



*In Pursuit of Excellence*

## STUDENT MODULE GUIDE

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**SMT36W0-00/25**

### **Service Management III**

Department of Networking and Information Technology Support

Faculty of Engineering, Built Environment, and  
Information Technology

#### **IMPORTANT INFORMATION**

**NB:** Each student registered for this module is entitled to 1 (one) copy of this Student Module Guide (SMG). Any additional copies required will have to be paid for by the student. Students are advised, therefore, to keep their copy in a safe place, in case it is required in future when registering and applying for credits at other institutions.



Excellence In Teaching & Learning

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# 1. Introduction & Welcome

The Faculty of Engineering, Built Environment, and Information Technology (FEBEIT) and the Department of Networking and Information Technology Support Services welcome you to the Diploma in ICT in Support Services. Computing skills play an increasingly vital role in almost all occupations, and contribute to productivity gains, innovation, and employment growth across all South African and international industries. This is leading to exciting career opportunities. Many new jobs have been created in the past decade and the long-term career prospects continue to strengthen. The academic focus of the Department is to offer programmes specifically aimed at preparing students for the workplace by offering training that will enable diplomates and graduates to demonstrate competence, knowledge, and judgment in addressing discipline related problems.

Please consult the department's prospectus for a description of the different specialisations and information about all of the courses offered by the Information Technology Department. The prospectus will also show you how the courses must be combined in order to follow a particular specialisation for your specific year of study.

The purpose of this Module Guide is to provide you with written guidelines as to what to expect of the University and what the University in turn expects of you, regarding this Module. In Section 5 you are given administrative details of the Department as well as the contact details of the lecturers teaching this course. The general course information shows you the number of lecture, practical and tutorial periods a week and provides information about additional time you will be expected to spend on course-related work. The responsibilities of the students regarding participation and attendance are stated and an overview is provided of the learning and teaching approach. In Section 2, details of the module's specific outcomes and assessment criteria, module prerequisites and NQF level are detailed. In Section 3 full technical details of the purpose of the qualification. Comprehensive assessment details for the course are given in sections 10 -13 as well as details of the resources that will be used, e.g., textbooks. Finally the work schedule provides a detailed weekly work plan for the year in section 15.

## 2. Module Purpose & Outcomes

### 2.1 Module Purpose

The purpose of this Learner Guide is to provide you with written guidelines as to what to expect of the University and what the University in turn expects of you, with regard to this course. In Section 1 you are given administrative details of the Department as well as the contact details of the lecturers teaching this course at different delivery sites. The general course information shows you the number of lecture, practical and tutorial periods a week and provides information about additional time you will be expected to spend on course-related work. The responsibilities of the students with regard to participation and attendance are stated and an overview is provided of the learning and teaching approach. Comprehensive assessment details for the course are given in this section as well as details of the materials that will be used, e.g. text books. In Section 2 full technical details of the purpose of the qualification, course entry requirements and NQF level, assessment criteria and moderation are provided, as well as the exit level and critical cross-field outcomes for the course. In Section 3, the modules and specific outcomes are shown and the work schedule provides a detailed weekly work plan for the year.

### 2.2 Module Learning Outcomes & Assessment Criteria

Module Learning Outcomes	Module Assessment Criteria
1. Understand the history of end-user computing, how users increase their productivity with technology use, the resources users need to be productive, and common problems they encounter.	<ul style="list-style-type: none"><li>• How changes in computer technology over time have affected computer use</li><li>• Ways to classify end users</li><li>• Resources computer users need</li><li>• Major categories of end-user software</li><li>• Common problems encountered by users</li><li>• Job market demand for user support workers</li><li>• Common ways to organize and provide support services</li><li>• Typical position descriptions for user support staff</li><li>• Knowledge, skills, and abilities required for an entry-level support positions</li><li>• Career paths for user support workers</li></ul>

