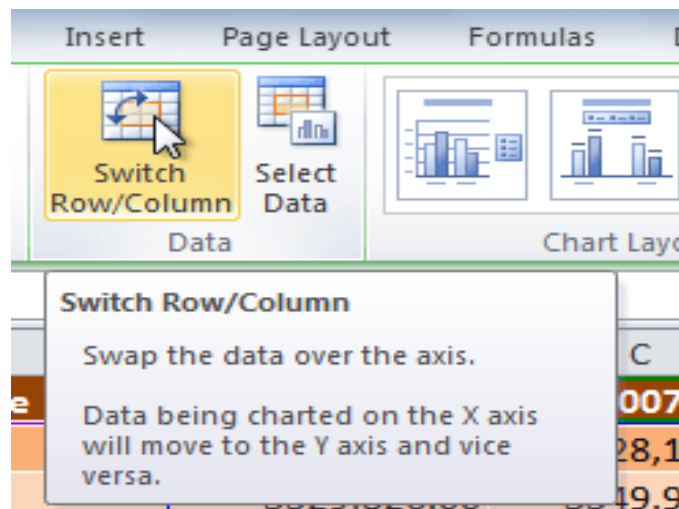


**USING A GRAPHICAL USER INTERFACE (GUI)-BASED SPREADSHEET APPLICATION, ENHANCE THE FUNCTIONALITY AND APPLY GRAPH /CHARTS TO A SPREADSHEET**

**UNIT STANDARD ID: 116943**

**NQF LEVEL: 4, CREDITS: 3**

**NOTIONAL HOURS: 30**

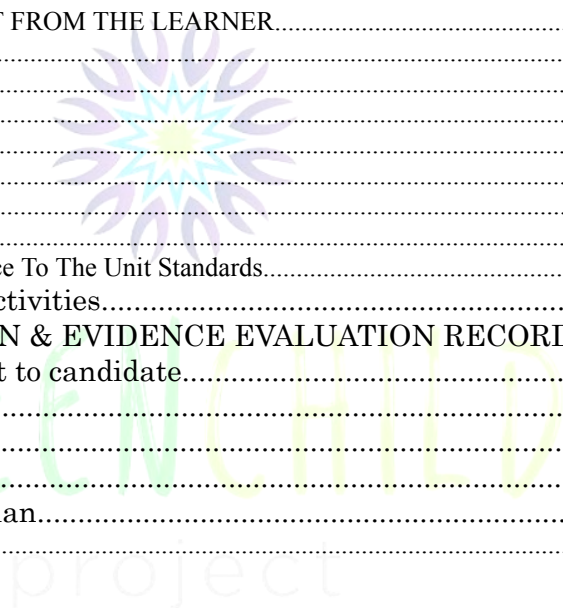


**POE GUIDE**

<b>Name</b>	
<b>Contact Address</b>	
<b>Telephone (H)</b>	
<b>Telephone (W)</b>	
<b>Facsimile</b>	
<b>Cellular</b>	

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## CONTACT DETAILS

<b>Unit Standard:</b>	US 116943		
<b>Course:</b>	Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet		
<b>Assessor Details</b>			
<b>Name</b>			
<b>Branch</b>		<b>Registration No:</b>	
<b>Contact Details</b>	email:		
	Phone:		<b>Fax:</b> <input type="text"/>
<b>Moderator Details</b>			
<b>Name</b>			
<b>Branch</b>			
<b>Contact Details</b>	email:		<b>Registration No:</b> <input type="text"/>
	Phone:		<b>Fax:</b> <input type="text"/>
<b>Candidate Details</b>			
<b>Surname</b>		<b>Name</b>	<input type="text"/>
<b>College</b>		<b>ID No</b>	<input type="text"/>
<b>Branch</b>	<input type="text"/>		
<b>Contact Details</b>	email:	<input type="text"/>	
	Phone:		<b>Fax:</b> <input type="text"/>

# COMPETENCE

Congratulations on completing this programme. We sincerely hope you enjoyed the programme and that the learning experience was enriching.

The fact that you have attended training, however, is not sufficient evidence of your competence for us to award you a certificate and the credits attached to this programme. You are required to undergo assessment in order to prove your competence to achieve credits leading to a national qualification.

## Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

- **Foundational competence:** an understanding of what you do and why.
- **Practical competence:** the ability to perform a set of tasks in an authentic context.
- **Reflexive competence:** the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action.

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a Services SETA accredited assessor.

## You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

## The Assessment of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed.

To determine a candidate's knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner's progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which both the assessor and the candidate only agree when they both feel the candidate is ready.

Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.

When learners have to undergo re-assessment, the following conditions will apply:

Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.

Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.

Only the specific outcomes that were not achieved will be re-assessed.

Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues.

In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts.

This Candidate's Assessment Portfolio directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.

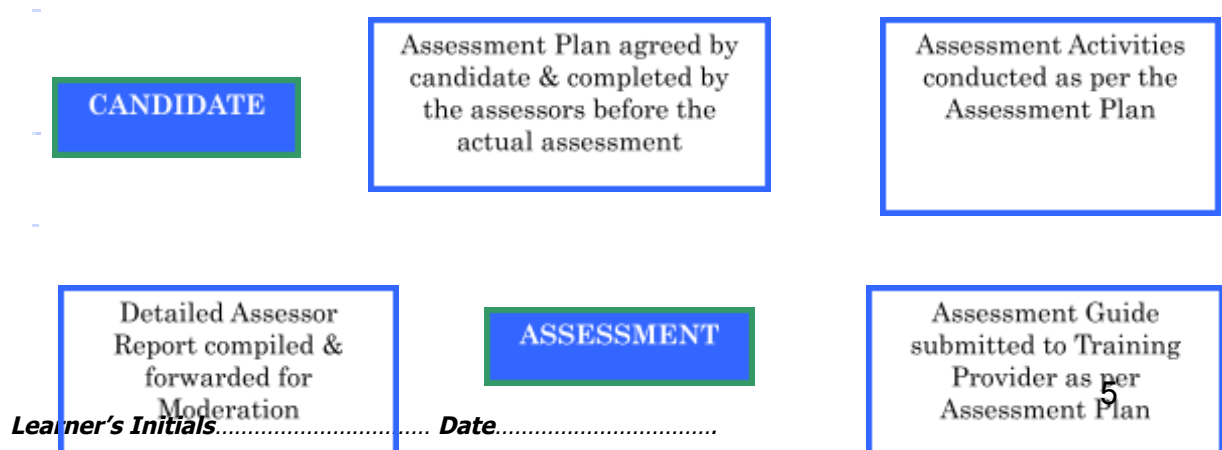
### Appeals & Disputes

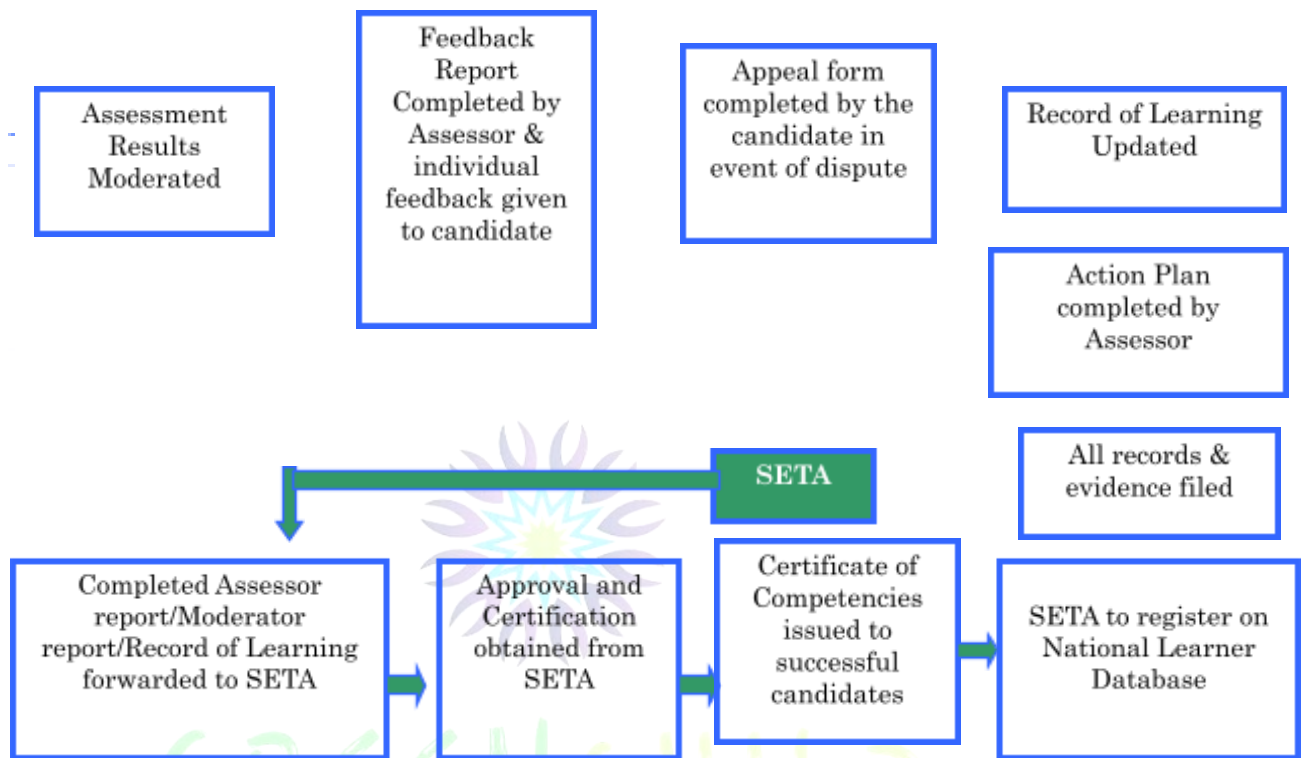
The candidate has the right to appeal against assessment decision or practice they regard as unfair. An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:

