



# Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA  
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Mei 2004

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**AIDS HELPLINE: 0800-0123-22 Prevention is the cure**

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South African Qualifications Authority

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# GOVERNMENT NOTICES

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 618

21 May 2004

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Private Bag X 06  
WATERKLOOF  
0145

Hatfield Forum West  
1067 Arcadia Street  
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Tel: +27 (0) 12 431 5000

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Established in terms of Act 58 of 1995

11 May 2004

The South African Qualifications Authority in terms of the National Standards Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby give notice of additional names of the following Standards Generating Body:

### NSB 10 : MATHEMATICAL, PHYSICAL, COMPUTER AND LIFE SCIENCES.

#### Additional Names for the SGB for Environmental Sciences, Environmental Management and Waste Management (ESEMWM) SGB

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Leon Bredenhann	Department of Water Affairs and Forestry (DWAF)– Water Quality Management Directorate	DWAF	BSc Chemistry & Microbiology, BSc Hons Water Environmental Science, MBI I Management Organisational Behaviour & Legal Environment(currently studying). Deputy Director Waste Management, 28+ yrs experience in the environment related field (sewage and water management)

JOE SAMUELS

DIRECTOR : STANDARDS SETTING AND DEVELOPMENT

#### SAQA'S MISSION

"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large."

No. 619

21 May 2004

Postnet Suite 248  
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1067 Arcadia Street  
HATFIELD  
0028

Tel: +27 (0) 12 431 5000

Fax: +27 (0) 12 431 5039



Established in terms of Act 58 of 1995

13 May 2004

Dear Sir/Madam,

The South African Qualifications Authority in terms of the National Standard Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby publishes the new appointments of the National Standards Bodies.

**NSB 02 : CULTURE AND ARTS**

Category	Nomination	Nominated by	Workplace	Gender	PDI status
Critical Interest Group	Prof P Singh	Recreation South Africa	RAU University	Male	Black

**NSB 09 : HEALTH SCIENCE AND SOCIAL SERVICES**

Category	Nomination	Nominated by	Workplace	Gender	PDI status
Critical Interest Group	Mr B Zulu	Health Welfare SETA	Health Welfare SETA	Male	Black
Critical Interest Group	Ms Mchunu	SA Nursing Council	SA Nursing Council	Female	Black

Yours sincerely

**JOE SAMUELS**

DIRECTOR : STANDARDS SETTING AND DEVELOPMENT

**SAQA'S MISSION**

*"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large."*

No. 620

21 May 2004

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*Established in terms of Act 58 of 1995*

Dear Sir/Madam,

The South African Qualifications Authority in terms of the National Standards Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby publishes the new names of persons nominated to serve as members of the following National Standards Bodies (**NSB 01 & 09**) and their national stakeholder bodies. SAQA invites comment with respect to the acceptability of the nominees and the representativeness of the national bodies with key interests in the field.

Kindly forward any comment not later than **21 June 2004** to:

South African Qualification Authority  
Postnet Suite 248  
Private Bag X06  
WATERKLOOF  
0145

Attention: Mr J Samuels  
Director : Standards Setting and Development

Telephone: (012) 431 5007  
Fax: (012) 431 5123

Yours sincerely,

**JOE SAMUELS**  
DIRECTOR : STANDARDS SETTING AND DEVELOPMENT

**SAQA'S MISSION**

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**NSB 01 : AGRICULTURE & NATURE CONSERVATION**

Category	Nomination	Nominated by	Workplace	Gender	PDI status
Providers	Mr Marius Paulse (replacing Dr van Niekerk)	College Sector Coalition/ Alliance of Private Providers for ETD	Western Cape Department of Agriculture	Male	White

**Resignation:**

Dr A van Niekerk

Prof M Viljoen

**NSB 09 : HEALTH SCIENCE AND SOCIAL SERVICES**

Category	Nomination	Nominated by	Workplace	Gender	PDI status
Critical Interest Group	Ms L Munro (replacing Ms L MacDonald)	Allied Health Professions Council of SA	Lecturer/ clinical evaluator for radiographic training at King Edward V111 Hospital	Female	White

**Resignation:**

Ms L MacDonald

**SAQA'S MISSION**

*"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large."*



No. 621

21 May 2004

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Civil Engineering and Construction**

Registered by NSB 12, Physical Planning and Construction, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1065 Arcadia Street, Hatfield.

Comment on the unit standards should reach SAQA at the address *below and no later than 21 June 2004*. All correspondence should be marked **Standards Setting – SGB Civil Engineering and Construction** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [dmphuthing@saga.co.za](mailto:dmphuthing@saga.co.za)

**JOE SAMUELS**

**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

1

**Apply labour intensive construction methods to construct and maintain water and sanitation services**

SAQA US ID	UNIT STANDARD TITLE		
114917	Apply labour intensive construction methods to construct and maintain water and sanitation services		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Civil Engineering Construction		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Physical Planning and Construction		Civil Engineering Construction	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-CEC-0-SGB CEC	Regular	Level 2	8

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Plan and set out for LIC water and sanitation works.

#### **SPECIFIC OUTCOME 2**

Understand and explain basic LIC methods used in water and sanitation activities.

#### **SPECIFIC OUTCOME 3**

Perform Labour intensive water and sanitation activities.

#### **SPECIFIC OUTCOME 4**

Perform Labour intensive water and sanitation appurtenant works.

#### **SPECIFIC OUTCOME 5**

Identify faults and perform Labour intensive water and sanitation repair and maintenance works.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

2

## Apply labour intensive construction systems and techniques to work activities

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114921	Apply labour intensive construction systems and techniques to work activities		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Civil Engineering Construction		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Physical Planning and Construction		Civil Engineering Construction	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
PPC-CEC-0-SGB CEC	Regular	Level 2	12

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Understand and explain the Labour Intensive Construction philosophy.

**SPECIFIC OUTCOME 2**

Implement Labour Intensive Construction Systems.

**SPECIFIC OUTCOME 3**

Implement resource management techniques for Labour Intensive Construction projects.

**SPECIFIC OUTCOME 4**

Train, coach and develop team members in LIC methods.

**SPECIFIC OUTCOME 5**

Implement LIC administrative systems.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

3

**Use labour intensive construction methods to construct and maintain roads and stormwater drainage**

SAQA US ID	UNIT STANDARD TITLE		
114916	Use labour intensive construction methods to construct and maintain roads and stormwater drainage		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Civil Engineering Construction	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Physical Planning and Construction		Civil Engineering Construction	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-CEC-0-SGB CEC	Regular	Level 2	8

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Plan and set out for LIC roads, earthworks layer works and drainage.

##### **SPECIFIC OUTCOME 2**

Understand and explain basic LIC earthmoving methods.

##### **SPECIFIC OUTCOME 3**

Perform labour intensive earthworks, layer works and drainage works.

##### **SPECIFIC OUTCOME 4**

Perform labour intensive road finishing works.

##### **SPECIFIC OUTCOME 5**

Perform labour intensive road maintenance works.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

4

Use labour intensive construction methods to construct, repair and maintain structures

SAQA US ID	UNIT STANDARD TITLE		
114930	Use labour intensive construction methods to construct, repair and maintain structures		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Civil Engineering Construction		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Physical Planning and Construction		Civil Engineering Construction	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-CEC-0-SGB CEC	Regular	Level 2	8

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Plan and set out for LIC structural works.

##### **SPECIFIC OUTCOME 2**

Understand and explain basic LIC methods used in structural activities.

##### **SPECIFIC OUTCOME 3**

Perform Labour intensive structural activities.

##### **SPECIFIC OUTCOME 4**

Perform Labour intensive structural appurtenant works.

##### **SPECIFIC OUTCOME 5**

Perform Labour intensive structural repair and maintenance activities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

5

#### Develop and promote labour intensive construction strategies

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114913	Develop and promote labour intensive construction strategies		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Civil Engineering Construction		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Physical Planning and Construction		Civil Engineering Construction	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
PPC-CEC-0-SGB CEC	Regular	Level 7	20

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Understand and apply the philosophy, principles and concepts of Labour Intensive Construction (LIC).

##### **SPECIFIC OUTCOME 2**

Develop and implement policies and procedures for Labour Intensive Construction (LIC) Projects.

##### **SPECIFIC OUTCOME 3**

Develop Labour Intensive Construction (LIC) documentation.

##### **SPECIFIC OUTCOME 4**

Promote the use of Labour Intensive Construction (LIC) methods.

No. 622

21 May 2004

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Manufacturing and Assembly Processes**

Registered by NSB 06, Manufacturing, Engineering and Technology, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at [www.saqo.org.za](http://www.saqo.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 21 June 2004***. All correspondence should be marked **Standards Setting – SGB for Manufacturing and Assembly Processes** and addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. D Mphuthing*

Postnet Suite 248

Private Bag X06

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or faxed to 012 – 431-5144

e-mail: [dmpthuthing@saqa.co.za](mailto:dmpthuthing@saqa.co.za)

**JOE SAMUELS**

**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



Established in terms of Act 38 of 1995

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### National Certificate: Tyre and Tyre Component Manufacturing

SAQA QUAL ID	QUALIFICATION TITLE	
48793	National Certificate: Tyre and Tyre Component Manufacturing	
SGB NAME	SGB Manufacturing and Assembly Processes	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-2-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
128	Level 2	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### PURPOSE OF THE QUALIFICATION

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to satisfy the challenges of participating effectively in the new tyre manufacturing industry.

For those who have been in the workplace for a long time, this qualification can be used in the Recognition of Prior Learning (RPL) process to assess and recognise workplace skills acquired without the benefit of formal education or training.

For the new entrant, this qualification describes the learning outcomes (the skills, knowledge and values) required to effectively participate in a structured workplace within the tyre manufacturing industry.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes. For employers, the qualification allows skills gaps to be identified and programmes to close those skills gaps to be developed. The qualification also acts as an external benchmark for fulfilling the criteria of national and international quality standards such as ISO 9000:2000.

This qualification recognises the skills, knowledge and values acquired by learners working in enterprises that use tyre manufacturing processes.

The chief skills that are recognised in this qualification are those of selecting, loading, transporting and preparing materials, components and finished products. This capability requires an understanding of tyre construction and manufacturing principles and of related quality requirements. Qualifying learners will also be able to use tools and operate equipment with simple control systems used in the tyre and tyre component manufacturing processes. Hand skills play a small role in this qualification.

Qualifying learners will also understand:

- > The basics of how a business functions
- > Their role in the business, i.e. in production and related activities
- > How they are affected by legislation, regulations, agreements and policies related to their particular work environment.

With this understanding, qualifying learners will be able to participate actively in workplace activities. They will also understand how they should operate within the legislative, safety and quality systems that govern their workplace.



Qualifying learners will also be able to relate what they see and experience to scientific and technological principles and concepts.

What learners achieve in this qualification will also serve as a basis for further learning where they will engage more directly in tyre and tyre component manufacturing.

#### Rationale for the qualification

The tyre manufacturing process requires the preparation of a range of materials (rubber, additives, synthetic fibres, fabrics and steel wires); the manufacture of components from combinations of these materials; the assembly of the components into a "green tyre"; the curing or vulcanising of the green tyre into the finished product and the finishing of the cured tyre.

The tyre manufacturing industry combines sophisticated manufacturing processes with skilled hand assembly and fabrication within a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer and consumer quality requirements. In addition, the industry has to respond to competition in export and domestic markets and to ensure the on-going development of new products required by changing customer needs.

This means that people working in the tyre manufacturing industry require a range of skills and knowledge to help them respond to the exacting quality requirements, the pressures of high speed production and ongoing change.

This is the first qualification in a series for tyre and tyre component manufacturing that will enable competent learners to participate effectively in tyre manufacturing processes.

This qualification can be obtained in the following contexts:

- > Tyre component preparation processes
- > Rubber material mixing
- > Extruding
- > Calendering
- > Tyre curing (vulcanisation)

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

This qualification assumes learners have a National Certificate in Manufacturing, Engineering and Assembly processes at NQF Level 1, or alternatively, ABET qualifications at Level 4.

Such qualifications are assumed to include:

- > Literacy
- > Numeracy
- > Basic concepts of science and technology

#### Recognition of prior learning:

This qualification may be obtained through the process of RPL. The learner should be thoroughly briefed prior to the assessment and support should be provided to assist the learner in the process of developing a portfolio. While this is primarily a work-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

#### **QUALIFICATION RULES**

N/A

#### **EXIT LEVEL OUTCOMES**

1. Demonstrate an understanding of tyre and tyre component manufacturing processes and the related quality requirements, and prepare or manufacture tyre components on equipment with simple control systems
2. Demonstrate an understanding and use of appropriate tools and equipment to select, transport and load

materials onto or into tyre component manufacturing equipment

3. Demonstrate an understanding of safety, health, environmental, risk and quality policies and procedures as they relate to working safely with due care for self and fellow workers

4. Work effectively with others, demonstrating an understanding of own role in the organisation and the purpose of the organisation within the business context and economy

5. Demonstrate an understanding of options for further learning in this or a related field of learning and preparation requirements for such learning

#### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > Generation of scrap, waste or faulty components is minimised
  - > Equipment malfunctions and non-conformances are recognised and appropriately responded to
  - > Equipment malfunctions, non-conformances and responses are reported accurately and clearly (orally or in writing)
  - > Workplace procedures are applied consistently and work is performed efficiently
  - > Can respond to questions and discuss issues related to the preparation or manufacturing processes
2.
  - > Correct materials or components are selected according to manufacturing requirements and schedules
  - > Materials or components are handled and transported appropriately and safely according to workplace procedures
  - > No material or component is damaged or its quality compromised
  - > Normal production is not affected by late delivery
  - > Tools and equipment are used with due care and are used, maintained and stored appropriately
  - > Can respond to questions and discuss issues related to
    - > The selection, transport, handling or delivery of materials or components
    - > The requirements of the manufacturing processes
    - > The use, care and maintenance of tools and equipment
3.
  - > Procedures are applied routinely and effectively
  - > The nature and purpose of the procedures and safety equipment can be discussed
  - > Appropriate protective equipment and clothing is selected and worn
  - > A clean and tidy work area is maintained
  - > Can respond to questions and discuss issues related to quality, safety, health and the environment
4.
  - > Information or decisions are received and acted on
  - > Relevant information is reported and relayed where appropriate
  - > Contributes to the efforts and the objectives of the workgroup
  - > Purpose of own role and the role of the organisation is explained, using examples from own experience
5.
  - > Learning options are explained
  - > Preparation requirements related to learning options are explained
  - > Learning plan is developed

#### **Integrated Assessment:**

The integrated assessment must be based on a summative assessment guide. The guide must spell out how the assessor will assess different aspects of the performance and will include:

- > Evaluating projects developed during the learning programme
- > Observing (and listening to) the learner at work, both in primary activities as well as in other interactions, or in relevant simulations
- > Asking questions and initiating short discussions to test understanding
- > Looking at records and reports, including learning records

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

The assessment process should cover the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities required for tyre manufacturing. The assessment process should also establish how the learning process has advanced the critical outcomes.

### **INTERNATIONAL COMPARABILITY**

This qualification and associated qualifications has been found comparable in terms of outcomes and duration to:

1. Qualifications in the United Kingdom: National and Scottish Vocational Qualifications (N/SVQ)
2. Modern apprenticeship qualifications in the United Kingdom in the field of polymer processing
3. Vocational qualifications in Germany

In addition, the qualification design has been benchmarked against the Manufacturing Skills Standards developed by the Manufacturing Skills Standards Council in the United States.

### **ARTICULATION OPTIONS**

The qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

### **MODERATION OPTIONS**

Moderators for the qualification should be qualified and accredited with an appropriate ETQA. To assure the quality of the assessment process, the moderation should cover one of the following:

- > Assessor credentials
- > The assessment instrument
- > The assessment process

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

The following criteria should be applied by the relevant ETQA:

1. Appropriate qualification in the field of tyre and tyre component manufacturing, with a minimum of 2 years' experience in a tyre-manufacturing environment. The subject matter expertise of the assessor can be established by recognition of prior learning.
2. Appropriate experience and understanding of assessment theory, processes and practices
3. Good interpersonal skills and ability to balance the conflicting requirements of:
  - > Maintaining national standards
  - > The interests of the learner
  - > The need for transformation and redressing the legacies of the past
  - > The cultural background and language of the learner

4. Registration as an assessor with the relevant ETQA
5. Any other criteria required by relevant ETQA

### **NOTES**

This qualification links to the following qualifications:

NQF Level 5

- > National Diploma in Rubber Technology (240 credits)
- > Draft) Tyre and Tyre Component Manufacturing: Optimising Tyre Manufacturing Processes and Tyre

## Performance (120 credits)

&gt; Industrial Rubber Manufacturing

## NQF Level 4

&gt; Tyre &amp; Tyre Component Manufacturing

&gt; Quality Assurance of Tyre Processes

&gt; Industrial Rubber Manufacturing

## NQF Level 3

&gt; Tyre &amp; Tyre Component Manufacturing

&gt; Tyre Assembly

&gt; Quality Checking of Tyres and Tyre Components Industrial

&gt; Rubber Manufacturing

## NQF Level 2

&gt; Tyre &amp; Tyre Component Manufacturing

&gt; Quality Checking and Finishing of Manufactured Tyres

&gt; Industrial Rubber Manufacturing (Mixing OR Extruding OR Moulding OR Calendaring)

## NQF Level 1

&gt; Manufacturing, Engineering, Assembly &amp; Related Activities

**UNIT STANDARDS****(Note: A blank space after this line means that the qualification is not based on Unit Standards.)**

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	12466 Explain the individual's role within business	Level 2	4	Registered
Core	13163 Use and care for services, tools and equipment in the industrial rubber manufacturing process	Level 2	10	Registered
Core	13220 Keep the work area safe and productive	Level 2	8	Registered
Core	13258 Participate in work group activities	Level 2	4	Registered
Core	115055 Transport materials, components or products in the tyre manufacturing process	Level 2	12	Draft - Prep for P Comment
Core	115111 Set and operate equipment with simple control systems	Level 2	15	Draft - Prep for P Comment
Core	9530 Manage work time effectively	Level 3	3	Reregistered
Core	12456 Explain and use organisational procedures	Level 3	6	Registered
Elective	9599 Lift and move material and equipment by means of a forklift	Level 2	3	Registered
Elective	12483 Perform basic first aid	Level 2	4	Reregistered
Elective	12484 Perform basic fire fighting	Level 2	4	Reregistered
Elective	13202 Apply study and learning techniques	Level 2	3	Registered
Elective	13222 Deal with safety, health and environmental emergencies in the workplace	Level 2	4	Registered
Fundamental	7469 Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2	Registered
Fundamental	8962 Maintain and adapt oral communication	Level 2	5	Registered
Fundamental	8963 Access and use information from texts	Level 2	5	Registered
Fundamental	8964 Write for a defined context	Level 2	5	Registered
Fundamental	8982 Demonstrate understanding of rational and irrational numbers and number systems within the context of relevant calculations	Level 2	3	Registered
Fundamental	9007 Work with a range of patterns and functions and solve problems	Level 2	5	Registered
Fundamental	9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3	Registered
Fundamental	9268 Manage basic personal finance	Level 2	6	Registered
Fundamental	12444 Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	Level 2	3	Registered
Fundamental	12461 Communicate at work	Level 2	5	Registered



Fundamental	12463 Understand and deal with HIV/AIDS	Level 2	3	Registered
Fundamental	12465 Develop a learning plan and a portfolio for assessment	Level 2	6	Registered
Fundamental	13217 Collect and use information	Level 2	5	Registered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### **National Certificate: Quality Checking and Finishing of Manufactured Tyres**

SAQA QUAL ID	QUALIFICATION TITLE	
48800	National Certificate: Quality Checking and Finishing of Manufactured Tyres	
SGB NAME	SGB Manufacturing and Assembly Processes	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-2-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
140	Level 2	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### **PURPOSE OF THE QUALIFICATION**

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to satisfy the challenges of participating effectively in the tyre manufacturing industry.

For those who have been in the workplace for a long time, this qualification can be used in the Recognition of Prior Learning (RPL) process to assess and recognise workplace skills acquired without the benefit of formal education or training.

For the new entrant, this qualification describes the learning outcomes (the skills, knowledge and values) required to effectively participate in a structured workplace within the tyre manufacturing industry.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes. For employers, the qualification allows skills gaps to be identified and programmes to close those skills gaps to be developed. The qualification also acts as an external benchmark for fulfilling the criteria of national and international quality standards such as ISO 9000:2000.

This qualification recognises the skills, knowledge and values acquired by learners working in enterprises that use tyre manufacturing processes.

The chief skills that are recognised in this qualification are those of recognising and responding to changes in the quality of manufactured tyres. This capability requires an understanding of quality requirements and of tyre construction and manufacturing principles. Qualifying learners will also be able to perform finishing operations on the manufactured tyres. Hand skills play a small role in this qualification.

Qualifying learners will also understand:

- > The basics of how a business functions
- > Their role in the business, i.e. in production and related activities
- > How they are affected by legislation, regulations, agreements and policies related to their particular work environment.

With this understanding, qualifying learners will be able to participate actively in workplace activities. They will also understand how they should operate within the legislative, safety and quality systems that govern their workplace.

Qualifying learners will also be able to relate what they see and experience to scientific and technological

principles and concepts.

What learners achieve in this qualification will also serve as a basis for further learning where they will engage more directly in quality checking processes.

Rationale for the qualification:

The tyre manufacturing process requires the preparation of a range of materials (rubber, additives, synthetic fibres, fabrics and steel wires); the manufacture of components from combinations of these materials; the assembly of the components into a green tyre; the curing or vulcanising of the green tyre into the finished product and the finishing of the cured tyre.

The tyre manufacturing industry combines sophisticated manufacturing processes with skilled hand assembly and fabrication within a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer and consumer quality requirements. In addition, the industry has to respond to competition in export and domestic markets and to ensure the on-going development of new products required by changing customer needs.

This means that people working in the tyre manufacturing industry require a range of skills and knowledge to help them respond to the exacting quality requirements, the pressures of high speed production and ongoing change.

