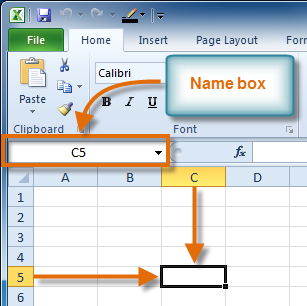
**USE A GRAPHICAL USER INTERFACE (GUI)-BASED SPREADSHEET APPLICATION TO SOLVE A GIVEN PROBLEM** 

**US 116940**

**NQF LEVEL:** 3

**CREDITS: 6**

**NOTIONAL HOURS: 60**



**POE GUIDE**

|  |  |
| --- | --- |
| **Name** |  |
| **Contact Address** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Facsimile** |  |
| **Cellular** |  |

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## CONTACT DETAILS

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Standard:** | 116940 | | | | | | | |
| **Course:** | Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem | | | | | | | |
| **Assessor Details** | | | | | | | | |
| **Name** |  | | | | | | | |
| **Branch** |  | | Registration No: | | | | |  |
| **Contact Details** | email: |  | | | | | | |
| Phone: |  | Fax: | |  | | | |
| **Moderator Details** | | | | | | | | |
| **Name** |  | | | | | | | |
| **Branch** |  | | | | | | | |
| **Contact Details** | email: |  | Registration No: | | | |  | |
| Phone: |  | Fax: | |  | | | |
| **Candidate Details** | | | | | | | | |
| **Surname** |  | | | Name | |  | | |
| **College** |  | | | ID No | |  | | |
| **Branch** |  | | | | | | | |
| **Contact Details** | email: |  | | | | | | |
| Phone: |  | | Fax: |  | | | |

## 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

Assessment Activities conducted as per the Assessment Plan

Assessment Plan agreed by candidate & completed by the assessors before the actual assessment

**CANDIDATE**

Detailed Assessor Report compiled & forwarded for Moderation

**ASSESSMENT**

Assessment Guide submitted to Training Provider as per Assessment Plan

Feedback Report Completed by Assessor & individual feedback given to candidate

Appeal form completed by the candidate in event of dispute

Record of Learning Updated

Assessment Results Moderated

Action Plan completed by Assessor

All records & evidence filed

**SETA**

Completed Assessor report/Moderator report/Record of Learning forwarded to SETA

Approval and Certification obtained from SETA

SETA to register on National Learner Database

Certificate of Competencies issued to successful candidates

## 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Qualification** |  | | **Unit Standard Codes** | | 116940 |
| **Level** | Level 2 | | **Credits** | | 4 |
| **Purpose of Assessment** | This unit standard is intended for people who need to plan, produce, use and spreadsheets to solve problems 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. | | | | |
| **Assessment Procedures** | 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.  Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values.  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.  Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment.  Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed.  All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current.  An Internal/External moderator will moderate assessment practices.  The SETA will also conduct external moderation. | | | | |
| **Context of Assessment** | **Assessment Methods** | **Assessment Conditions** | | **Who will conduct assessment** | **Assessment results and feedback** |
| **Written assessments** (exercises; assignments; projects)  **Oral**  Observation checklist | Input based assessments | | Assessor | 2 weeks after successful submission |

## ASSESSMENT PREPARATION

Preparing the Candidate

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of Candidate** |  | | **Date** |  |
| **Time** |  |
| **Name of Assessor** |  | | **Venue** |  |
| **How to prepare the candidate** | | **Document Requirements** | **Agree (tick)** | **Action Required** |
| 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. | |  |  |  |
| **Comments or questions:** | | | | |
|  | | | | |
|  | | | | |

