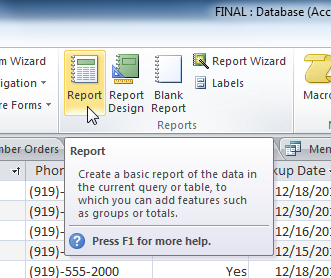
**USE A GRAPHICAL USER INTERFACE (GUI)-BASED DATABASE APPLICATION TO SOLVE PROBLEM**

**UNIT STANDARD ID: 117927**

**NQF LEVEL: 4**

**CREDITS: 6**

**NOTIONAL HOURS: 60**



**POE GUIDE**

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

Table of Contents

[CONTACT DETAILS 3](#_Toc355709525)

[COMPETENCE 4](#_Toc355709526)

[Being Declared Competent Entails: 4](#_Toc355709527)

[You Have to Submit a Portfolio of Evidence 4](#_Toc355709528)

[The Assessment of Your Competence 4](#_Toc355709529)

[Appeals & Disputes 5](#_Toc355709530)

[ASSESSMENT PROCESS FLOW 6](#_Toc355709531)

[ASSESSMENT STRATEGY 6](#_Toc355709532)

[ASSESSMENT PREPARATION 9](#_Toc355709533)

[AGREED ASSESSMENT PLAN 9](#_Toc355709534)

[Assessor’s declaration: 12](#_Toc355709535)

[LETTER OF COMMITMENT FROM THE LEARNER 16](#_Toc355709536)

[Learner ID 17](#_Toc355709537)

[Learner CV 17](#_Toc355709538)

[Learner Qualifications 17](#_Toc355709539)

[Declaration of Authenticity 18](#_Toc355709540)

[PORTFOLIO BUILDING 19](#_Toc355709541)

[Gather The Evidence 19](#_Toc355709542)

[Cross-Reference Your Evidence To The Unit Standards 19](#_Toc355709543)

[Completed Assessment Activities 20](#_Toc355709544)

[RECORD OF LEARNING 21](#_Toc355709545)

[ASSESSMENT DECISION & EVIDENCE EVALUATION RECORD 22](#_Toc355709546)

[Assessor’s feedback report to candidate 24](#_Toc355709547)

[Moderator's Report 25](#_Toc355709548)

[ASSESSMENT REVIEW 27](#_Toc355709549)

[Assessor’s Contingency Plan 29](#_Toc355709550)

## CONTACT DETAILS

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Standard:** | 117927 | | | | | | | |
| **Course:** | Use a Graphical User Interface (GUI)-based database 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** | | 117927 |
| **Level** | Level 4 | | **Credits** | | 6 |
| **Purpose of Assessment** | This unit standard is intended for people who need to plan, produce, use and databases to solve problems using a Graphical User Interface (GUI)-based database 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 database 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 117927 Use a Graphical User Interface (GUI)-based database application to solve a given problem is 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 database 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** |
| 117927 | 4 | 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 database application to solve a given problem | | | | | | |
| ASSESSMENT DECISION | | | | | | | |
| Specific Outcome | | ACs | Met requirements | Did not meet requirements | | | Comments |
| Prepare a database to provide a solution to a given problem. | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| AC 3 |  |  | | |  |
| Create database tables and data entry forms to solve the given problem | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| AC 3 |  |  | | |  |
| AC 4 |  |  | | |  |
| AC 5 |  |  | | |  |
| AC 6 |  |  | | |  |
| AC 7 |  |  | | |  |
| AC 8 |  |  | | |  |
| AC 9 |  |  | | |  |
| Retrieve information from a database by applying a filter | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| AC 3 |  |  | | |  |
| AC 4 |  |  | | |  |
| AC 5 |  |  | | |  |
| AC 6 |  |  | | |  |
| AC 7 |  |  | | |  |
| AC 8 |  |  | | |  |
| AC 9 |  |  | | |  |
| Sort data in a database query | | AC 1 |  |  | | |  |
| Create a report for a database table | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| AC 3 |  |  | | |  |
| AC 4 |  |  | | |  |
| AC 5 |  |  | | |  |
| AC 6 |  |  | | |  |
|  | | AC 7 |  |  | | |  |
| Perform advanced print options for a database. | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| AC 3 |  |  | | |  |
| AC 4 |  |  | | |  |
| Use a Graphical User Interface (GUI)-based database application to solve a given problem | | | | | | | |

