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# OCCUPATIONAL SKILLS PROGRAMME DOCUMENT

## IN LINE WITH OQSF POLICY (2021) OCCUPATIONAL QUALIFICATION TYPE (NOMENCLATURE)

| QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME | SKILLS PROGRAMME ID | TITLE (DESCRIPTOR) | NQF LEVEL | CREDITS |
|---|---|---|---|---|
| Skills Programme | SP-240202 | Intermediate End User Computing | 4 | 20 |

| REGISTRATION START DATE | REGISTRATION END DATE | LAST DATE FOR ENROLMENT | LAST DATE FOR ACHIEVEMENT | |
|---|---|---|---|---|
| 29 February 2024 | 29 February 2029 | 29 February 2030 | 29 February 2033 | |

| CURRICULUM CODE | 900239-000-00-00 | | | |
|---|---|---|---|---|

| PARTNER DETAILS | ORGANISATION NAME | WEBSITE ADDRESS | TELEPHONE NUMBER | LOGO |
|---|---|---|---|---|
| QUALITY PARTNER - DEVELOPMENT | MICT SETA | *https://www.mict.org.za* | +27 (11) 2072600 | MICTSETA |
| QUALITY PARTNER – ASSESSMENT | N/A | N/A | N/A | N/A |

| DESIGNATION | NAME AND SURNAME | SIGNATURE | DATE |
|---|---|---|---|
| SUBJECT MATTER EXPERT (SME) | Ben van As | | … |
| QUALITY PARTNER REPRESENTATIVE | Natalie Nelson | | … |

# Contents

# 1. QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME DETAILS

## 1.1 Sub-Framework:

Occupational Qualifications Sub-Framework (OQSF)

## 1.2 Type (Nomenclature):

### 1.2.1 Specify if this is a Qualification/Part-Qualification/Skills Programme

**NB: Credit value of more than 120 and above is a Qualification.**
**Credit value of less than 120 credits is a Part-Qualification**
**Skills Programme 8 – 60 credits**

Skills Programme

### 1.2.2 Type: (Nomenclature) e.g. Advanced Occupational Certificate)

**NB: For Part-Qualification use Occupational Certificate as Qualification Nomenclature**
**Skills Programmes use Skills Programme, as nomenclature.**

Skills Programme

## 1.3 Title Descriptor:

*State the Occupation, Specialisation, context or Skills Programme context.*

*Intermediate End User Computing Operator*

## 1.4 NQF Level:

4

## 1.5 Credits:

20

## 1.6. Organising Field and Sub-field:

**NB: Not Applicable to Skills Programmes**

1.6.1 Organising Field:

N/A

1.6.2 Organising Sub-Field:

N/A

## 1.7 QCTO Curriculum Code:

900239-000-00-00

## 1.8 Originator/Quality Partner (QP) – Development/Assessment

1.8.1 Quality Partner (Qualifications Development):

MICT SETA

1.8.2 Quality Partner (Assessment):

**NB: Not Applicable to Skills Programmes**

QCTO

## 1.9 Replacement

*For the Replacement of Registered Occupational/Historical Qualifications/Unit Standards (US) and/or Learning Programmes (LP)/ QCTO/SETA Approved Skills Programmes, list details below:*

**This qualification replaces:**

| SAQA QUAL/US/LP ID OR QCTO/SETA APPROVAL ID | QUALIFICATION TITLE | Pre-2009 NQF Level | NQF LEVEL | MIN. CREDITS |
|---|---|---|---|---|
| N/A | N/A | N/A | N/A | N/A |

*If there are no qualifications or learning programmes that must be replaced, then state that this qualification does not replace any other qualification, and no other qualification replaces it.*

## 2. RATIONALE

### 2.1 The need for the Qualification, Part-Qualifications/Skills Programmes

In today's digital age, these three tools are essential for almost any profession. However, just having basic knowledge of these tools is not enough. To benefit from their capabilities, one needs to have an intermediate level of expertise. An intermediate-level programme can teach participants the shortcuts features of these tools such as macros and templates, that can help improve the quality of documents, spreadsheets and presentations. This is especially useful for businesses where the quality of documentation is important. In many professions, such as administration, finance, and marketing, an intermediate level of expertise in word processing, spreadsheets, and presentations is often required. Having these skills shall help individuals to navigate the digital world of work, be competitive and advance in their careers and become more valuable to their employers. They can easily switch between tasks and projects without requiring extensive training, and they can troubleshoot and solve problems on their own. It shall help individuals increase productivity, produce higher quality work, advance in their careers, gain a competitive advantage, and become more flexible and adaptable in their roles.

