

OCCUPATIONAL QUALIFICATION DOCUMENT

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

QUALIFICATION	TYPE (NOMENCLATURE)	TITLE (DESCRIPTOR)	NQF LEVEL	CREDITS
	Advanced Occupational Certificate	Energy Regulation Practitioner	6	120
CURRICULUM CODE	242207-001-00-00			
PARTNER DETAILS	ORGANISATION NAME	WEBSITE ADDRESS	TELEPHONE NUMBER	LOGO
QUALITY PARTNER - DEVELOPMENT	Energy and Water Services Education and Training Authority (EWSETA)	www.ewseta.org.za	011 274-4700	
QUALITY PARTNER – ASSESSMENT	Energy and Water Services Education and Training Authority (EWSETA)	www.ewseta.org.za	011 274-4700	

Contents

1. QUALIFICATION DETAILS.....	5
1.1 Sub-Framework:	5
1.2 Type (Nomenclature):	5
1.2.1 Specify if this is a Qualification/Part-Qualification/Skills Programme	5
1.2.2 Type: (Nomenclature) e.g. Advanced Occupational Certificate)	5
1.3 Title Descriptor:	5
1.4 NQF Level:	5
1.5 Credits:	5
1.6. Organising Field and Sub-field:.....	5
1.6.1 Organising Field:	5
1.6.2 Organising Sub-Field:	5
1.7 QCTO Curriculum Code:	5
1.8 Originator/Quality Partner (QP) – Development/Assessment.....	5
1.8.1 Quality Partner (Qualifications Development):.....	5
1.8.2 Quality Partner (Assessment):.....	5
1.9 Replacement	5
2. RATIONALE.....	7
2.1 The need for the Qualification	7
2.2 Similar Qualification(s), Part-Qualifications/Skills Programmes.....	8
2.3 Benefit to the sector, society and the economy:.....	8
2.4 Typical learners:	9
2.5 Relation to Occupation(s) and/or Profession(s).....	9
2.5.1 Occupation(s) related:	9
2.5.2 Profession(s) related:	10
3. PURPOSE	11
3.1 Benefit the learners:	11
3.2 What the qualification intends to achieve:	11
3.3 Typical Graduate attributes.....	12
4. ENTRY REQUIREMENTS	12
5. RECOGNITION OF PRIOR LEARNING (RPL)	12
5.1 RPL for Access to Training/Exemption:	12
5.2 RPL for Access to the External Integrated Summative Assessment (EISA):	13

6. RULES OF COMBINATION	14
6.1 Components:	14
6.2 Soft Skills Included:	16
6.3. Foundational Learning:	16
7. EXIT LEVEL OUTCOMES (ELO) AND ASSOCIATED ASSESSMENT CRITERIA (AAC)16	
7.1 Exit Level Outcomes (ELO) 1:	16
Associated Assessment Criteria (AAC) for ELO 1:	16
7.2 Exit Level Outcomes (ELO) 2:	17
Associated Assessment Criteria (AAC) for ELO 2:	17
7.3 Exit Level Outcomes (ELO) 3:	17
Associated Assessment Criteria (AAC) for ELO 3:	17
7.4 Exit Level Outcomes (ELO) 4:	17
Associated Assessment Criteria (AAC) for ELO 4:	17
7.5 Exit Level Outcomes (ELO) 5:	18
Guide and optimise infrastructure development to support sustainable energy growth strategies.....	18
Associated Assessment Criteria (AAC) for ELO 5:	18
8. INTEGRATED ASSESSMENT	18
8.1 Formative Assessments conducted internally	18
8.2 Integrated Summative Assessments conducted Internally	19
8.3 External Integrated Summative Assessment (EISA) – a national assessment.....	19
9. INTERNATIONAL COMPARABILITY	20
9.1 Introductory Statement	20
9.2 Detailed Outline	20
9.3 Concluding Statement	23
10. ARTICULATION.....	23
10.1 Articulation for Qualifications and Part- Qualifications.....	23
10.1.1. Horizontal Articulation: This qualification articulates horizontally within the OQSF and between other sub-framework(s) as follows:	23
10.1.2. Vertical Articulation: This qualification articulates vertically within the OQSF as follows:.....	24
10.1.3. Diagonal Articulation: This qualification articulates diagonally across NQF levels and across Sub-Frameworks:	24
10.1.4. Validation of Entry Requirements into articulation possibilities provided:	24

