

OCCUPATIONAL SKILLS PROGRAMME DOCUMENT

IN LINE WITH QQSF POLICY (2021) OCCUPATIONAL QUALIFICATION TYPE (NOMENCLATURE)

QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME	SKILLS PROGRAMME ID	TITLE (DESCRIPTOR)		NQF LEVEL	CREDITS
Skills Programme	SP-240203	Advanced End User Computing		5	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	900240-000-00-00				
PARTNER DETAILS	ORGANISATION NAME	WEBSITE ADDRESS	TELEPHONE NUMBER	LOGO	
QUALITY PARTNER - DEVELOPMENT	MICT SETA	https://www.mict.org.za	+27 (11) 2072600		
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.....	5
1.1 Sub-Framework:	5
1.2 Type (Nomenclature):	5
1.2.1 Specify if this is a Qualification/Part-Qualification/Skills Programme	5
1.2.2 Type: (Nomenclature) e.g., Advanced Occupational Certificate)	5
1.3 Title Descriptor:	5
1.4 NQF Level:	5
1.5 Credits:	5
1.6. Organising Field and Sub-field:.....	5
1.6.1 Organising Field:	5
1.6.2 Organising Sub-Field:	5
1.7 QCTO Curriculum Code:	5
1.8 Originator/Quality Partner (QP) – Development/Assessment.....	5
1.8.1 Quality Partner (Qualifications Development):.....	5
1.9 Replacement	6
2. RATIONALE.....	6
2.1 The need for the Qualification, Part-Qualifications/Skills Programmes.....	6
2.2 Similar Qualification(s), Part-Qualifications/Skills Programmes.....	6
2.3 Benefit to the sector, society, and the economy:.....	7
2.4 Typical learners:	7
2.5 Relation to Occupation(s) and/or Profession(s).....	8
2.5.1 Occupation(s) related:	8
3. PURPOSE	8
3.1 Benefit the learners:	8
3.2 What the qualification or part-qualification intends to achieve:	8
3.3 Typical Graduate attributes.....	9
4. ENTRY REQUIREMENTS	9
5. RECOGNITION OF PRIOR LEARNING (RPL)	9
5.1 RPL for Access to Training:	9
5.2 RPL for Access to the Final Integrated Summative Assessment (FISA):.....	9
6. RULES OF COMBINATION	10

6.1 Components:	10
6.2 Soft Skills Included:	13
6.3. Foundational Learning:	13
7. EXIT LEVEL OUTCOMES (ELO) AND ASSOCIATED ASSESSMENT CRITERIA (AAC)13	
7.1 Exit Level Outcomes (ELO) 1:	13
• Detailed planning for the creation of advanced level word processed documents are executed according to the software application requirements.	14
• Advanced functionalities are used create advanced level documents.	14
• Advanced level documents are tested and improved.	14
7.2. Exit Level Outcomes (ELO) 2:	14
• Detailed planning for the creation of advanced level spreadsheets are executed according to the software application requirements.....	14
• Advanced functionalities are used create advanced level spreadsheets.	14
• Functionality of Advanced level spreadsheets are tested and improved.....	14
7.3. Exit Level Outcomes (ELO) 3	14
• Detailed planning for the creation of advanced level presentations are executed according to the software application requirements.....	14
• Advanced functionalities are used create advanced level interactive presentations. 14	
• Advanced level presentations are tested and improved.	14
8. INTEGRATED ASSESSMENT	14
8.1 Formative Assessments conducted internally.	14
8.2 Integrated Summative Assessments conducted internally.	15
8.3 De-centralised Final Integrated Supervised Assessment (FISA) for Skills Programmes	15
9. INTERNATIONAL COMPARABILITY	19
9.1 Introductory Statement	19
9.2 Detailed Outline	19
9.3 Concluding Statement	19
10. ARTICULATION.....	20
10.1 Articulation for Skills programmes.....	20
10.1.1 Work Opportunities:	20
10.1.2 Learning Opportunities:	20
11. NOTES	21

11.1 Additional Legal or Physical Entry Requirements.....	21
11.2 Criteria for Accreditation	21
11.3 Encompassed Trades (where applicable)	21
12. ASSOCIATED QUALIFICATION(S)/PART-QUALIFICATION(S):.....	21

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.

Advanced End User Computing Operator

1.4 NQF Level:

5

1.5 Credits:

20

1.6. Organising Field and Sub-field:

NB: Not Applicable to Skills Programmes

1.6.1 Organising Field: ...

1.6.2 Organising Sub-Field:

...

1.7 QCTO Curriculum Code:

900240-000-00-00

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

1.8.1 Quality Partner (Qualifications Development):

MICT SETA...

1.8.2 Quality Partner (Assessment):

QCTO

NB: Not Applicable to Skills Programmes

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:

None

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

Advanced End User Computing skills programme focuses on high level word processing, spreadsheets, and presentations for high scarce and critical skills requirements for supporting the national development initiatives in the country.

