

Curriculum Outline



78964

Further Education and Training

Certificate: Information

Technology: Technical Support

Level 04

Table of Contents

Content	Page
Table of Content	2
Part 1 – Programme Overview	3
Part 2 – Programme Alignment	13
Part 3 – Assessments Strategy	16
Part 4 – Design Strategy	20
Part 5 – Delivery Strategy	26
Part 6 – Learner Support Strategy	32
Part 7 – Evaluation Strategy	34

Part 1

Programme Overview

Purpose of the qualification:

The purpose of this qualification is to build a foundational entry into the field of Computer Sciences and Information Technology, specifically into the field of Systems Support, covering basic knowledge needed for further study in the field of Systems Support at Higher Education Levels.

The qualification can be acquired in the traditional way of formal study as well as in the workplace, through learnerships. Acquiring the qualification through learnerships has the potential of addressing the problems of the past, where newly qualified people getting into the industry struggled to get employment, because they were required to have practical experience.

The workplace experience can now be gained while acquiring the qualification through the various learnership schemes that are planning to use this qualification.

A Qualifying learner at this level will be a well-rounded entry-level Systems Support professional with a good fundamental knowledge of the Information Technology field, coupled with interpersonal and business skills, allowing for specialisation in one of the following Systems Support fields:

- Hardware and Infrastructure Support for Personal Computers
- Hardware and Infrastructure Support for Office Products
- Data Communications and Networking
- (and any new field not specified yet, allowing for new specialisations in this area)

The qualification is designed to:

- Provide learners with an entry level for further study in Information Technology and related fields, as well as for initial employment in the computer industry.
- Allow many of the listed unit standards to be used in Learnership Schemes in the Information Systems and Technology sector, as well as other sectors where Information Technology is a key requirement.
- Provide a foundational qualification for people who are pursuing a career in the computer industry, or related fields. People with this qualification have an introductory level of understanding about computer industry concepts and/or are able to work in areas of Information Technology with little technical complexity. Examples of the areas covered are entry-level hardware, software, electronics and network support, on mainly (but not limited to) desktop and hand-held devices and local area networks.
- Allow the credits achieved in the National Certificates in Information Technology (Level 2 & 3) to be used as foundation (i.e. learning assumed to be in place) for the requirements of this qualification.
- Have a flexible structure to allow for changing requirements in the computer industry, and to allow providers to create learning programmes with a predominantly Information Technology Support component but tailored to meet the local, national or international needs.

Rationale of the qualification:

This qualification has been formulated such that it reflects the workplace-based needs of the Information Technology Industry as expressed by its stakeholders.

The input has been used to ensure that the qualification provides the learner with accessibility to be employed within the IT Industry.

The introduction of national qualifications in Information Technology based on unit standards will allow learners to qualify for a national qualification by accumulating the required credits via short learning programmes or workplace practical experience or both. It also allows learners to achieve the qualifications through recognition of prior learning and/or learnerships schemes, overcoming past barriers in the methods of achieving formal qualifications.

Academically this National Certificate is intended to be an entry-level qualification in the area of Systems Support. The qualification builds on knowledge areas covered in National Certificates and short learning programmes at NQF level 2 to 4, and it facilitates entry into the Systems Support field.

It aims to enhance readiness for further study in Information Technology and related fields at the Further Education level, provides a pathway into further study at Higher Education level, as well as providing for initial employment in the computer industry.

One of the most important needs for this qualification is to provide for the recognition of prior learning. There are currently no unit standards based registered qualifications in the Systems Support area.

However, hardware and networks are being installed, maintained and upgraded on a daily basis in a number of different industry sectors. People with workplace experience in the areas covered by this qualification will now be allowed to request assessment and get recognition for prior learning.

The qualification provides the learner with the flexibility to articulate in the IT environment with a wide variety of specialisation options and articulation within the Telecommunications, Information Technology and Electronic Industries and other industries where IT is a key component, like the Financial Services Industry.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that the learner is competent in skills gained at the further education and training band, with exposure to computing as an advantage, but not a requirement.

A learning assumption of this qualification is foundational skills in English and Mathematics at NQF level 3. Further learning assumed is the ability to use a personal computer competently, and competence in the unit standard, "Participate in formal meetings", NQF Level 2 (ID 14911).

The assumed learning can be acquired in the traditional way of formal study as well as in the workplace. Acquiring the competencies in a workplace (either via formal learnerships or normal on-the-job training)

has the potential of addressing the problems of the past, where formal qualifications were only obtainable by way of formal study.

