compliance programme.

The South African qualification broadly covers the same content as these international programmes without giving weight to legislation specific to a particular industry. The South African qualification focuses on the implementation of a generic framework and practices which underpin compliance functions in any organisation operating in a range of different particular industries.

The South Africa qualification is broadly comparable to the selected international offerings without focusing on industry specifics.

### **INTEGRATED ASSESSMENT**

An external integrated summative assessment, conducted through the relevant QCTO Assessment Quality partner is required for the issuing of this qualification. The external integrated summative assessment will focus on the exit level outcomes and associated assessment criteria.

The external assessment will be conducted through a combination of a written assessment and the evaluation of an assignment completed during the work experience component. The written examination will be concluded at an approved assessment site and marked by registered assessors. The assignment will be evaluated by a panel comprising a member of the professional body and the employer at the employer's premises.

### **RECOGNITION OF PRIOR LEARNING**

RPL for access to the integrated assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and conform prior learning. Prior learning must be acknowledged by a statement of results.

RPL for entry requirements to access the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

### **ARTICULATION AND LEARNING PATHWAYS**

There are no occupational or discipline specific feeder qualifications. There are no higher level qualifications.

This is the underlying qualification required for a professional development pathway. Learners who obtain this qualification are eligible to become registered Compliance Practitioners. After obtaining more experience in the field and meeting additional professional development requirements they become eligible to write the Board Exam for Compliance Professionals.

Compliance Practitioners may articulate horizontally or diagonally to the related fields of Risk Management, Internal Audit or other specific assurance functions such as occupational health and safety.

#### **CRITERIA FOR THE ACCREDITATION OF PROVIDERS**

Accreditation of providers will be done against the criteria as reflected in the relevant curriculum on the QCTO website.

The curriculum title and code is: Compliance Officer: 242207000

#### **NOTES**

In order to qualify for an external assessment, learners must provide proof of completion of all required modules by means of statements of results and work experience.

Occupational Qualification Document				
Occupational Code	Qualification Title		NQF Level	
242402	National Occupational Qualification: Occupational Trainer		4	
Development Quality Partner	Name	E-mail	Phone	Logo
	merSETA	SMgidi@merseta.org.za	(010)219 3000	
Assessment Quality Partner	Name	E-mail	Phone	Logo
	SABPP	marius@sabpp.co.za	(011)482 8595	

Qualification Title:	National Occupational Qualification: Occupational Trainer
Originator:	merSETA
Quality Assuring Body:	Quality Council for Trades and Occupations
Qualification Type:	National Occupational Qualification
Field:	
Subfield:	
Sub Framework:	Qualification Sub Framework for Trades and Occupations
Occupational Code:	242402
Assessment Quality Partner:	South African Board for People Practices
NQF Level:	4
Credits:	124

Registered qualifications and or learning programmes to be replaced:

This qualification does not replace any other qualification.

Recorded trades to be replaced:

This qualification does not replace any recorded trade.

### **RATIONALE**

There has long been an expressed need for a training qualification suitable for occupational and technical training at NQF level 4.

Pilot Occupational Qualification Development projects were initiated by the DoL/QCTO and supported by the GTZ in preparation for the new Skills Development landscape that would be introduced by the Quality Council for Trades and Occupations and the Occupational Qualifications Framework. The development of the capacity of Occupational Trainers through this qualification to deliver quality learning was recognised as a national priority by the DoL at the initiation of the QCTO and the OQF.

The typical Occupational Trainer is a qualified technical or occupational expert who is equipped with the ability to deliver training in their specific field of expertise. The main aims of the training programmes linked to this qualification are to:

- Build and maintain the quality of provision of workplace training, given the important role it has to play more broadly within occupational training.
- In doing so raise the status of those who facilitate learning in an industry or trade context.
- Begin a process for the on-going professional development of occupational education and training practitioners.

Society and the economy will benefit through the added training opportunities that are now available for occupational subject matter experts at NQF levels 3 and 4.

### **PURPOSE**

The purpose of this qualification is to prepare a learner to:

Plan, prepare for, coordinate, implement and evaluate learning programmes to achieve occupational trainee competence.

