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Further Education and Training Certificate: Information Technology: Programming Foundation (78965)

Faculty info

Programme Overview

Welcome to the Further Education and Training Certificate: Information Technology: Programming Foundation. This is a NQF 4 registered qualification, with SAQA ID 78965, and have 165 Credits. The qualification is addressing the need in the workplace for nationally recognised qualifications, based on unit standards that will allow people with workplace experience in the Systems Development areas covered, to request assessments and get recognition for prior learning. Further, this qualification has been formulated such that it reflects the workplace- based needs of the Information Technology Industry as expressed by CTU. The input has been used to ensure that the qualification provides the learner with accessibility to be employed within the IT Industry.

The qualification provides the learner with the flexibility to articulate in the Telecommunications, Information Technology and Electronic Industries and other industries where IT is a key component, like the Financial Services Industry. The qualification builds on from the National Certificate in Information Technology: Programming Foundation at NQF level 4 and it also facilitates entry into the Systems Development field from other related fields.

Purpose of the programme

The purpose of this qualification is to build a foundational entry into the field of Computer Sciences and Information Technology, specifically into the field of Systems Development, covering basic knowledge needed for further study in the field of Systems Development at Higher Education Levels. The qualification can be acquired in the traditional way of formal study as well as in the workplace, through learnerships. Acquiring the qualification through learnerships has the potential of addressing the problems of the past, where newly qualified people getting into the industry struggled to get employment, because they were required to have practical experience. The workplace experience can now be gained while acquiring the qualification through the various learnership schemes that are planning to use this qualification.

The qualification is addressing the need in the workplace for nationally recognised qualifications, based on unit standards that will allow people with workplace experience in the Systems Development areas covered, to request assessments and get recognition for prior learning.

Programme Entry Requirements

The entry requirements for the Further Education and Training Certificate: Information Technology: Programming Foundation. NQF 4, SAQA ID 789652 are as follow:

- Application form & diagnostic assessment at the campus
- A national Senior Certificate (Grade 12) with Math Literacy / Mathematics/ Technical Maths.

Programme Structure

The qualification is delivered on a modular based learning. Modular approach is an emerging trend educational thinking that shifts traditional method of instruction to an outcome-based learning paradigm. Modularization is based on the principle of dividing the curriculum into small discrete modules or units that are independent, nonsequential, and typically short in duration.

Rationale

This qualification has been formulated such that it reflects the workplace-based needs of the Information Technology Industry as expressed by its stakeholders.

The input has been used to ensure that the qualification provides the learner with

The input has been used to ensure that the qualification provides the learner with accessibility to be employed within the IT Industry.

Academically this National Certificate is intended to be an entry-level qualification in the area of Systems Development. The qualification builds on knowledge areas covered in National Certificates and short learning programmes at NQF level 2 to 4, and it facilitates entry into the Systems Development field. It aims to enhance readiness for further study in Information Technology and related fields at the Further Education level, provides a pathway into further study at Higher Education level, as well as providing for initial employment in the computer industry.

The qualification provides the learner with the flexibility to articulate in the Telecommunications, Information Technology and Electronic Industries and other industries where IT is a key component, like the Financial Services Industry.

Faculty Head

Dr Ajayi Michael Oluwatosin

Head of Programme

Junior Manganyi

Programme Info

Programme Title

Further Education and Training Certificate: Information Technology: Programming Foundation

Purpose of the Qualification

The purpose of this qualification is to build a foundational entry into the field of Computer Sciences and Information Technology, specifically into the field of Systems Development, covering basic knowledge needed for further study in the field of Systems Development at Higher Education Levels. The qualification can be acquired in the traditional way of formal study as well as in the workplace, through learnerships. Acquiring the qualification through learnerships has the potential of addressing the problems of the past, where newly qualified people getting into the industry struggled to get employment, because they were required to have practical experience. The workplace experience can now be gained while acquiring the qualification through the various learnership schemes that are planning to use this qualification.