Recognition of prior learning (RPL)

Many of the competencies used in the Information Technology profession has traditionally been acquired through short courses and on-the-job training, which did not provide formal recognition of the knowledge and skills acquired. These competencies are still today viewed by most industries as invaluable, with the sad reality that there is no formal recognition.

The nature of the Information Technology field means that competence is developed experientially, therefore the assessment processes should recognise experience versus theoretical knowledge. Recognition of prior learning will now allow people with these valuable competencies to be assessed and recognised formally.

Any learner wishing to be assessed may arrange to do so without having to attend further education or training. For recognition of prior learning the learner will be required to submit a portfolio of evidence of relevant experience, in a prescribed format, to be assessed for formal recognition.

The assessor and learner will decide jointly on the most appropriate assessment procedures, subject to the assessment rules of the relevant ETQA. Learning assumed to be in place must be assessed by the assessor prior to any assessment relating to this qualification.

RECOGNISE PREVIOUS LEARNING?

Yes

QUALIFICATION RULES

The Qualification consists of a Fundamental, a Core and an Elective Component. To be awarded the Qualification learners are required to obtain a minimum of 163 credits as detailed below.

Fundamental Component

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at Level 4 to the value of 16 credits
- Communication at Level 4 in a First South African Language to the value of 20 credits
- Communication in a Second South African Language at Level 3 to the value of 20 credits

It is compulsory therefore for learners to do Communication in two different South African languages, one at Level 4 and the other at Level 3. All Unit Standards in the Fundamental Component are compulsory. The Fundamental Component consists of Unit Standards to the value of 56 credits all of which are compulsory.

Core Component

The Core Component consists of Unit Standards to the value of 77 credits all of which are compulsory.

Elective Component

The elective component consists of a number of specialisations. Learners are to choose a specialisation and complete unit standards totalling 30 credits from those listed for the specialisation.

Below is a list of the elective unit standards that are grouped per specialisation field. A minimum of 30 credits from any one specialisation field is needed to be recognised as a specialisation field. Depending on the credits achieved, more than one specialisation field might be printed on the qualification certification documentation.

Specialisation Field: Hardware and Infrastructure Support for Personal Computers.

14922; Demonstrate knowledge of principles of electronic logic for computing; L4; 9 credits

14929; Describe Computer Cabling; L4; 4 credits

14934; Demonstrate an Understanding of Hardware Components for Personal Computers or Hand-held Computers; L4; 7 credits

14939; Assemble a Personal Computer or Hand-held Computer and peripherals from modules; L4; 7 credits

14935; Repair Peripherals for a Personal Computer or Hand-held Computer to Module Level; L4; 9 credits

14940; Repair a Personal Computer or Hand-held Computer to module level; L4; 12 credits

14950; Install a Personal Computer or Hand-held Computer and Peripherals; L4; 7 credits

14943; Install system software and applications software for a Personal Computer or Hand-held Computer; L4; 5 credits

Specialisation Field: Data Communications & Networking Support.

14922; Demonstrate knowledge of principles of electronic logic for computing; L4; 9 credits

14928; Demonstrate knowledge of basic concepts of telecommunications; L2; 7 credits

14932; Describe Synchronous and Asynchronous Communication with Computers; L3; 6 credits

14947; Describe data communications; L3; 4 credits

14942; Demonstrate an understanding of computer network communication; L4; 9 credits

14931; Install networked computer application software; L4; 5 credits

14953; Install a Local Area Network; L4; 10 credits

14937; Apply the Principles of Supporting Users of a Local Area Network; L4; 7 credits

Specialisation Field: Hardware and Infrastructure Support for Office Products.

14922; Demonstrate knowledge of principles of electronic logic for computing; L4; 9 cr

14936; Describe and install scanning systems; L4; 3 credits

14946; Describe and install photocopier machines. ; L4; 3 credits

14952; Describe and install a facsimile machine. ; L4; 2 credits

14945; Describe and install computer printers. ; L4; 2 credits

14941; Describe and install colour copiers/printers ; L4; 4 credits

14948; Describe and install high-volume photocopier machines. ; L4; 4 credits

Learners choosing this specialisation are to choose additional unit standards from the other specialisations to the value at least 3 credits.