This is the first qualification in a series for finishing and quality checking of manufactured tyres that will enable competent learners to participate effectively in the tyre manufacturing industry.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

This qualification assumes learners have a GETC at NQF Level 1, a National Certificate in Manufacturing, Engineering and Assembly processes at NQF Level 1, or alternatively, ABET qualifications at Level 4. Such qualifications are assumed to include:

- > Literacy
- > Numeracy
- > Basic concepts of science and technology

Recognition of prior learning

This qualification may be obtained through the process of RPL. The learner should be thoroughly briefed prior to the assessment and support should be provided to assist the learner in the process of developing a portfolio. While this is primarily a work-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

#### **QUALIFICATION RULES**

N/A

#### **EXIT LEVEL OUTCOMES**

1. Demonstrate an understanding of tyre manufacturing processes and the related quality requirements and check the quality of manufactured tyres
2. Demonstrate an understanding and use of tools and equipment to repair, buff, lift, move and store manufactured tyres
3. Demonstrate an understanding of safety, health, environmental, risk and quality policies and procedures as they relate to working safely with due care for self and fellow workers
4. Work effectively with others, demonstrating an understanding of own role in the organisation and the purpose of the organisation within the business context and economy
5. Demonstrate an understanding of options for further learning in this or a related field of learning and preparation requirements for such learning

**ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > All non-conforming products are identified and isolated
  - > Non-conformances are reported accurately and clearly (orally or in writing)
  - > Can respond to questions and discuss issues related to the quality checking process, the nature and purpose of the checks and the end-use requirements of manufactured tyres
2.
  - > Repairs conform to quality standards
  - > Repairs are performed efficiently and material wastage is minimised
  - > Transport and storage of materials is performed efficiently and safely
  - > Tools and equipment are used with due care and are maintained and stored appropriately
  - > Can report on, respond to questions about and discuss issues related to the repair process, the nature and purpose of the repairs and the end-use requirements of manufactured tyres
3.
  - > Procedures are applied routinely and effectively
  - > The nature and purpose of the procedures and safety equipment can be discussed
  - > Appropriate protective equipment and clothing is selected and worn
  - > A clean and tidy work area is maintained
  - > Can respond to questions and can discuss issues related to quality, safety, health and the environment
4.
  - > Information or decisions are received and acted on
  - > Relevant information is reported and relayed where appropriate
  - > Contributes to the efforts and the objectives of the workgroup
  - > Purpose of own role and role of organisation is explained, using examples from own experience
5.
  - > Learning options are explained
  - > Preparation requirements related to learning options are explained
  - > Learning plan is developed

**Integrated Assessment**

The integrated assessment must be based on a summative assessment guide. The guide must spell out how the assessor will assess different aspects of the performance and will include:

- > Evaluating projects developed during the learning programme
- > Observing (and listening to) the learner at work, both in primary activities as well as in other interactions, or in relevant simulations
- > Asking questions and initiating short discussions to test understanding
- > Looking at records and reports, including learning records

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

The assessment process should cover the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities required for tyre manufacturing. The assessment process should also establish how the critical outcomes have been advanced by the learning process.

**INTERNATIONAL COMPARABILITY**

This qualification and associated qualifications has been found comparable in terms of outcomes and duration to:

1. Qualifications in the United Kingdom: National and Scottish Vocational Qualifications (N/SVQ)

2. Modern apprenticeship qualifications in the United Kingdom in the field of polymer processing
3. Vocational qualifications in Germany

In addition, the qualification design has been benchmarked against the Manufacturing Skills Standards developed by the Manufacturing Skills Standards Council in the United States.

### **ARTICULATION OPTIONS**

The qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

### **MODERATION OPTIONS**

Moderators for the qualification should be qualified and accredited with an appropriate ETQA. To assure the quality of the assessment process, the moderation should cover one of the following:

- > Assessor credentials
- > The assessment instrument
- > The assessment process

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

The following criteria should be applied by the relevant ETQA:

1. Appropriate qualification in the field of quality assurance, with a minimum of 2 years' experience in a tyre-manufacturing environment. The subject matter expertise of the assessor can be established by recognition of prior learning.
2. Appropriate experience and understanding of assessment theory, processes and practices
3. Good interpersonal skills and ability to balance the conflicting requirements of:
  - > Maintaining national standards
  - > The interests of the learner
  - > The need for transformation and redressing the legacies of the past
  - > The cultural background and language of the learner
4. Registration as an assessor with the relevant ETQA
5. Any other criteria required by relevant ETQA

### **NOTES**

This qualification links to the following qualifications:

#### **NQF Level 5**

- > National Diploma in Rubber Technology (240 credits)
- > (Draft) Tyre and Tyre Component Manufacturing: Optimising Tyre Manufacturing Processes and Tyre Performance (120 credits)
- > Industrial Rubber Manufacturing

#### **NQF Level 4**

- > Tyre & Tyre Component Manufacturing
- > Quality Assurance of Tyre Processes
- > Industrial Rubber Manufacturing

#### **NQF Level 3**

- > Tyre & Tyre Component Manufacturing
- > Tyre Assembly
- > Quality Checking of Tyres and Tyre Components
- > Industrial Rubber Manufacturing

#### **NQF Level 2**

- > Tyre & Tyre Component Manufacturing
- > Quality Checking and Finishing of Manufactured Tyres

> Industrial Rubber Manufacturing (Mixing OR Extruding OR Moulding OR Calendaring)

NQF Level 1

> Manufacturing, Engineering, Assembly & Related Activities

# **UNIT STANDARDS**

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	12466 Explain the individual's role within business	Level 2	4	Registered
Core	13163 Use and care for services, tools and equipment in the industrial rubber manufacturing process	Level 2	10	Registered
Core	13220 Keep the work area safe and productive	Level 2	8	Registered
Core	13258 Participate in work group activities	Level 2	4	Registered
Core	115055 Transport materials, components or products in the tyre manufacturing process	Level 2	12	Draft - Prep for P Comment
Core	115061 Repair and buff tyres	Level 2	8	Draft - Prep for P Comment
Core	115063 Inspect, trim, balance and sort manufactured tyres	Level 2	19	Draft - Prep for P Comment
Core	9530 Manage work time effectively	Level 3	3	Reregistered
Core	12456 Explain and use organisational procedures	Level 3	6	Registered
Elective	9599 Lift and move material and equipment by means of a forklift	Level 2	3	Registered
Elective	12483 Perform basic first aid	Level 2	4	Reregistered
Elective	12484 Perform basic fire fighting	Level 2	4	Reregistered
Elective	13202 Apply study and learning techniques	Level 2	3	Registered
Elective	13222 Deal with safety, health and environmental emergencies in the workplace	Level 2	4	Registered
Fundamental	7469 Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2	Registered
Fundamental	8962 Maintain and adapt oral communication	Level 2	5	Registered
Fundamental	8963 Access and use information from texts	Level 2	5	Registered
Fundamental	8964 Write for a defined context	Level 2	5	Registered
Fundamental	8982 Demonstrate understanding of rational and irrational numbers and number systems within the context of relevant calculations	Level 2	3	Registered
Fundamental	9007 Work with a range of patterns and functions and solve problems	Level 2	5	Registered
Fundamental	9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3	Registered
Fundamental	9268 Manage basic personal finance	Level 2	6	Registered
Fundamental	12444 Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	Level 2	3	Registered
Fundamental	12461 Communicate at work	Level 2	5	Registered
Fundamental	12463 Understand and deal with HIV/AIDS	Level 2	3	Registered
Fundamental	12465 Develop a learning plan and a portfolio for assessment	Level 2	6	Registered
Fundamental	13217 Collect and use information	Level 2	5	Registered





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### National Certificate: Tyre Assembly

SAQA QUAL ID	QUALIFICATION TITLE	
48795	National Certificate: Tyre Assembly	
SGB NAME	SGB Manufacturing and Assembly Processes	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-3-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
131	Level 3	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### PURPOSE OF THE QUALIFICATION

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to satisfy the challenges of participating effectively in the tyre manufacturing industry.

For those who have been in the workplace for a long time, this qualification can be used in the Recognition of Prior Learning (RPL) process to assess and recognise workplace skills acquired without the benefit of formal education or training.

For the new entrant, this qualification describes the learning outcomes (the skills, knowledge and values) required to effectively participate in a structured workplace within the tyre manufacturing industry.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes. For employers, the qualification allows skills gaps to be identified and programmes to close those skills gaps to be developed. The qualification also acts as an external benchmark for fulfilling the criteria of national and international quality standards such as ISO 9000:2000.

The chief skills that are recognised in this qualification are those required to assemble tyre components into a final form that is ready for curing. Assembling a tyre consists of turning a variety of mostly flat components into a complex three-dimensional product. The skills involve laying up the components, but also cutting, splicing and stitching them. The skills and knowledge will include the capacity to use and look after machinery and equipment and to implement procedures related to various aspects of the assembly process. Qualifying learners will be able to produce tyres in a variety of styles and sizes. Hand skills, hand-eye co-ordination and fine judgement play a major role in this qualification.

Qualifying learners will also understand:

- > How to relate what they see and experience to scientific and technological principles and concepts
- > How to maintain and support the various policies and procedures related to the safety, health, environment and quality systems that govern their workplace

With this understanding, learners will be able to participate actively in workplace activities.

What learners achieve in this qualification will also serve as a basis for further learning where they will engage more directly in controlling tyre assembly processes and troubleshooting non-conformances experienced.

### Rationale for the qualification

The tyre manufacturing process requires the preparation of a range of materials (rubber, additives, synthetic fibres, fabrics and steel wires); the manufacture of components from combinations of these materials; the assembly of the components into a green tyre; the curing or vulcanising of the green tyre into the finished product and the finishing of the cured tyre.

The tyre manufacturing industry combines sophisticated manufacturing processes with skilled hand assembly and fabrication within a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer and consumer quality requirements. In addition, the industry has to respond to competition in export and domestic markets and to ensure the on-going development of new products required by changing customer needs.

This means that people working in the tyre manufacturing industry require a range of skills and knowledge to help them respond to the exacting quality requirements, the pressures of high speed production and ongoing change.

This is the second qualification in a series for tyre manufacturing within the context of assembling a full (green) tyre that will enable competent learners to participate effectively in the tyre manufacturing industry.

This qualification covers the following range of tyres:

Passenger (radial)

Truck

Earthmoving

Tractor

### RECOGNIZE PREVIOUS LEARNING?

Y

### LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners entering a programme towards this qualification have achieved a qualification in tyre and tyre component manufacturing at NQF Level 2, or have the relevant experience.

### Recognition of prior learning

This qualification may be obtained through the process of RPL. The learner should be thoroughly briefed prior to the assessment and support should be provided to assist the learner in the process of developing a portfolio. While this is primarily a work-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

### QUALIFICATION RULES

N/A

### EXIT LEVEL OUTCOMES

1. Assemble components to make a tyre casing and consolidate to form a green tyre, ensuring the quality and safety of the final product
2. Understand, use and apply policies and procedures to maintain materials, equipment, work-place relations, safety, quality and the environment
3. Understand organisational structures and relationships and participate actively in workgroup discussions, in workgroup problem solving activities and in the implementation of solutions
4. Demonstrate an understanding of options for further learning in this or a related field of learning and of preparation requirements for such learning

### ASSOCIATED ASSESSMENT CRITERIA

1.  
> The green tyres conform to all quality, safety and environmental standards

- > Output rates meet production standards
- > The assembly process is performed confidently and consistently, following all relevant procedures
- > Equipment malfunctions and component faults are recognised and responded to
- > Equipment and tools are cared for, maintained and stored appropriately, and work area is kept clean and tidy
- > Can respond to questions and discuss issues related to the tyre assembly process

2.

- > Procedures can be explained and are applied routinely and effectively
- > Appropriate procedures are selected to solve problems in an efficient and effective manner
- > Recording and reporting of conditions, outputs and incidents is done accurately and in a timely manner
- > Can discuss and explain issues related to product liability and traceability

3.

- > Relationships with peers, supervisory and management levels are established and functioning
- > Can respond to questions and discuss issues at the level of the qualification related to own role and purpose in the organisation
- > Problems are identified in a timely manner, reported and discussed and the agreed corrective action is implemented

4.

- > Career path and qualification options are identified and explained
- > Learning assumptions and preparation requirements are described
- > Learning options are discussed
- > A learning plan is developed

#### Integrated Assessment

The integrated assessment must be based on a summative assessment guide. The guide must spell out how the assessor will assess different aspects of the performance and will include:

- > Evaluating projects developed during the learning programme
- > Observing (and listening to) the learner at work, both in primary activities as well as in other interactions, or in relevant simulations
- > Asking questions and initiating short discussions to test understanding
- > Looking at records and reports, including learning records

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

The assessment process should cover the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities required for tyre manufacturing. The assessment process should also establish how the learning process has advanced the critical outcomes.

#### INTERNATIONAL COMPARABILITY

##### International comparability

This qualification and associated qualifications has been found comparable in terms of outcomes and duration to:

1. Qualifications in the United Kingdom: National and Scottish Vocational Qualifications (N/SVQ)
2. Modern apprenticeship qualifications in the United Kingdom in the field of polymer processing
3. Vocational qualifications in Germany

In addition, the qualification design has been benchmarked against the Manufacturing Skills Standards developed by the Manufacturing Skills Standards Council in the United States.

#### ARTICULATION OPTIONS

The qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

### **MODERATION OPTIONS**

Moderators for the qualification should be qualified and accredited with an appropriate ETQA. To assure the quality of the assessment process, the moderation should cover one of the following:

- > Assessor credentials
- > The assessment instrument
- > The assessment process

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

The following criteria should be applied by the relevant ETQA

1. Appropriate qualification in the field of tyre assembly, with a minimum of 2 years' experience in a tyre-manufacturing environment. The subject matter expertise of the assessor can be established by recognition of prior learning.
2. Appropriate experience and understanding of assessment theory, processes and practices
3. Good interpersonal skills and ability to balance the conflicting requirements of:
  - > Maintaining national standards
  - > The interests of the learner
  - > The need for transformation and redressing the legacies of the past
  - > The cultural background and language of the learner
4. Registration as an assessor with the relevant ETQA
5. Any other criteria required by the relevant ETQA

### **NOTES**

#### **NQF Level 5**

- > National Diploma in Rubber Technology (240 credits)
- > (Draft) Tyre and Tyre Component Manufacturing: Optimising Tyre Manufacturing Processes and Tyre Performance (120 credits)
- > Industrial Rubber Manufacturing

#### **NQF Level 4**

- > Tyre & Tyre Component Manufacturing
- > Quality Assurance of Tyre Processes
- > Industrial Rubber Manufacturing

#### **NQF Level 3**

- > Tyre & Tyre Component Manufacturing
- > Tyre Assembly
- > Quality Checking of Tyres and Tyre Components
- > Industrial Rubber Manufacturing

#### **NQF Level 2**

- > Tyre & Tyre Component Manufacturing
- > Quality Checking and Finishing of Manufactured Tyres
- > Industrial Rubber Manufacturing (Mixing OR Extruding OR Moulding OR Calendaring)

#### **NQF Level 1**

- > Manufacturing, Engineering, Assembly & Related Activities

**UNIT STANDARDS****(Note: A blank space after this line means that the qualification is not based on Unit Standards.)**

	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>	<b>STATUS</b>
Core	9526 Manage basic business finance	Level 3	6	Registered
Core	9531 Show understanding of diversity in the workplace	Level 3	3	Registered
Core	9533 Use communication skills to handle and resolve conflict in the workplace	Level 3	3	Registered
Core	12457 Develop learning strategies and techniques	Level 3	3	Registered
Core	13234 Apply quality procedures	Level 3	8	Registered
Core	115058 Assemble tyres	Level 3	48	Draft - Prep for P Comment
Core	12455 Perform the role of a safety, health and environmental protection representative	Level 4	3	Registered
Elective	9268 Manage basic personal finance	Level 2	6	Registered
Elective	12463 Understand and deal with HIV/AIDS	Level 2	3	Registered
Elective	12465 Develop a learning plan and a portfolio for assessment	Level 2	6	Registered
Elective	12483 Perform basic first aid	Level 2	4	Reregistered
Elective	12484 Perform basic fire fighting	Level 2	4	Reregistered
Elective	13202 Apply study and learning techniques	Level 2	3	Registered
Elective	8038 Operating lift trucks	Level 3	6	Reregistered
Elective	8039 Operating cranes	Level 3	10	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Registered
Fundamental	9012 Investigate life and work related problems using data and probabilities	Level 3	5	Registered
Fundamental	9528 Communicate with clients	Level 3	3	Registered
Fundamental	9529 Compile feasibility and commissioning reports	Level 3	3	Registered
Fundamental	12429 Develop a personal financial plan	Level 3	2	Registered
Fundamental	14108 Measure, estimate, calculate physical quantities, explore, describe and represent, interpret, justify geometrical relationships in 2 & 3-dimensional space relevant to the life or workplace of the comm	Level 3	4	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### **National Certificate: Tyre and Tyre Component Manufacturing**

SAQA QUAL ID	QUALIFICATION TITLE	
48798	National Certificate: Tyre and Tyre Component Manufacturing	
SGB NAME	SGB Manufacturing and Assembly Processes	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-3-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
134	Level 3	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### **PURPOSE OF THE QUALIFICATION**

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to satisfy the challenges of participating effectively in the tyre manufacturing industry.

For those who have been in the workplace for a long time, this qualification can be used in the Recognition of Prior Learning (RPL) process to assess and recognise workplace skills acquired without the benefit of formal education or training.

For the new entrant, this qualification describes the learning outcomes (the skills, knowledge and values) required to effectively participate in a structured workplace within the tyre manufacturing industry.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes. For employers, the qualification allows skills gaps to be identified and programmes to close those skills gaps to be developed. The qualification also acts as an external benchmark for fulfilling the criteria of national and international quality standards such as ISO 9000:2000.

This qualification recognises the skills, knowledge and values acquired by learners working in enterprises that use tyre manufacturing processes.

The chief skills that are recognised in this qualification are those of setting, adjusting and monitoring the equipment used to manufacture a variety of tyre components and tyres. This will typically involve the changeover from one product to another in which the changeover is relatively simple and routine. Hand skills play a minor role in this qualification.

Qualifying learners will also understand:

- > How to implement procedures related to various aspects of the production process.
- > How to relate what they see and experience to scientific and technological principles and concepts.
- > How to maintain and support the various policies and procedures related to the safety, health, environment and quality systems that govern their workplace.

With this understanding, learners will be able to participate actively in workplace activities.

What learners achieve in this qualification will also serve as a basis for further learning where they will engage more directly in controlling tyre and tyre component manufacturing processes and troubleshooting



non-conformances experienced.

#### Rationale

The tyre manufacturing process requires the preparation of a range of materials (rubber, additives, synthetic fibres, fabrics and steel wires); the manufacture of components from combinations of these materials; the assembly of the components into a green tyre; the curing or vulcanising of the green tyre into the finished product and the finishing of the cured tyre.

The tyre manufacturing industry combines sophisticated manufacturing processes with skilled hand assembly and fabrication within a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer and consumer quality requirements. In addition, the industry has to respond to competition in export and domestic markets and to ensure the on-going development of new products required by changing customer needs.

This means that people working in the tyre manufacturing industry require a range of skills and knowledge to help them respond to the exacting quality requirements, the pressures of high speed production and ongoing change.

This is the second qualification in a series for tyre and tyre component manufacturing that will enable competent learners to participate effectively in the tyre manufacturing industry.

This qualification can be obtained in the following contexts:

- > Tyre component manufacturing processes
- > Rubber material preparation
- > Extruding
- > Calendering
- > Tyre curing (vulcanisation)

#### RECOGNIZE PREVIOUS LEARNING?

Y

#### LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners entering a programme towards this qualification have achieved a qualification in tyre and tyre component manufacturing at NQF Level 2 or have the relevant experience.

Recognition of prior learning:

This qualification may be obtained through the process of RPL. The learner should be thoroughly briefed prior to the assessment and support should be provided to assist the learner in the process of developing a portfolio. While this is primarily a work-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

#### QUALIFICATION RULES

N/A

#### EXIT LEVEL OUTCOMES

1. Demonstrate an understanding of tyre and tyre manufacturing processes, the ability to set and operate equipment to manufacture components and the ability to maintain the quality and efficiency of the process.
2. Demonstrate an understanding of the quality requirements of tyres and tyre components, and the ability to ensure ongoing quality by identifying and responding to faults in manufactured products and by performing tests on tyres or tyre components.
3. Understand, use and apply policies and procedures to maintain materials, equipment, work-place relations, safety, health, quality and the environment.
4. Understand organisational structures and relationships and participate actively in workgroup discussions,

in workgroup problem solving activities and in the implementation of solutions.

5. Demonstrate an understanding of options for further learning in this or a related field of learning and of preparation requirements for such learning.

### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > The manufacturing process and the manufactured products conform to specifications.
  - > Manufacturing output meets production targets and schedules.
  - > Product changeover, (installation, set up and start up) processes are planned, organised and carried out efficiently, safely and within standard times.
  - > Materials, equipment and tools are used, cared for and maintained in accordance with good practice and workplace procedures.
  - > Can discuss and explain product changeover and set up processes and their impact on the quality of the produced product.
2.
  - > All material and manufacturing faults and equipment malfunctions are recognised and responded to appropriately.
  - > All records related to maintaining quality standards are up-to-date and are kept meticulously and accurately.
  - > All tests conform to standardised testing procedures.
  - > All materials, equipment and tools related to testing and quality are used, cared for and maintained according to good practice and company procedures.
  - > Can respond to questions and discuss issues related to quality and demonstrate an understanding of the underlying principles.
3.
  - > Procedures can be explained and are applied routinely and effectively.
  - > Appropriate procedures are selected to solve problems in an efficient and effective manner.
  - > Recording and reporting of conditions, outputs and incidents is done accurately and in a timely manner.
  - > Can discuss and explain issues related to product liability and traceability.
4.
  - > Relationships with peers, supervisory and management levels are established and functioning
  - > Can respond to questions and discuss issues at the level of the qualification related to own role and purpose in the organisation.
  - > Problems are identified in a timely manner, reported and discussed and the agreed corrective action is implemented.
5.
  - > Options are explained.
  - > Preparation requirements are explained.
  - > Learning plan is developed.

### **Integrated Assessment**

The integrated assessment must be based on a summative assessment guide. The guide must spell out how the assessor will assess different aspects of the performance and will include:

- > Evaluating projects developed during the learning programme.
- > Observing (and listening to) the learner at work, both in primary activities as well as in other interactions, or in relevant simulations.
- > Asking questions and initiating short discussions to test understanding.
- > Looking at records and reports, including learning records.

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

The assessment process should cover the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities required for tyre and tyre component manufacturing. The assessment process should also establish how the critical outcomes have been advanced by the learning process.

### **INTERNATIONAL COMPARABILITY**

This qualification and associated qualifications has been found comparable in terms of outcomes and duration to:

1. Qualifications in the United Kingdom: National and Scottish Vocational Qualifications (N/SVQ)
2. Modern apprenticeship qualifications in the United Kingdom in the field of polymer processing
3. Vocational qualifications in Germany

In addition, the qualification design has been benchmarked against the Manufacturing Skills Standards developed by the Manufacturing Skills Standards Council in the United States.

For the detailed comparison, see the Executive Summary of the SGB Process Report.

### **ARTICULATION OPTIONS**

The qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

### **MODERATION OPTIONS**

Moderators for the qualification should be qualified and accredited with an appropriate ETQA.

