

	<b>GLOSSARY OF TERMINOLOGY</b>
Accreditation	The certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfill a particular function within the quality assurance system set up by SAQA.
Assessment	The process of collecting evidence of learners' work to measure and make judgments about the achievement or non-achievement of specified National Qualifications Framework Standards or Qualifications.
Assessment Criteria	The associated standard of performance used by the assessor to determine whether the outcome has been met.
Assessor	A person who is registered by the relevant ETQA body to measure the achievement of specified National Qualifications Framework Standards or Qualifications.
Core Learning (Core Unit Standards)	That compulsory learning required in situations contextually relevant to the particular qualifications.
Credit	That value assigned by the Authority to ten (10) notional hours of learning.
Critical Cross-Field Outcomes	Critical Cross-Field Outcomes refer to those generic outcomes that inform all teaching and learning. For example CCFOs may include working effectively with others as a member of a team, and/or collecting, analyzing, organizing and critically evaluating information.
Elective Learning (Elective Unit Standards)	A selection of additional credits at the (level of the National Qualifications Framework specified), from which a choice may be made to ensure that the purpose of the qualification is achieved.
Essential Embedded Knowledge	Essential knowledge is that which is required in order to achieve the outcomes. Without this key knowledge, the performance cannot be considered adequate and, therefore, the performer cannot be considered competent.
Exit Level Outcomes	The outcomes to be achieved by a qualifying learner at the point at which he or she leaves the programme leading to a qualification and achievement of which entitles the learner to a qualification.
Fundamental Learning (Fundamental USs)	That learning which forms the grounding or basis needed to undertake the education, training or further learning required in the obtaining of a qualification and 'fundamental' has a corresponding meaning.
Integrated Assessment	That form of assessment which permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment methods.
Learner	Any person receiving education and training (in terms of the ABET Act of 2000).
Learning Programme	A structured set of learning offerings and related assessment and attainment requirements.
Level	That statement describing a particular level of the ten levels of the National Qualifications Framework.
Moderation	The process which ensures that assessment of the outcomes described in the NQF standards and qualifications is fair, reliable and valid.
Notional Hours	The learning time that it is conceived it would take an average learner to meet the outcomes defined, and includes concepts such as contact time, time spent in structured learning in the workplace and individual learning.
Qualification	The formal recognition of the achievement of the required number and range of credits and other requirements at specific levels of the NQF determined by the relevant bodies registered by SAQA.
Range	The context(s) in which the individual is expected to perform.
Specific Outcomes	Knowledge, skills and values <demonstrated in context> which support one or more critical outcomes.
Unit Standards	Registered statement of desired education and training outcomes and its associated assessment criteria together with administrative and other information as specified in the regulations.

## PORTFOLIO OF EVIDENCE

This learning unit has been incorporated as the 1st learning unit for the following qualification of study:

- NC: IT: Systems Development, SAQA ID: 48872, NQF Level 5

At the end of this learning unit, a qualifying learner will be able to:

- Communicate effectively with fellow IT staff & users of information systems.
- Understand the role of technology in the business context.
- Demonstrate an understanding of problem solving techniques, and how to apply them in a systems development environment.
- Demonstrate an understanding of Systems Development, with all its implications.
- Relate business problems and information technology solutions.
- Apply the principles of creating computer software.

The following exit level outcomes will depend on the specialization field(s) chosen:

- Carry out, under supervision, a task of reasonable size to demonstrate an understanding of the knowledge, techniques and skills needed in one or more area of majoring/specialization

In addition to the above, unit standards will be utilized to provide depth of specialization of the outcomes ranges and the assessment criteria and processes.

Furthermore, the assessment process should also cover the following generic components:

- Measure the quality of the observed practical performance as well as the theory and underpinning knowledge behind it;
- Use methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance;
- Maintain a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification; and
- Ensure that the relationship between practical and theoretical is not fixed but varies according to the outcomes being assessed.

