



www.qcto.org.za

256 Glyn Street, Hatfield, Pretoria, 0083  
 Private Bag X278, Pretoria, 0001  
 +27 12 003 1800

## OCCUPATIONAL SKILLS PROGRAMME DOCUMENT

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

SKILLS PROGRAMME	SKILLS PROGRAMME ID	TITLE (DESCRIPTOR)	NQF LEVEL	CREDITS
	SP-250312	Solar Photovoltaic (PV) Installation Planner	5	60
SRART DATE	END DATE	LAST DATE FOR ENROLMENMT	LAST DATE FOR ACHIEVEMENT	
27 Mar 2025	27 Mar 2030	27 Mar 2031	27 Mar 2034	
CURRICULUM CODE	900278-000-00-00			
PARTNER DETAILS	ORGANISATION NAME	WEBSITE ADDRESS	TELEPHONE NUMBER	LOGO
QUALITY PARTNER – DEVELOPMENT	EWSETA	<a href="https://www.ewseta.org.za">https://www.ewseta.org.za</a>	011 2744700	

# Contents

1. SKILLS PROGRAMME DETAILS .....	4
1.1 Sub-Framework: .....	4
1.2 Type (Nomenclature): .....	4
1.3 Title Descriptor: .....	4
1.4 NQF Level: .....	4
NQF Level 5 .....	4
1.5 Credits: .....	4
1.6. Organising Field and Sub-field: .....	4
1.7 QCTO Curriculum Code: .....	4
1.8 Originator/Quality Partner (QP) – Development/Assessment .....	5
1.9 Replacement .....	5
2. RATIONALE .....	6
2.1 The need for the Skills Programme .....	6
2.2 Benefit to the sector, society and the economy: .....	6
2.3 Similar Qualification(s), Part-Qualifications/Skills Programmes .....	6
2.5 Relation to Occupation(s) and/or Profession(s) .....	7
2.5.2 Profession(s) related: .....	7
3 PURPOSE .....	8
3.1 Benefit the learners: .....	8
3.2 What the qualification intends to achieve: .....	8
3.3 Typical Graduate attributes .....	9
4 ENTRY REQUIREMENTS .....	9
5 RECOGNITION OF PRIOR LEARNING (RPL) .....	9
5.1 RPL for Access to Training: .....	9
6. RULES OF COMBINATION .....	11
6.1 Components: .....	11
6.2 Soft Skills Included: .....	12
6. Foundational Learning: .....	12
7. EXIT LEVEL OUTCOMES (ELO) AND ASSOCIATED ASSESSMENT CRITERIA (AAC) 12	
7.1 Exit Level Outcomes (ELO) 1: .....	12

Associated Assessment Criteria (AAC) for ELO 1: .....	12
7.2. Exit Level Outcomes (ELO) 2: .....	12
Associated Assessment Criteria (AAC) for ELO 2: .....	12
7.3 Exit Level Outcomes (ELO) 3: .....	13
Associated Assessment Criteria (AAC) for ELO 3: .....	13
7.4 Exit Level Outcomes (ELO) 4: .....	13
Associated Assessment Criteria (AAC) for ELO 4: .....	13
8. INTEGRATED ASSESSMENT .....	14
8.1 Formative Assessments conducted internally .....	14
8.2 Integrated Summative Assessments conducted Internally .....	14
8.3 De-centralised Final Integrated Supervised Assessment (FISA) for Skills Programmes .....	15
9. ARTICULATION .....	20
9.1 Articulation for Skills programmes .....	20
9.1.1 Work Opportunities: .....	20
9.2.2 Learning Opportunities: .....	20
10. NOTES .....	20
10.1 Additional Legal or Physical Entry Requirements.....	20
10.2 Criteria for Accreditation .....	20
10.3 Encompassed Trades (where applicable) .....	21
12. ASSOCIATED QUALIFICATION(S)/PART-QUALIFICATION(S): .....	21

## **1. SKILLS PROGRAMME DETAILS**

### **1.1 Sub-Framework:**

Occupational Qualification Sub Framework (OQSF)

### **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:**

Solar Photovoltaic (PV) Installation Planner

### **1.4 NQF Level:**

NQF Level 5

### **1.5 Credits:**

60

### **1.6. Organising Field and Sub-field:**

1.6.1 Organising Field:

Field 006: Manufacturing and Engineering

1.6.2 Organising Sub-Field:

Manufacturing and Assembly

### **1.7 QCTO Curriculum Code:**

900278-000-00-00

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

1.8.1 Quality Partner (Qualifications Development):

EWSETA

1.8.2 Quality Partner (Assessment):

N/A

## 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 replaces:***

SAQA QUAL/US/LP ID OR QCTO/SETA APPROVAL ID	QUALIFICATION TITLE	Pre-2009 NQF Level	NQF LEVEL	MIN. CREDITS
N/A	N/A	N/A	N/A	N/A