As technology continues to evolve, there is a growing demand for individuals with advanced digital literacy and problem-solving skills in various occupations and industries.

There has been an increased reliance on digital technologies for communication, collaboration, and information management to grow and develop the economy. It is essential to equip learners with the necessary skills to navigate and use digital technologies effectively. Improving digital skills is crucial for driving economic growth and competitiveness, as it enables individuals and businesses to be more productive, innovative, and efficient.

By developing Advanced End User Computing skills this promotes lifelong learning and enhances skills development, which is critical for addressing unemployment and promoting social mobility.

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 skills programmes.

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

The programme will produce a pool of skilled and knowledgeable end-users, who operate with increased efficiency, accuracy, and productivity. This results in reduced support requirements and enable ICT professionals to focus on more technical tasks. The programme will create a pipeline of ICT skilled workers for addressing skills shortages and promoting career advancement.

The programme will empower individuals with advanced digital literacy skills, enabling them to navigate and use digital technologies effectively, which is essential for participation in the modern economy and society. Improved digital skills will increase social inclusion, promote lifelong learning, and enhance overall quality of life.

The programme will increase productivity, innovation, and efficiency, which are essential for promoting economic growth and competitiveness. With improved digital skills, individuals and businesses will be better equipped to meet the demands of the modern economy, adapt to new technologies, and compete in the global marketplace. It will address the skills gap, promote job creation, and support economic development.

Creating an advanced level skills programme for end user computing focusing on word processing, spreadsheets, and using software to create presentations will have far-reaching benefits for the ICT sector, society, and the economy.

2.4 Typical learners:

Individuals in professions such as accounting, marketing, human resources, project management, and administration among others, could benefit from the skills programme.

They would be able to use advanced features in word processing, spreadsheet, and presentation software to enhance productivity and improve the ability to communicate information effectively.

Entrepreneurs and small business owners could benefit from the skills programme skills in digital tools and techniques. These skills could be used to manage finances, track sales and inventory, and create and deliver presentations for potential investors or customers.

Graduates who are entering the job market could benefit from an advanced level skills programme to enhance employability and competitiveness. With advanced digital skills in word processing, spreadsheets, and presentation software, graduates would be more attractive to potential employers across various industries.

Government employees at all levels could benefit improved efficiency and effectiveness. Advanced digital skills, could help streamline workflow, manage and analyse data more effectively, and communicate information more clearly and effectively.

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 Advanced End User Computing skills programme provides learners with specific benefits, including the ability to improve productivity, accuracy, and efficiency in handling complex tasks in various industries digitally. It enables learners to develop analytical and problem-solving skills, enhance communication and collaboration abilities, and effectively manage projects. Advanced End-User Computing skills also provide learners with a competitive edge in the job market, making them more marketable and attractive to employers who are looking for individuals with advanced technology skills.

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 prepare a learner to function as Advanced End-User Computing. Advanced End User Computing handles complex computing tasks such as word documents, spreadsheet, and presentation.

A qualified learner should be able to:

- Create and edit complex documents, spreadsheets, presentations, and databases.
- Apply various software tools to automate tasks, manage and analyse data and collaborate with others.
- Improve productivity, efficiency, and effectiveness.
- Solve complex end user computing problems, communicate ideas, and manage projects.

3.3 Typical Graduate attributes

- Analytical
- Problem-solving.
- Meticulous.
- Communication
- Collaboration.
- Initiative
- Creative.

4. ENTRY REQUIREMENTS

- Skills Programme: Intermediate 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 (FISA):

NB: QCTO Standard Statement

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

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
• 900240-000-00- KM-01	Concepts and principles underpinning the Advanced use of core computing applications (Word Processing, Spreadsheets, Presentations, and electronic mail.)	5	4	Blended

Total Credits = 04

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.):

- 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
900240-000-00-PM-01	Use Advanced Functionalities of Word Processing, Spreadsheets and Presentation Applications	5	16	Blended

Number of credits for the practical skills = 16

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 =

...

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

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 the essential operating procedures and techniques to create advanced 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 advanced level word processed documents are executed according to the software application requirements.
- Advanced functionalities are used create advanced level documents.
- Advanced level documents are tested and improved.

7.2. Exit Level Outcomes (ELO) 2:

Apply essential operating procedures to create advanced 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 advanced level spreadsheets are executed according to the software application requirements.
- Advanced functionalities are used create advanced level spreadsheets.
- Functionality of Advanced level spreadsheets are tested and improved.

7.3. Exit Level Outcomes (ELO) 3

Apply essential operating procedures to create advanced 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 advanced level presentations are executed according to the software application requirements.
- Advanced functionalities are used create advanced level interactive presentations.
- Advanced level presentations are tested and improved.