EXIT LEVEL OUTCOMES

Exit Level Outcomes:

A learner will be able to

1. Communicate effectively with fellow IT staff & users of information systems.
2. Demonstrate an understanding of different types of computer systems and the use of computer technology in business.
3. Demonstrate an understanding of problem solving techniques, and how to apply them in a technical environment.
4. Demonstrate an understanding of Computer Technology Principles.
5. Select and use materials and equipment safely for technological purposes.
6. Work effectively as a team member within a support team.
7. Carry out, under supervision, a small size task to demonstrate knowledge of techniques & skills needed in one or more of the following areas of majoring/specialisation:

Hardware and Infrastructure Support for Personal Computers

Hardware and Infrastructure Support for Office Products

Data Communications and Network Support

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

Assessment Criteria for Exit Level Outcomes

In particular, assessors should check that the learner is able to demonstrate an ability to consider a range of options and make decisions, meeting the following criteria:

1. Effective Communication is demonstrated with fellow IT staff & with users of information systems, in the form of written and verbal communication.
2. An understanding of different types of computer systems and the use of computer technology in business is demonstrated, being able to describe the different computers systems and associated hardware and network configurations and investigate (sometimes under supervision) its use within organisations.
3. The ability to identify different problem solving techniques, and when and how to apply them, is demonstrated.
4. A fundamental understanding of Computer Technology Principles are demonstrated by explaining computer architecture, networking and operating systems concepts, as well as different data storage methods.
5. An understanding of use of equipment safely for technological purposes is demonstrated, being able to install, maintain and upgrade hardware or infrastructure in areas of specialisation, according to customers' Service Level Agreements, manufacturers' recommendations and safety regulations.
6. Working effectively as a team member within a support environment, taking part in team activities and understanding different roles within different support teams.
7. The knowledge of the techniques & skills needed in one or more areas of specialisation is demonstrated by carrying out a small size task that is covering the assessment criteria explained in the unit standards selected in the specialising area being assessed in.

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.

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

ARTICULATION OPTIONS

Upon successful completion of the qualification, the learner will understand the role of a Systems Support Technician and be able to competently carry out the exit level outcomes of the qualification, in a business environment.

The purpose of this qualification is stated as being a foundational qualification at the Further Education and Training band (level 4), allowing for further study in Information Technology and related fields at Higher Education levels. This will allow the qualified learner to progress to further qualifications either in Systems Support or other IT domains, or in other related industries where IT is a key component.

In particular, this qualification has been designed to allow entry into either the National Certificates in Systems Support at NQF level 5 or the National Certificate in Systems Development at NQF level 5, but can also be used as foundational to other IT qualifications that will be defined in future.

Part 2 Programme Alignment

Notional Hour Matrix

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

ELO	Component	US ID	Title of unit standards		L	C	Module Cr
1	Module 1 – Communicate effectively with IT staff and users						
	Fundamental	12154	Apply comprehension skills to engage oral texts in a business environment		4	5	20
	Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts		4	5	
	Fundamental	119469	Read/view, analyse and respond to a variety of texts		4	5	
Fundamental	119459	Write/present/sign for a wide range of contexts		4	5		
Date:	Contact / Facilitation Days		8	DAYS	Workplace Application Days 14 DAYS		
	Theory		60	Hours			
	Practical		112	Hours			
	Assessments		28	Hours			

ELO	Component	US ID	Title of unit standards		L	C	Mod/Cr
1	Module 1.1 – Communicate effectively with IT staff and users (Second Language Component)						
	Fundamental	119472	Accommodate audience and context needs in oral/signed communication		3	5	20
	Fundamental	119467	Use language and communication in occupational learning programmes		3	5	
	Fundamental	119457	Interpret and use information from texts		3	5	
Fundamental	119465	Write/present/sign texts for a range of communicative contexts		3	5		
Date:	Contact / Facilitation Days		8	DAYS	Workplace Application Days 14 DAYS		
	Theory		60	Hours			
	Practical		112	Hours			
	Assessments		28	Hours			

ELO	Component	US ID	Title of unit standards		L	C	Mod/Cr
3	Module 2 – Mathematical literacy						
	Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues		4	6	16
	Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems		4	6	
	Fundamental	9016	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts		4	4	
Date:	Contact / Facilitation Days		6	DAYS	Workplace Application Days 11 DAYS		
	Theory		48	Hours			
	Practical		90	Hours			
	Assessments		22	Hours			

