

## SKILLS PROGRAMME DOCUMENT



|                         |            |                              |            |                  |            |
|-------------------------|------------|------------------------------|------------|------------------|------------|
| Skills Programme Title  |            | <b>JavaScript Programmer</b> |            |                  |            |
| NQF Level               | 4          | Credits                      | 60         | Duration in days | 75         |
| Skills Programme ID     |            | SP- 220373                   |            |                  |            |
| Skills Programme Status | Approved   |                              |            | Start Date       | End Date   |
|                         |            |                              |            | 11/03/2022       | 11/03/2027 |
| Last date for enrolment | 11/03/2028 | Last date for achievement    | 11/03/2031 |                  |            |

## SKILLS PROGRAMME DETAILS

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| <b>1. Title:</b>                      | JavaScript Programmer   |
| <b>2. Subtitle:</b>                   | OFO Title: Software developer<br>OFO Code: 251201   |
| <b>3. NQF Level:</b>                  | NQF Level 4   |
| <b>4. Duration:</b>                   | 15 weeks (75 days)  |
| <b>5. Credits:</b>                    | 60 Credits  |
| <b>6. Quality Assuring Body:</b>      | Quality Council for Trades and Occupations (QCTO)   |
| <b>7. Skills Programme Rationale:</b> | <p>South Africa has a scarcity of JavaScript programmers and there is a clear need for a skills programme focusing specifically on the training and education of JavaScript Programming, language, application and use. Realising the importance and future impact of the 4IR on the economy of South Africa and its competitiveness, the Minister of Communications gazetted the Presidential Commission on the Fourth Industrial Revolution (PC4IR) on 9 April 2019. By March 2020 this Commission delivered a report with wide ranging recommendations for Human Capital Development that will drive the 4IR forward. It clearly indicated the speed at which companies will have to invest in digitalisation of systems and services.</p> <p>Javascript Programming skills are central to these government initiatives.</p> <p>In South Africa, according to the 2020 list of occupations in high demand: Technical Report (Department of Higher Education and Training) published in 2021 the role of the programmer and its derived skills programmes have been identified as pivotal by several Sector Education and Training Bodies (SETAs) as well as being in critical need by industry. Job opportunities exist in any economic sector, e.g. finance, insurance, healthcare, energy, environmental, government, transportation, agriculture and food. Responding to the rapid skills demand by supplying software developers will thus have a positive impact on the economy.</p> <p>It is also important to note that there are great opportunities to become self-employed and the entrepreneurial orientated software developers will form new companies (with the employment creation associated to it). This growth in new companies in an environment where digitalisation is becoming more and more important, will have a positive impact on society, not only in terms of connectivity, communications and the likes, but also, as a new industry, there will be creation of jobs. International research also confirming the phenomenal growth in the need for qualified programmers, including JavaScript Programmers. Globally, JavaScript is the most used programming language for end-user applications that has a number of application possibilities, e.g. web development, web applications, web servers, mobile applications, games development, presentations and slideshows, etc.</p> <p>Typical learners include school leavers and persons who want to enter the ICT sector with programming skills. Minimum requirements are a Gr 11 with Maths Lit and English.</p> <p>No formal registration is required to function as a JavaScript Programmer.</p> |