To assure the quality of the assessment process, the moderation should cover one of the following:

- > Assessor credentials
- > The assessment instrument
- > The assessment process

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

The following criteria should be applied by the relevant ETQA:

1. Appropriate qualification in the field of tyre and tyre component manufacturing, with a minimum of 2 years' experience in a tyre-manufacturing environment. The subject matter expertise of the assessor can be established by recognition of prior learning.
2. Appropriate experience and understanding of assessment theory, processes and practices.
3. Good interpersonal skills and ability to balance the conflicting requirements of:
  - > Maintaining national standards
  - > The interests of the learner
  - > The need for transformation and redressing the legacies of the past
  - > The cultural background and language of the learner
4. Registration as an assessor with the relevant ETQA.
5. Any other criteria required by the other relevant ETQA.

### **NOTES**

This qualification links to the following qualifications:

**NQF Level 5:**

- > National Diploma in Rubber Technology (240 credits)
- > (Draft) Tyre and Tyre Component Manufacturing: Optimising Tyre Manufacturing Processes and Tyre Performance (120 credits)
- > Industrial Rubber Manufacturing

**NQF Level 4:**

- > Tyre & Tyre Component Manufacturing
- > Quality Assurance of Tyre Processes
- > Industrial Rubber Manufacturing

**NQF Level 3:**

- > Tyre & Tyre Component Manufacturing
- > Tyre Assembly
- > Quality Checking of Tyres and Tyre Components
- > Industrial Rubber Manufacturing

**NQF Level 2:**

- > Tyre & Tyre Component Manufacturing
- > Quality Checking and Finishing of Manufactured Tyres
- > Industrial Rubber Manufacturing (Mixing OR Extruding OR Moulding OR Calendaring)

**NQF Level 1:**

- > Manufacturing, Engineering, Assembly & Related Activities

**UNIT STANDARDS**

*(Note: A blank space after this line means that the qualification is not based on Unit Standards.)*

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	9526 Manage basic business finance	Level 3	6	Registered
Core	9531 Show understanding of diversity in the workplace	Level 3	3	Registered
Core	9533 Use communication skills to handle and resolve conflict in the workplace	Level 3	3	Registered
Core	12457 Develop learning strategies and techniques	Level 3	3	Registered
Core	13223 Apply safety, health and environmental protection procedures	Level 3	6	Registered
Core	13234 Apply quality procedures	Level 3	8	Registered
Core	115057 Prepare tyre fabrics for coating	Level 3	18	Draft - Prep for P Comment
Core	115059 Operate tyre-curing presses	Level 3	18	Draft - Prep for P Comment
Core	115062 Test tyre related products and identify faults	Level 3	27	Draft - Prep for P Comment
Core	115066 Operate and monitor compounding equipment for tyre component manufacturing	Level 3	18	Draft - Prep for P Comment
Core	115067 Set up, operate and monitor extrusion equipment for tyre component manufacturing	Level 3	18	Draft - Prep for P Comment
Core	115113 Liaise with workgroup members to set up equipment and for production runs in tyre component manufacturing	Level 3	7	Draft - Prep for P Comment
Core	115114 Set up and operate calendaring equipment to produce tyre components	Level 3	18	Draft - Prep for P Comment
Elective	7547 Operate a personal computer system	Level 2	6	Reregistered
Elective	9268 Manage basic personal finance	Level 2	6	Registered
Elective	12463 Understand and deal with HIV/AIDS	Level 2	3	Registered
Elective	12465 Develop a learning plan and a portfolio for assessment	Level 2	6	Registered
Elective	12483 Perform basic first aid	Level 2	4	Reregistered
Elective	12484 Perform basic fire fighting	Level 2	4	Reregistered
Elective	13202 Apply study and learning techniques	Level 2	3	Registered
Elective	8038 Operating lift trucks	Level 3	6	Reregistered

Elective	8039 Operating cranes	Level 3	10	Registered
Elective	12455 Perform the role of a safety, health and environmental protection representative	Level 4	3	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Registered
Fundamental	9012 Investigate life and work related problems using data and probabilities	Level 3	5	Registered
Fundamental	9528 Communicate with clients	Level 3	3	Registered
Fundamental	9529 Compile feasibility and commissioning reports	Level 3	3	Registered
Fundamental	12429 Develop a personal financial plan	Level 3	2	Registered
Fundamental	14108 Measure, estimate, calculate physical quantities, explore, describe and represent, interpret, justify geometrical relationships in 2 & 3-dimensional space relevant to the life or workplace of the comm	Level 3	4	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Certificate in Quality Checking of Tyres and Tyre Components*

SAQA QUAL ID	QUALIFICATION TITLE	
48794	National Certificate in Quality Checking of Tyres and Tyre Components	
SGB NAME	SGB Manufacturing and Assembly Processes	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-3-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
134	Level 3	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### **PURPOSE OF THE QUALIFICATION**

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to satisfy the challenges of participating effectively in the tyre manufacturing industry.

For those who have been in the workplace for a long time, this qualification can be used in the Recognition of Prior Learning (RPL) process to assess and recognise workplace skills acquired without the benefit of formal education or training.

For the new entrant, this qualification describes the learning outcomes (the skills, knowledge and values) required to effectively participate in a structured workplace within the tyre manufacturing industry.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes. For employers, the qualification allows skills gaps to be identified and programmes to close those skills gaps to be developed. The qualification also acts as an external benchmark for fulfilling the criteria of national and international quality standards such as ISO 9000:2000.

The chief skills that are recognised in this qualification are those of testing for and identifying non-conforming products, ensuring production meets and maintains quality standards and working with others to ensure that this happens.

Qualifying learners will also understand:

- > how to implement procedures related to various aspects of the production process
- > how to relate what they see and experience to scientific and technological principles and concepts
- > how to maintain and support the various policies and procedures related to the safety, health, environment and quality systems that govern their workplace

With this understanding, learners will be able to participate actively in workplace activities.

What learners achieve in this qualification will also serve as a basis for further learning where they will engage more actively in quality assurance processes.

Rationale for the qualification:

The tyre manufacturing process requires the preparation of a range of materials (rubber, additives, synthetic fibres, fabrics and steel wires); the manufacture of components from combinations of these materials; the assembly of the components into a green tyre; the curing or vulcanising of the green tyre into the finished product and the finishing of the cured tyre.



The tyre manufacturing industry combines sophisticated manufacturing processes with skilled hand assembly and fabrication within a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer and consumer quality requirements. In addition, the industry has to respond to competition in export and domestic markets and to ensure the on-going development of new products required by changing customer needs.

This means that people working in the tyre manufacturing industry require a range of skills and knowledge to help them respond to the exacting quality requirements, the pressures of high speed production and ongoing change.

This is the second qualification in a series for quality checking of manufactured tyres that will enable competent learners to participate effectively in the tyre manufacturing industry. This qualification may be obtained in the following contexts:

- > Final fishing
- > Testing laboratories

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that learners entering a programme towards this qualification have achieved a qualification in quality checking of manufactured tyres on NQF Level 2, or have the relevant experience.

Recognition of prior learning:

This qualification may be obtained through the process of RPL. The learner should be thoroughly briefed prior to the assessment and support provided to assist in the process of developing a portfolio. While this is primarily a work-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

#### **QUALIFICATION RULES**

N/A

#### **EXIT LEVEL OUTCOMES**

1. Identify non-conformances in tyres and tyre related products and determine and implement necessary corrective action
2. Verify the quality and the conformance of manufactured tyres to ensure user safety and satisfaction
3. Understand, use and apply policies and procedures to maintain materials, equipment, work-place relations, safety, quality and the environment
4. Understand organisational structures and relationships and participate actively in workgroup discussions, in workgroup problem solving activities and in the implementation of solutions
5. Demonstrate an understanding of options for further learning in this or a related field of learning and of preparation requirements for such learning

#### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > All checks and tests are conducted according to appropriate procedures
  - > All non-conformances are identified
  - > Appropriate procedures for responding to and instituting changes to the manufacturing processes are implemented and followed
  - > Can discuss and explain issues related to non-conformances in the manufacturing environment
2.
  - > Quality issues are identified and resolved speedily and effectively
  - > Appropriate data is collected and checked for non-conformances

- > Appropriate conclusions are drawn from the data
  - > Appropriate consultations and discussions are held to communicate conclusions
- 3.
- > Procedures can be explained and are applied routinely and effectively
  - > Appropriate procedures are selected to solve problems in an efficient and effective manner
  - > Recording and reporting of conditions, outputs and incidents is done accurately and in a timely manner
  - > Can discuss and explain issues related to product liability and traceability
- 4.
- > Relationships with peers, supervisory and management levels are established and functioning
  - > Respond to questions and discuss issues at the level of the qualification related to own role and purpose in the organisation
  - > Problems are identified in a timely manner, reported and discussed and the agreed corrective action is implemented
- 5.
- > Career path and qualification options are identified and explained
  - > Learning assumptions and preparation requirements are described
  - > Learning options are discussed
  - > A learning plan is developed

#### Integrated Assessment:

The integrated assessment must be based on a summative assessment guide. The guide must spell out how the assessor will assess different aspects of the performance and will include:

- > Evaluating projects developed during the learning programme
- > Observing (and listening to) the learner at work, both in primary activities as well as in other interactions, or in relevant simulations
- > Asking questions and initiating short discussions to test understanding
- > Looking at records and reports, including learning records

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

The assessment process should cover the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities required for tyre manufacturing. The assessment process should also establish how the learning process has advanced the critical outcomes.

#### INTERNATIONAL COMPARABILITY

This qualification and associated qualifications has been found comparable in terms of outcomes and duration to:

1. Qualifications in the United Kingdom: National and Scottish Vocational Qualifications (N/SVQ)
2. Modern apprenticeship qualifications in the United Kingdom in the field of polymer processing
3. Vocational qualifications in Germany

In addition, the qualification design has been benchmarked against the Manufacturing Skills Standards developed by the Manufacturing Skills Standards Council in the United States.

For the detailed comparison, see the Executive Summary of the SGB Process Report.

#### ARTICULATION OPTIONS

The qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may

be evaluated against this qualification for the purpose of RPL.

### **MODERATION OPTIONS**

Moderators for the qualification should be qualified and accredited with an appropriate ETQA.

To assure the quality of the assessment process the moderation should cover one of the following:

- > Assessor credentials
- > The assessment instrument
- > The assessment process

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

The following criteria should be applied by the relevant ETQA:

1. Appropriate qualification in the field of quality assurance, with a minimum of 2 years' experience in a tyre manufacturing environment. The subject matter expertise of the assessor can be established by recognition of prior learning.
2. Appropriate experience and understanding of assessment theory, processes and practices
3. Good interpersonal skills and ability to balance the conflicting requirements of:
  - > Maintaining national standards
  - > The interests of the learner
  - > The need for transformation and redressing the legacies of the past
  - > The cultural background and language of the learner
4. Registration as an assessor with the relevant ETQA
5. Any other criteria required by the relevant ETQA

### **NOTES**

This qualification links to the following qualifications:

NQF Level 5:

- > National Diploma in Rubber Technology (240 credits)
- > (Draft) Tyre and Tyre Component Manufacturing: Optimising Tyre Manufacturing Processes and Tyre Performance (120 credits)
- > Industrial Rubber Manufacturing

NQF Level 4:

- > Tyre & Tyre Component Manufacturing
- > Quality Assurance of Tyre Processes
- > Industrial Rubber Manufacturing

NQF Level 3:

- > Tyre & Tyre Component Manufacturing
- > Tyre Assembly
- > Quality Checking of Tyres and Tyre Components
- > Industrial Rubber Manufacturing

NQF Level 2:

- > Tyre & Tyre Component Manufacturing
- > Quality Checking and Finishing of Manufactured Tyres
- > Industrial Rubber Manufacturing (Mixing OR Extruding OR Moulding OR Calendaring)

NQF Level 1:

- > Manufacturing, Engineering, Assembly & Related Activities

### **UNIT STANDARDS**

*(Note: A blank space after this line means that the qualification is not based on Unit Standards.)*

UNIT STANDARD ID AND TITLE		LEVEL	CREDITS	STATUS
Core	9526 Manage basic business finance	Level 3	6	Registered
Core	9531 Show understanding of diversity in the workplace	Level 3	3	Registered

Core	9533 Use communication skills to handle and resolve conflict in the workplace	Level 3	3	Registered
Core	12457 Develop learning strategies and techniques	Level 3	3	Registered
Core	13223 Apply safety, health and environmental protection procedures	Level 3	6	Registered
Core	13234 Apply quality procedures	Level 3	8	Registered
Core	115060 Monitor the quality of manufactured tyres	Level 3	24	Draft - Prep for P Comment
Core	115062 Test tyre related products and identify faults	Level 3	27	Draft - Prep for P Comment
Elective	7547 Operate a personal computer system	Level 2	6	Reregistered
Elective	9268 Manage basic personal finance	Level 2	6	Registered
Elective	12463 Understand and deal with HIV/AIDS	Level 2	3	Registered
Elective	12465 Develop a learning plan and a portfolio for assessment	Level 2	6	Registered
Elective	12482 Join metals using the resistance welding process	Level 2	4	Registered
Elective	12483 Perform basic first aid	Level 2	4	Reregistered
Elective	13202 Apply study and learning techniques	Level 2	3	Registered
Elective	8038 Operating lift trucks	Level 3	6	Reregistered
Elective	8039 Operating cranes	Level 3	10	Registered
Elective	12455 Perform the role of a safety, health and environmental protection representative	Level 4	3	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Registered
Fundamental	9012 Investigate life and work related problems using data and probabilities	Level 3	5	Registered
Fundamental	9528 Communicate with clients	Level 3	3	Registered
Fundamental	9529 Compile feasibility and commissioning reports	Level 3	3	Registered
Fundamental	14108 Measure, estimate, calculate physical quantities, explore, describe and represent, interpret, justify geometrical relationships in 2 & 3-dimensional space relevant to the life or workplace of the comm	Level 3	4	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered



Established in terms of Act 58 of 1995

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## QUALIFICATION:

**National Certificate: Quality Assurance of Tyre Manufacturing Processes**

SAQA QUAL ID	QUALIFICATION TITLE	
48796	National Certificate: Quality Assurance of Tyre Manufacturing Processes	
SGB NAME	SGB Manufacturing and Assembly Processes	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-4-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
122	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

**PURPOSE OF THE QUALIFICATION**

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to satisfy the challenges of participating effectively in the tyre manufacturing industry.

For those who have been in the workplace for a long time, this qualification can be used in the Recognition of Prior Learning (RPL) process to assess and recognise workplace skills acquired without the benefit of formal education or training.

For the new entrant, this qualification describes the learning outcomes (the skills, knowledge and values) required to effectively participate in a structured workplace within the tyre manufacturing industry.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes. For employers, the qualification allows skills gaps to be identified and programmes to close those skills gaps to be developed. The qualification also acts as an external benchmark for fulfilling the criteria of national and international quality standards such as ISO 9000:2000.

This qualification recognises the skills, knowledge and values acquired by learners to assure the quality of tyre and tyre components during the manufacturing processes by testing materials and products, analysing data and verifying causes of problems.

Qualified learners will also understand:

- > How to cope with the pressures of manufacturing
- > How to plan, schedule and evaluate their own work
- > How to interact with and develop the capacity of team members to maintain and support quality, safety and health systems.

What learners achieve in this qualification will also serve as a basis for further learning where they will engage in maintaining production efficiencies, optimising product quality and measuring the performance of tyres.

Rationale for the qualification:

The tyre manufacturing process requires the preparation of a range of materials (rubber, additives, synthetic fibres, fabrics and steel wires); the manufacture of components from combinations of these materials; the assembly of the components into a green tyre; the curing or vulcanising of the green tyre into the finished



product and the finishing of the cured tyre.

The tyre manufacturing industry combines sophisticated manufacturing processes with skilled hand assembly and fabrication within a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer and consumer quality requirements. In addition, the industry has to respond to competition in export and domestic markets and to ensure the on-going development of new products required by changing customer needs.

This means that people working in the tyre manufacturing industry require a range of skills and knowledge to help them respond to the exacting quality requirements, the pressures of high speed production and ongoing change.

This is the third qualification in a series related to the quality of manufactured tyres and tyre components that will enable competent learners to participate effectively in the tyre manufacturing industry.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that learners entering a programme towards this qualification have achieved a qualification in quality checking of manufactured tyres and tyre components at NQF Level 3, or have the relevant experience.

Recognition of prior learning:

This qualification may be obtained through the process of RPL. The learner should be thoroughly briefed prior to the assessment and support should be provided to assist the learner in the process of developing a portfolio. While this is primarily a work-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

### **QUALIFICATION RULES**

N/A

### **EXIT LEVEL OUTCOMES**

1. Verify the quality of manufacturing processes and products and collect and analyse data to identify problems, trends and potential trouble spots.
2. Understand and apply rubber technology and tyre construction principles in order to identify, formulate and recommend solutions to common manufacturing process problems and areas for improvement
3. Ensure efficient and seamless production by co-ordinating activities in the workgroup and with other departments
4. Maintain a safe, productive workplace, developing the efficiency and effectiveness of the workgroup

Range:

Safety also includes issues of health and issues relating to reducing negative impacts on the environment

5. Demonstrate an understanding of options for further learning in this or a related field of learning and preparation requirements for such learning

### **ASSOCIATED ASSESSMENT CRITERIA**

1. > Quality issues are identified and analysed and recommendations are made
  - > The testing of processes and products conforms to specifications
  - > Testing equipment is set up, cared for, calibrated and maintained to ensure accuracy and consistency
  - > Testing and recommendations provide a support for decision making and changes to manufacturing processes and materials
  - > Issues related to quality assurance of the manufacturing process and the materials used are discussed and resolved
2. > Solutions are formulated and proposed in such a way as to minimize the reoccurrence of problems or inefficiencies
  - > Solutions are implemented, recorded and monitored for the reoccurrence of problems
  - > Operating procedures, manuals, quality standards and other documents are updated to reflect the changes
  - > Problems, solutions and opportunities for improvement are discussed and resolved with workgroup



members and internal customers and partners

> The underlying scientific and technological causes of problems, basis for improvements, and related issues are explained and discussed.

3. > Problems, plans and actions are discussed with relevant personnel and agreement is obtained

> Work is organised and planned and communicated clearly

> Interpersonal interactions and processes are managed to achieve the required outputs

> Procedures are used to ensure consistency of effort and outcomes

> Achievements of work unit objectives are evaluated and suggestions for improvements are implemented

4. > The workplace is safe and free of hazards

> Tools, equipment and services are cared for, maintained and stored according to good practice and to workplace procedures

> Workgroup members are assisted and influenced to work effectively, efficiently and safely

> Interpersonal interactions and processes are managed to achieve required outputs

> Procedures are used to ensure consistency of effort and outcomes

5. > Options are explained

> Preparation requirements are explained

> Learning plan is developed

#### Integrated Assessment:

The integrated assessment must be based on a summative assessment guide. The guide must spell out how the assessor will assess different aspects of the performance and will include:

> Observing (and listening to) the learner at work, both in primary activities as well as in other interactions, or in relevant simulations

> Asking questions and initiating short discussions to test understanding

> Looking at records and reports

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

The assessment process should cover the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities required for tyre manufacturing. The assessment process should also establish how the critical outcomes have been advanced by the learning process.

Assessors should also evaluate evidence that the learner has been performing consistently over a period of time. The assessment can include a small project or projects that need more time to complete than is practical in a live assessment session.

#### INTERNATIONAL COMPARABILITY

This qualification and associated qualifications have been found comparable in terms of outcomes and duration to:

1. Qualifications in the United Kingdom: National and Scottish Vocational Qualifications (N/SVQ)
2. Modern apprenticeship qualifications in the United Kingdom in the field of polymer processing
3. Vocational qualifications in Germany

In addition, the qualification design has been benchmarked against the Manufacturing Skills Standards developed by the Manufacturing Skills Standards Council in the United States.

For the detailed comparison see the Executive Summary of the SGB Process Report.

#### ARTICULATION OPTIONS

This qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

### **MODERATION OPTIONS**

Moderators for the qualification should be qualified and accredited with an appropriate ETQA.

To assure the quality of the assessment process, the moderation should cover one of the following:

- > Assessor credentials
- > The assessment instrument
- > The assessment process

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

The following criteria should be applied by the relevant ETQA:

1. Appropriate qualification in the field of quality assurance, with a minimum of 2 years' experience in a tyre-manufacturing environment. The subject matter expertise of the assessor can be established by recognition of prior learning.
2. Appropriate experience and understanding of assessment theory, processes and practices
3. Good interpersonal skills and ability to balance the conflicting requirements of:
  - > Maintaining national standards
  - > The interests of the learner
  - > The need for transformation and redressing the legacies of the past
  - > The cultural background and language of the learner
4. Registration as an assessor with the relevant ETQA
5. Any other criteria required by the relevant ETQA

### **NOTES**

This qualification links to the following qualifications:

#### **NQF level 5**

- > National Diploma in Rubber Technology (240 credits)
- > (Draft) Tyre and Tyre Component Manufacturing: Optimising Tyre Manufacturing Processes and Tyre Performance (120 credits)
- > Industrial Rubber Manufacturing

#### **NQF level 4**

- > Tyre & Tyre Component Manufacturing
- > Quality Assurance of Tyre Processes
- > Industrial Rubber Manufacturing

#### **NQF level 3**

- > Tyre & Tyre Component Manufacturing
- > Tyre Assembly
- > Quality Checking of Tyres and Tyre Components
- > Industrial Rubber Manufacturing

#### **NQF level 2**

- > Tyre & Tyre Component Manufacturing
- > Quality Checking and Finishing of Manufactured Tyres
- > Industrial Rubber Manufacturing (Mixing OR Extruding OR Moulding OR Calendaring)

#### **NQF level 1**

- > Manufacturing, Engineering, Assembly & Related Activities

**UNIT STANDARDS***(Note: A blank space after this line means that the qualification is not based on Unit Standards.)*

	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>	<b>STATUS</b>
Core	13194 Perform statistical process control	Level 4	12	Registered
Core	13198 Formulate and recommend solutions to common industrial rubber manufacturing problems	Level 4	20	Registered
Core	13224 Monitor the application of safety, health and environmental protection procedures	Level 4	4	Registered
Core	13235 Maintain the quality assurance system	Level 4	5	Registered
Core	13254 Contribute to the implementation and maintenance of business processes	Level 4	10	Registered
Core	115112 Plan and set up testing programme to investigate quality issues and recommend changes	Level 4	20	Draft - Prep for P Comment
Elective	7567 Produce and use spreadsheets for business	Level 3	5	Reregistered
Elective	7570 Produce word processing documents for business	Level 3	5	Reregistered
Elective	7854 Provide First Aid	Level 4	4	Registered
Elective	8555 Contribute to information distribution regarding HIV/AIDS in the workplace	Level 4	4	Registered
Elective	13203 Counsel workgroup members in respect of HIV/AIDS	Level 5	3	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	9502 Write a technical report	Level 4	4	Registered
Fundamental	9506 Communicate in an assertive manner with clients and fellow workers	Level 4	4	Registered
Fundamental	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Reregistered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### **National Certificate: Tyre and Tyre Component Manufacturing**

SAQA QUAL ID	QUALIFICATION TITLE	
48799	National Certificate: Tyre and Tyre Component Manufacturing	
SGB NAME	SGB Manufacturing and Assembly Processes	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-4-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
137	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### **PURPOSE OF THE QUALIFICATION**

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to satisfy the challenges of participating effectively in the tyre manufacturing industry.