Assessment of Critical Cross-field Outcomes

To ensure applicability of Fundamental and Critical Cross-field Outcomes, this should be assessed as part of Core and Elective assessments.

## 1.1 Introduction

All the evidence specified for the Portfolio of Evidence is necessary in order for the learner to be found competent. A framework is provided that details exactly how the Portfolio of Evidence should be put together. The framework is provided to assist the learner with gathering all the required evidence. The learner is expected to gather the evidence in a methodical and systematic manner and ensure that all evidence is provided. Much of the evidence will be gathered from individual or group activities during class time. A learner is required to present evidence quite simply to show what s/he knows and can do. It should be presented to demonstrate how it matches the specific outcomes, assessment criteria and the embedded knowledge requirements of the unit standard/s.

You will discover that one piece of work might provide evidence for more than one outcome or unit standard. It must be correctly cross referenced. There is no need to photocopy evidence if it is used more than once.

The Portfolio of Evidence is an **extremely important document**. Unless the portfolio of evidence is complete and the learner is assessed as capable the learner will not be able to complete the final summative assessment.

**Portfolio of Evidence** is a collection of evidence presented by the candidate for assessment. The portfolio will include a signed check-list to indicate that the learner was prepared for the assessment, that the evidence was collected and presented according to a clear content list which fully covers the relevant unit standards or qualification, and the assessor's feedback filed next to the relevant tasks. This is the file in which all assessment evidence (e.g. assignments, third party evidence, performance reports, tests and observations) is gathered and kept. It will include copies of reporting and observation tools that go in to a learner's assessment record, and any other products that have been used for assessment. The ETQA may request samples of PoEs, in conjunction with the relevant learners' assessment records, as part of its verification process.

**The PoE** is kept on campus. If the learner goes elsewhere for training and assessment, the evidence is brought back and added to the portfolio. Whilst learners should ideally be encouraged to share in the responsibility of building this PoE, Academic Managers must monitor and support the process where they do not fully take charge of it.

## 1.2 Preparing a Portfolio of Evidence

### Gathering and Storing Evidence

When searching for evidence, learners should ask themselves: "What could I show someone to convince them that I am able to do this task?" Evidence may take many different forms, including:

- Business / project / task plans
- Proposals or reviews
- Presentations
- Designs
- Test reports
- Programmes
- Memos, letters, reports
- Minutes of meetings (which demonstrate your contribution)
- Testaments from others witnessing your attainments

Consider how you can verify evidence as your own work. Where the author is not obvious get a verifying signature. If it is a joint project, highlight your contribution and have this verified too.

## 1.3 Presenting Evidence

Most learners find that the simplest way to collect their evidence is in a loose leaf lever arch file or binder. This is called a Portfolio of Evidence. A portfolio can be any shape or size, depending on the type of evidence. However, it is usual to use an A4 ring binder or lever arch folder.

The activities in a Portfolio of Evidence are linked to the assessment strategy for this programme taking into account opportunities for integrated assessment or

for gathering naturally occurring evidence where relevant. Instructions on each activity within this portfolio are clear and unambiguous. Read each instruction carefully to ensure that you provide exactly what is required. You will be given sufficient time for completing tasks and gathering evidence as detailed in this portfolio. You and your facilitator / assessor will agree on the date on which the activities for each module must be completed. Make sure that you comply with that date so that you meet the assessment requirements.

Your facilitator / assessor will regularly review your portfolio, providing support and guidance as appropriate. A list of the order of the information to be filed and the documents for use in your portfolio follow.

## 1.4 Assessments

Assessment is about collecting evidence of learners' work so that judgments about learners' achievements or non-achievements, can be made and decisions arrived at. Formative and summative assessments will determine the competence of a learner.

### FORMATIVE ASSESSMENTS

Formative assessment refers to the assessment that takes place during the process of learning and teaching.

