SKILLS PROGRAME DOCUMENT					
Skills Programme Title		**Front-end Web Designer**			
NQF Level	4	Credits	60	Duration in days	75
Skills Programme ID		SP-230202			
Skills Programme Status	Approved		Start Date	End Date	
			07/02/2023	07/02/2028	
Last date for enrolment	07/02/2029	Last date for achievement	07/02/2032		

SKILLS PROGRAMME DETAILS

1.	**Title**	Front-end Web Designer
2.	**Sub Title**	OFO Code: 216604 OFO Title: Web Designer
3.	**NQF Level**	NQF Level 4
4.	**Duration**	75 days
5.	**Credits**	60 Credits
6.	**Quality Assuring Body**	Quality Council for Trades and Occupations (QCTO)
7.	**Skills Programme Rationale**	Front-end web design and user interface design, as elements of Internet of Things (IoT) are one of the fastest growing fields in the world of digitalisation. It was projected by Gartner that a total of 4.2 billion things would be connected by 2019 and a total of 25 billion in 2021, all of them needing user interfaces to connect and "talk" to each other. Moreover, the Global System for Mobile Communications (GSM) Association predicted the growth of IoT devices to about 25.1 billion by 2025. This expectation presents a huge opportunity for businesses to harness data, optimise their operations and deliver more relevant experiences to users (UX design). South Africa will similarly be affected by the growth in IoT, and the MICT SETA recognises the need for a skills programme to enable graduates to find employment as UX (user experience) and UI (user interface) designers and engage with IoT related matters. The above is recognised by the Presidential Commission on 4IR (PC4IR) when it states that "The central and urgent agenda as the country transitions into and attempts to shape the 4IR is the re-skilling and re-integration of this demographic. Indeed, the country has to prioritise a human-centred agenda to the 4IR, thereby capitalising on the unique advantage of a youthful population; put simply, realising a dormant demographic dividend. To achieve the necessary advances, it is necessary to restructure the human development ecosystem, placing people at the centre." By centralising 4IR in human development, it will have a positive socio-economic impact, especially amongst the youth who are growing up in a digital era and who can benefit from developments in this regard – in terms of developing their skills, secure employment and also creating entrepreneurial opportunities. There are no similar skills programmes. IoT with the essential elements of UX (user experience) and UI (user interface) has become an integral part of the life of society, providing advantages and benefits in terms of leisure, socialising, healthcare, better user experience, to name but a few. IoT is a big driver in Big Data analytics, providing magnitudes of data in real-time used for real-time decision making for various economic sectors and thus creating job opportunities for UX (user experience) and UI (user interface) designers. Healthcare, Agriculture and Manufacturing and many other industries will benefit immensely because of the availability of Big Data to help making well-versed, on-time decisions. For example, IoT enables real-time alerting, tracking and monitoring, which permits hands-on treatments, better accuracy, apt intervention by doctors and improved complete

		patient care delivery results, where automation is interacting with the user through the user interface, created by the front-end web designer.
		Typical learners include school leavers and persons who want to enter the ICT sector with programming skills.
		No formal registration with a professional body is required to function as a Front-end Web Designer.
		Typical occupations include web design, UX (user experience) design and UI (user interface) design
		Consultation with relevant bodies has taken place. These are: Council for Scientific and Industrial Research (CSIR)
		• Black Information Technology Forum (BITF)
		• Information Communication Technology (ICT) SMME Chamber
		• Progressive Blacks in Information and Communication Technology (PBICT)
		• Pan African Information Communication Technology Association (PAICTA)
8.	**Related registered qualification/s**	Occupational Certificate: Software Developer, SAQA QUAL ID: 118707, NQF Level 05, 220 credits
9.	**Purpose**	The purpose of this Skills Programme is to enable a learner to operate as a Front-end Web Designer.
		A front-end Web Designer uses that which is conceptual and translates it into visuals, bringing images, typography, colours, text, negative space and structure together, offering a user a conduit for communicating ideas.
		A qualified learner will be able to:
		• Design and create aesthetically pleasing and responsive websites
		• Incorporate artwork, animation and automation into front-end web design

