

**CAT Form**

**In order to be considered for CAT the applicant must have obtained 33% or more for the subject / module / unit standard in order for credit transfer to be approved.   Should the applicant fall short of this pre-requisite s/he will be required to complete the fundamental/s for which s/he has applied.**

**The applicant is required to submit to the assessor or training provider with this application:**

* A certified copy of his / her Matric / NSC / School Leaving / NQF L4 Equivalent certificate
* A certified copy of his / her ID document (including proof of marriage or divorce if the name on the ID Document and the name on the Certificate are not the same).

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| Full Name of Applicant |  |
| ID Number: |  |
| Telephone: |  |
| Email: |  |
| Signature of Applicant: |  |
| Qualification for which credit accumulation transfer is requested: | **NATIONAL CERTIFICATE: INFORMATION TECHNOLOGY: END USER COMPUTING NQF 3 (61591)** |

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| Mathematics /Numeracy Unit Standards | | | | |
| **YES?** | **ID** | **Level** | **Credits** | **TITLE** |
|  | 9010 | 3 | 2 | Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations |
|  | 9013 | 3 | 4 | Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts |
|  | 9012 | 3 | 5 | Investigate life and work-related problems using data and probabilities |
|  | 11241 | 3 | 6 | Perform basic business calculations |
|  | 7456 | 3 | 5 | Use mathematics to investigate and monitor the financial aspects of personal business and national issue |

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| Attachments:  (Please indicate which documents are attached – the concession does NOT apply if the correct documents are not attached) | YES / NO |
| Certified copy of Matric / NSC / School Leaving / NQF L4 Equivalent Certificate |  |
| Certified copy of the Applicant’s ID Document |  |
| A certified copy of the Applicant’s Marriage or divorce Certificate (if applicable) |  |

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| **Signed declaration by the Administrator or Assessor:**  I have examined the certified School Leaving or Matriculation Certificate and ID document and verified the identity of the above applicant and recommend that s/he be granted the indicated credits on the basis of concession against a School Leaving or Matriculation Certificate to complete the above stated qualification and / or Learnership | | | |
| **Assessor / Administrator Name & Surname:** |  | **ID Number / Registration Number:** |  |
| **Signature:** |  | **Date:** |  |

# Assessment Strategy

(To be completed by the Learner)

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| **ENTRY LEVEL REQUIREMENT (AS SPECIFIED ON UNIT STANDARD – EMBEDDED KNOWLEDGE)** | * It is assumed that the learner must be competent in skills gained at the further education and training band. A learning assumption of this qualification is foundational skills in English and Mathematics at NQF level 4. 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 SIGNATURE** |  |
| **DATE** |  |

## Unit Standard

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| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

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| **REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:** |
| **National Certificate: Information Technology: End User Computing** |

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| **SAQA QUAL ID** | **QUALIFICATION TITLE** | | | |
| 61591 | National Certificate: Information Technology: End User Computing | | | |
| **ORIGINATOR** | | | | |
| SGB Computer Sciences and Information Systems | | | | |
| **PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY** | | | **NQF SUB-FRAMEWORK** | |
| The individual Primary or Delegated Quality Assurance Functionary for each Learning Programme recorded against this qualification is shown in the table at the end of this report. | | | SFAP - Sub-framework Assignment Pending | |
| **QUALIFICATION TYPE** | **FIELD** | | **SUBFIELD** | |
| National Certificate | 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 | 130 | Level 3 | NQF Level 03 | Regular-Unit Stds Based |
| **REGISTRATION STATUS** | | **SAQA DECISION NUMBER** | **REGISTRATION START DATE** | **REGISTRATION END DATE** |
| Passed the End Date - Status was "Reregistered" | | SAQA 091/21 | 2021-07-01 | 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.* |
| This qualification does not replace any other qualification and is not replaced by any other qualification. |