Formative assessment:

- Is designed to support the teaching and learning process
- Diagnoses the learner's strength and weaknesses
- Provides feedback on the learner's progress
- Determines whether learners are capable to do an summative assessment

The only mark possible for your **formative assessments** is "**Capable**" or "**Not Yet Capable**" or "Insufficient Evidence". If you are judged as Not Yet **Capable** you will be given feedback and one opportunity to correct the problems identified within each **assessment activity**. If you are assessed as Competent you must proceed to the next **assessment activity**. **NB: Make a backup copy of each module as it is completed.**

### FINAL SUMMATIVE ASSESSMENT

The **Final Summative Assessment (FSA)** is one final assessment. This is carried out when a learner is ready to be assessed at the end of the qualification.

Final Summative Assessment:

- Is done once the whole qualification has been completed
- Determines whether a learner is competent or not yet competent in the Exit Level Outcomes of the Qualification
- Will only be done once the learner is ready to be assessed based on the results of the formative assessment

The final summative assessment for this program will consist of a range of activities specified by the following Exit Level Outcomes of the Qualification document.

The only mark possible for the final summative assessment is "**Competent**" or "**Not Yet Competent**". If you are judged as "Not Yet Competent" you will be given feedback and one opportunity to correct the problems identified in the final summative assessment.

Through the Portfolio of Evidence and the summative assessment, learners will demonstrate the following:

	Weighting
Practical/reflective competence	70%
Knowledge/theoretical application	30%

## 1.5 Moderation

Moderation will take place as soon as the learners have completed the programme and been assessed as capable. Learners should note that a moderator might overturn the results of the assessor and that it might be required from the learner to re-do or add more activities to the PoE.

## 2. PoE CONTENTS CHECKLIST

The table that follows below details exactly what must be completed and by whom when developing the Portfolio of Evidence. Please work through each section carefully and insert a ✓, the date and your initials when you have completed each section. Always keep your PoE up to date. Take it regularly to your facilitator / assessor to be checked so that you can ensure you are on the right track.

Section	Evidence	What must be done	By whom	Document checked
<b>1. Admin. details</b>	1.1 Learner Information Form	Complete the form	Learner	
	1.2 Facilitator Details Form	Complete the form	Facilitator	
	1.3 Assessor Details Form	Complete the form	Assessor	
	1.4 Moderator Details Form	Complete the form	Moderator	
	1.5 Roles and Responsibilities	Read and complete the form	Learners, Facilitator, Assessor, Moderator	
	1.6 Learner Assessment Contract	Read and complete the form	Learners, Facilitator, Assessor, Moderator	
	1.7 Special Needs Record	Complete the form	Learner	
	1.8 Special Needs Questionnaire	Complete the form	Learner	
	1.9 Appeals Procedures	Complete the form	Learner	
	1.10 Appeals Form	Complete the form	Learner	
	1.11 Learners Declaration of Authenticity	Complete the form	Learner	
	1.12 Pre-Assessment Meeting	Read and complete the form	Learners, Facilitator, Assessor, Moderator	
	1.13 Assessment Agreement Form	Read and complete the form	Learners, Facilitator, Assessor, Moderator	

Section	Evidence	What must be done	By whom	Document checked
<b>2. Assessments</b>	<b>Learning Unit 1: Personal Development</b>			
	Assessment Summary	Complete and sign	Learner, Facilitator, Assessor, Moderator	
	Declaration of Competence	Complete and sign	Learner, Facilitator, Assessor, Moderator	
	Assessments	Complete and sign	Learner, Facilitator, Assessor, Moderator	
	Learner Evaluation of Assessment Form	Complete and sign	Learner, Facilitator, Assessor, Moderator	
	<b>Learning Unit 2: Database Design, Implementation and Development</b>			
	Assessment Summary	Complete and sign	Learner, Facilitator, Assessor, Moderator	
	Declaration of Competence	Complete and sign	Learner, Facilitator, Assessor, Moderator	
	Assessments	Complete and sign	Learner, Facilitator, Assessor, Moderator	
	Learner Evaluation of Assessment Form	Complete and sign	Learner, Facilitator, Assessor, Moderator	
	<b>Learning Unit 3: Computer Programming Development and Problem Solving 1</b>			
	Assessment Summary	Complete and sign	Learner, Assessor and Moderator	
	Declaration of Competence	Complete and sign	Learner, Assessor and Moderator	
	Assessments	Complete and sign	Learner, Assessor and Moderator	
	Learner Evaluation of Assessment Form	Complete and sign	Learner	