<p>2. Describe the communication and customer service skills user support workers need.</p>	<ul style="list-style-type: none"> <li>• The importance of strong relationships and good communication and interpersonal skills</li> <li>• Reasons support agents must listen and read carefully, build and communicate understanding, and use verbal and nonverbal communication effectively</li> <li>• How support agents develop a personal communication style</li> <li>• How support agents develop an incident management strategy</li> <li>• Strategies support agents use for voice and web-based communications</li> <li>• Strategies support agents use for working with difficult clients and incidents and for resolving conflicts</li> <li>• How developing an understanding of different personality types and work styles can help an agent</li> <li>• How to build excellent customer service</li> </ul>
<p>3. Examine the many types of written communications a support specialist may be assigned to prepare, and explains how to plan, write, and evaluate end-user documents.</p>	<ul style="list-style-type: none"> <li>• Types of end-user documentation</li> <li>• How technical writing differs from other writing</li> <li>• How technical documents are organized</li> <li>• How to plan effective user documents</li> <li>• The technical writing process</li> <li>• Effective use of formats</li> <li>• Strategies for technical writing</li> <li>• Common problems in technical writing</li> <li>• Tools used for technical writing</li> <li>• How to evaluate documents</li> </ul>

<p>4. Learn problem-solving strategies that a user support specialist can apply to a troubleshooting situation.</p>	<ul style="list-style-type: none"> <li>• The troubleshooting process and the thinking skills required for successful troubleshooting</li> <li>• Communication skills for troubleshooting</li> <li>• Information resources to help solve computer problems</li> <li>• Diagnostic and repair tools used to troubleshoot computer problems</li> <li>• Strategies for troubleshooting</li> <li>• How to develop your own approach to problem solving</li> </ul>
<p>5. Explore a multilevel support model and the incident management process.</p>	<ul style="list-style-type: none"> <li>• Several categories of common end-user technology problems</li> <li>• Problem-solving processes that can be applied to typical support problems</li> </ul>
<p>6. Understand the mission of support groups and how to staff and train them.</p>	<ul style="list-style-type: none"> <li>• Help desk operational procedures</li> <li>• The multilevel support model</li> <li>• The incident management workflow</li> <li>• Best practices in help desk operation</li> <li>• The physical layout of help desk work areas</li> <li>• Job stress in help desk work</li> <li>• Hardware and software tools used by support agents, managers, and end users</li> <li>• Help desk industry trends</li> </ul>



<p>7. Explore tools to help support workers analyze and assess user needs for technology solutions.</p>	<ul style="list-style-type: none"> <li>• The mission of a support group</li> <li>• Items in a typical user support budget</li> <li>• Staffing a help desk</li> <li>• Support staff training programs</li> <li>• Evaluations of support staff performance</li> <li>• Industry certifications for support professionals</li> <li>• Professional help desk and user support associations</li> <li>• Ethical principles that guide the professional behavior of support workers</li> </ul>
<p>8. Understand how to plan training activities targeted at end users; how to prepare training materials; and how to present, evaluate, and improve training activities.</p>	<ul style="list-style-type: none"> <li>• How product and support standards emerged</li> <li>• Common tools and methods for evaluating and selecting technology products</li> <li>• Information resources and decision-making tools for evaluating and selecting technology products</li> <li>• Typical technology product support standards</li> <li>• How organizations develop and implement product standards</li> </ul>

### 2.3 Module NQF Level

6

### 2.4 Pre – and Co-requisites

None

### 2.5 Module Credits

30

## **2.6 Notional Hours Required**

300

## **3. Qualification & Programme Information**

### **3.1 Qualification Rules**

Articulation rules from the programme prospectus – co and pre-requisites.

Diploma in ICT in Support Services is a 360-credit qualification which consists of 12 modules. A qualified learner at this level is competent in applying design, development, implementation and/or maintenance strategies and techniques in the development of Information Technology solutions as well as to administer in one of the following specialized Information Technology fields: Business Applications, Communication Networks, Software Development, Support Services, Web and Application Development.

In order to graduate, a student needs to pass each of the compulsory modules shown in the prospectus for the qualification. The Year 1 courses are common across all qualifications and a pass in each is required in order to graduate.

### **3.2 Qualification Title**

**Diploma in ICT in Support Services**

### **3.3 Qualification NQF level**

6

### **3.4 Qualification Total credits**

300

## **4 Mode of Delivery & Access to Learner Management System**

This module is presented using blended learning. In other words, it is facilitated both face-to-face and online using the WSU Learning Management System (Moodle) and Office 365 applications. To access the Moodle platform, follow the instructions below):

URL Address – <https://wiseup.wsu.ac.za/login/index.php>

Enter password and username when prompted.

Click or tap here to enter text.

To access Office 365 apps, follow the instructions below:

URL Address – <https://www.office.com>

Click sign in

Enter password and username when prompted.