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

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| The purpose of the qualification is to build the knowledge and skills required by learners in End User Computing. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently in the End User Computing environment in the South African community and to respond to the challenges of the economic environment.  The qualification addresses the need in the workplace for nationally recognised qualifications, based on unit standards, which will allow learners with workplace experience in End User Computing to obtain recognition for prior learning.  The qualification provides a framework for learners to develop skills that will enable them to become competent in End User Computing. It introduces theoretical concepts of End User Computing and requires the application thereof, to develop a range of skills that will enable learners to be better-informed workers in their chosen industry. It provides a balanced learning experience that lays the foundation for access to further education, life long learning and to productive employment.  A qualifying learner will be able to:   Competently apply the knowledge, techniques & skills of End User Computing applications in the workplace.   Understand the impact and use Information Communication & Technology (ICT) in an organisation and society.   Improve Communication by combining communication skills with End User Computing skills.   Improve the application of mathematical literacy in the workplace, by better utilising applicable End User Computing Applications  The National Certificate in IT: End User Computing at NQF Level 3, is intended for learners already employed or new learners entering the workplace, requiring End User Computing skills. The unit standards of this qualification may be added to other industry qualifications to provide an End User Computing focus with comparison, choice, interpretation and the application of knowledge.  Rationale of the qualification  The National Certificate in IT: End User Computing - NQF Level 3, is designed to meet the needs of learners who require end user computing skills in all sectors of the economy, as End User Computing is an essential skill in any business today. The qualification is designed to accommodate both learners in formal education and learners already employed. It aims to develop informed and skilled learners that can apply the acquired skills in any industry and should contribute towards improved productivity and efficiency in the workplace.  The need for the qualification was highlighted by an IT sector study that was done and confirmed by ISETT SETA. The design of the qualification is unit standard based, to 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, learnerships schemes or formal training.  The qualification at this level is foundational and generic, allowing maximum mobility between qualifications. Apart from the workplace needs the qualification will address, it is also designed as an entry-level qualification into most further education and training fields, because of the wide application of End User Computing in any environment. It will allow articulation into further qualifications in End User Computing or other IT qualifications, as well as entry into any other Further Education and Training where End User Computing is required. |

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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 up to NQF level 2. Further learning assumed is that learners are competent in End User Computing at NQF level 1.  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 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 IT profession has traditionally been acquired through short courses and on-the-job training, which did not provide formal recognition (at a national level) of the knowledge and skills acquired. These competencies are still today viewed by most industries as invaluable but there is no national recognition. The nature of the IT field means that competence is developed experientially, therefore the assessment processes should recognise experience versus theoretical knowledge. Recognition of prior learning will now allow learners 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 any formal 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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| Rules regarding NQF levels of credits  The qualification consists of a minimum of 130 credits and has been designed in accordance with the SAQA regulations and rules of combination  Rules regarding Fundamental, Core and Electives 1. All fundamental unit standards are compulsory for this qualification. (47 credits) 2. All core unit standards are compulsory. (56 credits)  Rules regarding Electives Elective unit standards totalling a minimum of 27 credits needs to be completed. |

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| **EXIT LEVEL OUTCOMES** |

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| 1. Demonstrate an understanding of applying Graphical User Interface (GUI)-based Word Processing Application skills in the Workplace.  2. Demonstrate an understanding of applying Graphical User Interface (GUI)-based Presentation Application skills in the Workplace.  3. Demonstrate an understanding of applying GUI-based Spreadsheet Application skills in the Workplace.  4. Demonstrate an understanding of applying GUI-based Electronic Mail Application skills in the Workplace.  5. Demonstrate an understanding of applying GUI-based Web Browser Application skills in the Workplace.  6. Improve Communication by combining communication skills with End User Computing skills.  7. Improve the application of mathematical literacy in the workplace, by better utilising End User Computing Applications.  8. Demonstrate an understanding of the use of Information Communications & Technology (ICT) in an organisation & the impact it has on societies.  In addition to the above, unit standards will be utilised to provide depth of specification of the outcomes ranges and the assessment criteria and processes. |

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| **ASSOCIATED ASSESSMENT CRITERIA** |