11. NOTES	24
11.1 Additional Legal or Physical Entry Requirements.....	24
11.2 Criteria for Accreditation	24
11.3 Encompassed Trades (where applicable)	24
12. ASSOCIATED QUALIFICATION(S)/PART-QUALIFICATION(S):.....	24

1. QUALIFICATION DETAILS

1.1 Sub-Framework:

Occupational Qualifications Sub-framework

1.2 Type (Nomenclature):

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

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

1.3 Title Descriptor:

Energy Regulation Practitioner

1.4 NQF Level:

6

1.5 Credits:

120

1.6. Organising Field and Sub-field:

1.6.1 Organising Field:
Field 06 - Manufacturing, Engineering and Technology

1.6.2 Organising Sub-Field:
Engineering and Related Design

1.7 QCTO Curriculum Code:

242207-001-00-00

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

1.8.1 Quality Partner (Qualifications Development):
Energy and Water Sector Education and Training Authority (EWSETA)

1.8.2 Quality Partner (Assessment):
Energy and Water Sector Education and Training Authority (EWSETA)

1.9 Replacement

This qualification 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
63209	National Certificate: Energy Regulation	5	N/A	5	120

2. RATIONALE

2.1 The need for the Qualification

The qualification for energy regulatory practitioners is needed in South Africa due to critical skills gaps in the energy regulation sector, which impact the country's ability to effectively manage energy resources, ensure compliance with regulatory standards, and address the complex challenges of transitioning to sustainable energy sources. This qualification replaces the legacy qualification (National Certificate: Energy Regulation, NQF level 5, 120 Credits, SAQA ID 63209) that was effectively used for this purpose. The updated and enhanced Advanced Occupational Certificate will be ideal to serve this stated need.

The Department of Higher Education and Training (DHET) recognises a shortage of specialised skills in energy regulation and management within South Africa's public and private sectors, which limits the number of adequately trained professionals (DHET, Skills Supply and Demand in South Africa, 2019).

South Africa's energy regulatory framework is intricate, involving oversight across diverse energy sources, environmental mandates, and compliance laws. The National Energy Regulator of South Africa (NERSA) reports that a lack of qualified personnel affects regulatory enforcement and policymaking, hindering the sector's growth and stability (NERSA, Annual Report, 2021). This complexity necessitates formal, structured training for practitioners to navigate regulatory demands effectively.

With South Africa's commitments to renewable energy targets and a just energy transition, the need for a competent regulatory workforce is critical. Practitioners must possess a specialised knowledge of policy, compliance, and emerging technologies. The Green Economy Accord (2011) and subsequent reports from the Department of Mineral Resources and Energy highlight the need for trained professionals to drive regulatory compliance, oversee emerging technologies, and support the country's shift towards sustainable energy (DMRE, Integrated Resource Plan, 2019).

This qualification would contribute to the establishment of a clear pathway to address these gaps, enabling South Africa to build a workforce capable of supporting regulatory and compliance functions essential for a resilient and compliant energy sector.

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

No qualification providing the requisite competencies for these Energy regulation Practitioners is currently registered on the National Qualification framework.

2.3 Benefit to the sector, society and the economy:

The Advanced Occupational Certificate: Energy Regulation Practitioner is poised to yield significant benefits across multiple dimensions of the energy sector, South African society, and the economy.

One of the key advantages lies in the enhancement of the regulatory framework within the energy sector. By establishing a recognised qualification, the programme will ensure that regulatory practitioners possess the necessary skills and knowledge to effectively oversee compliance with legal standards and regulations. This increased oversight can lead to greater consumer protection and foster trust in the energy market, contributing to a more stable environment. Sources such as the Department of Mineral Resources and Energy emphasize the importance of competent regulators in achieving these outcomes.