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

## Assessor’s feedback report to candidate

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Standard** | **117927** |  |  |
| **Title** | Use a Graphical User Interface (GUI)-based database 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 database application to solve a given problem | | | | | | |
| MODERATION DECISION | | | | | | | |
| Specific Outcome | | | ACs | Met requirements | | Did not meet requirements | Comments |
| Prepare a database to provide a solution to a given problem. | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| AC 3 |  | |  |  |
| Create database tables and data entry forms to solve the given problem | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| AC 3 |  | |  |  |
| AC 4 |  | |  |  |
| AC 5 |  | |  |  |
| AC 6 |  | |  |  |
| AC 7 |  | |  |  |
| AC 8 |  | |  |  |
| AC 9 |  | |  |  |
| Retrieve information from a database by applying a filter | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| AC 3 |  | |  |  |
| AC 4 |  | |  |  |
| AC 5 |  | |  |  |
| AC 6 |  | |  |  |
| AC 7 |  | |  |  |
| AC 8 |  | |  |  |
| AC 9 |  | |  |  |
| Sort data in a database query | | | AC 1 |  | |  |  |
| Create a report for a database table | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| AC 3 |  | |  |  |
| AC 4 |  | |  |  |
| AC 5 |  | |  |  |
| AC 6 |  | |  |  |
|  | | | AC 7 |  | |  |  |
| Apply formatting to a spreadsheet applicable to the given problem. | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| AC 3 |  | |  |  |
| AC 4 |  | |  |  |
| 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 database application to solve a given problem | | | | |
| Review Dimension | | Create database tables and data entry forms to solve the given problem. | | LEARNER/  CANDIDATE | ACTION |
| The principles/criteria for good assessment were achieved. | | Retrieve information from a database by applying a filter. | | Agree  Disagree |  |
| The assessment related to the registered unit standard. | | Sort data in a database query. | | Agree  Disagree |  |
| The assessment was practical. | | Create a report for a database table. | | Agree  Disagree |  |
| It was time efficient and cost-effective and did not interfere with my normal responsibilities. | | Perform advanced print options for a database. | | 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 database 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:** | |
|  |  |
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|  |  |
| **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 database application to solve a given problem** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 117927 | Use a Graphical User Interface (GUI)-based database 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 4 | NQF Level 04 | 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** |
| 7576 | Demonstrate the ability to use a database for business purposes | 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 databases to solve problems using a Graphical User Interface (GUI)-based database 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 a database to provide a solution to a given problem.   Create a data entry form for a new database table to solve the given problem.   Retrieve information from a database.   Sort data in a database query.   Create a report for a database table.   Perform advanced print options for a database.   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 3.   Use generic functions in a Graphical User Interface (GUI)-environment (ID 117902 - NQF level 1).   Use a Graphical User Interface (GUI)-based database application to work with simple databases (ID 116936 - NQF level 3). |

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| **UNIT STANDARD RANGE** |

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| Any database application that operates in a Graphical User Interface (GUI)-based environment.   The database being worked with in this standard is to include, but is not limited to:    Two related tables, two select queries (one or more Boolean), one update query (apply a filter and find a record that is to be updated), one report which includes both sections and section totals, forms, and appropriate formatting. |

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

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

|  |
| --- |
| Prepare a database to provide a solution to a given problem. |

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

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

|  |
| --- |
| A working plan is developed to meet the requirements of a supplied brief. |

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

|  |
| --- |
| The plan identifies the purpose of the database. |

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

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| --- |
| The plan includes a basic outline of the database specifications and/or features required to provide a solution, with reasons for choices made. |

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

|  |
| --- |
| Create database tables and data entry forms to solve the given problem. |

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

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

|  |
| --- |
| One or more database tables are created to solve the given problem. |

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

|  |
| --- |
| At least 5 fields are included in one of the database tables created. The table definition data types needs to include at least the following: text, numeric, date, currency. |

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

|  |
| --- |
| A form is created for each database table. |

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

|  |
| --- |
| Formats of form fields are modified. |

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

|  |
| --- |
| Font style, size and colour, background colour. |

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

|  |
| --- |
| A header is added to a form. |

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

|  |
| --- |
| A footer is added to a form. |

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

|  |
| --- |
| Fields of the form are re-arranged. |

|  |
| --- |
| **ASSESSMENT CRITERION 7** |

|  |
| --- |
| A data entry form is saved and closed. |

|  |
| --- |
| **ASSESSMENT CRITERION 8** |

|  |
| --- |
| Data is entered into a database table using the form. |

|  |
| --- |
| **ASSESSMENT CRITERION 9** |

|  |
| --- |
| A data entry form is deleted. |

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

|  |
| --- |
| Retrieve information from a database by applying a filter. |

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

|  |
| --- |
| Filter, Query. |

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

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

|  |
| --- |
| A filter is applied to the database table to filter out specific records. |

