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# Assessment Strategy

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| **ENTRY LEVEL REQUIREMENT (AS SPECIFIED ON UNIT STANDARD – EMBEDDED KNOWLEDGE)** | A learning assumption of this qualification is foundational skills in English and Mathematics at NQF level 3. Further learning assumed is the ability to use a personal computer competently. |

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| **CONTEXT OF ASSESSMENT:** | **THE PURPOSE OF THE ASSESSMENT** |
| Assessment of competence is a process of making judgments about an individual’s competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio must reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed. |
| **ASSESSMENT APPROACH** |
| 🗹**Pre-Assessment (Baseline assessment)**  (Baseline assessment is used to decide where to start a learning intervention and to identify **gaps** in learning where support may be needed) |
| 🗹**Formative assessment**  (Refers to assessment that takes place **during** the process of learning and teaching. This assessment gives valuable information about the knowledge, skills and attitudes/values of the candidate.) |
| 🗹**Summative assessment**  (Is assessment for making a judgment about achievement and to determine if the candidate can obtain the **credits** for the unit standard. This is carried out when a learner is ready to be assessed at the **end** of a programme of learning. ) |
| 🗹**Integrated assessment**  (**Combination** of formative and Summative assessment) |
|  | * **Re-assessment**   Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.  When learners have to undergo re-assessment, the following conditions will apply:   * + Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.   + Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.   + Only the specific outcomes that were not achieved will be re-assessed.   + Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues. |

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| **CONTEXT OF ASSESSMENT:** | **ASSESSMENT INSTRUMENTS** | |
| **Types of Evidence** | **Assessment Method**  (Tick appropriate box/es and/or specify) |
| **Direct**  (Direct evidence is actual evidence produced by the candidate) | * Direct observation of tasks and activities * Questioning – oral * Questioning – written * Questioning – multiple choice * Questioning – true / false * Questioning – completion/ short answer * Questioning – extended response * Personal interviews * Assignments * Case studies * Logbooks * Portfolios * Projects * Role-plays * Reflective journals * Self-assessment * Work related statistics * Product output * Other: |
| **Indirect**  (Indirect evidence is produced about the candidate from another source) | * Work completed at an earlier stage * Training records * Work related statistics * Testimonials * Performance appraisals * Other: |
| **Supplementary / Historical**  This type of evidence tells the Assessor what the candidate was capable of doing in the past) | * Projects and portfolios * Completed work (products) * Performance appraisals * Training records * Work related statistics * Testimonials * Certificates and qualifications * Customer / client ratings * Curriculum Vitae * Other: |

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| **ASSESSMENT PROCESS** | | |
| **What:** | **How:** | |
| Compile a plan for assessment | * Study the Candidate’s information. * Study the Unit Standard which the Candidate wants to be assessed against. * Have a pre-assessment meeting. * Select the most cost effective assessment instruments for assessment. * Draw up assessment instruments. * Review assessment instruments and validate the instrument against the unit standard. * Develop an assessment plan for the learner. * Agree on an assessment plan with the candidate. * Inform other role-players of assessment (Supervisor, witness etc.). | |
| Prepare the workplace and the candidate | * Identify and prepare the venue to ensure fair assessment practice. * Identify and prepare all the role-players. * Consult with candidate and agree on assessment plan. * Candidate complete “Am I ready for assessment?” form | |
| Conduct Assessment | * Review assessment plan with candidate. * Gather, record and make judgements on all the evidence. * Provide feedback to candidate on every assessment activity. | |
| Make assessment decision | * Make assessment decision after consultation with Assessor panel and/or Internal Moderator and discuss the results with the candidate. * Handle any disputes and identify matter that requires contingency planning. * Provide feedback to the candidate’s direct Manager/Supervisor. * Record and submit final results to the Internal Moderator/SDF and Senior Trainer. | |
| Appeals procedure | The candidate has the right to appeal against assessment decision or practice they regard as unfair.  An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:   * Unfair assessment * Invalid assessment * Unreliable assessment * Unethical practices * Inadequate expertise and experience of the assessor   Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the relevant ETQA. | |
| **Accessibility and safety of environment** | **Step** | **Resources Required** |
| 1. Site inspection conducted 2. Pre-assessment moderation conducted | * Assignments * POE * Assessments |

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| **ASSESSOR’S SIGNATURE** | **DATE** |

## Qualification Overview

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| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

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| **REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:** |

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| **Further Education and Training Certificate: Information Technology: Systems Development** |