### 2.2 Similar Qualification(s), Part-Qualifications/Skills Programmes

*List similar Qualification(s), Part-Qualifications/Skills Programmes, already NQF registered/ QCTO approved:*

There are no similar registered qualifications or skills programmes.

### 2.3 Benefit to the sector, society, and the economy:

An intermediate level skills programme for word processing, spreadsheets, and presentations can benefit the ICT industry, broader society, and the economy. It can improve ICT skills,

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increase employment opportunities, improve business performance, increase innovation, and contribute to broader digital inclusion.

An Intermediate End User Computing skills programme for word processing, spreadsheets, and presentations will have several benefits for the ICT industry, broader society, and the economy. The programme shall help improve the ICT skills of the workforce, making them more adept at using essential software tools. This result in higher productivity and efficiency, better quality output, and a more skilled workforce that can take on more complex tasks.

Candidates will be better equipped to handle a wider range of tasks, making them more employable, thus reduce unemployment rates and contribute to economic growth.

Businesses will improve performance and competitiveness by producing better quality output, complete tasks more quickly, and reduce outsourcing costs, which increase revenue. With a more digitally skilled workforce, businesses may be better equipped to innovate and develop new products or services. This can lead to increased economic growth and competitiveness on a global scale.

It bridges the digital divide by providing individuals with the necessary skills to participate fully in the digital economy. This can help reduce inequality and ensure that everyone has the equal access to information and opportunity to participate in the digital economy.

## 2.4 Typical learners:

Many professionals, such as administrators, finance professionals, marketers, and human resource personnel, require intermediate level skills in word processing, spreadsheets, and presentations to perform duties effectively. Small business owners who are responsible for managing business's finances and documents can benefit from an intermediate level programme to create professional-looking spreadsheets and documents, manage data, and present ideas more effectively. Intermediate level skills in word processing, spreadsheets, and presentations can be helpful for students who need to prepare reports, presentations, and other assignments for studies. Job seekers who want to improve employability can benefit from an intermediate level programme to improve ICT skills and demonstrate their proficiency in essential software tools. Individuals who want to improve digital literacy and personal productivity can also benefit from an intermediate level skills programme to better manage personal documents, finances, and presentations.

## 2.5 Relation to Occupation(s) and/or Profession(s)

### 2.5.1 Occupation(s) related:

#### 2.5.1.1 Collaboration with relevant stakeholders:

- Employers
- Industry experts

#### 2.5.1.2 List typical occupations in which the qualifying learner will operate (if relevant)

- Office Administration.
- Marketing.
- Management.
- Sales.
- Human Resources.
- Technical Writing.
- Data analysis.

# 3. PURPOSE

## 3.1 Benefit the learners:

An Intermediate End User Computing skills programme in word processing, spreadsheets, and presentation software benefit a learner in several ways. It improves individual productivity and efficiency through shortcuts that save time and effort, create more professionally-looking documents, spreadsheets, and presentations with high level of accuracy and clarity. It increases employability and career prospects. Individuals become more adaptable and flexible in roles, allowing to switch between tasks and projects with ease. It contributes to personal development and digital literacy, helping to manage personal documents, finances, and presentations more effectively.

## 3.2 What the qualification or part-qualification intends to achieve:

*i.e. what the qualifying learner will know, do and understand after achievement;*

The purpose of the skills programme is to build the capacity of a person to function as Intermediate End User Computing. Intermediate End User Computing operators perform features and shortcuts in word processing software to produce professional documents, spreadsheets analysis and interpret data, and use presentation software to create clear and concise visuals and deliver effective presentations. Candidates create complex documents, spreadsheets, and presentations, manage and organize data efficiently, and collaborate effectively with others. The skills programme develops valuable digital literacy and problem-solving skills, equipping candidates to thrive in various occupations and industries.