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| 1. The ability to apply word processing skills in a GUI-based application, is demonstrated by being able to do the following:   Create, edit and format documents   Enhance document appearance and to create merged documents  2. The ability to apply presentation skills in a GUI-based application, is demonstrated by being able to do the following:   Create and edit slide presentations   Produce a presentation for a specific purpose   Enhance the appearance of a presentation  3. The ability to apply spreadsheet skills in a GUI-based application, is demonstrated by being able to do the following:   Create and edit spreadsheets   Solve a given problem by using a spreadsheet   Enhance the functionality of a spreadsheet & apply graphs/charts  4. The ability to apply electronic mail (email) skills in a GUI-based application, is demonstrated by being able to do the following:   Send & receive E-mail messages   Enhance, edit & organise E-mail messages   5. The ability to apply Web Browser skills in a GUI-based application, is demonstrated by being able to use a web-browser to search and use information from the internet.  6. Improved Communication is demonstrated by combining End User Computing skills with fundamental communicating skills when communicating to others.  7. Demonstrate an improvement of mathematical literacy by utilising End User Computing applications to solve various aspects of personal life and in areas of business.  8. An understanding of impact of ICT and its use in an organisation is demonstrated by explaining its use and impact related to business and societies.   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 underlying knowledge;   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 practice and theory is not fixed but varies according to the outcomes being assessed.   Assessment of Critical Cross-field Outcomes  All critical cross-field outcomes are represented in this qualification. Each unit standard clearly outlines how the critical cross-field outcomes have been addressed. This is further summarised in the exit level outcomes of the qualification. We have designed the exit level outcomes to facilitate the combining of the end user computing standards with the fundamental standards, to enhance the personal competencies, which is extended to support the critical cross-field outcomes.  To ensure applicability of Fundamental and Critical Cross-field Outcomes, this should be assessed as part of Core and Elective unit standard assessments.   Integrated Assessment  Development of the competencies may be achieved through a combination of formal and informal learning, self-learning, training programmes and work-based application.  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 reflexive competencies.  To ensure the principles of assessment of fairness, validity, reliability and practicability are upheld, a combination of the assessment methods of observation, product evaluation and questioning should be used, by applying the appropriate assessment tools (as described in the SAQA criteria and guidelines for assessment). |

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| **INTERNATIONAL COMPARABILITY** |

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| 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 International sources, where the outcomes and assessment criteria, degree of difficulty and notional learning time has been compared, as described below.  For the core skills required, the following sources were referenced:   International certifications like Microsoft MOUS, IC3 and ECDL/ICDL,   We also confirmed that the above certifications are used in many African and SADC countries as benchmark for End User Computing skills in a business environment. Countries referred to include, but are not limited to: Mauritius, Tanzania, Kenya, Botswana, Zimbabwe and Zambia  For constructing the qualification structure, the following sources were referenced:   Edexcel qualification in Using IT, at UK NQF level 2 (refer NVQ code: Q1052641),   Edexcel qualification in Operating IT Systems, at UK NQF level 2 (refer NVQ code: Q1052638),   NCC Education's International Certificate in Computer Studies for IT Professionals,   Various local short learning programs were also referenced to determine the local demand and structure of the qualification  This qualification combines the NQF principles and requirements, with Internationally accepted Knowledge Areas required in End User Computing, to address the specific needs of the South African environment. |

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| **ARTICULATION OPTIONS** |

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| The qualification at this level is foundational and generic, allowing maximum mobility between qualifications. Apart from the workplace needs the qualification will address, it is also designed as an entry-level qualification into most further education and training fields, because of the wide application of End User Computing in any environment.  This qualification was designed carefully to ensure vertical and horizontal articulation. It was developed to allow for further study in ICT and related fields at further education levels. The qualification was designed as part of a set of IT qualifications from NQF level 3 through to level 5 and higher. Two NQF level 4 qualifications (one in the systems support sub-area of IT and one in systems development) have recently been registered on the NQF. This new qualification addresses the learning assumed to be in place for the two NQF 4 qualifications mentioned, allowing learners articulation into the ICT field.  As described earlier, many of the competencies used in the IT profession has traditionally been acquired through short courses and on-the-job training, which did not provide formal recognition (at a national level) of the knowledge and skills acquired. This qualification attempts to address this by allowing articulation into formal fields of study, by recognising the skills acquired in various means and packaging it as a formal national qualification, and encourage further study having acquired the qualification. |

