

No. 961

12 September 2008

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

**Computer Sciences and Information Systems**

registered by Organising Field 10, Physical, Mathematical, Computer and Life Sciences, publishes the following Qualification and Unit Standards for public comment.

This notice contains the title, field, sub-field, NQF level, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at [www.saqqa.org.za](http://www.saqqa.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and *no later than 13 October 2008*. All correspondence should be marked **Standards Setting – SGB for Computer Sciences and Information Systems** and addressed to

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:****National Certificate: Business Analysis Support Practice**

| <b>SAQA QUAL ID</b>                           | <b>QUALIFICATION TITLE</b>                               |  |                         |
|---|--|--|-------------------------|
| 63769   | National Certificate: Business Analysis Support Practice |  |                         |
| <b>ORIGINATOR</b>                             |  | <b>PROVIDER</b>                              |                         |
| SGB Computer Sciences and Information Systems |  |  |                         |
| <b>QUALIFICATION TYPE</b>                     | <b>FIELD</b>   | <b>SUBFIELD</b>                              |                         |
| National Certificate                          | 10 - Physical, Mathematical, Computer and Life Sciences  | Information Technology and Computer Sciences |                         |
| <b>ABET BAND</b>                              | <b>MINIMUM CREDITS</b>                                   | <b>NQF LEVEL</b>                             | <b>QUAL CLASS</b>       |
| Undefined                                     | 138  | Level 5                                      | Regular-Unit Stds Based |

***This qualification does not replace any other qualification and is not replaced by another qualification.***

**PURPOSE AND RATIONALE OF THE QUALIFICATION****Purpose:**

Business analysis is a vital instrument within the business environment to ensure that information technology is able to provide effective solutions for business enterprises. The development of business analysts through a suite of qualifications will have a positive impact on the broader economy of South Africa. It will also assist with bringing South Africa inline with international trends and satisfy industry requirements, at the same time bridging the skills gap in the ICT sector.

The qualifying learner will be able to:

- > Interact in a business environment.
- > Perform activities to assist with requirement specification.
- > Provide support on the analysis of the requirements.
- > Perform activities to assess that the requirement specifications have been met.

**Rationale:**

This Qualification lays the foundation and provides an entry-level for the development of Business Analysis Qualifications across various sectors and industries. Traditionally business analysts were drawn from senior Information Technology (IT) and business people. This Qualification aims to provide lower level access for learners to develop competencies in order to elicit, analyse, communicate and validate requirements for changes to business processes, policies and information systems. It specifically aims to develop basic business analysis competencies required by junior business analysts in any Information and Communication Technology (ICT) related occupations, particularly those who are currently working in a business systems environment. The Qualification introduces key terms, rules, concepts, principles and practices of business analysis that will enable learners to support business analysis processes and practices. It has also been developed to enable learners to access higher education and provide flexible access to life-long learning.

This Qualification provides opportunities for learners to specialise in business analysis or achieve such competencies in specialisations such as systems development or systems support. The competencies of business analysis have been identified as a target development area by the ICT sector and the South African government. The demand for this Qualification has also been identified by the National Master Scarce Skills list of South Africa. The Qualification is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as individuals in the South African community and to respond to the challenges of the economic environment and changing world of work. Ultimately, this Qualification is aimed at improving the productivity and efficiency of business analysts within all sectors in South Africa.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED IN PLACE**

- > Communication, NQF Level 4.
- > Computer Literacy, NQF Level 4.

Recognition of Prior Learning:

The Qualification may be obtained in whole or in part through the process of Recognition of Prior Learning (RPL). Learners who may meet the requirements of any Unit Standard in this Qualification may apply for recognition of prior learning to the relevant ETQA, and will be assessed against the Associated Assessment Criteria of the Exit Level Outcomes of this Qualification and Specific Outcomes for the relevant Unit Standard/s.

Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution, which is accredited by the relevant ETQA.

Access:

- > Open.

### **QUALIFICATION RULES**

- > All Fundamental unit standards to the value of 33 credits must be completed.
- > All Core unit standards to the value of 81 credits must be completed.
- > Learners must complete additional unit standards from the Elective category to the value of at least 24 credits to achieve the full credit value of 138 for this Qualification.