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|  | JavaScript Programmer occupations include web developers, web applications developers, web servers, mobile applicators, games developers, etc.  |  |
| <b>8. Related registered qualification(s):</b> | <ul style="list-style-type: none"> <li>Occupational Certificate: Artificial Intelligence Software Developer, NQF Level 05, 209 Credits</li> <li>Occupational Certificate: Cloud Administrator, NQF Level 04, 149 Credits</li> <li>Occupational Certificate: Cybersecurity Analyst, NQF Level 05, 173 Credits</li> <li>Occupational Certificate: Data Science Practitioner, NQF Level 05, 185 Credits</li> <li>Occupational Certificate: Quality Test Automator, NQF Level 05, 179 Credits</li> <li>Occupational Certificate: Software Developer, NQF Level 05, 220 Credits</li> </ul> |  |
| <b>9. Purpose:</b>                             | <p>A JavaScript Programmer will be able to implement solutions to solve real life problems in an efficient manner applying a knowledge and understanding of the principles of programming with JavaScript and applicable tools.</p> <p>Tasks that the learner will be able to know, do and understand after achievement of the skills programme include:</p> <ul style="list-style-type: none"> <li>Create well-written and readable JavaScript programs, using a disciplined coding style</li> <li>Work collaboratively in a team and execute version control</li> </ul>             |  |
| <b>10. Content:</b>                            | <p><b><u>Knowledge Component</u></b></p> <ul style="list-style-type: none"> <li>900219-000-00-KM-01, Introduction to JavaScript Programming, NQF Level 4, Credits 6</li> <li>900219-000-00-KM-02, Principles of Programming with JavaScript, NQF Level 4, Credits 9</li> <li>900219-000-00-KM-03, Intermediate Programming Principles in JavaScript, NQF Level 4, Credits 9</li> </ul> <p>Total number of credits for Knowledge Modules: 24</p>   | <p><b><u>Application Component</u></b></p> <ul style="list-style-type: none"> <li>900219-000-00-PM-01, JavaScript Programming Basics for Beginners, NQF Level 4, Credits 6</li> <li>900219-000-00-PM-02, Programme with JavaScript, NQF Level 4, Credits 6</li> <li>900219-000-00-PM-03, Intermediate Programming with JavaScript, NQF Level 4, Credits 12</li> <li>900219-000-00-PM-04, Projects with JavaScript, NQF Level 4, Credits 12</li> </ul> <p>Total number of credits for Application Modules: 36</p> |

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| <b>11. Minimum entry requirements:</b>  | Grade 11 with Maths Lit and English.<br>Access to equipment, internet connectivity and how to work remotely  |
| <b>12. Exit Level Outcomes and Associated Assessment Criteria:</b>                  | <b>Exit Level Outcomes (ELO) 1</b><br>Describe the basics of JavaScript Programming<br><b>Associated Assessment Criteria</b> <ul style="list-style-type: none"> <li>• The fundamentals of the JavaScript programming language are explained.</li> <li>• The basic concepts and methods of JavaScript object-oriented programming is described.</li> <li>• The development life cycle as a means of creating front-end JavaScript applications is described.</li> <li>• An understanding of frameworks such as GitHub and REST API is demonstrated.</li> </ul>  |
|   | <b>Exit Level Outcomes (ELO) 2</b><br>Build front-end software solutions using the JavaScript programming language<br><b>Associated Assessment Criteria</b> <ul style="list-style-type: none"> <li>• JavaScript syntax is applied to creating neat and concise coding including documentation and indentation standards.</li> <li>• Well-written and readable JavaScript programs are created, using a disciplined coding style, including comments and indentation standards.</li> <li>• JavaScript software and hardware is used to write, modify and test programming code.</li> <li>• Code is tested for bugs, problems with application development is troubleshoot and debugged.</li> <li>• REST API is applied to communicate with web servers.</li> </ul>                |
|   | <b>Exit Level Outcomes (ELO) 3</b><br>Work collaboratively in a team using the GitHub platform<br><b>Associated Assessment Criteria</b> <ul style="list-style-type: none"> <li>• An ability to work with Git and GitHub functionalities is demonstrated.</li> <li>• The ability to work collaboratively in a team using Git is applied</li> <li>• Version control is executed using Git functionalities such as repositories, branches, commits and pull requests.</li> </ul>  |
| <b>13. Continuous Assessment and Final Integrated Supervised Assessment (FISA):</b> | <b>Continuous Assessment</b><br>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.<br>Continuous assessments are set by the SDP in accordance with the outcomes provided.<br>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.<br>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.<br><b>Final Integrated Supervised Assessment (FISA)</b> |