For those who have been in the workplace for a long time, this qualification can be used in the Recognition of Prior Learning (RPL) process to assess and recognise workplace skills acquired without the benefit of formal education or training.

For the new entrant, this qualification describes the learning outcomes (the skills, knowledge and values) required to effectively participate in a structured workplace within the tyre manufacturing industry.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes. For employers, the qualification allows skills gaps to be identified and programmes to close those skills gaps to be developed. The qualification also acts as an external benchmark for fulfilling the criteria of national and international quality standards such as ISO 9000:2000.

This qualification recognises the skills, knowledge and values acquired by learners to perform more complex product, tooling and equipment changeovers, to co-ordinate the production of more complex components and to troubleshoot in order to maintain quality and production outputs.

Qualified learners will also understand:

- > How to plan, schedule and evaluate their own work
- > How to interact with others and co-ordinate the activities of a workgroup
- > How to interact with and develop the capacity of team members to maintain and support quality, safety and health systems.

What learners achieve in this qualification will also serve as a basis for further learning where they will engage in maintaining production efficiencies and optimising production processes in tyre and tyre component manufacturing.

#### **Rationale**

The tyre manufacturing process requires the preparation of a range of materials (rubber, additives, synthetic fibres, fabrics and steel wires); the manufacture of components from combinations of these materials; the

assembly of the components into a green tyre; the curing or vulcanising of the green tyre into the finished product and the finishing of the cured tyre.

The tyre manufacturing industry combines sophisticated manufacturing processes with skilled hand assembly and fabrication within a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer and consumer quality requirements. In addition, the industry has to respond to competition in export and domestic markets and to ensure the on-going development of new products required by changing customer needs.

This means that people working in the tyre manufacturing industry require a range of skills and knowledge to help them respond to the exacting quality requirements, the pressures of high speed production and ongoing change.

This is the third qualification in a series for tyre and tyre component manufacturing that will enable competent learners to participate effectively in the tyre manufacturing industry.

This qualification can be obtained in the following contexts:

- > Material preparation
- > Component manufacturing processes
- > Tyre assembly
- > Tyre curing (vulcanisation)

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that learners entering a programme towards this qualification have achieved a qualification in tyre and tyre component manufacturing at NQF Level 3 or have the relevant experience.

Recognition of prior learning:

This qualification may be obtained through the process of RPL. The learner should be thoroughly briefed prior to the assessment and support should be provided to assist the learner in the process of developing a portfolio. While this is primarily a work-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

#### **QUALIFICATION RULES**

N/A

#### **EXIT LEVEL OUTCOMES**

1. Co-ordinate changeover, set up and adjustments to complex tyre and tyre component manufacturing equipment.
2. Make adjustments to materials or equipment to maintain the efficiency of the process and the quality of the manufactured product.
3. Understand and apply rubber technology and tyre construction principles in order to identify, formulate and recommend solutions to common manufacturing process problems and areas for improvement.
4. Ensure efficient and seamless production by co-ordinating activities in workgroup and with other departments.
5. Maintain a safe, productive workplace, developing the efficiency and effectiveness of the workgroup.  
(Range: Safety also includes issues of health and issues relating to reducing negative impacts on the environment)
6. Demonstrate an understanding of options for further learning in this or a related field of learning and preparation requirements for such learning.



**ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > The manufacturing process and the manufactured products conform to specifications.
  - > Changeovers are planned and carried out efficiently and safely.
  - > Handover to operators is clear and pertinent.
  - > Issues relating to the changeover, the manufacturing process and the materials used are discussed and resolved.
2.
  - > The manufacturing process and the manufactured products conform to specifications.
  - > All faults, malfunctions and other changes to the process or the outputs are identified and responded to.
  - > Continuous quality checks are performed and settings are reviewed.
  - > Issues related to running faults or malfunctions, the efficiency of the manufacturing process and the quality of the manufactured product are discussed and resolved.
3.
  - > Solutions are formulated and proposed in such a way as to minimize the reoccurrence of problems or inefficiencies.
  - > Solutions are implemented, recorded and monitored for the reoccurrence of problems.
  - > Operating procedures, manuals, quality standards and other documents are updated to reflect the changes.
  - > Problems, solutions and opportunities for improvement are discussed and resolved with workgroup members and internal customers and partners.
  - > The underlying scientific and technological causes of problems, basis for improvements, and related issues are explained and discussed.
4.
  - > Problems, plans and actions are discussed with relevant personnel and agreement is obtained.
  - > Work is organised and planned and communicated clearly.
  - > Interpersonal interactions and processes are managed to achieve the required outputs.
  - > Procedures are used to ensure consistency of effort and outcomes.
  - > Achievements of work unit objectives are evaluated and suggestions for improvements are implemented.
5.
  - > The workplace is safe and free of hazards.
  - > Tools, equipment and services are cared for, maintained and stored according to good practice and to workplace procedures.
  - > Workgroup members are assisted and influenced to work effectively, efficiently and safely.
  - > Interpersonal interactions and processes are managed to achieve required outputs.
  - > Procedures are used to ensure consistency of effort and outcomes.
6.
  - > Career path and qualification options are identified and explained.
  - > Learning assumptions and preparation requirements are described.
  - > Learning options are discussed.
  - > A learning plan is developed.

**Integrated Assessment**

The integrated assessment must be based on a summative assessment guide. The guide must spell out how the assessor will assess different aspects of the performance and will include:

- > Observing (and listening to) the learner at work, both in primary activities as well as in other interactions, or in relevant simulations.
- > Asking questions and initiating short discussions to test understanding.
- > Looking at records and reports.

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.



While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

The assessment process should cover the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities required for tyre manufacturing. The assessment process should also establish how the learning process has advanced the critical outcomes.

Assessors should also evaluate evidence that the learner has been performing consistently over a period of time. The assessment can include a small project or projects that need more time to complete than is practical in a live assessment session.

### **INTERNATIONAL COMPARABILITY**

This qualification and associated qualifications have been found comparable in terms of outcomes and duration to:

1. Qualifications in the United Kingdom: National and Scottish Vocational Qualifications (N/SVQ)
2. Modern apprenticeship qualifications in the United Kingdom in the field of polymer processing
3. Vocational qualifications in Germany

In addition, the qualification design has been benchmarked against the Manufacturing Skills Standards developed by the Manufacturing Skills Standards Council in the United States.

For the detailed comparison see the Executive Summary of the SGB Process Report.

### **ARTICULATION OPTIONS**

The qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

### **MODERATION OPTIONS**

Moderators for the qualification should be qualified and accredited with an appropriate ETQA.

To assure the quality of the assessment process, the moderation should cover one of the following:

- > Assessor credentials
- > The assessment instrument
- > The assessment process

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

The following criteria should be applied by the relevant ETQA:

1. Appropriate qualification in the field of tyre and tyre component manufacturing, with a minimum of 2 years' experience in a tyre-manufacturing environment. The subject matter expertise of the assessor can be established by recognition of prior learning.
2. Appropriate experience and understanding of assessment theory, processes and practices.
3. Good interpersonal skills and ability to balance the conflicting requirements of:
  - > Maintaining national standards
  - > The interests of the learner
  - > The need for transformation and redressing the legacies of the past
  - > The cultural background and language of the learner
4. Registration as an assessor with the relevant ETQA.

5. Any other criteria required by the relevant ETQA.

### NOTES

This qualification links to the following qualifications:

#### NQF Level 5:

- > National Diploma in Rubber Technology (240 credits)
- > (Draft) Tyre and Tyre Component Manufacturing: Optimising Tyre Manufacturing Processes and Tyre Performance (120 credits)
- > Industrial Rubber Manufacturing

#### NQF Level 4:

- > Tyre & Tyre Component Manufacturing
- > Quality Assurance of Tyre Processes
- > Industrial Rubber Manufacturing

#### NQF Level 3:

- > Tyre & Tyre Component Manufacturing
- > Tyre Assembly
- > Quality Checking of Tyres and Tyre Components
- > Industrial Rubber Manufacturing

#### NQF Level 2:

- > Tyre & Tyre Component Manufacturing
- > Quality Checking and Finishing of Manufactured Tyres
- > Industrial Rubber Manufacturing (Mixing OR Extruding OR Moulding OR Calendaring)

#### NQF Level 1:

- > Manufacturing, Engineering, Assembly & Related Activities

### UNIT STANDARDS

*(Note: A blank space after this line means that the qualification is not based on Unit Standards.)*

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	13194 Perform statistical process control	Level 4	12	Registered
Core	13198 Formulate and recommend solutions to common industrial rubber manufacturing problems	Level 4	20	Registered
Core	13224 Monitor the application of safety, health and environmental protection procedures	Level 4	4	Registered
Core	13235 Maintain the quality assurance system	Level 4	5	Registered
Core	13254 Contribute to the implementation and maintenance of business processes	Level 4	10	Registered
Core	115064 Change tooling and set up tyre component and tyre manufacturing equipment	Level 4	29	Draft - Prep for P Comment
Core	115065 Co-ordinate tyre manufacturing activities	Level 4	8	Draft - Prep for P Comment
Elective	12463 Understand and deal with HIV/AIDS	Level 2	3	Registered
Elective	7567 Produce and use spreadsheets for business	Level 3	5	Reregistered
Elective	7570 Produce word processing documents for business	Level 3	5	Reregistered
Elective	7854 Provide First Aid	Level 4	4	Registered
Elective	8555 Contribute to information distribution regarding HIV/AIDS in the workplace	Level 4	4	Registered
Elective	13203 Counsel workgroup members in respect of HIV/AIDS	Level 5	3	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered

Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	9502 Write a technical report	Level 4	4	Registered
Fundamental	9506 Communicate in an assertive manner with clients and fellow workers	Level 4	4	Registered
Fundamental	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Reregistered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

1

#### Inspect, trim, balance and sort manufactured tyres

SAQA US ID	UNIT STANDARD TITLE		
115063	Inspect, trim, balance and sort manufactured tyres		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Manufacturing and Assembly Processes	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 2	19

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Load tyre onto machine and trim vents and flash.

##### **SPECIFIC OUTCOME 2**

Load tyres onto inspection stand, inspect tyres and identify any defects.

##### **SPECIFIC OUTCOME 3**

Inflate tyre and check for bulges.

##### **SPECIFIC OUTCOME 4**

Load and balance tyre on static balancing machine and apply mark.

##### **SPECIFIC OUTCOME 5**

Sort and stack tyres, separating out those which require buffing and repair.

##### **SPECIFIC OUTCOME 6**

Apply operator code to inspected tyres, record data, classify defects and report.

##### **SPECIFIC OUTCOME 7**

Care for tools and equipment.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

2

#### Repair and buff tyres

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115061	Repair and buff tyres		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Manufacturing and Assembly Processes		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
MET-MNA-0-SGB MAP	Regular	Level 2	8

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Identify type of repair required and select appropriate tools, equipment and materials.

##### **SPECIFIC OUTCOME 2**

Prepare defective area for repair.

##### **SPECIFIC OUTCOME 3**

Repair defective area.

##### **SPECIFIC OUTCOME 4**

Cure the applied material.

##### **SPECIFIC OUTCOME 5**

Remove tyre from autoclave or mould, buff, sort and palletize.

##### **SPECIFIC OUTCOME 6**

Replace used repair material, clean work area and care for tools and equipment.

##### **SPECIFIC OUTCOME 7**

Record data on repaired tyres and report incidents and faults.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

3

### Set and operate equipment with simple control systems

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115111	Set and operate equipment with simple control systems		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Manufacturing and Assembly Processes		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
MET-MNA-0-SGB MAP	Regular	Level 2	15

#### **Specific Outcomes:**

##### ***SPECIFIC OUTCOME 1***

Prepare and load material.

##### ***SPECIFIC OUTCOME 2***

Adjust settings and start and operate equipment.

##### ***SPECIFIC OUTCOME 3***

Monitor and adjust the process as required.

##### ***SPECIFIC OUTCOME 4***

Record settings and outputs.

##### ***SPECIFIC OUTCOME 5***

Discuss and explain incidents and problems related to the equipment.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

4

## Transport materials, components or products in the tyre manufacturing process

SAQA US ID	UNIT STANDARD TITLE		
115055	Transport materials, components or products in the tyre manufacturing process		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Manufacturing and Assembly Processes		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 2	12

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Determine requirements from schedule and identify, collect and load materials onto equipment.

**SPECIFIC OUTCOME 2**

Check materials before and after storage and transport and identify damaged, contaminated.

**SPECIFIC OUTCOME 3**

Transport and load materials, components or products onto or into processing equipment.

**SPECIFIC OUTCOME 4**

Check condition of lifting and transport equipment.

**SPECIFIC OUTCOME 5**

Lift, transport and move materials, components or products after processing.

**SPECIFIC OUTCOME 6**

Record material quantities, report material usage and take corrective action on defective items.

**SPECIFIC OUTCOME 7**

Interact with other team members to clarify schedules and co-ordinate activities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

5

#### Assemble tyres

SAQA US ID	UNIT STANDARD TITLE		
115058	Assemble tyres		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Manufacturing and Assembly Processes	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	48

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Check the condition, safety devices and availability of equipment, tools and components.

##### **SPECIFIC OUTCOME 2**

Prepare tools and equipment for operation and keep work area and equipment clean.

##### **SPECIFIC OUTCOME 3**

Assemble the first stage tyre.

##### **SPECIFIC OUTCOME 4**

Assemble the second stage tyre.

##### **SPECIFIC OUTCOME 5**

Identify defects, take corrective action or mark and place defective product in quarantine area.

##### **SPECIFIC OUTCOME 6**

Record and report incidents and problems.



# SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

6

**Liase with workgroup members to set up equipment and for production runs in tyre component manufacturing**

SAQA US ID	UNIT STANDARD TITLE		
115113	Liase with workgroup members to set up equipment and for production runs in tyre component manufacturing		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Manufacturing and Assembly Processes		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	7

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Plan the production run and equipment set-up process.

#### **SPECIFIC OUTCOME 2**

Liase with workgroup members to co-ordinate and hand over activities.

#### **SPECIFIC OUTCOME 3**

Monitor activities against production requirements, identify problems and take corrective action.

#### **SPECIFIC OUTCOME 4**

Process applicable documentation.

#### **SPECIFIC OUTCOME 5**

Liase with fellow workers in terms of safety, housekeeping and environmental procedures.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

7

#### Monitor the quality of manufactured tyres

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115060	Monitor the quality of manufactured tyres		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Manufacturing and Assembly Processes		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
MET-MNA-0-SGB MAP	Regular	Level 3	24

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Determine type of test and the size and type of tyre and select appropriate test specifications.

##### **SPECIFIC OUTCOME 2**

Select and load tyres on quality testing equipment.

##### **SPECIFIC OUTCOME 3**

Set operating parameters and start and run the quality testing equipment.

##### **SPECIFIC OUTCOME 4**

Monitor testing process and unload tyres.

##### **SPECIFIC OUTCOME 5**

Collate and summarise data and compile reports.

##### **SPECIFIC OUTCOME 6**

Report, discuss and explain incidents and problems related to the quality testing process.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

8

## Operate and monitor compounding equipment for tyre component manufacturing

SAQA US ID	UNIT STANDARD TITLE		
115066	Operate and monitor compounding equipment for tyre component manufacturing		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Manufacturing and Assembly Processes		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	18

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Check production schedules, determine compounds to be prepared and advise workgroup members.

**SPECIFIC OUTCOME 2**

Set the scale, check and weigh the received materials.

**SPECIFIC OUTCOME 3**

Set the mixer, start up, load the materials and monitor the compounding process.

**SPECIFIC OUTCOME 4**

Set the mill and process the mix to achieve the required thickness, consistency and temperature.

**SPECIFIC OUTCOME 5**

Carry out quality checks related to the material.

**SPECIFIC OUTCOME 6**

Label and store materials.

**SPECIFIC OUTCOME 7**

Care for and store material preparation tools and equipment.

**SPECIFIC OUTCOME 8**

Complete all applicable documentation and report on material quantities and tool and equipment.

**SPECIFIC OUTCOME 9**

Discuss and explain incidents and problems related to the material preparation process.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

9

#### Operate tyre-curing presses

SAQA US ID	UNIT STANDARD TITLE		
115059	Operate tyre-curing presses		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Manufacturing and Assembly Processes	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	18

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Inspect green tyres for defects and determine size and style.

##### **SPECIFIC OUTCOME 2**

Clean and spray mould and shape bladder.

##### **SPECIFIC OUTCOME 3**

Load and align green tyres and lay serial numbers in mould.

##### **SPECIFIC OUTCOME 4**

Set moulding parameters, activate curing equipment and monitor curing process.

##### **SPECIFIC OUTCOME 5**

Read and complete relevant documents and report and discuss incidents and problems.

##### **SPECIFIC OUTCOME 6**

Visually check cured tyres for defects and respond appropriately to any problems identified





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

10

## Prepare tyre fabrics for coating

SAQA US ID	UNIT STANDARD TITLE		
115057	Prepare tyre fabrics for coating		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Manufacturing and Assembly Processes		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	18

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Set up the equipment, splice roll to leader, start, run and adjust the process.

**SPECIFIC OUTCOME 2**

Load following rolls, splice to existing fabric and monitor the process.

**SPECIFIC OUTCOME 3**

Unload bag and seal rolls.

**SPECIFIC OUTCOME 4**

Lift, transport and store sealed rolls.

**SPECIFIC OUTCOME 5**

Determine the mix required, set mixing equipment and make dip coating solution.

**SPECIFIC OUTCOME 6**

Test and replenish dip coating solutions.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

11

#### Set up and operate calendering equipment to produce tyre components

SAQA US ID	UNIT STANDARD TITLE		
115114	Set up and operate calendering equipment to produce tyre components		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Manufacturing and Assembly Processes	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	18

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Determine quality & type of product required, plan the production run & liaise with workgroup.

##### **SPECIFIC OUTCOME 2**

Co-ordinate and check the supply of the required materials.

##### **SPECIFIC OUTCOME 3**

Prepare, load and attach the substrate.

##### **SPECIFIC OUTCOME 4**

Carry out equipment-related operations to achieve required quality and output rates.

##### **SPECIFIC OUTCOME 5**

Carry out quality checks related to the material, equipment and finished product.

##### **SPECIFIC OUTCOME 6**

Unload, label and store products.

##### **SPECIFIC OUTCOME 7**

Complete all applicable documentation and report on related matters.

##### **SPECIFIC OUTCOME 8**

Discuss and explain incidents and problems related to the component manufacturing.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

12

## Set up, operate and monitor extrusion equipment for tyre component manufacturing

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115067	Set up, operate and monitor extrusion equipment for tyre component manufacturing		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Manufacturing and Assembly Processes		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
MET-MNA-0-SGB MAP	Regular	Level 3	18

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Determine the quality and type of product required and plan the production run.

**SPECIFIC OUTCOME 2**

Co-ordinate the supply of the required materials, set the scale and check and weigh the received.

**SPECIFIC OUTCOME 3**

Remove, care for and store the tooling from the previous run; check and install new tooling.

**SPECIFIC OUTCOME 4**

Carry out equipment-related operations to achieve required quality and output rates.

**SPECIFIC OUTCOME 5**

Carry out quality checks related to the material, equipment and finished product.

**SPECIFIC OUTCOME 6**

Label and store products.

**SPECIFIC OUTCOME 7**

Complete all applicable documentation and report on matters related to.

**SPECIFIC OUTCOME 8**

Discuss and explain incidents and problems related to component manufacturing.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

13

#### Test tyre related products and identify faults

<b>SAQA US ID</b>		<b>UNIT STANDARD TITLE</b>	
115062		Test tyre related products and identify faults	
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Manufacturing and Assembly Processes		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
MET-MNA-0-SGB MAP	Regular	Level 3	27

#### Specific Outcomes:

##### SPECIFIC OUTCOME 1

Determine priorities and test requirements and plan work accordingly.

##### SPECIFIC OUTCOME 2

Prepare samples, work area and equipment for the required tests.

##### SPECIFIC OUTCOME 3

Test samples and record data.

##### SPECIFIC OUTCOME 4

Evaluate test results, identify problems and respond appropriately.

##### SPECIFIC OUTCOME 5

Care for and store sample preparation and testing tools and equipment and follow quality procedures.

##### SPECIFIC OUTCOME 6

Complete and process all applicable documentation.

##### SPECIFIC OUTCOME 7

Discuss and explain incidents and problems related to product testing.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

14

## Change tooling and set up tyre component and tyre manufacturing equipment

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115064	Change tooling and set up tyre component and tyre manufacturing equipment		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Manufacturing and Assembly Processes		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
MET-MNA-0-SGB MAP	Regular	Level 4	29

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Check production schedules and establish requirements from specifications.

**SPECIFIC OUTCOME 2**

Remove clean, service and return used tooling to the store.

**SPECIFIC OUTCOME 3**

Install and fit new tooling to the machine.

**SPECIFIC OUTCOME 4**

Set up equipment, load materials and co-ordinate activities.

**SPECIFIC OUTCOME 5**

Run first off, verify product quality, liaise with supervisor and handover to equipment operator.

**SPECIFIC OUTCOME 6**

Identify and correct problems, check manufacturing quality and equipment performance.

**SPECIFIC OUTCOME 7**

Complete relevant documentation, report and discuss problems and incidents with personnel.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

15

#### Co-ordinate tyre manufacturing activities

SAQA US ID	UNIT STANDARD TITLE		
115065	Co-ordinate tyre manufacturing activities		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Manufacturing and Assembly Processes		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Read production schedules and determine production priorities and requirements.

##### **SPECIFIC OUTCOME 2**

Plan and determine material and equipment requirements.

##### **SPECIFIC OUTCOME 3**

Communicate requirements and confirm delivery time.

##### **SPECIFIC OUTCOME 4**

Check received materials.

##### **SPECIFIC OUTCOME 5**

Report delays and material and equipment related problems and complete applicable documentation.

##### **SPECIFIC OUTCOME 6**

Evaluate effectiveness and efficiency of activities and resolve conflicts, complaints and problems.

##### **SPECIFIC OUTCOME 7**

Inform workgroup of issues and discuss these with workgroup.