Developing a skilled workforce is another critical benefit. The energy sector currently faces a skills gap that needs to be addressed, especially as South Africa moves towards renewable energy and sustainable practices. By equipping practitioners with specialised training, the qualification will enhance workforce capabilities, enabling the sector to adapt to emerging challenges. Various reports indicate that a skilled regulatory workforce is essential for navigating the complexities of energy transitions and ensuring compliance with evolving policies.

Moreover, the qualification is expected to promote energy efficiency by training practitioners to implement and monitor energy-saving measures. This focus on efficiency not only reduces energy consumption but also helps lower costs for consumers, thus benefiting the broader population and supporting environmental sustainability. Studies indicate that effective regulatory oversight can significantly contribute to reduced carbon emissions and promote sustainable energy use.

The economic implications are also noteworthy. A well-regulated energy sector is crucial for attracting investment and fostering economic growth. By providing a reliable energy supply, the sector can support various economic activities, leading to job creation and diversification. Economic analyses suggest that a robust regulatory framework can drive infrastructure investment, ultimately enhancing the country's overall economic stability.

Social equity and access to energy are vital considerations as well. A well-trained regulatory workforce can ensure fair implementation of energy policies, addressing disparities in energy access and affordability, particularly for vulnerable communities. This aligns with South Africa's commitments to social justice and inclusive development.

Lastly, the qualification will facilitate alignment with global standards, positioning South Africa to participate effectively in international energy markets and agreements related to climate change. Reports from international organisations highlight the importance of harmonizing local regulatory practices with global benchmarks to enhance competitiveness and sustainability.

In summary, the proposed Advanced Occupational Certificate for Energy Regulation Practitioners offers a comprehensive approach to strengthening the energy sector, fostering societal benefits, and contributing to economic growth, all while ensuring compliance and efficiency in energy use. For further details on the regulatory landscape and energy sector developments, you can refer to the Department of Mineral Resources and Energy and relevant industry studies.

2.4 Typical learners:

Typical categories of learners who will take up this qualification include:

- Individuals currently employed in the energy sector who are looking to enhance their skills and advance their careers.
- Graduates from relevant fields, such as engineering, environmental science, or business, may also be interested in this qualification.
- Professionals transitioning from related sectors, such as environmental management or public policy, might pursue this qualification to pivot into energy regulation roles.
- Individuals seeking career changes who recognize the importance of energy regulation in addressing current global challenges, such as climate change and energy access, might also be drawn to this qualification.

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

2.5.1 Occupation(s) related:

2.5.1.1 Collaboration with relevant stakeholders:

The development of the Advanced Occupational Certificate: Energy Regulation Practitioner involved key industry stakeholders to ensure that the qualification meets the needs of the sector and adheres to regulatory standards. These include the following stakeholders:

- Regulator of the Energy sector

- Employers
- Skills development providers

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

- Energy Compliance Officer
- Energy Policy Advisor
- Energy Regulatory Manager
- Energy Licensing Officer
- Electricity Regulator
- Gas Regulator
- Petroleum Regulator
- Renewable Energy Regulator
- Energy Efficiency Auditor
- Energy Sector Regulator
- Energy Regulation Analyst
- Energy Governance Specialist
- Regulatory Affairs Specialist (Energy)
- Energy Control Officer
- Energy Market Regulator

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:

From a **cognitive perspective**, learners will develop critical thinking and analytical skills essential for assessing complex regulatory frameworks and energy policies. The curriculum will encourage problem-solving abilities, enabling practitioners to navigate the multifaceted challenges of the energy sector. Research indicates that education in regulatory practices enhances cognitive skills, promoting informed decision-making and strategic thinking, particularly in dynamic environments such as energy management.

Occupationally, the qualification will equip learners with specialised knowledge and practical skills directly applicable to energy regulation. Graduates will gain a comprehensive understanding of regulatory compliance, policy analysis, and the operational aspects of energy systems. This preparation is crucial for roles within regulatory authorities, utility companies, and consulting firms, as it aligns with the industry's need for qualified professionals who can ensure adherence to legal and ethical standards (Department of Mineral Resources and Energy, 2020). Moreover, the hands-on training components of the qualification will enhance employability, providing learners with a competitive edge in the job market (Energy and Water Sector Education and Training Authority, 2021).

