# INF3011F: PROJECT

## WhizzICT Smartphone Repairs Course Accreditation





The UCT Knowledge Co-op facilitated this collaborative project with WHIZZ ICTS.

See http://www.knowledgeco-op.uct.ac.za

**May 2019**

## Team Revolution2Pi

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**Terms Used in This Document**
**NQF** - National Qualification Framework
**SAQA** - South African Qualifications Authority
**ETQA** - Education and Training Quality Assurance
**MICT SETA** - Media, Information and Communication Technologies Sector Education and Training Authority


# PART 1: BUSINESS CASE & PROJECT OUTCOMES

## 1.1.    Introduction/Background

WhizzICT Community Resource Centre (pty) Ltd. was first established by Tembinkosi Qondela in 2008 within Khayelitsha, after noticing a lack of affordable Information and Computer Technology (ICT) services within the community. WhizzICT has maintained a competitive advantage over the market within Khayelitsha through affordable pricing, as well as community engagement by establishing a rapport with consumers.

The services that WhizzICT provides include skills and training development, branding and marketing, computer sales, internet access, as well as printing services to name a few. In terms of the skills development and training, WhizzICT offers basic and intermediate smartphone training courses, whereby they skill users on the various functionalities and capabilities of smartphones. WhizzICT is looking to expand their service offerings by introducing a technical smartphone repair course, which they are hoping to get accredited with one of the local or international accreditation governing bodies.

In the hopes of decreasing the digital divide within Africa through community skills and training development, WhizzICT has asked us, Revolution2Pi, to assist them in achieving accreditation for their technical smartphone repairs training course. This project is headed at the University of Cape Town (UCT) in partnership with the UCT Knowledge Co-Op, as well as working closely with the project sponsor in Khayelitsha.

## 1.2.    Business Objectives

The objectives listed within this section highlight WhizzICT's core goals and tasks they want to achieve.

- Provide affordable ICT resources to low income communities.
- Uplift the ICT services provided in all underdeveloped areas around Africa.
- Offer affordable skills development in the realm of ICT through training courses.
- Decrease the digital divide between people of different socioeconomic backgrounds.
- Maintain a standard of high quality service delivery.

## 1.3.    Opportunity Statement/Situation of Concern

WhizzICT has been trying to gain accreditation for all of their courses for the past 10 years. In 2009 they decided to run their courses without accreditation to earn revenue while they got their accreditation documentation in order. Mr. Qondela stated that the acquisition of accreditation for these courses would be instrumental in uplifting the community of Khayelitsha, as community members would have better opportunities for employment. Acquisition of accreditation would also lessen the digital divide within the country.

In addition to the current courses offered, WhizzICT is looking to launch a new technical smartphone course pertaining to smartphone repairs. They have currently produced limited documentation regarding this training, and it does not align with the requirements posed by the Media Information Communication Technology, Sector Education and Training Authority (MICTseta), the organization with which WhizzICT is hoping to gain accreditation through.

Our role within this project would be to take into consideration, all the resources and documentation WhizzICT currently has and, following on from this, we will look at the standards and requirements outlined by MICTseta, and then analyse what changes need to be made to existing resources and documentation provided by WhizzICT, further documentation and resources required, as well as to consider if MICTseta is the best option to pursue in terms of an accreditation body, as there are various other local and international accrediting agents to consider.

By assisting WhizzICT in the pursuit of course accreditation will provide the centre with the tools necessary to finally launch their accredited smartphone repairs course. This helps promote the upskill and development of the labour force, it will decrease the digital divide in these communities, as well as job and entrepreneurial possibilities will be more achievable. Students who participate in the new technical smartphone course will gain skills that are recognized, giving them a competitive advantage over those that do not possess the same skills or qualifications. It will further go on to increase the positive relationship WhizzICT has created and maintained with consumers and various other community members.

## 1.4.    Assumptions and Constraints

Outlined in this section are the various assumptions we believe to be true before the project commences. It also highlights some of the constraints placed on the project by various factors.

- It is assumed that we are working with no budget.
- We assume that currently implemented smartphone training courses are fully functional and only the technical smartphone course (repairs) is still under review.
- The constraint of not having sufficient resources to start the smartphone repair service.
- It is assumed that the technical smartphone course in not already accredited through an existing accreditation governing body.
- All documentation needs to be aligned to the standards and requirements needed for accreditation.
- It is assumed that WhizzICT is capable of hosting and implementing a technical course fit for accreditation

## 1.5.    Stakeholder Analysis

Included within this section is information relating to the different relevant stakeholders to the project. We have included tables, such as the one below which details all the stakeholders to the project:
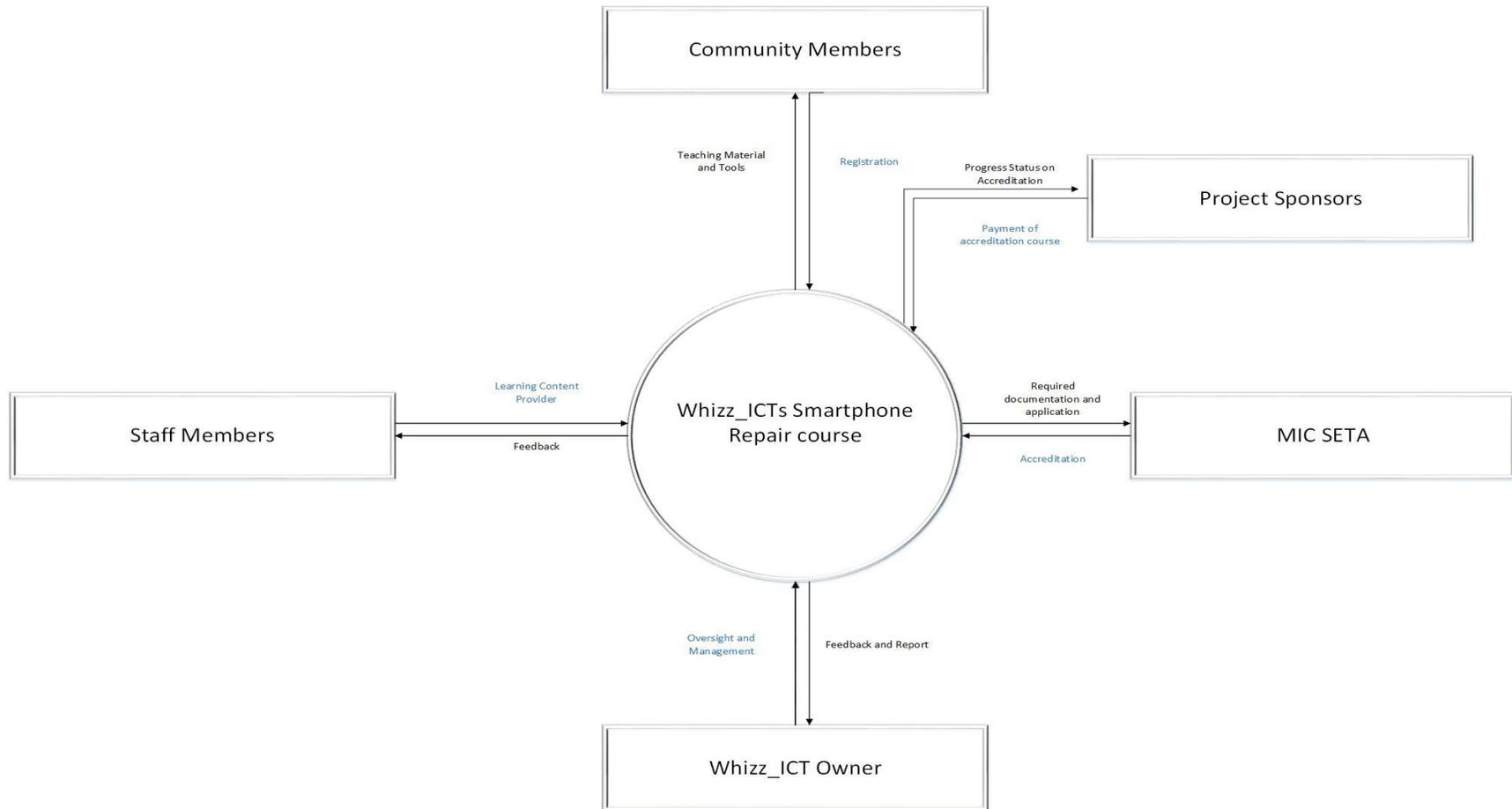


*Figure 1: Context Diagram*

## 1.6.    Analysis of Options

Outlined within this section are the various options we initially looked at, analysis of these options, and a recommended solution based off stakeholder feedback received.

First we will take a look at each proposed solution and analyse their advantages and disadvantages:

### 1.6.1. Achieving Full Course Accreditation:

WhizzICT's main focus is around getting their smartphone repairs course accredited with the relevant SETA accreditation. We have identified the Media, Information and Communication Technologies, Sector Education and Training Authority (MICTseta) who looks to partner with industry, university, and colleges to deliver respective learning programmes in their hopes of addressing identified scarce skills (MICT, 2018). This is the accreditation authority with which we will achieve accreditation through.

The accreditation process is discussed in greater detail later in this document, and it will highlight how the process involves a large set of deliverables and requirements that WhizzICT will need to meet in order for their course to be accredited. This is an area of concern for us as we have limited time to complete the project. Securing those initial requirements such as a safe working environment, the correct equipment, sufficiently trained staff and so on will also take up much of the time for this project.

The positives of this solution will allow us to achieve a solution for the problem statement provided by WhizzICT's. We will directly provide them with the outcomes they desire in terms of accrediting their smartphone repairs course, and add value by increasing their service offerings to the Khayelitsha community.

### 1.6.2. Partnership with an Accredited Third Party

This solution involves WhizzICT partnering up with a company that offers similar services in other communities or other aspects of training which will serve as a partner through which WhizzICT can operate their training course held in Khayelitsha.

We are hoping to find partners who are willing to partner with WhizzICT, allowing these third parties tax breaks or subsidiaries for their outreach work through WhizzICT. These partners need to be operating within a similar market, whereby they offer smartphone repair courses which are already accredited, allowing WhizzICT to leverage off of their partner and provide the same course within the communities they work with.

We have already identified two potential third party partners: GetSmarter and Microlek. GetSmarter is an online platform which offers online tertiary education classes from various universities. By offering their courses online WhizzICT is able to increase their reach, it is cost effective, and allows them to offer their courses through an already recognized and accredited organization. However GetSmarter only runs courses

associated with universities, therefore WhizzICT would need to partner with one of the South African universities which would be willing to host the course on their behalf. This may be difficult to coordinate as there are three different organisations that need to approve this solution. GetSmarter was considered as it is a highly regarded platform, however alternative options are available whereby WhizzICT can offer their course directly and will not need to consider university representation.

A simpler partnership between WhizzICT and Microlek would be the better option in terms of coordination. Microlek is an electronic training institution based in Pretoria and are accredited through MICTseta as a private accredited education and training provider. This is beneficial for WhizzICT as Microlek offer similar services in a different market sector as well as geographical location, ensuring work is not taken away from either party. Microlek is already credited with MICTseta, allowing WhizzICT to operate under the initial accreditation they were considering.

By partnering with a third party organisation which is already accredited will add value to WhizzICT as they are able to make use of the resources and knowledge their established partner. This will allow WhizzICT to essentially bypass the accreditation process, and provide them with the means to offer the same skills, which would then be considered accredited.

A drawback to this solution would be the amount of time we are able to dedicate to the large amount of coordination between WhizzICT and potential partners, as well as research. Our focus will change from making sure WhizzICT meet requirements that align to the MICTseta requirements, to ensuring WhizzICT meet the requirements that will entitle their third party partners to tax breaks or subsidiaries. On top of these requirements, we would first need to source willing third party clients who are satisfied to partner with WhizzICT. It is also essential that the potential partner aligns with the work WhizzICT is conducting and the values they uphold.

Another area of concern is WhizzICT may not want to partner with any of the potential sponsors we source. A situation may arise where WhizzICT have to drastically change the way they conduct their business in order to meet the needs of their partner, which is something we want to avoid.

### 1.6.3. Data Capturing, analysis and modelling, as well as updating existing stakeholder database:

Our third solution tries to address the concerns over time restrictions, by not trying to achieve accreditation, but instead breaking down the problem statement and focusing on part of the problem to get WhizzICT closer to the solution. This process involves conducting relevant market research within the Khayelitsha community, empowering WhizzICT with data regarding their users and the technologies they use. It will allow WhizzICT to place a focus on their client offerings, and they will be able to hone into what their clients are using in terms of smartphone models, and the needs or wants that will arise as a result. WhizzICT could consolidate and model the data to provide further insights to potential sponsors or partners.

We are also looking at improving the database and communications tools that previous year's group worked on, which will put WhizzICT in touch with key stakeholders who can work with WhizzICT to uplift the organisation, and bring support where it is needed. We feel by arming WhizzICT with the right data regarding its users, and putting them in touch with the right people will offer a great deal of support moving forward.

This solution however does not achieve the goal of getting WhizzICT's smartphone repair course accredited. We fear we will not add enough relevant value in terms of reaching accreditation for WhizzICT.

We presented the following to the relevant stakeholders, and after considering feedback we drew up the recommended solution which is to follow.

## 1.7.    Recommended Solution

Detailed within this section, we present the recommended solution. This solution was drawn from the feedback we were given from the relevant stakeholders following the presentation based on the proposed solutions within the previous section.

After meeting with stakeholders and discussing our fears regarding the amount of time needed to achieve full accreditation from MICTseta, it was agreed that we could at least get WhizzICT as close to meeting the goal of accreditation as possible within the time we have. By understanding exactly the requirements laid out by MICTseta, we can then go and breakdown the task of accreditation into smaller deliverables, and choose which deliverables we are able to meet within the time period given.

### 1.7.1.  Accreditation Authorities and Levels

This section highlights the various accreditation authorities with explanations of each and the role they will play in achieving accreditation for WhizzICT.

The National Qualification Framework (NQF) lays out the various levels of learning achievement possible within South Africa as stipulated in the NQF Act 67 of 2008 (Bolliger, 2017). There are ten levels categorised as NQF 1 - NQF 10. Every registered South African qualification provider needs to disclose the NQF level of their respective qualification provided. A higher NQF level represents a greater understanding and application of knowledge around the area of study.  Certain levels or qualifications require a student to first achieve a specified NQF level, for example a prospective university student first needs to achieve a NQF level 4 before applying to tertiary educations offering higher NQF level qualifications. Highlighted in the table below are the various NQF levels and their respective qualifications:

| Qualification | NQF Level |
|---|---|
| General Certificate | 1 |
| Elementary Certificate | 2 |
| Intermediate Certificate | 3 |
| National Certificate (Matric level) | 4 |
| Higher Certificate | 5 |
| Diploma & Advanced Certificates | 6 |
| Bachelor's Degree & Advanced Degree | 7 |
| Honours Degree, Post Graduate Diploma & Bachelor's Degree | 8 |
| Master's Degree | 9 |
| Doctoral Degree | 10 |

*Figure 2: Table representing various NQF levels & associated qualification (Bolliger, 2017)*

WhizzICT is looking to secure a NQF level 3 Intermediate Certificate to represent their smartphone repair course accreditation. The National Certificate at level 3 aims to arm students with the necessary skills and understanding, providing an intermediate level of applied knowledge and practical skills. This is fitting for WhizzICT as the smartphone repair course will contain both theory based, and practical knowledge that the student will gain, allowing them a wider scope of employment and entrepreneurial possibilities.

The South African Qualifications Authority (SAQA) is an education and qualifications authority appointed by the Minister of Education, and is regulated in terms of the National Qualifications Framework (NQF) Act (SAQA, 2017).

Objectives of SAQA are highlighted below (SAQA, 2017):
- Advance the objectives of the NQF
- Manage the development and implementation of NQF
- Coordinate sub-frameworks
- Advise the Minister of Education on matters surrounding NQF
- Operate in correspondence with the NQF Act of 2008.
- Facilitate the implementation of the NQF, ensuring its objectives are met

In order for WhizzICT to gain accreditation, they will need to align their course and business practices with the requirements set out by SAQA to ensure they are in line with the NQF Act 67.

Education and Training Quality Assurers (ETQAs) were established as part of SAQA (MICT, 2018). They play a crucial role in ensuring consistent training and education standards while maintaining a high level of quality.

Highlighted below are the various functions of an ETQA (MICT, 2018):
- Accredited education providers for specific qualifications registered on the NQF
- Promote and uphold quality amongst providers
- Oversee and audit quality provisions of education, training, and achievement in terms of the NQF qualifications and unit standards
- Evaluate and facilitate assessment and moderation of providers
- Register assessors and moderators
- Certify learners who have achieved full qualifications
- Cooperate with all other ETQAs across all sectors to ensure quality assurance
- Recommend new standards and qualifications as well as suggest modifications or changes.
- Maintain a database on learners' records of achievement, registered assessors and moderators, as well as accredited providers.
- Submit reports to SAQA and the Department of Higher Education and Training

The advantages of ETQAs is provided below (MICT, 2018):
- Ensures that a provider complies with the required standards for learning and assessment services
- Learners are assured of quality learning experiences
- Credits obtained from an accredited provider are recognized both nationally as well as internationally
- Employers using accredited providers qualify for tax rebates and discretionary grants

MICTseta was accredited as an ETQA by SAQA in 2001 (MICT, 2018). Their primary focus is to provide quality assurance of nationally recognized education qualifications and unit standards within the Media, Information, and Communication Technology sector. This is the reason for choosing to accredit WhizzICT's smartphone repair course with MICTseta, as their focus aligns with that of WhizzICT's business practices and objectives. It is seen as the most relevant ETQA who could potentially provide WhizzICT with the accreditation they are looking for.

In order for WhizzICT to gain accreditation through MICTseta, they must align their business practises to that of SAQA and the NQF, as put forward and managed by MICTseta.

This section has dealt with the various accreditation bodies within South Africa as well as the roles each play in achieving accreditation. Within the next section is a breakdown of

the accreditation process, followed by our involvement within the accreditation and what we hope to achieve by the given completion date of the project.

## 1.7.2. The Accreditation Process

Given in this section is a breakdown of the accreditation process, highlighting the various steps, deliverables, requirements and criteria needed by an education and training provider.

The accreditation process is broken down into three phases, with each having two stages. The initial Phase A is where WhizzICT needs to express interest in achieving accreditation for their smartphone repair course. This involves applying to MICTseta with the specific qualification WhizzICT wish to achieve accreditation for. Within this phase, WhizzICT needs to submit a Provider Accreditation Application Form (PAAF-01) as well as the list of MICTseta Registered Qualifications & Unit Standards that the smartphone repair course will fall under (MICT, 2018). Once the application form has been received and reviewed by MICTseta, they will assess the readiness of WhizzICT as to whether they are able to provide their course adequately while upholding the requirements laid out by the NQF Act 67, as well as the standards set by SAQA and MICTseta.

If it is found that WhizzICT is not fully ready to provide their desired course, MICTseta will provide feedback and request that WhizzICT attend a workshop which will further prepare and orient them on the accreditation process and requirements.

Phase B is where WhizzICT needs to provide a Portfolio of Evidence which is a compilation of various documentation aligning with the requirements and guidelines put forward by MICTseta (MICT, 2018). If it is seen that WhizzICT does not have all the required documentation at this stage, they will need to provide a letter of motivation stating their commitment to deliver those documents before the accreditation process is complete.

Thereafter in stage 4 (still within Phase B) a site visit is conducted to verify the information as stipulated in the PoE as well as the physical infrastructure where WhizzICT will be conducting their training (MICT, 2018).
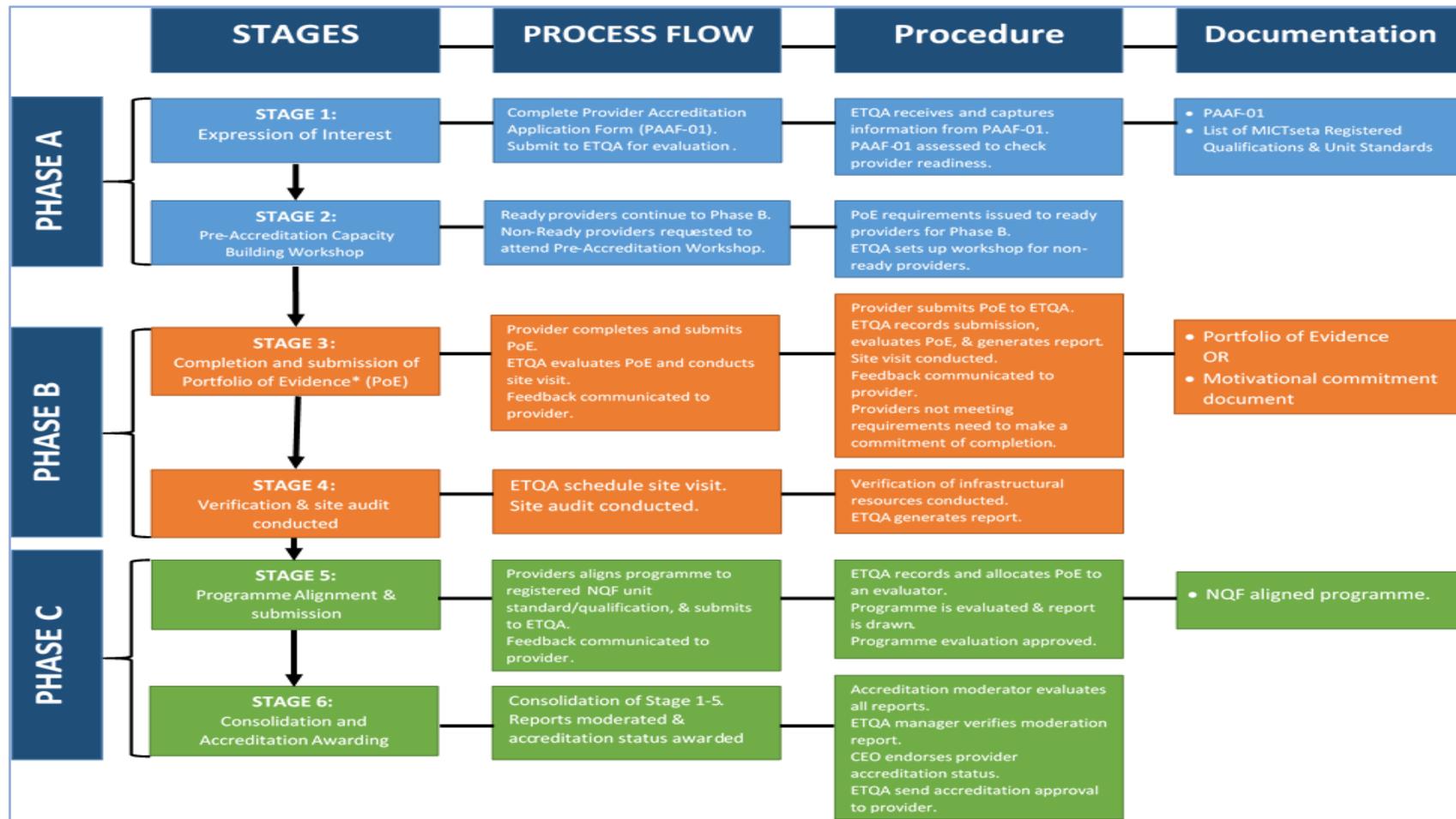
*Figure 3: Diagram showing various phases, stages, process flow, procedures within accreditation process (MICT, 2018)*

Finally within Phase C WhizzICT is required to submit the course material they are wishing to accredit. This course could be a unit standard, a group of unit standards, a full qualification, or a combination of these (MICT, 2018). WhizzICT needs to ensure that the material submitted is in line with the NQF unit standards or qualifications depending on the accreditation WhizzICT is hoping to achieve for the smartphone repair course.

Once received, MICTseta will then appoint an evaluator to assess the material, and if the material meets all requirements as well as aligns with the NQF standards, the process will then move to the final Stage 6. This is where all documentation provided by WhizzICT and the reports drawn by MICTseta throughout the accreditation process is consolidated and reviewed. The MICTseta ETQA manager will go on to endorse the accreditation, with the CEO signing off and awarding accreditation status (MICT, 2018).

The process is highlighted above in Figure 4, showing the various phases, stages within each phase, the process flow of accreditation as well as the procedures and documentation required within each phase.

Highlighted in the diagram below, is an overview of the accreditation process. It shows the various stages and the key parties involved within each step of the process.
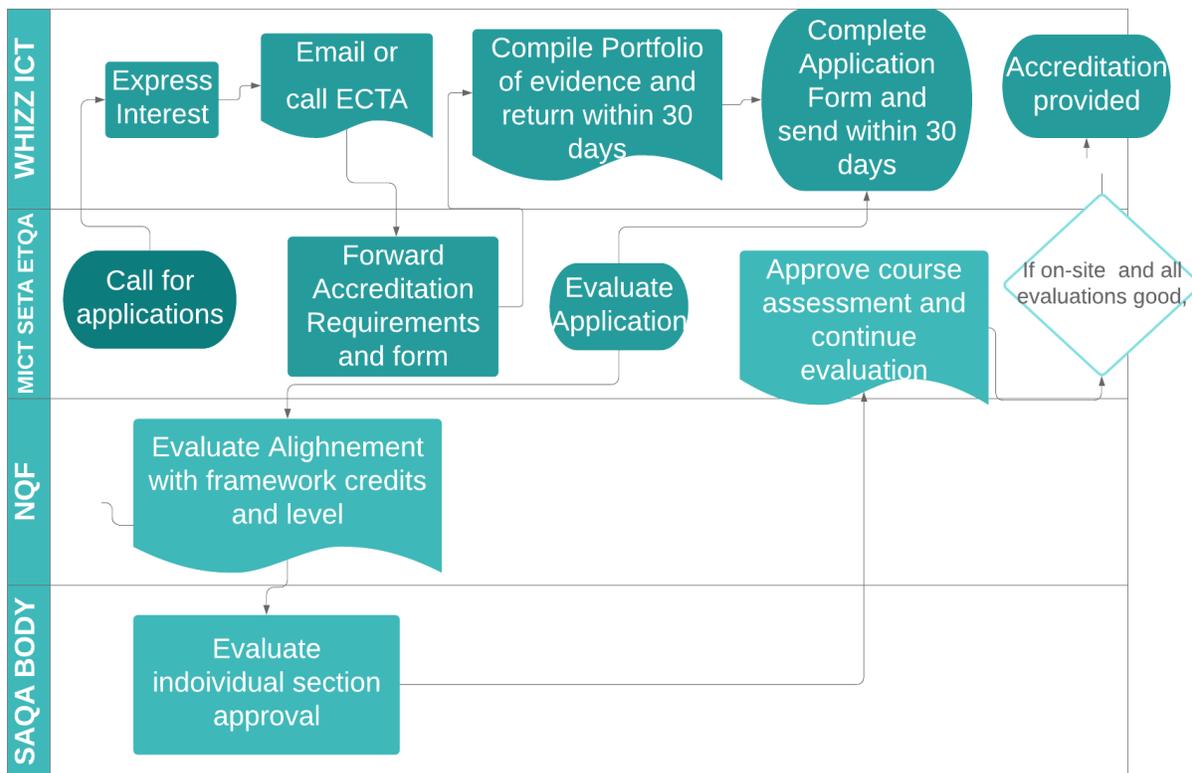


*Figure 4: Diagram showing the process flow of accreditation with the various parties involved*

This section has dealt with the accreditation process flow as a whole. It provides an overview of the different stages as well as deliverables expected in order to achieve accreditation. The final section deals with our focus within the accreditation process and how we plan to assist in getting WhizzICT closer to achieving accreditation for their smartphone repair course.

### 1.7.3.  Our Focus

An area which Mr. Qondela mentioned we could focus our time and resources towards, is taking their already existing course framework, and making sure it aligns with the requirements set out by MICTseta in terms of documentation and framework. Mr. Qondela expressed this would be of great value, by getting WhizzICT on the journey of accreditation and ensuring we manage to meet some of the requirements needed by WhizzICT, we add direct real value to the operations of WhizzICT, and we get them one step closer to accreditation.

Our key focus was to leverage the material which Whizz ICT had gotten from numerous sources to curate a course content document. We found out the various the requirements for accreditation and the course content, and created a course outline that is aligned to these requirements. Our two main deliverables were curating content for the Smartphone phone repair training course as well as creating an aligned course outline document to help sign off the final stage of the accreditation process.

# PART 2: PROJECT PLANNING:

## 2.1.    Project Objectives

Given the broad scope of the problem of getting WhizzICT the necessary accreditation, we initially proposed working as Revolution2Pi to not focus end deliverables and project scope on getting the accreditation, but rather focusing on achieving milestones that will allow WhizzICT to continue with getting the accreditation themselves.

Upon proposal of project plan and solution implementation, we together with stakeholders pivoted to shorten the time it would take WhizzICT to get the accreditation themselves, and this project will focus on the implementation of the solution given to attain this.

The comprehensive goal for this project would be to get WhizzICT's smartphone repairs course accredited with the relevant seta, so that they can launch the course and begin offering this service to the communities within which WhizzICT is operating.

## 2.2.    Stakeholder Analysis

Below is a stakeholder map included to show the relevant stakeholders with their influence on the project, as well as the impact the project has on them being illustrated:

| Stakeholder | Project Involvement | Contact Information | Project Responsibility |
|---|---|---|---|
| **Tembinkosi Qondela** | Owner of Whizz ICT, gives feedback to the tool. | tqondela@gmail.com | Responsible for project approval and Sign-off |
| **Kieran Reilly** | Revolution2$\pi$ leader | RLLKIE001@myuct.ac.za | Liaison and leader of Revolution2$\pi$ |
| **Gumisai Madzivire** | Revolution2$\pi$ member | MDZGUM002@myuct.ac.za | Governance and Documentation |
| **Siyamthanda Sabela** | Revolution2$\pi$ member | SBLSIY002@myuct.ac.za | Business Analyst |
| **Thamsanqa Hoza** | Revolution2$\pi$ member | HZXTHA001@myuct.ac.za | Process Manager |
| **Monde Mcongwana** | Revolution2$\pi$ member | MCNMON001@myuct.ac. | Risk Management officer |
| **UCT Knowledge Co-op** | Oversees project progress and implementation | know-op@uct.ac.za | Project Overseer |
| **Khayelitsha Community** | Primary market for project | Khayelitsha | Final Deliverable's target market |
| **MICT SETA** | Organisation through which accreditation can be achieved | (021)  461 3926 | 3rd party organisation |

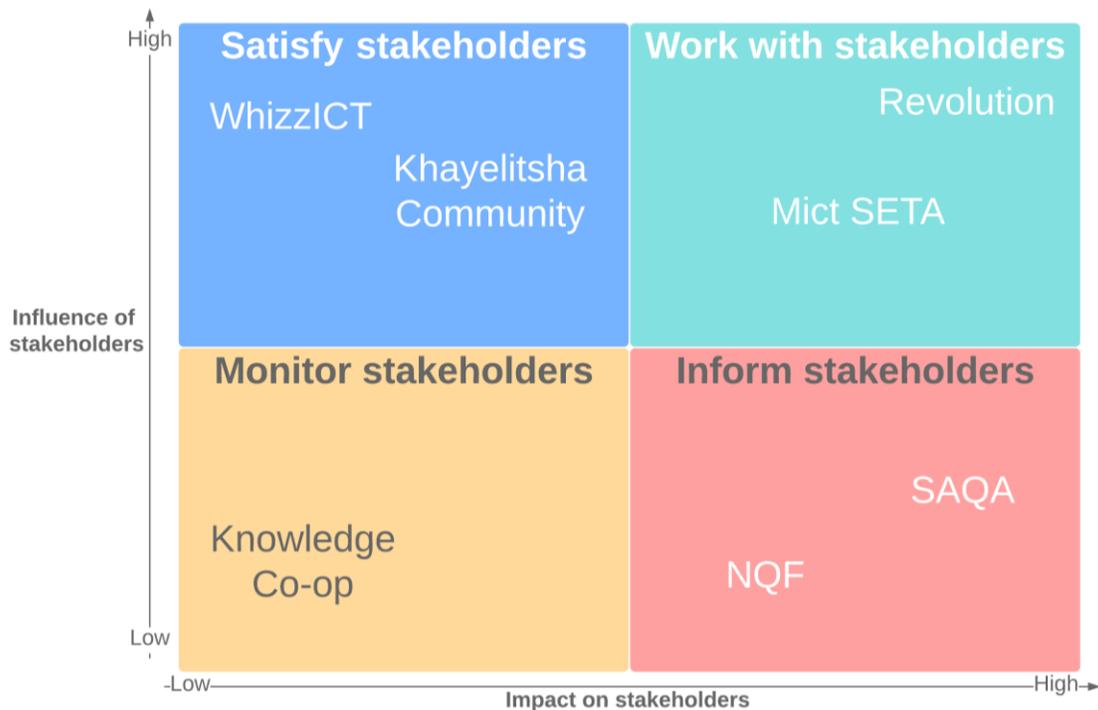*Figure 5: Stakeholder Analysis (External)*

*Figure 6: Stakeholder map (Internal)*

## 2.3.   Work Plan

This section details the way in which we deliver on goals and deadlines. It highlights the deliverables that need to be completed and the dates they need to be completed by, giving us a map of the work in order for us to achieve our recommended solution.

We first highlight the deliverables that need to be completed in a hierarchical representation captured within the Product Breakdown Structure. Thereafter we have included the Work Breakdown Structure, detailing the actual activities and tasks that need to be completed throughout the project. Finally we touch on the flow of work using a Gantt chart as an easy reference to where we should be in terms of project progress at any given time.

## 2.7.  Conclusion

This project started off with an ill-defined scope. The project sponsor, Whizz ICT had numerous problem areas and objectives to fill, and our team initially failed to drill in to the main focus and clearly define a problem statement that is focused. As a result, the first iterations and solutions proposed were not problem-specific but rather addressed strategic objectives of the project sponsor.

After first iterations and contacts with all relevant stakeholders, we then had to revise problem statement and pivot focus of solution. From this, we learned to better communicate with stakeholders and hone focus together with project sponsor to look at structuring the course content and outline and aligning it to accreditation requirements.

We also faced problem with a team member, and had to assess the risk which we had initially outlined, and had to act on the contingency plans we set out. We consulted our project mentor as well as lecturer on the concern over the team member, and internally restructured the team roles and responsibilities to take on that role in order to still meet deadlines.

In essence, the project has been successful in that we have been able to curate an aligned course document and outline needed for them to get accredited. The accreditation however, still largely depends on various other scopes that form part of the Portfolio of Evidence (PoE) that were not within our scope, but we trust that we have given clarity to Whizz ICT as well as added a milestone to their accreditation process.

# 3.    Appendices

## 3.1.    Stakeholder Feedback: Iteration 1

A meeting with project sponsor and project mentors led to the following feedback for the proposed solutions:

1. Achieve accreditation for the smartphone repairs course:

The shared the same sentiment and concerns with tackling this area and going for straight accreditation, with concerns mainly being from project implementation period. Mentors felt the same and added that focusing on this solution given team capabilities and resources would be very difficult, and could lead to deliverables not being met.

2. Achieve accreditation through partnering with an already accredited third party:

This solution was met with interest initially from the project mentors, until we expressed uncertainty about:
- effective communication with stakeholders
- models of partnerships and deal structuring
- resources to set up MOUs

The project mentors shared our sentiments and that this project implementation might take longer than actually going the straight accreditation route because we would introduce more time variability by bringing on more third party stakeholders.

Mr. Qondela, founder of WhizzICT, our project sponsor was not very keen on this option. Although it was a smart work-around, it did not align with the organization's vision, which was getting the accreditation themselves, preferably the MICTseta accreditation.

3. Data Capturing, analysis and modelling, as well as updating existing stakeholder database:

The project sponsors both loved and showed great concern about this solution. They highlighted that even though it is a problem we are addressing, it is prone to scope creep and does not solve the most fundamental problem, which is reducing the time taken to WhizzICT to be accredited.

The project mentors together with the project sponsor, mentioned that this could be a great value-add solution, but would rather we focus more key steps to achieve milestones that will reduce the time taken for WhizzICT to get accreditation.

## 3.2.    WhizzICT Smartphone Repair Course Outline Document

# WHIZZ ICT CENTRE

ICT Centre specialising in Computer Training, Printing, Smartphone Support and other ICT Related Services.

**AFFORDABLE COMPUTER COURSE**
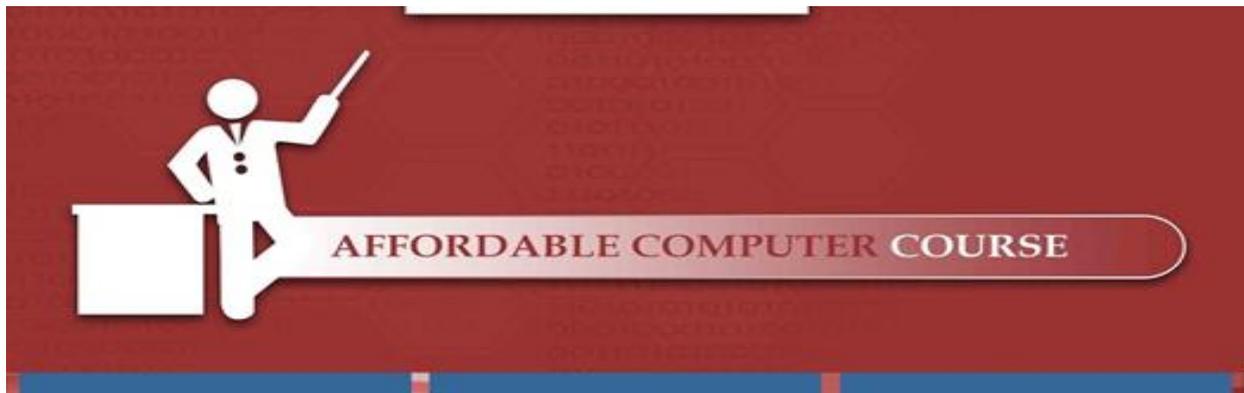
**Contact**

CALL NOW

073 268 5309
078 870 3874

**Address**

GET DIRECTIONS

Blue Hall Sports Complex
Njongo Avenue
Site C
KHAYELITSHA
CAPE TOWN
7784
South Africa

**Business Hours**

Mon:  8:00 AM – 6:00 PM
Tue:   8:00 AM – 6:00 PM
Wed:  8:00 AM – 6:00 PM
Thu:   8:00 AM – 6:00 PM
Fri:    8:00 AM – 4:00 PM
Sat:   9:00 AM – 6:00 PM
Sun:  9:00 AM – 6:00 PM

# EXPLANATION OF CODES AND SYMBOLS USED

This is a recommendation of how the codes and symbols are used for assessment using UCT's model of codes and symbols.

| Credit values for programmers are displayed only as from 2019. | | |
|---|---|---|
| **1** | **NQF COURSE LEVEL** | **DEFINES WORK TYPICAL OF** |
| | 3 | An intermediate certificate |
| | 4 | A national senior certificate (matric level) |
| **3** | **RESULTS SYMBOLS** | |
| Note: results for courses completed in the current year will remain PROVISIONAL until confirmed at the end of the academic year. | | |
| **A.** | **Pass** | |
| 1 | 75 – 100% | First Class |
| 2+ | 70 – 74% | Second Class, Division One |
| 2- | 60 – 69% | Second Class, Division Two |
| 3 | 50 – 59% | Third Class |
| PA | Pass | |
| UP | Unclassified Pass | A condoned pass or a supplementary examination written on academic grounds is graded as an Unclassified Pass |
| SP | | Pass result obtained via a supplementary examination |
| **B.** | **Fail** | |
| F | 0 – 49% | Fail |
| FS | 40 – 49% | Failed, but permitted to write a supplementary examination on academic grounds |
| SF | | Supplementary examination failed |
| A SF | | Failed, absent from supplementary examination |
| UF SM | | Unclassified fail, subminimum not met |
| OSS | | Subminima failed, supplementary examination awarded |

| C. | Other Results Symbols | |
|---|---|---|
| AB | | Absent from the examination |
| DE | | Permission to write a deferred examination in this course on medical, religious, political or other good cause |
| OS | | Result not yet available |
| GIP | | Grade in progress – result expected in a subsequent term |
| LOA | | Leave of Absence |
| ATT | | Course attended |
| INC | | Incomplete |
| EXA | | Excluded from assessment |
| D. | Academic Concession – granted on grounds of courses completed elsewhere or towards different qualifications at this provider | |
| CR | | Credit, but in general the student is not allowed to continue with further courses in the subject |
| EX | | Exemption, but in general another course must be substituted for this course |
| CX | | Credit and Exemption. The course is counted towards the qualification for which the student is registered, and the student is permitted to proceed with further courses in the subject |
| EXC | | Credit excluded. Indicates that the course is not recognized towards the current programme. Used where a student changes programme before graduation. |
| 4 | TRANSCRIPT ABBREVIATIONS | |
| GPA | | Grade Point Average |
| NQF | | National Qualifications Framework |
| SAQA ID | | South African Qualifications Authority Identification Number |

# QUALIFICATIONS AWARDED BY THE WHIZZ ICT PROVIDER

Below is a list of MICT SETA qualifications of which the Smartphone repairs training could become a module of. The list gives the qualification ID, Qualification Title, NQF level and minimum credits required.

**Qualification ID**

| | Qualification Title | NQF Level | Min Credits |
|---|---|---|---|
| 59910 | National Certificate: Information Technologies Operations | 3 | 130 |
| 78965 | Further Education and Training Certificate: Information Technology: Technical Support | 4 | 163 |
| 63849 | Further Education and Training Certificate: Electronics | 4 | 122 |
| 49077 | National Certificate: Information Technology: End User Training | 3 | 130 |

The following are the unit standards offered by the provider. The list gives the full name of the unit standard, the official abbreviation, the SAQA registration number and the NQF credits associated with each unit standard.

These unit standards can form part of any of the Qualification programmes listed above either as core, fundamental or elective units of assessment.

**Unit Standard Title**

| | Cellphone Repair Module | SAQA ID | Credits |
|---|---|---|---|
| Demonstrate knowledge of electrical and electronic components | Components | 115230 | 3 |
| Demonstrate knowledge of safe working Practices | Safe Working Practices | 115234 | 2 |
| Elementary electronics as applied to electronic systems | Elementary electronics | 244321 | 4 |
| Perform basic electrical circuit calculations | Circuit calculations | 253054 | 10 |
| Perform electronic fault-finding | Fault finding | 253094 | 3 |
| Demonstrate basic knowledge of smart Phones | Smartphone knowledge | 9532 | 6 |

## RULES FOR PROGRAMMES

Entrance requirements:

There are no set requirements for the National Certificate Programmes in Information Technology, candidates can just enrol for the course and will receive equivalent qualification to National Senior Certificate. This pertains to the Operations and End User Training course programmes. A candidate should have either a national senior certificate (NSC matric level) or equivalent senior certificate in order to enrol in the Further Education and Training Certificates either in Electronics or IT Technical support. Depending on the programme which the provider seeks out to have the unit courses form farm of, the candidate will be subject to these requirements. A user also need show adequate mathematical knowledge to be able to enrol for the circuit calculations unit.

Programme outline:

The Smartphone repair training will constitute a total of 28 credits as a stand-alone unit in either of the programmes which WhizzICT provider wants to enrol. This is subject to the provider's course structure whether this unit will be a core, fundamental or elective unit for end users.

Assessment:

Students must pass every prescribed module with at least 50%, as well as two of the elective units with a mark of at least 50%, to qualify for the award of the given programme qualification. Tests, practicals and assignments may make up to 50% of the final mark in any one course.