

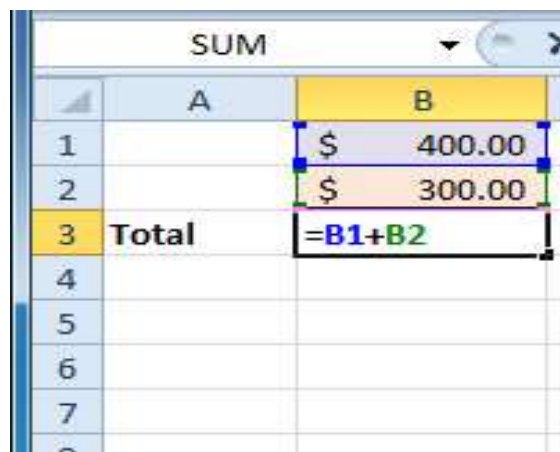
**USE A GRAPHICAL USER INTERFACE (GUI)-BASED SPREADSHEET APPLICATION
TO CREATE AND EDIT SPREADSHEETS**

US 116937

NQF LEVEL: 2

CREDITS: 4

NOTIONAL HOURS: 40



The image shows a screenshot of a spreadsheet application. The window title is "SUM". The spreadsheet has two columns, A and B, and rows 1 through 8. Column A contains the text "Total" in row 3. Column B contains the values "\$ 400.00" in row 1, "\$ 300.00" in row 2, and the formula "=B1+B2" in row 3. The formula bar at the top right shows the formula "=B1+B2".

	A	B
1		\$ 400.00
2		\$ 300.00
3	Total	=B1+B2
4		
5		
6		
7		
8		

POE GUIDE

Name	
Contact Address	
Student No	
Cell No	
Email:	

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CONTACT DETAILS

Unit Standard:	US 116937		
Course:	Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets		
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.

