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# 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:** |

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| **National Certificate: Information Technology: Systems Support** |

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| **SAQA QUAL ID** | **QUALIFICATION TITLE** | | | |
| 48573 | National Certificate: Information Technology: Systems Support | | | |
| **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** | |
| 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 | 147 | Level 5 | Level TBA: Pre-2009 was L5 | 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.* |
| 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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| In summary, the purpose of this qualification may be stated as: To develop learners with the requisite competencies against the skills profile for the systems support career path (The overarching aim being to develop a broader base of skilled ICT professionals to underpin economic growth)  The qualification may 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 IT professional building on foundational technical skills acquired at NQF level 4, via the National Certificate in IT Technical Support or equivalent. This qualification is expanding the specialisation(s) started at NQF level 4 into the core field of networking and support, with further specialisation(s) into IT Support fields or in any other related vertical or enabled markets.  The qualification is designed to:   Provide qualified learners with an undergraduate entry into the field of networking/systems support, earning credits towards tertiary offerings in the fields of Computer Studies or Computer Science   Prepare qualified learners for initial employment in the computer industry.   Allow the credits achieved in the National Certificates relating to Information Technology at NQF level 4 to be used as prior learning for this qualification.   Allow many of the unit standards listed in this qualification, 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.  Research has indicated that in order to qualify for this qualification, learners will need to demonstrate competence in the following:  1. Ability to use logical methodology to troubleshoot the common types of hardware and software problems typically encountered in the day-to-day operations of an organisation. 2. Ability to understand the role of technology in the business context. 3. Ability to create integrated technology-based communication systems for improved business effectiveness. 4. Ability to store, manage and retrieve knowledge (data) efficiently and effectively to meet organisational requirements. 5. Ability to ensure secure information systems that will serve to protect the business from data loss and breaches of integrity. 6. Ability to design and reflect business structure in IT Systems appropriately in order to optimise operating efficiencies, flows of data and resource utilisation within the structure. 7. Ability to mobilise technical and technology-based resources to solve business problems in a specified context. 8. Ability to perform cost effectively and efficiently in technology-based projects. 9. Ability to manage customer relations appropriately. 10. Ability to operate effectively within a change, release and configuration process. 11. Ability to utilise technology-based research tools and knowledge-base repositories. 12. Ability to identify and communicate business opportunities appropriately. 13. Ability to install, support and maintain end-user applications  NB This qualification has been developed within a CONTEXTUAL QUALIFICATIONS FRAMEWORK ie electives indicate the context in which the overall learning programme will be designed and assessed. The core components will be the generic base which is expected to be contextualised to meet the unique and specific issues for the ICT sector, and the range of enabled ( vertical ) markets.  Finally, this qualification has been developed to assist with professionalisation across the Information Technology Industry. It is intended to allow qualified learners to gain membership of registered professional bodies in the ICT industry.  Rationale of the qualification  An increasing dissatisfaction of industry employers with the stated lack of ability of the `paper` certified graduates seeking employment in the field of systems support and networking has precipitated a review of the competencies desired by industry.  Three years of research in the sector has revealed the need for entry level candidates who are capable of applying a range of institutionally acquired skills in the workplace, in the field of systems support, in a manner that adds business value. The stated requirement is for the formation of a new set of skills and competencies, within the specific focus of networking/systems support, contextualised as appropriate for a wide range of related industry sectors. |

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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 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.  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 skills programmes 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)  This qualification may be achieved through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience.  Achieving unit standards through RPL Any learner wishing to be assessed to achieve credits in respect of any or all of the unit standards specified in this qualification may arrange to do so without having to attend further education or training.  Achieving the qualification through RPL To achieve the qualification through RPL, the learner must submit him/herself to be assessed against the integrated assessment criteria of 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 147 credits and has been designed in accordance with the SAQA rules of combination  Rules regarding Fundamental, Core and Electives 1. All fundamental outcomes are compulsory for this qualification (40 credits) 2. All core outcomes are compulsory (77 credits) 3. A minimum of 30 elective credits need to be completed. |

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| **EXIT LEVEL OUTCOMES** |

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| Exit Level Outcomes  A learner will be able to: 1. Use a logical methodology to troubleshoot the common types of hardware and software problems typically encountered in the day-to-day operations of a department in an organisation. 2. Understand the role of technology in the business context. 3. Demonstrate basic application support skills 4. Demonstrate operating system support skills 5. Demonstrate network support skills 6. Relate business problems and information technology solutions 7. Demonstrate appropriate technical reporting skills 8. Demonstrate appropriate customer care in the context of IT support 9. Function appropriately in a change management process within a support team 10. Demonstrate hardware support skills for server computers 11. Demonstrate an understanding of Systems Support contextualised within a selected work area. |