- Unfair assessment
- Invalid assessment
- Unreliable assessment
- Unethical practices
- Inadequate expertise and experience of the assessor

Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours, following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the Services SETA ETQA.

## ASSESSMENT PROCESS FLOW





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## ASSESSMENT STRATEGY

This assessment exercise will cover the outcomes required in order to achieve a competency certificate. The purpose of the assessment process is to gather enough evidence to prove all unit standard outcomes were achieved.

Competency will be assessed through class hands on tasks recorded in POE, input and performance based assessment, assignments which will require a fair amount of research and observation in essential embedded knowledge. Assessment evidence should be sufficient to prove that the candidate is competent in all require tasks set by the unit standards.

A summative assessment will be conducted at end of course to confirm assessment judgments. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

<b>Qualification</b>		<b>Unit Standard Codes</b>	116943
<b>Level</b>	Level 4	<b>Credits</b>	3

<b>Purpose of Assessment</b>	This assessment is intended for people who need to enhance spreadsheet appearance using a Graphical User Interface (GUI)-based spreadsheet application either as a user of computers or as basic knowledge for a career needing this competency, like the ICT industry.			
<b>Assessment Procedures</b>	<p>An integrated assessment approach will be followed to allow for practical and theoretical components. This entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity.</p> <p>Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values.</p> <p>A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole.</p> <p>Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment.</p> <p>Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed.</p> <p>All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current.</p> <p>An Internal/External moderator will moderate assessment practices.</p> <p>The SETA will also conduct external moderation.</p>			
<b>Context of Assessment</b>	<b>Assessment Methods</b>	<b>Assessment Conditions</b>	<b>Who will conduct assessment</b>	<b>Assessment results and feedback</b>
	<b>Written assessments</b> (exercises; assignments; projects) <b>Oral</b> Observation checklist	Input based assessments	Assessor	2 weeks after successful submission

## ASSESSMENT PREPARATION

### Preparing the Candidate

<b>Name of Candidate</b>		<b>Date</b>	
		<b>Time</b>	
<b>Name of Assessor</b>		<b>Venue</b>	
<b>How to prepare the candidate</b>	<b>Document Requirements</b>	<b>Agree (tick)</b>	<b>Action Required</b>
Explain to the candidate why you are meeting and the purpose of the assessment.	NQF Framework Assessment process		
Discuss the assessment plan in detail.	Assessment strategy		
Explain assessment process, show assessment instruments to candidate and describe assessment conditions.	Assessment instruments		
Identify the role-players during assessment.	Assessors Moderator		
Describe the evidence required to be declared competent.	Examples of evidence		
Explain how evidence will be judged.			
Explain to the candidate how to prepare: Give candidate summative task description.	Summative task description		
Confirm with the candidate what he/she should bring to the assessment.	Detailed briefing on exact requirements to be given to candidate		
Ensure that candidate understands the procedures of all assessment practices.	Appeals procedure Moderation procedure Assessment policy		
Ask the candidate if he/she foresees any problems or identify any special needs.	List needs		
Check with candidate that he/she clearly understands the assessment procedure.			
<b>Comments or questions:</b>			



## AGREED ASSESSMENT PLAN

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training.		Training material, Facilitator	Attendance Register
Complete formative assessment		Formative assessment workbook	Completed portfolio of evidence
Complete summative assessment		Summative assessment workbook	Completed portfolio of evidence
Submit Portfolio of Evidence to Training Provider			Acknowledgement of receipt from Training Provider
<b>Assessor roles and responsibility</b>			
Roles	Assessor Guide Feedback Agent Reviewer		
Responsibilities	<p>Consult candidate re assessment, assessment process and plan.</p> <p>Agree assessment process and plan with candidate.</p> <p>Forward documentation to candidate: plan, guide and assessment instruments.</p> <p>Assess candidate with the use of different instruments.</p> <p>Provide feedback on assessment findings.</p> <p>Support candidate through assessment process.</p> <p>Source feedback from candidate on assessment process.</p> <p>Review assessment process and outcome.</p> <p>Use assessment process as opportunity to transform assessment activities and outcomes.</p>		
<b>Candidate roles and responsibility</b>			
Roles	Candidate Feedback agent Reviewer		