The qualification is addressing the need in the workplace for nationally recognised qualifications, based on unit standards that will allow people with workplace experience in the Systems Development areas covered, to request assessments and get recognition for prior learning.

The purpose of this qualification is to equip students to:

- Design an interface that will make sense to all users
- To develop systems to improve workflow
- Understanding how the internet works and how we can improve the layout of all applications
- Using python to solve problems in a workplace
- Structuring complex data on web applications and apps
- The purpose of UI is to let users accomplish their tasks with highest efficiency, least distraction and smallest learning curve

Credits

165

SAQA ID

78965

NQF Level

4

Exit Level Outcomes

A learner will be able to:

- Communicate effectively with fellow IT staff & users of information systems.
- Demonstrate an understanding of different types of computer systems and the use of computer technology in business.
- Demonstrate an understanding of problem-solving techniques, and how to apply them in a technical environment.
- Demonstrate an understanding of Computer Technology Principles.
- Demonstrate an understanding of Computer Programming Principles.
- Work effectively as a team member within a development project environment.
- Carry out, under supervision, a small size task to demonstrate an understanding of the knowledge, techniques & skills needed to understand the fundamentals of Computer Programming.

Student Entry Requirements

- A National Senior Certificate (NSC) with a minimum of 30% in English (as the language of teaching and learning or first additional language)
- Application form & diagnostic assessment at the campus
- A National Senior Certificate (NSC) (Grade 12) with Math Literacy / Mathematics/ Technical Maths.

Recognition of Prior Learning (RPL)

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A qualification will be awarded should a learner demonstrate that the exit level outcomes of the qualification have been attained.

Programme Structure

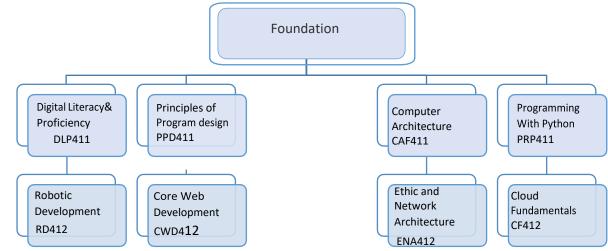


Figure 1: Foundation Programme Structure

Programme Teaching and Learning Strategy

In this programme the following methods will be used to pass knowledge to students: Lectures, Flipped Classroom, Webinars, Group and Research, practical classes (role play), and Gamification. The programme will be presented over a period of at least 1 year – during this period you will be required to attend (as per timetable), formal classes, practical sessions, scheduled LAB sessions, Prelims and if required Boot Camps, do research and self-study, participate in group activities, complete portfolio activities by yourself as well as in a learning environment, and spend time in the workplace.

Below is presented the proposed roll out plan for the software design and development programme – please note that your campus may make some changes based on operational requirements.

Table 1: Roll out plan for the Foundation Programming

PROCESS	ACTIVITY	RELATED DOCUMENTS
Registration	Learners register with CTU Training Solutions as students for this program	CTU Enrolment Contract

	Learner Orientation takes place	Parent Programme orientation, Learner Orientation checklist, signed attendance registers
	Learners complete Compliance Module as part of the Orientation week, submit required details, together with:	Learner File
	Certified copy of qualificationsCertified copy of ID	
	Diagnostic Assessments completed for Literacy, numeracy and computer skills	Diagnostic Assessment documents.
	CAT Applications submitted to the Academic Principal are sent to the HO.	CAT Application Forms Certified copies of ID and Qualifications.
Learner attends	Learners sign Attendance Register for every class/ practical/LAB session etc.	Attendance Register
programme	Learners are guided by the Facilitator through the Learner Guide, COLCampus, O'REILLY, etc.	Learner Guide COLCampus O'REILLY etc.
	Learners complete all required activities	COLCampus
	Facilitators compile 'Learner-At-Risk' Reports	At Risk Reports
	Progress Reports are compiled for learners	Results Letters
	Learners complete Programme Evaluations	Programme Evaluations
	Learners complete Facilitator Evaluations	Facilitator Evaluations
	Learners' EPoE's are signed off by constituent registered	Assessor Reports Moderator Reports
	Learners complete WIL component	WIL Logbook