## 

## AGREED ASSESSMENT PLAN

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate's Name: |  | | |
| Assessor's Name: |  | | |
| Unit Standard Title: | Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem | | |
| 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 |
| Assessor roles and responsibility | | | |
| Roles | Assessor  Guide  Feedback Agent  Reviewer | | |
| Responsibilities | Consult candidate re assessment, assessment process and plan.  Agree assessment process and plan with candidate.  Forward documentation to candidate: plan, guide and assessment instruments.  Assess candidate with the use of different instruments.  Provide feedback on assessment findings.  Support candidate through assessment process.  Source feedback from candidate on assessment process.  Review assessment process and outcome.  Use assessment process as opportunity to transform assessment activities and outcomes. | | |
| Candidate roles and responsibility | | | |
| Roles | Candidate  Feedback agent  Reviewer | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Responsibilities | Be available for assessment.  Be actively involved in the consultative process.  Learn from the assessment process.  Provide feedback to the assessor in terms of the assessment as learning activity.  Provide feedback to the assessor on the efficacy of the assessment process.  Review own role and assessor role in the assessment process. | | | | |
| Assessment Instruments | Portfolio of evidence  Observation checklist  Questioning | | | | |
| Assessment Process | | | | | |
| Step | | | | | Date |
| Evaluation of POE addressing Essential Embedded Knowledge in unit standards.  Evaluation of Research Projects and other evidence address specific unit standards.  Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage.  Observation: feedback on assessment against specific outcomes, critical outcomes in unit standards.  Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence.  Feedback to candidate regarding assessment findings as well as review process. | | | | |  |
| Feedback | 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. | | | | |
| Recording Process | Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification. | | | | |
| Review Process | 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. | | | | |
| Right to appeal | The candidate must be advised of the right to appeal. | | | | |
| Accessibility and safety of environment | Step | | | Date | |
| Site inspection conducted.  Pre-assessment moderation conducted. | | |  | |
| Resources Required | Assignments  POE  Assessments | | | | |
|  |  | | | | |
|  | |  |  | | |
| **Candidate Signature** | | **Assessor Signature** | **Moderator Signature** | | |
| **Date** | | **Date** | **Date** | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 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:** | | | |
| **Overall Assessment Decision** | Met requirements | Did not meet requirements | |
| Candidate’s Signature |  | **Date** |  |
| **Assessor’s Signature** |  | **Date** |  |
| Moderator’s Signature |  | **Date** |  |

## 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 |
|  |  |

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.

### 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 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:*

### 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 116940 Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem  my 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.

|  |  |
| --- | --- |
| **Learner signature** |  |
| **Date** |  |
| **Witness name** |  |
| **Witness contact details** |  |
| **Witness signature** |  |

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

|  |  |
| --- | --- |
| **Learner signature** |  |
| **Date** |  |
| **Witness name** |  |
| **Witness contact details** |  |
| **Witness signature** |  |

### 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:*

### RECORD OF LEARNING

Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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** |
| 116940 | 3 | 6 |  | |  | |  |

### ASSESSMENT DECISION & EVIDENCE EVALUATION RECORD

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | ID No. |  | |
| Assessor's Name |  | | | | Reg. No. |  | |
| Unit Standard Title | Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem | | | | | | |
| ASSESSMENT DECISION | | | | | | | |
| Specific Outcome | | ACs | Met requirements | Did not meet requirements | | | Comments |
| Prepare and produce a spreadsheet to provide a solution to a given problem. | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| Adjust settings to customise the view and preferences of the spreadsheet application to suite the solution created for the given problem. | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| AC 3 |  |  | | |  |
| AC 4 |  |  | | |  |
| AC 5 |  |  | | |  |
| AC 6 |  |  | | |  |
| Work with multiple worksheets to suite the solution to the given problem. | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| AC 3 |  |  | | |  |
| AC 4 |  |  | | |  |
| AC 5 |  |  | | |  |
| Work with multiple worksheets to suite the solution to the given problem. | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| AC 3 |  |  | | |  |
| AC 4 |  |  | | |  |
| AC 5 |  |  | | |  |
| AC 6 |  |  | | |  |
| Work with multiple worksheets to suite the solution to the given problem. | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| AC 3 |  |  | | |  |
| Apply formatting to a spreadsheet applicable to the given problem. | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| AC 3 |  |  | | |  |
| AC 4 |  |  | | |  |
| Use special effects to improve the presentation of the spreadsheet. | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| AC 3 |  |  | | |  |
| AC 4 |  |  | | |  |
| Evaluate a spreadsheet to comply with the given problem. | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| Print a spreadsheet using features specific to spreadsheets. | | | | | | | |

|  |  |  |
| --- | --- | --- |
| Comments | | |
| Date | |  |
|  |  | |
| Signature of Assessor | Signature of Candidate | |