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| **SAQA QUAL ID** | **QUALIFICATION TITLE** | | | |
| 78965 | Further Education and Training Certificate: Information Technology: Systems Development | | | |
| **ORIGINATOR** | | | | |
| SGB Information Systems and Technology | | | | |
| **PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY** | | | **NQF SUB-FRAMEWORK** | |
| MICTS - Media, Information and Communication Technologies Sector Education and Training Authority | | | OQSF - Occupational Qualifications Sub-framework | |
| **QUALIFICATION TYPE** | **FIELD** | | **SUBFIELD** | |
| Further Ed and Training Cert | Field 10 - Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| **ABET BAND** | **MINIMUM CREDITS** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **QUAL CLASS** |
| Undefined | 165 | Level 4 | NQF Level 04 | Regular-Unit Stds Based |
| **REGISTRATION STATUS** | | **SAQA DECISION NUMBER** | **REGISTRATION START DATE** | **REGISTRATION END DATE** |
| Passed the End Date - Status was "Reregistered" | | SAQA 06120/18 | 2018-07-01 | 2023-06-30 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

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| *In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.* |

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| This qualification replaces: |

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| **Qual ID** | **Qualification Title** | **Pre-2009 NQF Level** | **NQF Level** | **Min Credits** | **Replacement Status** |
| 24294 | Further Education and Training Certificate: Information Technology: Systems Development | Level 4 | NQF Level 04 | 165 | Complete |

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| **PURPOSE AND RATIONALE OF THE QUALIFICATION** |

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| 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.  A qualifying learner at this level will be a well-rounded entry-level Systems Developer with a good fundamental knowledge of the Information Technology field, coupled with interpersonal and business skills, preparing for later specialisation in Systems Development fields.  The qualification is designed to:   provide learners with an entry level for further study in Information Technology and related fields, as well as for initial employment in the computer industry.   allow many of the listed unit standards to be used in Learnership Schemes in the Information Systems and Technology sector, as well as other sectors where Information Technology is a key requirement.   provide a foundational qualification for people who are pursuing a career in the computer industry, or related fields. People with this qualification have an introductory level of understanding about computer industry concepts and/or are able to work in areas of Information Technology with little technical complexity, for example entry-level computer programming, as junior project team member.   allow the credits achieved in the National Certificates in Information Technology (Level 2 & 3) to be used as foundation (i.e. learning assumed to be in place) for the requirements of this qualification.   have a flexible structure to allow for changing requirements in the computer industry, and to allow providers to create learning programmes with a predominantly Information Technology component but tailored to meet local, national or international needs.  Rationale of the qualification:  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 accessibility to be employed within the IT Industry.  The introduction of national qualifications in Information Technology based on unit standards will allow learners to qualify for a national qualification by accumulating the required credits via short learning programmes or workplace practical experience or both. It also allows learners to achieve the qualifications through recognition of prior learning and/or learnerships schemes, overcoming past barriers in the methods of achieving formal qualifications.  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.  One of the most important needs for this qualification is to provide for the recognition of prior learning. There are currently no unit standards based registered qualifications for Software Development. However, programs are written, installed, maintained and upgraded on a daily basis in a number of different industry sectors. People with workplace experience in the areas covered by this qualification will now be allowed to request assessment and get recognition for prior learning.  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. |

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| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

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| It is assumed that the learner is competent in skills gained at the further education and training band, with exposure to computing as an advantage, but not a requirement. A learning assumption of this qualification is foundational skills in English and Mathematics at NQF level 3. Further learning assumed is the ability to use a personal computer competently, and competence in the unit standard, "Participate in formal meetings", NQF Level 2 (ID 14911).  The assumed learning can be acquired in the traditional way of formal study as well as in the workplace. Acquiring the competencies in a workplace (either via formal learnerships or normal on-the-job training) has the potential of addressing the problems of the past, where formal qualifications were only obtainable by way of formal study.  Recognition of prior learning (RPL):  Many of the competencies used in the Information Technology profession have traditionally been acquired through short courses and on-the-job training, which did not provide formal recognition of the knowledge and skills acquired. These competencies are still today viewed by most industries as invaluable, with the sad reality that there is no formal recognition. The nature of the Information Technology field means that competence is developed experientially, therefore the assessment processes should recognise experience versus theoretical knowledge. Recognition of prior learning will now allow people with these valuable competencies to be assessed and recognised formally.  Any learner wishing to be assessed may arrange to do so without having to attend further education or training. For recognition of prior learning the learner will be required to submit a portfolio of evidence of relevant experience, in a prescribed format, to be assessed for formal recognition. The assessor and learner will decide jointly on the most appropriate assessment procedures, subject to the assessment rules of the relevant ETQA. Learning assumed to be in place must be assessed by the assessor prior to any assessment relating to this qualification. |