10.	**Content**	**Knowledge component**	**Application component**
		All listed knowledge modules are compulsory	All listed knowledge modules are compulsory
		• 900145-000-00-KM-01, Introduction to Front-end Web Design, NQF Level 4, Credits 11	• 900145-000-00-PM-01, Getting started with the toolkit/platform, NQF Level 4, Credits 10
		• 900101-000-00-KM-02, Design Thinking Principles for Innovation, NQF Level 4, Credits 1	• 900145-000-00-PM-02, Participate in a Design Thinking for Innovation Workshop, NQF Level 4, Credits 4
		• 900145-000-00-KM-03, Visual Design, NQF Level 4, Credits 4	• 900145-000-00-PM-03, Design and Create Aesthetically Pleasing Responsive Websites, NQF Level 4, Credits 10

		• 900145-000-00-KM-04, Creating Responsive Websites, NQF Level 4, Credits 11	• 900145-00-00-PM-04, Advancing in Website Design, NQF Level 4, Credits 9
		Total credits: 27	Total credits: 33
11.	**Minimum entry requirements**	NQF Level 3 with Computer Literacy (end-user computing competency)	
12.	**Exit Level Outcomes (ELO) and Associated Assessment Criteria (AAC)**	**ELO 1:** Respond to the client's requests and demonstrate understanding of client's brief through the design ...	

ELO 1:

Respond to the client's requests and demonstrate understanding of client's brief through the design

Associated Assessment Criteria

- Clients are engaged with to analyse expectations for his/her user experience (UX)
- The theme of the stakeholder is applied continuously throughout the entire website and other external website requirements (HTML Email, HTML email signature)
- Interactive and visual design principles are applied on websites and web applications for a positive and cohesive user experience (UX)

ELO 2:

Develop wireframes for the design

Associated Assessment Criteria

- A simulated client brief is worked from and website graphic elements and wireframes for the web design are developed while maintaining the look and feel (graphics needed for the web designer).
- Wireframes are developed based on an understanding of page layout and sketch of what the website content may look like is produced.
- A prototype is created for the client using the developed wireframes.

ELO 3:

Design a responsive (Mobile, Tablet, Desktop) Website

Associated Assessment Criteria

- Choices are made and each element is styled, while never losing sight of how the elements will come together and function as a whole in delivering on the design's greater goals.
- A logical flow of information about the website is created and logic is applied to guide the arrangement of ideas and visuals on each page, as well as direct how users will traverse through it.
- Relevant call-to-actions are placed strategically throughout the website.
- Elements are animated based on the requirements, including minimum animation up to full animation.
- Web applications are designed with a clear understanding of search engine optimisation and key-word planning.

		ELO 4: Demonstrate knowledge of and apply technical requirements of website development **Associated Assessment Criteria** • Websites are created that optimise response time to load the website. • Websites are created where designs deliver in the least number of clicks. • Keywords and call-to-action are integrated into the website on each page. • Social media integration is ensured. • SEO (search engine optimisation) integration is ensured. • The code required is embedded into the front-end that would make the connection to the back-end work.
13.	**Continuous Assessment & Final Supervised Assessment (FISA)**	**Continuous Assessment** The SDP must ensure that all learners are enrolled with the QCTO at the start of training (within 5 days) in the format required by the QCTO. Continuous assessments are set by the SDP in accordance with the assessment criteria provided for each module in a contextualised manner. This may consist of a variety of methods, e.g. practical or written assessments, assignments, projects, demonstrations, presentations or any other form of assessment to assist the learner in the learning process. During training, it is mandatory for formal summative assessments to take place at the end of each module/topic. These results must be formally recorded, and be available for monitoring and/or evaluation by the QCTO. **Final Integrated Supervised Assessment (FISA)** All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing all formal summative assessments conducted by the SDP. Format of FISA: A practical assessment integrating the relevant Exit Level outcomes, with simultaneous verbal assessment of embedded knowledge by the assessor before, during or after the FISA. All FISAs must be supervised, and virtual FISAs must be recorded throughout the assessment. All Exit Level Outcomes must be covered in the FISA. In the FISA, the learner must demonstrate applied knowledge and skills to prove that the competencies of the Skills Programme have been achieved. The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment). Special considerations should be made for candidates with special learning needs.