	Summative Assessment is completed	Marker Reports
		Moderator Reports
	Learners receive Transcripts with Summative results per semester	Answer Scripts/PoE
Internal	Takes place before ETQA verification	Moderator Report
Moderation		Overarching Report
Certification	Graduation	Certificate Register
	Learner signs for certificate received	

Internationals	Learners will be prepared for international exams as follow:	Learner Guides, Prep-week guides/content/workbooks
	During contact sessions	Booking confirmation
	PracticalPrep weeks	Exam Results
	PrelimsBoot camps	Certificate
	International exams to be booked as per the approved process. Results obtained from examination body. Certificate issued by International examination body.	

Study Material

Programme content will consist out of the following:

- Every module has a study guide
- Contents of study guides:
 - o Lesson plan
 - Learning resources specific to the module
 - Description of class activities
 - Structure and weighting of assessment
 - Assessment schedules
 - Assessment Preparation Guidelines
- Prescribed books available on O'Reilly Books Online
- Work Integrated Learning Logbook

Learning Systems ICAS

All students will have access to the following Teaching and Learning systems

- O'Reilly Books Online- Prescribed textbooks; Recommended reading; Video's; Webinars etc
- Colcampus- Study material; Formative Assessments: Student Generic Communication Platform; Discussion Forums; Assessment Results
- EPOE For All-Port Folio of Evidence off all completed assessments
- Office 365- TEAMS for all Virtual Lecturer-led Interactive Teaching as per the Blended Learning (VLIT) Methodology. Email address to be used for all communication during your registration period.

Ticketing system

Please note that should you experience any technical or login or any other problems on any of the abovementioned Learning systems report it on CCP - https://ctutraining.ac.za/my-portal-new/support/

Use of CTU electronic equipment

Access to computers and online resources in the labs are for the sole use of developing and executing CTU projects. Students may not use these facilities for any other purposes. Students found guilty of misappropriating computer equipment and/or online resources may face disciplinary action.

Attendance

- Students are required to attend a minimum of 80% of scheduled classes.
- Attendance of less than 80% in a module may disqualify a student for the exam in that specific module.
- If a student presents a doctor's note, the days booked off will not be deducted from the final attendance.
- Students missing a scheduled test, exam or submission of assignment owing to ill health, must submit a doctor's note indicating days booked off. The note may only be accepted if it is from a qualified health practitioner. Students who do not submit a doctor's note to this effect will receive 0% for the assignment, test or exam.
- Students are required to sign the attendance register for each scheduled session. If the attendance register is not signed, the student will be deemed absent.
- Students are expected to be punctual for scheduled classes. Students arriving late may be barred from attending that specific session and will be marked absent.
- When absent for any reason whatsoever, It is the responsibility of a student to catch up on all work missed.

Assessments

Formative assessments

Formative assessments are designed, developed, implemented and assessed as part of the learning process.

Every module consists of a number of formative assessments and a summative assessment. The number of formative assessments a student needs to complete is determined by the credit value of the module in the qualification.

The average calculated for all formative assessments for a module will constitute the semester mark. The semester mark is weighted at 50% of the final mark. In order to gain entry into the summative assessment (exam) of a module, students need a minimum semester mark of **70%**. Students not achieving a minimum semester mark of **70%**, are deemed not yet competent (NYC) and will need to repeat the module the following academic year.

Submission deadlines for formative assessments

The date of submission is clearly stated on each formative assessment. Students will further have access to submission schedules published in their study guides.

Should a student not submit a formative assessment by specified date the following applies:

 Assignments will be accepted up to three working days (excluding weekends) after the due date. However, 5% of the final mark of the assignment will be deducted per day, to a maximum deduction of 15% of the final mark of the assignment.

Example:

A student submits an assignment one day after the deadline. The assignment is assessed and the student achieves 65%. Owing to the late submission (one day), 5% is deducted and a final mark of 60% will be awarded.