Responsibilities	<p>Be available for assessment.</p> <p>Be actively involved in the consultative process.</p> <p>Learn from the assessment process.</p> <p>Provide feedback to the assessor in terms of the assessment as learning activity.</p> <p>Provide feedback to the assessor on the efficacy of the assessment process.</p> <p>Review own role and assessor role in the assessment process.</p>	
Assessment Instruments	<p>Portfolio of evidence</p> <p>Observation checklist</p> <p>Questioning</p>	
<b>Assessment Process</b>		
<b>Step</b>		<b>Date</b>
<p>Evaluation of POE addressing Essential Embedded Knowledge in unit standards.</p> <p>Evaluation of Research Projects and other evidence address specific unit standards.</p> <p>Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage.</p> <p>Observation: feedback on assessment against specific outcomes, critical outcomes in unit standards.</p> <p>Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence.</p> <p>Feedback to candidate regarding assessment findings as well as review process.</p>		
Feedback	<p>Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities.</p>	
Recording Process	<p>Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification.</p>	
Review Process	<p>The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate.</p>	
Right to appeal	<p>The candidate must be advised of the right to appeal.</p>	
Accessibility and safety of environment	<b>Step</b>	<b>Date</b>
	<p>Site inspection conducted.</p> <p>Pre-assessment moderation conducted.</p>	
Resources Required	<p>Assignments</p> <p>POE</p> <p>Assessments</p>	

<b>Candidate Signature</b>	<b>Assessor Signature</b>	<b>Moderator Signature</b>
<b>Date</b>	<b>Date</b>	<b>Date</b>

I confirm that:

- I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide.
- I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable.
- I have read and understood the appeal procedure.
- I know that assessments may be moderated or verified by an external party.
- The purpose of the assessment has been clearly explained to me.
- The criteria have been discussed with me, and I know I will be assessed against these criteria.
- I know when and where I will be assessed, and I was given fair notice.
- I know how the assessment will be done, and any other requirements related to the assessment.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Overall Assessment Decision</b>	Met requirements	Did not meet requirements	
Candidate's Signature		<b>Date</b>	
<b>Assessor's Signature</b>		<b>Date</b>	
Moderator's Signature		<b>Date</b>	

### **Assessor's declaration:**

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

Assessor Name	Signature



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## Interview (RPL Purposes)

The purpose of the interview is two-fold:

- A type of self-assessment for the candidate. It should assist the assessor in deciding the approach towards assessment in terms of making competence decisions where candidates are successful in proving their prior learning.
- To determine candidate preparedness for prior learning conducted and sensitize candidates to re-assessment.

### Questions

Have you attended any short courses / courses that amount to prior learning before the start of the learnership / qualification? *(Note that it should be relevant to the qualification against which RPL is being conducted)*


Did you attend all modules of the learnership / qualification training?


How were you prepared for assessments?


How were assessments conducted?


Did an accredited training provider conduct the course/s?


Did you attend classroom training during the course?


What work experience do you have to prove competence against a unit standard/s for RPL purposes? (State number of year's experience)


Do you have a relevant certificate from an approved institution?


Do you have samples of work or other forms of evidence that can prove your competence?


Do you have a Grade 12 (Matric) with English and Maths, or English only?


*Any evidence of competence provided during the course of the above interview must be considered during the planning phase of re-assessment and when making a judgement on candidate competence.*



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## LETTER OF COMMITMENT FROM THE LEARNER

Dear learner/learner

You have requested to be assessed through our organisation. To ensure effective assessment, there needs to be a commitment from you, that you will attend training if required and submit evidence of workplace application as required by the assessor.

### **Declaration of commitment:**

I undertake to fulfill all the requirements of the assessment practices as specified by the assessor and service provider.

Organisation \_\_\_\_\_

Full names of learner \_\_\_\_\_

Signature \_\_\_\_\_ Date: \_\_\_\_\_

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**Learner ID**

*Insert a certified copy of your Identify Document here:*

**Learner CV**

*Insert a copy of your full CV (Curriculum Vitae) here:*

**Learner Qualifications**

*Insert certified copies of relevant qualifications here:*



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### Declaration of Authenticity

I \_\_\_\_\_ (*full name*), declare that the evidence presented in this portfolio of evidence represents workplace and training evidence against the unit standard 116943 Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet is own work and has been completed me, with the exception of: (*detail any work that was not completed by yourself, i.e. group work, etc.*)


In signing this, I declare that all the evidence presented in this Portfolio of Evidence is true, valid and my own work.