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| **RECOGNISE PREVIOUS LEARNING?** |

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| **QUALIFICATION RULES** |

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| The Qualification consists of a Fundamental, a Core and an Elective Component.  To be awarded the Qualification learners are required to obtain a minimum of 165 credits as detailed below.  Fundamental Component  The Fundamental Component consists of Unit Standards in:   Mathematical Literacy at Level 4 to the value of 16 credits   Communication at Level 4 in a First South African Language to the value of 20 credits   Communication in a Second South African Language at Level 3 to the value of 20 credits  It is compulsory therefore for learners to do Communication in two different South African languages, one at Level 4 and the other at Level 3  All Unit Standards in the Fundamental Component are compulsory.  The Fundamental Component consists of Unit Standards to the value of 56 credits all of which are compulsory.  Core Component  The Core Component consists of Unit Standards to the value of 63 credits all of which are compulsory.  Elective Component  For the achievement of the minimum 165 credits required, learners are required to do at least 46 credits in the elective component. |

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| **EXIT LEVEL OUTCOMES** |

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| A learner will be able to:  1. Communicate effectively with fellow IT staff & users of information systems. 2. Demonstrate an understanding of different types of computer systems and the use of computer technology in business. 3. Demonstrate an understanding of problem solving techniques, and how to apply them in a technical environment. 4. Demonstrate an understanding of Computer Technology Principles. 5. Demonstrate an understanding of Computer Programming Principles. 6. Work effectively as a team member within a development project environment. 7. 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. |

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| **ASSOCIATED ASSESSMENT CRITERIA** |

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| In particular, assessors should check that the learner is able to demonstrate an ability to consider a range of options and make decisions, meeting the following criteria:  1. Effective Communication is demonstrated with fellow IT staff & with users of information systems, in the form of written and verbal communication.  2. An understanding of different types of computer systems and the use of computer technology in business is demonstrated, being able to describe the different computers systems and associated hardware and network configurations and investigate (sometimes under supervision) its use within organisations.  3. The ability to identify different problem solving techniques, and when and how to apply them, is demonstrated.  4. A fundamental understanding of Computer Technology Principles are demonstrated by explaining computer architecture, networking and operating systems concepts, as well as different data storage methods.  5. An understanding of Computer Programming Principles is demonstrated by producing program segments explaining various programming principles.  6. Working effectively as a team member within a development project environment, taking part in team activities and understanding different roles within different support teams.  7. Knowledge of the techniques & skills needed to understand fundamental programming principles are demonstrated by creating a computer program that combines the assessed outcomes in fundamental programming.  Integrated Assessment:  Development of the competencies may be through a combination of formal and informal learning, self-learning, training programmes and work-based application.  The practical, applied, foundational and reflective competencies demonstrated for the group of assessment criteria in this qualification, must prove that the whole competence is more than the sum of the parts of the competencies. Providers should conduct diagnostic and formative assessment. Formative, continuous and diagnostic assessments should also take place in the work place, if applicable. The learner should also be able to assess him or herself and determine readiness for a summative assessment against this qualification.  During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflective competencies. Input to completing the Integrated Assessment typically make use of combinations of the following assessment methods: 1. Time-constrained written examinations 2. Coursework Evaluations 3. Continuous Evaluation 4. Practical Evaluation. |

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| **INTERNATIONAL COMPARABILITY** |

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| The concept of qualifications based on unit standards is not unique to South Africa. This qualification and unit standards have been evaluated against, and are comparable to core knowledge and specialised knowledge elements found in the following International Qualifications Frameworks:   New Zealand NQF,   Australian NQF,   British NVQs.  Furthermore input to the development of the qualification has been benchmarked against the following International sources, where the outcomes and assessment criteria, degree of difficulty and notional learning time has been compared:   City and Guilds Certificate and Diploma for Programmers (refer 7261 IT Scheme administered by ISETT),   NCC Education's International Certificate and Diploma in Computer Studies for IT Professionals,   Microsoft MCSD certification   E-Skills This qualification combines the NQF principles and requirements, with Internationally accepted Knowledge Areas required in a System Development Qualification. |

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| **ARTICULATION OPTIONS** |

