

Name of Institution:	SOUTH AFRICAN PUBLIC SECTOR INSTITUTE (SAPSI)				
Qualification information:	Qualification Title	SAQA ID	NQF Level	Credits	CURRICULUM CODE
	Advanced End User Computing	SP-240203	5	20	900240-000-00-00

An Occupational Qualification consists of 3 components: Knowledge, Practical and Workplace. By completing this form, the institution should indicate a thorough understanding of how an occupational qualification should be implemented. Please study the relevant qualification document, curriculum document and assessment specification document before completing this form (available on the QCTO website www.qcto.org.za)

1	PROPOSED DURATION FOR THIS QUALIFICATION: 320 notional hrs						
	FROM :	03/11/2025	TO:	31/01/2026			
2	MODULES AND FACILITATORS/LECTURERS: (list all relevant modules; extend table as required to include all modules)						
	Knowledge Modules:	Hours on time-table:	Curriculum Code:	Facilitator: (Initials & Surname)	ID / Passport No:	Highest Qualification:	Type of Industry experience & no. of years:
	900240-000-00-KM-01, Concepts and principles underpinning the Advanced use of core computing applications (Word Processing, Spreadsheets, Presentations, Web and Electronic mail), NQF Level 5, Credits 4.	40 notional hrs	900240-000-00-PM-01	L. Van Lelyveld	7512190002086	BCom Entrepreneurship; NC Occupationally Directed ETDP Practices	Training & Development (16 years), End User Computing facilitation, MS Office facilitation, Business Admin, Generic Management
	Practical Modules:		Curriculum Code:	Facilitator: (Initials & Surname)	ID / Passport No:	Highest Qualification:	Type of Industry experience & no. of years:
	Application component						
	900240-000-00-PM-01, Use Advanced Functionalities of Word	160 notional	Curriculum Code:	L. Van Lelyveld	7512190002086	BCom Entrepreneurship; NC Occupationally	Training & Development (16 years), End User

	Processing, Spreadsheets and Presentation Applications, NQF Level 4, Credits 16.	hours	900240-000-00-PM-01			Directed ETDP Practices	Computing facilitation, MS Office facilitation, Business Admin, Generic Management	
2 Confirm whether your institution has all the relevant physical resources for the implementation of this qualification as per curriculum requirements:								
	List of required resources as detailed in the Curriculum: (Extend table as required)					Module Name:	YES:	NO:
	1. Physical Requirements:  EQUIPMENT & TOOLS ○ Computers. ○ Applicable Software applications: This may include word processing software, spreadsheet software, presentation software, and digital communication software. ○ Internet access: Access to the internet is important for demonstrating online software and tools, accessing resources and research, and for digital communication software training. ○ Projector and screen. ○ Printers and scanners. ○ Headsets and microphones. ○ Classroom or training space: equipped with tables, chairs, and adequate lighting. records)  CONSUMABLES ○ Curriculum aligned learning material. ○ Quality Management System.					Knowledge Modules	✓	
							✓	

	○ Pens, pencils, and highlighters. ○ Notepads and notebooks. ○ USB drives. ○ Printer paper and ink. ○ Sticky notes. ○ Whiteboard markers and erasers. 2. Human Resource Requirements: ✚ Facilitators must have Minimum of NQF Level 6 qualification in Computer Application / Information and Communication Technology. ✚ Proven minimum of three (3) years practical experience in computer applications. 3. Legal Requirements ✚ Registered Legal entity ✚ Protection of Personal Information: ○ The Protection of Personal Information Act, 2013 (Act No. 4 of 2013): Compliant to protecting the privacy and personal information of individuals, including training participants. ✚ Copyright and Intellectual Property: ○ Compliance to Copyright Act, 1978 (Act No. 98 of 1978): Compliant use and reproduction of copyrighted materials, including training materials, ensuring compliance with copyright laws. ✚ Consumer Protection:		✓ ✓ ✓ ✓	
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	○ Consumer Protection Act, 2008 (Act No. 68 of 2008): Protects the rights of consumers, including those participating in training programs, by regulating fair and ethical business practices. ✚ Occupational Health and Safety: ○ Buildings, equipment and tools compliant to Occupational Health and Safety Act, 1993 (Act No. 85 of 1993): Requires ensuring a safe and healthy training environment, including compliance with safety standards and regulations. ✚ Display of Labour Laws in the buildings: ✚ Taxation: ○ Compliance with South African Revenue Service (SARS) regulations: Including registration for tax purposes and adherence to tax laws and regulations relevant to the business.. 4. Exemptions ✚ None.		✓ ✓ ✓ ✓ ✓	
	5. Physical Requirements: ✚ EQUIPMENT & TOOLS ○ Computers. ○ Applicable Software applications: This may include word processing software, spreadsheet software, presentation software, and digital communication software.	Application component	✓	