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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 ETQAs 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 ETQA's. 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. The ETQA itself or a nominated body or bodies can perform this function.   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 are maintained nationally |

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

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| The criteria to register as an assessor includes the following:   Have a relevant academic qualification or equivalent recognition, at a level higher that 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.   Assessors should be registered as assessors with the relevant ETQA, in accordance with the policies and procedures defined by the ETQA. |

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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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| Below is a list of the End User Computing unit standards that are the learning assumed to be in place for this qualification: 1. Operate a Personal Computer System 2. Use generic functions in a Graphical User Interface (GUI) environment 3. Install a Personal Computer (PC) peripheral device, in a GUI environment 4. Use a graphical User Interface (GUI)-based presentation application to create and edit slide presentations. 5. Managing files in a Graphical User Interface (GUI) environment 6. Use a Graphical User Interface (GUI)-based word processor to format documents 7. Use a Graphical User Interface (GUI)-based word processor to create and edit documents.  The qualification is ideal for business people in the following fields:   Personal Assistants / Receptionists   Office Administrators   Project Administrators |

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| **UNIT STANDARDS:** |

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|  | **ID** | **UNIT STANDARD TITLE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Core | [117925](https://regqs.saqa.org.za/showUnitStandard.php?id=117925) | Describe the concepts of Information and Communication Technology (ICT) and the use of its components in a healthy and safe manner | Level 2 | NQF Level 02 | 3 |
| Core | [116935](https://regqs.saqa.org.za/showUnitStandard.php?id=116935) | Enhance, edit and organise electronic messages using a Graphical User Interface (GUI)-based messaging application | Level 2 | NQF Level 02 | 2 |
| Core | [117923](https://regqs.saqa.org.za/showUnitStandard.php?id=117923) | Use a Graphical User Interface (GUI)-based presentation application to prepare and produce a presentation according to a given brief | Level 2 | NQF Level 02 | 5 |
| Core | [116937](https://regqs.saqa.org.za/showUnitStandard.php?id=116937) | Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets | Level 2 | NQF Level 02 | 4 |
| Core | [116931](https://regqs.saqa.org.za/showUnitStandard.php?id=116931) | Use a Graphical User Interface (GUI)-based web-browser to search the Internet | Level 2 | NQF Level 02 | 4 |
| Core | [117924](https://regqs.saqa.org.za/showUnitStandard.php?id=117924) | Use a Graphical User Interface (GUI)-based word processor to format documents | Level 2 | NQF Level 02 | 5 |
| Core | [116945](https://regqs.saqa.org.za/showUnitStandard.php?id=116945) | Use electronic mail to send and receive messages | Level 2 | NQF Level 02 | 2 |
| Core | [116936](https://regqs.saqa.org.za/showUnitStandard.php?id=116936) | Use a Graphical User Interface (GUI)-based database application to work with simple databases | Level 3 | NQF Level 03 | 3 |