ELO	Component	US ID	Title of unit standards		L	C	Module Cr
2	Module 3 – Computer maintenance, hardware configurations and architecture						
	Core	114636	Demonstrate an understanding of preventative maintenance, environmental and safety issues in a computer environment		3	6	34
	Core	14913	Explain the principles of computer networks		3	5	
	Core	14926	Describe information systems departments in business organisations		4	3	
	Core	14921	Describe the types of computer systems and associated hardware configurations		4	6	
	Core	14917	Explain computer architecture concepts		4	7	
	Core	14944	Explain how data is stored on computers		4	7	
Date:	Contact / Facilitation Days		13	DAYS	Workplace Application Days 24 DAYS		
	Theory		102	Hours			
	Practical		190	Hours			
	Assessments		48	Hours			

ELO	Component	US ID	Title of unit standards		L	C	Mod/Cr
4	Module 4 – Customers, computer technology and Contact centers						
	Core	10313	Comply with service levels as set out in a Contact Centre Operation		4	10	26
	Core	14908	Demonstrate an understanding of testing IT systems against given specifications		4	6	
	Core	252210	Handle a range of customer complaints		4	4	
	Core	14963	Investigate the use of computer technology in an organisation		4	6	
Date:	Contact / Facilitation Days		10	DAYS	Workplace Application Days 18 DAYS		
	Theory		78	Hours			
	Practical		146	Hours			
	Assessments		36	Hours			

ELO	Component	US ID	Title of unit standards		L	C	Mod/Cr
5	Module 5 – Team work and problem solving						
	Core	14927	Apply problem solving strategies		4	4	17
	Core	14920	Participate in groups and/or teams to recommend solutions to problems		4	3	
	Core	14919	Resolve computer user`s problems		4	5	
	Core	14938	Resolve technical computer problems		4	5	
Date:	Contact / Facilitation Days		6	DAYS	Workplace Application Days 12 DAYS		
	Theory		51	Hours			
	Practical		95	Hours			
	Assessments		24	Hours			

ELO	Component	US ID	Title of unit standards		L	C	Mod/Cr
6	Module 6 – Concept of communication						
	Elective	14928	Demonstrate knowledge of basic concepts of telecommunications		2	7	30
	Elective	14947	Describe data communications		3	4	
	Elective	14953	Install a local area network		4	10	
	Elective	14922	Demonstrate knowledge of the principles of electronic logic for computing		4	9	
Date:	Contact / Facilitation Days		11	DAYS	Workplace Application Days 21 DAYS		
	Theory		90	Hours			
	Practical		168	Hours			
	Assessments		42	Hours			

Part 7	FINAL SUMMATIVE ASSESSMENT
Part 8	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 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 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

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1	Module 1 – Communicate effectively with IT staff and users					
	Fundamental	12154	Apply comprehension skills to engage oral texts in a business environment	4	5	20
	Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	4	5	
	Fundamental	119469	Read/view, analyse and respond to a variety of texts	4	5	
Fundamental	119459	Write/present/sign for a wide range of contexts	4	5		
Date:	Contact / Facilitation Days	8	DAYS	Workplace Application Days 14 DAYS		
	Theory	60	Hours			
	Practical	112	Hours			
	Assessments	28	Hours			

ELO	Component	US ID	Title of unit standards	L	C	Mod/Cr
1	Module 1.1 – Communicate effectively with IT staff and users (Second Language Component)					
	Fundamental	119472	Accommodate audience and context needs in oral/signed communication	3	5	20
	Fundamental	119467	Use language and communication in occupational learning programmes	3	5	
	Fundamental	119457	Interpret and use information from texts	3	5	
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	3	5		
Date:	Contact / Facilitation Days	8	DAYS	Workplace Application Days 14 DAYS		
	Theory	60	Hours			
	Practical	112	Hours			
	Assessments	28	Hours			

ELO	Component	US ID	Title of unit standards	L	C	Mod/Cr
3	Module 2 – Mathematical literacy					
	Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	4	6	16
	Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	4	6	
	Fundamental	9016	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	4	4	
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	Module Cr
2	Module 3 – Computer maintenance, hardware configurations and architecture					
	Core	114636	Demonstrate an understanding of preventative maintenance, environmental and safety issues in a computer environment	3	6	34
	Core	14913	Explain the principles of computer networks	3	5	
	Core	14926	Describe IS departments in business organisations	4	3	
	Core	14921	Types computer systems, associated hardware configurations	4	6	
	Core	14917	Explain computer architecture concepts	4	7	
	Core	14944	Explain how data is stored on computers	4	7	
Date:	Contact / Facilitation Days	13	DAYS	Workplace Application Days 24 DAYS		
	Theory	102	Hours			
	Practical	190	Hours			
	Assessments	48	Hours			