### **EXIT LEVEL OUTCOMES**

On completion of this Qualification learners are able to:

1. Interact in a business environment.
  - > Range: Business environment is influenced by the inter-relationships of technology, information, people, organisational procedures and processes and business applications and systems.
2. Perform activities to assist with requirement specifications.
  - > Range: Requirement specification includes business, user and functional requirements.
3. Provide support on the analysis of the requirements.
  - > Range: Requirement includes business, user and functional requirements.
4. Perform activities to assess that the requirement specification has been met.
  - > Range: Requirement specification includes business, user and functional requirements.

**Critical Cross-Field Outcomes:**

This Qualification promotes, in particular, the following Critical Cross-Field Outcomes:

Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made when:

> Gathering information for the production of requirements documents and specifying requirements for new business solutions.

Working effectively with others as a member of a team, group, organisation, and community during:

> Working as a member of a multi-disciplinary project team when developing and implementing specifications to achieve the desired product or service.

Organising and managing oneself and one's activities responsibly and effectively when:

> Applying information gathering techniques for business system development.

Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion when:

> Analysing, interpreting and communicating requirements information through presentations, documents and workshops.

Participating as responsible citizens in the life of local, national and global communities by:

> Demonstrating an awareness of ethics and professionalism.

Collecting, analysing, organising and critically evaluating information when:

> Gathering information to assist with the production of requirements specification.

Using science and technology effectively and critically, showing responsibility towards the environment and health of others when:

> Setting up and perform testing and acceptance procedures.

> Using business system applications and the use of technology to produce documentation and communicate with stakeholders.

Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when:

> Identifying and interpreting related legislation and its impact on the team, department or division and ensure compliance.

> Impact of industry best practice on business systems environments.

**ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

1.1 The boundaries and scope of the business case are identified and explained in order to determine the current operations.

1.2 The strategy of the business and the implementation thereof is analysed to determine operational needs.

1.3 The business environment and its many facets are examined to determine their impact on the functioning of a business.

> Range: Facets include but are not limited to different types of businesses, ways of operation, structures, type of industry, value chain, generic business processes and regulatory requirements.

1.4 The business problems and goals are identified and explained to reflect an understanding of problem identification techniques.

1.5 Different forms of communication are utilised to interact with stakeholders at all levels of the business environment.

- > Range: Different forms of communication include but are not limited to presentations, negotiation, written, verbal, interpersonal and interviews.
- 1.6 Management skills are applied during personal interactions within the business environment.
- > Range: Generic management skills include but are not limited to project management, quality assurance, planning, organising.

#### Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Business process information is sourced to assist with requirement specifications.
- 2.2 Information specific to the identified problem is gathered to facilitate the activities related to needs analysis.
- 2.3 Support activities are undertaken to facilitate the process of generating business models.
- > Range: Support activities include but are not limited to research, sourcing, and preliminary scenario investigations.
- > Range: Business models include but are not limited to entity relationship, organization structure, process and object.
- 2.4 Modelling principles are explained in order to reflect their uses in communicating a problem.
- > Range: Modelling principles include but are not limited to theoretical principles, techniques, notation standards and methodologies.
- 2.5 Business models are constructed under supervision in order to understand and communicate the problem.
- > Range: Business models include but are not limited to entity relationship, organization structure, process and object.

#### Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Information regarding the capacity of current technology is collated in terms of its applicability to the defined requirement.
- 3.2 Information is gathered to support the analysis of the user requirements.
- 3.3 Information specific to the defined requirements is analysed to facilitate the identification of possible solutions and modelling of solutions.
- 3.4 Modelling principles are identified in order to communicate a solution.
- > Range: modelling principles include but are not limited to theoretical principles, techniques, notation standards and methodologies.
- 3.5 Models are developed under supervision in order to explain and communicate the solution in accordance with defined requirements.
- > Range: Models include but are not limited to systems operations, user interface prototypes, and report prototypes.

#### Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 Testing processes and principles are analysed to determine whether the solution conforms with quality assurance activities and requirements.
- 4.2 Test cases are generated utilising scenarios in accordance with requirements.
- 4.3 Test cases are performed to ensure that solutions are evaluated in terms of addressing user requirements.
- 4.4 Test reports are generated to ensure that problems identified within solutions are recognised for further action.

#### Integrated Assessment:

Formative assessments conducted during the learning process will consist of written assessments, simulation in a practical environment and a number of self-assessments.

Summative assessment consists of written assessments, assignments and simulation in a practical environment, integrating the assessment of all unit standards and embedded

knowledge. Summative assessments is only conducted once the learner has demonstrated proficiency during formative assessment.

In particular assessors should check that the learner is able to demonstrate the ability to consider a range of options and make decisions about:

- > The quality of the observed practical performance as well as the theory and embedded knowledge behind it.
- > The different methods that can be used by the learner to display thinking and decision making in the demonstration of practical performance.
- > Reflexive competencies.
- > The fundamental competencies included in this qualification need to be assessed in an integrated way with the rest of the competencies.

### **INTERNATIONAL COMPARABILITY**

This international comparability study identified three categories of countries namely: developed countries (United States of America, New Zealand, Australia and England); developing countries outside of Africa (Brazil, India, Turkey, Singapore); and African countries (Nigeria, Egypt, Botswana, Namibia, Ghana and Mauritius).

The inherent multi-disciplinary nature of business analysis makes international comparability challenging because of the various facets which such a qualification can cover. In many instances in the African countries, business analysis training is based on high-impact short courses with very limited long-term learning taking place. In some of the developing countries outside of Africa qualifications in business analysis are offered which allow for a more thorough comparison. The most useful comparison that could be made was from the developed countries, which have well-developed programmes in business analysis. Internationally recognised best practices in business analysis represented by bodies such as the International Institute for Business Analysis (IIBA) and the British Computer Society (BCS) were also compared.

#### **African Countries:**

Qualification standards in Nigeria, Egypt, Botswana, Namibia, Ghana and Mauritius were examined but only Nigeria was found to have any qualification standards and these were not directly comparable to this Business Analysis Qualification. There are many tertiary institutions throughout Africa that offer qualifications that include business analysis related topics, but these only offered in a limited way in general Information Technology, Computer Science and Information Systems curricula. Business Analysis is taught in these institutions but no African countries have extracted these into unit standards.

#### **Developing countries outside of Africa:**

Most of the information in the developing countries outside of Africa were hard to come by and relates mostly to post-graduate studies. Brazil, India, Turkey, Singapore were examined to find whether they had any business analysis qualification standards. No standards were found to be in place specific to business analysis as the business analysis discipline is usually included with other IT related qualifications.

#### **Developed Countries:**

United States of America, Australia, New Zealand and United Kingdom were examined to find comparable business analysis qualifications.

#### **United States of America (USA):**

Business Analysis qualification standards in the USA and Canada are primarily governed by the International Institute of Business Analysis (IIBA) which is discussed in the International Best Practices section below.

Australia:

Australia is by far the most advanced country in terms of offering structured qualifications relating to Business Analysis in a multi-disciplinary environment. Business Analysis can be found in the following nationally registered qualification:

> ICA50399: Diploma of Information Technology (Business Analysis).

New Zealand:

New Zealand does not have any business analysis qualification standard but does have several unit standards in place in their various IT diploma qualifications that cover the business analysis discipline and are comparable to this qualification.

England:

Business Analysis qualification standards in the United Kingdom are defined by the British Computer Society (BCS) which is discussed in the International Best Practices section below.

International Best Practice:

Business analysis is a relatively new discipline. International best practice in business analysis is best exemplified by certain internationally recognised organisations. These include:

The International Institute of Business Analysis-IIBA ([www.theiiba.org](http://www.theiiba.org)):

> The IIBA mission is: "To develop and maintain standards for the practice of Business Analysis and for the certification of its practitioners". It has formulated a Business Analysis Body of Knowledge (BABOK) which defines the best practices and skills required by a professional business analyst. They have also formulated a certification known as Certified Business Analysis Professional (CBAP). This organisation was chosen for comparison purposes as it is increasingly becoming the internationally recognised standard for defining business analysis activities and skills. It has chapters in more than 90 countries worldwide including USA, UK, Australia, SA, Nigeria, Brazil, India, Turkey, Singapore and Egypt.