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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. Ability to use a logical methodology to troubleshoot the common types of hardware and software problems is demonstrated by finding a range of problems typically encountered in the day-to-day operations of a department in an organisation, through the appropriate identification/application of different problem solving techniques, knowing when and how to apply these techniques.  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 computer systems and associated hardware and network configurations   Describe the staffing and the operations, development and control activities in a modern computing environment   Demonstrate an understanding of the social and economic implications of the use of computers  3.   Operate a variety of common end-user applications   Determine and recommend configuration requirements for common end-user application software installations   Install and configure a variety of common end-user applications   Troubleshoot common end-user application software related problems  4.   Install and commission a multi-user computer operating system   Troubleshoot networked IT systems   Maintain a multi-user computer operating system  5.   Describe fundamental networking concepts   Use basic administrative tools for at least one network operating system   Configure at least one network protocol   Install, configure and administer at least one server operating system   Implement and administer a departmental local area network infrastructure   Implement and administer a Directory Service infrastructure   Maintain of a secure local area network   Troubleshoot a departmental local area network  6.   Identifying and recommending appropriate IT solutions to business problems  7.   Write a short analytical report  8.   Communicating Effectively with customers   Effectively Assessing and responding to customer needs   Maintaining positive customer relations  9.   Working effectively as a team member within a support environment, taking part in team activities and understanding different roles within different support teams   Understanding the change management process in a support environment  10.   Describe server functions and hardware components, relating it to desktop computers   Install and configure server computer hardware components and peripherals   Troubleshoot server hardware components and peripherals   Maintain server computer hardware and peripherals  11. The knowledge of the techniques and skills needed for the qualification is demonstrated by carrying out a medium sized task that covers the assessment criteria outlined in the Unit Standards selected, and applying them in a chosen work area.  Furthermore, the assessment process should also cover the following generic components:   Measure the quality of the observed practical performance as well as the theory and underpinning knowledge behind it;   Use methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance;   Maintain a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification; and   Ensure that the relationship between practical and theoretical is not fixed but varies according to the outcomes being assessed.  Assessment of Critical Cross-field Outcomes To ensure applicability of Fundamental and Critical Cross-field Outcomes, this should be assessed as part of Core and Elective assessments.  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 reflexive 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 reflexive competencies. Input to completing the Integrated Assessment typically makes use of combinations of the following assessment methods: 1. Time-constrained written examinations 2. Coursework Evaluations 3. Continuous Evaluation 4. Practical Evaluation 5. Evaluation of Portfolios of Evidence |

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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 this qualification has been compared against international standards and qualifications, specifically those of New Zealand, Australia and Scotland. International and South African support for the proposed conceptual framework and content is evidenced in the following:   CompTIA`s A+ and N+ certification   Microsoft MCSE certification   Existing tertiary programmes at Certificate level   City and Guilds Certificate and Diploma for IT Technicians (refer 7261 IT Scheme administered by ISETT),   NCC Education`s International Certificate and Diploma in Computer Studies for IT Professionals,   The wide and narrow consultative process, and formal research, reflected in the supporting design report that accompanies this qualification submission. |

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| **ARTICULATION OPTIONS** |

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| Upon successful completion of the qualification, the qualifying learner will have a thorough understanding of the role of an IT Systems Support person and be able to competently carry out the exit level outcomes of the qualification, in a business environment. The qualification may be acquired in the traditional way of formal study as well as in the workplace, through learnerships.  A qualifying learner at this level will be a well-rounded IT professional building on foundational technical skills acquired at NQF level 4, via the National Certificate in IT Technical Support or equivalent. This qualification is expanding the specialisation(s) started at NQF level 4 into the core field of networking and support, with further specialisation(s) into IT Support or in any other related vertical or enabled markets.  This qualification was developed to allow for further study in Information Technology and related fields at Higher Education levels. It will allow the qualified learner to progress to further qualifications either in Systems Support or other IT domains, or in related industries where IT is a key component. In particular, this qualification has been designed to allow entry into the National Diploma in Systems Support at NQF level 5 and into current tertiary qualifications at National Diploma level. |