| Core | [116930](https://regqs.saqa.org.za/showUnitStandard.php?id=116930) | Use a Graphical User Interface (GUI)-based presentation application to enhance presentation appearance | Level 3 | NQF Level 03 | 5 |
| Core | [116940](https://regqs.saqa.org.za/showUnitStandard.php?id=116940) | Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem | Level 3 | NQF Level 03 | 6 |
| Core | [116942](https://regqs.saqa.org.za/showUnitStandard.php?id=116942) | Use a GUI-based word processor to create merged documents | Level 3 | NQF Level 03 | 3 |
| Core | [119078](https://regqs.saqa.org.za/showUnitStandard.php?id=119078) | Use a GUI-based word processor to enhance a document through the use of tables and columns | Level 3 | NQF Level 03 | 5 |
| Core | [115391](https://regqs.saqa.org.za/showUnitStandard.php?id=115391) | Demonstrate an understanding of the principles of the internet and the world-wide-web | Level 4 | NQF Level 04 | 3 |
| Core | [114076](https://regqs.saqa.org.za/showUnitStandard.php?id=114076) | Use computer technology to research a computer topic | Level 4 | NQF Level 04 | 3 |
| Core | [116943](https://regqs.saqa.org.za/showUnitStandard.php?id=116943) | Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet | Level 4 | NQF Level 04 | 3 |
| Fundamental | [8968](https://regqs.saqa.org.za/showUnitStandard.php?id=8968) | Accommodate audience and context needs in oral communication | Level 3 | NQF Level 03 | 5 |
| Fundamental | [9010](https://regqs.saqa.org.za/showUnitStandard.php?id=9010) | Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations | Level 3 | NQF Level 03 | 2 |
| Fundamental | [13915](https://regqs.saqa.org.za/showUnitStandard.php?id=13915) | Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace | Level 3 | NQF Level 03 | 4 |
| Fundamental | [9013](https://regqs.saqa.org.za/showUnitStandard.php?id=9013) | Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | Level 3 | NQF Level 03 | 4 |
| Fundamental | [9012](https://regqs.saqa.org.za/showUnitStandard.php?id=9012) | Investigate life and work related problems using data and probabilities | Level 3 | NQF Level 03 | 5 |
| Fundamental | [11241](https://regqs.saqa.org.za/showUnitStandard.php?id=11241) | Perform Basic Business Calculations | Level 3 | NQF Level 03 | 6 |
| Fundamental | [8973](https://regqs.saqa.org.za/showUnitStandard.php?id=8973) | Use language and communication in occupational learning programmes | Level 3 | NQF Level 03 | 5 |
| Fundamental | [7456](https://regqs.saqa.org.za/showUnitStandard.php?id=7456) | Use mathematics to investigate and monitor the financial aspects of personal, business and national issues | Level 3 | NQF Level 03 | 5 |
| Fundamental | [8970](https://regqs.saqa.org.za/showUnitStandard.php?id=8970) | Write texts for a range of communicative contexts | Level 3 | NQF Level 03 | 5 |
| Fundamental | [110023](https://regqs.saqa.org.za/showUnitStandard.php?id=110023) | Present information in report format | Level 4 | NQF Level 04 | 6 |
| Elective | [258883](https://regqs.saqa.org.za/showUnitStandard.php?id=258883) | Use generic functions in a Graphical User Interface (GUI)-environment | Level 1 | NQF Level 01 | 4 |
| Elective | [258897](https://regqs.saqa.org.za/showUnitStandard.php?id=258897) | Apply electronic messaging and calendar application | Level 2 | NQF Level 02 | 2 |
| Elective | [258879](https://regqs.saqa.org.za/showUnitStandard.php?id=258879) | Change the appearance of a spreadsheet | Level 3 | NQF Level 03 | 3 |
| Elective | [114636](https://regqs.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 | [14947](https://regqs.saqa.org.za/showUnitStandard.php?id=14947) | Describe data communications | Level 3 | NQF Level 03 | 4 |
| Elective | [14918](https://regqs.saqa.org.za/showUnitStandard.php?id=14918) | Describe the principles of Computer Programming | Level 3 | NQF Level 03 | 5 |
