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QCTO OCCUPATIONAL SKILLS PROGRAMME DOCUMENT

IN LINE WITH OQSF POLICY (2021) OCCUPATIONAL QUALIFICATION TYPE (NOMENCLATURE)

QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME	SKILLS PROGRAMME ID	TITLE (DESCRIPTOR)	NQF LEVEL	CREDITS
Skills Programme	SP-240207	Small Domestic Appliance Repairer	3	45

REGISTRATION START DATE	REGISTRATION END DATE	LAST DATE FOR ENROLMENT	LAST DATE FOR ACHIEVEMENT	
29 February 2024	29 February 2029	29 February 2030	29 February 2033	

CURRICULUM CODE	900332-000-00-00			
PARTNER DETAILS	ORGANISATION NAME	WEBSITE ADDRESS	TELEPHONE NUMBER	LOGO
QUALITY PARTNER - DEVELOPMENT	Energy and Water SETA	https://ewseta.org.za	+27 11 274-4700	
QUALITY PARTNER – ASSESSMENT	N/A	N/A	N/A	N/A

DESIGNATION	NAME AND SURNAME	SIGNATURE	DATE

SUBJECT MATTER EXPERT (SME)	Schalk WB Walters	SWB Walters	27 November 2023
QUALITY PARTNER REPRESENTATIVE	Lesha Singh	L Singh	04 December 2023

Contents

1. QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME DETAILS

Add additional space/table lines as is required

1.1 Sub-Framework: Occupational Qualifications Sub-Framework

- Occupational Qualifications Sub-Framework

1.2 Type (Nomenclature):

1.2.1 Specify if this is a Qualification/Part-Qualification/Skills Programme

NB: Credit value of more than 120 and above is a Qualification.
Credit value of less than 120 credits is a Part-Qualification
Skills Programme 8 – 60 credits

- Skills Programme

1.2.2 Type: (Nomenclature) e.g. Advanced Occupational Certificate)

NB: For Part-Qualification use Occupational Certificate as Qualification Nomenclature
Skills Programmes use Skills Programme, as nomenclature.

- Skills Programme

1.3 Title Descriptor:

State the Occupation, Specialisation, context or Skills Programme context

- Small Domestic Appliance Repairer

1.4 NQF Level:

- 3

1.5 Credits:

- 45

1.6. Organising Field and Sub-field:

NB: Not Applicable to Skills Programmes

1.6.1 Organising Field:

- Not applicable

1.6.2 Organising Sub-Field:

- Not applicable

1.7 QCTO Curriculum Code:

- 900332-000-00-00

1.8 Originator/Quality Partner (QP) – Development/Assessment

1.8.1 Quality Partner (Qualifications Development):

- Energy and Water SETA

1.8.2 Quality Partner (Assessment):

NB: Not Applicable to Skills Programmes

- Not applicable

1.9 Replacement

For the Replacement of Registered Occupational/Historical Qualifications/Unit Standards (US) and/or Learning Programmes (LP)/ QCTO/SETA Approved Skills Programmes, list details below:

- This qualification does not replace any other qualification, and no other qualification replaces it.

If there are no qualifications or learning programmes that must be replaced, then state that this qualification does not replace any other qualification, and no other qualification replaces it.

2. RATIONALE

2.1 The need for the Qualification, Part-Qualifications/Skills Programmes

The Domestic Appliance Repair has been identified by industry as a potent sector for job creation, professional development of rural-based artisanal entrepreneurs, and the establishment of a talent pool for young individuals to either enter these enterprises or start their own. Collaborating with the South African Domestic Appliance organisation, the National Business Institute has initiated a project aimed at significantly expanding the small domestic appliance presence in South Africa. This initiative necessitates focused training through skills programs to lay the groundwork for developing a trade qualification and training future artisans.

The National Business Institute has collaborations with private sector partners to stimulate demand for these skills through the Enterprise and Supplier Development, as well as Socio-Economic Development strategies.

2.2 Similar Qualification(s), Part-Qualifications/Skills Programmes

List similar Qualification(s), Part-Qualifications/Skills Programmes, already NQF registered/ QCTO approved:

- None

2.3 Benefit to the sector, society and the economy:

This skills programme will empower the industry to deploy skilled service staff with confidence, ensuring the maintenance of their respective products and services. As a result, society can develop trust in the sector and the products and services available in the market, contributing to a more robust economy.