<b>Learner signature</b>	
<b>Date</b>	
<b>Witness name</b>	
<b>Witness contact details</b>	
<b>Witness signature</b>	

In signing this, I declare that all the evidence presented in this Portfolio of Evidence is true, valid and my own work.

<b>Learner signature</b>	
<b>Date</b>	
<b>Witness name</b>	
<b>Witness contact details</b>	
<b>Witness signature</b>	

## PORTFOLIO BUILDING

Your Portfolio of Evidence (PoE) contains the evidence needed to declare you competent and to award credits towards the award of this qualification to you. Evidence should be authentic and reflect both your knowledge of the subject and your ability to apply this knowledge in the workplace. Thus, evidence of day to day activities supporting the specific outcomes addressed by this learning programme should complement the theoretical learning you attended and were assessed on.

There are FIVE key steps in creating a portfolio that will reflect your competence.

### Plan Your Portfolio

Plan and document the sequence, graphics and layout of your portfolio. This will assist you in following a logical sequence, which makes the Portfolio also much more user friendly and understandable for the assessor. It will also reflect your professional approach and attitude towards the subject matter, your work and your life. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

### Gather The Evidence

An evidence checklist has been provided (Section 4) to tell you what evidence needs to be gathered for assessment purposes. However, there are four broad categories of evidence that you should include:

- Knowledge evidence (your knowledge questionnaire).
- Direct performance evidence (actual samples of your work or records of activities captured on audio or video tape).
- Indirect performance evidence (documentary records of your performance e.g. appraisals, photographs, testimonials, self-assessments, customer ratings etc.).
- Supplementary evidence (to confirm the authenticity of your evidence).

### Evaluate Your Evidence

Once you have collected your evidence, evaluate each piece by ensuring that it is:

- Valid (relevant to the unit standard/s being assessed).
- Authentic (clearly your own work).
- Current (not more than 2 years old).
- Sufficient (adequate to prove your competence against all of the assessment criteria and range statements in the unit standard/s).

### Cross-Reference Your Evidence To The Unit Standards

Evidence for assessment against unit standards must be linked to the outcomes of the unit standard in question. An evidence locator grid is useful for this.

# Completed Assessment Activities

*Insert your completed assessment activities and evidence here:*



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## RECORD OF LEARNING

**Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet**

Candidate's Name:				ID No	
Assessor's Name:				Ass. Reg. No	
Moderator's Name:				Mod. Reg. No	
Date:					
UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
116943	4	3			



## ASSESSMENT DECISION & EVIDENCE EVALUATION RECORD

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	

Unit Standard Title	Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet
---------------------	--

**ASSESSMENT DECISION**

Specific Outcome	ACs	Met requirements	Did not meet requirements	Comments
Create and edit a graph	AC 1			
	AC 2			
	AC 3			
	AC 4			
	AC 5			
	AC 6			
	AC 7			
Load data from an external data source to produce a given spreadsheet result	AC 1			
	AC 2			
	AC 3			
	AC 4			
Insert and edit objects into a spreadsheet	AC 1			
	AC 2			
	AC 3			

Overall Assessment Decision.

Comments	
Date	
Signature of Assessor	Signature of Candidate

## Assessor's feedback report to candidate

<b>Unit Standard</b>	116943		
<b>Title</b>	Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet		
<b>Candidate's Name</b>		<b>ID No.</b>	
<b>Assessor's Name</b>		<b>Reg No.</b>	



ASSESSMENT DECISION			
<b>Source of Evidence</b>	Met requirements	Did not meet requirements	<b>Candidates Comments</b>
Summative assessment			
Formative assessment			
<p>I hereby confirm that I have been given feedback by the assessor on all the aspects of my assessment. I have been given the opportunity to ask questions and the above feedback was given by me in respect of my assessment. I am aware of the assessment process and the appeal procedure. I AGREE / DISAGREE with the assessment decision.</p>			
Overall Assessment Decision			
Additional Notes			
Assessor Signature:		Candidate Signature:	
Date:		Date:	



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## Moderator's Report

Moderator's Name		Reg. No.		
Assessor's Name		Reg. No.		
Candidate's Name		ID No.		
Unit Title	Standard	Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet		
<b>MODERATION DECISION</b>				
Specific Outcome	ACs	Met requirements	Did not meet requirements	Comments
Create and edit a graph	AC 1			
	AC 2			
	AC 3			
	AC 4			
	AC 5			
	AC 6			
	AC 7			
Load data from an external data source to produce a given spreadsheet result	AC 1			
	AC 2			
	AC 3			
	AC 4			
Insert and edit objects into a spreadsheet	AC 1			
	AC 2			
	AC 3			
Overall Moderation Decision				
Feedback to Assessor				
Action Required				
Date of Moderation				



