Curriculum Outline

61591

National Certificate: Information Technology: End User Computing Level 03

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Part 1
Programme Overview

Key Elements and Outline of the Qualification 61591 "National Certificate: Information Technology: End User Computing" as an NQF Aligned Learning Programme:

Name of Programme	National Certificate: Information Technology: End User Computing
Purpose of Programme	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, lifelong 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	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.
Programme Duration	12 – 18 months
NQF Level	Level 3
Exit Level Outcomes	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.

Associated assessment criteria	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 spread sheet skills in a GUI-based application, is demonstrated by being able to do the following: Create and edit spread sheets Solve a given problem by using a spread sheet Enhance the functionality of a spread sheet & 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.

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).
Articulation options	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.

Target Group / Occupational link	The qualification is ideal for business people in the following fields: Personal Assistants / Receptionists Office Administrators Project Administrators Unit standards that are not listed in the qualification but relate to the above areas can be combined with this qualification as part of the elective unit standards, as long as the qualification rules are being adhered to.
Learning assumed to be in place	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. 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.
Recognition of Prior Learning	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.

Learning Materials	The programme pack consists out of the following documents: 1. Learner Guides 2. Facilitator Guides 3. Portfolio Guide 4. Assessment Guides 5. Formative Assessment 6. Summative 7. Moderator Guide

Qualification Rules and Credit Value	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 A minimum of 130 credits is required to complete the Qualification. In this Qualification 142 credits are used and the credits are allocated as follows: ➢ Fundamental: 47 credits. ➢ Core: 56 credits. ➢ Electives: 39 credits.

Module 1 – Fundamental Mathematics

ELO	US Type	NLRD	US Title	Level	Cr
	Fund	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
	Fund	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	3	4
	Fund	9012	Investigate life and work related problems using data and probabilities	3	5
	Fund	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	3	5
	Fund	11241	Perform Basic Business Calculations	3	6
			TOTAL CREDITS	**22**	

Module 2 – Fundamental Communication

ELO	US Type	NLRD	US Title	Level	Cr
	Fund	8968	Accommodate audience and context needs in oral communication	3	5
	Fund	8973	Use language and communication in occupational learning programmes	3	5
	Fund	8970	Write texts for a range of communicative contexts	3	5
	Fund	110023	Present information in report format	4	6
			TOTAL CREDITS	**21**	

Module 3 – GUI based applications Part 1

ELO	US Type	NLRD	US Title	Level	Cr
	Core	117923	Use a Graphical User Interface (GUI)-based presentation application to prepare and produce a presentation according to a given brief	2	5
	Core	119078	Use a GUI-based word processor to enhance a document through the use of tables and columns	3	5
	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	116930	Use a Graphical User Interface (GUI)-based presentation application to enhance presentation appearance	3	5
			TOTAL CREDITS	**23**	

Module 4 – GUI based applications Part 2

ELO	US Type	NLRD	US Title	Level	Cr
	Core	116936	Use a Graphical User Interface (GUI)-based database application to work with simple databases	3	3
	Core	116935	Enhance, edit and organise electronic messages using a Graphical User Interface (GUI)-based messaging application	2	2
	Core	116937	Use a Graphical User Interface (GUI)-based spread sheet application to create and edit spread sheets	2	4
	Core	116945	Use electronic mail to send and receive messages	2	2
	Core	116940	Use a Graphical User Interface (GUI)-based spread sheet application to solve a given problem	3	6
	Core	116943	Using a Graphical User Interface (GUI)-based spread sheet application, enhance the functionality and apply graph /charts to a spread sheet	4	3
	Elective	258883	Use generic functions in a Graphical User Interface (GUI)-environment	1	4
			TOTAL CREDITS	**24**	