## Assessor’s feedback report to candidate

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Standard** | **116940** |  |  |
| **Title** | Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem |  |  |
| **Candidate's Name** |  | **ID No.** |  |
| **Assessor's Name** |  | **Reg. No.** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSESSMENT DECISION** | | | |
| ***Source of Evidence*** | Met requirements | Did not meet requirements | ***Candidates Comments*** |
| Summative assessment |  |  |  |
| Formative assessment |  |  |  |
| 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. | | | |
| Overall Assessment Decision | | |  |
| Additional Notes | | |  |
| Assessor Signature:  Date: | | | Candidate Signature:  Date: |

## Moderator's Report

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Moderator's Name |  | | | | Reg. No. | |  |
| Assessor's Name |  | | | | Reg. No. | |  |
| Candidate's Name |  | | | | ID No. | |  |
| Unit Standard Title | Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem | | | | | | |
| MODERATION DECISION | | | | | | | |
| Specific Outcome | | | ACs | Met requirements | | Did not meet requirements | Comments |
| Prepare and produce a spreadsheet to provide a solution to a given problem. | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| Adjust settings to customise the view and preferences of the spreadsheet application to suite the solution created for the given problem. | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| AC 3 |  | |  |  |
| AC 4 |  | |  |  |
| AC 5 |  | |  |  |
| AC 6 |  | |  |  |
| Work with multiple worksheets to suite the solution to the given problem. | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| AC 3 |  | |  |  |
| AC 4 |  | |  |  |
| AC 5 |  | |  |  |
| Work with multiple worksheets to suite the solution to the given problem. | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| AC 3 |  | |  |  |
| AC 4 |  | |  |  |
| AC 5 |  | |  |  |
| AC 6 |  | |  |  |
| Work with multiple worksheets to suite the solution to the given problem. | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| AC 3 |  | |  |  |
| Apply formatting to a spreadsheet applicable to the given problem. | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| AC 3 |  | |  |  |
| AC 4 |  | |  |  |
| Use special effects to improve the presentation of the spreadsheet. | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| AC 3 |  | |  |  |
| AC 4 |  | |  |  |
| Evaluate a spreadsheet to comply with the given problem. | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| Overall Moderation Decision | | | | | | | |
| Feedback to Assessor | | | | | | | |
| Action Required | | | | | | | |
| Date of Moderation | | | | | | |  |
| Signature of Moderator | |  | | | | | |
| Signature of Assessor | |  | | | | | |
| Signature of Candidate | |  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ASSESSMENT REVIEW | | | | | |
| NAME of LEARNER | | | NAME of ASSESSOR | | |
| VENUE | | | DATE of REVIEW | | |
| UNIT STANDARD | Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem | | | | |
| Review Dimension | | ASSESSOR | | LEARNER/  CANDIDATE | ACTION |
| The principles/criteria for good assessment were achieved. | | Agree  Disagree | | Agree  Disagree |  |
| The assessment related to the registered unit standard. | | Agree  Disagree | | Agree  Disagree |  |
| The assessment was practical. | | Agree  Disagree | | Agree  Disagree |  |
| It was time efficient and cost-effective and did not interfere with my normal responsibilities. | | Agree  Disagree | | Agree  Disagree |  |
| The assessment instruments were fair, clear and understandable. | | Agree  Disagree | | Agree  Disagree |  |
| The assessment judgment was made against set requirements. | | Agree  Disagree | | Agree  Disagree |  |
| The venue and equipment was functional. | | Agree  Disagree | | Agree  Disagree |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special needs were identified and the assessment plan was adjusted. | | | Agree  Disagree | Agree  Disagree | | |  | |
| Feedback was constructive against the evidence required. | | | Agree  Disagree | Agree  Disagree | | |  | |
| An opportunity to appeal was given. | | | Agree  Disagree | Agree  Disagree | | |  | |
| The evidence was recorded. | | | Agree  Disagree | Agree  Disagree | | |  | |
| LEARNER’S DECLARATION OF UNDERSTANDING | | | | | | | | |
| I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid. | | | | | | | | |
|  | |  | | | |  | | |
| Learner | Date | Assessor | | | Date | Moderator | | Date |