Formative assessments submitted after three working days will not be assessed and the student will receive a mark of 0% for that specific assessment.

Students who are unable to submit a formative assessment owing to ill health must produce a doctor's certificate. The student will receive an extension for the submission of the formative assessment equal in time to the period booked off sick.

If a student is unable to submit a formative assessment by due date for any other reason, he/she must submit evidence as to the cause of non-submission. The facilitator at his discretion and based on the evidence submitted may award a deadline extension.

Group activities

Group activities prepare all students for team work in a work environment and forms part of the Blended Learning Methodology. It is compulsory for all students to complete the Group activities assigned to this Programme.

Progress Reports

Progress reports will be released after Formative assessment results are available.

Summative assessments

Summative assessments are weighted 50% of the final mark. Eg. Semester mark (50%) + Exam (50%) = Final mark.

An examination (summative assessment) will be conducted in all modules. Students achieving less than 60% for the summative assessment will fail the module irrespective of the semester mark.

Exam permits

Exam permits will be issued to all students who qualify to write the Summative Assessments. You have to show your Exam permit to the Invigilators to get entry into the Exam (Online or at an Exam Venue)

Supplementary exams

Students achieving a minimum of 50% for the summative, and a final mark of 60%-68% shall qualify for a supplementary exam.

Deferment of Assessments

Deferment of an exam will only be allowed as per the policy and upon completion of the required applications and submission of the applicable documents (see addendum 4). Deferred exams will only be allowed on approval Submission process for assessments

Pass marks

Students need to achieve a minimum final mark of 70% to be deemed competent. A final mark of less than 70% deems a student not yet competent (NYC) and the student will be required to repeat the module in the following academic year.

Transcripts

Transcripts indicating the Summative and Supplementary assessment results will be released after every summative and supplementary exam.

Academic Record

Academic Records indicating the result for all modules will be released once the Programme has been completed.

Assessment Appeals process

An appeal is the formal request by an individual to have a decision reviewed. Students have to lodge an appeal within five (5) working days after results are available. The appeal is to be lodged through the completion and submission of a Student Query form (see addendum 1) to the Academic Principal within five (5) working days after results are made available.

Integrated Project

The purpose of the integrated project is to provide students with experience of collaborating between various subject streams. The project simulates industry practice and will contribute to students' Work Integrated Learning (WIL) component. The simulated project further encourages integration between the learning environment and reality as well as allowing for the development of critical cross field skills:

- Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organisation, community.
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

International certification process

The international exams supply students with an opportunity to receive an Adobe Certified Associate certificate. The international exams have no relevance to the national qualification and is an add on to validate students' software skills. Students need to record a minimum of 80% for preliminary exams to qualify for the international exams. Once qualified the Academic Principal will schedule the writing of the international exams in the testing center. On the day of the scheduled exam, students must provide a copy of their Identity Documents.

The CTU annual fees include one attempt at an international exam. Should a student fail the exam, he/she will need to pay the cost for a rewrite.

Student Support

CTU provides Student Support in line with our Student Support Policy.

- Students should report any issue that may negatively impact on their ability to successfully complete modules with the subject lecturer or Academic Principal.
- Student Councillors are also available to support students.
- Student Support workshops will take place to support students with various academic and life processes i.e Study Skills, CV workshops etc. Please refer to your Campus SGC page for communication regarding these workshops.
- Meetings are to be scheduled with students at risk to address issues that may impact on their development such as work ethic and / or attendance records.
- Letters of concern are issued to guardians of students identified at risk.
- Academic Bootcamps will also be scheduled to provide academic support to identified students.

Plagiarism

Plagiarism is the use of intellectual property that is not your own without acknowledging the original work or originator – you are therefore presenting someone's ideas, words and/or images as your own.

How is plagiarism committed?

- Coping information from electronic sources, books, magazines, journals, etc. in one's own document.
- Copying from the work of another student
- Allowing a fellow student to copy your work.
- Rewriting someone else's ideas in your own words (paraphrasing) without referencing the source.

How can you avoid plagiarism?