## 5 Contact with the Lecturers, Department and Faculty

### 5.1 Communication with Lecturers

Lecturer	Campus	Office No.	Telephone/ Email	Consultation Times
Dr O T Murire	Potsdam	To be advised	<a href="mailto:omurire@wsu.ac.za">omurire@wsu.ac.za</a>	10am -12pm on Mondays

### 5.2 Contacting the Department

Name	Designation	Office No.	Telephone Email / Fax
Mr. J. Okuthe	Head of Department	To be advised	<a href="mailto:jokuthe@wsu.ac.za">jokuthe@wsu.ac.za</a>
Ms. L. Mazwi	Admin Assistant	PBF003	043 708 5422 <a href="mailto:lmazwi@wsu.ac.za">lmazwi@wsu.ac.za</a>

### 5.3 Contacting the Faculty

Name	Designation	Delivery	Telephone
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		Site	Email / Fax
Prof. W.D. Thwala	Executive Dean	Chiselhurst	043 709 4069 <a href="mailto:walthwala@wsu.ac.za">walthwala@wsu.ac.za</a>
Ms. B. Panyaza	Faculty Secretary	Chiselhurst	043 709 4069 <a href="mailto:bpnyaza@wsu.ac.za">bpnyaza@wsu.ac.za</a>

A description/ reason why you are contacting the faculty/ department/ lecturer MUST be written on the Subject Line of your email, always

## 6 Resources

Below are useful resources for the course

### 6.1 Study Material

Prescribed text book, teaching slides and online sites with interactive tutorials

### 6.2 Prescribed and Recommended Material

Fred Beisse, *A Guide to Computer User Support for Help Desk & Support Specialists, Sixth Edition*. Course Technology | Cengage Learning, 2015, ISBN-13: 978-1-285-85268-3.

### 6.3 Electronic Resources / Material

- <https://www.tutorialspoint.com/it-infrastructure-process-management-itipm/index.asp>

### 6.4 Other Resources

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### 6.5 Accessing the Library

Learners are required to make use of the library resources as such all learners must register with the university library so that they will be able to borrow relevant books for further reading.

## 7 Student Support Services

The university through the Teaching and Learning Directorate provides student support services. For more information about available support services students could visit the University website and get more information about available support services.

## 8 Student Counseling

The University is committed to providing students with a holistic learning experience, through the Department of Student Affairs which manages student enquiries, complaints and student life in general on a daily basis. Using the services of dedicated and competent staff, the Department of Student Affairs provides students with relevant training and support within the areas of counselling, health, personal development and more. The Department strives to create and sustain a vibrant and well-resourced learning environment in which respectful relationships are established. Contact details of the Department of Student Affairs are as follows:

Designation	Name	Campus	Office No.	Telephone / Email / Fax

## 9 Tutor & PAL Services

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Participation is an important part of the PAL sessions. Participation means both attendance and engagement. Learners are expected to attend and fully participate in all the scheduled classes, group learning opportunities, discussion sessions and practical sessions. In addition, punctuality is important. Learners are expected to be on time and ready to begin at the stated time on the timetable. Learners are expected to attend at least 2 x 45-minute sessions a week outside of the formal contact time.

PAL/Tutor details are stated below:

Name	Email	Tutorial Day(s)	Time	Venue

## 10 Lecture Room Expectations

The university has enough and spacious rooms for lectures. Both theory and practical classes will be conducted in room (to be confirmed)/online on prescribed times in the departmental timetable. Because we are dealing with electronic devices such as computers, no learner shall be permitted to bring food or water during class times.

## 11 Rules for Online Engagement (Netiquette)

The following set of rules are meant to guide our online engagement:

1. Every learner has to logon to the learning platform so as to get trace of presence through the register.
2. Learners are encouraged to participate actively throughout learning, questions can be asked through raising of hands on the platform.
3. Learners are encouraged to logon to the portal east least 2 minutes before the start of each class.
4. Videos of each online lesson shall be made available but it is highly advisable that learners attend lives sessions so as to ask questions.
5. Always mute your mike and only umute it when asked to do so or when making a contribution.
6. Video mode shall be kept off all the times to ensure quality of audio during lessons.
7. Never interject a speaker without following due procedures.

## 12 Formative Assessment

This type of assessment will be used to inform both the learner and the lecturer and will not be allocated a mark. It will be used to allow the learner and lecturer to monitor his/her progress in achieving the course goals and specific module outcomes. It will take the form of self-review, peer review and lecturer review and should be seen by the learner as a valuable learning aid. It will also be used to provide valuable feedback to the lecturer regarding his/her instruction techniques, topics that require revision or additional attention, etc. Learners will be asked to

provide comprehensive evaluations of the course and lecturer at least once during the course cycle.