| Elective | [14913](https://regqs.saqa.org.za/showUnitStandard.php?id=14913) | Explain the principles of computer networks | Level 3 | NQF Level 03 | 5 |
| Elective | [7785](https://regqs.saqa.org.za/showUnitStandard.php?id=7785) | Function in a business environment | Level 3 | NQF Level 03 | 4 |
| Elective | [14912](https://regqs.saqa.org.za/showUnitStandard.php?id=14912) | Investigate the use of computer technology in an organisation | Level 3 | NQF Level 03 | 6 |
| Elective | [114984](https://regqs.saqa.org.za/showUnitStandard.php?id=114984) | Manage electronic mail in a business environment | Level 3 | NQF Level 03 | 2 |
| Elective | [13931](https://regqs.saqa.org.za/showUnitStandard.php?id=13931) | Monitor and control the maintenance of office equipment | Level 3 | NQF Level 03 | 4 |
| Elective | [258898](https://regqs.saqa.org.za/showUnitStandard.php?id=258898) | Review and create documents using a Graphical User Interface (GUI)-based word processor | Level 3 | NQF Level 03 | 7 |
| Elective | [258880](https://regqs.saqa.org.za/showUnitStandard.php?id=258880) | Utilise special features to enhance presentations | Level 3 | NQF Level 03 | 3 |
| Elective | [10140](https://regqs.saqa.org.za/showUnitStandard.php?id=10140) | Apply a range of project management tools | Level 4 | NQF Level 04 | 8 |
| Elective | [258877](https://regqs.saqa.org.za/showUnitStandard.php?id=258877) | Demonstrate knowledge of and manipulate master and subdocuments in a Graphical User Interface (GUI)-based word processor | Level 4 | NQF Level 04 | 4 |
| Elective | [117928](https://regqs.saqa.org.za/showUnitStandard.php?id=117928) | Describe the application and effect of Information and Communication Technologies (ICT) on society | Level 4 | NQF Level 04 | 5 |
| Elective | [258881](https://regqs.saqa.org.za/showUnitStandard.php?id=258881) | Design complex tables and queries using a graphical user interface (GUI) based database to solve a given problem | Level 4 | NQF Level 04 | 5 |
| Elective | [258875](https://regqs.saqa.org.za/showUnitStandard.php?id=258875) | Design forms and reports using a Graphic User Interface (GUI) based database | Level 4 | NQF Level 04 | 4 |
| Elective | [258878](https://regqs.saqa.org.za/showUnitStandard.php?id=258878) | Ensure spreadsheet integrity to enhance reliability | Level 4 | NQF Level 04 | 3 |
| Elective | [14917](https://regqs.saqa.org.za/showUnitStandard.php?id=14917) | Explain computer architecture concepts | Level 4 | NQF Level 04 | 7 |
| Elective | [10139](https://regqs.saqa.org.za/showUnitStandard.php?id=10139) | Implement project administration processes according to requirements | Level 4 | NQF Level 04 | 5 |
| Elective | [117156](https://regqs.saqa.org.za/showUnitStandard.php?id=117156) | Interpret basic financial statements | Level 4 | NQF Level 04 | 4 |
| Elective | [258882](https://regqs.saqa.org.za/showUnitStandard.php?id=258882) | Manipulate data and ensure integrity | Level 4 | NQF Level 04 | 4 |
| Elective | [117927](https://regqs.saqa.org.za/showUnitStandard.php?id=117927) | Use a Graphical User Interface (GUI)-based database application to solve a given problem | Level 4 | NQF Level 04 | 6 |
| Elective | [10135](https://regqs.saqa.org.za/showUnitStandard.php?id=10135) | Work as a project team member | Level 4 | NQF Level 04 | 8 |
| Elective | [258876](https://regqs.saqa.org.za/showUnitStandard.php?id=258876) | Work with spreadsheets | Level 4 | NQF Level 04 | 3 |
| Elective | [117926](https://regqs.saqa.org.za/showUnitStandard.php?id=117926) | Identify and explain ICT risks and recommend security solutions | Level 5 | Level TBA: Pre-2009 was L5 | 5 |