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|  | <p>All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing all formal summative assessments conducted by the SDP.</p> <p>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.</p> <p>All FISAs must be supervised, and virtual FISAs must be recorded throughout the assessment.</p> <p>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.</p> <p>The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment).</p> <p>Special considerations should be made for candidates with special learning needs.</p> <p><b>Standards for Final Integrated Supervised Assessment (FISA):</b></p> <p>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)</p> <p>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:</p> <p>A candidate must demonstrate that they are competent at using appropriate toolkit, accessing programming building blocks and work within a repository and create a well-written and readable JavaScript programme.</p> <p>The candidate must be given access to internet connection, applicable software and hardware as well as a simulated platform or lab environment with applicable toolkit and virtual machines with access to sufficient information. Candidates must be provided with a scenario or customer brief related to the company for writing a programme at beginner's level and must be able to:</p> <ol style="list-style-type: none"> <li>1. Create a well-written and readable JavaScript program, using a disciplined coding style, including documentation and indentation standards.</li> <li>2. Use Git functionalities for working collaboratively in a team and execute version control.</li> </ol> <p>The maximum time for the above is 6 hours.</p> <p>Pass mark is 75%.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• "Why.....?"</li> <li>• "What would happen if ...?"</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• "When ..... is done, what would the result be?"</li> <li>• "How would you deal with .....?"</li> <li>• Etc.</li> </ul> <p>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.</p> <p>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.</p> <p><b>Submission of final results</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Completed QA Verification Report on the FISA (QCTO template: relevant sections).</li> <li>• A copy of the final Assessment Instrument used, as well as the marking guideline / rubric.</li> </ul> |
| <p><b>14. Recognition of Prior Learning:</b></p>         | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Learners who have acquired competencies in skills programme will be credited for such topics through RPL.</li> <li>• RPL for access to the Final 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.</li> </ul>   |
| <p><b>15. Work Opportunities / Further Learning:</b></p> | <p>Employment opportunities:</p> <ul style="list-style-type: none"> <li>• Self-employed,</li> <li>• Working remotely,</li> <li>• Programming companies,</li> <li>• Any industry.</li> </ul> <p>Further learning opportunities:</p> <ul style="list-style-type: none"> <li>• Occupational Certificate: Artificial Intelligence Software Developer, NQF Level 05, 209 Credits</li> <li>• Occupational Certificate: Cloud Administrator, NQF Level 04, 149 Credits</li> <li>• Occupational Certificate: Cybersecurity Analyst, NQF Level 05, 173 Credits</li> </ul>   |

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| <b>16. Skills Development Provider Accreditation Requirements:</b> | <p><b>Knowledge Modules</b></p> <p><i>Physical Requirements:</i></p> <ul style="list-style-type: none"> <li>• 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 application.</li> <li>• QCTO/ MICT SETA requirements</li> </ul> <p><i>Human Resource Requirements:</i></p> <ul style="list-style-type: none"> <li>• Lecturer/learner ratio of 1:20 (Maximum)</li> <li>• Qualification of lecturer (SME): <ul style="list-style-type: none"> <li>○ NQF 5 qualified in industry recognised qualifications with 1-year experience in the IT industry</li> <li>○ Cybersecurity vendor certification</li> </ul> </li> <li>• Assessors and moderators: accredited by the MICT SETA</li> </ul> <p><i>Legal Requirements:</i></p> <ul style="list-style-type: none"> <li>• Legal (product) licences to use the software for learning and training</li> <li>• OHS compliance certificate</li> </ul> <p><b>Application Modules</b></p> <p><i>Physical Requirements:</i></p> <ul style="list-style-type: none"> <li>• Valid licenses software and application, including OS.</li> <li>• Internet connection and hardware availability.</li> <li>• 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.</li> <li>• Remote learners: Provider must provide business IT simulation system (e.g. invoice processing).</li> </ul> <p><i>Human Resource Requirements:</i></p> <ul style="list-style-type: none"> <li>• Qualification of lecturer (SME): <ul style="list-style-type: none"> <li>○ NQF 5 industry recognised qualification with 1 year relevant experience</li> </ul> </li> <li>• Assessors and moderators: accredited by the MICT SETA</li> </ul> <p><i>Legal Requirements:</i></p> |

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|  | <ul style="list-style-type: none"><li>• Legal (product) licences to use the software for learning and training</li><li>• OHS compliance certificate</li><li>• Ethical clearance (where applicable)</li></ul> |
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