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| This qualification has been developed for professional practice across the industry and is intended to ensure professionalism within junior positions in the industry ensuring the upliftment of the standards in general. It is applicable to small and large businesses alike, and builds on other certificates from a range of sub-sectors and will provide articulation with a range of qualifications.  Upon successful completion of the qualification, the learner will be a Systems Developer able to carry out competently the exit level outcomes in a business environment. The purpose of this qualification is stated as being a foundational qualification at the Further Education band, allowing for further study in Information Technology and related fields at Higher Education entry level (National Certificate). This will allow the qualified learner to progress to further qualifications either in Systems Development or other IT domains, or in other related industries where IT is a key component.  In particular, this qualification has been designed to allow entry into either the National Certificates in Systems Support at NQF level 5 or the National Certificate in Systems Development at NQF level 5, but can also be used as foundational to other IT qualifications that will be defined in future. |

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| **MODERATION OPTIONS** |

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|  Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor or moderator with the relevant ETQA.   Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.   Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation.   Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise.   Moderation should also encompass achievement of the competence described both in individual unit standards as well as the integrated competence described in the qualification.   Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited for assessment by the relevant ETQA.  To ensure that national standards are maintained, the final assessment should be conducted on the following basis, which will be under the control of the relevant ETQAs (ISETT SETA or other relevant ETQAs):   National assessment of written papers and/or practical assignments needs to be undertaken, by the relevant ETQA. This must include the necessary assessment tools (e.g. marking schemes) to ensure consistent assessment. This function can be performed by the ETQA itself or a nominated body or bodies.   Assessment can be institutional or workplace based and must be done by a registered assessor.   External moderation will be undertaken as required, to ensure that the quality of NQF standards is maintained nationally. |

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| **CRITERIA FOR THE REGISTRATION OF ASSESSORS** |

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| The criteria to register as an assessor include the following:   Assessors should be registered as assessors with the relevant ETQA, in accordance with the policies and procedures defined by the ETQA.   Have a relevant academic qualification or equivalent recognition, at a level higher than the qualification being assessed.   All registered assessors must have met the requirements of the generic assessor standard, and should be certificated by the ETDP SETA or by the relevant ETQA in agreement with the ETDP SETA in this regard. |

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| **REREGISTRATION HISTORY** |

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| As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2012; 2015. |

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| **NOTES** |

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| This qualification replaces qualification 24294, "Further Education and Training Certificate: Information Technology: Systems Development", Level 4, 165 credits.  Knowledge Areas covered by the qualification  This qualification addresses the following knowledge areas being developed for the IT qualifications framework, inter alia:   Competence in creating program segments with no supervision or complete programs with limited supervision and direction from others   Contributing to solving user application problems and meeting their support needs   Investigating customer requirements and creating program designs   Apply problem solving techniques to given customer requirements in creating program designs   Analysing data and contributing to system testing, over a variety of application areas   Understand the structure of a typical systems development project team, knowing the different roles and knowing when to ask for assistance in performing the above tasks.  Level Description of the qualification The above knowledge areas listed display competences that are complex and non-routine, which are appropriate at this level. They involve the application of knowledge and skills in a limited range of varied work activities, performed in a wide variety of contexts. Some level of responsibility and autonomy is allowed, where control or guidance of others is often required, although complete responsibility is assumed for the quantity and quality of the individuals own outputs. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.  This also supports the SAQA approved level descriptors at this level, as listed below: Foundational Competence   Possession of wide-ranging scholastic/technical skills.   Possession of a broad knowledge base incorporating some theoretical concepts.   Demonstrate the ability to access, analyse and evaluate information independently.   Employ a range of responses to well defined but often unfamiliar or unpredictable problems.  Practical Competence   Operate in a variety of familiar and unfamiliar contexts under broad guidance and evaluation.   Select from a considerable choice of procedures.   Give presentations to an audience.  Reflexive Competence   Complete responsibility for quantity and quality of output.   Possible responsibility for the quantity and quality of output of others.  Foundational Competence: Progression is manifested by the change from routine responses at level 3 to generation of responses at level 4. Practical Competence: There is evidence of progression in terms of the range of skills, choice of actions and the ability to present information to others. Reflexive Competence: Progression is marked by a significant increase in responsibility for individual outputs and the need to interact with others. At level 4, the learner can assume leadership roles of a limited nature.  Qualification Naming and Specialisation Description:  The Information Technology sub-field has been broken into various domains, of which Systems Development is one. Qualification names will be linked to these domains, with specialisation descriptions attached to the qualification certification document being produced. The reason for this is firstly to reduce the number of qualifications needed to be registered to a manageable level, and secondly to have the qualification linked to the typical structure of the Information Technology industry. Finally we want to have the qualification certification document to reflect fields of specialisation, for unit standards that has been achieved within listed fields of specialisation. These specialisation fields are defined as part of the elective unit standards for the qualification, which will allow flexibility in future to add new specialisation fields without having to redefine the whole qualification. This is very important to the IT industry which is a very dynamic and fast changing industry. |