Candidate Appeal Form

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate's Name: | | ID No. |  |
| Assessor's Name: | | Reg. No. |  |
| Unit Standard Title: Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem | | | |
| Date: | |  | |
| SECTION 1 | |  | |
| Candidate's reason for disagreeing with the assessment decision. |  | | |
| Assessor's rationale for the assessment decision. |  | | |
| Candidate's signature. |  | | |
| Assessor's signature. |  | | |

|  |  |
| --- | --- |
| SECTION 2 |  |
| Moderator's decision. |  |
| Moderator's signature. |  |

## Assessor’s Contingency Plan

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

|  |  |
| --- | --- |
| **Unforeseen Event** | **Corrective Action To Be Taken** |
| **Candidate:** | |
|  |  |
|  |  |
|  |  |
| **Equipment:** | |
|  |  |
|  |  |
|  |  |
| **Role Players:** | |
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|  |  |
| **Environment:** | |
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| **Assessment Process:** | |
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|  |  |

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

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

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

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| SAQA | *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.* |

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| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

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| **REGISTERED UNIT STANDARD:** |

**REGISTERED UNIT STANDARD:**

|  |
| --- |
| **Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 116940 | Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB Computer Sciences and Information Systems | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 10 - Physical, Mathematical, Computer and Life Sciences | | | Information Technology and Computer Sciences | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-Fundamental | Level 3 | NQF Level 03 | 6 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Reregistered | | 2012-07-01 | 2015-06-30 | SAQA 0695/12 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 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 replaces: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **US ID** | **Unit Standard Title** | **Pre-2009 NQF Level** | **NQF Level** | **Credits** | **Replacement Status** |
| 7567 | Produce and use spreadsheets for business | Level 3 | NQF Level 03 | 5 | Complete |

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| **PURPOSE OF THE UNIT STANDARD** |

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| --- |
| This unit standard is intended for people who need to plan, produce, use and spreadsheets to solve problems 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:    Prepare and produce a spreadsheet to provide a solution to a given problem.   Adjust settings to customise the view and preferences of the spreadsheet application.   Work with multiple worksheets.   Apply formulae to worksheets to provide alternative solutions to a problem.   Apply simple built-in functions of the spreadsheet application to the given problem.   Apply formatting to a spreadsheet applicable to the given problem.   Use special effects to improve the presentation of the spreadsheet.   Evaluate a spreadsheet.   The performance of all elements is to a standard that allows for further learning in this area. |

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

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| 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 2.   ID 117902: Use generic functions in a Graphical User Interface (GUI)-environment, NQF level 1.   ID 116937 Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets, NQF level 2. |

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| **UNIT STANDARD RANGE** |

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| --- |
| 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. |

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| **Specific Outcomes and Assessment Criteria:** |

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| --- |
| **SPECIFIC OUTCOME 1** |

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| --- |
| Prepare and produce a spreadsheet to provide a solution to a given problem. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| An outline solution is developed to meet the requirements of a given brief. |

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| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| The spreadsheet produced addresses the given problem. |