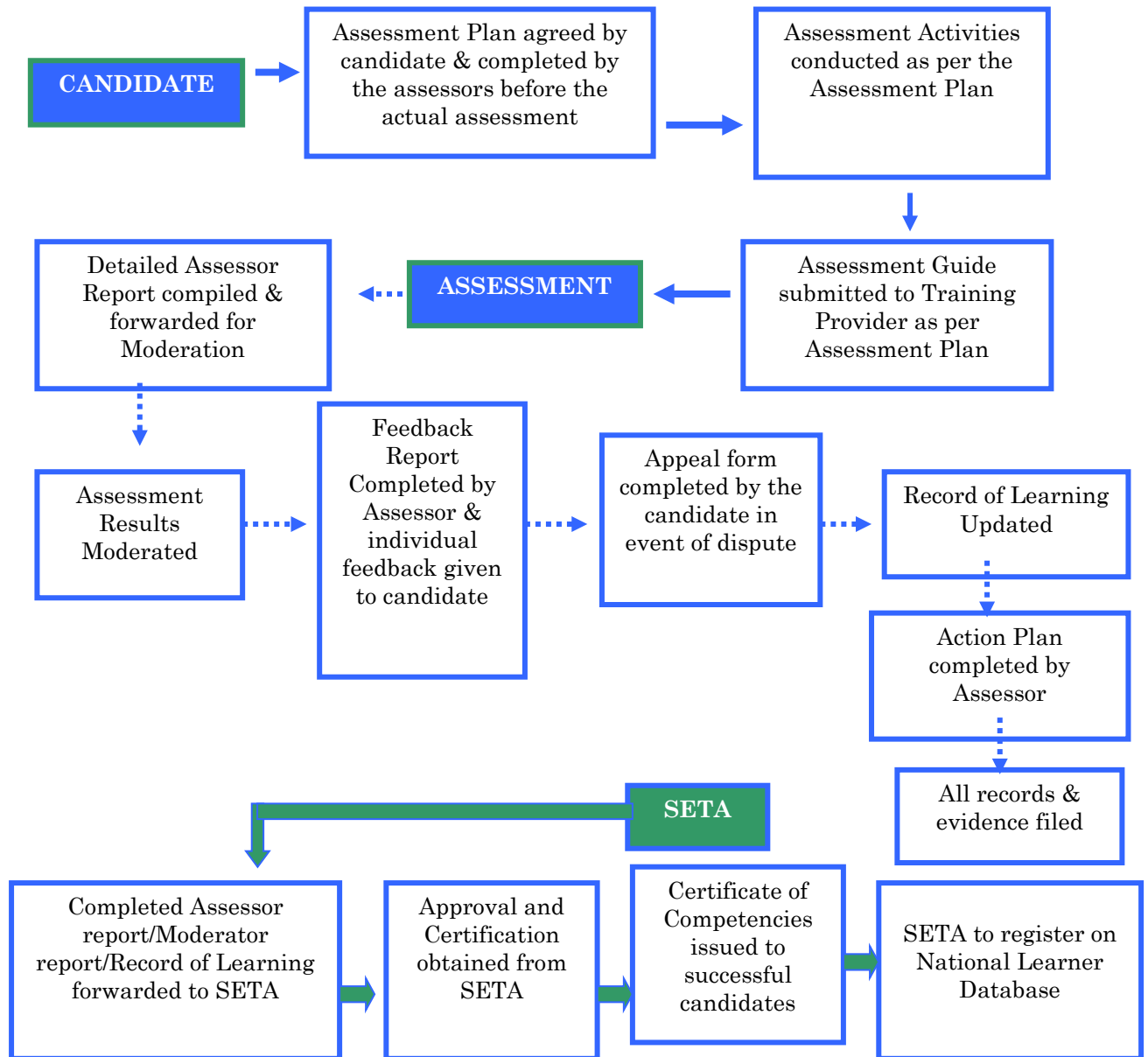
Appeals & Disputes

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 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	116937	
Level	Level 2	Credits	4	
Purpose of Assessment	The purpose of this assessment is intended for people who need to create and edit spreadsheets using a Graphical User Interface (GUI)-based spreadsheet application either as a user of computers or as basic knowledge for a career needing this competency, like the ICT industry.			
Assessment Procedures	<p>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.</p> <p>Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values.</p> <p>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.</p> <p>Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment.</p> <p>Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed.</p> <p>All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current.</p> <p>An Internal/External moderator will moderate assessment practices. The SETA will also conduct external moderation.</p>			
Context of Assessment	Assessment Methods	Assessment Conditions	Who will conduct assessment	Assessment results and feedback

	<p>Written assessments (exercises; assignments; projects)</p> <p>Oral Observation checklist</p>	Input based assessments	Assessor	2 weeks after successful submission
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ASSESSMENT PREPARATION

Preparing the Candidate

Name of Candidate		Date	
		Time	
Name of Assessor		Venue	
How to prepare the candidate	Document Requirements	Agree (tick)	Action Required
Explain to the candidate why you are meeting and the purpose of the assessment.	NQF Framework Assessment process		
Discuss the assessment plan in detail.	Assessment strategy		
Explain assessment process, show assessment instruments to candidate and describe assessment conditions.	Assessment instruments		
Identify the role-players during assessment.	Assessors Moderator		
Describe the evidence required to be declared competent.	Examples of evidence		
Explain how evidence will be judged.			
Explain to the candidate how to prepare: Give candidate summative task description.	Summative task description		
Confirm with the candidate what he/she should bring to the assessment.	Detailed briefing on exact requirements to be given to candidate		
Ensure that candidate understands the procedures of all assessment practices.	Appeals procedure Moderation procedure Assessment policy		
Ask the candidate if he/she foresees any problems or identify any special needs.	List needs		
Check with candidate that he/she clearly understands the assessment procedure.			
Comments or questions:			

AGREED ASSESSMENT PLAN

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

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

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: _____

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 116937 Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets is 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	

Learner's Initials..... **Date**.....

Witness name	
Witness contact details	
Witness signature	

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

Learner signature	
Date	
Witness name	
Witness contact details	
Witness signature	

PORTFOLIO BUILDING

Your Portfolio of Evidence (PoE) contains the evidence needed to declare you competent and to award credits towards the award of this qualification to you. Evidence should be authentic and reflect both your knowledge of the subject and your ability to apply this knowledge in the workplace. Thus, evidence of day to day activities supporting the specific outcomes addressed by this learning programme should complement the theoretical learning you attended and were assessed on.