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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, at the appropriate level, with the relevant ETQA.   Any institution offering learning that will enable the achievement of this qualification must be approved 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; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies).   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, exit level outcomes as well as the integrated competence described in this qualification.   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 (ISETT SETA or other relevant ETQA`s):   Integrated assessment of the learner needs to be undertaken using the necessary assessment tools (viz. ETQA approved assessor guides) to ensure consistent integrated assessment. The setting of assessor guides can be performed by the ETQA itself or a nominated body or bodies.   Assessment can be institutional and/or workplace based, but 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 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. In addition the person will need to have at least two years industry experience.   All registered assessors must at least 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.   For the assessment of IT specific unit standards, assessors must have competency in the skills specified in the unit standard or specialisation area. |

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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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| Supporting documentation to this document has been created to suggest ETQA guidelines for learnership implementations of this qualification. It contains additional information to support the implementation of this qualification, for example, it lists the knowledge areas covered by the qualification, the ways in which the learning assumed to be in place can by acquired, different ways in which learnerships (that will lead to this qualification) can be implemented, etc. |

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| **UNIT STANDARDS:** |

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|  | **ID** | **UNIT STANDARD TITLE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Core | [114054](https://regqs.saqa.org.za/showUnitStandard.php?id=114054) | Administer a local area computer network | Level 5 | Level TBA: Pre-2009 was L5 | 7 |
| Core | [114074](https://regqs.saqa.org.za/showUnitStandard.php?id=114074) | Demonstrate an understanding of different computer network architectures and standards | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Core | [114046](https://regqs.saqa.org.za/showUnitStandard.php?id=114046) | Demonstrate an understanding of issues affecting the management of a local area computer network (LAN) | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Core | [114060](https://regqs.saqa.org.za/showUnitStandard.php?id=114060) | Demonstrate an understanding of local area computer networks, by installing a networked workstation | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Core | [114058](https://regqs.saqa.org.za/showUnitStandard.php?id=114058) | Demonstrate an understanding of the concepts of Multi-User computer Operating systems | Level 5 | Level TBA: Pre-2009 was L5 | 7 |
| Core | [114061](https://regqs.saqa.org.za/showUnitStandard.php?id=114061) | Demonstrate an understanding of Wide Area Computer Networks (WAN`s), comparing them with Local Area Networks (LAN`s) | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Core | [114052](https://regqs.saqa.org.za/showUnitStandard.php?id=114052) | Demonstrate appropriate customer care in the context of IT support, according to a Service Level Agreement | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Core | [114056](https://regqs.saqa.org.za/showUnitStandard.php?id=114056) | Describe enterprise systems management and its role in IT systems support | Level 5 | Level TBA: Pre-2009 was L5 | 3 |
| Core | [114075](https://regqs.saqa.org.za/showUnitStandard.php?id=114075) | Design a local area computer network for a departmental office environment | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Core | [114072](https://regqs.saqa.org.za/showUnitStandard.php?id=114072) | Install and commission a local area computer network | Level 5 | Level TBA: Pre-2009 was L5 | 9 |
| Core | [114047](https://regqs.saqa.org.za/showUnitStandard.php?id=114047) | Install and configure a multi-user networked operating system | Level 5 | Level TBA: Pre-2009 was L5 | 9 |
| Core | [114053](https://regqs.saqa.org.za/showUnitStandard.php?id=114053) | Monitor and maintain a multi-user networked operating system | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Core | [114066](https://regqs.saqa.org.za/showUnitStandard.php?id=114066) | Test Networked IT systems against given specifications | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Fundamental | [114076](https://regqs.saqa.org.za/showUnitStandard.php?id=114076) | Use computer technology to research a computer topic | Level 4 | NQF Level 04 | 3 |
| Fundamental | [10135](https://regqs.saqa.org.za/showUnitStandard.php?id=10135) | Work as a project team member | Level 4 | NQF Level 04 | 8 |
