


QCTO OCCUPATIONAL SKILLS PROGRAMME DOCUMENT

IN LINE WITH THE QQSF POLICY (2021) OCCUPATIONAL QUALIFICATION TYPE (NOMENCLATURE)

SKILLS PROGRAMME	SKILLS PROGRAMME ID	TITLE (DESCRIPTOR)		NQF LEVEL	CREDITS
	SP-250501	Electrician's Assistant (Low Voltage Systems)		2	29
START DATE	END DATE	LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	
30 Apr 2025	30 Apr 2030	30 Apr 2031		30 Apr 2034	
CURRICULUM CODE	900521-000-00-00				
PARTNER DETAILS	ORGANISATION NAME	WEBSITE ADDRESS	TELEPHONE NUMBER	LOGO	
QUALITY PARTNER - DEVELOPMENT	The Energy & Water Sector Education Training Authority (EWSETA)	www.ewseta.org.za	011 274 4700		

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1. QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME DETAILS

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

Skills Programme

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

Skills Programme

1.3 Title Descriptor:

Electrician's Assistant (Low Voltage Systems)

1.4 NQF Level:

2

1.5 Credits:

29

1.6 QCTO Curriculum Code:

900521-000-00-00

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

1.7.1 Quality Partner (Qualifications Development)

The Energy & Water Sector Education Training Authority (EWSETA)

1.7.2 Quality Partner (Assessment)

N/A

1.8 Replacement

This Skills Programme replaces:

SAQA QUAL/US/LP ID OR QCTO/SETA APPROVAL ID	QUALIFICATION TITLE	Pre-2009 NQF Level	CURRICULUM CODE (<i>if Occupational</i>)	NQF LEVEL	MIN. CREDITS
None					

2. RATIONALE

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

The need for this Skills Programme resulted from the requirement to provide entry level knowledge and skills to people with an interest in assisting qualified Electricians. Electricians often manage multiple tasks simultaneously. Skilled assistants can take on responsibilities like preparing trenches, laying underground cables, manufacturing and installing above ground cable support structures, installing equipment, wire ways, and conduct wiring (pre connection), enabling the electrician to focus on complex aspects of the job. This skills programme addresses this specific need.

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

Currently, there are no similar qualifications, part-qualifications or skills programmes specifically focused on the knowledge and skills required by an Electrician's Assistant.

2.3 Benefit to the sector, society and the economy

The introduction of the Electrician's Assistant (Low Voltage Systems) skills programme offers numerous benefits to the sector, society, and the economy. For the Electrical sector, it will improve the overall safety record, higher quality output, and create a talent pipeline.

Society may benefit as a larger pool of trained assistants would result in fast tracking electrical work and reaching more clients and communities. Training ensures tasks are performed correctly, reducing errors and rework, which saves time and money for both clients and contractors.

Economically, the programme supports job creation and workforce growth. With more trained personnel, businesses can efficiently allocate resources, reducing delays and expenses caused by unskilled labour or rework. As electrical work is essential for construction, manufacturing, energy, and technology sectors, a skilled workforce ensures these industries operate smoothly and grow sustainably.

2.4 Typical learners

Typical learners are entry-level workers in the electrical field as well as school leavers seeking entry-level skills that provide quick access to the workforce in a hands-on, technical career.

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

2.5.1 Occupation(s) related:

2.5.1.1 Collaboration with relevant stakeholders:

- Employers and Employer Associations
- Skills Development Providers (both public and private)
- Workplace Practitioners
- Government departments
- Curriculum/Assessment Experts

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

- Electrical Trades Assistant
- Electrician's Assistant

2.5.2 Profession(s) related:

2.5.2.1 Collaboration with relevant stakeholders:

N/A

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

N/A

3. PURPOSE

3.1 Benefit the learners:

This skills programme will benefit learners as it will provide them with an advantage to seek employment or progress in current employment in the electrical field due to knowledge and skills related to preparing trenches, laying underground cables, manufacturing and installing above ground cable support structures, installing equipment, wire ways, and conduct wiring (pre connection).

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

The purpose of the skills programme is to prepare a learner to operate as an Electrician's Assistant (Low Voltage Systems).

An Electrician's Assistant (Low Voltage Systems) assists a qualified Electrician with the installation, maintenance and repairs of electrical equipment and systems that operates at 50-1kV AC voltages or 75-1,5kV DC voltages up to the point before it becomes alive.

A qualified learner will be able to:

- Lay, handle and install cables.
- Install electrical wire ways and boxes.
- Perform wiring and termination.

3.3 Typical Graduate attributes

A qualified learner will demonstrate the following key attributes: problem solving, decision making, and teamwork.

4. ENTRY REQUIREMENTS

NQF Level 1 qualification.

5. RECOGNITION OF PRIOR LEARNING (RPL)

5.1 RPL for Access to Training/Exemption:

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

Such an RPL assessment may be developed, moderated and conducted by the accredited Skills Development Provider which offers that specific 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.

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a 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 Final Integrated Supervised Assessment (FISA):

Learners who have gained the stipulated competencies of the modules of a 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.

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 FISA, RPL learners will be issued with the QCTO certificate for the skills programme. Quality Partners are responsible for ensuring the RPL mechanism and process for skills programme is approved by the QCTO.