There are FIVE key steps in creating a portfolio that will reflect your competence.

Plan Your Portfolio

Plan and document the sequence, graphics and layout of your portfolio. This will assist you in following a logical sequence, which makes the Portfolio also much more user friendly and understandable for the assessor. It will also reflect your professional approach and attitude towards the subject matter, your work and your life. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

Gather The Evidence

An evidence checklist has been provided (Section 4) to tell you what evidence needs to be gathered for assessment purposes. However, there are four broad categories of evidence that you should include:

- Knowledge evidence (your knowledge questionnaire).
- Direct performance evidence (actual samples of your work or records of activities captured on audio or video tape).
- Indirect performance evidence (documentary records of your performance e.g. appraisals, photographs, testimonials, self-assessments, customer ratings etc.).
- Supplementary evidence (to confirm the authenticity of your evidence).

Evaluate Your Evidence

Once you have collected your evidence, evaluate each piece by ensuring that it is:

- Valid (relevant to the unit standard/s being assessed).
- Authentic (clearly your own work).
- Current (not more than 2 years old).
- Sufficient (adequate to prove your competence against all of the assessment criteria and range statements in the unit standard/s).

Cross-Reference Your Evidence To The Unit Standards

Evidence for assessment against unit standards must be linked to the outcomes of the unit standard in question. An evidence locator grid is useful for this.

Completed Assessment Activities

Insert your completed assessment activities and evidence here:

RECORD OF LEARNING

Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets

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
116937	2	4			

ASSESSMENT DECISION & EVIDENCE EVALUATION RECORD

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets		
ASSESSMENT DECISION			
Specific Outcome	ACs	Met requirements	Did not meet requirements
Demonstrate an understanding of the principles of spreadsheets	AC 1		
	AC 2		
	AC 3		
	AC 4		
	AC 5		
Create, open and save spreadsheets	AC 1		
	AC 2		
	AC 3		
	AC 4		
	AC 5		
	AC 6		
	AC 7		
	AC 8		
Produce a spreadsheet from a given specification	AC 1		
	AC 2		
	AC 3		
	AC 4		
	AC 5		
	AC 6		
	AC 7		
Edit a spreadsheet	AC 1		
	AC 2		
	AC 3		
	AC 4		
	AC 5		
Format a spreadsheet	AC 1		
	AC 2		
	AC 3		
Check spelling and grammar in a	AC 1		

spreadsheet	AC 2			
	AC 3			
	AC 4			
Print a spreadsheet using features specific to spreadsheets	AC 1			
	AC 2			
	AC 3			
Overall Assessment Decision.				
Comments				
Date				
Signature of Assessor		Signature of Candidate		

Assessor's feedback report to candidate

Unit Standard	116937		
Title	Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets		
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			
<p>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.</p>			
Overall Assessment Decision			
Additional Notes			
Assessor Signature:		Candidate Signature:	
Date:		Date:	

Moderator's Report

Moderator's Name		Reg. No.		
Assessor's Name		Reg. No.		
Candidate's Name		ID No.		
Unit Standard Title	Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets			
MODERATION DECISION				
Specific Outcome	ACs	Met requirements	Did not meet requirements	Comments
Demonstrate an understanding of the principles of spreadsheets	AC 1			
	AC 2			
	AC 3			
	AC 4			
	AC 5			
Create, open and save spreadsheets	AC 1			
	AC 2			
	AC 3			
	AC 4			
	AC 5			
	AC 6			
	AC 7			
	AC 8			
Produce a spreadsheet from a given specification	AC 1			
	AC 2			
	AC 3			
	AC 4			
	AC 5			
	AC 6			
	AC 7			
Edit a spreadsheet	AC 1			
	AC 2			
	AC 3			
	AC 4			
	AC 5			
Format a spreadsheet	AC 1			
	AC 2			
	AC 3			
Check spelling and grammar in a spreadsheet	AC 1			
	AC 2			
	AC 3			
	AC 4			