8. INTEGRATED ASSESSMENT

8.1 Formative Assessments conducted internally.

NB: QCTO standard statements

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 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 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 advanced computing:** Demonstrate the understanding of

concepts and principles for professional conduct in the advanced usage and safe handling of computing devices.

2. **Advanced human interface with computing devices and systems:** Demonstrate applied knowledge of managing the advanced human interface with computing devices and systems ensuring data privacy and confidentiality.
3. **Workplace and personal productivity:** Demonstrate applied knowledge of advanced computing applications that enhance workplace and personal productivity.
4. **Cyber threats and protection of sensitive information:** Demonstrate the ability to assess and to reduce risks by applying advanced, safe and secure internet practices of cyber threats and protect sensitive information online which promote ethical decisions 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. Pass mark is 70% average for 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 the 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 Advanced End User Computing in terms of each of the exit level outcomes by completing various tasks for each of the following:

1. Given a brief to be completed, use advanced features and functionalities with a focus on speed, accuracy and the ability to use shortcuts of a word processing application to create

comprehensive documents and reports demonstrating proficiency in data visualization and storytelling, analysing complex problems and formulating solutions.

2. Demonstrate the ability to integrate and interface the applications/software to assess the automation of tasks and processes to develop customized solutions to enhance productivity and efficiency.
3. From the given tasks and data, use advanced spreadsheet software to manage and analyse large datasets to demonstrate proficiency in data cleaning, transformation, statistical analysis, and visualization with other systems and technologies effectively.
4. Evaluate learners' ability to collaborate and communicate findings effectively within a professional context by creating presentations which interface with other software

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.

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

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 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:

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

9. INTERNATIONAL COMPARABILITY

NB: Not Applicable to Skills Programmes

9.1 Introductory Statement

N/A

9.2 Detailed Outline

N/A

9.3 Concluding Statement

N/A

10. ARTICULATION

10.1 Articulation for Skills programmes

10.1.1 Work Opportunities:

Having advanced skills in using word processing, spreadsheet and presentation software applications can provide a person with various work opportunities in today's digital age. Here are a few examples of the types of roles and industries where these skills are in high demand:

- **Administrative Roles:** Administrative assistants, executive assistants, and office managers often need advanced skills in using word processing, spreadsheet, and presentation software applications to create reports, presentations, and other types of documents.
- **Accounting and Finance Roles:** Accountants, financial analysts, and other professionals in the finance industry use spreadsheet software extensively to create and analyse financial data, including balance sheets, income statements, and cash flow statements.
- **Sales and Marketing Roles:** Sales and marketing professionals use presentation software to create visually appealing and persuasive presentations that showcase products, services, and marketing campaigns.
- **Education and Training Roles:** Teachers, trainers, and instructional designers use a range of software applications to create educational materials, including word processing software to create lesson plans, spreadsheet software to track student progress, and presentation software to deliver lectures and training sessions.
- **Technology Roles:** Technical writers, software developers, and IT professionals often need advanced skills in using word processing, spreadsheet, and presentation software applications to document technical specifications, create project plans, and present technical information to stakeholders.

Overall, advanced skills in using these software applications can provide individuals with a competitive edge in a variety of industries and roles.

10.1.2 Learning Opportunities:

If a person already has advanced skills in using word processing, spreadsheet, and presentation software applications, there are many further learning opportunities available to them to enhance their knowledge and expertise in these areas. Here are a few examples:

- **Advanced Software Functionality:** Many word processing, spreadsheet, and presentation software applications have advanced features and functionalities that can help users create even more complex and sophisticated documents and presentations. Taking

courses or tutorials that cover advanced features and functionalities can help users become even more proficient and efficient with these applications.

- **Automation and Scripting:** Many software applications support automation and scripting, which can help users save time and effort by automating repetitive tasks and creating macros. Advanced users can take courses or tutorials on automation and scripting to learn how to use these features and streamline their workflows.
- **Data Analysis and Visualization:** While spreadsheet software applications are often used for data analysis and visualization, there are many tools and techniques available to help users dive deeper into their data and gain insights. Users can take courses or tutorials on data analysis and visualization to learn how to use tools like pivot tables, data analysis tools, and data visualization software.
- **Project Management:** Many users of word processing, spreadsheet, and presentation software applications are also involved in project management. Courses and tutorials on project management can help users learn how to use these applications to manage projects effectively, including creating project plans, tracking progress, and managing project risks.
- **Digital Communication:** In today's digital age, effective communication skills are essential. Users of word processing, spreadsheet, and presentation software applications can take courses or tutorials on digital communication to learn how to write effective emails, create engaging social media posts, and deliver persuasive presentations.

11. NOTES

11.1 Additional Legal or Physical Entry Requirements

None

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:

900240-000-00-00

11.3 Encompassed Trades (where applicable)

This is not a trade.

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

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