| Fundamental | [114183](https://regqs.saqa.org.za/showUnitStandard.php?id=114183) | Apply the principles of resolving problems for single-user and multi-user computer operating systems | Level 5 | Level TBA: Pre-2009 was L5 | 7 |
| Fundamental | [114051](https://regqs.saqa.org.za/showUnitStandard.php?id=114051) | Conduct a technical practitioners meeting | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Fundamental | [114055](https://regqs.saqa.org.za/showUnitStandard.php?id=114055) | Demonstrate an awareness of ethics and professionalism for the computer industry in South Africa | Level 5 | Level TBA: Pre-2009 was L5 | 3 |
| Fundamental | [114059](https://regqs.saqa.org.za/showUnitStandard.php?id=114059) | Demonstrate an understanding of estimating a unit of work and the implications of late delivery | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Fundamental | [114050](https://regqs.saqa.org.za/showUnitStandard.php?id=114050) | Explain the principles of business and the role of information technology | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Fundamental | [8252](https://regqs.saqa.org.za/showUnitStandard.php?id=8252) | Writing business reports in Retail/Wholesale practices | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [114062](https://regqs.saqa.org.za/showUnitStandard.php?id=114062) | Assemble a server computer and peripherals from modules | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [114048](https://regqs.saqa.org.za/showUnitStandard.php?id=114048) | Create database access for a computer application using structured query language | Level 5 | Level TBA: Pre-2009 was L5 | 9 |
| Elective | [114049](https://regqs.saqa.org.za/showUnitStandard.php?id=114049) | Demonstrate an understanding of Computer Database Management Systems | Level 5 | Level TBA: Pre-2009 was L5 | 7 |
| Elective | [114063](https://regqs.saqa.org.za/showUnitStandard.php?id=114063) | Install a server computer and peripherals | Level 5 | Level TBA: Pre-2009 was L5 | 7 |
| Elective | [114064](https://regqs.saqa.org.za/showUnitStandard.php?id=114064) | Install and commision multi-user application software for a server computer | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [114073](https://regqs.saqa.org.za/showUnitStandard.php?id=114073) | Install and commission multi-user system software on a server computer | Level 5 | Level TBA: Pre-2009 was L5 | 7 |
| Elective | [114057](https://regqs.saqa.org.za/showUnitStandard.php?id=114057) | Install high-volume/Hign-Speed computer cabling for server computer system | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [114065](https://regqs.saqa.org.za/showUnitStandard.php?id=114065) | Maintain and repair a server computer to module level | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [114042](https://regqs.saqa.org.za/showUnitStandard.php?id=114042) | Maintain and repair colour photocopiers/printers | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [114182](https://regqs.saqa.org.za/showUnitStandard.php?id=114182) | Maintain and repair computer printers | Level 5 | Level TBA: Pre-2009 was L5 | 3 |
| Elective | [114067](https://regqs.saqa.org.za/showUnitStandard.php?id=114067) | Maintain and repair facsimile (fax) machines | Level 5 | Level TBA: Pre-2009 was L5 | 3 |
| Elective | [114070](https://regqs.saqa.org.za/showUnitStandard.php?id=114070) | Maintain and repair high-volume photocopier machines | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [114071](https://regqs.saqa.org.za/showUnitStandard.php?id=114071) | Maintain and repair photocopier machines | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [114068](https://regqs.saqa.org.za/showUnitStandard.php?id=114068) | Maintain and repair scanning systems | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [114077](https://regqs.saqa.org.za/showUnitStandard.php?id=114077) | Maintain and repair server computer peripherals to module level | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [114045](https://regqs.saqa.org.za/showUnitStandard.php?id=114045) | Operate an enterprise server computer system | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [114043](https://regqs.saqa.org.za/showUnitStandard.php?id=114043) | Support a local area computer network | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [114069](https://regqs.saqa.org.za/showUnitStandard.php?id=114069) | Administer security systems for a multi-user computer system | Level 6 | Level TBA: Pre-2009 was L6 | 15 |
| Elective | [114044](https://regqs.saqa.org.za/showUnitStandard.php?id=114044) | Demonstrate an understanding of change management for computer systems | Level 6 | Level TBA: Pre-2009 was L6 | 3 |

## 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 147 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: Business Ethics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 114050 | Explain the principles of business and the role of Information Technology | 5 | 4 |
| Fundamental | 114055 | Demonstrate an awareness of ethics and professionalism for the computer industry in South Africa | 5 | 3 |
| TOTAL CREDIT VALUE | | | | 7 |

**Skills Programme 2: Research and Reporting**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 114076 | Use computer technology to research a computer topic | 4 | 3 |
| Fundamental | 8252 | Writing business reports in Retail/Wholesale practices | 5 | 6 |
| TOTAL CREDIT VALUE | | | | 13 |