Signature of Moderator	
Signature of Assessor	
Signature of Candidate	



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## ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet		
Review Dimension	ASSESSOR	LEARNER/ CANDIDATE	ACTION
The principles/criteria for good assessment were achieved.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgment was made against set requirements.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	

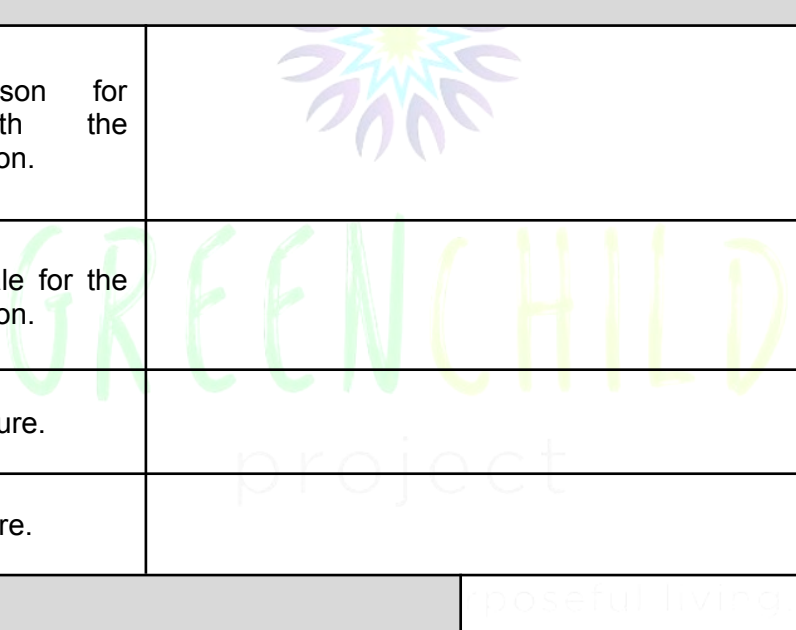
Special needs were identified and the assessment plan was adjusted.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
---	---	---	--

Feedback was constructive against the evidence required.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
<b>LEARNER'S DECLARATION OF UNDERSTANDING</b>			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid.			
			
Learner	Date	Assessor	Date
		Moderator	Date

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## Candidate Appeal Form

Candidate's Name:	ID No.
Assessor's Name:	Reg. No.
Unit Standard Title: Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet	
Date:	
<b>SECTION 1</b>	
Candidate's reason for disagreeing with the assessment decision.	
Assessor's rationale for the assessment decision.	
Candidate's signature.	
Assessor's signature.	
<b>SECTION 2</b>	
Moderator's decision.	
Moderator's signature.	

## Assessor's Contingency Plan

**Learner's Initials**..... **Date**.....

Name of Assessor: \_\_\_\_\_

Unforeseen Event	Corrective Action To Be Taken
<b>Candidate:</b>	
<b>Equipment:</b>	
<b>Role Players:</b>	
<b>Environment:</b>	
<b>Assessment Process:</b>	

Signature of Assessor: \_\_\_\_\_

Signature of Moderator: \_\_\_\_\_

**Date:** \_\_\_\_\_

## Unit Standard



*All qualifications and part qualifications registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.*

### SOUTH AFRICAN QUALIFICATIONS AUTHORITY

#### REGISTERED UNIT STANDARD:

**Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph / charts to a spreadsheet**

SAQA US ID	UNIT STANDARD TITLE			
116943	Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet			
<b>ORIGINATOR</b>		<b>ORIGINATING PROVIDER</b>		
SGB Computer Sciences and Information Systems				
<b>QUALITY ASSURING BODY</b>				
-				
<b>FIELD</b>			<b>SUBFIELD</b>	
Field 10 - Physical, Mathematical, Computer and Life Sciences			Information Technology and Computer Sciences	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>PRE-2009 NQF LEVEL</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular-Fundamental	Level 4	NQF Level 04	3
<b>REGISTRATION STATUS</b>		<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>	<b>SAQA DECISION NUMBER</b>
Reregistered		2012-07-01	2015-06-30	SAQA 0695/12
<b>LAST DATE FOR ENROLMENT</b>		<b>LAST DATE FOR ACHIEVEMENT</b>		
2016-06-30		2019-06-30		

*In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.*

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

#### **PURPOSE OF THE UNIT STANDARD**

This unit standard is intended for people who need to enhance spreadsheet appearance using a Graphical User Interface (GUI)-based spreadsheet application either as a user of computers or as basic knowledge for a career needing this competency, like the ICT industry.

People credited with this unit standard are able to:

- Create and edit a graph/chart.
- Load data from an external data source to produce a given spreadsheet result.
- Insert and edit objects in a spreadsheet.