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| **UNIT STANDARDS:** |

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|  | **ID** | **UNIT STANDARD TITLE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Core | [14918](https://allqs.saqa.org.za/showUnitStandard.php?id=14918) | Describe the principles of Computer Programming | Level 3 | NQF Level 03 | 5 |
| Core | [14913](https://allqs.saqa.org.za/showUnitStandard.php?id=14913) | Explain the principles of computer networks | Level 3 | NQF Level 03 | 5 |
| Core | [14927](https://allqs.saqa.org.za/showUnitStandard.php?id=14927) | Apply problem solving strategies | Level 4 | NQF Level 04 | 4 |
| Core | [14910](https://allqs.saqa.org.za/showUnitStandard.php?id=14910) | Apply the principles of Computer Programming | Level 4 | NQF Level 04 | 8 |
| Core | [14933](https://allqs.saqa.org.za/showUnitStandard.php?id=14933) | Demonstrate an understanding of creating multimedia/web-based computer applications with scripting | Level 4 | NQF Level 04 | 6 |
| Core | [14924](https://allqs.saqa.org.za/showUnitStandard.php?id=14924) | Demonstrate an understanding of information systems analysis | Level 4 | NQF Level 04 | 3 |
| Core | [14930](https://allqs.saqa.org.za/showUnitStandard.php?id=14930) | Demonstrate an understanding of the principles of developing software for the internet | Level 4 | NQF Level 04 | 3 |
| Core | [14909](https://allqs.saqa.org.za/showUnitStandard.php?id=14909) | Describe the difference between programming in Object Orientated and Procedural Languages | Level 4 | NQF Level 04 | 4 |
| Core | [14915](https://allqs.saqa.org.za/showUnitStandard.php?id=14915) | Design a computer program according to given specifications | Level 4 | NQF Level 04 | 8 |
| Core | [14917](https://allqs.saqa.org.za/showUnitStandard.php?id=14917) | Explain computer architecture concepts | Level 4 | NQF Level 04 | 7 |
| Core | [14944](https://allqs.saqa.org.za/showUnitStandard.php?id=14944) | Explain how data is stored on computers | Level 4 | NQF Level 04 | 7 |
| Core | [14920](https://allqs.saqa.org.za/showUnitStandard.php?id=14920) | Participate in groups and/or teams to recommend solutions to problems | Level 4 | NQF Level 04 | 3 |
| Fundamental | [119472](https://allqs.saqa.org.za/showUnitStandard.php?id=119472) | Accommodate audience and context needs in oral/signed communication | Level 3 | NQF Level 03 | 5 |
| Fundamental | [119458](https://allqs.saqa.org.za/showUnitStandard.php?id=119458) | Analyse and respond to a variety of literary texts | Level 3 | NQF Level 03 | 5 |
| Fundamental | [119457](https://allqs.saqa.org.za/showUnitStandard.php?id=119457) | Interpret and use information from texts | Level 3 | NQF Level 03 | 5 |
| Fundamental | [119465](https://allqs.saqa.org.za/showUnitStandard.php?id=119465) | Write/present/sign texts for a range of communicative contexts | Level 3 | NQF Level 03 | 5 |
| Fundamental | [12154](https://allqs.saqa.org.za/showUnitStandard.php?id=12154) | Apply comprehension skills to engage oral texts in a business environment | Level 4 | NQF Level 04 | 5 |
| Fundamental | [9015](https://allqs.saqa.org.za/showUnitStandard.php?id=9015) | Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems | Level 4 | NQF Level 04 | 6 |
| Fundamental | [119462](https://allqs.saqa.org.za/showUnitStandard.php?id=119462) | Engage in sustained oral/signed communication and evaluate spoken/signed texts | Level 4 | NQF Level 04 | 5 |
| Fundamental | [119469](https://allqs.saqa.org.za/showUnitStandard.php?id=119469) | Read/view, analyse and respond to a variety of texts | Level 4 | NQF Level 04 | 5 |
| Fundamental | [9016](https://allqs.saqa.org.za/showUnitStandard.php?id=9016) | Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | Level 4 | NQF Level 04 | 4 |
| Fundamental | [7468](https://allqs.saqa.org.za/showUnitStandard.php?id=7468) | Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues | Level 4 | NQF Level 04 | 6 |
| Fundamental | [119459](https://allqs.saqa.org.za/showUnitStandard.php?id=119459) | Write/present/sign for a wide range of contexts | Level 4 | NQF Level 04 | 5 |
| Elective | [244574](https://allqs.saqa.org.za/showUnitStandard.php?id=244574) | Apply knowledge of HIV/AIDS to a specific business sector and a workplace | Level 3 | NQF Level 03 | 4 |
| Elective | [114636](https://allqs.saqa.org.za/showUnitStandard.php?id=114636) | Demonstrate an understanding of preventative maintenance, environmental and safety issues in a computer environment | Level 3 | NQF Level 03 | 6 |
| Elective | [14912](https://allqs.saqa.org.za/showUnitStandard.php?id=14912) | Investigate the use of computer technology in an organisation | Level 3 | NQF Level 03 | 6 |
| Elective | [10313](https://allqs.saqa.org.za/showUnitStandard.php?id=10313) | Comply with service levels as set out in a Contact Centre Operation | Level 4 | NQF Level 04 | 10 |
| Elective | [14908](https://allqs.saqa.org.za/showUnitStandard.php?id=14908) | Demonstrate an understanding of testing IT systems against given specifications | Level 4 | NQF Level 04 | 6 |
| Elective | [14926](https://allqs.saqa.org.za/showUnitStandard.php?id=14926) | Describe information systems departments in business organisations | Level 4 | NQF Level 04 | 3 |
| Elective | [14921](https://allqs.saqa.org.za/showUnitStandard.php?id=14921) | Describe the types of computer systems and associated hardware configurations | Level 4 | NQF Level 04 | 6 |
| Elective | [252210](https://allqs.saqa.org.za/showUnitStandard.php?id=252210) | Handle a range of customer complaints | Level 4 | NQF Level 04 | 4 |
| Elective | [14919](https://allqs.saqa.org.za/showUnitStandard.php?id=14919) | Resolve computer user`s problems | Level 4 | NQF Level 04 | 5 |
| Elective | [118028](https://allqs.saqa.org.za/showUnitStandard.php?id=118028) | Supervise customer service standards | Level 4 | NQF Level 04 | 8 |
| Elective | [120379](https://allqs.saqa.org.za/showUnitStandard.php?id=120379) | Work as a project team member | Level 4 | NQF Level 04 | 8 |