Print a spreadsheet using features specific to spreadsheets	AC 1			
	AC 2			
	AC 3			
Overall Moderation Decision				
Feedback to Assessor				
Action Required				
Date of Moderation				
Signature of Moderator				
Signature of Assessor				
Signature of Candidate				

ASSESSMENT REVIEW

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

Special needs were identified and the assessment plan was adjusted.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
---	---	---	--

Feedback was constructive against the evidence required.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
LEARNER'S DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid.			
Learner	Date	Assessor	Date
		Moderator	Date

Candidate Appeal Form

Candidate's Name:		ID No.	
Assessor's Name:		Reg. No.	
Unit Standard Title: Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets			
Date:			
SECTION 1			
Candidate's reason for disagreeing with the assessment decision.			
Assessor's rationale for the assessment decision.			
Candidate's signature.			
Assessor's signature.			
SECTION 2			
Moderator's decision.			
Moderator's signature.			

Assessor's Contingency Plan

Name of Assessor: _____

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

Signature of Assessor: _____

Signature of Moderator: _____

Date: _____

Unit Standard



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.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY REGISTERED UNIT STANDARD:

Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets

SAQA US ID		UNIT STANDARD TITLE		
116937		Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets		
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 2	NQF Level 02	4
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
7572	Demonstrate knowledge of and produce computer spreadsheets using basic functions	Level 2	NQF Level 02	3	Complete

PURPOSE OF THE UNIT STANDARD

This unit standard is intended for people who need to create and edit spreadsheets using a Graphical User Interface (GUI)-based spreadsheet application either as a user of computers or as basic knowledge for a career needing this competency, like the ICT industry.

People credited with this unit standard are able to:

- Demonstrate an understanding of the principles of spreadsheets.
- Create, open and save spreadsheets.
- Produce a spreadsheet from a given specification.
- Edit a spreadsheet.
- Format a spreadsheet.
- Check spelling in a spreadsheet.
- Print a spreadsheet using features specific to spreadsheets.

The performance of all elements is to a standard that allows for further learning in this area.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

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 1.
- Operate a personal computer system (ID 116932 - NQF Level 1).
- Use generic functions in a Graphical User Interface (GUI)-environment (ID 117902 - NQF Level 1).

UNIT STANDARD RANGE

- This standard is applicable to any spreadsheet application that runs on any Graphical User Interface(GUI) operating system.
- Where spreadsheets are referenced, it refers to a whole spreadsheet, a single page of a spreadsheet, or selected text in a spreadsheet.
- Where wording are not exact for the chosen operating system, the learner can choose the equivalent item or option to demonstrate competence in the specific outcome or assessment criteria.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the principles of spreadsheets.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Spreadsheet is defined in terms of its purpose and use.

ASSESSMENT CRITERION RANGE

Uses include but is not limited to:

- Automation of repetitive calculation tasks, organisation of data into rows and columns.

ASSESSMENT CRITERION 2

Examples of spreadsheets that can be produced using a spreadsheet application are provided.

ASSESSMENT CRITERION RANGE

At least three examples.

ASSESSMENT CRITERION 3

The benefits of using a spreadsheet application for producing and working with spreadsheets are explained.

ASSESSMENT CRITERION RANGE

At least three benefits.

ASSESSMENT CRITERION 4

Examples of spreadsheet programs are named.

ASSESSMENT CRITERION 5

Properties of a spreadsheet are identified and described in terms of its purpose and use.

ASSESSMENT CRITERION RANGE

Properties include but is not limited to:

- Rows, columns, cells, cell cursor.

SPECIFIC OUTCOME 2

Create, open and save spreadsheets.

OUTCOME RANGE

When creating new spreadsheets, the name of the new spreadsheet must allow the spreadsheet to be easily identified in terms of its purpose and content.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The spreadsheet application program is opened.

ASSESSMENT CRITERION 2

A new spreadsheet is created.

ASSESSMENT CRITERION RANGE

At least 4 columns and 4 rows of data are entered, no calculations.