A qualified learner will be able to:

1. Establish the profile, special needs and barriers to learning of learners within the specified requirements of the training programme (NQF Level 4)
2. Prepare, adapt and align learning materials and resources for a training intervention in the workplace (NQF Level 4)
3. Deliver training, evaluate and report on a learning intervention in the workplace (NQF Level 4)
4. Gather evidence and make assessment decisions using given assessment tools (NQF Level 4)

### **RULES OF COMBINATION**

This curriculum is made up of the following compulsory Knowledge and Practical Skill Modules:

Knowledge Modules:

- 242402000-KM-01, Introduction to occupational training, NQF level 4, 4
- 242402000-KM-02, Learning theories, concepts and principles, NQF level 4, 12
- 242402000-KM-03, Training needs concepts, NQF level 4, 4
- 242402000-KM-04, Training methods, techniques and resources, NQF level 4, 10
- 242402000-KM-05, Training delivery, NQF level 4, 10
- 242402000-KM-06, Evaluation of competence, NQF level 4, 8

Total number of credits for Knowledge Modules: 48

Practical Skill Modules:

- 242402000-PM-01, Align learning intervention to the needs of participating learners, NQF level 4, 8
- 242402000-PM-02, Evaluate available learning resources and aids, and adapt for specified training scenarios, NQF level 4, 8
- 242402000-PM-03, Plan, conduct, evaluate and report on learning interventions, NQF level 4, 12
- 242402000-PM-04, Use given assessment instruments to conduct and record competence evaluations, NQF level 4, 8

Total number of credits for Practical Skill Modules: 36

This qualification also requires the following compulsory Work Experience Modules:

Context 1: Occupational Trainer training learners in own area of expertise.

- 242402000-WM-01, Learner training needs establishment processes, NQF level 4, 8
- 242402000-WM-02, Pre-programme delivery planning and scheduling processes, NQF level 4, 8
- 242402000-WM-03, Workplace learning intervention delivery, evaluation and reporting processes, NQF level 4, 12

- 242402000-WM-04, Learner competence evaluation and workplace evaluation administration processes, NQF level 4, 12

Total number of credits for Work Experience Modules: 40

### **PART QUALIFICATIONS**

This qualification does not have any associated part qualifications.

### **ENTRY REQUIREMENTS**

A person at NQF level 3 or 4 with a Qualification or Trade in the actual field or occupational expertise who will act as a trainer of persons in the same field.

### **EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA**

#### ***Exit Level Outcome 1***

The ability to establish the profile, special needs and barriers to learning of learners within the specified requirements of the training programme

#### *Associated Assessment Criteria*

1. A training needs evaluation tool is selected and adapted for the specific purpose.
2. Learner profile, special needs and barriers to learning are established by using accepted methods.
3. Required adjustments to learning intervention are made to accommodate learner needs.

#### ***Exit Level Outcome 2***

The ability to prepare, adapt and align learning materials and resources for a training intervention in the workplace

#### *Associated Assessment Criteria*

1. Appropriate learning resources and learning aids are selected.
2. Learning resources are adapted to meet the needs of learners and workplace context.
3. Appropriate planning, sequencing and scheduling are done in terms of workplace and learner priorities

#### ***Exit Level Outcome 3***

The ability to deliver training, evaluate and report on a learning intervention in the workplace.

#### *Associated Assessment Criteria*

1. Appropriate learning/ training methodologies for the context are selected and applied.
2. Relevant interpersonal skills are displayed.
3. Appropriate facilitation techniques are used.

4. The quality and effectiveness of own training is reviewed and reported.
5. Documentation and administrative requirements are met.

#### ***Exit Level Outcome 4***

The ability to gather evidence and make assessment decisions using given assessment tools

#### ***Associated Assessment Criteria***

1. Competence evaluation activities are planned and scheduled.
2. Competence evaluations are conducted in own area of expertise.
3. Assessment/evaluation administration is performed.
4. Appropriate feedback is given to learners.

#### ***Additional External Assessment Requirements***

There are no additional external assessment criteria.

### **INTERNATIONAL COMPARABILITY**

Certification systems for vocational qualifications are not static structures but reflect the complex history of the development of technical vocational education and training (TVET) in each country. They also respond to current economic and technological needs and trends.

While it appears possible to make generalised comparisons on occupational qualifications in several countries or progression routes to qualified occupational trainer status, it is quite a different matter to base the comparison on what is being taught, how the teaching is taking place and how the students are being assessed. Largely, this difficulty is driven by disparities in the transformation taking place in the advanced industrial countries and its consequences on employment and work patterns, technology and production processes, and subsequently training needs.

Nonetheless, it is quite apparent that pioneer nations such as Germany and Australia amongst others, have developed teacher training systems that have become widely accepted benchmarks. On the other hand it is quite erroneous – but possible – to compare these systems to the hereby proposed Occupational Trainer curriculum; mainly because the function of the occupational trainer often does not have any equivalent in qualification regulatory framework of these countries. It is normally a function carried out by a qualified and extensively experienced employee on a voluntary basis or as appointed by the employer. Often, national frameworks only refer to guidelines that govern workplace trainer educational requirements and follow the conventional adult educator routes and not a specialised curriculum in workplace-based and technical education.