|  |
| --- |
| **LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:** |

|  |
| --- |
| *When qualifications are replaced, some (but not all) of their learning programmes are moved to the replacement qualifications. If a learning programme appears to be missing from here, please check the replaced qualification.* |

## Learner’s Rights and Responsibilities

**Your rights as a learner:**

1. You have the right to a fair, open and practical assessment
2. Should you be assessed as “not yet competent” you have the right to be reassessed, according to the company’s assessment policy.
3. If you may be re-assessed, you will be responsible to arrange a new assessment plan with the assessor. If you exceed the number of re-assessments allowed by the policy, your assessor reserves the right to remove you from the program.
4. You have the right to appeal against any judgment given as a result of any assessment. You must have valid reasons for doing this. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external verification on the assessment. If any verifier confirms the original assessment outcome, you the learner will have to pay for the cost of the verification.
5. You have the right to an interpreter if you need someone to perform this role. However if one of the learning assumptions for the standards is that you are competent within the language of assessment you may not have an interpreter.
6. You can ask that an impartial witness attend any assessment. This witness may not take any part in the assessment.
7. You have a right to have your assessment internally moderated.

**Your responsibilities:**

1. You must prepare yourself thoroughly for the assessment
2. You must arrange to be available for the assessment on the date, time and place agreed as set out in the assessment plan
3. Should you be unable to attend the agreed assessment date it is your responsibility to inform both your immediate line manager and the assessor.
4. You are responsible for packaging your evidence as set out in the evidence Guide.

**Confidentiality**

Assessment of outcomes results and reviews will be treated with confidentiality. The information may not be given to other people except for record, assessment and moderation purposes.

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **ASSESSOR’S SIGNATURE** | **DATE** |

## Appeals Procedure

An appeal is a formal written complaint. The assessor must inform the candidate up front that he/she has a right to appeal against the outcome of an assessment. The purpose of the appeal procedures is to provide a learner with a systematic approach of contesting the assessment decision and resolving the potential dispute. When a learner disagrees with the assessment outcome, he/she must explain the reasons for this to the assessor concerned as soon as possible. If there is a disagreement on the outcome of the assessment process, the learner will initiate a formal appeal process by submitting an Appeal Form.