Societally, the qualification fosters a sense of responsibility among practitioners, empowering them to contribute to sustainable energy practices and equitable access to energy. By understanding the broader implications of energy regulation on communities and the environment, graduates can advocate for policies that promote social equity and environmental stewardship. This aligns with South Africa's commitment to addressing energy poverty and supporting renewable energy initiatives (National Planning Commission, 2019). Ultimately, the involvement of qualified practitioners in the regulatory process can lead to better governance and improved public trust in energy institutions.

3.2 What the qualification intends to achieve:

The purpose of this qualification is to prepare a learner to function as an Energy Regulation Practitioner.

Energy Regulation Practitioners assures the efficient licensing of organisations that facilitate and manage the movement and storage of energy ensuring compliance with energy transmission, distribution and related regulations and effective compliance with the South African energy legislative requirements.

A qualified learner will be able to:

- Recommend the issuing of licences to organisations
- Monitor, analyse and ensure compliance by the licensees to license conditions
- Conduct economic and financial analysis in recommending tariff application approvals.
- Investigate incidents, recommend actions to resolve the consequences and prevent future incidents
- Analyse and facilitate energy infrastructure planning.

3.3 Typical Graduate attributes

A competent Energy Regulation Practitioner must demonstrate several critical attributes to effectively navigate the complexities of the energy sector. The most essential attributes include:

- Analytical Thinking
- Communication
- Ethical Judgment
- Collaborative decision making
- Problem Solving

4. ENTRY REQUIREMENTS

NQF level 5 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 qualification, if they do not meet the formal, minimum entry requirements for admission. RPL assessment provides an alternative access route into a qualification.

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

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

Upon successful completion of the EISA, RPL learners will be issued with the QCTO certificate for the qualification. Quality Partners are responsible for ensuring the RPL mechanism and process for qualifications 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
242207-001-00-KM-01	Techno-economic analysis and licensing in the energy sector	5	5	Blended or face-to-face or online
242207-001-00-KM-02	Energy regulatory compliance and monitoring practices	5	5	Blended or face-to-face or online
242207-001-00-KM-03	Fundamentals of Project Management	5	5	Blended or face-to-face or online
242207-001-00-KM-04	Enforcement of regulatory compliance and corrective actions	6	5	Blended or face-to-face or online
242207-001-00-KM-05	Economic and financial analysis for tariff approvals in energy regulation	6	5	Blended or face-to-face or online
242207-001-00-KM-06	Incident investigation and risk mitigation in energy regulation	6	5	Blended or face-to-face or online
242207-001-00-KM-07	Dispute resolution and customer education in energy regulation	6	10	Blended or face-to-face or online

Total Credits = 40

APPLICATION COMPONENT
PRACTICAL SKILLS MODULES

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
242207-001-00-PM-01	Recommend Energy management licensing approvals	5	5	Blended
242207-001-00-PM-02	Enforce compliance with Energy license conditions	5	5	Blended
242207-001-00-PM-03	Recommend Energy tariff applications for approval	6	5	Blended
242207-001-00-PM-04	Investigate energy storage and movement incidents	6	5	Blended
242207-001-00-PM-05	Facilitate energy infrastructure planning	6	10	Blended
242207-001-00-PM-06	Resolve energy licensee disputes	6	10	Blended

Total Credits = 40

WORK EXPERIENCE MODULES

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
242207-001-00-WM-01	Techno-economic analysis and licensing processes within energy organisations	5	5	On the job/Simulation
242207-001-00-WM-02	Processes and practices for monitoring and enforcing regulatory compliance	5	5	On the job/Simulation
242207-001-00-WM-03	Tariff application processes and economic assessments	6	5	On the job/Simulation

242207-001-00-WM-04	Energy related incident investigations and risk management	6	15	On the job/Simulation
242207-001-00-WM-05	Customer engagement and dispute resolution within the energy sector	6	10	On the job/Simulation

Total credits = 40

6.2 Soft Skills Included:

8% of soft skills is/are included in the module:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS
242207-001-00-KM-07	Dispute resolution and customer education in energy regulation	6	10

6.3. Foundational Learning:

All foundational learning elements have been included in the content.