Section	Evidence	What must be done	By whom	Document checked
<b>2. Assessment</b>	<b>Learner Unit 4: Programming and the World Wide Web</b>			
	Assessment Summary	Complete and sign	Learner, Assessor and Moderator	
	Declaration of Competence	Complete and sign	Learner, Assessor and Moderator	
	Assessments	Complete and sign	Learner, Assessor and Moderator	
	Learner Evaluation of Assessment Form	Complete and sign	Learner, Assessor and Moderator	
	<b>Learning Unit 5: Gathering Techniques for Computer System Development</b>			
	Assessment Summary	Complete and sign	Learner, Assessor and Moderator	
	Declaration of Competence	Complete and sign	Learner, Assessor and Moderator	
	Assessments	Complete and sign	Learner, Assessor and Moderator	
	Learner Evaluation of Assessment Form	Complete and sign	Learner	
<b>3. Moderation</b>	3.1 Registered Training Provider to insert			
<b>4. Templates</b>	4.1 Learner CV			
	4.2 Supplementary reading			

# PORTFOLIO OF EVIDENCE

(DIVIDER 1)

NC: IT: Systems Development, SAQA  
ID: 48872, NQF Level 5

## SECTION 1

### ADMINISTRATIVE DETAILS



# LEARNER INFORMATION FORM

Details	Please complete relevant details within the required fields	
Name of Learner:		
ID Number:		
Contact Details:	Physical Address:	
	Postal Address:	
	Work Tel:	Home Tel:
	E-mail:	
	Fax:	Cell:
In Case of an Emergency Contact:	Name:	
	Work Tel:	Home Tel:
	Cell:	
Date course started:		
Estimated date of completion and final assessment:		

Facilitator Signature:	Date:
Assessor Signature:	Date:

Assessor Signature:	Date:
Moderator Signature:	Date:

Moderator Signature:	Date:
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# RULES AND RESPONSIBILITIES

<b>FACILITATOR / ASSESSOR</b>	<b>LEARNER</b>
Inform the learner about the assessment process and what will be expected from her/him.	Ensure that you understand the requirements and the evidence to be provided. Agree on the assessment process.
Discuss the applicable unit standard and ensure that the learner understands what will be expected during the assessment process.	Ensure that you understand the requirements of the unit standard,
Ensure that the learner is aware of his/her responsibilities during the assessment in line with the unit standard to be assessed.	Ensure that you understand your responsibilities during the assessment and the evidence to be provided.
Determine date for the assessment.	Schedule dates for the assessment or schedule alternative dates.
List of applicable documents to candidate: <ul style="list-style-type: none"> <li>• Copy of NQF and Outcomes-based Assessment document.</li> <li>• Agenda of pre-assessment meeting.</li> <li>• Unit Standards.</li> <li>• Roles and Responsibilities.</li> <li>• Assessment Process/Procedures.</li> <li>• Assessment Policy/Procedures</li> <li>• Appeals Policy and Form.</li> </ul>	Signing and proof that you have received copies of recommended documentation.
Conduct the assessment.	Provide adequate evidence to the Assessor in order to make a judgment.
Review assessment methods if necessary/proposed by learner.	Propose amendments on the assessments.
Provide accurate and constructive feedback to the learner.	Accept feedback or discuss and agree on differences.
Inform the learner if she/he is competent/not yet competent.	Agree is she/he is competent/not yet competent or appeal if not in agreement.
Provide feedback and if necessary complete a development plan to generate sufficient further evidence of competence.	Agreeing on development plan in line with a career path. Attend any agreed training/coaching session/s.
	Keep safe all documents in the portfolio, Complete a new portfolio if any documents get lost.
Capture outcomes/credits obtained on learner's record.	
<b>I, _____ hereby confirm that a copy of the roles and responsibilities of the assessor and learner was provided to me and I understand the respective roles and responsibilities as explained.</b>	