**When can a Candidate Appeal?**

The Skills Development Act and South African Qualifications Authority Act cover the following two scenarios where appeals can be lodged:

* An appeal against an assessment
* An appeal against an accreditation decision

An appeal can be brought against:

* Unfair assessments
* Invalid assessments
* Unreliable assessments
* The assessor’s judgements, if considered biased
* Inadequate experience and expertise of the assessor if it influenced the assessment
* Unethical practices.

**Who does a candidate appeal to?**

The candidate can appeal an assessment outcome either to the practitioner / assessor or to the Appeals Team or finally the ETQA.

An Appeal Team will be established as a permanent academic structure to deal with appeals and disputes. The Appeal Team is a sub-committee of the Higher Degrees Committee including an external moderator.

The diagram below presents the process, roles and responsibilities of various parties in the appeal process:

## Appeals Application Form

(**O*nly complete if applicable***)

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of learner** |  | | |
| **Date of Application** |  | **Date of Assessment** |  |
| **Name of Assessor** |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***Insert the unit standard information in the table above for which you want to apply for an appeal***

|  |  |
| --- | --- |
| What was the purpose of the assessment? |  |
| Explain how you were assessed |  |
| Mention the reasons why you disagree with the assessment decision |  |
| What do you think could resolve the matter? |  |
| Mention any special need that you may have. |  |

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **ASSESSOR’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **MODERATOR’S SIGNATURE** | **DATE** |

## Recognition of Prior Learning

The Learning Organisation has adopted the following definition of RPL: “*RPL is a system of assessing and recognizing learners’ knowledge and skills independently of ways they have been acquired, either through a formal or informal learning process.”*

RPL aims to:

* Provide an outcomes-based assessment process for registered unit standards or qualifications for learners without formal education experience and uncompleted qualifications.
* Increase learners’ access to wider education and career development path opportunities.
* Assess knowledge obtained in terms of awarding of credits.
* Assess applied competency.
* Encourage a lifelong learning process for learners.
* Promote needs identification and encourage learners to take greater personal responsibility for learning.
* Promote portability of skills and knowledge.

The key benefits of RPL are presented below:

* Changes focus of learning process from assessing inputs to outcomes i.e. outcomes based.
* Cost effectiveness: reduces cost of education by avoiding duplication of education activities for skills and knowledge that the learner already possesses.
* Promotes human development and lifelong learning.
* Advances self-confidence of learners and encourages them to take responsibility for their own learning and completion of qualifications.
* Socio-economic development benefits for the country because of increased participation in education and training activities.

## 

## Schematic presentation of Recognition of Prior Learning (RPL) process

## Candidate’s confirmation to be assessed

(To be completed by *the candidate*)

I herewith agree to be assessed against the following unit standards of the **Further Education and Training Certificate: Information Technology: Systems Development** Qualification registered on the National Qualification Framework (NQF) with 165 credits. I understand the purpose of assessment in the organisation. I further declare to be committed to the process and support all assessment systems. I also understand it is my responsibility to gather evidence as agreed on with my Assessor and to submit it on the agreed date/s.

**Skills Programme 1: Computer Architecture**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 14917 | Explain computer architecture concepts | 4 | 7 |
| Elective | 14921 | Describe the types of computer systems and associated hardware configurations | 4 | 6 |
| Core | 14944 | Explain how data is stored on computers | 4 | 7 |
| Elective | 114636 | Demonstrate an understanding of preventative maintenance, environmental and safety issues in a computer environment | 3 | 6 |
| **TOTAL CREDIT VALUE** | | | | **26** |

**Skills Programme 2: Computer Programming**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | [14918](http://regqs.saqa.org.za/showUnitStandard.php?id=14918) | Describe the principles of Computer Programming | 4 | 5 |
| Core | [14910](http://regqs.saqa.org.za/showUnitStandard.php?id=14910) | Apply the principles of Computer Programming | 4 | 8 |
| Core | [14909](http://regqs.saqa.org.za/showUnitStandard.php?id=14909) | Describe the difference between programming in Object Orientated and Procedural Languages | 4 | 4 |
| Elective | [14908](http://regqs.saqa.org.za/showUnitStandard.php?id=14908) | Demonstrate an understanding of testing IT systems against given specifications | 4 | 6 |
| **TOTAL CREDIT VALUE** | | | | **23** |

