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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED QUALIFICATION:**

**Occupational Certificate: Occupational Trainer**

SAQA QUAL ID	QUALIFICATION TITLE			
97154	Occupational Certificate: Occupational Trainer			
ORIGINATOR				
Development Quality Partner - MERSETA				
QUALITY ASSURING BODY			NQF SUB-FRAMEWORK	
-			OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD	SUBFIELD		
Occupational Certificate	Field 06 - Manufacturing, Engineering and Technology	Manufacturing and Assembly		
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	124	Not Applicable	NQF Level 04	Regular-ELOAC
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Registered		SAQA 02108/15	2015-07-30	2018-07-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-07-30		2022-07-30		

*In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.*

This qualification does not replace any other qualification and is not replaced by any other qualification.

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

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:

- Establish the profile, special needs and barriers to learning of learners within the specified requirements of the training programme.
- Prepare, adapt and align learning materials and resources for a training intervention in the workplace.

- Deliver training, evaluate and report on a learning intervention in the workplace.
- Gather evidence and make assessment decisions using given assessment tools.

Rationale:

There has long been an expressed need for a training qualification suitable for workplace trainers across all industries, enterprises and training organisations at NQF Level 4 competencies.

The Occupational Trainer is a qualified technical or occupational expert who is equipped with the ability to deliver training in their specific field of expertise. This NQF Level 4 qualification is aimed at potential or existing trainers who are responsible for delivering occupational learning programmes to trainees in the workplace. The occupational trainer must have current knowledge of the industry, the workplace and job/role of the person being trained and assessed.

The development of the capacity of Occupational Trainers through this qualification to deliver quality learning was recognised as a national priority by the Department of Labour at the initiation of the Quality Council of Trades and Occupations (QCTO) and the Occupations Qualifications Sub Framework (OQSF). It is also listed on the National Scarce Skills list: Top 100 occupations in demand. The main aim of this qualification is to:

- Build and maintain the quality of provision of workplace training, given the important role it has to play more broadly within occupational training.
- 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 4.

### **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

Recognition of Prior Learning (RPL):

RPL for access to the external integrated summative assessment:

Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.

RPL for access to the qualification:

Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

Entry Requirements:

NQF Level 4, with technical or occupational expertise who will act as a trainer of persons in the same field of expertise.

### **RECOGNISE PREVIOUS LEARNING?**

Y

### **QUALIFICATION RULES**

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

Knowledge Modules:

- Introduction to Occupational Training, NQF Level 4, 4 Credits.
- Learning theories, concepts and principles, NQF Level 4, 12 Credits.
- Training needs concepts, NQF Level 4, 4 Credits.
- Training methods, techniques and resources, NQF Level 4, 10 Credits.
- Training delivery, NQF Level 4, 10 Credits.
- Evaluation of competence, NQF Level 4, 8 Credits.

Total: 48 Credits.

Practical Skill Modules:

- Align learning intervention to the needs of participating learners, NQF Level 4, 8 Credits.
- Evaluate available learning resources and aids, and adapt for specified training scenarios, NQF Level 4, 8 Credits.

- Plan, conduct, evaluate and report on learning interventions, NQF Level 4, 12 Credits.
- Use given assessment instruments to conduct and record competence evaluations, NQF Level 4, 8 Credits.

Total: 36 Credits.

This qualification also requires the following compulsory Work Experience Modules:

- Learner training needs establishment processes, NQF Level 4, 8 Credits.
- Pre-programme delivery planning and scheduling processes, NQF Level 4, 8 Credits.
- Workplace learning intervention delivery, evaluation and reporting processes, NQF Level 4, 12 Credits.
- Learner competence evaluation and workplace evaluation administration processes, NQF Level 4, 12 Credits.

Total: 40 Credits.

### **EXIT LEVEL OUTCOMES**

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

### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

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

Associated Assessment Criteria for Exit Level Outcome 2:

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

Associated Assessment Criteria for Exit Level Outcome 3:

- Appropriate learning/ training methodologies for the context are selected and applied.
- Relevant interpersonal skills are displayed.
- Appropriate facilitation techniques are used.
- The quality and effectiveness of own training is reviewed and reported.
- Documentation and administrative requirements are met.

Associated Assessment Criteria for Exit Level Outcome 4:

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

Integrated Assessment:

External integrated summative assessment:

The 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 theoretical assessment by an assessor registered by the AQP at approved assessment centres.

Integrated formative assessment:

The skills development provider will use the curriculum to guide them on the stipulated internal assessment criteria and weighting. This formative assessment leads to entrance into the integrated external summative assessment.

### **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.

Germany:

The Berufspädagoge (Occupational trainer); has been developed recently 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

Detailed comparison:

Entry requirements:

- SA, NQF Level 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:

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. It therefore goes without saying that South Africa is amongst pioneers in the formal occupational trainer qualification environment, with this proposed curriculum. The structure of the qualification is specific to the South African context and the requirements of the Quality Council for Trades and Occupations.

#### **ARTICULATION OPTIONS**

This is an occupational/ technical related qualification and is applicable to the OQSF. This qualification is part of a suite of qualifications within the OQSF and will in future articulate to the following qualifications, currently under development:

- Assessment Practitioner.
- Learning and Development Practitioner.

It also articulates horizontally to the following:

- FETC: Occupationally Directed Education, Training and Development Practices, NQF Level 4.

Vertically it articulates with the following:

- National Certificate: Occupationally Directed Education, Training and Development Practices, NQF Level 5.

#### **MODERATION OPTIONS**

N/A

#### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

N/A

#### **NOTES**

N/A

#### **UNIT STANDARDS:**

**This qualification is not based on Unit Standards.**

#### **LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:**

**NONE**

#### **PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:**

*This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Quality Assuring Bodies have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Quality Assuring Body should be notified if a record appears to be missing from here.*

**NONE**

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