ASSESSMENT CRITERION 3

Methods of moving the cell cursor are demonstrated in order to move about the spreadsheet.

ASSESSMENT CRITERION RANGE

At least 2 methods are demonstrated.

ASSESSMENT CRITERION 4

Saving spreadsheets is explained in terms of its purpose and the destination of the saved file.

ASSESSMENT CRITERION 5

The spreadsheet is saved with a specific name in a specific folder.

ASSESSMENT CRITERION RANGE

At least two different methods of saving a spreadsheet.

ASSESSMENT CRITERION 6

The spreadsheet is closed.

ASSESSMENT CRITERION 7

An existing spreadsheet is opened and closed.

ASSESSMENT CRITERION 8

The spreadsheet application program is closed.

SPECIFIC OUTCOME 3

Produce a spreadsheet from a given specification.

OUTCOME RANGE

At least 8 rows and 5 columns should be contained in the spreadsheet produced.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

A spreadsheet is produced with the required data from given specification.

ASSESSMENT CRITERION RANGE

Text, numbers, dates.

ASSESSMENT CRITERION 2

Formula are entered to achieve the given specification.

ASSESSMENT CRITERION RANGE

Formulae: addition, subtraction, division, multiplication, sum.

ASSESSMENT CRITERION 3

The differences between data cells, label cells, and formula cells are explained.

ASSESSMENT CRITERION 4

The spreadsheet is in accordance with the given specifications.

ASSESSMENT CRITERION 5

Practices are demonstrated to ensure the integrity of the data.

ASSESSMENT CRITERION RANGE

Check against data source, check-totals, audit formulae.

ASSESSMENT CRITERION 6

The benefits of saving a file in different formats is explained.

ASSESSMENT CRITERION RANGE

Formats: Text, CSV, HTML, other software versions, other software types.

ASSESSMENT CRITERION 7

A spreadsheet is saved in a different format.

ASSESSMENT CRITERION RANGE

At least two of: Text, CSV, HTML, other software versions, other software types.

SPECIFIC OUTCOME 4

Edit a spreadsheet.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

An existing spreadsheet is opened.

ASSESSMENT CRITERION 2

Cells are selected for manipulation and de-selected.

ASSESSMENT CRITERION RANGE

Cell, cell range, entire column, entire row, entire spreadsheet.

ASSESSMENT CRITERION 3

Cells are manipulated.

ASSESSMENT CRITERION RANGE

Move, copy, delete.

ASSESSMENT CRITERION 4

Use the automatic fill feature to automatically enter data in cells.

ASSESSMENT CRITERION RANGE

At least two of: Year, Quarter, Month, Week, Day.

ASSESSMENT CRITERION 5

Text is located and replaced in a spreadsheet by using features of the application.

SPECIFIC OUTCOME 5

Format a spreadsheet.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Cells are formatted using formatting features of the spreadsheet application.

ASSESSMENT CRITERION RANGE

Formatting features include the following: Style, Alignment, Font, Background colour At least one option listed out of each formatting feature must be performed: Style (Text, number, date, currency, percentage), Alignment (left, center, right, justified, text direction), Font (type, size, style - italic, bold, underlined, colour, strike-through, superscript, subscript), Background colour.

ASSESSMENT CRITERION 2

Rows are formatted.

ASSESSMENT CRITERION RANGE

Height, automatic fit.

ASSESSMENT CRITERION 3

Columns are formatted.

ASSESSMENT CRITERION RANGE

Width, automatic fit.

SPECIFIC OUTCOME 6

Check spelling and grammar in a spreadsheet.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The dictionary to be used for spelling and word usage is set up.

ASSESSMENT CRITERION 2

Text is entered and corrected automatically while entering.

ASSESSMENT CRITERION 3

Text is checked for spelling and grammar and corrections made based on judgement.

ASSESSMENT CRITERION RANGE

Cell, range of cells.

ASSESSMENT CRITERION 4

Words are added to the custom dictionary.

SPECIFIC OUTCOME 7

Print a spreadsheet using features specific to spreadsheets.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The printing of gridlines is altered.