2.4 Typical learners:

The Skills Programme targets both newcomers and currently employed individuals, upon successfully completing Grade 10 or the National Certificate: Vocational: Engineering and Related Design NQF Level 2.

2.5 Relation to Occupation(s) and/or Profession(s)

2.5.1 Occupation(s) related:

2.5.1.1 Collaboration with relevant stakeholders:

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- Relevant stakeholders within the domestic appliance repair environment were consulted during development of this skills programme.

  2.5.1.2 List typical occupations in which the qualifying learner will operate (if relevant)

- Small Domestic Appliances Repairer
- Small Domestic Appliances Technical Advisor
- Small Domestic Appliances Spare Parts Salesperson

2.5.2 Profession(s) related:

2.5.2.1 Collaboration with relevant stakeholders:

- Not applicable

2.5.2.2 List typical professions in which the qualifying learner will operate (if relevant)

- Not applicable

3. PURPOSE

3.1 Benefit the learners:

Learners qualifying with this skills programme may become a Small Domestic Appliances Repairer, a Small Domestic Appliances Technical Advisor, a Small Domestic Appliances Spare Parts Salesperson or advance to train as a Domestic Appliance Mechanician.

3.2 What the qualification or part-qualification intends to achieve:

i.e. what the qualifying learner will know, do and understand after achievement;

The purpose of this skills programme is to prepare a learner to function as a Small Domestic Appliance Repairer.

A Small Domestic Appliance Repairer, repairs appliances such as but not limited to Kettles, Irons, Food Processors, Mixers, Hand Mixers, Toasters, Hair Dryers, Ironing Machines, Tabletop Stoves, Air Fryers, Slow Cookers, Induction plate, Induction Milk Frother, Juicers, Blenders, Pressure Cookers, Bread Machines, Coffee Machines, Electric Heaters, Electric Fans, Vacuum Cleaners, and Microwave Ovens.

A qualified learner will be able to:

- Establish nature of a Small Domestic Appliance malfunction
- Test and repair a defective Small Domestic Appliance

3.3 Typical Graduate attributes

- Health and safety awareness.
- Diversity.
- Communication.
- Professionalism.
- Reliability.
- Ethical behaviour.

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4. ENTRY REQUIREMENTS

- NQF Level 2 with Mathematical Literacy

5. RECOGNITION OF PRIOR LEARNING (RPL)

5.1 RPL for Access to Training/Exemption:
NB: QCTO Standard Statement

Learners may use the RPL process to gain access to training opportunities for a programme of learning, qualification, part-qualification or skills programme if they do not meet the formal, minimum entry requirements for admission. RPL assessment provides an alternative access route into a programme of learning, qualification, part-qualification, or skills programme.

Such an RPL assessment may be developed, moderated and conducted by the accredited Skills Development Provider which offers that specific qualification/part qualification/skills programme. Such an assessment must ensure that the learner is able to display the equivalent level of competencies required for access, based on the NQF level descriptors.

5.5.2 RPL for Exemption:

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification or skills programme through any means of formal, informal or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

5.2 RPL for Access to the External Integrated Summative Assessment (EISA) or Final Integrated Supervised Assessment (FISA):
NB: QCTO Standard Statement

5.5.3 RPL for awarding credits:

Learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification or skills programme through any means of formal, informal or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

A valid Statement of Results is required for admission to the EISA in which confirmation of achievement is provided that all internal assessment criteria for all modules in the related curriculum document have been achieved.

For a Skills Programme, the accredited Skills Development Provider (SDP) must ensure all modular competency requirements are met prior to the FISA and keep record of such evidence.

Upon successful completion of the EISA/FISA, RPL learners will be issued with the QCTO certificate for the qualification, part-qualification or skills programme. Quality Partners are responsible for ensuring the RPL mechanism and process for qualifications and part-qualification is approved by the QCTO.

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6. RULES OF COMBINATION

6.1 Components:
KNOWLEDGE/THEORY COMPONENT
NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.

State compulsory modules:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900332-000-00-KM-01	Health, and safety related to the refrigeration repair environment	2	2	Face-to-face, online, e-learning, mobile training unit, blended, distance.
900332-000-00-KM-02	Internet of Things and smart appliances	3	1	
900332-000-00-KM-03	Drawings	3	1	
900332-000-00-KM-04	Basics of Electrical and Electronics	3	2	
900332-000-00-KM-05	Customer Relation Management	3	2	
900332-000-00-KM-06	Interpersonal Skill, Emotional Intelligence	2	1	
900332-000-00-KM-07	Green Solar Energy, Solar Power and Hybrid	3	2	
900332-000-00-KM-08	Field service report writing	3	1	

Total Credits = 12

APPLICATION COMPONENT
NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.
- *For Qualifications, the Application Component includes compulsory Practical Skills Modules and Work Experience/Work Based Learning Modules.*
- *For Part-Qualifications, the Applications Component includes Practical Skills Modules and/or Work Experience/Work Based Learning Modules.*
- *For Skills Programmes, the Application Component includes Practical Skills Modules.*

PRACTICAL SKILLS MODULE(S)
NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.