##### **SPECIFIC OUTCOME 8**

Explain procedures and encourage workgroup members to follow them.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

16

**Plan and set up testing programme to investigate quality issues and recommend changes**

SAQA US ID	UNIT STANDARD TITLE		
115112	Plan and set up testing programme to investigate quality issues and recommend changes		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Manufacturing and Assembly Processes		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	20

#### **Specific Outcomes:**

##### ***SPECIFIC OUTCOME 1***

Determine the testing requirements and plan the testing programme and the required changes.

##### ***SPECIFIC OUTCOME 2***

Liaise with workgroup members and co-ordinate changes to testing machines.

##### ***SPECIFIC OUTCOME 3***

Verify the test settings, brief the responsible operator and monitor testing process.

##### ***SPECIFIC OUTCOME 4***

Analyse test results and identify faults, trends and patterns.

##### ***SPECIFIC OUTCOME 5***

Compile reports, make recommendations and discuss with appropriate personnel.



### **SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

#### **Music Industry**

Registered by NSB 02, Arts & Culture, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications and unit standards. The qualifications and unit standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum, 1067 Arcadia Street, Hatfield.

Comment on the qualifications and unit standards should reach SAQA at the address **below and no later than 21 June 2004**. All correspondence should be marked **Standards Setting – SGB for Music Industry** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431 5144

e-mail: [dmphuthing@saga.co.za](mailto:dmphuthing@saga.co.za)

**JOE SAMUELS**

**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



Established in terms of Act 58 of 1995

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## QUALIFICATION:

**Further Education and Training Certificate: Music Industry Sound Technology**

SAQA QUAL ID	QUALIFICATION TITLE	
48811	Further Education and Training Certificate: Music Industry Sound Technology	
SGB NAME	SGB Music Industry	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-4-National Certificate	National Certificate	Music
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
159	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

**PURPOSE OF THE QUALIFICATION**

A need for competence at this level exists for sound engineering competencies across genres. The music industry requires competent individuals who have:

- > Reliable and robust knowledge and skills regarding sound technology,
- > Who can meet industry standards and requirements using technology to their best advantage.
- > Who are capable of delivering efficiently and effectively with regard to sound engineering.

The composition of this qualification provides an integrated set of competencies to meet music industry sound technology needs.

The purpose of the qualification is thus that a qualified learner is able to meet specific industry requirements and adopt individual characteristic traits for operating in the field of sound engineering

**Rationale**

The area of employment for sound engineers currently consist mostly of individuals who are self taught engineers who do not have any recognised qualification/s. This has lead to insufficiently trained engineers or engineers only trained in a specific genre. This qualification addresses the need to recognise the competencies of sound engineers in order to provide opportunities for recognition and career advancement. Social and economic rationales for this qualification include encouragement of redress, facilitation of access to credit, career advancement and further learning.

The current application of learning has had little recognition of competence. At the same time, competencies that are required for practice have not been attained. . For example, a learner may have attained the sound engineering skills, but cannot read or write, or do not understand business principles. The rationale for this qualification is to address the need for applied numeric and communication competence in this learner market (fundamental component), while providing a means of recognising prior learning whereby, for example, (relevant competence) musical can be credited.

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED TO BE IN PLACE**

Learners should have attained the outcomes of National Certificate: Music Industry NQF Level 3 in the Further Education and Training (FET) Band, before embarking on learning towards this qualification.

Recognition of prior learning (RPL)

Learners who have met the requirements of any unit standard in this qualification may apply for recognition of prior learning to the Education and Training Authority (MAPPP SETA). The applicant will be assessed against the specific outcomes and with the assessment criteria for the relevant unit standard or unit standards. A qualification will be awarded should a candidate demonstrate that all the unit standards outcomes have been attained. This qualification is based on unit standards. Therefore, any learner who demonstrates competence as required by the fundamental, core and elective components and stated in the qualification, will have access to this qualification.

### **QUALIFICATION RULES**

#### **Rules of combination**

This qualification is designed as follows:

Qualification: 159 Credits

#### **Compulsory**

- > All Fundamental Unit Standards (56 Credits)
- > All Core Unit Standards (95 Credits)

#### **Optional**

At least 8 credits, from Elective Unit Standards

### **EXIT LEVEL OUTCOMES**

#### **Fundamental and Core**

1. Use mathematics for personal and business applications
2. Use and interpret language effectively for verbal and non-verbal communication
3. Prepare for Sound Engineering for productions
4. Operate Sound Engineering equipment for efficient and effective use in productions
5. Engineer sound for recordings and productions
6. Operate fundamental MIDI components for Sound Engineering

Elective (8 credits are required to qualify)

7. Craft sound in a Sound Engineering context
8. Set up DJ equipment for effective use by the DJ
9. Establish and run a small business optimally
10. Make financial decisions that are optimal for a given context

### **ASSOCIATED ASSESSMENT CRITERIA**

#### **Fundamental and Core**

- 1.> National regional and personal budgets are analysed
  - > Calculations and the use of statistics are correct
  - > Calculations and instruments are used and taken into account when reporting final values
- 2.> Verbal and non-verbal communication is used effectively
  - > Text and subtext of verbal and non-verbal communication is identified and acted on
  - > Communication is used to learn individually or in groups, effectively and efficiently
- 3.> Technical requirements for the genre are negotiated to enable the required installations, showing a capacity to work with others and use technology.
  - > Equipment selected is congruent with production needs, showing problem solving skills
  - > Equipment is adequately protected from hazards during and after productions
- 4.> Switches, controls and buttons are identified and used correctly, showing technological competence
  - > Trouble shooting and adjustment of equipment are to specific requirements
  - > Computer systems are operated for sound engineering in a way that is appropriate and correct

5.> Mixing console, dynamics processors and effects units are set up to ensure signal flow and to demonstrate technological competence  
 > Specified music genre and title is identified and selected to ensure the correct mix down and showing information evaluation skills

6.> MIDI channels are allocated to ensure communication  
 > Control assign parameters are used to control specified MIDI equipment.  
 > MIDI time code is used to synchronise a sequencer, all demonstrating technological competence

Elective (8 credits are required to qualify)

7.> Sounds are edited and customised to ensure specified requirements and tone colours are met  
 > Edited and customised sounds are named, saved and stored to ensure recall

8.> Repertoire is planned, compatible with the required genre  
 > Equipment connections are functional  
 > Set-up is optimal for purpose

9.> A business plan is developed to guide the initial strategy and operations of the business  
 > Agreements are negotiated with clients in a way that respects the wishes of both parties  
 > Human resources, operations, marketing and finance is competently handled

10.> Financial statements are analysed and interpreted showing technological competence  
 > Financial risk in own life is managed in way that risks are placed within the whole system of a career

#### Integrated assessment

Before qualifying, learners will be expected to demonstrate competence that integrates the assessment of all specific outcomes, for all unit standards, for example, applying competence in a practical scenario. This will require learners to demonstrate their ability in a working environment. In addition, during the learning process to attain the outcomes of each unit standard, learners will be expected to give evidence that they have attained the embedded knowledge and specific skills contained in specific outcomes for the relevant Unit Standard.

#### INTERNATIONAL COMPARABILITY

Various international Qualifications Authorities have music qualifications with various Sound Engineering components, which relate closely to this qualification:

##### Australian Qualifications Framework

This authority has various Units of Competency, which closely relates to the Unit Standards of this qualification:

- > Use MIDI devices and/or software to perform music
- > Use MIDI devices and/or software to compose music
- > Move and set up instruments and equipment
- > Operate portable audio recorder
- > Record sound
- > Install, align and test sound equipment
- > Mix sound sources
- > Operate sound mixing console
- > Edit sound using digital systems
- > Set up, operate and de-rig portable sound recording equipment
- > Develop and implement sound production for a recording

Although the present qualification does not have Unit Standard Titles exactly the same as the Australian Units of Competency, the competencies contained in the Unit Standards of this qualification overlaps significantly with those in the Australian qualifications. Since the levels of Australian qualifications are described differently to South African qualifications, direct level comparisons are not practicable.

##### Scottish Qualifications Authority

The following qualifications all have MIDI Sequencing and Sound Engineering and Production as Optional Units (up to 40 hours):

- > Music at Intermediate 1
- > Music at Intermediate 2
- > Music at Higher
- > Music at Advanced Higher

New Zealand Qualifications Authority

This body has a level 5 diploma and a level 7 diploma which emphasises competence in such music areas as performance, music technology and music therapy.

### ARTICULATION OPTIONS

This qualification will allow a person to articulate vertically to the National Certificate or Diploma in Sound Engineering at NQF level 5. The qualification has also been developed for mobility across similar trades within the industry and is intended to allow for further learning. Some examples of articulation include:

- > Passing on the skills as a trainer/mentor/educator
- > Becoming a music producer
- > Specialised sound engineering skills in studio productions, television, film and reinforced sound.
- > Horizontal articulation to an assessor
- > Vertical articulation with a Technical Production Services qualification is possible

### MODERATION OPTIONS

Moderation includes both internal and external moderation of assessments at exit points of the qualification and encompasses achievement of the competence described both in unit standards as well as the integrated competence described in the qualification.

Assessment of learner achievements take place at ETQA accredited providers for the provision of programs that result in the outcomes specified for the National Diploma Music Industry (Sound Engineering) NQF level 4. These providers are responsible for the moderation of learner achievements of learners who meet the requirements of each unit standard. Those assessing the outcomes of this unit standard should be qualified and registered with the ETQA.

A moderator registered with the MAPPP Sector Education and Training Authority will externally moderate each Unit Standard.

### CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

### NOTES

N/A

### UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

UNIT STANDARD ID AND TITLE		LEVEL	CREDITS	STATUS
Core	114529 Check sound source quality	Level 4	8	Draft - Prep for P Comment
Core	114533 Evaluate acoustics	Level 4	8	Draft - Prep for P Comment
Core	114535 Use delay to create repeat and echo effects	Level 4	7	Draft - Prep for P Comment
Core	114537 Set up sound equipment	Level 4	6	Draft - Prep for P Comment
Core	114541 Use dynamics processors	Level 4	7	Draft - Prep for P Comment



Core	114544 Meet recording session requirements	Level 4	6	Draft - Prep for P Comment
Core	114555 Maintain professional sound engineering equipment	Level 4	6	Draft - Prep for P Comment
Core	114556 Plan pre-production	Level 4	7	Draft - Prep for P Comment
Core	114557 Operate Controls and Functions	Level 4	9	Draft - Prep for P Comment
Core	114558 Record a stereo production	Level 4	8	Draft - Prep for P Comment
Core	114559 Operate digital recording software	Level 4	8	Draft - Prep for P Comment
Core	114560 Set up MIDI connections and communications channels	Level 4	8	Draft - Prep for P Comment
Core	114563 Use reverb to create room simulation and effects	Level 4	7	Draft - Prep for P Comment
Elective	10385 Develop a business plan for a small business	Level 4	5	Registered
Elective	10386 Investigate the possibilities of establishing and running a small business enterprise (SMME)	Level 4	3	Registered
Elective	10387 Investigate ways of managing financial risk in own lives	Level 4	6	Registered
Elective	10388 Interpret basic financial statements	Level 4	3	Registered
Elective	114561 Craft basic sound with a tone generator	Level 4	8	Draft - Prep for P Comment
Elective	114562 Set up DJ equipment for a performance	Level 4	8	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Reregistered



Established in terms of Act 58 of 1995

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## QUALIFICATION:

**Further Education and Training Certificate: Music Industry: Music Business**

SAQA QUAL ID	QUALIFICATION TITLE	
48807	Further Education and Training Certificate: Music Industry: Music Business	
SGB NAME	SGB Music Industry	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-4-National Certificate	National Certificate	Music
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
176	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

**PURPOSE OF THE QUALIFICATION**

A learner who has completed this qualification will be equipped to work in the music industry value chain and shown an in-depth understanding thereof. The learner will be able to interpret financial statements, work within a team, adopt principles of entrepreneurship in the music industry and monitor marketing information flow and collect and process marketing data. The qualification will enable the effective introduction/preparation and implementation of management systems, processes and procedures required for the ethical management of start-up musicians. The qualification is intended for learners who aspire to eventually operate at a senior level in music business.

**Rationale**

The area of work for managers of musicians currently consists mostly of individuals who have worked in the industry, often having no recognised qualification/s. This qualification is geared towards equipping such individuals and new entrants with competencies required to work in the business and management fields of the industry, as well as to establish a formal and recognised qualification in the music industry.

Social and economic rationales for this qualification include encouragement of redress, facilitation of access to credit, career advancement and further learning. Since the qualification contains generic business and management components, learners will also be equipped to perform business and managerial activities across industries.

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED TO BE IN PLACE**

Learners should have attained the outcomes of National Certificate: Music Industry NQF Level 3 in the Further Education and Training (FET) Band, before embarking on learning towards this qualification.

**Recognition of prior learning (RPL)**

Learners who have met the requirements of any unit standard in this qualification may apply for recognition of prior learning to the Media, Advertising, Publishing, Printing and Packaging Education and Training Authority (MAPPPSETA) provided they have satisfied the learning entry assumptions of the qualifications. The applicant will be assessed against the specific outcomes and with the assessment criteria for the relevant unit standard or unit standards. A qualification will be awarded should a candidate demonstrate that all the unit standards outcomes have been attained. This qualification is based on unit standards. Therefore,

any learner who demonstrates competence as required by the fundamental, core and elective components and stated in the qualification, will have access to this qualification.

### **QUALIFICATION RULES**

This qualification is designed as follows:

#### **Compulsory**

- > All Fundamental Unit Standards (56 credits).
- > All Core Unit Standards (112 credits).

#### **Optional:**

At least 8 credits, from the Elective Unit Standards.

- > Monitor, control and direct crowds at special events (10 credits),
- > Adopt principles of Entrepreneurship in the Music Industry (10 credits),
- > Evaluate acoustics (Sound Engineering Draft) (8 credits),
- > Set up DJ equipment for performance (Sound Engineering Draft) (8 credits).

### **EXIT LEVEL OUTCOMES**

#### **Fundamental and Core:**

1. Use and interpret language effectively for verbal and non-verbal communication.
2. Use mathematics for personal and business applications.
3. Organise and manage oneself and apply strategies to achieve optimal stress levels in personal and work situations.
4. Organise and manage performing artist and apply strategies to achieve optimal stress levels in personal and work situations.
5. Use science and technology to manage others, showing responsibility towards the health of others.
6. Identify and solve problems when protecting, promoting artist, using critical and creative thinking to make responsible decisions.
7. Work effectively and ethically with others for the benefit of self, artist and others, and to promote productivity.
8. Collect, analyse, organise and critically evaluate information about the music industry.
9. Manage others seeing events as sets of related systems recognising that problem-solving contexts do not exist in isolation.

#### **Elective (1 required to qualify)**

10. Use science and technology to operate in the music industry.
11. Monitor crowds seeing events as sets of related systems recognising that problem-solving contexts do not exist in isolation.
12. Organise and manage oneself and apply strategies to utilise business opportunities.

### **ASSOCIATED ASSESSMENT CRITERIA**

#### **Fundamental and Core:**

1.
  - > Verbal and non-verbal communication is used effectively.
  - > Text and subtext of verbal and non-verbal communication is identified and acted on.
  - > Communication is used to learn individually or in groups.

2.
    - > National regional and personal budgets are analysed accurately.
    - > Calculations and statistics are used correctly and accurately.
    - > Calculations and instruments are used accurately and taken into account when reporting final values.
  3.
    - > Assessment of own performance is done using relevant tools.
    - > Management of self promotes productivity.
    - > Personal goals set are specific, measurable, achievable, relevant and timed.
  4.
    - > Artist is creatively promoted.
    - > Artist lifestyle is considered in his/her effective management.
    - > Schedules compiled are in the interest of all stakeholders.
    - > Artist is well prepared for target market.
  5.
    - > Management of others is ethical and to mutual benefit.
    - > Hazards are correctly identified and minimised or eliminated.
    - > Any risk to the artist is accurately identified and minimised or eliminated.
  6.
    - > Strengths and weaknesses of artist is correctly identified and efficiently utilised.
    - > Marketing strategies are effective and sanctioned by artist.
    - > Signs of burn-out and stress are identified early and counteracted.
  7.
    - > Principles of effectively working in team are adhered to.
    - > Teams members are supported to maximise the reaching of team goals.
    - > Relationships with team members are valued and effectively nurtured.
    - > Others are worked with in a way that promotes productivity.
  8.
    - > The music industry is continually and accurately assessed
    - > Marketing opportunities are correctly identified.
    - > Risks to marketing efforts are correctly identified and effectively counteracted.
  9.
    - > Recursive effects of own actions and the actions of the artist is predetermined and evaluated.
    - > Marketing tools are utilised with special regard for the effects of the tools in the future, as well as indirect effects.
- Elective (1 required to qualify):
10.
    - > Learner is abreast of technological developments in the music industry.
    - > Technology is optimally used in the efficient management of an artist.
    - > Technology is optimally used in the performing of DJ tasks.
  11.
    - > Safety and security of self and others is effectively protected.
    - > Infringements on the safety and security of self and others is appropriately dealt with.
    - > Crowds are appropriately and safely dealt with.
  12.
    - > Business plans are effectively implemented.
    - > Business opportunities are accurately identified and efficiently optimised.
    - > Business administration is effectively complied with.

#### Integrated assessment

Before qualifying, the learners will be expected to demonstrate competence that integrates the assessment of all specific outcomes, for all unit standards, for example, applying competence in a practical scenario. This will require learners, during the learning process, to attain the outcomes of each unit standard and learners will be expected to give evidence that they have attained the embedded knowledge and specific skills contained in specific outcomes for the relevant Unit Standard.

### **INTERNATIONAL COMPARABILITY**

The Australian Qualifications Framework showed various qualifications which relate closely to this qualification:

- > Certificate III in Music Industry (Business).
- > Certificate IV in Music Industry (Business).
- > Diploma of Music Industry (Business).
- > Advanced Diploma of Music Industry (Business).

Units of Competency include:

- > Manage a project.
- > Develop and implement a business/strategic plan.
- > Establish and maintain work and contractual relationships.
- > Manage risk and crises for an act or show.
- > Manage artists and their careers.
- > Develop and promote image.

Although the present qualification does not have Unit Standard Titles exactly the same as the Australian Units of Competency, the competencies contained in the Unit Standards of this qualification overlaps significantly with those in the Australian qualifications. Since the levels of Australian qualifications are described differently to South African qualifications, direct level comparisons are not practicable.

The New Zealand Qualifications Authority has various music qualifications, many of which also develop competencies in and music management (for instance the National Diploma in Music, Level 7).

### **ARTICULATION OPTIONS**

This qualification articulates vertically downward and horizontally with all NQF Level 3 and 4 qualifications by means of the fundamental component. In addition, because the qualification contains unit standards from other qualifications, articulation is currently possible with various other SAQA registered qualifications, particularly those qualifications containing management and project management components.

### **MODERATION OPTIONS**

Moderation includes both internal and external moderation of assessments at exit points of the qualification and encompasses achievement of the competence described both in unit standards as well as the integrated competence described in the qualification.

Assessment of learner achievements take place at ETQA accredited providers for the provision of programs that result in the outcomes specified for the National Diploma Music Industry (Business and Management) NQF level 4. These providers are responsible for the moderation of learner achievements of learners who meet the requirements of each unit standard. Those assessing the outcomes of this unit standard should be qualified and registered with the ETQA.

Each Unit Standard will be externally moderated by a moderator registered with the MAPPP Sector Education and Training Authority.

Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by MAPPPSETA.

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

N/A



**NOTES**

N/A

**UNIT STANDARDS***(Note: A blank space after this line means that the qualification is not based on Unit Standards.)*

	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>	<b>STATUS</b>
Core	8607 Support event co-ordination	Level 4	20	Registered
Core	9243 Monitor occupational health & safety	Level 4	8	Registered
Core	10027 Monitor marketing information flow and collect process marketing data	Level 4	4	Registered
Core	10133 Schedule project activities to facilitate effective project execution	Level 4	8	Registered
Core	10134 Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget	Level 4	6	Registered
Core	10140 Apply a range of project management tools	Level 4	8	Registered
Core	10142 Fulfill procurement activities and supervise procurement administration	Level 4	8	Registered
Core	10388 Interpret basic financial statements	Level 4	3	Registered
Core	13941 Apply the budget function in a business unit	Level 4	5	Registered
Core	13942 Demonstrate a basic understanding of the role of a business strategy in managing a small business or a business unit	Level 4	5	Registered
Core	13947 Motivate a team	Level 4	6	Registered
Core	13948 Negotiate an agreement or deal in an authentic work situation	Level 4	5	Registered
Core	13954 Manage risk in own work/business environment	Level 4	5	Registered
Core	115149 Manage Artist	Level 4	10	Draft - Prep for P Comment
Core	115152 Market/promote artist and his/her work	Level 4	14	Draft - Prep for P Comment
Elective	11515 Monitor, control and direct crowds at special events	Level 4	10	Registered
Elective	114533 Evaluate acoustics	Level 4	8	Draft - Prep for P Comment
Elective	114562 Set up DJ equipment for a performance	Level 4	8	Draft - Prep for P Comment
Elective	115155 Adopt principles of entrepreneurship in the music industry	Level 4	10	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Registered





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### National Certificate: Music Industry: Sound Technology

SAQA QUAL ID	QUALIFICATION TITLE	
48670	National Certificate: Music Industry: Sound Technology	
SGB NAME	SGB Music Industry	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-4-National Certificate	National Certificate	Music
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
120	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### PURPOSE OF THE QUALIFICATION

A need for competence at this level exists for sound engineering competencies across genres. The music industry requires competent individuals who have:

- > Reliable and robust knowledge and skills regarding sound technology,
- > Who can meet industry standards and requirements using technology to their best advantage.
- > Who are capable of delivering efficiently and effectively with regard to sound engineering.

The composition of this qualification provides an integrated set of competencies to meet music industry sound technology needs.

The purpose of the qualification is thus that a qualified learner is able to meet specific industry requirements and adopt individual characteristic traits for operating in the field of sound engineering

#### Rationale

The area of employment for sound engineers currently consist mostly of individuals who are self taught engineers who do not have any recognised qualification/s. This has lead to insufficiently trained engineers or engineers only trained in a specific genre. This qualification addresses the need to recognise the competencies of sound engineers in order to provide opportunities for recognition and career advancement. Social and economic rationales for this qualification include encouragement of redress, facilitation of access to credit, career advancement and further learning.

The current application of learning has had little recognition of competence. At the same time, competencies that are required for practice have not been attained. For example, a learner may have attained the sound engineering skills, but cannot read or write, or do not understanding business principles. The rationale for this qualification is to address the need for applied numeric and communication competence in this learner market (fundamental component), while providing a means of recognising prior learning whereby, for example, (relevant competence) musical can be credited.