Standards for Final Integrated Supervised Assessment (FISA):

The learner should be provided with a brief/job card/task to demonstrate what the learner should show, know or produce in a product, relevant to the Exit Level Outcomes. This is the section where the learner must show applied competency (what the learner must be able to do, and to what expected standard)

The FISA INSTRUMENT (Written case study, scenario or brief/task [similar to a job card]) must be developed and moderated by the SDP and conducted in a supervised environment. It is assessed by means of a RUBRIC developed by the SDP for this purpose:

A candidate must demonstrate that they are competent at using that which is conceptual and translates it into visuals, bringing images, typography, colours, text, negative space and structure together, offering a user a conduit for communicating ideas.

The candidate must be given access to internet connection, applicable software, such as text editor and graphics programme, hardware as well as a **simulated** platform or lab environment with applicable tools and virtual machines with access to sufficient information. Candidates must be provided with a scenario or customer brief related to the company for creating a responsive website.

1. Use applicable software tools and work within appropriate repositories.
2. Apply visual design principles and tools.
3. Design a single (static) page application for a new tool for the company website with interaction and access information using creativity.

The maximum time for the above is 5 hours.

Pass mark is 75%.

Whilst conducting the above, strategic, well-timed questions should be asked of the learner to assess embedded knowledge gained during the skills programme, as well as critical thinking and problem-solving skills: for e.g.

- "Why.....?"
- "What would happen if …?"
- "When ….. is done, what would the result be?"
- "How would you deal with …..?"
- Etc.

The marking rubric/compliance checklist used to assess these competencies must include a section for the assessor/facilitator used in this session to make a note of competencies shown, (or not shown), as well as the questions that were asked, and a summary of the learner's answers, and state whether these are of the acceptable standard or not.

The marking rubric/compliance checklist compiled should contain specific areas marked with an asterisk (*) as compulsory sections in order for the

		learner to be declared C (Competent). Compulsory sections are when the safety of the candidate or others would be affected if incorrectly completed.
		Submission of final results
		Final results must be submitted to the QCTO in the required format, within 21 days of the date of the FISA, together with the following:
		• Completed QA Verification Report on the FISA (QCTO template: relevant sections).
		• A copy of the final Assessment Instrument used, as well as the marking guideline / rubric.
14.	**Recognition of Prior Learning**	• Learners will gain access to the skills programme through RPL for access as provided for in the QCTO RPL Policy. RPL for access is conducted by accredited education institution, skills development provider or workplace accredited to offer that specific skills programme.
		• Learners who have acquired competencies in skills programme will be credited for such topics through RPL.
		• RPL for access to the Final Integrated Supervised Assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the skills programme document to establish and confirm prior learning and achievement of required competencies for the skills programme.
15.	**Work Opportunities/further learning**	Employment opportunities:
		• Self-employed,
		• Working remotely,
		• Any industry,
		• User interface (UI) design companies.
		Further learning opportunities:
		• Artificial Intelligence Software Developer
		• Internet-of-Things Developer
		• Software Developer
16.	**Skills Development Provider Accreditation Requirements**	**Physical Requirements:**
		• The provider must have lesson plans and structured learning material or provide learners with access to structured learning material that addresses all the topics in all the knowledge modules as well as the applied knowledge in the practical skills.
		• QCTO/ MICT SETA requirements
		For Practical Application:
		• Valid licenses software and application, including OS.
		• Internet connection and hardware availability.

		- Examples and information specified in the scope statement and all the case studies, scenarios and access to hardware and software implied in the scope statements of the modules.
		
		- Remote learners: Provider must provide business IT simulation system (e.g. invoice processing).
		
		Human Resource Requirements:
		
		- Lecturer/learner ratio of 1:20 (Maximum)
		
		- Qualification of lecturer (SME):
		
		    o NQF 5 qualified in industry recognised qualifications with 1 years' experience in the IT industry
		
		    o Cybersecurity vendor certification
		
		- Assessors and moderators: accredited by the MICT SETA
		
		Legal Requirements:
		
		- Legal (product) licences to use the software for learning and training
		
		- OHS compliance certificate
		
		- Ethical clearance (where necessary)

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