Module 5 – The Internet

ELO	US Type	NLRD	US Title	Level	Cr
	Core	116931	Use a Graphical User Interface (GUI)-based web-browser to search the Internet	2	4
	Core	115391	Demonstrate an understanding of the principles of the internet and the world-wide-web	4	3
	Core	114076	Use computer technology to research a computer topic	4	3
	Core	117925	Describe the concepts of Information and Communication Technology (ICT) and the use of its components in a healthy and safe manner	2	3
	Elective	114636	Demonstrate an understanding of preventative maintenance, environmental and safety issues in a computer environment	3	6
			TOTAL CREDITS	**19**	

Module 6 – The Workplace

ELO	US Type	NLRD	US Title	Level	Cr
	Fund	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
	Elective	13931	Monitor and control the maintenance of office equipment	3	4
	Elective	14912	Investigate the use of computer technology in an organisation	3	6
	Elective	7785	Function in a business environment	3	4
	Elective	10140	Apply a range of project management tools	4	8
	Elective	14917	Explain computer architecture concepts	4	7
			TOTAL CREDITS	**33**	

Part 2
Programme Outline and Delivery Strategy

Skills Programmes	Credits	Notional Hours	Days	Contact Session 30% (Hours)		Experiential Learning 70% (Hours)		FSA Days	TOTAL Notional Hours
				Theory	Practical	WPE	Ass Prep		
1	22	220	28	22	44	108	46	1	220
2	21	210	26	21	42	103	44	1	210
3	23	230	29	23	46	113	48	1	230
4	24	240	30	24	48	118	50	1	240
5	19	190	24	19	38	93	40	1	190
6	33	330	41	33	66	162	69	1	330
TOTALS	**142**	**1420**	**178**	**142**	**284**	**696**	**298**	**66**	**1420**

Module 1: Fundamental Mathematics

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	C	Module Credits
Month 1	**Module 1 – Fundamental Mathematics**					
ELO	**Fundamental Mathematics**	Demonstrate an understanding the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	9010	2	F	**22**
		Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	9013	4	F	
		Investigate life and work related problems using data and probabilities	9012	5	F	
		Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	7456	5	F	
		Perform Basic Business Calculations	11241	6	F	

	Contact / Facilitation Days	**8 DAYS**	**Workplace Application Days 15 DAYS**
	Theory	**66 Hours**	
	Practical	**123 Hours**	
	Assessments	**31 Hours**	

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
Unit Standard No: 9010 ➔Pages 25-65							
1	Convert numbers between the decimal number system and the binary number system	5	50	1	3	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Work with numbers in different ways to express size and magnitude						
3	Demonstrate the effect of error in calculations						
Unit Standard No: 9012➔ Pages 66-104							
1	Pose questions, collect and organise data	15	150	5	10	1	
2	Represent, analyse and interpret data using various techniques						
3	Use random events to explore and apply, probability concepts in simple life and work related situations						
Unit Standard No: 9013➔ Pages 105-143							
1	Measure, estimate and calculate physical quantities	6	60	2	3	1	
2	Analysing geometrical shapes						
Unit Standard No: 7456 ➔ Pages 144-199							
1	Use mathematics to plan and control personal, regional and/or national budgets and income and expend	6	60	2	3	1	
2	Use simple and compound interest to make sense of and define a variety of situations						
3	Use mathematics to debate aspects of the national economy						
Unit Standard No: 11241➔ Pages 200-226							
1	Consider a range of options, make decisions about and evidence performance around each of the specific outcomes	6	60	2	3	1	
2	Use strategies for extracting implicit messages in texts						

Module 2 – Fundamental Communication

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	C	Module Cr
Month 3	**Module 2 – Fundamental Communication**					
ELO	**Fundamental Communication**	Accommodate audience and context needs in oral communication	8969	5	F	**21**
		Use language and communication in occupational learning programmes	8973	5	F	
		Write texts for a range of communicative contexts	8970	5	F	
		Present information in report format	110023	6	F	

	Contact / Facilitation Days	**8 DAYS**	**Workplace Application Days 29 DAYS**
	Theory	**63 Hours**	
	Practical	**118 Hours**	
	Assessments	**29 Hours**	

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
Unit Standard No: 119472 ➔ Pages 25-103							
1	Interact successfully with audience in oral communication	5	50	1	3	1	
2	Use strategies that capture and retain the interest of an audience						
3	Identify and respond to manipulative use of language						
Unit Standard No: 119465➔ Pages 104-167							
1	Write/sign for a specified audience and purpose	3	30	1	2	1	
2	Language structures and features						
3	Draft own writing/signing and edit to improve clarity and correctness						
Unit Standard No: 8973➔ Pages 168-255							
1	Learning Resources	3	30	1	2	1	
2	Learning Strategies						
3	Manage occupational learning materials						
4	Conduct research and present findings						
5	Function in a team						
6	Workplace characteristics						
Unit Standard No: 10023 ➔ Pages 256-296							
1	Relate the purpose, content, form, frequency and recipients of a range of reports to the information needs of a selected business	3	30	1	2	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Identify information sources and organisational procedures for obtaining and distributing information relevant to a selected business function						
3	Compile reports related to a selected business function, ensuring content and format are appropriate to information requirements and that reporting deadlines are met						
4	Liaise with relevant parties and verify that reported information is in accordance with requirements and purpose of the report						

Module 3 – GUI based applications Part 1

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	C	Module Cr
Month 5	**Module 3 – GUI based applications Part 1**					
ELO	**GUI based applications Part 1**	Use a Graphical User Interface (GUI)-based presentation application to prepare and produce a presentation according to a given brief	117923	5	**C**	**23**
		Use a Graphical User Interface (GUI)-based presentation application to enhance presentation appearance	116930	5	**C**	
		Use a GUI-based word processor to enhance a document through the use of tables and columns	119078	5	**C**	
		Use a GUI-based word processor to create merged documents	116942	3	**C**	
		Use a Graphical User Interface (GUI)-based word processor to format documents	117924	5	**C**	

	Contact / Facilitation Days	**9 DAYS**	**Workplace Application Days** **16 DAYS**
	Theory	**69 Hours**	
	Practical	**129 Hours**	
	Assessments	**32 Hours**	

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
Unit Standard No: 116930 ➔ Pages 25-137							
1	PowerPoint Introductory and Start-Up	8	80	2	5	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Creating your Presentation						
3	Adding an image to a Presentation Slide						
4	Set-up and Manipulate a Master slide						
5	Slide Transitions						
6	Using Graphs and Charts in PowerPoint						
7	Creating a Flow-Chart in PowerPoint						
Unit Standard No: 116942 ➔ Pages 196-226							
1	Describe the uses of merged documents	3	30	1	2	1	
2	Create a merged document						
Unit Standard No: 117923 ➔ Pages 227-269							
1	Prepare, produce a presentation according to a specified brief	3	30	1	2	1	
2	Adjust settings to customise the view and preferences of the presentation application & Work with Multiple Presentations						
3	Format a presentation according to given specifications						
4	Use special presentation effects						
5	Apply special formatting to a presentation, according to given specifications, to enhance the presentation						
Unit Standard No: 117924 ➔ Pages 270-320							
1	Work with multiple documents in a word processing application	3	30	1	2	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Format Text using a word processing application						
3	Format paragraphs						
4	Format Pages within an existing word processing document						
5	Format an existing word processing Document						
6	Templates are used and created to facilitate ease of use in future, by having default options when starting a new word processing document						
Unit Standard No: 119078 ➔ 321-355							
1	Create, Edit and Format a table	3	30	1	2	1	
2	Create, Edit and Format Columns in a document						

Skills Programme 4: GUI based applications Part 2

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	C	Module Cr
Month 7	**Skills Programme 4: GUI based applications Part 2**					
ELO	**Business Negotiations and Management**	Use generic functions in a Graphical User Interface (GUI)-environment	258883	4	**E**	**24**
		Use a Graphical User Interface (GUI)-based database application to work with simple databases	116936	3	**C**	
		Enhance, edit and organise electronic messages using a Graphical User Interface (GUI)-based messaging application	116935	2	**C**	
		Use electronic mail to send and receive messages	116945	2	**C**	
		Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets	116937	4	**C**	
		Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem	116940	6	**C**	
		Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet	116943	3	**C**	

	Contact / Facilitation Days	**9 DAYS**	**Workplace Application Days 17 DAYS**
	Theory	**72 Hours**	
	Practical	**134 Hours**	
	Assessments	**34 Hours**	

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
Unit Standard No: 116935 ➔ Pages 25-53							
1	Explain legal, ethical and organisational issues in relation to the use of e-mail	10	100	2	6	2	
2	Manage e-mail messages						
3	Use the address book facilities of an electronic mail application						
Unit Standard No: 116936 ➔ Pages 54-99							
1	Understand the principles of databases	5	50	1	3	1	
2	Open and save a simple existing databases						
3	Produce and edit a simple database table from given specifications and enter data						
4	Modify the design of a database table						
Unit Standard No: 116940 ➔ Pages 100-159							
1	Prepare and produce a spreadsheet (and adjust its' settings) to provide a solution to a given problem, by adding formulae	5	50	1	3	1	
2	Apply simple built-in functions and formatting of the spreadsheet application to the given problem						
3	Work with multiple worksheets to suite the solution to the given problem						
4	Use special effects to improve the presentation of the spreadsheet						
Unit Standard No: 116943 ➔ Pages 160-194							
1	Create and edit a graph	5	50	1	3	1	
2	Load data from an external data source to produce a given spreadsheet result						
3	Insert and edit objects into a spreadsheet.						
Unit Standard No: 116945 ➔ Pages 195-232							
1	Understand the concepts and terms of electronic messaging	5	50	1	3	1	
2	Create, Receive, Respond and send an E-mail message and Adjust the settings to customize the view and preferences of the Email application						
3	Print an E-mail message						
4	Work with multiple E-mail messages						
Unit Standard No: 258883 ➔ Pages 233-275							
1	Use the desktop of a Graphical User Interface (GUI)-based operating system ()	5	50	1	3	1	
2	Use of the features of a GUI Window ()						
3	Use of the Help facility in a GUI environment ()						
4	Use a pointing device in a GUI environment ()						

5	Use generic print options in a GUI environment ()						
Unit Standard No: 116937➔ Pages 138-195							
1	Demonstrate an understanding of the principles of spreadsheets (152-154)	4	40	1	2	1	4
2	Create, open and save spreadsheets						
3	Produce a spreadsheet from a given brief or specification						
4	Edit and Format a spreadsheet						
5	Check spelling and grammar in a spreadsheet						
6	Print a spreadsheet using features specific to spreadsheets						

Module 5 – The Internet

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	C	Module Cr
Month 9	**Module 5 – The Internet**					
ELO	**The Internet**	Use a Graphical User Interface (GUI)-based web-browser to search the Internet	116931	4	**C**	**19**
		Demonstrate an understanding of the principles of the internet and the world-wide-web	115391	3	**C**	
		Use computer technology to research a computer topic	114076	3	**C**	
		Describe the concepts of Information and Communication Technology (ICT) and the use of its components in a healthy and safe manner	117925	3	**C**	
		Demonstrate an understanding of preventative maintenance, environmental and safety issues in a computer environment	114636	6	**E**	

Contact / Facilitation Days	**7 DAYS**	**Workplace Application Days 13 DAYS**
Theory	**57 Hours**	
Practical	**106 Hours**	
Assessments	**27 Hours**	

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
Unit Standard No: 114076 ➔ Pages 24-43							
1	Plan the research of a computer topic	10	100	2	6	2	
2	Conduct research of a computer topic using computer technology						
Unit Standard No: 114636 ➔ Pages 44-80							
1	Demonstrate an understanding of the use of preventive maintenance measures and Safety procedures in a computer environment	5	50	1	3	1	
2	Explain environmental protection measures and procedures of a computer working environment						
Unit Standard No: 115391 ➔ Pages 81-109							
1	Explain the principles of the internet and the world-wide-web	5	50	1	3	1	
2	Explain how the world-wide-web incorporates the various internet applications						
Unit Standard No: 116931 ➔ Pages 110-164							
1	Understand the concepts and terms of the Internet	5	50	1	3	1	
2	Explain legal and ethical issues in relation to Internet use						
3	Use a GUI-based browser to display, navigate and save a given Web Page						
4	Adjust settings to customize the view and preferences of the browser application						
5	Use a Search Engine to locate given information specifications						
Unit Standard No: 117925 ➔ Pages 165- 213							
1	ICT	5	50	1	3	1	
2	Describe information networks in relation to ICT						
3	Describe ergonomic & health and safety principles for computer workstations						

Skills Programme 6: The Workplace

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	C	Module Cr
Month 9	**Module 6 – The Workplace**					
ELO	**The Workplace**	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, its effects on a business sub-sector, own organisation and a specific workplace	13915	4	**F**	33
		Monitor and control the maintenance of office equipment	13931	4	**E**	
		Investigate the use of computer technology in an organisation	14912	6	**E**	
		Function in a business environment	7785	4	**E**	
		Apply a range of project management tools	10140	8	**E**	
		Explain computer architecture concepts	14917	7	**E**	

Contact / Facilitation Days	**12 DAYS**	**Workplace Application Days 23 DAYS**
Theory	**120 Hours**	
Practical	**224 Hours**	
Assessments	**56 Hours**	

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
Unit Standard No: 7785 ➔ Pages 25-90							
1	Safety and Security in the office	10	100	2	6	2	
2	Roles and Responsibility in the office						
3	General office operations						
Unit Standard No: 13915 ➔ Pages 91-154							
1	Know and understand HIV/AIDS and its effects on the human immune system - Know and understand how HIV/AIDS is transmitted						
2	Know what behaviour is safe and what behaviour carries the risk of HIV transmission						
3	Know what guidelines and assistance are available to support workers with HIV/AIDS and recognise own role in creating a caring work environment						
4	Know and understand the implications of the HIV/AIDS pandemic for society, the economy, a business sub-sector, an organisation and a specific workplace						
Unit Standard No: 9242 ➔ Pages 155-186							
1	A wide spectrum of physical and intellectual disabilities prevalent in South Africa are identified - Describe the causes of the physical and intellectual disability						
2	Identify the philosophy underpinning South African policy and legislation relating to people who have a disability						
3	Reflect on typical practices in South African workplaces and identify the underlying values relating to people who have a disability						
4	Describe the implications for management and supervision for dealing with workplaces in which people who have a disability work						
Unit Standard No: 10140 ➔ Pages 187-227							
1	Demonstrate an understanding of project management tools and techniques	5	50	1	3	1	
2	Use a range of project management tools and techniques						
3	Apply corrective action steps where project management tools and techniques usage problems occur						
Unit Standard No: 13931 ➔ Pages 228-258							
1	Office equipment maintenance procedures and processes	5	50	1	3	1	
2	Monitor and liaise with maintenance providers						
3	Conduct routine maintenance on designated office equipment						

Unit Standard No: 14912 ➔ Pages 259-287							
1	Plan an investigation of the use of computer technology in an organisation	5	50	1	3	1	
2	Conduct an investigation of the use of computer technology in an organisation						
3	Describe the use of computer technology in an organisation						
4	Evaluate the use of computer technology in an organisation						
5	Present the results of an investigation of the use of computer technology in an organisation						
Unit Standard No: 14917 ➔ Pages 288-315							
1	Explain computer architecture elements	5	50	1	3	1	
2	Explain the organisation of a computer						
3	Describe the design constraints in the design of instruction sets for computers						

Part 3
Design Strategy

1 - Learning aims and objectives

Clarity on focus on outcomes and design down:

- Outcomes that focused on what learners should do at the end of a series of significant, meaningful and coherent learning experiences were analysed and identified.
- Outcomes are expressed as a set of broad, comprehensive, assessable and observable indicators of student achievement at each stage of the learning programmes.
- Learning programmes include not only specific outcomes (observable outcomes), but also critical crossfield (adaptive ability such as problem solving).
- Learning programmes are designed back from the outcomes.

2 - Theoretical content

Content relevance:

- Content was designed to include knowledge and skills that are relevant and connected to real-life situations.
- Content and activities present authentic tasks.
- Learning programmes were designed to include theoretical and practical learning components and, wherever possible and appropriate, experiential learning.
- Delivery methodology allows for flexibility, a variety of methods, environments and resources.

3 - Teaching and learning

Learner centred and expanded opportunities:

- Learners are expected to take responsibility for their own learning in order to reach the required standard or outcome.
- The emphasis is on whether the learner reaches the required standard or outcome and not on procedure.
- Learning is value adding: it builds contextually on the learner's existing frames of reference.
- Learners given multiple opportunities to demonstrate fi the outcome has been reached.

High participation and co-operative learning:

- Learning activities are inductive and allow learners to construct knowledge for themselves.
- Learning activities allow learners to engage in group/team/pair work, debate, role-play, research, experiment to discover for themselves.
- Learners are encouraged to form own insights and create own solutions based on successful attainment of predetermined performance outcomes.
- Learners are motivated by constant feedback and affirmation of their worth by means of assessment.

Integration

- Learning is designed to integrate a wider social and economic understanding and awareness.
- Learning methodology allows for clear integration between theory, practical / workplace components.
- Learning programmes are designed to focus on learning that integrates critical thinking, reasoning, reflection and action.

4 - Assessment

Principles of assessment

Assessments meet the following criteria for SAQA's principles of assessment:

- Assessment methods are; appropriate, fair, manageable, integrated into work or learning
- Assessment evidence is; valid, current, authentic, sufficient
- Assessment process is systematic, open and consistent

Clarity of focus on outcomes

- Assessments are focused on what the learner has achieved in relation to learning outcomes.
- Learner achievements are measured solely on whether a learner has reached the required outcomes or not.
- Assessment criteria are clearly defined and are derived from the unit standard.

High expectations

- Assessment tasks are challenging, not simply routine.
- Evidence collected is governed by quality criteria (criterion-referenced).
- Assessments discriminate between low and high levels of achievement.
- Advancement is based on demonstrated achievement.

Expanded opportunity

- Assessments lead toward achievement of qualifications or part qualifications.
- Learners advance through the system when they are able to demonstrate attainment of the desired outcomes.
- Learners' prior knowledge is taken into consideration when organising learning experiences
- Learners are supported to attain these desired outcomes

Continuous integrated assessment

- Formative (during learning, informal and not for credits) and summative (after learning, formal and for credits) assessment are used.
- Learners are assessed on an on-going basis – Assessment is towards life-long learning.
- A variety of assessment techniques are used, for example simulations, portfolios, self-assessment, workplace assessment.
- Assessment is broad, covering a number of assessment standards, which include skills, knowledge, understanding, attitudes and values.
- Assessment is integrative and focuses on the application of competence.

5 – Evaluation

Facilitator

Learners will be required to evaluate the performance of the Facilitator on completion of the learning programme.

Facilitators will be evaluated against the following criteria:

- The learning outcomes were clearly stated.
- Key learning points were illustrated and clarified.
- The learning outcomes were met.
- Key learning points were summarised.
- The principles of adult learning were applied

Programme

Learners will be required to evaluate the value of the learning experience against the following criteria:

- The extent to which the learning programme achieved the learning outcomes.
- The overall reaction of the learner to the programme.
- The relevance of the learning material content.
- The sequence, pace and timing of the lessons

Logistics

Learners will also be required to evaluate the value of:

- The physical classroom environment.
- The seating arrangements.
- Meals and refreshments.
- Room Layout.
- Accommodation (if applicable)

Part 4
Delivery Strategy

1 - Materials

Participant's materials

- Participant's guides – This is a comprehensively structured guide for the learner and includes all theory and activities.
- Workplace / Practical Guide – This is a comprehensively structured workplace guide for the learner to use during practical/workplace/assessment

Facilitator's materials:

- Facilitator Guide – This is the guide for the facilitator on how to manage the learning
- Activities and Handouts – These are the activities that the facilitator will implement to help the learners achieve the lesson outcomes.

Assessor's guide:

- Assessment Strategy – This is the approach and rules which govern company assessments and can also be found in the Assessment Policy documents
- Assessment Plan – This is the plan on what outcomes are being assessed, using relevant criteria and the evidence that the candidate must produce to prove competence
- Assessment Instruments – These are the assessment instruments used to collect evidence from the candidate to display competence in an outcome.

2 – Notional hours of learning

70% practical (80% workplace implementation, 20% assessment) and 30 % theory (workshop).	
Theory / contact time	• 516 hours required for formal learning.
Workplace	• 963 hours required for workplace practice and transferring the learning. Formative assessment activities are included in the workplace learning time.
Assessment	• 241 hours required for assessment preparation, evidence collection and submission.
TOTAL NOTIONAL HOURS	• 1720 HOURS = 172 UNIT STANDARD CREDITS

3 – Training media aids and equipment

Classroom set-up and space requirements

- U-shape room layout is preferable in order to facilitate learner interaction.
- Breakaway areas would be helpful for group work.

Training media and equipment

- Flipchart, flipchart markers, pens, laptop with windows media player
- Proxima or overhead projector and screen

Training aids

- Flash cards
- Learner guides
- Handouts

Part 5
Learner support Strategy

1 - Learner roles and responsibilities

The learner is expected to actively participate by:

- Taking part in and completing group activities, practical assignments and discussions.
- Planning and preparing for the training.
- Asking for support when needed.
- Giving meaningful input into and challenging the status quo.
- Finding new and better ways of doing things
- Developing sound and effective practices given the input from the facilitator and the rest of the group
- Complying with assessment requirements

2 – Provider roles and responsibilities

FACILITATOR/ECF/ASSESSOR/COACH/MENTOR:

The facilitator's role is that of; facilitation of learning, facilitation of evidence collection for assessment, preparation of candidates for assessment and assessment of learners. All of these roles require degrees of coaching and mentoring.

The relevant coaches/mentors will provide guidance and support before, during and after the learning intervention.

Before:

- The facilitator will prepare the learner for the learning by ensuring that the purpose and pre-requisites of the course have been understood and met.

During:

- The facilitator will provide all materials and resources necessary for learning to take place.
- The facilitator will guide and support the learner during learning - ensure that learners understand and can practice the necessary skills.
- The facilitator will ensure that learning outcomes are achieved according to the learning and unit standard outcomes
- The facilitator will identify learners who are experiencing difficulties – content or otherwise – and take appropriate action to assist the learner in joining the main stream of learning.
- The facilitator will conduct formative assessments to determine learner level of competence and take corrective action based on the results of formative assessment.

After:

- The facilitator/workplace coach will assist the learner in implementing skills learnt in the workplace in the form of structured on-the-job activities, which are outlined in the Workplace Guide.
- The facilitator/workplace coach will conduct formative assessment for workplace activities to determine the learner's level of competence and take corrective action based on the results of formative assessment.
- The Evidence Collection Facilitator will assist the candidate in identifying and preparing for evidence collection for assessment.
- The Evidence Collection Facilitator will judge the evidence produced by the candidate and advise whether or not it is ready for assessment submission.
- The Assessor will plan and prepare the candidate for assessment as per the Assessment Guide.
- The Assessor will conduct the assessment, provide developmental feedback to the candidate and make an assessment judgment.
- The Assessor will guide and support the candidate for re-assessment purposes and communicate the company's appeals policy.

Part 6
Evaluation Strategy

1 – Evaluation purpose

To judge the value and effectiveness of the learning programme in terms of learner reactions, learning and change in behaviour

2 – Evaluation instruments

Assessment Instruments

Summative assessment conducted to judge the extent to which learners were able to competently perform the activities on – the – job

Moderation strategy

It is clearly indicated in the Moderation Policy and the Moderation Guide of the college

Post Course Learner Evaluations

Evaluation checklists completed by the learner at the end of the workshop to measure the level of learner satisfaction.

Evaluation Strategy

Learner End of Course Evaluation sheet.

End of Course Evaluation

Date: _____ Venue: _____

Please give honest feedback to assist us in future planning.

Question	Happy	Undecided	Unhappy
Were the objectives of the workshop clearly explained to you?			
Was there enough theory?			
Were there enough practical activities?			
Was the language used clear and accessible?			
Was the facilitator well prepared?			
How do you feel about the training methods			
Do you think the training will help you to become an entrepreneur?			
Do you think the training will make any difference to your life / attitude?			
How do you feel about the facilitator/s?			
Did you learn anything from the other participants during the course?			
Did the course meet your expectations?			

REMARKS (Any changes?)
Name (Optional)

Post Course Facilitator Evaluations

Evaluation checklists completed by the facilitator at the end of the workshop to indicate the extent to which the programme achieved the learning outcomes and criteria of the programme strategy

Facilitators'/Trainers Report

Course Name	
Client	
Venue	
Facilitator	
Training Dates	
No of registered learners	
No of learners present	
U/S Covered	

NB Kindly attach the following documents to this report:

1. Signed learner attendance register for the period of training being reported (**Register must also be signed by the facilitator**)
2. Assignment hand in register

Summary of work covered from day 1 to day 5

Day 1

Day 2

Day 3

Day 4

Day 5

Use a separate sheet if necessary

Learners

Briefly outline how learners are coping with the programme. Comment on learner's attendance, participation and understanding of material.

Attendance

Participation

Understanding of material

Issues raised by learners that need attention of Training Provider

Overview of training provision process

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
1	Was communication regarding attendance of the programme efficient and effective?					
2	Was the Programme Coordinator helpful and efficient?					
3	Was the training equipment and material used effective and prepared?					
4	Was the training venue conducive to learning (set-up for convenience of learners, comfortable in terms of temperature, etc.)?					
	Additional Comments on Logistics and Support					

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
B	**Facilitator Evaluation**					
1	Learners were prepared and motivated to attend the programme					
2	Learners participated well and provided constructive input					
3	The programme allows for the use of a variety of methods, exercises, activities and discussions					
4	Learners were punctual and kept to the schedule					
	Additional Comments on Facilitation					

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
C	**Learning Programme Evaluation**					
1	The learning outcomes of the programme are relevant and suitable.					
2	The content of the programme was relevant and suitable for the target group.					
3	The length of the facilitation was suitable for the programme.					
4	The learning material assisted in learning new knowledge and skills to apply in a practical manner.					
5	The Learning Material was free from spelling and grammar errors					
6	Hand-outs and Exercises are clear, concise and relevant to the outcomes and content.					
7	Learning material is generally of a high standard, and user friendly					

Spelling/ Grammatical Errors		
Trainer/Learner File, etc.	**Section/Page**	**What?**

	Additional Comments on Learning Material

Signature of Facilitator: _____

Date: _____