A qualified learner will be able to:

- Create intermediate level word processing documents.
- Create intermediate level spreadsheets, input data, and use the spreadsheet to do basic reporting.
- Create intermediate level presentations using a presentation application.

## 3.3 Typical Graduate attributes

- Efficiency.
- Productivity.
- Meticulous.
- Adaptability.
- Communication.
- Problem-Solving.
- Collaboration.

## 4. ENTRY REQUIREMENTS

- Skills Programme: Basic End User Computing, NQF Level 3

## 5. RECOGNITION OF PRIOR LEARNING (RPL)

### 5.1 RPL for Access to Training:
*NB: QCTO Standard Statement*

Learners may use the RPL process to gain access to training opportunities for a programme of learning, qualification, part-qualification, or skills programme if they do not meet the formal, minimum entry requirements for admission. RPL assessment provides an alternative access route into a programme of learning, qualification, part-qualification, or skills programme.

Such an RPL assessment may be developed, moderated, and conducted by the accredited Skills Development Provider which offers that specific qualification/part qualification/skills programme. Such an assessment must ensure that the learner is able to display the equivalent level of competencies required for access, based on the NQF level descriptors.

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification, or skills programme through any means of formal, informal, or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

## 5.2 RPL for Access to the Final Integrated Summative Assessment (EISA):

Learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification, or skills programme through any means of formal, informal or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

A valid Statement of Results is required for admission to the FISA in which confirmation of achievement is provided that all internal assessment criteria for all modules in the related curriculum document have been achieved.

For a Skills Programme, the accredited Skills Development Provider (SDP) must ensure all modular competency requirements are met prior to the FISA and keep record of such evidence.

Upon successful completion of the FISA, RPL learners will be issued with the QCTO certificate for the qualification, part-qualification, or skills programme. Quality Partners are responsible for ensuring the RPL mechanism and process for qualifications and part-qualification is approved by the QCTO.

## 6. RULES OF COMBINATION

### 6.1 Components:

*KNOWLEDGE/THEORY COMPONENT*

*State compulsory modules:*

| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS | MODE OF DELIVERY |
|---|---|---|---|---|
| 900239-000-00- KM-01 | Concepts and principles underpinning the Intermediate use of core computing applications (Word Processing, Spreadsheets, Presentations, and electronic mail). | 4 | 4 | Blended |

Thank you for reaching out.

Total Credits = *04*

*State if combinations of modules are required. Include selection criteria:*

- **None**

*Category A*

| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS | MODE OF DELIVERY |
|---|---|---|---|---|
|  |  |  |  |  |

Total credits of the selected modules =

…

*Category B*

| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS | MODE OF DELIVERY |
|---|---|---|---|---|
|  |  |  |  |  |

Total credits of the selected modules =

…

*APPLICATION COMPONENT*

*NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.*
- *For Qualifications, the Application Component includes compulsory Practical Skills Modules and Work Experience/Work Based Learning Modules.*
- *For Part-Qualifications, the Applications Component includes Practical Skills Modules and/or Work Experience/Work Based Learning Modules.*
- *For Skills Programmes, the Application Component includes Practical Skills Modules.*

*PRACTICAL SKILLS MODULE(S)*

*NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.*

*State compulsory modules:*

| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS | MODE OF DELIVERY |
|---|---|---|---|---|
| 900239-000-00-PM-01 | Use Intermediate level Functionalities of Word Processing, Spreadsheets, Presentation, and Internet Surfing Applications | 4 | 16 | Blended |

*State if combinations of modules are required. Include selection criteria:*

*NB: The number of categories is not prescribed e.g. (select two from Category A; select two from Category B etc.):*

*Category A*

| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS | MODE OF DELIVERY |
|---|---|---|---|---|
|  |  |  |  |  |

Total credits of the selected modules = 16

…

*Category B*

| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS | MODE OF DELIVERY |
|---|---|---|---|---|
|  |  |  |  |  |

Total credits of the selected modules =

…

## WORK EXPERIENCE MODULES

NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.