### 12.1 Assessment Plan

Assessment Number	Type of Assessment	Due Date
1	Presentation	After chapter 1& 2
2	Presentation	After Ch 3 & 4
3	Presentation	After Ch 5&6
4	Presentation	After Ch 7 & 8

### 12.2 Examination Requirements

#### 12.2.1 DP Requirements

All summative assessments will count towards the Duly Performed (DP) mark (also called year mark).

All summative assessments for this subject will be common across all delivery sites at which the course is offered – unless this is prevented by unforeseen circumstances.

Medical certificates regarding missed tests and/or assignments, etc. must be submitted to the lecturer or site department secretary within 5 working days of the test date or due date. Medical certificates not received within 5 days will not be considered – unless the learner was hospitalised.

If a medical certificate is accepted, the assessment will not count towards the learner's DP mark. Learners will be required to get special permission from the Head of Department and Dept Board if they wish to submit medical certificates for more than 40% of the total DP marks.

Complaints or queries about assessment marks must be raised with the lecturer concerned within 7 days of the assessment being returned to the students.

### 12.2.2 Mark Calculation for Continuous Assessment

N/A

## 13 Summative Assessment

### 13.1 Examination Period

There will two tests in the semester and the other two will be written in the second semester.  
The project will be done throughout the year.

Assessment Number	Type of Assessment	Weighting (%)	Due Date
1	Test	10	End of term 1
2	Test	20	End of term 2
3	Test	30	End of term 3
4	Test	40	End of term 3
<b>Sub-total</b>	<b>DP/Year Mark</b>	<b>100</b>	
4	Examination	100	End of term 4
<b>TOTAL Final Mark</b>	<b>(Final Exam mark * 60%) + (DP * 40%)</b>	<b>100%</b>	



## 13.2 Examination Paper & Admission to the Examination

There will be a 3-hour written examination at the end of the year.

According to University policy, entrance into the examination is subject to a minimum DP mark of 40%.

The minimum mark required to pass an examination is 40%. If a learner scores below 40% in the examination, he/she does not qualify for a final mark and does not pass the course.

### Final Mark (before supplementary examination)

The Final Mark is calculated as follows:

DP	40%
Examination	60%
Total:	100%

A learner must score at least 50% for the final mark (calculated as shown above) in order to pass the course.

A final mark in the range 40-49% qualifies a learner for a supplementary examination.

### Supplementary Examination

There will be a 3-hour written supplementary examination.

According to University policy, entrance into the supplementary examination is subject to a final mark in the range 40-49%.

The minimum mark required to pass a supplementary examination is 40%. If a learner scores below 40% in the supplementary examination, he/she does not pass the course.

### Final Mark (after supplementary examination)

The Final Mark is calculated as follows:

DP	50%
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Examination	50%
Total:	100%

A learner must score at least 40% for the final mark (calculated as shown above) in order to pass the course.

**Re-mark requests, absence from examination due to illness, special examinations, etc.**  
See General Prospectus for rules pertaining to these.

### **3.1 Marking of Examination Papers**

See General Prospectus for rules pertaining to these.

## **4 Assessments: Semester 1 – 1st Semester Compulsory Assessments**

### **4.1 Assessment 01 – Semester 1**

Semester Test 1

#### **4.1.1 Instructions & Due Date**

This is a closed book test, administered face to face at the end of term 1. This test will contribute 10% towards the students' DP mark Test will cover Learning Unit 1 & 2.

#### **4.1.2 Assessment Questions**

Questions will be presented on the day of the test

### **4.2 Assessment 02 – Semester 1**

Semester Test 2

#### **4.2.1 Instructions & Due Date**

This is a closed book test, administered face to face at the end of term 2. This test will contribute 20% towards the students' DP mark Test will cover Learning Unit 1 - 4.

#### **4.2.2 Assessment Questions**

Questions will be presented on the day of the test

## **4.3 Assessment 03 – Semester 2**

### **Semester Test 3**

#### **4.3.1 Instructions & Due Date**

This is a closed book test, administered face to face at the end of term 3. This test will contribute 30% towards the students' DP mark Test will cover Learning Unit 1 – 5.