#### RECOGNIZE PREVIOUS LEARNING?

Y

#### LEARNING ASSUMED TO BE IN PLACE

Learners should have attained the outcomes of National Certificate: Music Industry NQF Level 3 in the Further Education and Training (FET) Band, before embarking on learning towards this qualification.

**Recognition of prior learning (RPL)**

Learners who have met the requirements of any unit standard in this qualification may apply for recognition of prior learning to the Education and Training Authority (MAPPP SETA). The applicant will be assessed against the specific outcomes and with the assessment criteria for the relevant unit standard or unit standards. A qualification will be awarded should a candidate demonstrate that all the unit standards outcomes have been attained. This qualification is based on unit standards. Therefore, any learner who demonstrates competence as required by the fundamental, core and elective components and stated in the qualification, will have access to this qualification.

**QUALIFICATION RULES**

N/A

**EXIT LEVEL OUTCOMES****Fundamental and core**

- > Use mathematics for personal and business applications
- > Use and interpret language effectively for verbal and non-verbal communication
- > Prepare for Sound Engineering for productions
- > Operate Sound Engineering equipment for efficient and effective use in productions
- > Engineer sound for recordings and productions

**Elective**

- > Operate fundamental MIDI components for Sound Engineering
- > Elective (8 credits are required to qualify)
- > Craft sound in a Sound Engineering context
- > Set up DJ equipment for effective use by the DJ
- > Establish and run a small business optimally
- > Make financial decisions that are optimal for a given context

**ASSOCIATED ASSESSMENT CRITERIA**

- > National regional and personal budgets are analysed.

Calculations and the use of statistics are correct. Calculations and instruments are used and taken into account when reporting final values.

- > Verbal and non-verbal communication is used effectively. Text and subtext of verbal and non-verbal communication is identified and acted on. Communication is used to learn individually or in groups, effectively and efficiently

- > Technical requirements for the genre are negotiated to enable the required installations, showing a capacity to work with others and use technology. Equipment selected is congruent with production needs, showing problem solving skills. Equipment is adequately protected from hazards during and after productions

- > Switches, controls and buttons are identified and used correctly, showing technological competence. Trouble shooting and adjustment of equipment are to specific requirements. Computer systems are operated for sound engineering in a way that is appropriate and correct

- > Mixing console, dynamics processors and effects units are set up to ensure signal flow and to demonstrate technological competence. Specified music genre and title is identified and selected to ensure the correct mix down and showing information evaluation skills

- > MIDI channels are allocated to ensure communication; Control assign parameters are used to control specified MIDI equipment and MIDI time code is used to synchronise a sequencer, All demonstrating technological competence

- > Sounds are edited and customised to ensure specified requirements and tone colours are met Edited and customised sounds are named, saved and stored to ensure recall.
- > Repertoire is planned, compatible with the required genre Equipment connections are functional Set-up is optimal for purpose
- > A business plan is developed to guide the initial strategy and operations of the business. Agreements are negotiated with clients in a way that respects the wishes of both parties Human resources, operations, marketing and finance is competently handled.
- > Financial statements are analysed and interpreted showing technological competence. Financial risk in own life is managed in way that risks are placed within the whole system of a career.

#### Integrated assessment

Before qualifying, learners will be expected to demonstrate competence that integrates the assessment of all specific outcomes, for all unit standards, for example, applying competence in a practical scenario. This will require learners to demonstrate their ability in a working environment. In addition, during the learning process to attain the outcomes of each unit standard, learners will be expected to give evidence that they have attained the embedded knowledge and specific skills contained in specific outcomes for the relevant Unit Standard.

#### INTERNATIONAL COMPARABILITY

Various international Qualifications Authorities have music qualifications with various Sound Engineering components, which relate closely to this qualification:

##### Australian Qualifications Framework

This authority has various Units of Competency which closely relates to the Unit Standards of this qualification:

- > Use MIDI devices and/or software to perform music
- > Use MIDI devices and/or software to compose music
- > Move and set up instruments and equipment
- > Operate portable audio recorder
- > Record sound
- > Install, align and test sound equipment
- > Mix sound sources
- > Operate sound mixing console
- > Edit sound using digital systems
- > Set up, operate and de-rig portable sound recording equipment
- > Develop and implement sound production for a recording

Although the present qualification does not have Unit Standard Titles exactly the same as the Australian Units of Competency, the competencies contained in the Unit Standards of this qualification overlaps significantly with those in the Australian qualifications.

Since the levels of Australian qualifications are described differently to South African qualifications, direct level comparisons are not practicable.

##### Scottish Qualifications Authority

The following qualifications all have MIDI Sequencing and Sound Engineering and Production as Optional Units (up to 40 hours):

- > Music at Intermediate 1
- > Music at Intermediate 2
- > Music at Higher
- > Music at Advanced Higher

##### New Zealand Qualifications Authority

This body has a level 5 diploma and a level 7 diploma which emphasises competence in such music areas as performance, music technology and music therapy.

### ARTICULATION OPTIONS

This qualification will allow a person to articulate vertically to the National Certificate or Diploma in Sound Engineering at NQF level 5. The qualification has also been developed for mobility across similar trades within the industry and is intended to allow for further learning.

Some examples of articulation include:

- > Passing on the skills as a trainer/mentor/educator
- > Becoming a music producer Specialised sound engineering skills in studio productions, television, film and reinforced sound
- > Horizontal articulation to an assessor
- > Vertical articulation with a Technical Production Services qualification is possible

### MODERATION OPTIONS

Moderation includes both internal and external moderation of assessments at exit points of the qualification and encompasses achievement of the competence described both in unit standards as well as the integrated competence described in the qualification. Assessment of learner achievements take place at ETQA accredited providers for the provision of programs that result in the outcomes specified for the National Diploma Music Industry (Sound Engineering) NQF level 4.

These providers are responsible for the moderation of learner achievements of learners who meet the requirements of each unit standard. Those assessing the outcomes of this unit standard should be qualified and registered with the ETQA.

A moderator registered with the MAPPP Sector Education and Training Authority will externally moderate each Unit Standard.

### CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

### NOTES

Access to the qualification

Access to this Qualification is open. However, it is advisable that learners have already attained the competencies reflected under "learning assumptions" before embarking on learning towards this qualification. Especially important are the outcomes of NQF Level 3 in the Further Education and Training (FET) Band (particularly Maths, Language, Communications, Music knowledge and Technical competencies) and life and / or work experience.

### UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	114529 Check sound source quality	Level 4	8	Draft - Prep for P Comment
Core	114533 Evaluate acoustics	Level 4	8	Draft - Prep for P Comment
Core	114535 Use delay to create repeat and echo effects	Level 4	7	Draft - Prep for P Comment
Core	114537 Set up sound equipment	Level 4	6	Draft - Prep for P Comment
Core	114541 Use dynamics processors	Level 4	7	Draft - Prep for P Comment
Core	114544 Meet recording session requirements	Level 4	6	Draft - Prep for P Comment

Core	114555 Maintain professional sound engineering equipment	Level 4	6	Draft - Prep for P Comment
Core	114556 Plan pre-production	Level 4	7	Draft - Prep for P Comment
Core	114557 Operate Controls and Functions	Level 4	9	Draft - Prep for P Comment
Core	114558 Record a stereo production	Level 4	8	Draft - Prep for P Comment
Core	114559 Operate digital recording software	Level 4	8	Draft - Prep for P Comment
Core	114560 Set up MIDI connections and communications channels	Level 4	8	Draft - Prep for P Comment
Core	114561 Craft basic sound with a tone generator	Level 4	8	Draft - Prep for P Comment
Core	114562 Set up DJ equipment for a performance	Level 4	8	Draft - Prep for P Comment
Core	114563 Use reverb to create room simulation and effects	Level 4	7	Draft - Prep for P Comment
Elective	10385 Develop a business plan for a small business	Level 4	5	Registered
Elective	10386 Investigate the possibilities of establishing and running a small business enterprise (SMME)	Level 4	3	Registered
Elective	10387 Investigate ways of managing financial risk in own lives	Level 4	6	Registered
Elective	10388 Interpret basic financial statements	Level 4	3	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Registered





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### National Certificate: Music Industry (Sound Technology)

SAQA QUAL ID	QUALIFICATION TITLE	
48671	National Certificate: Music Industry (Sound Technology)	
SGB NAME	SGB Music Industry	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-5-National Certificate	National Diploma	Music
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
141	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### PURPOSE OF THE QUALIFICATION

The area of employment for sound engineers/ technologists are mostly in the area of: Recording; Mixing, Live sound, Theatre, Mastering, Television, Broadcast, Film, Video, Multimedia, Monitor Engineers; Designers, Advisors, Commercial Producers, music producers who do not have any recognised qualification/s or have received their training abroad. The purpose of this qualification is to provide learners with the competencies required to manage functions within a sound technology workplace.

The qualification will enable the effective introduction, implementation and management of systems, processes and procedures required for the operation of sound engineering environment.

The greatest need for competence at this level exists regarding the national music industry that seeks individuals who have defined and reliable knowledge and skills in sound technology. Such individuals must meet the industry's standards and requirements, use technology to the best of their advantage and deliver an efficient and effective service. The composition of this qualification is aimed at providing an integrated set of competencies to meet the music industry sound technology requirements.

An analysis of the role of sound engineers in the South African Music Industry revealed that a degree the following knowledge, skills and personal characteristics required:

Advanced knowledge of:

- > Audio Fundamentals
- > Management of others
- > Leading teams
- > Self-management
- > Ear anatomy
- > Hearing protection
- > Psycho-acoustics
- > The acoustic environment
- > Mathematics
- > Physical science, biology, geography
- > Basic music understanding
- > Genre-specific understanding, music styles and analysis
- > Basic electronics
- > Soldering techniques
- > Microphone types and techniques]
- > Equipment specifications
- > Equipment types and brands



- > Sound source measurement
- > Signal flow (input sections)
- > Patch bays and connection points
- > Dynamics\* Headroom
- > Unity Gain
- > Analogue to Digital conversions
- > Sampling rates/Bit rates
- > Recording levels
- > Basic console
- > Compressors and noise gate equipment
- > Types of equalisers/filters
- > Mixing consoles
- > Recording environment/the live room
- > Input and Output levels
- > Sound recording Mediums/formats
- > Routing procedures
- > Recording analysis and techniques (aural and visual)
- > The controlled environment, monitoring and monitor speakers.
- > Mixing Formats/mediums
- > Two track (Stereo) mediums
- > Effects types
- > Effects parameters
- > Gain structure
- > Special Processors and types
- > Mastering Mediums/formats (e.g. CDR, DAT)
- > Mastering Environments and monitoring
- > CD standards (IRSC codes)
- > Track compilation and flow
- > Synchronisation and Time Codes
- > Studio Installation and maintenance
- > Cabling, connectors and Chasing
- > Health and Safety practices
- > Power, Fire, Water
- > National Noise Law regulations
- > Weight (correct lifting practices)
- > MIDI
- > Connections, Cabling and Ports
- > Editing Parameters and Controls
- > Midi messages
- > Midi Implementation charts
- > Midi equipment types and brands
- > Advanced Skills to:
  - > Differentiate between sounds
  - > Work with people
  - > Communicate effectively
  - > Employ self-management skills
  - > Select and place equipment to meet specified requirements
  - > Identify, troubleshoot and trace signal flow
  - > Use computer technology
  - > Identify and differentiate between Headroom and Dynamic levels
  - > Select proper equipment to manipulate the required task
  - > Obtain working sound environment
  - > Record and Produce a Radio commercial
  - > Record and Produce a song or album
  - > Use synchronisation and timecodes for Audio Visual production
  - > Monitor: Visual and audio
  - > Apply production techniques
  - > Tone control and adjustment
  - > Pay attention to detail
  - > Personality characteristics of:
  - > Applying life skills

- > Attentive listening
- > Passion for the art
- > Respect for differences (culture, religion)
- > Ethical conduct
- > Empathy
- > Patience
- > Attention to detail
- > Thoroughness
- > Prepared to experiment
- > Adaptability
- > Attention and concentrating
- > Creativity

#### Rationale

The global entertainment industry is, either directly or indirectly, influenced by sound technology. Competent practitioners in this area will contribute to addressing a substantial need for these competencies in South Africa, simultaneously contributing to wealth creation for the nation. Social and economic rationales for this qualification thus include encouragement of redress, facilitation of access to credit, career advancement and further learning and expansion of the South African music industry. The qualification is intended for learners who operate at a senior level in a sound engineering or technology work environment, or aspire to do so.

#### RECOGNIZE PREVIOUS LEARNING?

Y

#### LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners embarking on learning towards this qualification are already competent in the areas of communication, mathematics, technology and computer literacy at NQF level 4 in the Further Education and Training Band, and Life Skills at NQF level 2. These competencies are required in order to render sound engineering management services, and to conduct themselves professionally.

#### Recognition of prior learning (RPL)

Learners who have met the requirements of any unit standard in this qualification may apply for recognition of prior learning to the relevant providers and the Education and Training Authority (MAPPP-SETA) which includes formal, informal and non-formal learning and work experience, provided they have satisfied the learning entry assumptions of the qualifications. The applicant will be assessed against the specific outcomes and with the assessment criteria for the relevant unit standard or unit standards.

A qualification will be awarded should a candidate demonstrate that all the unit standards outcomes have been attained. This qualification is based on unit standards. Therefore, any learner who demonstrates competence as required by the fundamental, core and elective components and stated in qualification, will have access to this qualification.

#### QUALIFICATION RULES

##### Rules of combination

This qualification is designed as follows:

##### Compulsory:

- > All Fundamental Unit Standards (29 Credits)
- > All Core Unit Standards (102 Credits)

Optional at least 10 credits, from Elective Unit Standards, in the following "packages":

##### DJ

Perform DJ mix for an audience (10 Credits)

##### Entrepreneurship

- > Develop a business plan for a small business (5 Credits)
- > Investigate the possibilities of establishing and running a small business enterprise (3 Credits)
- > Negotiate an agreement or deal in an authentic work situation (3 Credits)

**Technical Production Services**

> Operate (apply) equipment, materials and tools (15 Credits)

**Studio Management**

> Create and use a range of resources to effectively manage teams, sections, departments or divisions (4 Credits)

> Manage customer requirements and needs and implement action plans (8 Credits)

**EXIT LEVEL OUTCOMES****Fundamental and Core**

1. Use information technology in the workplace to enhance overall efficiency and effectiveness
2. Work with others for productions
3. Engineer sound for productions
4. Set up, test and maintain sound equipment
5. Plan sound productions to ensure optimal use of resources

**Elective (10 required to qualify)**

6. Perform DJ activities to an audience
7. Establish and run a small business optimally
8. Perform either
  - > Stage
  - > Audio/visual
  - > Styling
  - > Special effects technical duties for a production
9. Manage a studio for routine operations

**ASSOCIATED ASSESSMENT CRITERIA****Fundamental and Core**

1. The need for and applications of information technology is placed within the workplace context. Applications of information technology is used in the workplace to the benefit of the individual and the organisation.
2. Learners act and work to the benefit of the team, and in a way that is conducive to team work. Team leaders are identified and their authority accepted.
3. Sound equipment is used correctly. Sound is mixed through the effective use of technology. Sound is recorded according to requirements. Sound and sound source quality is optimal to enhance the probability of a good final product.
4. Sound equipment is set up according to production requirements. Troubleshooting is conducted when required in order to optimise sound quality. Maintenance is performed showing technological competence and according to specifications
5. Clients requirements are evaluated and negotiated if necessary, to optimise the delivery of a quality product. Equipment is selected, positioned and used according to the specific musical style. Schedules are developed for timeous delivery.

**Elective (10 required to qualify)**

6. Live music mix is performed appropriately. Music is mixed and faded appropriate to the music style. Technological competence is demonstrated when beats are matched and pitched.
7. A business plan is developed to guide the initial strategy and operations of the business. Agreements are negotiated with clients in a way that respects the wishes of both parties. Human resources, operations, marketing and finance is competently handled.
8. Technological competence and proficiency in the selected area is demonstrated. Equipment and tools are maintained and cared for to ensure optimal operation thereof. Equipment and tools are stored in a way that is safe and secure.
9. Work objectives are set and documented in a way that is understandable to others. Priorities are set for tasks in order to prioritise important tasks. Work is delegated appropriately. Customers are dealt with

appropriately, to the benefit of the business.

#### Integrated assessment

Before qualifying, the learners will be expected to demonstrate competence that integrates the assessment of all specific outcomes, for all unit standards, for example, applying competence in a practical scenario. This will require learners to identify, analyse and demonstrate practical ability in line with the specific outcomes.

In addition, during the learning process to attain the outcomes of each unit standard, learners will be expected to give evidence that they have attained the embedded knowledge and specific skills contained in specific outcomes for the relevant Unit Standard. A summative integrated outcomes-based assessment framework is proposed which will include different forms of competence and assessment strategies, testing and evaluation in context of assessment.

Assessment tools must include:

Standardised, continuous (Formative) and authentic assessments, and portfolios, as well as accessing combinations of practical, applied, foundational and reflexive competencies. Integrated assessment must assess the quality of the observable performance, as well as the quality of thinking that lies behind it. Assessment tools must thus encourage learners to explain the thinking and decision-making that underpin their performance. Assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). Workplace experience may be recognised when awarding credits towards this qualification.

#### INTERNATIONAL COMPARABILITY

Various international Qualifications Authorities have music qualifications with Sound Engineering components, which relate closely to this qualification: Australian Qualifications Framework This authority has various Units of Competency which closely relates to the Unit Standards of this qualification:

- > Use MIDI devices and/or software to perform music
- > Use MIDI devices and/or software to compose music
- > Move and set up instruments and equipment
- > Operate portable audio recorder
- > Record sound
- > Install, align and test sound equipment
- > Mix sound sources
- > Operate sound mixing console
- > Edit sound using digital systems
- > Set up, operate and de-rig portable sound recording equipment
- > Develop and implement sound production for a recording

Although the present qualification does not have Unit Standard Titles exactly the same as the Australian Units of Competency, the competencies contained in the Unit Standards of this qualification overlaps significantly with those in the Australian qualifications. Since the levels of Australian qualifications are described differently to South African qualifications, direct level comparisons are not practicable.

Scottish Qualifications Authority

The following qualifications all have MIDI Sequencing and Sound Engineering and Production as Optional Units (upto 40 hours):

- > Music at Intermediate 1
- > Music at Intermediate 2
- > Music at Higher
- > Music at Advanced Higher

New Zealand Qualifications Authority This body has a level 5 diploma and a level 7 diploma which emphasises competence in music performance, music technology and music therapy.

#### ARTICULATION OPTIONS

Articulation possibilities

This qualification has been developed for mobility across similar trades within the industry and is intended to allow further learning towards higher qualifications in the Music Industry, which will include: Horizontal articulation: Level 5 qualifications in Music Business, Performance, Popular Music Production, Radio Broadcasting, Technical Production, Live Event Technology. Vertical articulation: Level 6 qualifications in Music Business, Performance, Popular Music Production, Radio Broadcasting, Technical Production, Live Event Technology.

### **MODERATION OPTIONS**

Assessment of the learner achievements take place at ETQA accredited providers for the provision of programs that result in the outcomes specified for the National Certificate Music Industry -Sound Technology - NQF level 5.

These providers are responsible for the moderation of the learner achievements of learners who meet the requirements of each unit standard. Those assessing the outcomes of this unit standard should be qualified and registered with the ETQA.

Each Unit Standard will be externally moderated by a moderator registered with the MAPPP Sector Education and Training Authority.

Moderation must include both internal and external moderation of assessments at the exit points of the qualification, unless MAPPP -SETA policies specify otherwise. Moderation should also encompass achievement of the competence described both in the Unit Standards as well as the integrated competence described in the Qualification.

Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by MAPPP-SETA.

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

N/A

### **NOTES**

N/A

### **UNIT STANDARDS**

*(Note: A blank space after this line means that the qualification is not based on Unit Standards.)*

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	114534 Maintain sound equipment	Level 4	4	Draft - Prep for P Comment
Core	114537 Set up sound equipment	Level 4	6	Draft - Prep for P Comment
Core	114523 Record sound in a monitored environment	Level 5	12	Draft - Prep for P Comment
Core	114525 Mix sound in a monitored environment	Level 5	12	Draft - Prep for P Comment
Core	114527 Master sound recordings	Level 5	15	Draft - Prep for P Comment
Core	114532 Use computers (Technology) for sound application	Level 5	15	Draft - Prep for P Comment
Core	114536 Plan sound production	Level 5	6	Draft - Prep for P Comment
Core	114538 Ensure sound quality	Level 5	15	Draft - Prep for P Comment
Core	114539 Ensure sound source quality	Level 5	15	Draft - Prep for P Comment
Elective	10385 Develop a business plan for a small business	Level 4	5	Registered
Elective	10386 Investigate the possibilities of establishing and running a small business enterprise (SMME)	Level 4	3	Registered

Elective	13948	Negotiate an agreement or deal in an authentic work situation	Level 4	5	Registered
Elective	114540	Perform DJ mix for an audience	Level 4	10	Draft - Prep for P Comment
Elective	10053	Manage customer requirements and needs and implement action plans	Level 5	8	Registered
Elective	15231	Create and use a range of resources to effectively manage teams, sections, departments or divisions	Level 5	4	Registered
Elective	114516	Operate (apply) equipment, material and tools	Level 5	15	Draft - Prep for P Comment
Fundamental	7567	Produce and use spreadsheets for business	Level 3	5	Reregistered
Fundamental	7570	Produce word processing documents for business	Level 3	5	Reregistered
Fundamental	7575	Produce presentation documents for business	Level 3	5	Reregistered
Fundamental	9532	Demonstrate basic knowledge of computers	Level 3	6	Registered
Fundamental	10135	Work as a project team member	Level 4	8	Registered





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

1

#### Adopt principles of entrepreneurship in the music industry

SAQA US ID		UNIT STANDARD TITLE	
115155		Adopt principles of entrepreneurship in the music industry	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-SGB MI	Regular	Level 4	10

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Implement a business plan.

##### **SPECIFIC OUTCOME 2**

Plan and implement an operations procedure for the running of a music enterprise.

##### **SPECIFIC OUTCOME 3**

Perform administrative functions to support a business in the music industry.

##### **SPECIFIC OUTCOME 4**

Perform accounting and financial practices to support a business in the music industry.

##### **SPECIFIC OUTCOME 5**

Comply to legal and ethical business practices.

##### **SPECIFIC OUTCOME 6**

Implement the factors that contribute to the success of a business in the music industry.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

2

#### Check sound source quality

SAQA US ID	UNIT STANDARD TITLE		
114529	Check sound source quality		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 4	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify and select cables and connectors for facilitating signal flow.

##### **SPECIFIC OUTCOME 2**

Assemble components and check lines for signal flow.

##### **SPECIFIC OUTCOME 3**

Identify, select and setup equipment for signal flow.