The British Computer Society - BCS ([www.bcs.org](http://www.bcs.org)):

> Technology education in the United Kingdom (UK), outside the universities, has primarily been delegated to the BCS. This organisation is a leading professional body for those working in the IT profession. They have over 60000 members in more than 100 countries including UK, USA, Canada, Singapore, Pakistan and Mauritius. Their qualifications are controlled by the Information Systems Examination Board (ISEB). The ISEB have two business analysis qualifications which are directly comparable to the South African Qualification discussed in the table below.

The Nigerian Computer Society-NCS ([www.ncs.org.ng](http://www.ncs.org.ng)):

> The NCS is a professional body formed in Nigeria with a specified goal being: "advancement of Computer Science and Information Technology and Systems, their applications and deployments to Professional Practice in education." Their IT related qualification standards are not directly comparable to this qualification as they include the business analysis discipline is included in more general IT qualifications.

Typical qualifications that were benchmarked against this standard are illustrated below:

- > Organisation: IIBA; NQF Level 5-7.
- > Qualification: Certified Business Analysis Professional (CBAP).
- > Content:
  - > Business Analysis Planning.
  - > Enterprise Analysis.
  - > Elicitation.
  - > Requirements Analysis.
  - > Solution Assessment and Validation.
  - > Requirements Analysis and Communication.
  - > Fundamentals.
- > Organisation: BCS. NQF Level 5:
- > Qualification: ISEB Certificate in Business Analysis Essentials.
- > Content:
  - > Business strategy.
  - > Effective team member.
  - > Analyse and model business systems.
  - > Assist in development of business case.
  - > Identify business requirements.
- > Qualification: ISEB Diploma in Business Analysis; NQF Level 6.
- > Content:
  - > Business Analysis Essentials.
  - > Requirements Engineering.
  - > Organisational context.
  - > Modelling Business Processes.
  - > System modelling techniques.
  - > System development essentials.
  - > Benefits management and business acceptance.

Organisation: NCS.

Qualifications:

- > Computer Professionals Examination CPE1.
- > Computer Professionals Examination CPE2.
- > Computer Professionals Examination CPE3.

The concept of qualifications based on unit standards is not unique to South Africa. This Qualification and Unit Standards are comparable to core knowledge and specialised knowledge elements found in several international qualifications frameworks, including the following:

- > New Zealand Qualifications Authority ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).
- > Australian NQF ([www.aqf.edu.au](http://www.aqf.edu.au)).
- > Mauritius Qualifications Authority ([www.gov.mu/portal/site/mqa](http://www.gov.mu/portal/site/mqa)).

The examples of the qualifications that were assessed are listed below.

- > Authority: New Zealand Qualifications Authority.



- > Qualification:
  - > Diploma in Information Systems.
  - > Diploma in Information Systems development.
  - > Diploma in Software and Information Technology.
  
- > Unit Standard:
  - > Demonstrate an understanding of information systems analysis; 3 Credits.
  - > Analyse an information system using structured systems analysis techniques; 15 Credits.
  - > Conduct an environmental analysis for an organisation; 10 Credits.
  - > Evaluate the effectiveness of a computer information system; 20 Credits.
  
- > Authority: Australian Qualifications Framework.
  