ELO	Component	US ID	Title of unit standards	L	C	Mod/Cr
4	Module 4 – Customers, computer technology and Contact centers					
	Core	10313	Comply with service levels as set out in a Contact Centre Operation	4	10	26
	Core	14908	Demonstrate an understanding of testing IT systems against given specifications	4	6	
	Core	252210	Handle a range of customer complaints	4	4	
	Core	14963	Investigate the use of computer technology in an organisation	4	6	
Date:	Contact / Facilitation Days		10	DAYS	Workplace Application Days	
	Theory		78	Hours	18 DAYS	
	Practical		146	Hours		
	Assessments		36	Hours		

ELO	Component	US ID	Title of unit standards	L	C	Mod/Cr
5, 7	Module 5 – Team work and problem solving					
	Core	14927	Apply problem solving strategies	4	4	17
	Core	14920	Participate in groups and/or teams to recommend solutions to problems	4	3	
	Core	14919	Resolve computer user's problems	4	5	
	Core	14938	Resolve technical computer problems	4	5	
Date:	Contact / Facilitation Days		6	DAYS	Workplace Application Days	
	Theory		51	Hours	12 DAYS	
	Practical		95	Hours		
	Assessments		24	Hours		

ELO	Component	US ID	Title of unit standards	L	C	Mod/Cr
6	Module 6 – Concept of communication					
	Elective	14928	Demonstrate knowledge of basic concepts of telecommunications	2	7	30
	Elective	14947	Describe data communications	3	4	
	Elective	14953	Install a local area network	4	10	
	Elective	14922	Demonstrate knowledge of the principles of electronic logic for computing	4	9	
Date:	Contact / Facilitation Days		11	DAYS	Workplace Application Days	
	Theory		90	Hours	21 DAYS	
	Practical		168	Hours		
	Assessments		42	Hours		

Part 7	FINAL SUMMATIVE ASSESSMENT
Part 8	FINALISING PORTFOLIOS OF EVIDENCE

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"> • 489 hours required for formal learning.
Workplace	<ul style="list-style-type: none"> • 913 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"> • 228 hours required for assessment preparation, evidence collection and submission.
TOTAL NOTIONAL HOURS	<ul style="list-style-type: none"> • 1630 HOURS = 163 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	20	200	25	20	40	98	42	1	200
1.1	20	200	25	20	40	98	42	1	200
2	16	160	20	16	32	78	34	1	160
3	34	340	43	34	68	167	71	1	340
4	26	260	33	26	52	127	55	1	260
5	17	170	21	17	34	83	36	1	170
6	30	300	38	30	60	147	63	1	300
Totals	163	1630	204	163	326	799	342	66	1630

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	Component	US ID	Title of unit standards		L	C	Module Cr
1	Module 1 – Communicate effectively with IT staff and users						
	Fundamental	12154	Apply comprehension skills to engage oral texts in a business environment		4	5	20
	Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts		4	5	
	Fundamental	119469	Read/view, analyse and respond to a variety of texts		4	5	
Fundamental	119459	Write/present/sign for a wide range of contexts		4	5		
Date:	Contact / Facilitation Days		8	DAYS	Workplace Application Days 14 DAYS		
	Theory		60	Hours			
	Practical		112	Hours			
	Assessments		28	Hours			

ELO	Component	US ID	Title of unit standards		L	C	Mod/Cr
1	Module 1.1 – Communicate effectively with IT staff and users (Second Language Component)						
	Fundamental	119472	Accommodate audience and context needs in oral/signed communication		3	5	20
	Fundamental	119467	Use language and communication in occupational learning programmes		3	5	
	Fundamental	119457	Interpret and use information from texts		3	5	
Fundamental	119465	Write/present/sign texts for a range of communicative contexts		3	5		
Date:	Contact / Facilitation Days		8	DAYS	Workplace Application Days 14 DAYS		
	Theory		60	Hours			
	Practical		112	Hours			
	Assessments		28	Hours			

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	Fundamental	9016	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	4	4	
Date:	Contact / Facilitation Days	6	DAYS	Workplace Application Days 11 DAYS		
	Theory	48	Hours			
	Practical	90	Hours			
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ELO	Comp	US ID	Title of unit standards	L	C	Module Cr
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	Assessments		42	Hours			

Part 7	FINAL SUMMATIVE ASSESSMENT
Part 8	FINALISING PORTFOLIOS OF EVIDENCE

Part 6

Learner support Strategy

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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: _____