## **2. RATIONALE**

### **2.1 The need for the Skills Programme**

Solar energy is one of the alternative renewable energy sources that is on high demand given the energy crisis existing in the country. This skills programme has been developed to facilitate careful planning for solar Photovoltaic installations alternative solution in addressing power outages, affordability due to increasing electricity costs. The energy sector has expressed the need to develop this skills programme to provide knowledge and skills to individuals who desire to be qualified as solar PV installation planners to plan for solar photovoltaic installations effectively to ensure compliance with government regulations and legal requirements relating to solar PV panels installations and maximise energy efficiencies.

### **2.2 Benefit to the sector, society and the economy:**

The skills programme will benefit the Renewable Energy sector to address the high level of unemployment especially youths as well as addressing the inequalities in energy provision in different settings such as residential in the urban, rural, semi-rural, and informal settlements, and industrial/commercial settings. This alternative power generation intervention will contribute to the economic growth of the country, by providing competencies required to plan projects for solar PV installations enabling individuals to re-skill and upskill themselves to improve their performance in the workplace. Qualified solar photovoltaic planners can be helpful resource in the process of installing solar modules for business owners and individual residential owners.

### **2.3 Similar Qualification(s), Part-Qualifications/Skills Programmes**

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

- Higher Occupational Certificate: Solar Photovoltaic Standalone Service Technician, NQF Level 5, 133 Credits (SAQA ID 120863)
- National Occupational Certificate: Solar Photovoltaic Standalone Systems Installer, NQF Level 4, 211 Credits (SAQA ID 120883)
- Occupational Certificate: Solar Photovoltaic Standalone System Mounter, NQF Level 4, 84 Credits (SAQA ID 120885)
- Skills Programme: Solar Photovoltaic Installation Tester, NQF level 5, 60 Credits

- Skills Programme: Solar Photovoltaic Installation Tester, NQF level 4, 59 Credits

## **2.4 Typical learners:**

- New entrants who wish to join the energy sector
- Individuals who are already working in the sector
- Individuals who require re-skilling or upskilling to improve performance

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

### 2.5.1 Occupation(s) related:

#### 2.5.1.1 Collaboration with relevant stakeholders:

Stakeholders which participated include:

- Skills Development Providers (both public and private)
- Employers and employer organisations
- Higher Education Institution
- Curriculum/Assessment Expert

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

- Solar Photovoltaic Installation

### 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:**

The qualifying learner will know the fundamentals and construction of photovoltaic power generation, understand the performance and characteristics of photovoltaic power system components and the principles of solar photovoltaic power system design.

They shall gain competencies related to the planning of the installation of the solar photovoltaic system, this would make them employable in the energy generation industry, with the possibility of self-employment.

#### **3.2 What the qualification intends to achieve:**

The purpose of this skills programme is to prepare a learner to function as a Solar Photovoltaic (PV) Installation Planner.

A Solar Photovoltaic (PV) Installation Planner conducts site inspection for solar PV power system installations, gathers, analyses and interprets information and data on structural engineering and electrical connections including energy use and loads, develops and maintains solar PV installation project master plan ensuring adherence to the applicable legislative, regulatory and accepted industry practices for solar PV installations projects.

A qualified learner will be able to:

- Plan and prepare a small-scale embedded generation Plant
- Analyse and interpret structural engineering and electrical connections data and information on existing infrastructure related to short-term and future plans
- Produce a detailed master plan using appropriate project planning software tool
- Conduct regular inspection on-site and communicate to provide technical support and revision on Solar PV systems installations

### **3.3 Typical Graduate attributes**

- Analytical and critical thinking
- Problem solving skills
- Team work
- Ethical and professionalism
- Accountability

## **4 ENTRY REQUIREMENTS**

- NQF Level 4 qualification with Mathematics

## **5 RECOGNITION OF PRIOR LEARNING (RPL)**

### **5.1 RPL for Access to Training:**

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 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.

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 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.

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 a QCTO certificate /Green Card for the skills programme. Quality Partners are responsible for ensuring the RPL mechanism and process for qualifications and part-qualification is approved by the QCTO.