- > Qualification: ICA50399 Diploma of Information Technology (Business Analysis).
  - > Unit Standard: Core:
    - > BSX154L501 Guide application of project integrative processes.
    - > BSX154L602 Manage scope.
    - > BSX154L604 Manage cost.
    - > BSX154L605 Manage quality.
    - > BSX154L606 Manage human resources.
    - > BSX154L607 Manage communications.
    - > BSX154L608 Manage risk.
    - > BSX154L609 Manage procurement.
    - > ICAITSP036B IT strategy meets business solution requirements.
    - > ICAITAD050A Develop detailed component specification from project specification.
    - > ICAITB059B Develop detailed technical design.
    - > ICAITT077C Develop detailed test plan.
    - > ICAITAD042B Confirm client business needs.
    - > ICAITAD043B Develop and present a feasibility report.
    - > ICAITB074B Monitor the system pilot.
    - > ICAITAD056B Prepare disaster recovery/contingency plans.
  - > Electives:
    - > BSX154L601 Manage project integration.
    - > BSX154L603 Manage time.
    - > ICAITT083B Develop and conduct client acceptance tests.
    - > ICAITAD044B Develop system infrastructure design plan.
    - > ICAITAD046B Model preferred system solutions.
    - > ICAITB072B Develop integration blueprint.
    - > ICAITB073B Pilot the developed system.
    - > ICAITAD052B Design IT security framework.
    - > ICAITAD054B Validate quality and completeness of design.
    - > ICAITB064B Prepare software development review.
    - > ICAITB071B Review developed software.
    - > ICAITI090B Conduct pre installation audit of software installation.
    - > ICAITB066B Coordinate the build phase.
    - > ICAITB067B Prepare for software development using RAD.
    - > ICAITI085B Review site for implementation.
    - > ICAITI086B Scope implementation requirements.
  - > ICAITI087B Acquire system components.
  - > ICAITI088B Evaluate and negotiate vendor offerings.
  - > ICAITS104B Determine maintenance coverage.
  - > ICAITAD053B Design system security and controls.

- > ICAITSP038B Set strategic plans.
- > ICAITSP039B Match the IT needs with the strategic direction of the enterprise.
- > ICAITSP040B Manage and review contracts.
- > ICAITI091B Conduct post implementation review.
- > ICAITTW214A Maintain ethical conduct.

Short Courses, In-House training, Vocational programs:

Business analysis is taught throughout the world and many short programs exist and are offered by universities, private training providers, adult education providers, and business schools and in-house at major companies.

A sample of the organisations whose programs have been used to compare to this standard is shown below. In some cases qualifications are equivalent to this standard; in other cases the courses cover one or more unit standards.

- > Organisation: B2T Training (USA-International).
- > Course/Qualification; Timeframe/Level:
  - > BA Associate Program; 8-10 days/Level 5.
  - > BA Certified Program; Workplace experience and exam/Level 6.
- > Organisation: Boston University Corporate Education (International):
  - > Course/Qualification; Timeframe/Level:
    - > Certificate in Applied Business Analysis; Level 5.
    - > Business Analysis Masters Certificate; Level 6.
- > Organisation: ESI International (USA, UK, Asia).
  - > Course/Qualification; Timeframe/Level:
    - > The Professional Certificate in Business Analysis; 30 days/Level 6.

Organisation: Schulich School of Business (York University: Canada).

- > Course/Qualification; Timeframe/Level:
  - > Masters certificate in business analysis; 18 days/Level 6.
- > Organisation: University of North Carolina Office of continuing education (USA).
  - > Course/Qualification:
    - > Process mapping and analysis.
    - > Effective business requirements.
    - > Enterprise analysis.
- > Organisation: Grapesoft Technologies (India).
  - > Course/Qualification:
    - > Creating business requirements.

Conclusion:

Business analysis is taught throughout the world and many short programs exist and are offered by universities, private training providers, adult education providers, business schools and in-house at major companies. However business analysis is a fairly new discipline in the

Information Technology industry and for this reason there is not a direct comparison that deals specifically with business analysis. The most widely recognised business analysis qualification is the IIBA CBAP and the South African Qualification compares very favourably with CBAP.

### **ARTICULATION OPTIONS**

This Qualification has been developed to provide career opportunities as well as to facilitate progression to other related qualifications. Learners can move horizontally or vertically between defence related qualifications, although in most cases, some standards will be required horizontally before moving to another qualification vertically.

This Qualification has horizontal articulation with the following Qualifications:

- > ID 48573: National Certificate in Systems Support at NQF Level 5.
- > ID 48872: National Diploma in Information Technology: Systems Development NQF Level 5.