The performance of all elements is to a standard that allows for further learning in this area.

**LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

The credit value of this unit standard is calculated assuming a person is competent in:

- Mathematical literacy and communication skills at least at NQF level 3.
- Use generic functions in a Graphical User Interface (GUI)-environment (ID 117902 - NQF level 1).
- "Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem" (ID 116940 - NQF level 3).

**UNIT STANDARD RANGE**

- This standard is applicable to any spreadsheet application that runs on any Graphical User Interface (GUI) operating system.
- Where wording are not exact for the chosen operating system, the learner can choose the equivalent item or option to demonstrate competence in the specific outcome or assessment criteria.

**Specific Outcomes and Assessment Criteria:**

**SPECIFIC OUTCOME 1**

Create and edit a graph.

**OUTCOME RANGE**

Graph refers to all types of graphs and/or charts.

**ASSESSMENT CRITERIA**

**ASSESSMENT CRITERION 1**

The major graph types are defined in terms of their purpose.

**ASSESSMENT CRITERION RANGE**

At least 3 of: Pie, Bar, Column, Line, Scatter, Area.

**ASSESSMENT CRITERION 2**

A graph is created from a given data source.

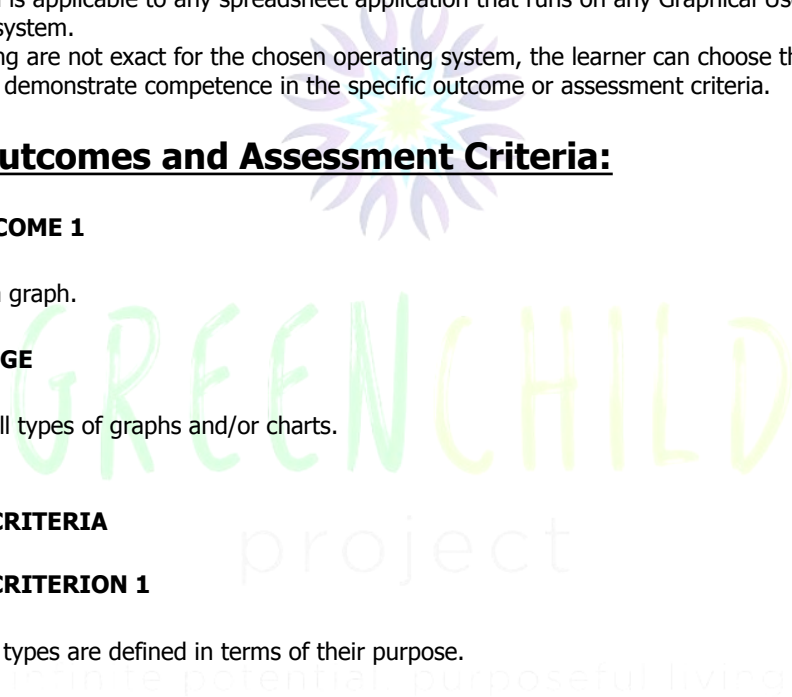
**ASSESSMENT CRITERION RANGE**

At least 2 of: Pie, Bar, Column, Line, Scatter, Area.

**ASSESSMENT CRITERION 3**

A graph is edited.

**ASSESSMENT CRITERION RANGE**



At least 3 of: Graph title, axis titles, data labels, background colour, line or bar colour.

**ASSESSMENT CRITERION 4**

The graph type is changed.

**ASSESSMENT CRITERION 5**

A graph is copied and moved based on given specifications.

**ASSESSMENT CRITERION RANGE**

Within a worksheet, to a different worksheet, to a different spreadsheet file.

**ASSESSMENT CRITERION 6**

A graph is resized.



**ASSESSMENT CRITERION 7**

A graph is deleted from a spreadsheet.

**SPECIFIC OUTCOME 2**

Load data from an external data source to produce a given spreadsheet result.

**ASSESSMENT CRITERIA**

**ASSESSMENT CRITERION 1**

The external data file is checked to ensure that the input into a spreadsheet will achieve the required results.

**ASSESSMENT CRITERION 2**

The format of the input file is determined to ensure correct input into a spreadsheet.

**ASSESSMENT CRITERION RANGE**

Tables from another source.