## 6. RULES OF COMBINATION

### 6.1 Components:

#### KNOWLEDGE/THEORY COMPONENT

State compulsory modules:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
313109-001-00-KM-11	Components of the solar PV system	4	20	Blended
121905-000-00-KM-03	Project Scope Management	5	8	Blended

Total Credits = 28

#### APPLICATION COMPONENT

#### PRACTICAL SKILLS MODULE(S) (IN A CONTROLLED ENVIRONMENT –E.G SIMULATION, ROLEPLAYS,ETC)

State compulsory modules:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
121905-000-00-PM-03	Plan and develop a project timeline and schedule	5	8	Face-to-Face
121905-000-00-PM-06	Monitor and control the scope of a project	5	8	Face-to-Face
121905-000-00-PM-10	Conduct and control project communication and stakeholder interaction	5	8	Face-to-Face
121905-000-00-PM-13	Manage and control project close-out activities	5	8	Face-to-Face

Total Credits = 32

## **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:*

Five percent (5%) of the soft skills is covered in the following module:PM-10

- 121905-000-00-PM-10

## **6. Foundational Learning:**

N/A

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

### **7.1 Exit Level Outcomes (ELO) 1:**

Interpret and use information and data on existing solar Photovoltaic infrastructure to plan and prepare a small-scale embedded generation plant

#### **Associated Assessment Criteria (AAC) for ELO 1:**

- Architectural and structural engineering drawings are read and interpreted correctly
- A site inspection on the existing infrastructure on structural engineering and electrical connections is conducted and possibilities or challenges are recorded and communicated to the relevant stakeholders
- Locations to ensure they are suitable for solar panels are assessed.
- Relevant information and data collected, interpreted and collated to prepare for a small-scale embedded generation plant

### **7.2. Exit Level Outcomes (ELO) 2:**

Analyse, and evaluate information and data on solar photovoltaic installations requirements to optimise energy production and ensure safe and efficient solar photovoltaic system installation

#### **Associated Assessment Criteria (AAC) for ELO 2:**

- Client solar PV installation requirements are analysed and interpreted correctly
- Project management software to create detailed plans, activity resources and component selections is selected with motivation

- Results of information and data gathered are analysed and interpreted correctly to ensure that the specifications of the solar Photovoltaic system design based on client requirements
- The relevant technical and financial planning calculations are prepared to achieve cost estimations and Return on Investment (RoI)

### **7.3 Exit Level Outcomes (ELO) 3:**

Design and develop a detailed solar photovoltaic installation master plan and layout of a solar Photovoltaic (PV) system on a specific site to meet client requirements

#### **Associated Assessment Criteria (AAC) for ELO 3:**

- Relevant information and data collected are analysed and interpreted correctly
- A solar PV installation project master plan with associated project schedules are developed using appropriate planning tools, equipment or software
- A detailed master plan and associated plans (resource allocation plan, project schedules and mitigation plan) are developed using project management tools
- Solar photovoltaic system's master plan reflecting detailed specifications of the required resources (solar PV modules, materials, equipment, tools, instruments and budget) is developed
- Cost-estimation and Return-on-Investment (RoI) analysis is produced
- A detailed report on PV system design and installation requirements is produced with recommendations

### **7.4 Exit Level Outcomes (ELO) 4:**

Apply evaluation and monitoring techniques to determine the progress of a solar photovoltaic installation project and provide advice on solar photovoltaic installations as per the master plan.

#### **Associated Assessment Criteria (AAC) for ELO 4:**

- Solar photovoltaic system design specifications are outlined reflecting project details.
- Solar photovoltaic installation project is coordinated to ensure adherence to the master implementation plan.

- The specified solar photovoltaic components are installed and evaluated against the master plan to ensure alignment.
- Solar photovoltaic systems installation work is evaluated to determine compliance with the solar PV design and best industry practice.
- Solar photovoltaic installation work performed is monitored and evaluated to determine adherence against the master project plan and project schedules.
- Any anomalies or deviations or challenges during the implementation of the project plan are mitigated applying the contingency plan.
- The master plan is modified against recommended solutions to improve solar PV installations.

## **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 plays, 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 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 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 or practical demonstrations, simulated tasks/demonstrations, projects, case studies etc, as integrated in the ELOs.