*State compulsory modules:*

| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS | MODE OF DELIVERY |
|---|---|---|---|---|
|  |  |  |  |  |

*State if combinations of modules are required. Include selection criteria:*

NB: The number of categories is not prescribed e.g. (select two from Category A; select two from Category B etc.):

*Category A*

| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS | MODE OF DELIVERY |
|---|---|---|---|---|
|  |  |  |  |  |

Total credits of the selected modules =

…

*Category B*

| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS | MODE OF DELIVERY |
|---|---|---|---|---|
|  |  |  |  |  |

| MODULE CODE | MODULE TITLE | | | |
|---|---|---|---|---|
|  |  |  |  |  |

Total credits of the selected modules =

…

*State compulsory modules:*

| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS | MODE OF DELIVERY |
|---|---|---|---|---|
|  |  |  |  |  |

*State if combinations of modules are required. Include selection criteria:*

**NB: The number of categories is not prescribed e.g. (select two from Category A; select two from Category B etc.):**

*Category A*

| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS | MODE OF DELIVERY |
|---|---|---|---|---|
|  |  |  |  |  |

Total credits of the selected modules =

…

*Category B*

| MODULE CODE | MODULE TITLE | NQF LEVEL | CREDITS | MODE OF DELIVERY |
|---|---|---|---|---|
|  |  |  |  |  |

Total credits of the selected modules =

…

## 6.2 Soft Skills Included:

*Indicate if 5% -10% of soft skills is included and give location notes on the modules where*

*this is found:*

The soft skills are included in PM01

## 6.3. Foundational Learning:

N/A

## 7. EXIT LEVEL OUTCOMES (ELO) AND ASSOCIATED ASSESSMENT CRITERIA (AAC)

### 7.1 Exit Level Outcomes (ELO) 1:
Apply essential operating procedures and techniques to create intermediate level word processing documents that meet the integrated standards in terms of purpose, structure, and quality of the documents.

### Associated Assessment Criteria

- Detailed planning for the creation of intermediate level word processed documents are executed according to the software application requirements.

- Intermediate functionalities are used to create word processing documents.

- Intermediate level documents are tested and improved.

### 7.2. Exit Level Outcomes (ELO) 2:
Apply essential operating procedures to create intermediate level spreadsheet documents that meet the integrated standards in terms of purpose, structure, and quality of the documents.

### Associated Assessment Criteria

- Detailed planning for the creation of intermediate level spreadsheets is executed according to the software application requirements.

- Intermediate functionalities are used created and interpreted.

- Intermediate level spreadsheets are tested and improved.

### 7.3. Exit Level Outcomes (ELO) 3:
Apply essential operating procedures to create intermediate level presentation documents that meet the integrated standards in terms of purpose, structure, and quality of the documents.

### Associated Assessment Criteria

- Detailed planning for the creation of intermediate level presentations are executed according to the software application requirements.

- Intermediate functionalities are used create interactive presentations.

- Intermediate level presentations are tested and improved.

## 8. INTEGRATED ASSESSMENT

### 8.1 Formative Assessments conducted internally.
*NB: QCTO standard statements*

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Formative assessments are conducted throughout the training of learners. A range of formal, non-formal, and informal ongoing assessment activities are used to focus on teaching and learning outcomes to improve learner attainment.

Formative assessments are conducted continuously by the facilitator to feed into further learning, to identify strengths and weakness, and to ensure the learner's ability to apply knowledge, skills and workplace experience gained.

Formative Assessments are conducted by the accredited Skills Development Provider (SDP), and a variety of ongoing assessment methods may be used, for example, quizzes, assignments, tests, scenarios, role play, interviews. Continuous feedback must be provided.

## 8.2 Integrated Summative Assessments conducted Internally.

*NB: QCTO standard statements*

Integrated Assessment involves all the different types of assessment tasks required for a particular qualification, part-qualification, or occupational skills programme, such as written assessment of theory and practical demonstration of competence. To achieve this, the Internal Assessment Criteria (IAC) for all modules as found in the QCTO curriculum document must be followed.