This Qualification has vertical articulation with the following qualifications:

- > National Certificate: Business Analysis NQF Level 6 (under construction).

### **MODERATION OPTIONS**

> Moderation of learner achievements takes place at providers accredited by the applicable ETQA for the provision of programmes that result in the outcomes specified in this Qualification.

> Anyone moderating the assessment of a learner against this Qualification must be registered as a 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.

> 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.

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

For an applicant to register as an assessor, the applicant needs:

- > Subject relevant tertiary level qualification.
- > A minimum of three years relevant occupational experience.
- > Well-developed interpersonal skills, subject matter and assessment experience.
- > Well-developed subject matter expertise within the field.
- > To be a registered assessor with the relevant Education and Training Quality Assurance Body.
- > Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence). Assessment competencies and subject matter experience of the assessor can be established by recognition of prior learning.

### **NOTES**

The elective unit standard category is open ended to allow the learner to choose the 10 credits associated to the elective unit standards from any discipline that would add value to the purpose of the qualification or the learners own development on a learning pathway within the sector.

### **UNIT STANDARDS**

|             | <b>ID</b> | <b>UNIT STANDARD TITLE</b>   | <b>LEVEL</b> | <b>CREDITS</b> |
|-------------|-----------|--|--------------|----------------|
| Fundamental | 114055    | Demonstrate an awareness of ethics and professionalism for the computer industry in South Africa | Level 5      | 3              |
| Fundamental | 258840    | Demonstrate an understanding of the external environment of business                             | Level 5      | 5              |

|             | ID     | UNIT STANDARD TITLE   | LEVEL   | CREDITS |
|-------------|--------|---|---------|---------|
| Fundamental | 119173 | Develop and maintain effective working relationship with clients  | Level 5 | 8       |
| Fundamental | 114050 | Explain the principles of business and the role of information technology   | Level 5 | 4       |
| Fundamental | 115835 | Operate in a professional manner utilising trouble shooting techniques while applying creative thinking processes                           | Level 5 | 5       |
| Fundamental | 12433  | Use communication techniques effectively  | Level 5 | 8       |
| Core        | 258836 | Analyse and apply different Information and Communication Technology (ICT) Systems Development Lifecycle (SDLC) models for a given scenario | Level 5 | 8       |
| Core        | 252026 | Apply a systems approach to decision making   | Level 5 | 6       |
| Core        | 115395 | Apply and explain the generic business process and value chain model  | Level 5 | 12      |
| Core        | 258839 | Apply basic principles of requirements-related modelling  | Level 5 | 4       |
| Core        | 115358 | Apply information gathering techniques for computer system development  | Level 5 | 7       |
| Core        | 115402 | Assist in researching the problem and the solution within a consulting context  | Level 5 | 6       |
| Core        | 258837 | Demonstrate an understanding of business applications and systems   | Level 5 | 10      |
| Core        | 116779 | Develop and implement specifications to achieve the desired product or service  | Level 5 | 10      |
| Core        | 258835 | Model and design business processes and workflow  | Level 5 | 10      |
| Core        | 115398 | Observe and record the findings of a business requirements gathering session  | Level 5 | 8       |
| Elective    | 15234  | Apply efficient time management to the work of a department/division/section  | Level 5 | 4       |
| Elective    | 252020 | Create and manage an environment that promotes innovation   | Level 5 | 6       |
| Elective    | 115367 | Demonstrate logical problem solving and error detection techniques  | Level 5 | 8       |
| Elective    | 120492 | Demonstrate the application of performance management   | Level 5 | 6       |
| Elective    | 243816 | Develop a project quality management plan for a simple to moderately complex project  | Level 5 | 6       |
| Elective    | 258838 | Investigate implementation options for Information Technology (IT) solutions  | Level 5 | 6       |
| Elective    | 120378 | Support the project environment and activities to deliver project objectives  | Level 5 | 14      |