#### **4.3.2 Assessment questions**

Questions will be presented on the day of the test

## **5 Assessments: Semester 2 – Second Semester Compulsory Assessments**

### **Project**

#### **5.1 Assessment 01 – Semester 2**

##### **Course Project**

##### **5.1.1 Instructions & Due Date**

This task will be completed in groups of between 3 and 5 students

The project will contribute 40% towards the students' DP mark

The project should be submitted at the end of term 3

##### **5.1.2 Assessment Questions**

A detailed project description will be attached on Moodle.

#### **5.2 Assessment 02 – Semester 2**

##### **Semester Test 3**

##### **5.2.1 Instructions & Due Date**

This is a closed book examination administered at the end of term 4, face to face. This assessment will contribute 60% towards the students' final mark. A 40%-year mark is required to gain access to this assessment.

##### **5.2.2 Assessment Questions**

Questions will be presented on the day of the test

#### **5.3 Assessment 03 – Semester 2**

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##### **5.3.1 Instructions & Due Date**

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##### **5.3.2 Assessment questions**

##### **5.3.3 Click or tap here to enter text.**

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## 6 Module Content

### 6.1 Learning Unit 1: Introduction to Computer User Support

#### 6.1.1 Key Concepts

- How changes in computer technology over time have affected computer use
- Ways to classify end users
- Resources computer users need
- Major categories of end-user software
- Common problems encountered by users
- Job market demand for user support workers
- Common ways to organize and provide support services
- Typical position descriptions for user support staff
- Knowledge, skills, and abilities required for an entry-level support positions
- Career paths for user support workers

#### 6.1.2 Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
1. Understand the history of end-user computing, how users increase their productivity with technology use, the resources users need to be productive, and common problems they encounter.	<ul style="list-style-type: none"><li>• How changes in computer technology over time have affected computer use</li><li>• Ways to classify end users</li><li>• Resources computer users need</li><li>• Major categories of end-user software</li><li>• Common problems encountered by users</li><li>• Job market demand for user support workers</li><li>• Common ways to organize and provide support services</li><li>• Typical position descriptions for user support staff</li><li>• Knowledge, skills, and abilities required for an entry-level support positions</li><li>• Career paths for user support workers</li></ul>

### 6.2 Learning Unit 2: Customer Service Skills for User Support Agents

#### 6.2.1 Key Concepts

- The importance of strong relationships and good communication and interpersonal skills
- Reasons support agents must listen and read carefully, build and communicate understanding, and use verbal and nonverbal communication effectively

- How support agents develop a personal communication style
- How support agents develop an incident management strategy
- Strategies support agents use for voice and web-based communications
- Strategies support agents use for working with difficult clients and incidents and for resolving conflicts
- How developing an understanding of different personality types and work styles can help an agent
- How to build excellent customer service

### 6.2.2 Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
2. Describe the communication and customer service skills user support workers need.	<ul style="list-style-type: none"> <li>• The importance of strong relationships and good communication and interpersonal skills</li> <li>• Reasons support agents must listen and read carefully, build and communicate understanding, and use verbal and nonverbal communication effectively</li> <li>• How support agents develop a personal communication style</li> <li>• How support agents develop an incident management strategy</li> <li>• Strategies support agents use for voice and web-based communications</li> <li>• Strategies support agents use for working with difficult clients and incidents and for resolving conflicts</li> <li>• How developing an understanding of different personality types and work styles can help an agent</li> <li>• How to build excellent customer service</li> </ul>

## 6.3 Learning unit 3: Writing for End Users

### 6.3.1 Key Concepts

- Types of end-user documentation
- How technical writing differs from other writing
- How technical documents are organized
- How to plan effective user documents
- The technical writing process
- Effective use of formats
- Strategies for technical writing
- Common problems in technical writing
- Tools used for technical writing
- How to evaluate documents

Learning Outcomes	Assessments Criteria
7 Examine the many types of written communications a support specialist may be assigned to prepare, and explains how to plan, write, and evaluate end-user documents.	<ul style="list-style-type: none"><li>• Types of end-user documentation</li><li>• How technical writing differs from other writing</li><li>• How technical documents are organized</li><li>• How to plan effective user documents</li><li>• The technical writing process</li><li>• Effective use of formats</li><li>• Strategies for technical writing</li><li>• Common problems in technical writing</li><li>• Tools used for technical writing</li><li>• How to evaluate documents</li></ul>