An accredited SDP should implement a well-designed, formal, relevant, final internal Summative Assessment strategy for all modules to prepare learners for the FISA. These assessments evaluate learning achievements relating to the achievement of each module of the relevant components of the qualification, part-qualification, or skills programme.

Internal Summative Assessments are developed, moderated and conducted by the SDP at the end of each module or after integration of relevant modules, e.g. applied knowledge tests, workplace tasks, practical demonstrations, simulated tasks/demonstrations, projects, case studies, etc.

## 8.3 De-centralised Final Integrated Supervised Assessment (FISA) for Skills Programmes

*NB: QCTO standard statements provided.*

The FISA is de-centralised and the assessment standards set by the QCTO must be implemented by the accredited SDP in the development, moderation and implementation of all FISA for Skills Programmes.

The accredited SDP manages and conducts the FISA and submits learner results for QCTO approval for certification, according to QCTO required compliance standards.

For entrance into the FISA, the learner must have completed the Skills Programme successfully and be found competent in all modules, recorded internally by the SDP.

**Continuous Assessment**

The SDP must ensure that all learners are enrolled with the QCTO at the start of training (within 5 days) in the format required by the QCTO.

Continuous assessments are set by the SDP in accordance with the outcomes provided.

This may consist of a variety of methods, e.g. practical or written assessments, assignments, projects, demonstrations, presentations or any other form of assessment to assist the learner in the learning process.
During training, it is mandatory for formal summative assessments to take place at the end of each module/topic. These results must be formally recorded and be available for monitoring and/or evaluation by the QCTO.

**Final Integrated Supervised Assessment (FISA)**

All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing all formal summative assessments conducted by the SDP.

**Format of FISA:** Final Written and Practical assessments integrating the relevant Exit Level Outcomes.

All FISAs must be supervised, and virtual FISAs must be recorded throughout the assessment.

All Exit Level Outcomes must be covered in the FISA. In the FISA, the learner must demonstrate applied knowledge and skills to prove that the competencies of the Skills Programme have been achieved.

The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment).

Special considerations should be made for candidates with special learning needs.

**Standards for Written Final Integrated Supervised Assessment (FISA)**:

The **WRITTEN FISA INSTRUMENT** must be developed and moderated by the SDP and conducted in a supervised environment. It is assessed by means of an INSTRUMENT and a MEMORANDUM developed by the SDP for this purpose.

In the **Written Component**, learners must be given real-life scenarios in which they must demonstrate that they have applied knowledge/skills for all the Exit Level Outcomes in the following aspects of the curriculum:

1. **Concepts and principles of intermediate computing**: Demonstrate the understanding of concepts and principles for professional conduct in the intermediate usage and safe handling of computing devices.

2. **Intermediate human interface with computing devices and systems:** Demonstrate applied knowledge of managing the intermediate human interface with computing devices and systems, ensuring data privacy and confidentiality.

3. **Workplace and personal productivity**: Demonstrate applied knowledge of intermediate computing applications that enhance workplace and personal productivity.

4. **Cyber threats and protection of sensitive information:** Demonstrate the ability to assess and reduce risks by applying intermediate, safe, and secure internet practices to prevent cyber threats and protect sensitive information online, which promotes ethical decision-making and handling of sensitive data.

In order to respond to challenges/issues/problems in the scenarios, this assessment should be a maximum of 1 hour 30 minutes. The pass mark is 70% average for the written assessment.

A computer-based assessment must be administered so that the above evidence can be created using document processing applications such as Word, Excel, etc.

Learners who complete this skills programme will accumulate credits towards the relevant full or part qualification. The Credit Accumulation and Transfer (CAT) Policy may apply to these learners.

**Standards for Practical Final Integrated Supervised Assessment (FISA)**

The Practical **FISA INSTRUMENT** (brief/job card/task) must be developed and moderated by the SDP and conducted in a supervised environment. It is assessed by means of a RUBRIC developed by the SDP for this purpose.