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

**None**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Model and design business processes and workflow***

| <b>SAQA US ID</b>                                       | <b>UNIT STANDARD TITLE</b>                       |  |                |
|---|--|--|----------------|
| 258835  | Model and design business processes and workflow |  |                |
| <b>ORIGINATOR</b>                                       |  | <b>PROVIDER</b>                              |                |
| SGB Computer Sciences and Information Systems           |  |  |                |
| <b>FIELD</b>  |  | <b>SUBFIELD</b>                              |                |
| 10 - Physical, Mathematical, Computer and Life Sciences |  | Information Technology and Computer Sciences |                |
| <b>ABET BAND</b>  | <b>UNIT STANDARD TYPE</b>                        | <b>NQF LEVEL</b>                             | <b>CREDITS</b> |
| Undefined   | Regular  | Level 5                                      | 10             |

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Demonstrate an understanding of different levels of business processes within an organisation.

**SPECIFIC OUTCOME 2**

Create a coherent model of a business process.

**SPECIFIC OUTCOME 3**

Participating in business process definition and continuous improvement.

**SPECIFIC OUTCOME 4**

Analyse systems supporting business processes in an organisation.

**SPECIFIC OUTCOME 5**

Evaluate and improve the structure of an organisational unit and the design of jobs and work procedures.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

|      | <b>ID</b> | <b>QUALIFICATION TITLE</b>                               | <b>LEVEL</b> |
|------|-----------|--|--------------|
| Core | 63769     | National Certificate: Business Analysis Support Practice | Level 5      |



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

**Analyse and apply different Information and Communication Technology (ICT) Systems Development Lifecycle (SDLC) models for a given scenario**

|   |   |                  |                |
|---|---|------------------|----------------|
| <b>SAQA US ID</b>                                       | <b>UNIT STANDARD TITLE</b>  |                  |                |
| 258836  | Analyse and apply different Information and Communication Technology (ICT) Systems Development Lifecycle (SDLC) models for a given scenario |                  |                |
| <b>ORIGINATOR</b>                                       | <b>PROVIDER</b>   |                  |                |
| SGB Computer Sciences and Information Systems           |   |                  |                |
| <b>FIELD</b>  | <b>SUBFIELD</b>   |                  |                |
| 10 - Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences  |                  |                |
| <b>ABET BAND</b>  | <b>UNIT STANDARD TYPE</b>   | <b>NQF LEVEL</b> | <b>CREDITS</b> |
| Undefined   | Regular   | Level 5          | 8              |

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Demonstrate an understanding of a typical SDLC by explaining the phases, deliverables and roles.

**SPECIFIC OUTCOME 2**

Define and compare SDLC models currently used in the IT industry.

**SPECIFIC OUTCOME 3**

Select and apply an appropriate SDLC model to a given scenario by creating sample deliverables to motivate the choices being made.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

|      | <b>ID</b> | <b>QUALIFICATION TITLE</b>                               | <b>LEVEL</b> |
|------|-----------|--|--------------|
| Core | 63769     | National Certificate: Business Analysis Support Practice | Level 5      |



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Demonstrate an understanding of business applications and systems*

| SAQA US ID  | UNIT STANDARD TITLE   |           |         |
|---|---|-----------|---------|
| 258837  | Demonstrate an understanding of business applications and systems |           |         |
| ORIGINATOR  | PROVIDER  |           |         |
| SGB Computer Sciences and Information Systems           |   |           |         |
| FIELD   | SUBFIELD  |           |         |
| 10 - Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences                      |           |         |
| ABET BAND   | UNIT STANDARD TYPE  | NQF LEVEL | CREDITS |
| Undefined   | Regular   | Level 5   | 10      |

*This unit standard does not replace any other unit standard and is not replaced by another unit standard.*

**SPECIFIC OUTCOME 1**

Describe different business systems and their importance within an organisation.

**SPECIFIC OUTCOME 2**

Describe the alignment of the business system to the business strategy and objectives.