	○ Internet access: Access to the internet is important for demonstrating online software and tools, accessing resources and research, and for digital communication software training. ○ Projector and screen. ○ Printers and scanners. ○ Headsets and microphones. ○ Classroom or training space: equipped with tables, chairs, and adequate lighting. records)  CONSUMABLES ○ Curriculum aligned learning material. ○ Quality Management System. ○ Pens, pencils, and highlighters. ○ Notepads and notebooks. ○ USB drives. ○ Printer paper and ink. ○ Sticky notes. ○ Whiteboard markers and erasers. 6. Human Resource Requirements:  Facilitators must have Minimum of NQF Level 6 qualification in Computer Application / Information and Communication Technology.		✓ ✓	
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	✚ Display of Labour Laws in the buildings: ✚ Taxation: ○ Compliance with South African Revenue Service (SARS) regulations: Including registration for tax purposes and adherence to tax laws and regulations relevant to the business. 8. Exemptions ✚ None.		✓ ✓	
3	How would your institution ensure that your staff and learners have a thorough understanding of the occupational qualification, including the final External Integrated Summative Assessment?			
	Our institution will ensure that both staff and learners have a thorough understanding of the End User Computing (EUC) Occupational Qualification, including the External Integrated Summative Assessment (EISA), through a structured and continuous information, training, and support process: Staff Orientation and Capacity Building ○ All facilitators, assessors, and administrative staff involved in the qualification will undergo a detailed qualification orientation workshop covering the SAQA-registered curriculum, learning outcomes, assessment specifications, and the role of the EISA. ○ Internal training sessions will focus on unpacking the Curriculum Document, assessment guidelines, QCTO policies, and learner support strategies. ○ Ongoing professional development sessions will be scheduled to update staff on QCTO requirements, changes to assessment specifications, and best practices for preparing learners for the EISA. ○ Staff will have access to the QCTO Assessment Specifications and related materials via our internal Quality Management System (QMS) and shared online platforms.			

Learner Induction and Ongoing Awareness

- Each intake will start with a **comprehensive learner induction session**, which will include:
 - An overview of the End User Computing qualification structure, components, and credits.
 - A clear explanation of formative assessments, workplace experience (if applicable), and the EISA process.
 - Timelines, competency requirements, and the purpose of the EISA.
- Learners will receive a **learner handbook** summarising the qualification structure, assessment requirements, EISA format, and preparation guidelines.
- Throughout the programme, facilitators will reinforce EISA awareness by linking classroom activities to EISA requirements, using **mock assessments** and **practice tasks** aligned with the final assessment criteria.

Curriculum-Integrated EISA Preparation

- Our learning programme will integrate **formative and summative assessments** that progressively build towards EISA readiness.
- Assessment activities will mirror EISA standards, ensuring learners are familiar with the format, level of difficulty, and expected competency outcomes.
- We will implement **EISA readiness workshops** prior to the final assessment, covering both technical content revision and examination strategies.

Quality Assurance and Monitoring

- Internal Moderation will ensure that learning and assessment materials remain fully aligned with the occupational curriculum and EISA requirements.
- Feedback from previous EISA results (once available) will be analysed and used to refine teaching strategies and learner preparation.

Communication with the AQP and QCTO

- Our institution will maintain active communication with the Assessment Quality Partner (AQP) to ensure the latest assessment guidelines, EISA schedules, and updates are integrated into our delivery.
- Any changes in requirements will be promptly communicated to both staff and learners through official channels.