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| --- |
| **SPECIFIC OUTCOME 2** |

|  |
| --- |
| Adjust settings to customise the view and preferences of the spreadsheet application to suite the solution created for the given problem. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| Toolbar menus are switched off and on. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| The view of the spreadsheet is enlarged and made smaller. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| The way that the spreadsheet is viewed is changed. |

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| Cells are frozen to prevent scrolling. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Row, column, both. |

|  |
| --- |
| **ASSESSMENT CRITERION 5** |

|  |
| --- |
| The default file location is changed. |

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| --- |
| **ASSESSMENT CRITERION 6** |

|  |
| --- |
| A user name is added to the file. |

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| --- |
| **SPECIFIC OUTCOME 3** |

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| --- |
| Work with multiple worksheets to suite the solution to the given problem. |

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| --- |
| **ASSESSMENT CRITERIA** |

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| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| The purpose of using multiple worksheets within one spreadsheet file are explained with examples. |

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| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| New worksheets are opened. |

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| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Minimum 3 worksheets. |

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| --- |
| **ASSESSMENT CRITERION 3** |

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| --- |
| Worksheets are renamed in terms of their purpose within the solution to the given problem. |

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| **ASSESSMENT CRITERION RANGE** |

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| --- |
| Each worksheet to have a different name, with a purpose within the solution. |

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| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| Cells are manipulated between worksheets. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Cell range at least two of:    Cell, range of cells, entire columns, entire row, entire worksheet.   Type of manipulation:    move, copy. |

|  |
| --- |
| **ASSESSMENT CRITERION 5** |

|  |
| --- |
| A worksheet within a workbook (or spreadsheet) is deleted. |

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| --- |
| **SPECIFIC OUTCOME 4** |

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| --- |
| Apply formulae to worksheets to provide alternative solutions to the given problem. |

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| --- |
| **OUTCOME RANGE** |

|  |
| --- |
| Formulae to include at least 3 of:    Addition(+), subtraction (-), multiplication (\*), division (/), percentage (%). |

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| **ASSESSMENT CRITERIA** |

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| --- |
| **ASSESSMENT CRITERION 1** |

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| --- |
| Formulae are entered taking into consideration the natural order of operation. |

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| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| Formulae are entered to deliberately change the natural order of operation. |

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| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| Formula error messages are correctly interpreted and the formula corrected accordingly. |

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| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| The difference between relative and absolute cell addressing is demonstrated by using it in a formula. |

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| **ASSESSMENT CRITERION 5** |

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| --- |
| Data are changed to test possible solutions to the given problem without having to change formulae. |

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| **ASSESSMENT CRITERION 6** |

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| --- |
| Scenarios are created that demonstrate different possible outcomes. |

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| **SPECIFIC OUTCOME 5** |

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| --- |
| Apply simple built-in functions of the spreadsheet application to the given problem. |

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| **ASSESSMENT CRITERIA** |

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| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| Functions are explained in terms of their purpose, use and construct. |

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| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| At least one function to be used as an example. |

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| **ASSESSMENT CRITERION 2** |

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| --- |
| Simple Mathematical functions are applied to the given problem. |

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| **ASSESSMENT CRITERION RANGE** |

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| --- |
| At least the following functions:    Sum a range, round to a specified number of decimals. |

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| --- |
| **ASSESSMENT CRITERION 3** |

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| --- |
| Statistical functions are applied that achieve the anticipated result. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| At least two of the following functions:    Average a range, count the number of cells that contain numbers, find the highest value in a range, find the lowest value in a range. |

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| **SPECIFIC OUTCOME 6** |

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| --- |
| Apply formatting to a spreadsheet applicable to the given problem. |

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| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| Methods of automatically formatting a spreadsheet are explained. |

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| --- |
| **ASSESSMENT CRITERION RANGE** |

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| --- |
| Templates, styles, manual. |

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| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| A spreadsheet is created using a template. |

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| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| Cells are formatted using styles. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Number, date, currency, percentage. |

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| Formats are copied between cells. |