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

7.1 Exit Level Outcomes (ELO) 1:

Apply technical and economic expertise to evaluate and recommend the issuance of Energy usage licenses to organisations.

Associated Assessment Criteria (AAC) for ELO 1:

- The technical capacity and operational viability of the organisation are assessed.
- The financial stability and economic sustainability of the project are evaluated.
- Legal and regulatory compliance of the organization's operations is reviewed.
- The potential market impact and sector-specific demand are analysed.

- A detailed report summarizing findings and providing a recommendation is prepared.

7.2 Exit Level Outcomes (ELO) 2:

Utilise regulatory knowledge and analytical skills to oversee licensee adherence to license conditions to uphold legal and regulatory standards.

Associated Assessment Criteria (AAC) for ELO 2:

- Licensee performance reports and data submissions are reviewed.
- Desktop reviews are conducted to verify adherence to license conditions.
- Any discrepancies or violations in operations are identified and noted for further investigation.
- Feedback is provided to licensees on areas requiring improvement.
- Compliance status is documented, and serious issues are escalated to regulatory authorities.

7.3 Exit Level Outcomes (ELO) 3:

Apply economic and financial analysis skills to evaluate and recommend tariff applications, ensuring alignment with industry best practices, regulatory frameworks, and financial sustainability.

Associated Assessment Criteria (AAC) for ELO 3:

- Financial data submitted by the energy provider is collected and analysed.
- Proposed tariffs are compared against current market rates and cost structures.
- The potential impact of tariff changes on consumers and industry sustainability is assessed.
- Regulatory constraints and policy guidelines in tariff approval are evaluated.
- A detailed tariff recommendation report for the regulatory board is prepared.

7.4 Exit Level Outcomes (ELO) 4:

Investigate incidents and recommend corrective and preventative measures ensuring effective management of customer-licensee relations.

Associated Assessment Criteria (AAC) for ELO 4:

- Information related to the incident, including root causes, is gathered and analysed.
- Gaps in existing licensing conditions or operational protocols are identified.
- Corrective measures and mitigation strategies to prevent recurrence are proposed.
- A comprehensive incident investigation report with recommended actions is drafted.

7.5 Exit Level Outcomes (ELO) 5:

Guide and optimise infrastructure development to support sustainable energy growth strategies.

Associated Assessment Criteria (AAC) for ELO 5:

- Current and future energy demands are evaluated to identify infrastructure gaps.
- Project proposals are reviewed to confirm adherence to environmental, safety, and operational standards.
- Cost-benefit analyses of proposed infrastructure projects are conducted, including the evaluation of the financial viability of investments, assessment of funding options, and analysis of the economic impact on local communities and the broader energy market.
- Mitigation strategies are developed and proposed to address project risks, ensuring that projects proceed smoothly and sustainably.

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 qualification, 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.

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) requirement for admission to the EISA. Using the template provided by the Quality Partner, an SoR 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 each component's competence was achieved in each module. Learners are required to produce this SoR, together with their ID document or alternative ID document, at the point of the EISA.

8.3 External Integrated Summative Assessment (EISA) – a national assessment

The Quality Partner is responsible for the management, conduct and implementation of the External Integrated Summative Assessment (EISA), in accordance with QCTO set standards. Competence in the EISA is a requirement for certifying a learner.

For entrance into the EISA, the learner requires a valid Statement of Results issued by the accredited institution indicating:

The attainment of all modules for the Knowledge, Practical and Work Experience modules

OR

The attainment of all modules for the Knowledge and Application Components.

9. INTERNATIONAL COMPARABILITY

9.1 Introductory Statement

Two countries were used for purposes of validating the international comparability of the qualification:

- From India: Diploma in Power and Energy Regulation
- From Kenya: Certificate in Energy Regulation and Management

9.2 Detailed Outline

INDIA

Title: Diploma in Power and Energy Regulation

Purpose: This qualification is designed to equip learners with the foundational knowledge and skills necessary to support energy regulation processes, monitor compliance, and understand economic aspects of the energy sector, especially concerning licensing and tariffs.