4	Explain how your institution would quality assure occupational qualifications offered: Our institution quality assures all occupational qualifications through a robust Quality Management System (QMS) fully aligned to QCTO requirements and our accreditation scope. Curriculum and material alignment ○ All learning and assessment materials are internally reviewed to ensure they meet the occupational curriculum and Assessment Quality Partner (AQP) assessment specifications. ○ Curriculum mapping is conducted to confirm coverage of all knowledge, practical, and workplace modules. Staff competence and development ○ Only registered and qualified facilitators, assessors, and moderators are appointed. ○ Ongoing professional development sessions ensure that staff remain current with occupational standards, QCTO policies, and sectoral best practices. Assessment quality control ○ Formative and summative assessments are pre-moderated before use to ensure fairness, validity, reliability, and alignment to the curriculum. ○ Post-assessment moderation verifies that assessment decisions are consistent and evidence-based. Internal moderation and verification ○ An internal moderation schedule is followed for all programmes. ○ Moderation reports are reviewed by management, and corrective actions are implemented where necessary. ○ External moderation is facilitated in full cooperation with the AQP and QCTO.

	Monitoring and evaluation ○ Regular lesson observations, learner feedback, and assessor performance reviews are conducted. ○ Assessment results are analysed to identify trends and areas for improvement. Continuous improvement ○ Findings from internal audits, moderation, and learner performance data are used to update learning materials, teaching strategies, and assessment instruments. ○ A QMS review is conducted annually to ensure ongoing compliance with QCTO and SETA/AQP requirements. We follow a structured cycle of planning, implementation, monitoring, moderation, and continuous improvement to ensure that all occupational qualifications are delivered and assessed to the highest quality and compliance standards.
5	How would your institution ensure that your staff and learners have a thorough understanding of the occupational qualification, including the final External Integrated Summative Assessment?
	Our institution applies a structured and continuous approach to ensure that both staff and learners have a deep and practical understanding of the occupational qualification, including the External Integrated Summative Assessment (EISA). Staff orientation and capacity building ○ All facilitators, assessors, and administrative staff involved with the qualification undergo a formal orientation workshop before delivery begins. This covers the SAQA-registered curriculum, module outcomes, credits, assessment requirements, and the role of the EISA. ○ Staff are trained to interpret the Curriculum Document and Assessment Specifications from the QCTO and AQP, ensuring all delivery and assessment aligns with national standards. ○ We provide ongoing professional development sessions, including refresher training on assessment moderation, learner support strategies, and updates from the AQP/QCTO. ○ All relevant policies, guidelines, and curriculum documents are stored in our Quality Management System (QMS) and shared on an internal digital platform for easy access.

Learner Induction and Awareness

- Every learner begins their programme with a comprehensive induction session explaining the qualification structure, components (Knowledge, Practical, and Workplace Modules), and credit values.
- We provide a learner handbook that outlines the qualification purpose, module content, formative and summative assessment processes, EISA timelines, and competency requirements.
- EISA awareness is maintained throughout the programme by consistently linking learning activities to EISA outcomes and embedding real-world examples into lessons.

Integrated EISA Preparation

- Formative assessments and simulated tasks are designed to reflect the content, format, and difficulty level of the EISA.
- We run mock assessments under exam-like conditions to familiarise learners with EISA expectations and time management.
- Prior to the EISA, we hold EISA readiness workshops to review key concepts, practical tasks, and assessment strategies.

Quality assurance and continuous feedback

- Internal Moderation ensures that all assessments and teaching materials are valid, reliable, fair, and aligned to the curriculum and EISA requirements.
- Learner progress is tracked against assessment benchmarks, with remedial support provided where needed.
- Results from previous EISA sessions (when available) are analysed to refine teaching approaches and learner preparation.

Communication with the AQP and QCTO

- We maintain direct communication with the AQP to ensure the latest EISA guidelines, registration procedures, and schedules are always incorporated into our planning.
- Any updates from the AQP or QCTO are formally communicated to both staff and learners via meetings, notices, and electronic channels.

We implement an end-to-end strategy of orientation, curriculum-aligned delivery, integrated assessment preparation, and continuous support to ensure that both staff and learners understand the occupational qualification in full and are fully prepared for the EISA.