State compulsory modules:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900332-000-00-PM-01	Developing manual dexterity	2	4	Face-to-face
900332-000-00-PM-01	Consult client or refer to work order to establish nature of a defect small domestic appliance	2	1	Face-to-face
900332-000-00-PM-01	Repair a variety of small domestic appliances	3	28	Face-to-face

Total credits = 33

6.2 Soft Skills Included:

Indicate if 5% -10% of soft skills is included and give location notes on the modules where

this is found:

08% of soft skill(s) is/are included in:

- 900332-000-00-KM-05   Customer Relation Management
- 900332-000-00-KM-06   Interpersonal Skill, Emotional Intelligence
- 900332-000-00-KM-08   Field service report writing

6.3. Foundational Learning:

Indicate if foundational learning and give location notes on the modules where this is found:

- Not applicable

7. EXIT LEVEL OUTCOMES (ELO) AND ASSOCIATED ASSESSMENT CRITERIA (AAC)

7.1 Exit Level Outcomes (ELO) 1:

Conduct fault finding on a small domestic appliance by applying knowledge of applicable legislation and related technology.

Associated Assessment Criteria (AAC) for ELO 1:
- Health and safety aspects are adhered to.
- Engineering and electrical drawings are interpreted.
- Electrical components, accessories, conductors, panels, systems, and circuits are tested.
- Fault finding is conducted on the mechanical aspects of the small appliance.
- Fault finding is conducted on the electrical aspects of small appliance.
- A Field service report is generated.

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7.2 Exit Level Outcomes (ELO) 2:

Repair a small domestic appliance by applying knowledge of applicable legislation, maintenance and related technology.

Associated Assessment Criteria (AAC) for ELO 2:
- Health and safety aspects are adhered to.
- Maintenance is conducted on the electrical aspects of the small appliance.
- Maintenance is conducted on the mechanical aspects of the small appliance.
- A Field service report is generated.

8. INTEGRATED ASSESSMENT

8.1 Formative Assessments conducted internally
NB: QCTO standard statements

Formative assessments are conducted throughout the training of learners. A range of formal, non-formal, and informal ongoing assessment activities are used to focus on teaching and learning outcomes to improve learner attainment.

Formative assessments are conducted continuously by the facilitator to feed into further learning, to identify strengths and weakness, and to ensure the learner's ability to apply knowledge, skills and workplace experience gained.

Formative Assessments are conducted by the accredited Skills Development Provider (SDP), and a variety of ongoing assessment methods may be used, for example, quizzes, assignments, tests, scenarios, role play, interviews. Continuous feedback must be provided.

8.2 Integrated Summative Assessments conducted Internally
NB: QCTO standard statements

Integrated Assessment involves all the different types of assessment tasks required for a particular qualification, part-qualification, or occupational skills programme, such as written assessment of theory and practical demonstration of competence. To achieve this, the Internal Assessment Criteria (IAC) for all modules as found in the QCTO curriculum document must be followed.

An accredited SDP should implement a well-designed, formal, relevant, final internal Summative Assessment strategy for all modules to prepare learners for the EISA. These assessments evaluate learning achievements relating to the achievement of each module of the relevant components of the qualification, part-qualification, or skills programme.

Internal Summative Assessments are developed, moderated, and conducted by the SDP at the end of each module or after integration of relevant modules, e.g. applied knowledge tests,

workplace tasks, practical demonstrations, simulated tasks/demonstrations, projects, case studies, etc.

The results of these final formal summative assessments must be recorded. These results, which include the Statement of Work Experience results, where applicable, contribute to the Statement of Results (SoR) that is a requirement for admission to the EISA. An SoR, using the template provided by the Quality Partner, is issued by the accredited SDP for qualifications and part-qualifications. The SDP must produce a valid Statement of Results for each learner, indicating the final result and the date on which the competence in each module, of each component, was achieved. Learners are required to produce this SoR, together with their ID document or alternative ID document, at the point of the EISA.