## 7.1 Learning Unit 4: Skills for trouble Shooting Computer Programs

### 7.1.1 Key Concepts

- The troubleshooting process and the thinking skills required for successful troubleshooting
- Communication skills for troubleshooting
- Information resources to help solve computer problems
- Diagnostic and repair tools used to troubleshoot computer problems
- Strategies for troubleshooting
- How to develop your own approach to problem solving

Learning Outcomes	Assessment Criteria
3. Learn problem-solving strategies that a user support specialist can apply to a troubleshooting situation.	<ul style="list-style-type: none"><li>• The troubleshooting process and the thinking skills required for successful troubleshooting</li><li>• Communication skills for troubleshooting</li><li>• Information resources to help solve computer problems</li><li>• Diagnostic and repair tools used to troubleshoot computer problems</li><li>• Strategies for troubleshooting</li><li>• How to develop your own approach to problem solving</li></ul>

## 7.2 Learning Unit 5: Common Support Problems

### 7.2.1 Key Concepts

- Several categories of common end-user technology problems
- Problem-solving processes that can be applied to typical support problems

Learning Outcomes	Assessment Criteria
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5. Explore a multilevel support model and the incident management process.	<ul style="list-style-type: none"> <li>• Several categories of common end-user technology problems</li> <li>• Problem-solving processes that can be applied to typical support problems</li> </ul>
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## 7.3 Learning Unit 6: Help Desk Operation

### 7.3.1 Key Concepts

- Help desk operational procedures
- The multilevel support model
- The incident management workflow
- Best practices in help desk operation
- The physical layout of help desk work areas
- Job stress in help desk work
- Hardware and software tools used by support agents, managers, and end users
- Help desk industry trends

8	•
9 Understand the mission of support groups and how to staff and train them.	<ul style="list-style-type: none"> <li>• Help desk operational procedures</li> <li>• The multilevel support model</li> <li>• The incident management workflow</li> <li>• Best practices in help desk operation</li> <li>• The physical layout of help desk work areas</li> <li>• Job stress in help desk work</li> <li>• Hardware and software tools used by support agents, managers, and end users</li> <li>• Help desk industry trends</li> </ul>

## 9.1 Learning unit 7: User Support Management

### 9.1.1 Key Concepts

- The mission of a support group
- Items in a typical user support budget
- Staffing a help desk
- Support staff training programs
- Evaluations of support staff performance
- Industry certifications for support professionals
- Professional help desk and user support associations
- Ethical principles that guide the professional behavior of support workers

Learning Outcomes	Assessment Criteria
10 Explore tools to help support workers analyze and assess user needs for technology solutions.	<ul style="list-style-type: none"><li>• The mission of a support group</li><li>• Items in a typical user support budget</li><li>• Staffing a help desk</li><li>• Support staff training programs</li><li>• Evaluations of support staff performance</li><li>• Industry certifications for support professionals</li><li>• Professional help desk and user support associations</li><li>• Ethical principles that guide the professional behavior of support workers</li></ul>

## 10.1 Learning Unit 8: Product Evaluation Strategies and Evaluation Standards

### 10.1.1 Key Concepts

- How product and support standards emerged
- Common tools and methods for evaluating and selecting technology products
- Information resources and decision-making tools for evaluating and selecting technology products
- Typical technology product support standards
- How organizations develop and implement product standards

Learning Outcomes	Assessment Criteria
11 Understand how to plan training activities targeted at end users; how to prepare training materials; and how to present, evaluate, and improve training activities.	<ul style="list-style-type: none"><li>• How product and support standards emerged</li><li>• Common tools and methods for evaluating and selecting technology products</li><li>• Information resources and decision-making tools for evaluating and selecting technology products</li><li>• Typical technology product support standards</li><li>• How organizations develop and implement product standards</li></ul>

## 12 Scheme of Work (Module Timetable)

WEEK(S)	DATE(S)	Learning & Teaching Strategies (Methods)	LECTURE/TUTORIAL ACTIVITY	STUDENT ACTIVITY

## 13 Notes on Plagiarism

The standard Harvard Referencing system is used at Walter Sisulu University – details are available on the University Intranet and from the Resource Centre. Students who submit work which has not been adequately referenced but who have clearly used information from textbooks, research articles, newspapers, magazines, and internet pages will be held to be in breach of the plagiarism and copyright act which is a criminal offence. Plagiarized work will not be accepted for marking and students may be subjected to disciplinary action.