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LP ID** | **Learning Programme Title** | **Originator** | **Pre-2009 NQF Level** | **NQF Level** | **Min Credits** | **Learning Prog End Date** | **Quality Assurance Functionary** | **NQF Sub-Framework** |
| 59910 | National Certificate: Information Technologies Operations | Boston City Campus (Pty) Ltd formerly Boston City Campus and Business College (Pty) Ltd | Level 3 | NQF Level 03 | 130 |  | MICTS | OQSF |
| 49077 | National Certificate: Information Technology: End User Computing | Generic Provider - Field 10 | Level 3 | NQF Level 03 | 130 |  | MICTS | OQSF |

## 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.

|  |  |
| --- | --- |
| **ASSESSOR SIGNATURE** |  |
| **DATE** |  |

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

|  |  |
| --- | --- |
| **MODERATOR 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 National Qualifications Framework (NQF) which are 130 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: Microsoft Digital Literacy**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Microsoft | N/A | Work with Computers | N/A | N/A |
| TOTAL CREDIT VALUE | | | | N/A |

**Skills Programme 2: PC Concepts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 117925 | Describe the concepts of Information and Communication Technology (ICT) and the use of its components in a healthy | 2 | 3 |
| Elective | 258883 | Use generic functions in a Graphical User Interface (GUI) - environment | 1 | 4 |
| TOTAL CREDIT VALUE | | | | 7 |

**Skills Programme 3: MS Word**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 8970 | Write texts for a range of communicative contexts | 3 | 5 |
| Fundamental | 8973 | Use language and communication in occupational learning programmes | 3 | 5 |
| Fundamental | 110023 | Present information in report format | 4 | 6 |
| Core | 116942 | Use a GUI-based word processor to create merged documents | 3 | 3 |
| Core | 117924 | Use a Graphical User Interface (GUI)-based word processor to format documents | 2 | 5 |
| Core | 119078 | Use a GUI-based word processor to enhance a document | 3 | 5 |
| TOTAL CREDIT VALUE | | | | 25 |

**Skills Programme 4: MS Excel**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 116937 | Use a Graphical User Interface (GUI)-based spreadsheet  application to create and edit spreadsheets | 2 | 4 |
| Core | 116940 | Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem | 3 | 6 |
| Core | 116943 | Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph/charts  to a spreadsheet | 4 | 3 |
| Elective | 258876 | Work with spreadsheets | 4 | 3 |
| **TOTAL CREDIT VALUE 16** | | | | |

**Skills Programme 5: MS PowerPoint**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 8968 | Accommodate audience and context needs in oral communication | 3 | 5 |
| Fundamental | 13915 | Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own  organisation and a specific workplace | 3 | 4 |
| Core | 116930 | Use a Graphical User Interface (GUI)-based presentation application to enhance presentation appearance | 3 | 5 |
| Core | 117923 | Use a Graphical User Interface (GUI)-based presentation application to prepare and produce a presentation according  to a given brief | 2 | 5 |
| **TOTAL CREDIT VALUE 19** | | | | |

**Skills Programme 6: Outlook & Internet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 114076 | Use computer technology to research a computer topic | 4 | 3 |
| Core | 115391 | Demonstrate an understanding of the principles of the internet and the world-wide-web | 4 | 3 |
| Core | 116931 | Use a Graphical User Interface (GUI)-based web-browser to  search the Internet | 2 | 4 |
| Core | 116935 | Enhance, edit and organise electronic messages using a Graphical User Interface (GUI)-based messaging application | 2 | 2 |
| Core | 116945 | Use electronic mail to send and receive messages | 2 | 2 |
| **TOTAL CREDIT VALUE 14** | | | | |

**Skills Programme 7: MS Access**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 116936 | Use a Graphical User Interface (GUI)-based database application to work with simple databases | 3 | 3 |
| Elective | 117927 | Use a Graphical User Interface (GUI)-based database application to solve a given problem | 4 | 6 |
| **TOTAL CREDIT VALUE 9** | | | | |

**Skills Programme 8: Business Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Elective | 10135 | Work as a project team member | 4 | 8 |
| Elective | 10140 | Apply a range of project management tools | 4 | 8 |
| **TOTAL CREDIT VALUE 16** | | | | |

**Skills Programme 9: Mathematics – Credit accumulation transfer (CAT) – where applicable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 7456 | Use mathematics to investigate and monitor the financial aspects of personal, business and national issues | 3 | 5 |
| Fundamental | 9010 | Demonstrate an understanding of the use of different number bases and measurement units and an awareness of  error in the context of relevant calculations | 3 | 2 |
| Fundamental | 9012 | Investigate life and work related problems using data and probabilities | 3 | 5 |
| Fundamental | 9013 | Describe, apply, analyse and calculate shape and motion in 2-  and 3-dimensional space in different contexts | 3 | 4 |
| Fundamental | 11241 | Perform Basic Business Calculations | 3 | 6 |
| **TOTAL CREDIT VALUE 22** | | | | |

## 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 SIGNATURE** |  |
| **DATE** |  |