**ASSESSMENT CRITERION 3**

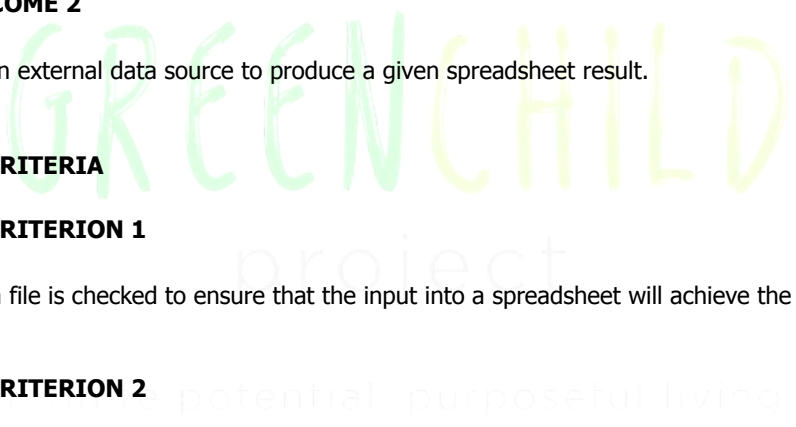
The data is copied into the spreadsheet.

**ASSESSMENT CRITERION 4**

The resulting spreadsheet is in accordance with the given spreadsheet result.

**SPECIFIC OUTCOME 3**

Insert and edit objects into a spreadsheet.





## **OUTCOME RANGE**

Any 2 of the following objects: pictures, images, charts, autoshapes.

## **ASSESSMENT CRITERIA**

### **ASSESSMENT CRITERION 1**

An object is inserted into a spreadsheet.

### **ASSESSMENT CRITERION RANGE**

At least 2 of the following: picture, image, chart, autoshape.

### **ASSESSMENT CRITERION 2**

A selected object is manipulated in a spreadsheet.



### **ASSESSMENT CRITERION RANGE**

At least 2 of the following: move, copy, resize.

### **ASSESSMENT CRITERION 3**

Use a drawing tool to draw an object in the spreadsheet.



## **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

The relevant Education and Training Quality Authority (ETQA) must accredit providers before they can offer programmes of education and training assessed against unit standards.

Moderation Process:

☒ Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

## **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

- ☒ Performance of all elements is to be carried out in accordance with organisation standards and procedures, unless otherwise stated. Organisation standards and procedures may cover: quality assurance, documentation, security, communication, health and safety, and personal behaviour.
- ☒ Performance of all elements complies with the laws of the country operating, especially with regard to copyright, privacy, health and safety, and consumer rights.
- ☒ All activities must comply with any policies, procedures and requirements of the organisations involved, the ethical codes of relevant professional bodies and any relevant legislative and/or regulatory requirements.
- ☒ Performance of all elements is to be completed within the normal range of time and cost that would be expected in a professional environment (e.g. In a commercial or government organisation).

## **UNIT STANDARD DEVELOPMENTAL OUTCOME**

N/A

## **UNIT STANDARD LINKAGES**

N/A

## **Critical Cross-field Outcomes (CCFO):**

### **UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems in which responses display that decisions using critical and creative thinking have been made by using a spreadsheet application to perform calculations.

### **UNIT STANDARD CCFO ORGANISING**

Organise and manage oneself and one`s activities responsibly and effectively by using a spreadsheet application to organize information into rows and columns for a specific purpose.

### **UNIT STANDARD CCFO COLLECTING**

Collect, analyse, organise, and critically evaluate information by using a spreadsheet application to organize and perform calculations.

### **UNIT STANDARD CCFO COMMUNICATING**

Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion when engaging with the subject by using a spreadsheet application to organize information into rows and columns for a specific purpose to each communication.

### **UNIT STANDARD CCFO SCIENCE**

Use science and technology effectively and critically, showing responsibility towards the environment and health of others by using a spreadsheet application effectively.

### **UNIT STANDARD CCFO DEMONSTRATING**

Demonstrate an understanding of the world as a set of related systems by understanding the application of formats, effects and graphics in documents.

### **QUALIFICATIONS UTILISING THIS UNIT STANDARD:**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>PRE-2009 NQF LEVEL</b>	<b>NQF LEVEL</b>	<b>STATUS</b>	<b>END DATE</b>	<b>QUALITY ASSURING BODY</b>
Core	<a href="#">61591</a>	National Certificate: Information Technology: End User Computing	Level 3	NQF Level 03	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	<a href="#">50479</a>	Further Education and Training Certificate: Advertising	Level 4	NQF Level 04	Reregistered	2015-06-30	MICTS
Elective	<a href="#">50329</a>	Further Education and Training Certificate: Radiation Protection	Level 4	NQF Level 04	Reregistered	2015-06-30	EWSETA
Elective	<a href="#">59037</a>	Further Education and Training Certificate: Tissue Conversion	Level 4	NQF Level 04	Reregistered	2015-06-30	FPMSETA
Elective	<a href="#">57631</a>	National Certificate: Radiation Protection	Level 5	Level TBA:	Reregistered	2015-06-30	EWSETA

				Pre-2009 was L5			
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