**Skills Programme 3: Networking & Web Development**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | [14913](http://regqs.saqa.org.za/showUnitStandard.php?id=14913) | Explain the principles of computer networks | 4 | 5 |
| Core | [14933](http://regqs.saqa.org.za/showUnitStandard.php?id=14933) | Demonstrate an understanding of creating multimedia/web-based computer applications with scripting | 4 | 6 |
| Core | [14930](http://regqs.saqa.org.za/showUnitStandard.php?id=14930) | Demonstrate an understanding of the principles of developing software for the internet | 4 | 3 |
| Core | 14915 | Design a computer program according to the given specifications | 4 | 8 |
| **TOTAL CREDIT VALUE** | | | | **22** |

**Skills Programme 4: Systems Analysis & Design**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | [14927](http://regqs.saqa.org.za/showUnitStandard.php?id=14927) | Apply problem solving strategies | 4 | 4 |
| Core | [14924](http://regqs.saqa.org.za/showUnitStandard.php?id=14924) | Demonstrate an understanding of information systems analysis | 4 | 3 |
| Core | [14920](http://regqs.saqa.org.za/showUnitStandard.php?id=14920) | Participate in groups and/or teams to recommend solutions to problems | 4 | 3 |
| Elective | [120379](http://regqs.saqa.org.za/showUnitStandard.php?id=120379) | Work as a project team member | 4 | 8 |
| Elective | [14926](http://regqs.saqa.org.za/showUnitStandard.php?id=14926) | Describe information systems departments in business organisations | 4 | 3 |
| Elective | 14912 | Investigate the use of computer technology in an organisation | 3 | 6 |
| **TOTAL CREDIT VALUE** | | | | **27** |

**Skills Programme 5: Customer Service**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Elective | 118028 | Supervise Customer Service Standards | 4 | 8 |
| Elective | 252210 | Handle a range of customer complaints | 4 | 4 |
| **TOTAL CREDIT VALUE** | | | | **12** |

**Skills Programme 5: Literacy - Credit Accumulation Transfer (CAT), where applicable.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 119472 | Accommodate audience and context needs in oral/signed communication | 3 | 5 |
| Fundamental | 119458 | Analyse and respond to a variety of literary texts | 3 | 5 |
| Fundamental | 119457 | Interpret and use information from texts | 3 | 5 |
| Fundamental | 119465 | Write/present/sign texts for a range of communicative contexts | 3 | 5 |
| Fundamental | 119462 | Engage in sustained oral/signed communication and evaluate spoken/signed texts | 4 | 5 |
| Fundamental | 119469 | Read/view, analyse and respond to a variety of texts | 4 | 5 |
| Fundamental | 119459 | Write/present/sign for a wide range of contexts | 4 | 5 |
| Fundamental | 12154 | Apply comprehension skills to engage oral texts in a business environment | 4 | 5 |
| **TOTAL CREDIT VALUE** | | | | **40** |

**Skills Programme 6: Numeracy / Mathematics - Credit Accumulation Transfer (CAT), where applicable.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 9015 | Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems | 4 | 6 |
| Fundamental | 9016 | Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | 4 | 4 |
| Fundamental | 7468 | Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues | 4 | 6 |
| **TOTAL CREDIT VALUE** | | | | **16** |

## Reason/s for registering for Assessment

(The reason/s why I want to register for assessment is/are)

|  |  |
| --- | --- |
| Formal unit standard credits on the National Qualifications Framework (NQF) |  |
| A formal qualification on the National Qualifications Framework (NQF) |  |
| To apply for a certain position/job |  |
| To up-skill my knowledge and competencies |  |
| Learnership with the prospect of being employed |  |

## “Am I Ready for Assessment?”

(To be completed by *the Candidate*)

|  |  |  |
| --- | --- | --- |
| **CHECKLIST: ASSESSMENT OF PERFORMANCE** | **Yes** | **No** |
| Have I arranged appropriate time with my assessor? |  |  |
| Have I checked with my direct Manager/Supervisor that is okay for my assessor to come and assess me? |  |  |
| Have I notified anyone else who needs to know? (E.g. security, reception, a witness) |  |  |
| Have I got everything I need to carry out the planned activity? |  |  |
| Have I got together any other evidence which supports unit standard which I am being assessed against? |  |  |
| Am I clear which aspects of the unit standard I am being assessed upon? |  |  |
| Have I checked that nothing will get in the way of being able to perform this activity? |  |  |
| Have I practiced what I am planned to be assessed on to make sure I am as competent as I can be? |  |  |
| I understand the appeals procedure |  |  |
| I understand the assessment process |  |  |

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |