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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED QUALIFICATION:**

**Further Education and Training Certificate: Information Technology: Technical Support**

SAQA QUAL ID		QUALIFICATION TITLE		
78964		Further Education and Training Certificate: Information Technology: Technical Support		
ORIGINATOR				
SGB Information Systems and Technology				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
MICTS - Media, Information and Communication Technologies Sector Education and Training Authority			OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD		SUBFIELD	
Further Ed and Training Cert	Field 10 - Physical, Mathematical, Computer and Life Sciences		Information Technology and Computer Sciences	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	163	Level 4	NQF Level 04	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		SAQA 10105/14	2015-07-01	2018-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

*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 qualification replaces:

Qual ID	Qualification Title	Pre-2009 NQF Level	NQF Level	Min Credits	Replacement Status
24293	National Certificate: Information Technology: Technical Support	Level 4	Level TBA: Pre-2009 was L4	163	Complete

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose of the qualification:

The purpose of this qualification is to build a foundational entry into the field of Computer Sciences and Information Technology, specifically into the field of Systems Support, covering basic knowledge needed for further study in the field of Systems Support at Higher Education Levels.

The qualification can be acquired in the traditional way of formal study as well as in the workplace, through learnerships. Acquiring the qualification through learnerships has the potential of addressing the problems of the past, where newly qualified people getting into the industry struggled to get employment, because they were required to have practical experience. The workplace experience can now be gained while acquiring the qualification through the various learnership schemes that are planning to use this qualification.

A Qualifying learner at this level will be a well-rounded entry-level Systems Support professional with a good fundamental knowledge of the Information Technology field, coupled with interpersonal and business skills, allowing for specialisation in one of the following Systems Support fields:

- Hardware and Infrastructure Support for Personal Computers
- Hardware and Infrastructure Support for Office Products
- Data Communications and Networking
- (and any new field not specified yet, allowing for new specialisations in this area)

The qualification is designed to:

- Provide learners with an entry level for further study in Information Technology and related fields, as well as for initial employment in the computer industry.
- Allow many of the listed unit standards to be used in Learnership Schemes in the Information Systems and Technology sector, as well as other sectors where Information Technology is a key requirement.
- Provide a foundational qualification for people who are pursuing a career in the computer industry, or related fields. People with this qualification have an introductory level of understanding about computer industry concepts and/or are able to work in areas of Information Technology with little technical complexity. Examples of the areas covered are entry-level hardware, software, electronics and network support, on mainly (but not limited to) desktop and hand-held devices and local area networks.
- Allow the credits achieved in the National Certificates in Information Technology (Level 2 & 3) to be used as foundation (i.e. learning assumed to be in place) for the requirements of this qualification.
- Have a flexible structure to allow for changing requirements in the computer industry, and to allow providers to create learning programmes with a predominantly Information Technology Support component but tailored to meet the local, national or international needs.

Rationale of the qualification:

This qualification has been formulated such that it reflects the workplace-based needs of the Information Technology Industry as expressed by its stakeholders.

The input has been used to ensure that the qualification provides the learner with accessibility to be employed within the IT Industry.

The introduction of national qualifications in Information Technology based on unit standards will allow learners to qualify for a national qualification by accumulating the required credits via short learning programmes or workplace practical experience or both. It also allows learners to achieve the qualifications through recognition of prior learning and/or learnerships schemes, overcoming past barriers in the methods of achieving formal qualifications.

Academically this National Certificate is intended to be an entry-level qualification in the area of Systems Support. The qualification builds on knowledge areas covered in National Certificates and short learning programmes at NQF level 2 to 4, and it facilitates entry into the Systems Support field. It aims to enhance readiness for further study in Information Technology and related fields at the Further Education level, provides a pathway into further study at Higher Education level, as well

as providing for initial employment in the computer industry.

One of the most important needs for this qualification is to provide for the recognition of prior learning. There are currently no unit standards based registered qualifications in the Systems Support area. However, hardware and networks are being installed, maintained and upgraded on a daily basis in a number of different industry sectors. People with workplace experience in the areas covered by this qualification will now be allowed to request assessment and get recognition for prior learning.

The qualification provides the learner with the flexibility to articulate in the IT environment with a wide variety of specialisation options and articulation within the Telecommunications, Information Technology and Electronic Industries and other industries where IT is a key component, like the Financial Services Industry.

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

It is assumed that the learner is competent in skills gained at the further education and training band, with exposure to computing as an advantage, but not a requirement. A learning assumption of this qualification is foundational skills in English and Mathematics at NQF level 3. Further learning assumed is the ability to use a personal computer competently, and competence in the unit standard, "Participate in formal meetings", NQF Level 2 (ID 14911).

The assumed learning can be acquired in the traditional way of formal study as well as in the workplace. Acquiring the competencies in a workplace (either via formal learnerships or normal on-the-job training) has the potential of addressing the problems of the past, where formal qualifications were only obtainable by way of formal study.

Recognition of prior learning (RPL)

Many of the competencies used in the Information Technology profession has traditionally been acquired through short courses and on-the-job training, which did not provide formal recognition of the knowledge and skills acquired. These competencies are still today viewed by most industries as invaluable, with the sad reality that there is no formal recognition. The nature of the Information Technology field means that competence is developed experientially, therefore the assessment processes should recognise experience versus theoretical knowledge. Recognition of prior learning will now allow people with these valuable competencies to be assessed and recognised formally.

Any learner wishing to be assessed may arrange to do so without having to attend further education or training. For recognition of prior learning the learner will be required to submit a portfolio of evidence of relevant experience, in a prescribed format, to be assessed for formal recognition. The assessor and learner will decide jointly on the most appropriate assessment procedures, subject to the assessment rules of the relevant ETQA. Learning assumed to be in place must be assessed by the assessor prior to any assessment relating to this qualification.

### **RECOGNISE PREVIOUS LEARNING?**

Y

### **QUALIFICATION RULES**

The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification learners are required to obtain a minimum of 163 credits as detailed below.

Fundamental Component

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at Level 4 to the value of 16 credits
- Communication at Level 4 in a First South African Language to the value of 20 credits
- Communication in a Second South African Language at Level 3 to the value of 20 credits

It is compulsory therefore for learners to do Communication in two different South African

languages, one at Level 4 and the other at Level 3

All Unit Standards in the Fundamental Component are compulsory.

The Fundamental Component consists of Unit Standards to the value of 56 credits all of which are compulsory.

Core Component

The Core Component consists of Unit Standards to the value of 77 credits all of which are compulsory.

Elective Component

The elective component consists of a number of specialisations. Learners are to choose a specialisation and complete unit standards totalling 30 credits from those listed for the specialisation.

Below is a list of the elective unit standards that are grouped per specialisation field. A minimum of 30 credits from any one specialisation field is needed to be recognised as a specialisation field. Depending on the credits achieved, more than one specialisation field might be printed on the qualification certification documentation.

Specialisation Field: Hardware and Infrastructure Support for Personal Computers.

- 14922; Demonstrate knowledge of principles of electronic logic for computing ; L4; 9 credits
- 14929; Describe Computer Cabling ; L4; 4 credits
- 14934; Demonstrate an Understanding of Hardware Components for Personal Computers or Hand-held Computers ; L4; 7 credits
- 14939; Assemble a Personal Computer or Hand-held Computer and peripherals from modules ; L4; 7 credits
- 14935; Repair Peripherals for a Personal Computer or Hand-held Computer to Module Level; L4; 9 credits
- 14940; Repair a Personal Computer or Hand-held Computer to module level ; L4; 12 credits
- 14950; Install a Personal Computer or Hand-held Computer and Peripherals ; L4; 7 credits
- 14943; Install system software and applications software for a Personal Computer or Hand-held Computer; L4; 5 credits

Specialisation Field: Data Communications & Networking Support.

- 14922; Demonstrate knowledge of principles of electronic logic for computing ; L4; 9 credits
- 14928; Demonstrate knowledge of basic concepts of telecommunications ; L2; 7 credits
- 14932; Describe Synchronous and Asynchronous Communication with Computers ; L3; 6 credits
- 14947; Describe data communications ; L3; 4 credits
- 14942; Demonstrate an understanding of computer network communication ; L4; 9 credits
- 14931; Install networked computer application software ; L4; 5 credits
- 14953; Install a Local Area Network ; L4; 10 credits
- 14937; Apply the Principles of Supporting Users of a Local Area Network ; L4; 7 credits

Specialisation Field: Hardware and Infrastructure Support for Office Products.

- 14922; Demonstrate knowledge of principles of electronic logic for computing ; L4; 9 credits
- 14936; Describe and install scanning systems ; L4; 3 credits
- 14946; Describe and install photocopier machines. ; L4; 3 credits
- 14952; Describe and install a facsimile machine. ; L4; 2 credits
- 14945; Describe and install computer printers. ; L4; 2 credits
- 14941; Describe and install colour copiers/printers ; L4; 4 credits
- 14948; Describe and install high-volume photocopier machines. ; L4; 4 credits

Learners choosing this specialisation are to choose additional unit standards from the other specialisations to the value at least 3 credits.

## **EXIT LEVEL OUTCOMES**

Exit Level Outcomes:

A learner will be able to

1. Communicate effectively with fellow IT staff & users of information systems.
2. Demonstrate an understanding of different types of computer systems and the use of computer technology in business.
3. Demonstrate an understanding of problem solving techniques, and how to apply them in a technical environment.
4. Demonstrate an understanding of Computer Technology Principles.
5. Select and use materials and equipment safely for technological purposes.
6. Work effectively as a team member within a support team.
7. Carry out, under supervision, a small size task to demonstrate knowledge of techniques & skills needed in one or more of the following areas of majoring/specialisation:
  - Hardware and Infrastructure Support for Personal Computers
  - Hardware and Infrastructure Support for Office Products
  - Data Communications and Network Support

In addition to the above, unit standards will be utilised to provide depth of specification of the outcomes ranges and the assessment criteria and processes.

### **ASSOCIATED ASSESSMENT CRITERIA**

Assessment Criteria for Exit Level Outcomes

In particular, assessors should check that the learner is able to demonstrate an ability to consider a range of options and make decisions, meeting the following criteria:

1. Effective Communication is demonstrated with fellow IT staff & with users of information systems, in the form of written and verbal communication.
2. An understanding of different types of computer systems and the use of computer technology in business is demonstrated, being able to describe the different computers systems and associated hardware and network configurations and investigate (sometimes under supervision) its use within organisations.
3. The ability to identify different problem solving techniques, and when and how to apply them, is demonstrated.
4. A fundamental understanding of Computer Technology Principles are demonstrated by explaining computer architecture, networking and operating systems concepts, as well as different data storage methods.
5. An understanding of use of equipment safely for technological purposes is demonstrated, being able to install, maintain and upgrade hardware or infrastructure in areas of specialisation, according to customers' Service Level Agreements, manufacturers' recommendations and safety regulations.
6. Working effectively as a team member within a support environment, taking part in team activities and understanding different roles within different support teams.
7. The knowledge of the techniques & skills needed in one or more areas of specialisation is demonstrated by carrying out a small size task that is covering the assessment criteria explained in the unit standards selected in the specialising area being assessed in.

In addition to the above, unit standards will be utilised to provide depth of specification of the outcomes ranges and the assessment criteria and processes.

Furthermore, the assessment process should also cover the following generic components:

- Measure the quality of the observed practical performance as well as the theory and underpinning knowledge behind it;
- Use methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance;
- Maintain a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification; and
- Ensure that the relationship between practical and theoretical is not fixed but varies according to the outcomes being assessed.

Assessment of Critical Cross-field Outcomes:

To ensure applicability of Fundamental and Critical Cross-field Outcomes this should be assessed as

part of Core and Elective assessments.

#### Integrated Assessment:

Development of the competencies may be through a combination of formal and informal learning, self-learning, training programmes and work-based application.

The practical, applied, foundational and reflexive competencies demonstrated for the group of assessment criteria in this qualification, must prove that the whole competence is more than the sum of the parts of the competencies.

Providers should conduct diagnostic and formative assessment. Formative, continuous and diagnostic assessments should also take place in the work place, if applicable. The learner should also be able to assess him or herself and determine readiness for a summative assessment against this qualification.

During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies. Input to completing the Integrated Assessment typically makes use of combinations of the following assessment methods:

1. Time-constrained written examinations
2. Coursework Evaluations
3. Continuous Evaluation
4. Practical Evaluation
5. Evaluation of Portfolios of Evidence

#### **INTERNATIONAL COMPARABILITY**

The concept of qualifications based on unit standards is not unique to South Africa. This qualification and unit standards have been evaluated against, and are comparable to core knowledge and specialised knowledge elements found in the following International Qualifications Frameworks:

- New Zealand NQF,
- Australian NQF,
- British NVQs.

Furthermore input to the development of the qualification has been benchmarked against the following International sources, where the outcomes and assessment criteria, degree of difficulty and notional learning time has been compared:

- City and Guilds Certificate and Diploma for IT Technicians (refer 7261 IT Scheme administered by ISETT),
- NCC Education's International Certificate and Diploma in Computer Studies for IT Professionals,
- CompTIA's A+ and N+ certification,
- Microsoft MCSE certification
- E-Skills

This qualification combines the NQF principles and requirements, with Internationally accepted Knowledge Areas required in a System Support Qualification.

#### **ARTICULATION OPTIONS**

Upon successful completion of the qualification, the learner will understand the role of a Systems Support Technician and be able to competently carry out the exit level outcomes of the qualification, in a business environment. The purpose of this qualification is stated as being a foundational qualification at the Further Education and Training band (level 4), allowing for further study in Information Technology and related fields at Higher Education levels. This will allow the qualified learner to progress to further qualifications either in Systems Support or other IT domains, or in other related industries where IT is a key component.

In particular, this qualification has been designed to allow entry into either the National Certificates in Systems Support at NQF level 5 or the National Certificate in Systems Development at NQF level 5, but can also be used as foundational to other IT qualifications that will be defined in future.

#### **MODERATION OPTIONS**

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor or moderator with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQAs policies and guidelines for assessment and moderation.
- Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise.
- Moderation should also encompass achievement of the competence described both in individual unit standards as well as the integrated competence described in the qualification.
- Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited for assessment by the relevant ETQA.

To ensure that national standards are maintained, the final assessment should be conducted on the following basis, which will be under the control of the relevant ETQA's (ISETT SETA or other relevant ETQA's):

- National assessment of written papers and/or practical assignments needs to be undertaken, by the relevant ETQA. This must include the necessary assessment tools (eg. marking schemes) to ensure consistent assessment. This function can be performed by the ETQA itself or a nominated body or bodies.
- Assessment can be institutional or workplace based and must be done by a registered assessor.
- External moderation will be undertaken as required, to ensure that the quality of NQF standards maintained nationally.

#### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

The criteria to register as an assessor includes the following:

- Assessors should be registered as assessors with the relevant ETQA, in accordance with the policies and procedures defined by the ETQA.
- Have a relevant academic qualification or equivalent recognition, at a level higher than the qualification being assessed.
- All registered assessors must have met the requirements of the generic assessor standard, and should be certificated by the ETDP SETA or by the relevant ETQA in agreement with the ETDP SETA in this regard.

#### **REREGISTRATION HISTORY**

As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2012; 2015.

#### **NOTES**

This qualification replaces qualification 24293, "National Certificate: Information Technology: Technical Support", Level 4, 163 credits.

Knowledge Areas covered by the qualification

This qualification addresses the following knowledge areas being developed for the IT qualifications framework, inter alia:

- Competence in providing a variety of support services to users of IT, with limited supervision and direction of others.
- Contributing to solving user technical problems and meeting their support needs.
- Apply problem solving techniques to given user technical problems and solving the problems, according to customers' Service Level Agreements and manufacturers' recommendations.
- Review of customer usage of IT support services and implementation of specified improvements to the support services.
- Application of a range of IT technical skills and knowledge to meet user needs, within designated responsibilities
- Competence in dealing directly with customer staff.
- Understand the structure of a typical systems support teams, knowing the different roles and knowing when to ask for assistance in performing the above tasks.

Level Description of the qualification:

The knowledge areas listed in the notes section of this qualification display competence that are complex and non-routine, which is appropriate at this level. It involves the application of knowledge and skills in a limited range of varied work activities, performed in a wide variety of contexts. Some level of responsibility and autonomy is allowed, where control or guidance of others is often required, although complete responsibility is assumed for the quantity and quality of the individuals own outputs. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.

This also supports the SAQA approved level descriptors at this level, as listed below:

Foundational Competence:

- Possession of wide-ranging scholastic/technical skills.
- Possession of a broad knowledge base incorporating some theoretical concepts.
- Demonstrate the ability to access, analyse and evaluate information independently.
- Employ a range of responses to well defined but often unfamiliar or unpredictable problems.

Progression is manifested by the change from routine responses at level 3 to generation of responses at level 4.

Practical Competence:

- Operate in a variety of familiar and unfamiliar contexts under broad guidance and evaluation.
- Select from a considerable choice of procedures.
- Give presentations to an audience.

There is evidence of progression in terms of the range of skills, choice of actions and the ability to present information to others.

Reflexive Competence:

- Complete responsibility for quantity and quality of output.
- Possible responsibility for the quantity and quality of output of others.

Progression is marked by a significant increase in responsibility for individual outputs and the need to interact with others. At level 4, the learner can assume leadership roles of a limited nature.

Qualification Naming and Specialisation Description:

The Information Technology sub-field has been broken into various domains, of which Systems Support is one. Qualification names will be linked to these domains, with specialisation descriptions attached to the qualification certification document being produced. The reason for this is firstly to reduce the number of qualifications needed to be registered to a manageable level, and secondly to have the qualification linked to the typical structure of the Information Technology industry. Finally we want to have the qualification certification document to reflect fields of specialisation, for unit standards that has been achieved within listed fields of specialisation. These specialisation fields are defined as part of the elective unit standards for the qualification. This will allow flexibility in future to add new specialisation fields without having to redefine the whole qualification. This is very important to the IT industry which is a very dynamic and fast changing industry.

The naming of this qualification is as follows:

National Certificate in Information Technology: Technical Support - (NQF level 4),

Specialising in one or more of the following fields:

- Hardware and Infrastructure Support for Personal Computers
- Hardware and Infrastructure Support for Office Products
- Data Communications and Network Support
- (and any new field not specified yet, allowing for new specialisations in this area)

A minimum of 20 credits from any one specialisation field is needed. The specialisation field(s) will be printed on the qualification certification documentation.

**UNIT STANDARDS:**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>PRE-2009 NQF LEVEL</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Core	<a href="#">114636</a>	Demonstrate an understanding of preventative maintenance, environmental and safety issues in a computer environment	Level 3	NQF Level 03	6
Core	<a href="#">14913</a>	Explain the principles of computer networks	Level 3	NQF Level 03	5
Core	<a href="#">14927</a>	Apply problem solving strategies	Level 4	NQF Level 04	4
Core	<a href="#">10313</a>	Comply with service levels as set out in a Contact Centre Operation	Level 4	NQF Level 04	10
Core	<a href="#">14908</a>	Demonstrate an understanding of testing IT systems against given specifications	Level 4	NQF Level 04	6
Core	<a href="#">14926</a>	Describe information systems departments in business organisations	Level 4	NQF Level 04	3
Core	<a href="#">14921</a>	Describe the types of computer systems and associated hardware configurations	Level 4	NQF Level 04	6
Core	<a href="#">14917</a>	Explain computer architecture concepts	Level 4	NQF Level 04	7
Core	<a href="#">14944</a>	Explain how data is stored on computers	Level 4	NQF Level 04	7
Core	<a href="#">252210</a>	Handle a range of customer complaints	Level 4	NQF Level 04	4
Core	<a href="#">14963</a>	Investigate the use of computer technology in an organisation	Level 4	NQF Level 04	6
Core	<a href="#">14920</a>	Participate in groups and/or teams to recommend solutions to problems	Level 4	NQF Level 04	3
Core	<a href="#">14919</a>	Resolve computer user`s problems	Level 4	NQF Level 04	5
Core	<a href="#">14938</a>	Resolve technical computer problems	Level 4	NQF Level 04	5
Fundamental	<a href="#">119472</a>	Accommodate audience and context needs in oral/signed communication	Level 3	NQF Level 03	5
Fundamental	<a href="#">119457</a>	Interpret and use information from texts	Level 3	NQF Level 03	5
Fundamental	<a href="#">119467</a>	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5

Fundamental	<a href="#">119465</a>	Write/present/sign texts for a range of communicative contexts	Level 3	NQF Level 03	5
Fundamental	<a href="#">12154</a>	Apply comprehension skills to engage oral texts in a business environment	Level 4	NQF Level 04	5
Fundamental	<a href="#">9015</a>	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	NQF Level 04	6
Fundamental	<a href="#">119462</a>	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	NQF Level 04	5
Fundamental	<a href="#">119469</a>	Read/view, analyse and respond to a variety of texts	Level 4	NQF Level 04	5
Fundamental	<a href="#">9016</a>	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	NQF Level 04	4
Fundamental	<a href="#">7468</a>	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	NQF Level 04	6
Fundamental	<a href="#">119459</a>	Write/present/sign for a wide range of contexts	Level 4	NQF Level 04	5
Elective	<a href="#">14928</a>	Demonstrate knowledge of basic concepts of telecommunications	Level 2	NQF Level 02	7
Elective	<a href="#">14947</a>	Describe data communications	Level 3	NQF Level 03	4
Elective	<a href="#">14932</a>	Describe Synchronous/ Asynchronous Communication with computers	Level 3	NQF Level 03	6
Elective	<a href="#">14937</a>	Apply the principles of supporting users of local area networks	Level 4	NQF Level 04	7
Elective	<a href="#">14939</a>	Assemble a personal computer or handheld computer and peripherals from modules	Level 4	NQF Level 04	7
Elective	<a href="#">14942</a>	Demonstrate an understanding of computer network communication	Level 4	NQF Level 04	9
Elective	<a href="#">14934</a>	Demonstrate an understanding of hardware components for personal computers or handheld computers	Level 4	NQF Level 04	7
Elective	<a href="#">14922</a>	Demonstrate knowledge of the principles of electronic logic for computing	Level 4	NQF Level 04	9
Elective	<a href="#">14952</a>	Describe and install a facsimile machine	Level 4	NQF Level 04	2
Elective	<a href="#">14941</a>	Describe and install colour copiers/printers	Level 4	NQF Level 04	4

Elective	<a href="#">14945</a>	Describe and install computer printers	Level 4	NQF Level 04	2
Elective	<a href="#">14948</a>	Describe and install high-volume photocopier machines	Level 4	NQF Level 04	4
Elective	<a href="#">14946</a>	Describe and install photocopier machines	Level 4	NQF Level 04	3
Elective	<a href="#">14936</a>	Describe and install scanning systems	Level 4	NQF Level 04	3
Elective	<a href="#">14929</a>	Describe computer cabling	Level 4	NQF Level 04	4
Elective	<a href="#">14953</a>	Install a local area network	Level 4	NQF Level 04	10
Elective	<a href="#">14950</a>	Install a personal computer or handheld computer and peripherals	Level 4	NQF Level 04	7
Elective	<a href="#">14931</a>	Install networked computer application software	Level 4	NQF Level 04	5
Elective	<a href="#">14943</a>	Install system software and application software for a personal computer or hand-held computer	Level 4	NQF Level 04	5
Elective	<a href="#">14940</a>	Repair a personal computer or hand-held computer to module level	Level 4	NQF Level 04	12
Elective	<a href="#">14935</a>	Repair peripherals for a personal computer or handheld computer to module level	Level 4	NQF Level 04	9

#### **LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:**

*When qualifications are replaced, some (but not all) of their learning programmes are moved to the replacement qualifications. If a learning programme appears to be missing from here, please check the replaced qualification.*

**NONE**

#### **PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:**

*This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.*

1. 2 KO International
2. Abetech
3. Academy of Business and Computer Studies- PTA
4. Agattu Trading 273 (Pty) Ltd
5. Akha Unique telecoms (pty) ltd
6. Angie Technologies
7. Ankalite (Pty) Limited