ASSESSMENT CRITERION RANGE

Printing of gridlines on or off.

ASSESSMENT CRITERION 2

A row is selected to print on each page of the printed spreadsheet.

ASSESSMENT CRITERION 3

Different ways of printing sheets within a spreadsheet are demonstrated, according to given specifications.

ASSESSMENT CRITERION RANGE

Different ways include but are not limited to:

- Entire workbook, active sheets.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

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.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

- Proficient in relevant application packages.
- 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 South Africa, 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).

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems in which responses display that decisions using critical and creative thinking have been made by using a spreadsheet application to perform calculations.

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one`s activities responsibly and effectively by using a spreadsheet application to organize information into rows and columns for a specific purpose.

UNIT STANDARD CCFO COLLECTING

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

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion when engaging with the subject by using a spreadsheet application to organize information into rows and columns for a specific purpose to each communication.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically, showing responsibility towards the environment and

health of others by using a spreadsheet application effectively.

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	QUALITY ASSURING BODY
Core	74269	National Certificate: Occupational Health, Safety and Environment	Level 2	NQF Level 02	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Core	77063	National Certificate: Construction Health and Safety	Level 3	NQF Level 03	Reregistered	2015-06-30	CETA
Core	50022	National Certificate: General Draughting	Level 3	NQF Level 03	Reregistered	2015-06-30	CETA
Core	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
Fundamental	57886	National Certificate: Welding Application and Practice	Level 3	NQF Level 03	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	66029	General Education and Training Certificate: Chemical Operations	Level 1	NQF Level 01	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	59099	National Certificate: Agricultural Equipment Service and Repair	Level 2	NQF Level 02	Reregistered	2015-06-30	AgriSETA
Elective	58955	National Certificate: Chemical Manufacturing	Level 2	NQF Level 02	Reregistered	2015-06-30	CHIETA
Elective	78527	National Certificate: Chemical Operations	Level 2	NQF Level 02	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	59016	National Certificate: Fish and Seafood Processing	Level 2	NQF Level 02	Reregistered	2015-06-30	FOODBEV
Elective	59015	National Certificate: Gas Installations	Level 2	NQF Level 02	Reregistered	2015-06-30	CHIETA
Elective	61929	National Certificate: Pulp and Paper Operations	Level 2	NQF Level 02	Reregistered	2015-06-30	FPMSETA
Elective	64529	National Certificate: Automotive Body Repair	Level 3	NQF Level 03	Reregistered	2015-06-30	MERSETA
Elective	58497	National Certificate: Automotive Repair and Maintenance	Level 3	NQF Level 03	Passed the End Date - Status was "Registered"	2009-02-18	Was MERSETA until Last Date for Achievement
Elective	64409	National Certificate: Automotive Spray Painting	Level 3	NQF Level 03	Reregistered	2015-06-30	MERSETA

Elective	78923	National Certificate: Autotronics	Level 3	NQF Level 03	Reregistered	2015-06-30	MERSETA
Elective	72051	National Certificate: Electrical Engineering	Level 3	NQF Level 03	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	65549	National Certificate: Mining Technical Support	Level 3	NQF Level 03	Reregistered	2015-06-30	MQA
Elective	63349	National Certificate: Molten Glass Production	Level 3	NQF Level 03	Reregistered	2015-06-30	CHIETA
Elective	57121	National Certificate: Rockbreaking: Quarrying	Level 3	NQF Level 03	Passed the End Date - Status was "Registered"	2008-09-17	Was MQA until Last Date for Achievement
Elective	62869	National Certificate: Rockbreaking: Surface Excavations	Level 3	NQF Level 03	Reregistered	2015-06-30	MQA
Elective	59019	National Certificate: Tissue Conversion	Level 3	NQF Level 03	Reregistered	2015-06-30	FPMSETA
Elective	58861	Further Education and Training Certificate: Electro-Mechanical Winding	Level 4	NQF Level 04	Reregistered	2015-06-30	MERSETA
Elective	20486	National Certificate: Surveying	Level 4	Level TBA: Pre-2009 was L4	Reregistered	2015-06-30	CETA