Learner Signature:	Date:
Facilitator Signature:	Date:
Assessor Signature:	Date:
Moderator Signature:	Date:

# LEARNER ASSESSMENT CONTRACT

Your rights as a learner:

- **You have a right to appeal** against any judgment given as a result of any assessment. You must have valid reasons for doing this.
- **You have the right to an interpreter** if you need on to perform this function. However if one of the learning assumptions for the standard is that you are competent within the language of assessment you may not have an interpreter.
- **You can ask that an impartial observer attend any assessment.** This observer may not take any part in the assessment.
- If you do not agree with the assessment **you have the right to have your assessment internally moderated.** If you still do not agree with the result of the assessment you can ask that the ETQA perform an **external moderated** on the assessment. If any verification upholds the assessment findings you will be held liable for all costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be liable for all cost of verification.
- If during the assessment you are found 'not yet competent', your assessor **will encourage you to master the areas where you have not reached competency**, this will be recorded **on a development plan**. You are required to arrange with the assessor for a new assessment schedule. The assessor can only permit three such re-assessments. If a learner has not reached mastery after three additional attempts, your assessor reserves the right to remove you from the programme.

## CONFIDENTIALITY

Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by learners, assessors and moderators. No reference will be made to anyone or any organization outside the SETA about the status of an application during the assessment process.

## CONSENT

I, \_\_\_\_\_, the learner, hereby state that I have read the above and understood the contents thereof. I was given the opportunity to clarify any issues relating to the assessment process and the assessment plan. I have requested this assessment in accordance with my own free will and without duress.

Learner Signature:	Date:
Facilitator Signature:	Date:
Assessor Signature:	Date:
Moderator Signature:	Date:

## SPECIAL NEEDS RECORD

Name of Learner:	Name of Assessor:
Signature of Learner:	Signature of Assessor:
Date:	Date:

List the special needs of the candidate:	
Indicate how provision will be made to accommodate these special needs:	
List possible barrier that can have a negative influence on the assessment process:	
Indicate how these barriers will be accommodated:	

The special needs were identified by means of a special needs questionnaire that was completed by the Learner. Provisional for potential barriers was also made during the planning process.

### POTENTIAL UNFAIR BARRIERS/SPECIAL NEEDS

SPECIAL NEEDS	HOW TO ADDRESS THEM
Language:	Arrange for an interpreter.
Paraplegic:	Ensure the following: <ul style="list-style-type: none"> <li>Assessment venue is wheelchair friendly/easily accessible.</li> <li>The candidate cannot write/use a computer.</li> <li>Make alternative arrangements if required.</li> </ul>
Visual impairments:	Arrange for the following: <ul style="list-style-type: none"> <li>Braille computer software.</li> <li>Conduct oral assessment.</li> </ul>
Dyslexia:	Concentrate on oral assessments and demonstrations.

SPECIAL NEEDS	HOW TO ADDRESS THEM
Hearing Impairments:	Should not be a problem if assessment is conducted in writing otherwise arrange for sign language expert.
Attention Deficit Order:	Arrange for shorter assessment sessions to enable candidate to retain concentration.
Cultural:	Develop case studies that are culturally unbiased.
POTENTIAL BARRIERS	HOW TO ADDRESS
INTERNAL BARRIERS: <ul style="list-style-type: none"> <li>• Learner confidence</li> <li>• Resistance to assessments</li> </ul>	Ensure that the learner is ready and understands what the assessment process and the benefits thereof. This will keep the candidate motivated.
EXTERNAL BARRIERS <ul style="list-style-type: none"> <li>• Suitability of assessment environment</li> <li>• Disruptions</li> <li>• Noise levels</li> <li>• Visual distractions</li> </ul>	Ensure that when you identify a venue that it meets with all the requirements to address the identified barriers.