**Skills Programme 3: Project Management & Meeting Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 114059 | Demonstrate an understanding of estimating a unit of work and implications of late delivery | 5 | 5 |
| Fundamental | 114051 | Conduct a technical practitioners meeting | 5 | 4 |
| Fundamental | 10135 | Work as a project team member | 4 | 8 |
| TOTAL CREDIT VALUE | | | | 25 |

**Skills Programme 4: Design a LAN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 114052 | Demonstrate appropriate customer care in the context of IT support, according to a Service Level Agreement | 5 | 8 |
| Core | 114075 | Design a local area computer network for a departmental office environment | 5 | 5 |
| TOTAL CREDIT VALUE | | | | 13 |

**Skills Programme 5: Network Architecture**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 114074 | Demonstrate an understanding of different computers network architectures and standards | 5 | 5 |
| Core | 114061 | Demonstrate an understanding of Wide Area Computers Networks (WAN’s), comparing them with Local Area Networks (LAN’s) | 5 | 5 |
| Core | 114060 | Demonstrate an understanding of local area computer networks, by installing a networked workstation | 5 | 5 |
| Core | 114072 | Install and commission a local area computer network | 5 | 9 |
| TOTAL CREDIT VALUE | | | | 24 |

**Skills Programme 6: Client Server Network**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 114046 | Demonstrate an understanding of issues affecting the management of a local area computer network (LAN) | 5 | 4 |
| Core | 114058 | Demonstrate an understanding of the concepts of Multi-User computer operating systems | 5 | 7 |
| Core | 114056 | Describe enterprise systems management and its role in IT systems support | 5 | 3 |
| TOTAL CREDIT VALUE | | | | 14 |

**Skills Programme 7: Installation of a Server**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 114047 | Install and configure a multi-user network operating system | 5 | 9 |
| Elective | [114057](http://allqs.saqa.org.za/showUnitStandard.php?id=114057) | Install high-volume/High-Speed computer cabling for server computer system | 5 | 10 |
| Elective | [114063](http://allqs.saqa.org.za/showUnitStandard.php?id=114063) | Install a server computer and peripherals | 5 | 7 |
| TOTAL CREDIT VALUE | | | | 26 |

**Skills Programme 8: Configuration and Administration of a Server**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 114066 | Test Network IT Systems against given specifications | 5 | 4 |
| Core | 114053 | Monitor and maintain a multi-user networked operating system | 5 | 6 |
| Core | 114054 | Administer a local area computer network | 5 | 7 |
| Elective | [114069](http://allqs.saqa.org.za/showUnitStandard.php?id=114069) | Administer security systems for a multi-user computer system | 6 | 15 |
| Fundamental | 114183 | Apply the principles of resolving problems for single-user and multi-user computer operating systems | 5 | 7 |
| TOTAL CREDIT VALUE | | | | 39 |

**Optional Skills Programme : Cisco Certified Network Associate (CCNA) \***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Cisco | CCNA 200-301 | Network fundamentals | N/A | N/A |
| Cisco | CCNA 200-301 | IP connectivity | N/A | N/A |
| Cisco | CCNA 200-301 | IP services | N/A | N/A |
| Cisco | CCNA 200-301 | Security fundamentals | N/A | N/A |
| Cisco | CCNA 200-301 | Automation and programmability | N/A | N/A |
| TOTAL CREDIT VALUE | | | | 39 |

**\* The CCNA exam is optional. Ts & Cs apply. It is not recommended that learners attempt the CCNA exam without at least 2 years’ experience working in a networking environment, and/or having passed the CompTIA A+ and N+ certifications.**

**Optional Skills Programme : CompTIA Server + \*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| CompTIA | SK0-004 | Server Architecture | N/A | N/A |
| CompTIA | SK0-004 | Server Administration | N/A | N/A |
| CompTIA | SK0-004 | Storage | N/A | N/A |
| CompTIA | SK0-004 | Security | N/A | N/A |
| CompTIA | SK0-004 | Networking | N/A | N/A |
| CompTIA | SK0-004 | Disaster Recovery | N/A | N/A |
| CompTIA | SK0-004 | Troubleshooting | N/A | N/A |
| TOTAL CREDIT VALUE | | | | N/A |

**\*\* The Server+ exam is optional. Ts & Cs apply. It is not recommended that learners attempt the Server+ exam without at least 2 years’ experience working in a server environment and/or having passed the CompTIA A+ and N+ certifications.**

## 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** |  |