The learner should be provided with a brief/job card/task to demonstrate what the learner should show, know and apply, relevant to the Exit Level Outcomes and the purpose of the Skills Programme. This is the section where the learner must show applied competency (what the learner must be able to do, and to what expected standard).

A candidate must prove that he/she can work competently in Intermediate End User Computing in terms of each of the Exit Level Outcomes by completing tasks for each of the following:

1. Given a brief to be completed, use intermediate-level word-processed documents according to software application requirements to demonstrate proficiency in creating multipage documents and integrating features to standardise document appearance.
2. Demonstrate the ability to use and create intermediate-level complex spreadsheets with multiple sheets that meet the integrated standards in terms of purpose, structure, and quality of the documents.
3. From the given tasks and data, use intermediate spreadsheet software to manage and analyse intermediate datasets to demonstrate proficiency in data cleaning with other systems and technologies effectively.

**4.** Evaluate learners' ability to collaborate and communicate findings effectively within a professional context by creating intermediate presentations with multimedia components that meet the integrated standards in terms of purpose, structure, and quality of the documents as per the given scenarios or brief.

**Please take note of the following:**

a) Candidates must be provided with clear guidelines and instructions on how to complete the assessment tasks, including the assessment criteria and expected outcomes and the following:

- A computer with the necessary hardware specifications and software applications required for the assessment.
- The computer should have an operating system, word processing software, spreadsheet software, presentation software, email client, and a web browser.
- The computer must be linked to a printer.
- Access to the internet to demonstrate their understanding of internet-related concepts and use web-based tools and resources during the assessment.

b) The duration of the assessment is 3 hours.
c) No FISA instrument is allowed to be used verbatim for re-assessment or for a different cohort of learners.

**NOTE**: Should a learner be found to be competent in all of the above areas, they should be declared "Competent". If not yet competent in any of the above areas, they should be

declared "NYC", re-trained and then be re-assessed with different applicable tasks/scenarios.

Whilst conducting the above assessment, well-timed questions should be asked of the learner to assess embedded knowledge gained during the skills programme, as well as critical thinking and problem-solving skills:  for example:

- "Why......?"
- "What would happen if …?"
- "When …. is done, what would the result be?"
- "How would you deal with …...?"

The marking rubric/compliance checklist used to assess these competencies must also include a section for the assessor/facilitator used in this session to make a note of competencies shown, (or not shown), as well as the questions that were asked, and a summary of the learner's answers, and state whether these are of the acceptable standard or not.

The marking rubric/compliance checklist compiled should contain specific areas marked with an asterisk (*) as compulsory sections in order for the learner to be declared C (Competent). Compulsory sections are when the safety of the candidate or others would be affected if incorrectly completed, [e.g. what to do in an emergency].

Learners who complete this skills programme will accumulate credits towards the relevant full or part qualification. The Credit Accumulation and Transfer (CAT) Policy may apply to these learners.

### Submission of final results

Final results must be submitted to the QCTO in the required format, within 21 days of the date of the FISA, together with the following:

- o Completed FISA Assessment Verification Report on the FISA (QCTO template).
- o A copy of the final Assessment Instrument used, as well as the marking guideline/rubric

## 9. INTERNATIONAL COMPARABILITY
NB: Not Applicable to Skills Programmes

## 10. ARTICULATION

### 10.2 Articulation for Skills Programmes

10.2.1 Work Opportunities:

…

10.2.2 Learning Opportunities:

…

## 11. NOTES

### 11.1 Additional Legal or Physical Entry Requirements

…

### 11.2 Criteria for Accreditation

Accreditation requirements, against which Skills Development Providers (SDP) and Assessment Centres, will be accredited, is found in the Curriculum Document, as listed below.

Curriculum Code:

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### 11.3 Encompassed Trades (where applicable)

This is not trade related.

## 12. ASSOCIATED QUALIFICATION(S)/PART-QUALIFICATION(S):

| SAQA QUAL ID | QUALIFICATION TYPE | QUALIFICATION DESCRIPTOR | NQF LEVEL | CREDITS |
|---|---|---|---|---|
| N/A | | | | |