- If you use any secondary sources from books or the Internet while completing your formative or summative assessments, you need to reference the original source.
- Carefully and accurately acknowledge the source that you used to obtain information and ideas from. As you read, write down the details of the sources. Supply a list of references at the end of your essay, report or assignment.
- You are not allowed to copy verbatim (word-for-word) from the learning material and submit this as your own work.
- The following application of images when designing is considered plagiarism:
 - Using someone else's idea/concept
 - Using images in a design not originated by yourself
 - o Applying an image not originated by yourself, but altering parts of it
 - Vectorising and applying an image not originated by yourself.
- In certain projects, however you may be required to use existing artwork as reference for a project e.g. Vectorize an image of a car. In this scenario, the emphasis is on the technical application of a software package and not on creating original artwork.

- The issue of plagiarism has many grey areas and if you are in any doubt about the specific application of an image, please consult with your facilitator.
- Please note: Any student found guilty of submitting plagiarised written and/or visual content will face disciplinary action.

Declaration of Authenticity

A critical aspect of any assignment is *authenticity*. Because you are completing much of the work for the assignments *unsupervised*, the examiner must be convinced that it is *all your own work*. For this reason, you must complete the *Declaration of Authenticity* provided in the study guide and have it counter-signed by your manager, mentor or lecturer.



The declaration of authenticity is a legal document, and if found that you have made a false declaration, then not only will your results be declared null and void, but you could also have criminal charges brought against you. It is not worth taking the risk!

Work Integrated Learning (WIL) (If applicable)

Work Integrated Learning (WIL) of 80 hours are compulsory towards the completion of this Programme. You are required to identify and find employment at a place of business relevant to your field of study. You will be required to complete a WIL logbook with specified activities during your placement period. The completed WIL logbook must be submitted on the due date provided. NOTE if you do not complete the WIL hours and/or do not submit the WIL logbook you will not be declared competent in your Programme

Program evaluation

Students will be required to evaluate the Programme content and give feedback on the Lecturer's competencies after completing the Programme (see addendum 2).

Certification

FET After successfully completing this programmes you will receive a Further Education and Training Certificate: Information Technology: Systems Development

Graduation

Please see the National Academic Calendar for the planned date of Graduation.

ALUMNI

Graduating students are encouraged to join the CTU Training Solutions Alumni Page to stay informed of the latest developments in your field of study.

Addendums

- 1. Student query form
- 2. Programme evaluation
- 3. Declaration of Authenticity
- 4. Deferment Application

Student query form

CAMPUS				
Qualification				
Date		Student No.		
Surname		First Name		
Contact No.		E- Mail Address		
Query:		Addiess		
Query.				
	OFFICE	USE ONLY		
(NB. Staff respons			ster Book/File to record receipt	
of query)				
	esponsible for query:			
Date Student Con				
Points to note reg	arding Query:			
Signature of staff:		Cianatura	e of Reception:	
Signature of Staff.		Signature	e of Reception.	
Once query is con	mnleted this form is retu	rned to reception	n for signature, and also for	
•	filed in the Complaints Re	•	ii ioi signature, and also for	

Programme evaluations completed by students

Instructions to students:

- 1. Use a black or blue pen
- 2. Write in block letters
- 3. Tick the appropriate block where requested
- 4. Where written responses are required, please provide as much information as possible

Name of Student:		
Name of Programme:		
Full time/Part time:		
Name of Site:	Date:	

A. C	OVERALL ASPECTS	YES	NO
1	Did you take part in an Orientation Session?		
2	Did you receive your course material on time?		
3	Were you provided with career guidance by a staff member at		
	the beginning (e.g. Sales Consultant, Academic Manager,		
	Lecturer)?		
4	Have you studied at other tertiary institutions before?		
5	Is this the first time you are studying at CTU?		
6	Are you enjoying the programme you have enrolled for thus far?		
7	Would you recommend CTU as a reputable tertiary institution?		
	If 'Yes', please motivate:		
	If 'No', state the reasons why not:		
8	What are your highest qualifications?		
9	What are your expectations of this course?		
10	What do you hope to achieve once you have graduated?		