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

|  |
| --- |
| Filter by selection, excluding selection, input, form, form window. |

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

|  |
| --- |
| Remove a filter. |

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

|  |
| --- |
| Create queries to select specific records to be extracted from a database table. |

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

|  |
| --- |
| Single-field query, multi-field query, using the toolbar, using a wizard. |

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

|  |
| --- |
| Retrieve information by running a query. |

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

|  |
| --- |
| A query is saved. |

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

|  |
| --- |
| Modify an existing query. |

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| --- |
| **ASSESSMENT CRITERION 7** |

|  |
| --- |
| A field is added to a query. |

|  |
| --- |
| **ASSESSMENT CRITERION 8** |

|  |
| --- |
| A field is removed from a query. |

|  |
| --- |
| **ASSESSMENT CRITERION 9** |

|  |
| --- |
| Fields in a query are hidden. |

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

|  |
| --- |
| Sort data in a database query. |

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

|  |
| --- |
| Ascending, descending. |

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

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

|  |
| --- |
| Query data is sorted. |

|  |
| --- |
| **SPECIFIC OUTCOME 5** |

|  |
| --- |
| Create a report for a database table. |

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

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

|  |
| --- |
| A report is designed to address the requirement of the given problem. |

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

|  |
| --- |
| A report is created that meets the design. |

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

|  |
| --- |
| A report is modified. |

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

|  |
| --- |
| Header, Footer, font (size, type, colour). |

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

|  |
| --- |
| Data is grouped in a report. |

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

|  |
| --- |
| A selection is resized in a report. |

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

|  |
| --- |
| A report is saved. |

|  |
| --- |
| **ASSESSMENT CRITERION 7** |

|  |
| --- |
| A report is deleted. |

|  |
| --- |
| **SPECIFIC OUTCOME 6** |

|  |
| --- |
| Perform advanced print options for a database. |

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

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

|  |
| --- |
| A database form is printed. |

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

|  |
| --- |
| A query result is printed. |

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

|  |
| --- |
| A database report is previewed to check that the presentation is in accordance with the given specification. |

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

|  |
| --- |
| A database report is printed. |

|  |
| --- |
| **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 in, 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 |

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

|  |
| --- |
| 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 database application to address a given business problem. |

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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 database application to organize information into tables, 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 database application to organize and capture information. |

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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 database application to organize information into tables, rows and columns for a specific purpose. |

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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 database 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 | [49627](http://allqs.saqa.org.za/showQualification.php?id=49627) | Further Education and Training Certificate: e Records Management | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 |  |
| 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 | [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 |
| Elective | [57879](http://allqs.saqa.org.za/showQualification.php?id=57879) | National Certificate: Manufacturing of Surface Coatings | Level 3 | NQF Level 03 | Reregistered | 2015-06-30 | CHIETA |
| Elective | [50479](http://allqs.saqa.org.za/showQualification.php?id=50479) | Further Education and Training Certificate: Advertising | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | MICTS |
| 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 | [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 | [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 | [73298](http://allqs.saqa.org.za/showQualification.php?id=73298) | Further Education and Training Certificate: Photography | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | MICTS |
| 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 | [58337](http://allqs.saqa.org.za/showQualification.php?id=58337) | Further Education and Training Certificate: Trade Union Practice | Level 4 | NQF Level 04 | Reregistered | 2015-06-30 | ETDP SETA |
| Elective | [61349](http://allqs.saqa.org.za/showQualification.php?id=61349) | National Certificate: Heritage Resource Management | Level 5 | Level TBA: Pre-2009 was L5 | Reregistered | 2015-06-30 | CATHSSETA |
| Elective | [59387](http://allqs.saqa.org.za/showQualification.php?id=59387) | National Certificate: Intellectual Property Administration | Level 5 | Level TBA: Pre-2009 was L5 | Passed the End Date -  Status was "Reregistered" | 2012-06-30 | CATHSSETA |
| Elective | [57631](http://allqs.saqa.org.za/showQualification.php?id=57631) | National Certificate: Radiation Protection | Level 5 | Level TBA: Pre-2009 was L5 | Reregistered | 2015-06-30 | EWSETA |