# SPECIAL NEEDS QUESTIONNAIRE

Kindly answer the following questions to enable that the following Assessment Plan can accommodate you as Learner for assessment/s.

Name of Learner:		Name of Assessor:			
Special Need/Barrier		Indicate whether applicable			Comments
1.	Are you in any way physically disabled? Give an indication which way if your answer was yes.	YES	NO	N/A	
2.	Can the assessment in English? Give an indication of your language or preference if your answer was no.	YES	NO	N/A	
3.	Depending on your answer in respect of Q1 & Q2, do you require and special equipment for the assessment? List the required equipment.	YES	NO	N/A	
4.	Which of the above equipment can be provided by you?	-	-	-	
5.	Do you require transport to the assessment venue?	YES	NO	N/A	
6.	Is there any information that might influence the fairness and validity of the assessment that you would like to bring to the attention of the assessor?	-	-	-	

Learner Signature:	Date:
Facilitator Signature:	Date:
Assessor Signature:	Date:
Moderator Signature:	Date:

## APPEALS PROCEDURE

1.	Discuss the issue with the assessor.
2	If there is still disagreement, submit a written complaint to the internal moderator within two weeks of the assessment.
3.	The internal moderator will conduct an investigation and meet with both parties.
4.	If the learner is still unhappy about the outcomes he/she should refer the matter to the ETQA.

## INTENTION TO APPEAL

As a learner attending a course presented by \_\_\_\_\_ you have a right to appeal against any assessment judgment you are not in agreement with. The disagreement should be lodged within two weeks after the date of assessment in question.

Please complete this form in respect of your intention to appeal and hand it to the assessor concerned who will arrange a meeting to address your concern.

1.	Learner Name:		
2.	Assessor Name:		
3.	Contact Numbers:	Tel no:	
		Cell no:	
4.	Programme/Course Attended:		
	Module/Unit Standard concerned:		
	Assessment/unit under dispute:		
5.	Reason for appeal:		
6.	Date of submission:		
7.	Signature of learner:		

## APPEALS FORM

1.	Learner Name:	
	Facilitator Name:	
	Assessor Name:	
	Programme course attended:	
	Module/unit standard/s concerned:	
	Assessment unit under dispute:	
	Reason for disagreement:	

## APPEALS PROCESS

2a.	Assessor's Judgment:		
	Learner satisfied with outcome:	Yes	No
	Reason/s why not satisfied:		
	Learner Signature:		Date:
	Assessor Signature:		Date:

2b.	Moderator's Judgment:	
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## APPEALS PROCESS

	Learner satisfied with outcome:	Yes	No:
	Reason/s why not satisfied:		
	Learner Signature:		Date:
	Moderator Signature:		Date:
3.	Judgment by appeals panel:		
	Learner satisfied with outcome:	Yes	No
	Reasons why not satisfied:		
	Declaration by Learner:  I am aware that the decision reached by the Appeals Panel is final and it was explained to me and I accept the assessment decision.		
	Learner Signature:		Date:
	Appeals Panel Representative Signature:		Date:

[illegible]

Learner Signature:	Date:
Assessor Signature:	Date:
Moderator Signature:	Date:

## PRE-ASSESSMENT MEETING

Activity	Yes	No
Learner preparation		
Facilitator preparation		
Welcome the learner and make him or her feel at ease.		
Explain the purpose of the meeting.		
Explain the following: <ul style="list-style-type: none"> <li>• NQF</li> <li>• Credits</li> <li>• Learning pathway</li> <li>• Participants (learners, facilitator, assessor, moderator)</li> </ul>		
Explain the principles of assessment (fairness, confidentiality, validity, sufficiency, consistency).		
Explain the assessment process: <ul style="list-style-type: none"> <li>• Readiness of assessment</li> <li>• Learner rights and responsibilities</li> <li>• Unit standard/s</li> <li>• Assessment methods</li> <li>• Judgment of evidence</li> <li>• Feedback process</li> <li>• Re-assessment</li> <li>• Appeals procedure</li> </ul>		
Complete the assessment plan with the learner. Discuss the following: <ul style="list-style-type: none"> <li>• Special needs</li> <li>• Barriers posed</li> <li>• Direct evidence</li> <li>• Indirect evidence</li> <li>• Historical evidence</li> <li>• The assessment/venue</li> <li>• Moderation process</li> </ul>		
Discuss relevant safety issues/equipment.		
Give the learner access to the following documents: <ul style="list-style-type: none"> <li>• Relevant unit standard/s</li> <li>• Learner rights and responsibilities</li> <li>• Appeals procedure</li> </ul>		
Allow the learner to ask questions.		
Allow facilitator to clarify any unclear issues.		

Declaration:

I \_\_\_\_\_ (learner), understand the purpose of the pre-assessment meeting and declare that all the points were explained to me by the facilitator/assessor. I further declare that I have received copies of documentation pertaining to my assessment.

Learner Signature:	Date:
Facilitator Signature:	Date:
Assessor Signature:	Date:
Moderator Signature:	Date:

# ASSESSMENT AGREEMENT FORM

Learner Name:	
I acknowledge and accept that during my training, I will be formatively / summatively assessed against Unit Standards and that I will be given feedback during the training. It will be expected of me to rectify the mistakes and undergo re-assessment/s when necessary.	
and / or	
I have completed my training, have gone through work experience and am now ready to be assessed against the unit standards.	

Date:	Signature:
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Unit Standards to be Assessed		

Date:	
Facilitator / Assessor Name: Coach / Mentor Name:	Signature:



# PORTFOLIO OF EVIDENCE

(DIVIDER 2)

NC: IT: Systems Development, SAQA ID:  
48872, NQF Level 5

SECTION 2  
ASSESSMENTS

The qualification structure, in chart format, can be found on the following page. The chart indicates the grouping of unit standards that pertains to the exit level outcome and related assessment criteria found within the qualification.

Unit standards are utilized to provide depth of specifications of the outcomes ranges and the assessment criteria and processes:

- **Unit Standards** are building blocks for qualifications. They are the smallest part that can be credited to you as learner. They can stand alone or be part of a small cluster (skills programme) or large cluster (qualification). Unit standards tell the assessor and the learner what skills and knowledge must be assessed.
- The **outcomes** on the unit standard state the action, knowledge or skills to be demonstrated by the learner.
- The **assessment criteria** indicate the learner's performance for each outcome. The range tells the assessor and the learner the different type of conditions or equipment for the assessment.
- You as learners will also be expected to demonstrate some life skills. The skills are called **critical cross-field outcomes (CCO's)** and include things like solving problems, planning, communicating and working in a team.
- **Exit Level Outcomes.** The outcomes to be achieved by a qualifying learner at the point in which he/she leaves the programme leading to a qualification and achievement of which entitles the learner to a qualification.

Following the chart you will find a notional hours table. Notional hours means the learning time that is conceived it would take an average learner to meet the outcomes defined, and includes concepts such as contact time, time spent in structured learning in the workplace and individual learning. Following the notional hours table is an Assessment Summary page. On this page, you will find details on the required assessments that you will need to complete for this particular qualification, as well as detailed information regarding the specific unit standards, outcomes, assessment criteria and critical cross-field outcomes relating to each assessment component. This will form the basis for assessing your capability against the unit standard requirements.