11	What other courses would you like to see CTU offering?

B. A	BOUT THE LEARNING PROGRAMME	Yes	No
1	Do you think the course material is understandable?		
2	Is your Lecturer well-versed on the course?		
3	Does your Lecturer introduce the lesson, and the outcomes that need to be achieved at the beginning of the session?		
4	Does your Lecturer summarise the important points at the end of the lesson?		
5	Does the Lecturer lecture in a manner that is easy to understand?		
6	Do you feel you can approach your Lecturer to clarify the content?		
7	Are you constantly reminded by the Lecturer how the knowledge you are gaining will be applied in the workplace?		
8	Do you have access to all the facilities required by the course?		
	If 'no', state what is required:		
9	Do you feel that you need extra student support in order to pass?		
	If 'yes', please state the support required:		
10	What aspects of the programme have you enjoyed <i>the most</i> so far?		
11	What aspects of the programme have you enjoyed <i>the least</i> so far?		
12	What would you like to see added to this programme?		
4.0			
13	List any improvements you would like to see in the content of the o	course?	

C A	ASSESSMENTS	YES	NO
1	Was an assessment briefing conducted with you at the beginning		
	of the course in which the assessment principles, strategies, etc.		
	were explained to you?		
2	Do you understand how your programme will be assessed (i.e.		
	formative and summative assessments)?		
3	Has the compulsory Work Integrated Learning component been		
	explained to you?		
4	Do you understand what is expected of you regarding the WIL		
	component?		
Thi	s section must ONLY be completed by students who have enr	olled for	FULL or
SKI	LLs programmes (not short programmes):	Т	T
		YES	NO
1	Have you been issued with a Student Portfolio of Evidence?		
2	Have you completed the Assessment Plan in your Portfolio?		
3	Have all sections in the front of your PoE (Admin Section) been		
	completed, dated and signed by all parties?		
4	Do the activities in the PoE effectively help you to achieve the		
	learning outcomes of the programme?		
5	Is the assessment process fair (valid)?		
6	Is the assessment process accurate?		
7	Are you placing sufficient evidence in your portfolio in order for		
8	the Assessor to reach a competency decision?		
0	Does the Lecturer clearly indicate the assessment requirements and criteria before an activity?		
9	Do you know how to appeal an assessment decision?		
9	Do you know now to appear an assessment decision:		
D. R.	ATINGS		
1.	How would you rate your studying experience at CTU (facilities, re	ceivina of	
	course material and assessment process)?		
	□ Excellent		
	□ Very Good		
	☐ Good		
	☐ Average		
	□ Poor		
0		6.1	2
2.	How would you rate the Lecturer's overall delivery and knowledge	of the co	urse?

☐ Excellent

	Very Good Good Average			
	Poor			
GENERAL COMMENTS ABOUT THE PROGRAMME:				

Thank you for your time

Date:

Declaration of authenticityCompleted declaration of authenticity is to be uploaded to Colcampus.

| ________hereby (FULL NAME) | declare that the contents of this assignment/project _______ is entirely my own work with the exception of the following artwork / documents: (List the documents and artwork | Artwork / Documents ______ | |

Assessment Deferment Application Form

Name	
Student number	
D number	
Campus	
Address	
Telephone number(s)	
e-mail address Fax	
Assignment request	
Assignment due date	
Test/exam request	
Test/exam due date	
Programme title	
Qualification ID	
Qualification title	

Details of the deferment request:

Please tick one of the reasons for grounds for deferment consideration.

Medical reasons(attach a valid medical certificate)
Personal tragedy (i.e. death of immediate family-documentation as proof attached eg. Death certificate or affidavit)
Other (an affidavit must be attached)

Clearly sta	te the r	eason (motivation for the request)	why you are requesting a deferment.:
		_	
Signature			 Date
Office use:			
Application	n appro	ved:	
Decision	√	Comment	
YES			
NO			
	I	ı	
Signature			Date