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| --- |
| **SPECIFIC OUTCOME 7** |

|  |
| --- |
| Use special effects to improve the presentation of the spreadsheet. |

|  |
| --- |
| **ASSESSMENT CRITERIA** |

|  |
| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| Text is centered across a cell range. |

|  |
| --- |
| **ASSESSMENT CRITERION 2** |

|  |
| --- |
| Orientation of text within a cell is changed. |

|  |
| --- |
| **ASSESSMENT CRITERION 3** |

|  |
| --- |
| A border is applied to cells and removed from cells. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Cell, range of cells, entire column, entire row. |

|  |
| --- |
| **ASSESSMENT CRITERION 4** |

|  |
| --- |
| Fill (shading) is applied to cells and removed from cells. |

|  |
| --- |
| **ASSESSMENT CRITERION RANGE** |

|  |
| --- |
| Cell, range of cells, entire column, entire row. |

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| --- |
| **SPECIFIC OUTCOME 8** |

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| --- |
| Evaluate a spreadsheet to comply with the given problem. |

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| --- |
| **ASSESSMENT CRITERIA** |

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| --- |
| **ASSESSMENT CRITERION 1** |

|  |
| --- |
| The spreadsheet is evaluated for compliance with a given problem, appropriate formatting, readability, legibility, presentation, accuracy, and data integrity. |

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| --- |
| **ASSESSMENT CRITERION 2** |

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| --- |
| The spreadsheet is modified if required and compliance with the brief is confirmed. |

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| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

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| 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. |

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| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

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|  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). |

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| **UNIT STANDARD DEVELOPMENTAL OUTCOME** |

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| N/A |

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| --- |
| **UNIT STANDARD LINKAGES** |

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| N/A |

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

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| **UNIT STANDARD CCFO IDENTIFYING** |

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| --- |
| 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. |

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| **UNIT STANDARD CCFO ORGANISING** |

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| --- |
| 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. |

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| **UNIT STANDARD CCFO COLLECTING** |

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

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| --- |
| **UNIT STANDARD CCFO COMMUNICATING** |

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| --- |
| 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. |

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| **UNIT STANDARD CCFO SCIENCE** |