8. AUM IT Solutions
9. Basfour 2730 (Pty) Ltd
10. Believers Care Society
11. Best Information Solutions
12. Blue Bridge Training and Consulting (Pty) Ltd
13. Bonalesedi Computer Training
14. Bophelo Tota ICT Driving Academy (Pty) Ltd
15. Boston Technology Campus (Pty) Ltd
16. Broadband College of Technology
17. Bytes People Solutions A Division of Altron TMT (Pty) Ltd
18. Calicom Trading 215 (Pty) Ltd
19. Careers IT (Pty) Ltd
20. Claas Illustration
21. Clean Heat Academy
22. Columbus Technologies Pty Ltd
23. Critical Skills Training (Pty) Ltd
24. CTU Training Solutions
25. Cyberlik IT Solutions
26. DC Dynamic College of Commerce & Further Training (Pty) Ltd
27. Delight Computer Training
28. DESTO (PTY) LTD
29. Diepsloot Youth Projects
30. Edu-Fix Training Institute (Pty) Ltd
31. Egsibit Training and Development
32. Ekasi IT Solutions CC
33. EOH Abantu (Pty) Ltd
34. Falcon Business Institute (Pty) Ltd
35. Far North Youth Development Initiative
36. Forek Institute of Technology (Pty) Ltd
37. Futurekids SA (Fochville)
38. Gateway Academy and Training College (Pty) Ltd
39. Gegana Computer Academy and Business Solutions cc
40. Germiston Business College (Pty) Ltd
41. Gijima Holdings (Pty) Ltd
42. Hambani Business College
43. Hlanganani ICT (Pty) Ltd
44. IALE School of Advanced Learning and Education (Pty) Ltd
45. Ict International Consulting Training Worx Pty Ltd
46. iLearn Training PTY LTD
47. Imbalenhle Learning Academy
48. In Excess Trading 22 T/A ATTI Polokwane
49. Information Technology Resource Centre
50. IQRA Computer Institute of Excellence
51. Isibani Business College & IT College (Pty) Ltd
52. iSolve Business Solutions (Pty) Ltd
53. IT Certification Academy
54. IT SA Computer Services Solutions (Pty) Ltd
55. IT Schools Innovation (Pty) Ltd
56. Ithemba Lentsha Skills Development Institute (Pty) Ltd
57. Johannesburg City College (Pty) Ltd
58. Johannesburg Polytechnical (Pty) Ltd
59. Jonda Learnership Academy
60. Kezla Investments

61. Kgopotso Computer Training
62. Khuphulanani Training Institute (Pty) Ltd
63. Konani Training and Development Institute
64. Kondi Computer Training
65. Kuhle Projects Cc
66. Leseding Computer Systems (Pty) Ltd
67. Limpopo Computer College Bk
68. Loxtion Server CC
69. Lukhanyiso Research and Development Services CC t/a TSD Business Solut
70. Madzahisi College
71. Makhophila Business Enterprise
72. Malope IT Solutions
73. Mash Computer Training
74. Mason Call Centre Solutions CC
75. Mass Computer Training And Printers
76. MasterGrade IT
77. Masungulo Electronics and IT Solutions
78. Mbowa Academy and Business College
79. MEGRO LEARNING LOWVELD
80. Modise Computer College
81. Mosadikago Trading Cc
82. Mpande Technologies cc
83. Mvelelo Graphic Design cc
84. NCM Computer and Business Academy
85. NetCampus (Pty) Ltd.
86. Ocule IT cc
87. On the Ball College Pty Ltd
88. Overcomers Training College (Pty) Ltd
89. Phokophela Investment Holdings (Pty) Ltd
90. PROCOMPUTRAIN COLLEGE
91. Prophecy Training College (Pty) Ltd
92. Quantum Career Development (PTY) LTD
93. Regent-Comp
94. Revolution Media Academy (Pty) Ltd
95. Richfield Graduate Institute of Technology Pty Ltd
96. Ron and Becky Trading
97. Sivile Housing Association RSA
98. Skills Information Technology UP
99. South Africa Advanced Skills Institute (Pty) Ltd
100. St Austins College (Pty) Ltd
101. STANFORD COMPUTER AND BUSINESS COLLEGE
102. Star Light Consulting
103. Success Christian Training Centre
104. Titan Trade Technologies (Pty) Ltd
105. Torque Technical Computer Training (Pty) Ltd
106. Tshedza Training Technologies (Pty) Ltd
107. Tshiredo Training Academy Cc
108. Umzinyathi Telecommunications (Pty) Ltd
109. Vuthlari Marketing Consulting
110. Work Skills Resources
111. Xantium Trading 304
112. Xtensive ICT Academy (Pty) Ltd
113. Xylo Trading 12 (Pty) Ltd

114. ZJ Africa Learn (Pty) Ltd

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