When researching the occupational trainer pathway and role, international frameworks point to courses with similar outcomes as the occupational trainer qualification but not necessarily same target group. Furthermore, due to the common distinctions drawn between Initial Vocational Education and Training (IVET), and Continuing Vocational Education and Training (CVET) in dual-systems prevalent in most nations, no generalised training frameworks and qualifications exist for occupational trainers. IVET – as institutionally based practical workplace preparation system – as opposed to CVET, which is work based, has a more pronounced teacher qualification framework and is the ambit of professional teacher training institutions. On the contrary, occupational trainers fall in the CVET category which



has a less regulated framework which feeds off the general teacher-training requirements outlined for IVET practitioners. It is against this backdrop that, an international comparison of occupational trainer qualification has to be placed within the general educator-facilitator scope.

It is quite clear that for a long time no formal occupational trainer qualification has existed besides the recent case of the *Berufspädagoge*; developed in Germany and piloted within Europe as part of the European Qualifications Framework. The certificate follows the generic trainer aptitude which anyone interested in training and education can access as certified by the AEVO. The Workplace Tutor certificate – varying in equivalence based on national contexts – is focused on equipping in-house training staff with skills required to accompany trainees and colleagues successfully in their learning processes. It therefore goes without saying that South Africa is amongst pioneers in the formal occupational trainer qualification environment, with this proposed curriculum.

In the strict sense, this Occupation Trainer curriculum could be seen as aligned to the German/European qualification whilst also comparable to the general VET trainer curriculum elsewhere. It is against this backdrop and the availability of detailed records that the German Workplace Tutor certificate and the Australian Certificate IV in Training and Assessment were chosen for comparison. The Australian Certificate IV Training and Assessment is a generic qualification geared at entry level practitioners in training, training management, facilitation and assessment within the Training and Further Education system in Australia; particularly focused on VET.

#### ***Detailed comparison***

##### **Entry requirements:**

- SA: NQF level 3 or 4 with subject matter expertise
- Germany: Vocational training and 5 years' experience OR Academic certificate and 2years' experience
- Australia: None

##### **Duration:**

- SA: 32 weeks, including the work experience components
- Germany: 20 weeks (80 credits)
- Australia: 26.5 credits

##### **Material covered in formal learning**

- SA: Similar –more detail in some areas
- GEAPS: Similar
- Australia: Similar

#### ***Conclusion***

The scope and content of the South African qualification for an Occupational Trainer compares well with international benchmarks. The structure of the qualification is specific to the South African context and the requirements of the Quality Council for Trades and Occupations.

### **INTEGRATED ASSESSMENT**

An external integrated summative assessment, conducted through the relevant QCTO Assessment Quality partner is required for the issuing of this qualification. The external integrated summative assessment will focus on the exit level outcomes and associated assessment criteria.

The external assessment will be conducted through a panel assessment based on a 15 minute presentation, a knowledge questionnaire and a portfolio of evidence.

The assessment will be conducted by an assessment panel that will be appointed for a fixed period by the SABPP, according to a specified composition. The panel will act within their stated terms of reference in accordance with SABPP policies and procedures, in compliance with a signed Code of Conduct. The panels will assess candidates in approved assessment sites as determined by the SABPP.

### **RECOGNITION OF PRIOR LEARNING**

RPL for access to the integrated assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and conform prior learning. Prior learning must be acknowledged by a statement of results.

RPL for entry requirements to access the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

### **ARTICULATION AND LEARNING PATHWAYS**

This Occupational Curriculum aims to address a generic core that is relevant to a range of industries and that will promote progression and transferability of learning within the human resources and training sector.

The learner will be able to progress to higher level occupational qualifications such as the QCTO qualifications for Assessment Practitioner and Training and Development Professional that are still under development.

As the Occupational Trainer is a technical or occupational expert, horizontal mobility can be achieved by reverting back to original occupation.

### **CRITERIA FOR THE ACCREDITATION OF PROVIDERS**

Accreditation of providers will be done against the criteria as reflected in the relevant curriculum on the QCTO website.

The curriculum title and code are: National Occupational Qualification: Occupational Trainer, Curriculum Code 242402000

### **NOTES**

In order to qualify for an external assessment, learners must provide proof of completion of all required modules by means of statements of results and work experience.

Foundational learning competence is a pre-requisite for the awarding this qualification.