**SPECIFIC OUTCOME 3**

Explain the linkages and interdependencies of business systems in an organisation.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

|      | ID    | QUALIFICATION TITLE                                      | LEVEL   |
|------|-------|--|---------|
| Core | 63769 | National Certificate: Business Analysis Support Practice | Level 5 |



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Investigate implementation options for Information Technology (IT) solutions***

| <b>SAQA US ID</b>                                       | <b>UNIT STANDARD TITLE</b>   |  |                |
|---|--|--|----------------|
| 258838  | Investigate implementation options for Information Technology (IT) solutions |  |                |
| <b>ORIGINATOR</b>                                       |  | <b>PROVIDER</b>                              |                |
| SGB Computer Sciences and Information Systems           |  |  |                |
| <b>FIELD</b>  |  | <b>SUBFIELD</b>                              |                |
| 10 - Physical, Mathematical, Computer and Life Sciences |  | Information Technology and Computer Sciences |                |
| <b>ABET BAND</b>  | <b>UNIT STANDARD TYPE</b>  | <b>NQF LEVEL</b>                             | <b>CREDITS</b> |
| Undefined   | Regular  | Level 5                                      | 6              |

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Discuss the factors that influence the implementation options of an IT solution.

**SPECIFIC OUTCOME 2**

Explore and compare different implementation methods currently used in the IT industry.

**SPECIFIC OUTCOME 3**

Recommend implementation solutions for a specific context.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

|          | <b>ID</b> | <b>QUALIFICATION TITLE</b>                               | <b>LEVEL</b> |
|----------|-----------|--|--------------|
| Elective | 63769     | National Certificate: Business Analysis Support Practice | Level 5      |





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Apply basic principles of requirements-related modelling*

|   |  |  |                |
|---|--|--|----------------|
| <b>SAQA US ID</b>                                       | <b>UNIT STANDARD TITLE</b>                               |  |                |
| 258839  | Apply basic principles of requirements-related modelling |  |                |
| <b>ORIGINATOR</b>                                       |  | <b>PROVIDER</b>                              |                |
| SGB Computer Sciences and Information Systems           |  |  |                |
| <b>FIELD</b>  |  | <b>SUBFIELD</b>                              |                |
| 10 - Physical, Mathematical, Computer and Life Sciences |  | Information Technology and Computer Sciences |                |
| <b>ABET BAND</b>  | <b>UNIT STANDARD TYPE</b>                                | <b>NQF LEVEL</b>                             | <b>CREDITS</b> |
| Undefined   | Regular  | Level 5                                      | 4              |

*This unit standard does not replace any other unit standard and is not replaced by another unit standard.*

**SPECIFIC OUTCOME 1**

Illustrate the principles of modelling various dimensions of a business system.

**SPECIFIC OUTCOME 2**

Explain how models are used to understand business problems.

**SPECIFIC OUTCOME 3**

Apply models to form business solutions and recommendations.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

|      | <b>ID</b> | <b>QUALIFICATION TITLE</b>                               | <b>LEVEL</b> |
|------|-----------|--|--------------|
| Core | 63769     | National Certificate: Business Analysis Support Practice | Level 5      |



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Demonstrate an understanding of the external environment of business*

| SAQA US ID  | UNIT STANDARD TITLE  |  |         |
|---|--|--|---------|
| 258840  | Demonstrate an understanding of the external environment of business |  |         |
| ORIGINATOR  |  | PROVIDER                                     |         |
| SGB Computer Sciences and Information Systems           |  |  |         |
| FIELD   |  | SUBFIELD                                     |         |
| 10 - Physical, Mathematical, Computer and Life Sciences |  | Information Technology and Computer Sciences |         |
| ABET BAND   | UNIT STANDARD TYPE   | NQF LEVEL                                    | CREDITS |
| Undefined   | Regular  | Level 5                                      | 5       |

*This unit standard does not replace any other unit standard and is not replaced by another unit standard.*

**SPECIFIC OUTCOME 1**

Describe the fundamental characteristics of a selected industry within the South African business environment.

**SPECIFIC OUTCOME 2**

Analyse the relationship between a selected business and its industry.

**SPECIFIC OUTCOME 3**

Analyse the impact of the business environment on a selected business or organisational unit.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

|             | ID    | QUALIFICATION TITLE                                      | LEVEL   |
|-------------|-------|--|---------|
| Fundamental | 63769 | National Certificate: Business Analysis Support Practice | Level 5 |