

Curriculum Outline



48573

National Certificate:

Information Technology:

System Support

Level 5

Table of contents

Content	Page
Table of Content	2
Part 1 – Programme Overview	3
Part 2 – Programme Alignment	10
Part 3 – Assessment Strategy	14
Part 4 – Design Strategy	18
Part 5 – Delivery Strategy	25
Part 6 – Learner Support Strategy	32
Part 7 – Evaluation Strategy	34

Part 1

Programme Overview

Purpose

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.

Learning assumed to be in place

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

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.

Qualification Rules

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.

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.

Associated Assessment Criteria

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

Part 2

Programme Alignment

Notional Hour Matrix

The delivery strategy below indicates the relationship between theory, practical, workplace and FSA component

ELO	Comp	US ID	Title of unit standards			L	C	Mod/Cr
1	Module 1 - Logical methodology to troubleshoot the common types of hardware and software problems							
	Fund	114059	Understanding of estimating a unit of work and the implications of late delivery			5	5	12
	Fund	114183	Apply principles of resolving problems for single- and multi-user computer operating systems			5	7	
Date:	Contact / Facilitation Days		8	DAYS	Workplace Application Days			
	Theory		36	Hours	5 DAYS			
	Practical		67	Hours				
	Assessments		17	Hours				
ELO	Comp	US ID	Title of unit standards			L	C	Mod/Cr
2	Module 2 – The role of technology in the business context							
	Core	114074	Demonstrate an understanding of different computer network architectures and standards			5	5	9
	Fund	114050	Explain the principles of business and the role of information technology			5	4	
Date:	Contact / Facilitation Days		3	DAYS	Workplace Application Days			
	Theory		27	Hours	6 DAYS			
	Practical		50	Hours				
	Assessments		13	Hours				
ELO	Comp	US ID	Title of unit standards			L	C	Mod/Cr
3	Module 3 – Basic application support skills							
	Fund	12154	Apply comprehension skills to engage oral texts in a business environment			4	5	10
	Elective	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts			4	5	
Date:	Contact / Facilitation Days		4	DAYS	Workplace Application Days			
	Theory		30	Hours	7 DAYS			
	Practical		56	Hours				
	Assessments		14	Hours				

ELO	Comp	US ID	Title of unit standards			L	C	Mod/Cr
4	Module 4 – Operating system support skills							
	Core	114047	Install and configure a multi-user networked operating system			5	9	22
	Core	114053	Monitor and maintain a multi-user networked operating system			5	6	
	Core	114058	Demonstrate an understanding of the concepts of Multi-User computer Operating systems			5	7	
Date:	Contact / Facilitation Days		8	DAYS	Workplace Application Days			
	Theory		66	Hours	15 DAYS			
	Practical		123	Hours				
	Assessments		31	Hours				

ELO	Comp	US ID	Title of unit standards			L	C	Mod/Cr
5	Module 5 – Network support skills							
	Core	114054	Administer a local area computer network			5	7	30
	Core	114046	Demonstrate an understanding of issues affecting the management of a LAN			5	4	
	Core	114072	Install and commission a local area computer network			5	9	
	Elective	114043	Support a local area computer network			5	10	
Date:	Contact / Facilitation Days		11	DAYS	Workplace Application Days			
	Theory		90	Hours	21 DAYS			
	Practical		168	Hours				
	Assessments		42	Hours				

ELO	Comp	US ID	Title of unit standards			L	C	Mod/Cr
6	Module 6 – Business problems and IT solutions							
	Core	114061	Demonstrate an understanding of Wide Area Networks (WAN`s), comparing them with Local Area Networks (LAN`s)			5	5	10
	Core	114075	Design a local area computer network for a departmental office environment			5	5	
Date:	Contact / Facilitation Days		4	DAYS	Workplace Application Days			
	Theory		30	Hours	7 DAYS			
	Practical		56	Hours				
	Assessments		14	Hours				

ELO	Comp	US ID	Title of unit standards			L	C	Mod/Cr
7	Module 7 – Technical reporting skills							
	Fund	114051	Conduct a technical practitioners meeting			5	4	10
	Fund	8252	Writing business reports in Retail/Wholesale practices			5	6	
Date:	Contact / Facilitation Days		4	DAYS	Workplace Application Days 7 DAYS			
	Theory		30	Hours				
	Practical		56	Hours				
	Assessments		14	Hours				

ELO	Comp	US ID	Title of unit standards			L	C	Mod/Cr
8	Module 8 – Customer care in the context of IT support							
	Core	114052	Appropriate customer care in context of IT support, according to a Service Level Agreement			5	8	11
	Fund	114055	Demonstrate an awareness of ethics and professionalism for the computer industry in SA			5	3	
Date:	Contact / Facilitation Days		4	DAYS	Workplace Application Days 8 DAYS			
	Theory		33	Hours				
	Practical		62	Hours				
	Assessments		15	Hours				

ELO	Comp	US ID	Title of unit standards			L	C	Mod/Cr
9	Module 9 – Function in a change management process within a support team							
	Fundamental	10135	Work as a project team member			4	8	8
Date:	Contact / Facilitation Days		3	DAYS	Workplace Application Days 6 DAYS			
	Theory		24	Hours				
	Practical		45	Hours				
	Assessments		11	Hours				

ELO	Comp	US ID	Title of unit standards			L	C	Mod/Cr
10	Module 10 – Hardware support skills for server computers							
	Core	114060	Demonstrate an understanding of LAN's, by installing a networked workstation			5	5	16
	Core	114066	Test Networked IT systems against given specifications			5	4	
	Elective	114063	Install a server computer and peripherals			5	7	
Date:	Contact / Facilitation Days		6	DAYS	Workplace Application Days 11 DAYS			
	Theory		48	Hours				
	Practical		90	Hours				
	Assessments		22	Hours				

ELO	Comp	US ID	Title of unit standards			L	C	Mod/Cr
11	Module 11 – Systems Support contextualised within a selected work area							
	Elective	114049	Demonstrate an understanding of Computer Database Management Systems			5	7	10
	Core	114056	Describe enterprise systems management and its role in IT systems support			5	3	
Date:	Contact / Facilitation Days		4	DAYS	Workplace Application Days 7 DAYS			
	Theory		30	Hours				
	Practical		56	Hours				
	Assessments		14	Hours				

Part 12	FINAL SUMMATIVE ASSESSMENT
Part 13	FINALISING PORTFOLIOS OF EVIDENCE

Part 3

Assessment Strategy

1. Instructions & Memorandum of Assessment

1.1 Classroom: Formative Learner Workbook Questionnaires / Activities

These activities will be completed during the classroom or facilitation session and can be found in the learning material. Activities may include questioning, case studies, group activities and assignments.

1.2 Classroom: Formative Assessment Instrument

These knowledge based questions will be based on the outcomes and Unit Standards addressed in this module. This component will consist of both direct and multi-choice questions. You are required answer all the questions provided as this will also form part of your portfolio of evidence.

Assessment Section 2:

2.1 Summative Knowledge Assessment

You are required to complete the knowledge assessment by answering all the questions provided in filled giving examples where asked.

2.2 Workplace Assignments

This section will consist of Workplace assignments and projects which you will need to complete which will form part of your Portfolio of Evidence.

2.3 Summative Practical / Observational Assessment

The practical / observational assessment will be completed by the assessor based on your performance against the outcomes of this module to determine your competence.

2.4 Personal Narrative

The personal narrative requires you to reflect on the reflexive competence requirements needed to be deemed competent in this module. This section will include critical cross field outcomes.

2.5 Witness Testimony

The witness testimony consists of a testimonial based on your performance as observed / reviewed by your Supervisor / Manager in the workplace.

2. Assessment appeals procedures

1. A learner has the right to appeal under the following circumstances

- If the laid down assessment procedures were not followed during assessments
- If not all evidence available was taken into account during the assessment
- The assessor was not a subject matter expert or did not have a subject matter expert during the assessment process
- The assessor did not assess according to the performance criteria and range statement stipulated in the unit standard
- Not all the range items were available for assessment

2. A learner bringing an appeal against a decision of the assessment will lodge such an appeal with the assessor and the internal moderator within 2 days of the assessment feedback session.

3. A learner bringing an appeal should complete the "Learner's Notice of Assessment Appeal" form before the Appeal Hearing. The form should be handed to the internal moderator or a representative of the SETA.

4. Should the internal moderator re-affirm the assessor's decision, the learner may appeal to the external verifier within 2 days after the initial moderator's feedback session. The external verifier's decision will be final. Should the external verifier re-affirm the assessors' decision, the cost for re-evaluation will be upon the learner. Should the verifier's decision differ from the assessor's decision, the cost for re-evaluation will be borne by the assessor.

3. Pre-assessment meeting checklist

Item	Points to be covered	Tick
1	Welcome the candidate and put them at ease	
2	Explain the purpose of the meeting (why you are there and how long the meeting will take)	
3	Explain the <ul style="list-style-type: none"> ▪ NQF ▪ Credits ▪ Certification process ▪ Learning pathways 	
4	Explain <ul style="list-style-type: none"> ▪ Who is involved in the assessment and their role (learners, coach, assessors, managers, moderators) ▪ Principles of assessment (fairness, confidentiality, validity, sufficiency) 	
5	Explain the assessment process? <ul style="list-style-type: none"> ▪ Check learner readiness for assessment (logbook / self assessment) ▪ Assessment contract to be completed ▪ Preparation of learner (this meeting) ▪ The assessment (observation and knowledge questionnaire) ▪ Judgement of the evidence ▪ Outcome of assessment (competent, not yet competent, need further evidence) 	
6	Give Learner copies of the following documentation and explain each document <ul style="list-style-type: none"> ▪ The Assessment Guide which includes <ul style="list-style-type: none"> ○ The relevant unit standard (s) ○ Assessment contract ○ Assessment plan ○ Observation checklist ○ Knowledge checklist 	
7	Discuss the assessment plan (complete the assessment plan document) <ul style="list-style-type: none"> ▪ Allow the learner to participate in the decisions made ▪ Agree on dates, time and venue for the assessment and feedback ▪ Agree on evidence the learner can submit ▪ Agree and explain the assessment methods ▪ Identify and discuss special assessment needs of the candidate ▪ Identify and eliminate unfair barriers (language, disability etc) ▪ Discuss and agree on witness requirements 	
8	Tell the candidate his/her rights and responsibilities, the assessment procedures and policies <ul style="list-style-type: none"> ▪ How many times they may be assessed ▪ Appeals process / procedure ▪ Reassessment policy 	
9	Ensure the assessment environment is appropriate or make special arrangements	
10	Discuss moderation	
11	Allow the learner opportunity to clarify any items discussed	

4. Assessment evaluation

EVALUATION OF ASSESSMENT						
Learner Name				Assessor name		
Unit Stds				Date		
Review dimension		Learner Yes No		Assessor Yes No		Action
Were the principles / criteria for good assessment achieved?						
Did the assessment relate to the registered standard?						
Was the assessment practical?						
Was it time efficient and cost-effective?						
The assessment did not interfere with my normal responsibilities?						
Was the assessment instrument fair, clear, and understandable?						
The assessment judgment was made against set requirements?						
Was the venue and equipment functional?						
Were special needs identified and the assessment plan adjusted?						
Was feedback and communication constructive?						
Was an opportunity to appeal given?						
Was all evidence recorded?						
Were the review / evaluation process apparent and user friendly?						

Learner Declaration of Understanding		
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid		
Learner Name & Sign	Date	Assessor Name & Sign Date
		Moderator Name & Sign Date

Part 4

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 centered 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 if 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)

Design Methodology

The design of the materials strictly follows and adheres to the rules and requirements of the Qualification and the Unit Standards as contained within. The Unit Standards are clustered to promote the logical sequence and achievement of the outcomes in relation to the Exit Level Outcomes of the Qualification. The programme is structured through strategic grouping / clustering of Unit Standards into Modules as aligned to the Exit Level Outcomes of the Qualification.

This alignment is demonstrated as follows:

EXIT Level Outcomes Alignment:

1. Work with others to undertake or support the project management activities.
2. Assist the project manager and/or project team by contributing and participating in planning, execution and control activities.
3. Provide support to the administration of a project.

For electives:

4. Supervise a project team of a small project to deliver project objectives

ELO	Comp	US ID	Title of unit standards	L	C	Mod/Cr
1	Module 1 - Logical methodology to troubleshoot the common types of hardware and software problems					
	Fund	114059	Understanding of estimating a unit of work and the implications of late delivery	5	5	12
	Fund	114183	Apply principles of resolving problems for single- and multi-user computer operating systems	5	7	
Date:	Contact / Facilitation Days	8	DAYS	Workplace Application Days 5 DAYS		
	Theory	36	Hours			
	Practical	67	Hours			
	Assessments	17	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod/Cr
2	Module 2 – The role of technology in the business context					
	Core	114074	Demonstrate an understanding of different computer network architectures and standards	5	5	9
	Fund	114050	Explain the principles of business and the role of information technology	5	4	
Date:	Contact / Facilitation Days	3	DAYS	Workplace Application Days 6 DAYS		
	Theory	27	Hours			
	Practical	50	Hours			
	Assessments	13	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod/Cr
3	Module 3 – Basic application support skills					
	Fund	12154	Apply comprehension skills to engage oral texts in a business environment	4	5	10
	Elective	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	4	5	
Date:	Contact / Facilitation Days	4	DAYS	Workplace Application Days 7 DAYS		
	Theory	30	Hours			
	Practical	56	Hours			
	Assessments	14	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod/Cr
4	Module 4 – Operating system support skills					
	Core	114047	Install and configure a multi-user networked operating system	5	9	22
	Core	114053	Monitor and maintain a multi-user networked operating system	5	6	
	Core	114058	Demonstrate an understanding of the concepts of Multi-User computer Operating systems	5	7	
Date:	Contact / Facilitation Days	8	DAYS	Workplace Application Days 15 DAYS		
	Theory	66	Hours			
	Practical	123	Hours			
	Assessments	31	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod/Cr
5	Module 5 – Network support skills					
	Core	114054	Administer a local area computer network	5	7	30
	Core	114046	Demonstrate an understanding of issues affecting the management of a LAN	5	4	
	Core	114072	Install and commission a local area computer network	5	9	
Elective	114043	Support a local area computer network	5	10		
Date:	Contact / Facilitation Days	11	DAYS	Workplace Application Days 21 DAYS		
	Theory	90	Hours			
	Practical	168	Hours			
	Assessments	42	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod/Cr
6	Module 6 – Business problems and IT solutions					
	Core	114061	Demonstrate an understanding of Wide Area Networks (WAN`s), comparing them with Local Area Networks (LAN`s)	5	5	10
Core	114075	Design a local area computer network for a departmental office environment	5	5		
Date:	Contact / Facilitation Days	4	DAYS	Workplace Application Days 7 DAYS		
	Theory	30	Hours			
	Practical	56	Hours			
	Assessments	14	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod/Cr
7	Module 7 – Technical reporting skills					
	Fund	114051	Conduct a technical practitioners meeting	5	4	10
Fund	8252	Writing business reports in Retail/Wholesale practices	5	6		
Date:	Contact / Facilitation Days	4	DAYS	Workplace Application Days 7 DAYS		
	Theory	30	Hours			
	Practical	56	Hours			
	Assessments	14	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod/Cr
8	Module 8 – Customer care in the context of IT support					
	Core	114052	Appropriate customer care in context of IT support, according to a Service Level Agreement	5	8	11
Fund	114055	Demonstrate an awareness of ethics and professionalism for the computer industry in SA	5	3		
Date:	Contact / Facilitation Days	4	DAYS	Workplace Application Days 8 DAYS		
	Theory	33	Hours			
	Practical	62	Hours			
	Assessments	15	Hours			

ELO	Comp	US ID	Title of unit standards		L	C	Mod/Cr
9	Module 9 – Function in a change management process within a support team						
	Fundamental	10135	Work as a project team member			4	8
Date:	Contact / Facilitation Days		3	DAYS	Workplace Application Days 6 DAYS		
	Theory		24	Hours			
	Practical		45	Hours			
	Assessments		11	Hours			

ELO	Comp	US ID	Title of unit standards		L	C	Mod/Cr	
10	Module 10 – Hardware support skills for server computers							
	Core	114060	Demonstrate an understanding of LAN's, by installing a networked workstation			5	5	16
	Core	114066	Test Networked IT systems against given specifications			5	4	
	Elective	114063	Install a server computer and peripherals			5	7	
Date:	Contact / Facilitation Days		6	DAYS	Workplace Application Days 11 DAYS			
	Theory		48	Hours				
	Practical		90	Hours				
	Assessments		22	Hours				

ELO	Comp	US ID	Title of unit standards		L	C	Mod/Cr	
11	Module 11 – Systems Support contextualised within a selected work area							
	Elective	114049	Demonstrate an understanding of Computer Database Management Systems			5	7	10
	Core	114056	Describe enterprise systems management and its role in IT systems support			5	3	
Date:	Contact / Facilitation Days		4	DAYS	Workplace Application Days 7 DAYS			
	Theory		30	Hours				
	Practical		56	Hours				
	Assessments		14	Hours				

Part 5

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	<ul style="list-style-type: none"> • 444 hours required for formal learning.
Workplace	<ul style="list-style-type: none"> • 829 hours required for workplace practice and transferring the learning. Formative assessment activities are included in the workplace learning time.
Assessment	<ul style="list-style-type: none"> • 207 hours required for assessment preparation, evidence collection and submission.
TOTAL NOTIONAL HOURS	<ul style="list-style-type: none"> • 1480 HOURS = 148 UNIT STANDARD CREDITS

Skills Programs	Credits	Notional Hours	Days	Contact Session 30% (Hours)		Experiential Learning 70% (Hours)		FSA Days (8 hours per day)	Total Notional Hours
				Theory	Practical	WPE	Ass Prep		
1	12	120	15	12	24	59	25	1	120
2	9	90	11	9	18	44	19	1	90
3	10	100	13	10	20	49	21	1	100
4	22	220	28	22	44	108	46	1	220
5	30	300	38	30	60	147	63	1	300
6	10	100	13	10	20	49	21	1	100
7	10	100	13	10	20	49	21	1	100
8	11	110	14	11	22	54	23	1	110
9	8	80	10	8	16	39	17	1	80
10	16	160	20	16	32	78	34	1	160
11	10	100	13	10	20	49	21	1	100
Totals	148	1480	185	148	296	725	311	66	1480

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

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.

This Qualification will be delivered to successfully registered learners enrolled into the Qualification programme and in accordance with the identified target market. The training programme will be delivered on a face-to-face basis in direct contact with the learner for both training and assessment purposes.

The delivery of the Qualification is done in accordance with the Modular structure of the programme. This Qualification is structured to be completed over a period of 12 months as a 1 year programme. The detailed roll out / delivery strategy on the following pages in this document outlines the delivery of the Qualification programme in relation the contact time, experiential learning and final assessment applicable to the programme.

The included delivery / roll-out plan below illustrates the effective delivery of the Qualification programme over this period and in accordance with the programme's modular design. In summary the delivery of the Qualification Programme as per Modular Structure will be as follows:

ELO	Comp	US ID	Title of unit standards	L	C	Mod/Cr
1	Module 1 - Logical methodology to troubleshoot the common types of hardware and software problems					
	Fund	114059	Understanding of estimating a unit of work and the implications of late delivery	5	5	12
	Fund	114183	Apply principles of resolving problems for single- and multi-user computer operating systems	5	7	
Date:	Contact / Facilitation Days	8	DAYS	Workplace Application Days		
	Theory	36	Hours	5 DAYS		
	Practical	67	Hours			
	Assessments	17	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod/Cr
2	Module 2 – The role of technology in the business context					
	Core	114074	Demonstrate an understanding of different computer network architectures and standards	5	5	9
	Fund	114050	Explain the principles of business and the role of information technology	5	4	
Date:	Contact / Facilitation Days	3	DAYS	Workplace Application Days		
	Theory	27	Hours	6 DAYS		
	Practical	50	Hours			
	Assessments	13	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod/Cr
3	Module 3 – Basic application support skills					
	Fund	12154	Apply comprehension skills to engage oral texts in a business environment	4	5	10
	Elective	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	4	5	
Date:	Contact / Facilitation Days	4	DAYS	Workplace Application Days		
	Theory	30	Hours	7 DAYS		
	Practical	56	Hours			
	Assessments	14	Hours			

ELO	Comp	US ID	Title of unit standards	L	C	Mod/Cr
4	Module 4 – Operating system support skills					
	Core	114047	Install and configure a multi-user networked operating system	5	9	22
	Core	114053	Monitor and maintain a multi-user networked operating system	5	6	
	Core	114058	Demonstrate an understanding of the concepts of Multi-User computer Operating systems	5	7	
Date:	Contact / Facilitation Days	8	DAYS	Workplace Application Days		
	Theory	66	Hours	15 DAYS		
	Practical	123	Hours			
	Assessments	31	Hours			

ELO	Comp	US ID	Title of unit standards		L	C	Mod/Cr
5	Module 5 – Network support skills						
	Core	114054	Administer a local area computer network		5	7	30
	Core	114046	Demonstrate an understanding of issues affecting the management of a LAN		5	4	
	Core	114072	Install and commission a local area computer network		5	9	
	Elective	114043	Support a local area computer network		5	10	
Date:	Contact / Facilitation Days		11	DAYS	Workplace Application Days 21 DAYS		
	Theory		90	Hours			
	Practical		168	Hours			
	Assessments		42	Hours			

ELO	Comp	US ID	Title of unit standards		L	C	Mod/Cr
6	Module 6 – Business problems and IT solutions						
	Core	114061	Demonstrate an understanding of Wide Area Networks (WAN's), comparing them with Local Area Networks (LAN's)		5	5	10
	Core	114075	Design a local area computer network for a departmental office environment		5	5	
Date:	Contact / Facilitation Days		4	DAYS	Workplace Application Days 7 DAYS		
	Theory		30	Hours			
	Practical		56	Hours			
	Assessments		14	Hours			

ELO	Comp	US ID	Title of unit standards		L	C	Mod/Cr
7	Module 7 – Technical reporting skills						
	Fund	114051	Conduct a technical practitioners meeting		5	4	10
	Fund	8252	Writing business reports in Retail/Wholesale practices		5	6	
Date:	Contact / Facilitation Days		4	DAYS	Workplace Application Days 7 DAYS		
	Theory		30	Hours			
	Practical		56	Hours			
	Assessments		14	Hours			

ELO	Comp	US ID	Title of unit standards		L	C	Mod/Cr
8	Module 8 – Customer care in the context of IT support						
	Core	114052	Appropriate customer care in context of IT support, according to a Service Level Agreement		5	8	11
	Fund	114055	Demonstrate an awareness of ethics and professionalism for the computer industry in SA		5	3	
Date:	Contact / Facilitation Days		4	DAYS	Workplace Application Days 8 DAYS		
	Theory		33	Hours			
	Practical		62	Hours			
	Assessments		15	Hours			

ELO	Comp	US ID	Title of unit standards			L	C	Mod/Cr
9	Module 9 – Function in a change management process within a support team							
	Fundamental	10135	Work as a project team member			4	8	8
Date:	Contact / Facilitation Days		3	DAYS	Workplace Application Days 6 DAYS			
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	Practical		45	Hours				
	Assessments		11	Hours				

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	Practical		90	Hours				
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ELO	Comp	US ID	Title of unit standards			L	C	Mod/Cr
11	Module 11 – Systems Support contextualised within a selected work area							
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	Core	114056	Describe enterprise systems management and its role in IT systems support			5	3	
Date:	Contact / Facilitation Days		4	DAYS	Workplace Application Days 7 DAYS			
	Theory		30	Hours				
	Practical		56	Hours				
	Assessments		14	Hours				

Part 6

Learner support Strategy

1 - Learner roles and responsibilities

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Part 7

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: _____