### **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.

### **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.

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 **Written** and **Practical** assessments 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 Written Final Integrated Supervised Assessment (FISA):**

The learner should be provided with a case study, scenario or brief to prove applied competency relevant to the Exit Level Outcomes and the purpose of the Skills Programme. This is the section where the learner must apply relevant knowledge and skills attained (what the learner must be able to do, and to what expected standard)

The FISA INSTRUMENT (Written case study, scenario) must be developed and moderated by the SDP and conducted in a supervised environment. It is assessed by means of an INSTRUMENT and MEMORANDUM developed by the SDP for this purpose:

The FISA must consist of various questions/tasks based on the following, wherein the learners must be able to display their competencies regarding:

#### **1. Planning and preparing the infrastructure:**

Given architectural and structural engineering drawings, candidates will be expected to:

- Interpret the given architectural and structural engineering drawings.
- Organize relevant information and data to prepare for a small-scale embedded generation plant.
- Interpret client solar PV installation requirements correctly.

- Calculate the technical and financial cost estimations and Return on Investment.

## **2. Designing and developing a detailed solar photovoltaic installation master plan and layout:**

Given a scenario for PV installation, candidates will be expected to:

- Select the project management software to create detailed plans, activity resources and components.
- Develop a Solar photovoltaic system's master plan reflecting detailed specifications of the required resources (solar PV modules, materials, equipment, tools, instruments and budget).
- Analyse a cost-estimation and Return-on-Investment (RoI).
- Compile a detailed report on PV system design and installation requirements with recommendations.

### **To respond to challenges/issues/problems in the scenarios above:**

- a) The assessment should be out of a maximum of 100 marks.
- b) The duration of the assessment should be a maximum of 2 hours.
- c) Learners must achieve a minimum of 70% in order to be declared competent.
- d) No FISA instrument is allowed to be used verbatim for re-assessment or for a different cohort of learners.

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 Practical Final 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 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, and apply relevant to the Exit Level Outcomes and the

purpose of the Skills Program. 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 Handgun Handler for Private use in terms of each of the Exit Level Outcomes by demonstrating competencies in the following standards.

A candidate must prove that he/she can work competently as a Solar Photovoltaic (PV) Installation Planner in terms of each of the Exit Level Outcomes by demonstrating competencies in the following standards. Candidates will be required to demonstrate the applied knowledge/skills to:

### **1. Planning and preparing for the installation of the infrastructure:**

Given a detailed solar photovoltaic installation master plan and layout, candidates will be expected to:

- Assess locations to ensure they are suitable for solar panels.
- Conduct a site inspection on the existing infrastructure on structural engineering and electrical connections and possibilities or challenges and record them.
- Communicate required solar PV project information, solar photovoltaic system design specifications and data to the team and relevant stakeholders.

### **2. The installation of the infrastructure:**

Given all the required resources and tools, candidates will be expected to:

- Install the specified solar photovoltaic components and evaluate against the master plan.
- Adhere to the master implementation plan of the solar photovoltaic installation project.
- Evaluate the solar photovoltaic systems installation work to determine compliance with the solar PV design and best industry practice.
- Monitor and evaluate the solar photovoltaic installation work performed to determine adherence against the master project plan and project schedules.
- Apply a contingency plan to mitigate any anomalies or deviations or challenges during the implementation of the project plan.
- Recommend solutions to modify the master plan to improve solar PV installations.

- Compile a report on solar PV installations project planning, implementation and reflecting challenges and successes with supporting documentation on solar PV installation planning.

**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 3 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].

**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 Quality Assurance Verification Report on the FISA (QCTO template: relevant sections).

- A copy of the final Assessment Instruments used, as well as the marking guideline / rubric
- Learner Spreadsheet

### **Assessment Guidelines:**

The learner should be provided with clear guidelines and instructions on how to complete the assessment tasks, including the assessment criteria and expected outcomes.

No FISA instrument to be used for re-assessment for a different learner cohort. The learner should be able to complete the tasks accurately, efficiently, and independently within the specified time limits.

## **9. ARTICULATION**

### **9.1 Articulation for Skills programmes**

#### **9.1.1 Work Opportunities:**

The Solar PV Installation Planner Skills Programme will enable the qualifying learner to work for the entities, and various stakeholders in the industry, and be self-employed.

#### **9.2.2 Learning Opportunities:**

An individual who has successfully completed a Solar PV Installation Planner skills programme may pursue further learning opportunities available in energy and engineering-related fields.

## **10. NOTES**

### **10.1 Additional Legal or Physical Entry Requirements**

- None

### **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

Curriculum Code:

900278-000-00-00

### 10.3 Encompassed Trades (where applicable)

N/A

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

SAQA QUAL ID	QUALIFICATION TYPE	QUALIFICATION DESCRIPTOR	CURRICULUM CODE	NQF LEVEL	CREDITS
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A