6. RULES OF COMBINATION

6.1 Components:

KNOWLEDGE/THEORY COMPONENT

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900521-000-00-KM-01	Workplace health and safety	2	8	Blended
900521-000-00-KM-02	Tools, equipment and electrical work	2	5	Blended
900521-000-00-KM-03	Wiring and cabling	2	4	Blended

Total Credits = 17

APPLICATION MODULE(S)

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900521-000-00-PM-01	Prepare trenches and lay underground cables	1	1	Face to face
900521-000-00-PM-02	Install above ground cables and cable support structures	2	4	Face to face
900521-000-00-PM-03	Install distribution boards/panels, boxes and fittings	2	1	Face to face
900521-000-00-PM-04	Install wire ways	1	4	Face to face
900521-000-00-PM-05	Conduct wiring and prepare basic drawings	2	1	Face to face
900521-000-00-PM-06	Terminate cables and wires	2	1	Face to face

Total Credits = 12

6.2 Soft Skills Included:

soft skill(s) is/are included in:

KM-01-KT01: General health and safety principles

6.3. Foundational Learning:

N/A

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

7.1 Exit Level Outcomes (ELO) 1:

Prepare for the laying of cables and install cables by applying knowledge and skills of safety and a variety of tools and instruments as part of a team.

Associated Assessment Criteria (AAC) for ELO 1:

- The work area is appropriately barricaded and in accordance with safety requirements for the task to be performed.
- A cable is laid and correctly labelled, secured, and marked.
- Above ground cables are correctly handled and stored without any damage.

7.2 Exit Level Outcomes (ELO) 2:

Install wire ways and electrical boxes by applying knowledge and skills of safety and operational requirements.

Associated Assessment Criteria (AAC) for ELO 2:

- Distribution boards/panels, boxes and fittings are correctly fitted, neat, and according to the drawing.
- Metal is correctly bent and fitted according to specifications.
- PVC is correctly bent and fitted according to specifications.

7.3 Exit Level Outcomes (ELO) 3:

Perform wiring and terminate wires and cables by applying knowledge and skills of safety and operational requirements in a disciplined and well-structured and supervised environment.

Associated Assessment Criteria (AAC) for ELO 3:

- Wires are correctly sized according to specifications.
- Wires are correctly drawn according to specifications.
- Wires and cables are correctly terminated, grouped and marked.

8. INTEGRATED ASSESSMENT

8.1 Formative Assessments conducted internally

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

Integrated Assessment involves all the different types of assessment tasks required for a particular 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 FISA. These assessments evaluate learning achievements relating to the achievement of each module of the relevant components of the 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.

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 **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 FISA instrument must be developed and moderated by the SDP and conducted in a supervised environment. It is assessed by means of an **INSTRUMENT** and 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).

Given a simulated electricians manufacturing environment, candidates must prove that they can work competently as an Electrician's Assistant in terms of each of the exit level outcomes by:

1. Prepare the Work Area and Lay Cables

- Barricade and secure the work area in line with safety and task-specific requirements.
- Select and use appropriate tools for cable laying.
- Lay cables (including above-ground types) correctly and securely.

- Label, secure, and mark laid cables according to installation requirements.
- Adhere to safety compliance requirements during the task by communicating clearly with other team members and assisting where necessary.

2. Install Electrical Boxes, Panels, and Wire Ways

- Install distribution boards, panels, and electrical boxes in a neat and aligned manner according to the drawing.
- Accurately bend and fit metal conduits as per job specifications.
- Correctly bend and install PVC conduits using the appropriate tools.
- Ensure all fittings are securely installed and aesthetically aligned with layout standards.

6. Wire and Terminate Cables

- Select and size wires based on the task specification.
- Accurately draw wires through conduits following the layout diagram.
- Terminate wires using appropriate tools and techniques.
- Group and mark wires clearly and neatly inside junction boxes or distribution boards (DBs).
- Observe all safety protocols and demonstrate attention to quality workmanship.

Please take note of the following:

- a. Candidates must be provided with clear guidelines and instructions on how to complete the assessment tasks/job, including the assessment criteria and expected outcomes.
- b. The duration of the assessment is a maximum of 6 hours.
- c. No FISA instrument is allowed to be used verbatim for re-assessment or for a different cohort of learners.

NOTE: Should a learner be found to be competent in all of the above areas, they should be declared “Competent”. If not yet competent in any of the above areas, they should be declared “NYC”, re-trained and then be reassessed with different applicable tasks/scenarios.

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?"

The marking rubric/compliance checklist used to assess these competencies must include a section for the assessor 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 for the learner to be declared C (Competent). Compulsory sections include but are not limited to when the candidate's or others' safety would be affected if incorrectly completed. [e.g., what to do in an emergency].

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:

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

9. ARTICULATION

9.1 Articulation for Skills programmes

(a) Work Opportunities:

Electric Cable Layer / Puller, Electrician Assistant.

(b) Learning Opportunities:

Electrician.

10. NOTES

10.1 Additional Legal or Physical Entry Requirements

Learners may not be colour blind.

Physically able to perform practical work

10.2 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:

900521-000-00-00

10.3 Encompassed Trades (where applicable)

This is not a trade qualification.

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

N/A