8.3 De-centralised Final Integrated Supervised Assessment (FISA) for Skills Programmes

The FISA is de-centralised, and the assessment standards set by the QCTO must be implemented by the accredited SDP in the development, moderation and implementation of all FISA for Skills Programmes.

The accredited SDP manages and conducts the FISA and submits learner results for QCTO approval for certification, according to QCTO required compliance standards.

For entrance into the FISA, the learner must have completed the Skills Programme successfully and be found competent in all modules, recorded internally by the SDP.

Continuous Assessment

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 assessments are 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 final written and practical assessment integrating the relevant Exit Level outcomes.

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 Written Final Integrated Supervised Assessment (FISA):

The Written FISA INSTRUMENT must be developed and moderated by the SDP and conducted in a supervised environment. It is assessed by means of an assessment INSTRUMENT and a MEMORANDUM developed by the SDP for this purpose

The learner should be provided with a real-life scenario/s to demonstrate application of knowledge with small domestic appliances, 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)

In the Written Component, learners must be given real-life scenarios in which they must demonstrate that they have applied knowledge/skills in the following:

The applied knowledge that must be proven for each Exit Level Outcome is:

1. Occupational health and safety standards and general safety and health considerations related to the specific small domestic appliance and task.
2. The operational cycle of the small domestic appliance.
3. The components in the electric circuit.
4. Environmental considerations related to the disposal of waste and removed components

In order to respond to challenges/issues/problems in the scenarios. This assessment should be a maximum of 30 minutes per ELO, 2 hours.

Pass mark is 60% average for written assessment.

A computer-based assessment may be administered so that the above evidence can be created using document processing applications such as word, excel etc.

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.

Standards for Final Practical Integrated Supervised Assessment (FISA):

The Practical FISA INSTRUMENT (brief/job card/task) 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.

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)

A candidate must prove that he/she can work competently as a Small Domestic Appliance Repairer in terms of each of the exit level outcomes by:

1. Preparing and ensuring a safe working site before commencing with diagnosis of the faulty appliance.
2. Identifying and selecting the applicable tools and equipment for the specific task.
3. Observing safety standards and practices (PPE).
4. Conducting a fault assessment of the specific small domestic appliance.
5. Identifying the cause of the malfunction.
6. Replacing or repair components as required.
7. Conducting functional test of the small domestic appliance after replacement or repair.
8. Compiling a field service report and provide feedback to the client.
9. Disposal of wastes in the correct manner.

Candidates must be provided with the assessment instrument tools, clear guidelines and instructions on how to complete the assessment tasks, including the assessment criteria and expected outcomes, equipment, consumables, and a product maintenance manual in order to perform the above. The maximum time for the above is 3 hours and each learner must be provided with a different small domestic appliance to repair. The learner must be declared competent in the rubric in order to be certificated by the QCTO. No FISA instrument is allowed to be used verbatim for re-assessment or for a different cohort of learners.

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.

Learners will be allowed a second attempt if they fail any or both the components.

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.

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:

- o Completed FISA Assessment Verification Report on the FISA (QCTO template).
- o A copy of the final Assessment Instrument used, as well as the marking guideline.

NB: QCTO standard statements provided

9. INTERNATIONAL COMPARABILITY
NB: Not Applicable to Skills Programmes

- Not applicable

10. ARTICULATION
10.1 Articulation for Qualifications and Part- Qualifications
NB: QCTO standard statements for options are provided and require qualification details to be inserted

- Not applicable

10.2 Articulation for Skills programmes
   10.2.1 Work Opportunities:
Qualified learners would be employable in domestic appliances repair industry as:

- Small Domestic Appliance Repairer
- Small Domestic Appliance Technical Advisor
- Small Domestic Appliance parts Salesperson

> 10.2.2 Learning Opportunities:

Qualified learners may further their studies by enrolling in plumbing, electrical and related skills programmes, and qualifications, subject to meeting their minimum entry requirement.

11. NOTES

11.1 Additional Legal or Physical Entry Requirements

- None

11.2 Criteria for Accreditation

Accreditation requirements, against which Skills Development Providers (SDP) and Assessment Centres, will be accredited, is found in the Curriculum Document, as listed below.

Curriculum Code:

900332-000-00-00

11.3 Encompassed Trades (where applicable)

- This is not a trade qualification.

12. ASSOCIATED QUALIFICATION(S)/PART-QUALIFICATION(S):

- Not applicable