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

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| **QUALIFICATIONS UTILISING THIS UNIT STANDARD:** |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ID** | **QUALIFICATION TITLE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **STATUS** | **END DATE** | **QUALITY ASSURING BODY** |
| Core | [61591](http://allqs.saqa.org.za/showQualification.php?id=61591) | National Certificate: Information Technology: End User Computing | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | As per Learning Programmes recorded against this Qual |
| Core | [49155](http://allqs.saqa.org.za/showQualification.php?id=49155) | Further Education and Training Certificate: Shipping | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | TETA |
| Elective | [58975](http://allqs.saqa.org.za/showQualification.php?id=58975) | National Certificate: Automated Packaging Operations | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | As per Learning Programmes recorded against this Qual |
| Elective | [58375](http://allqs.saqa.org.za/showQualification.php?id=58375) | National Certificate: Bookkeeping | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | FASSET |
| Elective | [50308](http://allqs.saqa.org.za/showQualification.php?id=50308) | National Certificate: Bread and Flour Confectionery Baking | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | FOODBEV |
| Elective | [74189](http://allqs.saqa.org.za/showQualification.php?id=74189) | National Certificate: Cereals, Snacks, Pasta and Condiments Manufacturing | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | FOODBEV |
| Elective | [58537](http://allqs.saqa.org.za/showQualification.php?id=58537) | National Certificate: Chemical Operations | Level 3 | NQF Level 03 | Passed the End Date -  Status was "Registered" | 2009-06-17 | CHIETA until Last Date for Achievement |
| Elective | [78528](http://allqs.saqa.org.za/showQualification.php?id=78528) | National Certificate: Chemical Operations | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | As per Learning Programmes recorded against this Qual |
| Elective | [80566](http://allqs.saqa.org.za/showQualification.php?id=80566) | National Certificate: Contact Centre and Business Process Outsourcing Support | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | SERVICES |
| Elective | [49752](http://allqs.saqa.org.za/showQualification.php?id=49752) | National Certificate: Environmental Practice | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | LG SETA |
| Elective | [58882](http://allqs.saqa.org.za/showQualification.php?id=58882) | National Certificate: Fluid Power | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | MERSETA |
| Elective | [66449](http://allqs.saqa.org.za/showQualification.php?id=66449) | National Certificate: Foundry Operations | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | MERSETA |
| Elective | [59386](http://allqs.saqa.org.za/showQualification.php?id=59386) | National Certificate: Fresh Meat Processing | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | FOODBEV |
| Elective | [58950](http://allqs.saqa.org.za/showQualification.php?id=58950) | National Certificate: Gas Installations | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | CHIETA |
| Elective | [57828](http://allqs.saqa.org.za/showQualification.php?id=57828) | National Certificate: Glass Forming | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | CHIETA |
| Elective | [57880](http://allqs.saqa.org.za/showQualification.php?id=57880) | National Certificate: Meat Processing | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | FOODBEV |
| Elective | [50285](http://allqs.saqa.org.za/showQualification.php?id=50285) | National Certificate: Professional Driving | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | TETA |
| Elective | [50398](http://allqs.saqa.org.za/showQualification.php?id=50398) | National Certificate: Project Support Service | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | SERVICES |
| Elective | [61971](http://allqs.saqa.org.za/showQualification.php?id=61971) | National Certificate: Pulp and Paper Operations | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | FPMSETA |
| Elective | [48654](http://allqs.saqa.org.za/showQualification.php?id=48654) | National Certificate: Seed Analysis | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | AgriSETA |
| Elective | [50543](http://allqs.saqa.org.za/showQualification.php?id=50543) | National Certificate: Small Craft Construction | Level 3 | NQF Level 03 | Passed the End Date -  Status was "Registered" | 2009-08-31 | MERSETA until Last Date for Achievement |
| Elective | [63929](http://allqs.saqa.org.za/showQualification.php?id=63929) | National Certificate: Spirits Production | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | FOODBEV |
| Elective | [63869](http://allqs.saqa.org.za/showQualification.php?id=63869) | National Certificate: Winemaking | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | FOODBEV |
| Elective | [58376](http://allqs.saqa.org.za/showQualification.php?id=58376) | Further Education and Training Certificate: Bookkeeping | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | FASSET |
| Elective | [67461](http://allqs.saqa.org.za/showQualification.php?id=67461) | Further Education and Training Certificate: Event Support | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | As per Learning Programmes recorded against this Qual |
| Elective | [61450](http://allqs.saqa.org.za/showQualification.php?id=61450) | Further Education and Training Certificate: Film and Television Production Operations | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | MICTS |
| Elective | [66489](http://allqs.saqa.org.za/showQualification.php?id=66489) | Further Education and Training Certificate: Foundry Operations | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | MERSETA |
| Elective | [50021](http://allqs.saqa.org.za/showQualification.php?id=50021) | Further Education and Training Certificate: Inspection and Assessment (Non-Metallics) | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | MERSETA |
| Elective | [48651](http://allqs.saqa.org.za/showQualification.php?id=48651) | Further Education and Training Certificate: Meat Classification | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | AgriSETA |
| Elective | [77963](http://allqs.saqa.org.za/showQualification.php?id=77963) | Further Education and Training Certificate: Mining/Exploration Geology | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | MQA |
| Elective | [49553](http://allqs.saqa.org.za/showQualification.php?id=49553) | Further Education and Training Certificate: Pipeline Operations | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | TETA |
| Elective | [50329](http://allqs.saqa.org.za/showQualification.php?id=50329) | Further Education and Training Certificate: Radiation Protection | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | EWSETA |
| Elective | [65949](http://allqs.saqa.org.za/showQualification.php?id=65949) | Further Education and Training Certificate: Supervision of Construction Processes | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | CETA |