Level: Indian Diploma Level 5, generally aligned with SA NQF Level 6, which provides foundational knowledge for a career in energy regulation without requiring a graduate degree.

Entry Requirements: High school completion (equivalent to SA NQF Level 4) with a preference for candidates with a technical or science background.

Main Subjects/Modules:

- Basics of Energy Sector Regulations
- Licensing and Compliance in Energy Transmission and Distribution
- Introduction to Tariff and Economic Analysis in the Energy Sector
- Basics of Incident Response and Compliance Management

Duration: 1 year (full-time) and credits are not specified.

Typical Learners: Individuals entering the energy regulation field, technical assistants, and high school graduates aiming to work in regulatory or compliance roles.

Institutions Offering the Qualification:

1. National Institute of Solar Energy (NISE)
2. Central Institute for Rural Electrification (CIRE)
3. Maharashtra State Electricity Distribution Co. Ltd. Training Centre

Similarities:

- Core subjects in licensing, compliance, and basic economic analysis for tariffs are similar.
- Both qualifications equip learners with skills in compliance monitoring and provide foundational knowledge for regulatory functions.
- Both qualifications are delivered over the same timeframe.

Differences:

- The Indian diploma is pitched more at an introductory level (equivalent to NQF Level 5) and lacks some advanced competencies in economic and financial analysis, which the SA qualification includes at NQF Level 6.
- The focus in the Indian qualification is primarily on compliance and regulatory basics, with limited exposure to incident investigation and advanced infrastructure planning.
- Indian qualification often targets learners without significant experience in the field, while the SA qualification may also cater to individuals with some industry exposure.

KENYA

Title: Certificate in Energy Regulation and Management

Purpose: This qualification prepares learners to ensure compliance with national energy laws, monitor the energy sector's regulatory aspects, and facilitate efficient energy transmission and storage.

Level: Kenyan Certificate Level 6, comparable to SA NQF Level 6.

Entry Requirements: High school diploma with relevant work experience in the energy or regulatory sectors, or a technical diploma in a related field.

Main Subjects/Modules:

- Energy Legislation and Policy
- Licensing and Regulatory Compliance
- Financial and Economic Aspects of Energy Regulation
- Incident Investigation and Mitigation in Energy Facilities

Duration: 1 year (part-time or full-time) and credits are not specified.

Typical Learners: Government energy sector employees, regulatory officers, and individuals with prior experience in technical energy roles.

Institutions Offering the Qualification:

1. Kenya Electricity Generating Company Training School

2. Strathmore University
3. Kenya Power Training School

Similarities:

- Core areas of compliance monitoring, licensing, and regulatory enforcement are similar.
- Both qualifications include economic analysis related to tariff structures and regulation enforcement.
- Entry requirements are similar.

Differences:

- The Kenyan qualification has a shorter duration and focuses more on practical regulatory enforcement rather than comprehensive economic analysis.

9.3 Concluding Statement

The South African Advanced Occupational Certificate compares favourably with the two international qualifications.

10. ARTICULATION

10.1 Articulation for Qualifications and Part- Qualifications

10.1.1. Horizontal Articulation: This qualification articulates horizontally within the QQSF and between other sub-framework(s) as follows:

Within QQSF –

- There are no horizontal articulation possibilities within the QQSF,
 - As SAQA ID 90674, National N Diploma, NQF Level 06, 360 Credits qualification(s), which could provide a meaningful articulation route, have/has reached registration end date 2023-06-30

Between sub-frameworks –

- Diploma in Environmental Management, NQF Level 6

10.1.2. Vertical Articulation: This qualification articulates vertically within the OQSF as follows:

- [Advanced Occupational Diploma: Renewable Energy Technologist, NQF Level 7](#)

10.1.3. Diagonal Articulation: This qualification articulates diagonally across NQF levels and across Sub-Frameworks:

- [Higher Certificate in Engineering in Electrical Engineering, NQF Level 5](#)

10.1.4. Validation of Entry Requirements into articulation possibilities provided:

[Yes](#)

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:

[242207-001-00-00](#)

11.3 Encompassed Trades (where applicable)

[This is not a trade](#)

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

[N/A](#)