##### **SPECIFIC OUTCOME 4**

Perform line level and microphone checks to monitor sound quality.

##### **SPECIFIC OUTCOME 5**

Repair signal flow disturbances.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

3

#### Craft basic sound with a tone generator

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114561	Craft basic sound with a tone generator		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Music Industry		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Music	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-MUS-0-ISGB 00-02	Regular	Level 4	8

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Set up a tone generator for sound crafting.

##### **SPECIFIC OUTCOME 2**

Identify and evaluate the functions and controls of a tone generator.

##### **SPECIFIC OUTCOME 3**

Use the functions and controls of a tone generator to craft sound.

##### **SPECIFIC OUTCOME 4**

Edit and customise the basic sounds in a tone generator to craft sound.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

4

### Evaluate acoustics

SAQA US ID	UNIT STANDARD TITLE		
114533	Evaluate acoustics		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 4	8

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Identify sound in an acoustic environment.

#### **SPECIFIC OUTCOME 2**

Choose and setup specified equipment and instruments in an acoustic environment.

#### **SPECIFIC OUTCOME 3**

Select an acoustic instrument and microphone appropriate to the sound source.

#### **SPECIFIC OUTCOME 4**

Microphone the sound source from an amplified speaker in an acoustic environment.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

5

### Maintain professional sound engineering equipment

SAQA US ID	UNIT STANDARD TITLE		
114555	Maintain professional sound engineering equipment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 4	6

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Protect equipment from hazards to prolong functionality of equipment.

#### **SPECIFIC OUTCOME 2**

Operate equipment in a way that prolongs functionality of equipment.

#### **SPECIFIC OUTCOME 3**

Clean recording heads according to the set industry procedures.

#### **SPECIFIC OUTCOME 4**

Demagnetise tape heads to prolong functionality.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

6

#### Maintain sound equipment

SAQA US ID	UNIT STANDARD TITLE		
114534	Maintain sound equipment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 4	4

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Evaluate maintenance and repair requirements for sound engineering equipment.

##### **SPECIFIC OUTCOME 2**

Perform maintenance, troubleshooting and fault-finding procedures on sound equipment.

##### **SPECIFIC OUTCOME 3**

Perform necessary soldering and repairs to sound equipment.

##### **SPECIFIC OUTCOME 4**

Perform checks on line and sound equipment.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

7

#### Manage Artist

SAQA US ID		UNIT STANDARD TITLE	
115149		Manage Artist	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-SGB MI	Regular	Level 4	10

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Co-ordinate artist/s activities.

##### **SPECIFIC OUTCOME 2**

Manage professional and non professional aspects of artist's lifestyle.

##### **SPECIFIC OUTCOME 3**

Manage artist product.

##### **SPECIFIC OUTCOME 4**

Act in the interest of the artist/s.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

8

#### Market/promote artist and his/her work

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115152	Market/promote artist and his/her work		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Music Industry		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Music	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-MUS-0-SGB MI	Regular	Level 4	14

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Plan a marketing campaign.

##### **SPECIFIC OUTCOME 2**

Use various technologies to promote an artist.

##### **SPECIFIC OUTCOME 3**

Arrange live promotional appearances for artist/s.

##### **SPECIFIC OUTCOME 4**

Identify career opportunities for artist/s.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

9

#### Meet recording session requirements

SAQA US ID	UNIT STANDARD TITLE		
114544	Meet recording session requirements		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 4	6

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Evaluate requirements for a specified production.

##### **SPECIFIC OUTCOME 2**

Choose and evaluate the equipment to meet the required specifications for a production.

##### **SPECIFIC OUTCOME 3**

Ensure a working sound environment during a production.

##### **SPECIFIC OUTCOME 4**

Select recording materials format for a production.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

10

#### Operate Controls and Functions

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114557	Operate Controls and Functions		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Music Industry		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Music	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-MUS-0-ISGB 00-02	Regular	Level 4	9

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify and evaluate the functions and controls on the mixing console.

##### **SPECIFIC OUTCOME 2**

Operate the functions and controls on the mixing console.

##### **SPECIFIC OUTCOME 3**

Perform sound and line checks necessary for productions.

##### **SPECIFIC OUTCOME 4**

Perform monitoring and adjustment procedures necessary for productions.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

11

#### Perform DJ mix for an audience

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114540	Perform DJ mix for an audience		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Music Industry		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Music	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-MUS-0-ISGB 00-02	Regular	Level 4	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Employ audio fundamentals for dj`ing.

##### **SPECIFIC OUTCOME 2**

Identify and use basic psychoacoustic in dj`ing.

##### **SPECIFIC OUTCOME 3**

Identify sound equipment for dj performance.

##### **SPECIFIC OUTCOME 4**

Set up dj sound equipment for performance.

##### **SPECIFIC OUTCOME 5**

Select music types for performance.

##### **SPECIFIC OUTCOME 6**

Perform live music mix for an audience.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

12

### Plan pre-production

SAQA US ID	UNIT STANDARD TITLE		
114556	Plan pre-production		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 4	7

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Identify and interpret the musical genre for planning pre-production.

#### **SPECIFIC OUTCOME 2**

Plan overall set-up to be used for the session.

#### **SPECIFIC OUTCOME 3**

Track and record a pre-production.

#### **SPECIFIC OUTCOME 4**

Create a new project file for a production.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

13

## Record a stereo production

SAQA US ID	UNIT STANDARD TITLE		
114558	Record a stereo production		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 4	8

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Set up mix down recording equipment.

**SPECIFIC OUTCOME 2**

Mix down a multi-track playback to a stereo recorded master.

**SPECIFIC OUTCOME 3**

Operate stereo digital and analogue recording equipment.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

14

#### Set up DJ equipment for a performance

SAQA US ID	UNIT STANDARD TITLE		
114562	Set up DJ equipment for a performance		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 4	8

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Pre plan a DJ performance.

##### **SPECIFIC OUTCOME 2**

Identify and evaluate DJ equipment.

##### **SPECIFIC OUTCOME 3**

Set up DJ equipment for a performance.

##### **SPECIFIC OUTCOME 4**

Identify and evaluate DJ console functions for a performance.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

15

#### Set up MIDI connections and communications channels

SAQA US ID		UNIT STANDARD TITLE	
114560		Set up MIDI connections and communications channels	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 4	8

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Set-up MIDI equipment for a production.

##### **SPECIFIC OUTCOME 2**

Enable MIDI functions for a recording.

##### **SPECIFIC OUTCOME 3**

Use MIDI functions for a production.

##### **SPECIFIC OUTCOME 4**

Use remote to control a general MIDI tone generator for a production.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

16

#### Set up sound equipment

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114537	Set up sound equipment		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Music Industry		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Music	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-MUS-0-ISGB 00-02	Regular	Level 4	6

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Assemble equipment and perform installations required for a production.

##### **SPECIFIC OUTCOME 2**

Connect final installations and equipment to master control console prior to a production.

##### **SPECIFIC OUTCOME 3**

Perform microphone input checks prior to a production.

##### **SPECIFIC OUTCOME 4**

Perform studio line connections prior to a production.

##### **SPECIFIC OUTCOME 5**

Obtain a comfortable working sound environment for a production.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

17

## Use delay to create repeat and echo effects

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114535	Use delay to create repeat and echo effects		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Music Industry		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Music	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-MUS-0-ISGB 00-02	Regular	Level 4	7

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Identify and evaluate equipment used for delay effects.

**SPECIFIC OUTCOME 2**

Select specified delay effect types to produce required sound.

**SPECIFIC OUTCOME 3**

Apply delay to sound source in preparation for required production.

**SPECIFIC OUTCOME 4**

Create a delay or echo effect according to production requirements.

**SPECIFIC OUTCOME 5**

Evaluate and edit delay signal to a specified production tempo.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

18

#### Use dynamics processors

SAQA US ID	UNIT STANDARD TITLE		
114541	Use dynamics processors		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 4	7

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Use compressors to create desired sound.

##### **SPECIFIC OUTCOME 2**

Use an expander to aid in the creation of desired sound.

##### **SPECIFIC OUTCOME 3**

Use a compander to aid in the creation of desired sound.

##### **SPECIFIC OUTCOME 4**

Use a gate and ducking effect to aid in the creation of desired sound.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

19

#### Use reverb to create room simulation and effects

SAQA US ID	UNIT STANDARD TITLE		
114563	Use reverb to create room simulation and effects		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 4	7

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Evaluate and identify simulated environmental reverb sound equipment to create sound.

##### **SPECIFIC OUTCOME 2**

Perform line checks and monitoring procedures in reverb room simulation.

##### **SPECIFIC OUTCOME 3**

Select specified reverb to create room simulation.

##### **SPECIFIC OUTCOME 4**

Apply the specified (Reverb) simulation to sound source.

##### **SPECIFIC OUTCOME 5**

Evaluate and apply basic editing on (Reverb) effects.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

20

### Ensure sound quality

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114538	Ensure sound quality		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Music Industry		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Music	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-MUS-0-ISGB 00-02	Regular	Level 5	15

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Identify acoustic environment and initial impact of sound to assess potential sound quality.

#### **SPECIFIC OUTCOME 2**

Setup equipment for optimal sound quality.

#### **SPECIFIC OUTCOME 3**

Perform room tuning and troubleshooting for sound quality.

#### **SPECIFIC OUTCOME 4**

Control sound pressure levels to ensure sound quality.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

21

#### Ensure sound source quality

SAQA US ID	UNIT STANDARD TITLE		
114539	Ensure sound source quality		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 5	15

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Use cabling and connectors to ensure integrated sound.

##### **SPECIFIC OUTCOME 2**

Set up specific equipment to ensure integrated, desired sound.

##### **SPECIFIC OUTCOME 3**

Perform line level or microphone checks.

##### **SPECIFIC OUTCOME 4**

Perform necessary soldering to promote optimal sound source.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

22

#### Master sound recordings

SAQA US ID		UNIT STANDARD TITLE	
114527		Master sound recordings	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 5	15

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Identify sound recording and manufacturing processes for a master sound recording.

##### **SPECIFIC OUTCOME 2**

Identify and select analogue mastering formats for a master sound recording.

##### **SPECIFIC OUTCOME 3**

Identify and select digital mastering formats and monitoring environment.

##### **SPECIFIC OUTCOME 4**

Identify and select digital audio workstation for a master sound recording.

##### **SPECIFIC OUTCOME 5**

Prepare and create DAT master recording.

##### **SPECIFIC OUTCOME 6**

Prepare and create analogue tape master recording.

##### **SPECIFIC OUTCOME 7**

Prepare and create CD master recording.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

23

## Mix sound in a monitored environment

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114525	Mix sound in a monitored environment		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Music Industry		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Music	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-FTV-0-ISGB 00-02	Regular	Level 5	12

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Identify sound mixing processes for sound preparation.

**SPECIFIC OUTCOME 2**

Identify and select analogue mixing formats for sound preparation.

**SPECIFIC OUTCOME 3**

Identify and select digital mixing formats for sound preparation.

**SPECIFIC OUTCOME 4**

Identify and select an environment to monitor the sound.

**SPECIFIC OUTCOME 5**

Identify and select digital audio workstation for mixing sound.

**SPECIFIC OUTCOME 6**

Mix multitrack to stereo and monitor post tape from stereo recorder to maintain sound quality.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

24

### Plan sound production

SAQA US ID		UNIT STANDARD TITLE	
114536		Plan sound production	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 5	6

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Evaluate artists/client's musical requirements.

#### **SPECIFIC OUTCOME 2**

Select musical media appropriate to the musical style.

#### **SPECIFIC OUTCOME 3**

Choose and set up specific equipment for a specific music genre.

#### **SPECIFIC OUTCOME 4**

Evaluate, secure and integrate production requirements into production.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

25

#### Record sound in a monitored environment

SAQA US ID	UNIT STANDARD TITLE		
114523	Record sound in a monitored environment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 5	12

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Identify sound recording processes (including acoustics) to prepare for recordings.

##### **SPECIFIC OUTCOME 2**

Identify and select analog recording formats for recording.

##### **SPECIFIC OUTCOME 3**

Identify and select digital recording formats for recording.

##### **SPECIFIC OUTCOME 4**

Identify and select environment and audio workstation for recording and monitoring.

##### **SPECIFIC OUTCOME 5**

Record multiple signals to multitrack recorder and Monitor post tape.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

26

#### Use computers (Technology) for sound application

SAQA US ID	UNIT STANDARD TITLE		
114532	Use computers (Technology) for sound application		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 5	15

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Establish current digital conversion processes for sound engineering.

##### **SPECIFIC OUTCOME 2**

Use current digital media, technology to engineer sound.

##### **SPECIFIC OUTCOME 3**

Use current digital media formats to engineer sound.

##### **SPECIFIC OUTCOME 4**

Use a computer and production software to automate sound.

##### **SPECIFIC OUTCOME 5**

Use a computer and production software to backup and transmit information.

##### **SPECIFIC OUTCOME 6**

Evaluate the use of current digital media and technology in a production or presentation.

No. 624

21 May 2004

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Heritage Management Studies**

Registered by NSB 02, Arts & Culture, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications and unit standards. The qualifications and unit standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum, 1067 Arcadia Street, Hatfield.

Comment on the qualifications and unit standards should reach SAQA at the address **below and no later than 21 June 2004**. All correspondence should be marked **Standards Setting – SGB for Heritage Management Studies** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Mr. D Mphuthing  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
0145

or faxed to 012 – 431 5144  
e-mail: [dmphuthing@saqa.co.za](mailto:dmphuthing@saqa.co.za)

**JOE SAMUELS**  
**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *Further Education and Training Certificate: Heritage Practice*

SAQA QUAL ID	QUALIFICATION TITLE	
48812	Further Education and Training Certificate: Heritage Practice	
SGB NAME	SGB Heritage Management Studies	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-4-National Certificate	National Certificate	Cultural Studies
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
150	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### **PURPOSE OF THE QUALIFICATION**

The primary purpose of the qualification is to provide learners with:

- > A foundation of heritage practice skills and knowledge, which can be used to build further heritage management related competencies
- > Competencies to be effective heritage workers on either the formal or informal heritage management levels
- > Competencies to preserve and promote the heritage wealth of South Africa
- > Accreditation of experience already achieved within the sector

The working environment includes both working within formalised heritage institutions/organisations (museums, art galleries, archives, national parks, heritage development agencies, governance), or within informal heritage projects/initiatives based at community levels (cultural tourism projects, community centres, NGO's, CBO's).

#### **Rationale**

The underlying rationale to this qualification is to ensure that heritage resources within South Africa are properly conserved and promoted through a comprehensive understanding of the principles of heritage practice, both within the framework of formal institutions involved in heritage management, as well as across the informal framework of heritage development based at community level.

This qualification therefore reflects the needs of the heritage management sector, both now and in the future, for a skills pool able to make a meaningful contribution to the transformation and development of South Africa's heritage management sector.

The qualification on this level focuses on the areas of Heritage Practice as the foundational competency for the heritage management sector and is intended for learners who already work within the heritage management sector, as well as those learners wishing to enter the field within both the formal and informal heritage work based contexts.

Through this qualification, learners already engaged in the sector will be able to develop further competencies to assist the strengthening of their foundational heritage practice knowledge and skills within the workplace, or, through assessment, be able to be accredited for their knowledge and skills already acquired through their experience within the work place.

Learners wishing to enter the sector will achieve competencies geared towards a holistic understanding of the facets of the heritage management sector through the principles of heritage practice. This will provide

them with the knowledge and skills to enable a meaningful engagement in the heritage management sector within either a formal or informal work place framework.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that learners embarking on learning towards this qualification are already competent in the areas of communication and mathematics at the NQF level 3.

#### **Recognition of prior learning (RPL)**

Where not encompassed by the framework of a traditional museum, historically Heritage Management has been an associated 'accidental' profession. A large number of practitioners have experience, but minimal formal underpinning knowledge. It is therefore essential to recognise prior learning and the application in the work place, be it formal or informal.

The nature of heritage practice means that competence is developed experientially; therefore the assessment processes will recognise experience versus theoretical knowledge. Portfolios of evidence will be important contributions to the assessment process.

As a result, this qualification can be achieved wholly or in part through recognition of prior learning, which includes formal, informal and non-formal learning and workplace experience, in terms of the assessment criteria laid out.

Any learner wishing to be directly assessed may arrange to do so, without participating in further training or education.

### **QUALIFICATION RULES**

#### **Rules of combination**

This qualification is designed as follows:

#### **Compulsory**

- > All fundamental Unit Standards (56 credits)
- > All core Unit Standards (78 credits)

#### **Optional**

- > At least 16 credits, from Elective Unit Standards

### **EXIT LEVEL OUTCOMES**

#### **Fundamental and Core**

1. Communicate in a variety of ways
2. Use mathematics in practical applications
3. Manage heritage related services/functions within the work field (formal or community-based)
4. Market a heritage service/product/function (institutional or community-based)
5. Develop and provide heritage related programmes/services
6. Administer and raise funds for a heritage practice

Elective (16 credits / 1 outcome is required to qualify)

7. Develop heritage products for tourism
8. Monitor conditions of heritage resources
9. Control factors causing heritage deterioration
10. Manage heritage information

### **ASSOCIATED ASSESSMENT CRITERIA**

#### **Fundamental and Core**

- 1.> Oral and written communication is sustained in a variety of contexts
  - > Texts are analysed and evaluated in a variety of contexts
  - > Language is used effectively within the heritage management sphere
  - > Creative and functional aspects of language are utilised
- 2.> Financial aspects of personal, business, and national issues are investigated using accepted financial principles
  - > Findings on life-related problems are logical and based on statistics and probabilities
  - > Physical quantities of materials are accurately measured, estimated and calculated
  - > Geometrical relationships in two and three-dimensional space are correctly applied in heritage management's contexts
- 3.> Heritage objects/sites/resources are assessed to identify and minimise/eliminate causes of deterioration and initiate informed action to prevent further damage or loss
  - > Consult, guide and facilitate participation in preserving heritage resources within both the formal institutional level and at informal community-based levels
  - > Heritage objects are moved, cleaned and stored in a manner that minimise/eliminate causes of deterioration
  - > Heritage objects and their behaviours are recorded and monitored to guide maintenance thereof
- 4.> Exhibitions are planned, installed and dismantled in a manner that conserves the objects and promotes awareness
  - > Audience needs are identified and targeted in exhibitions
  - > Activities and event are arranged to create heritage awareness
  - > Funds required for heritage events are accurately estimated and secured
- 5.> Aspects of heritage are researched and developments considered for the inclusion into programs
  - > Heritage education programmes are developed for various target learners
  - > Heritage products are developed for specified target audiences
  - > Products are evaluated, reflected on and adapted for optimal use to both the institution and the audience
- 5.> Heritage Information is gathered, captured and processed in a way that optimised future retrieval
  - > Documents relevant to the heritage administration are compiled accurately and presentably
  - > Finance for projects are sourced and secured
  - > Fundraising activities are planned appropriate to the context

Elective (16 credits / 1 outcome is required to qualify)

- 7.> Products/services for heritage tourism are appropriately selected
  - > Tourism products are planned
  - > Tourism products are developed
  - > Tourism products are evaluated to guide future developments
- 8.> Factors accelerating the deterioration of heritage objects or specimens are identified, measured and controlled
  - > Heritage resources are secured and protected
  - > A disaster plan for a heritage institution is prepared
  - > Heritage resources are cleaned and moved in a manner that eliminates/ reduces deterioration
- 9.> Objects are protected from harmful environmental conditions
  - > Specialised preparation techniques are applied to eliminate/reduce deterioration of heritage objects
  - > Specialised security measures are implemented to protect heritage objects
  - > A Specialised disaster plan for a heritage institution is prepared
  - > Identify opportunities, contexts and roles for heritage tourism products
  - > Initiate and develop innovative heritage tourism products
- 9.> Heritage objects accessions are effectively recorded
  - > Deaccessioning procedures and information are effectively recorded
  - > Tangible collections inventory is accurately maintained
  - > Ethical and professional guideline are adhered to



### Integrated assessment

Development of the competencies may be through a combination of informal and formal learning, self-learning, training programmes and work-based application (learnerships). Providers should conduct diagnostic and formative assessment. Formative, continuous and diagnostic assessments should also take place in the work place. The learner should be able to assess him or herself and determine readiness for a summative assessment against this qualification.

### INTERNATIONAL COMPARABILITY

Heritage Practice is a discipline with globally recognised best practices and qualifications. This qualification and set of unit standards utilises international and local recognised best practice and standards to afford international comparability.

Australia has a Certificate in Indigenous Heritage Site Management:

Units of competency included in the Australian qualification that closely resembles the present qualification:

- > Observe and report basic condition of collection
- > Protect the collection
- > Assist with the movement and storage of objects
- > Transport objects to new locations
- > Undertake general administrative procedures
- > Maintain information records system to ensure its integrity
- > Collect and provide information to facilitate communication flow
- > Operate a computer to gain access to and retrieve data
- > Design and develop documents, reports and worksheets

Australia also offers a qualification in the Introduction to Heritage Tourism in the Community, which the present qualification offers as an elective outcome

New Zealand has various Unit Standards relating to Heritage Management, for example

- > Examine the significance of Maori heritage sites and factors that impact on these sites:

Overall the present qualification correlates closely with international qualifications, since the International Council of Museums (ICOMOS) usually endorses Heritage Practice and Heritage Management qualifications.

### ARTICULATION OPTIONS

This qualification will allow a person to articulate vertically to the National Certificate in Heritage Management at NQF level 5. This qualification will also provide articulation with a range of qualifications in the tourism and hospitality areas; art, craft and design areas; arts administration areas; marketing areas; community development areas; and through fundamentals of other NQF level 4 qualifications.

### MODERATION OPTIONS

The summative assessment will be directed through an ETQA. Professional Institutes or individuals, locally and internationally, involved in Heritage Management and Development can also act as independent referees. Local institutes are able to span the South African Museums Association (SAMA), South African Heritage Development Agency, South African Heritage Resources Agency (SAHRA), the Tourism, Hospitality and Education Training Authority (THETA).

### CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors should keep the following general principles in mind when designing and conducting assessment:

- > Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in terms of the qualification purpose. Where assessment across titles or at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific

outcomes. Take special note of the need for integrated assessment.

> All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment:

> Appropriate: The method of assessment is suited to the competency being assessed.

> Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.

> Manageable: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.

> Integration into work or learning: Evidence collection is integrated into work or learning process where this is appropriate and feasible.

> Valid: The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.

> Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible.

> Authentic: The assessor is satisfied that the work being assessed is attributable to the person being assessed.

> Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required

Standard can be repeated consistently.

> Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.

> Open: Learners can contribute to the planning and accumulation of evidence. Assessment learners understand the assessment process and the criteria that apply.

> Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

#### Criteria for the registration of assessors

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

> A minimum of an NQF level 5 Qualification in this or a related sub-field

> To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)

> Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided.

#### NOTES

N/A

#### UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	8532 Design a guided experience for customers	Level 4	5	Registered
Core	10021 Instil in myself a personal marketing culture	Level 4	4	Registered
Core	10385 Develop a business plan for a small business	Level 4	5	Registered
Core	10388 Interpret basic financial statements	Level 4	3	Registered
Core	114509 Analyse and synthesise a variety of texts related to issues in heritage production and consumption	Level 4	5	Draft - Prep for P Comment
Core	114512 Participate in sustainable heritage practices	Level 4	5	Draft - Prep for P Comment
Core	114513 Contribute to the preservation of heritage objects/sites/resources	Level 4	5	Draft - Prep for P Comment
Core	114515 Provide research assistance in the heritage context	Level 4	5	Draft - Prep for P Comment
Core	114517 Provide assistance with installing and dismantling exhibitions	Level 4	5	Draft - Prep for P Comment

Core	114519 Participate in the research and generation of ideas for exhibition concepts	Level 4	5	Draft - Prep for P Comment
Core	114520 Develop heritage education learning programmes	Level 4	5	Draft - Prep for P Comment
Core	114521 Raise funds for a heritage practice	Level 4	4	Draft - Prep for P Comment
Core	114522 Facilitate community awareness and participation in preserving heritage resources	Level 4	10	Draft - Prep for P Comment
Core	114524 Perform general heritage administrative tasks	Level 4	12	Draft - Prep for P Comment
Elective	114526 Develop products for heritage tourism purposes	Level 4	16	Draft - Prep for P Comment
Elective	114528 Monitor and report on conditions of heritage resources to enhance preservation and conservation	Level 4	16	Draft - Prep for P Comment
Elective	114530 Control factors causing deterioration in heritage	Level 4	16	Draft - Prep for P Comment
Elective	114531 Manage tangible collections records by collecting, documenting and retrieving information	Level 4	16	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Registered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

1

**Analyse and synthesise a variety of texts related to issues in heritage production and consumption**

SAQA US ID	UNIT STANDARD TITLE		
114509	Analyse and synthesise a variety of texts related to issues in heritage production and consumption		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Heritage Management Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Cultural Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-CUS-0-ISGB 00-02	Regular	Level 4	5

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Examine the reciprocal impact of heritage and culture.

##### **SPECIFIC OUTCOME 2**

Evaluate the role of heritage institutions and agencies.

##### **SPECIFIC OUTCOME 3**

Record and document intangible heritage and behaviour patterns.

##### **SPECIFIC OUTCOME 4**

Evaluate collected tangible and movable objects and specimens.

##### **SPECIFIC OUTCOME 5**

Analyse immovable tangible heritage components' value to heritage.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

2

Contribute to the preservation of heritage objects/sites/resources

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114513	Contribute to the preservation of heritage objects/sites/resources		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Heritage Management Studies		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Cultural Studies	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-CUS-0-ISGB 00-02	Regular	Level 4	5

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Assess heritage objects/sites/resources & their environment for possible referral to a conservator.

#### **SPECIFIC OUTCOME 2**

Take action to prevent the deterioration of the object/site/resource.

#### **SPECIFIC OUTCOME 3**

Minimise or eradicate damage or losses of museum objects or specimens.

#### **SPECIFIC OUTCOME 4**

Store museum objects or specimens in transit to final destination.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

3

#### Control factors causing deterioration in heritage

SAQA US ID	UNIT STANDARD TITLE		
114530	Control factors causing deterioration in heritage		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Heritage Management Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Cultural Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-CUS-0-ISGB 00-02	Regular	Level 4	16

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Protect objects from harmful factors in the environment.

##### **SPECIFIC OUTCOME 2**

Apply specialised preparation techniques to minimise or eliminate damage or losses.

##### **SPECIFIC OUTCOME 3**

Specify specialist security measures for the protection of museum buildings and its contents.

##### **SPECIFIC OUTCOME 4**

Prepare a disaster plan for a specialist, non-routine collection.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

4

### Develop heritage education learning programmes

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114520	Develop heritage education learning programmes		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Heritage Management Studies		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Cultural Studies	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-CUS-0-ISGB 00-02	Regular	Level 4	5

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Plan and develop a children's heritage education programme to promote heritage awareness.

##### **SPECIFIC OUTCOME 2**

Plan and develop an adult's heritage education programme.

##### **SPECIFIC OUTCOME 3**

Plan and develop an education programme for visitors to a heritage site.

##### **SPECIFIC OUTCOME 4**

Update education programs in heritage.



# SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

5

### Develop products for heritage tourism purposes

SAQA US ID		UNIT STANDARD TITLE	
114526		Develop products for heritage tourism purposes	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Heritage Management Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Cultural Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-CUS-0-ISGB 00-02	Regular	Level 4	16

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Select a product/service for heritage tourism.

##### **SPECIFIC OUTCOME 2**

Prepare the heritage product development plans.

##### **SPECIFIC OUTCOME 3**

Implement heritage product development plans.

##### **SPECIFIC OUTCOME 4**

Evaluate the heritage product development.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

6

## Facilitate community awareness and participation in preserving heritage resources

SAQA US ID	UNIT STANDARD TITLE		
114522	Facilitate community awareness and participation in preserving heritage resources		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Heritage Management Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Cultural Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-CUS-0-ISGB 00-02	Regular	Level 4	10

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Devise strategies for the protection and management of cultural landscapes in consultation with the

**SPECIFIC OUTCOME 2**

Integrate the conservation of cultural landscapes into the planning process.

**SPECIFIC OUTCOME 3**

Plan and set up a small activity or event.

**SPECIFIC OUTCOME 4**

Assist with the presentation of the activity or event.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

7

**Manage tangible collections records by collecting, documenting and retrieving information**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114531	Manage tangible collections records by collecting, documenting and retrieving information		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Heritage Management Studies		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Cultural Studies	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-CUS-0-ISGB 00-02	Regular	Level 4	16

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Record heritage objects accessioned in transactions between source and the institution.

##### **SPECIFIC OUTCOME 2**

Assess deaccessioning collections for heritage.

##### **SPECIFIC OUTCOME 3**

Monitor tangible collections inventory.

##### **SPECIFIC OUTCOME 4**

Adhere to the professional responsibilities and ethics when documenting living culture.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

8

**Monitor and report on conditions of heritage resources to enhance preservation and conservation**

SAQA US ID	UNIT STANDARD TITLE		
114528	Monitor and report on conditions of heritage resources to enhance preservation and conservation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Heritage Management Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Cultural Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-CUS-0-ISGB 00-02	Regular	Level 4	16

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Apply preventive conservation of collections management and conservation or restoration.

**SPECIFIC OUTCOME 2**

Control deterioration of objects or specimens in a museum.

**SPECIFIC OUTCOME 3**

Apply preventive conservation preparation and cleaning to minimise or eradicate damage or losses.

**SPECIFIC OUTCOME 4**

Store heritage collections securely.

**SPECIFIC OUTCOME 5**

Implement security measures for the protection of museum buildings and its contents.

**SPECIFIC OUTCOME 6**

Prepare a disaster plan for a museum or other institution with a heritage collection.



# SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

9

### Participate in sustainable heritage practices

SAQA US ID		UNIT STANDARD TITLE	
114512		Participate in sustainable heritage practices	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Heritage Management Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Cultural Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-CUS-0-ISGB 00-02	Regular	Level 4	5

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Conserve and preserve heritage and its management.

##### **SPECIFIC OUTCOME 2**

Evaluate the role of heritage institutions and agencies.

##### **SPECIFIC OUTCOME 3**

Practice sustainable heritage development.

##### **SPECIFIC OUTCOME 4**

Examine the different roles, relationships, responsibilities and expectations.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

10

## Participate in the research and generation of ideas for exhibition concepts

SAQA US ID	UNIT STANDARD TITLE		
114519	Participate in the research and generation of ideas for exhibition concepts		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Heritage Management Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Cultural Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-CUS-0-ISGB 00-02	Regular	Level 4	5

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Identify and evaluate audience needs.

**SPECIFIC OUTCOME 2**

Conduct research for the generation of exhibition ideas.

**SPECIFIC OUTCOME 3**

Generate ideas for an exhibition.

**SPECIFIC OUTCOME 4**

Formulate preliminary draft proposals for management.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

11

#### Perform general heritage administrative tasks

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114524	Perform general heritage administrative tasks		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Heritage Management Studies		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Cultural Studies	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-CUS-0-ISGB 00-02	Regular	Level 4	12

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Perform administrative duties in a heritage based institution.

##### **SPECIFIC OUTCOME 2**

Gather and process heritage information.

##### **SPECIFIC OUTCOME 3**

Produce and/or complete documents/forms for heritage administration.

##### **SPECIFIC OUTCOME 4**

Operate computers for heritage administration.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

12

Provide assistance with installing and dismantling exhibitions

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114517	Provide assistance with installing and dismantling exhibitions		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Heritage Management Studies		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Cultural Studies	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-CUS-0-ISGB 00-02	Regular	Level 4	5

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Prepare for exhibition in heritage management.

**SPECIFIC OUTCOME 2**

Apply design and construction techniques to installations.

**SPECIFIC OUTCOME 3**

Dismantle exhibitions of heritage communication.

**SPECIFIC OUTCOME 4**

Apply safe work practices and handling procedures to self, colleagues and objects.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

13

#### Provide research assistance in the heritage context

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114515	Provide research assistance in the heritage context		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Heritage Management Studies		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Cultural Studies	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-CUS-0-ISGB 00-02	Regular	Level 4	5

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Confirm aims and desired outcomes of research, in order to provide focus for subsequent research.

##### **SPECIFIC OUTCOME 2**

Collect and analyse information for heritage research.

##### **SPECIFIC OUTCOME 3**

Prepare findings of heritage research for presentation.

##### **SPECIFIC OUTCOME 4**

Present findings of heritage research.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

14

#### Raise funds for a heritage practice

SAQA US ID	UNIT STANDARD TITLE		
114521	Raise funds for a heritage practice		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Heritage Management Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Cultural Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-CUS-0-ISGB 00-02	Regular	Level 4	4

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Design a fundraising strategy for a heritage practice.

##### **SPECIFIC OUTCOME 2**

Generate funds in a heritage context.

##### **SPECIFIC OUTCOME 3**

Compile a budget according to a heritage goal.

##### **SPECIFIC OUTCOME 4**

Monitor and adapt fundraising strategies.



### **SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

#### **Arts & Culture Management**

Registered by NSB 02, Arts & Culture, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications and unit standards. The qualifications and unit standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum, 1067 Arcadia Street, Hatfield.

Comment on the qualifications and unit standards should reach SAQA at the address ***below and no later than 21 June 2004***. All correspondence should be marked **Standards Setting – SGB for Arts & Culture Management** and addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. D Mphuthing*  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
0145

or faxed to 012 – 431 5144  
e-mail: [dmphuthing@saga.co.za](mailto:dmphuthing@saga.co.za)

**JOE SAMUELS**  
**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### Further Education and Training Certificate: Arts and Culture Administration

SAQA QUAL ID	QUALIFICATION TITLE	
48818	Further Education and Training Certificate: Arts and Culture Administration	
SGB NAME	SGB Arts & Culture Management	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-4-National Certificate	National Certificate	Performing Arts
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
158	Level 4	Regular-Unit Sids Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### PURPOSE OF THE QUALIFICATION

The purpose of the learning is that learners acquire a unique combination of project administration competencies, human resource management skills and business enterprise skills, in order that they may successfully administer arts and culture projects. This qualification formalizes sets of competencies and combinations of systems to help to accumulate expertise in this new area of training.

Experiential knowledge is an important aspect of this qualification, as it scopes across different fields. This should also assist in accelerating the learning of people who may have previously been denied opportunities in formal training or employment. If lessons can be learned, documented and applied, a contribution is made to building the discipline of arts and culture project administration, as well as an integrated national framework for learning achievements, which is one of the primary objectives of the NQF. The quality of the education and training is enhanced by the strategic combination of management skills and entrepreneurial attitudes, grounded in the need to augment the potential in the creative industries sector. Arts and culture projects differ widely in content, context, meaning and impact. At this level, learners are not required to develop and/or decide on financial or artistic targets and goals of the projects. As administrators, their level of responsibility is focused within the projects, and they only have jurisdiction over the resources allocated to them.

Qualifying learners are thus capable of:

- > Allocating given resources within projects, in order to achieve defined project objectives
- > Co-ordinating the various activities required to implement projects
- > Monitoring and reviewing the progress of project implementation according to approved systems
- > Taking corrective action where possible to ensure the accomplishment of the projects
- > Recording accurately the projects' processes and outcomes, with appropriate and agreed upon financial and narrative documentation
- > Communicating with a range of people
- > Supervising project teams so that the projects are completed satisfactorily according to the brief
- > Concluding allocated project tasks by motivating team members with a range of interventions including coaching, advising, mentoring and counselling.
- > Devising an implementation strategy for a given marketing plan
- > Contributing to future planning by using knowledge gained and information gathered from project administration experiences

A broad range of electives offers opportunities for portability across qualifications, and learners could progress to Level 5, which is Arts and Culture Management. Learners could also move into areas of project



management specialization, such as community development or training. The possibility to increase competencies in particular arts genres or in the broader field of cultural studies is also available to deepen the learner's technical knowledge of the field. This will provide access to new career paths, and stimulate mobility and progression within the sector.

Simultaneously, additional technical knowledge or experience of the arts will increase the learner's personal development as he/she has opportunities to express creativity and participate in various cultural forms. Creative work has proved to be one of the most effective ways of increasing self-esteem and promoting self-empowerment. This can only support the positive growth of the learner as an active and fulfilled member of society, and impact positively on the general evolution of the nation at large.

#### Rationale:

Arts and Culture education in South Africa has historically focused on the development of techniques and the creation of the various art forms, with little attention being given to the administration.

Arts and culture include heritage, the performing arts, visual arts and craft, literature, film and video; and projects or activities within these genres would be events, presentations, exhibitions, displays, performances, festivals and training programmes. Arts and culture projects can play a significant economic role in job creation and small business development. The arts also document changes in society in unique ways, and provide important means for people to express their identities and commonalities within a diversity of traditions and ideologies.

Arts and culture projects must be well run in order to fulfil these potentials. An effective arts industry requires knowledge of contemporary business management and administration practice as well as knowledge of the art/cultural forms, their history and their politics. It is this combination of competencies that would be addressed by this qualification. All stakeholders acknowledge the need for arts organizations to be effectively systematized, in order to raise the status of the profession and maximize funding and marketing opportunities.

Learners undertaking this qualification would work within cultural or arts institutions in an administrative capacity, or intend to develop small arts/cultural businesses on their own. The qualification would begin to assist in building entrepreneurship skills as well as provide learners with access to further management training on the NQF at level 5.

#### RECOGNIZE PREVIOUS LEARNING?

Y

#### LEARNING ASSUMED TO BE IN PLACE

Learning assumed to be in place for this qualification should be the fundamental competencies in the areas of communication, mathematics and life skills as the NQF Level 3 of the Further Education and Training Band. Learners need competencies in the areas of working consistently with systems of organizing, monitoring and overseeing activities and finances. They should have an understanding of how arts and cultural organizations might operate relating directly to economic principles. Learners should also be able to communicate clearly with a range of people, so they could work with both arts creators and arts customers, who will have different needs and perspectives. Learners should have some knowledge of the arts industries - whether it as an amateur performer at any level, or a consumer of their local cultural activities. Although administration principles may be the same in most industries, the arts and culture industry is a unique mix of people and products, often with unusual relationships between the two. Many of the 'products' that are integral to arts projects are the personal expressions of peoples' understandings and/or cultural beliefs. These products may therefore be different in emotional weight from other consumer products, and have a closer, more delicate link to their originators. In addition, arts and cultural products may have various meanings depending on the context - they can be functional, symbolic, decorative, spiritual, educational, critical, or traditional, or a combination of these. Working with these products and their creators therefore demands sensitivity to these particularities, and it is recommended that learners at least have an interest in, and/or some exposure to arts and culture activities, if they intend pursuing a career in the industry via this qualification. Furthermore, learners should have a basic understanding of the key concepts of arts and culture, and the distinction between these. Additional knowledge of, and exposure to, the particular art form or genre within which learners will eventually work as administrators would also be beneficial. At least there should be some initial enthusiasm for the areas described by the sub-fields, which propels the learner towards this subject of study. It is also assumed that learners can already work as project team members

(NLRD Id Nr 10135).

#### Recognition of Prior Learning (RPL):

This qualification can be achieved wholly or in part through recognition of prior learning, which includes formal, informal and non-formal learning and workplace experience, in terms of the criteria laid out. Any learner wishing to be directly assessed may arrange to do so, without participating in further training or education.

#### QUALIFICATION RULES

All unit standards forming part of the Fundamental and Core components are compulsory. For the Elective component, Supervise a project team of a developmental project to deliver project objectives (13837) OR Supervise a project team of a technical project to deliver project objectives (13841) must be elected, making up 14 credits. From the other unit standards forming part of the elective component, an additional 10 credits must be achieved.

#### Structure of the qualification

##### Fundamental:

NQF Level 3 - 20 credits

NQF Level 4 - 36 credits

Subtotal - 56 credits

##### Core:

NQF Level 4 - 72 credits

NQF Level 5 - 6 credits

Subtotal - 78 credits

##### Elective:

Subtotal - 24 credits

##### Total

158 credits

#### EXIT LEVEL OUTCOMES

##### Fundamental and Core:

1. Communicate in a variety of ways.
2. Use mathematics in practical applications.
3. Plan Arts and Culture projects from definition to completion.
4. Improve future project and organisation planning and implementation by using experiential knowledge and information gathered.
5. Co-ordinate and manage Arts and Culture projects in line with project plans.  
Range: resources, planned objectives, timeline.
6. Monitor and review project performance and solve identified problems appropriate to contexts.
7. Evaluate the outcomes of projects and assess and apply lessons learnt for future use.
8. Keep records for projects and small businesses that meet legal requirements, and builds knowledge for future use.
9. Communicate with stakeholders, networks, and project teams.
10. Lead and supervise project teams in order to ensure that all phases and cycles of the project are completed according to specifications.
11. Implement and report on financial strategies for specific business requirements and contexts.
12. Plan how to implement components of given project marketing plan, in line with given resources and time frames, and execute such plans accordingly.
13. Develop and set up processes, systems, and resources for effective organisational functioning.

##### Elective:

14. Supervise arts and culture technical OR development project teams

AND:

- 15. Use computers OR
- 16. Market arts and culture projects OR
- 17. Raw data is recorded OR
- 18. Coordinate events OR
- 19. Performing a performance form OR
- 20. Development practice OR
- 21. Facilitate learning and/or assessment of others.

### **ASSOCIATED ASSESSMENT CRITERIA**

#### **Fundamental and Core**

1.
  - > Oral and written communication is sustained in a variety of contexts.
2.
  - > Financial aspects of personal, business, and national issues are investigated using accepted financial principles.
  - > Findings on life-related problems are logical and based on statistics and probabilities.
  - > Physical quantities of materials are accurately measured, estimated and calculated.
  - > Geometrical relationships in two and three-dimensional space are correctly applied in administering arts and culture projects.
3.
  - > Project plans are achievable in terms of resources available.
  - > Project plans are achievable in terms of resources required.
  - > Projects plans reflect/correlate with goals and objectives.
  - > Hazards identified are relevant to the context.
  - > Provision for the impact and extent of hazards occurring is realistic given resources, and is in line with operational procedures.
4.
  - > Evaluation of previous project planning is observable in current project planning.
  - > Information gathered regarding previous projects is accurate.

Range: Information gathered can include experiential knowledge.
5.
  - > Resources are logically deployed.
  - > Administrative systems put in place are appropriate and agreed.
  - > Recording of completion of tasks and project phases is accurate and regular.
  - > Monitoring and amendment of team and individual work schedules are in line with agreed timelines.
  - > Communication to team members and stakeholders about changes to project schedules, timelines and resources available is regular.
  - > Checking of team and individual work tasks against planned objectives is regular.
  - > Amendment of team and individual work tasks is appropriate.
  - > Project performance monitoring and review is continuous.
  - > Evaluation of previous project planning is observable in project implementation.
  - > Information gathered during project implementation is accurate.
6.
  - > Evaluation criteria relate directly to project outcomes planned.
  - > Results/conclusions are consistent with observable information/data.
7.
  - > Recommendations for future improvements are feasible.

Range: Recommendations should focus on logistic or operational issues.
8.
  - > Legal requirements identified for record keeping are contextually relevant.
  - > Legal requirements are met.

Range: Legal requirements include those regarding record keeping types, content of records, capturing of

information, storage of information, retrieval of information, and access to records.

- > Record keeping systems and processes selected are contextually relevant (fit-for-purpose).
- > Record keeping systems and processes selected are feasible given available resources.
- > Types of records kept are contextually relevant.
- > Content of records kept is comprehensive for specific contexts and purposes.
- > Capturing, storage and retrieval of information follows an agreed, described procedure.
- > Capturing of information is accurate.
- > Records kept are accessible to all relevant individuals and/or groups.

9.

- > Stakeholders identified are contextually relevant.
- > Networks identified are contextually relevant.
- > Communication content, methods, techniques and tools selected are appropriate for specific contexts.
- > Communication content, methods, techniques and tools selected are appropriate for specific target groups.
- > Styles of communication selected are in line with agreed context-specific conventions.
- > Communication purpose and content, methods, techniques and tools selected correlate.

10.

- > Goals and objectives given to team members are clear.
- > Resources allocated to team members for all phases of projects are adequate.
- > All phases of the project have been completed according to the given criteria.

11.

- > Financial data gathered to plan actions in line with project objectives are relevant for a specified context.
- > Income and expenditures applied to implement Arts and Culture projects are in line with agreed procedures.
- > Financial transactions recorded and filed are in line with agreed procedures.
- > Income and expenditures are reconciled in line with agreed upon financial plans.
- > Financial reporting is accurate and consistent with observable information.

12.

- > Components of the marketing plan are translated into feasible actions.
- > Actions of the marketing plan are co-ordinated and planned within given resources and time frames.
- > The implementation of the marketing plan components are achievable in terms of the resources available.
- > Execution of the planned actions takes place.
- > Given reviewing systems are in place to monitor the progress of the action plan.

13.

- > Definitions of effective organisational functioning are contextually relevant.
- > Organisational processes developed and selected are workable in given contexts.
- > Organisational systems developed and selected are workable in given contexts.
- > Resource requirements are identified accurately for given contexts.
- > Resources selected meet the requirements of given contexts.
- > Organisational processes, systems and resources can sustain effective organisational functioning.

Elective:

14.

- > Project objectives are delivered.

15.

- > Word processing documents produced for business meet specified requirements.
- > Presentation documents produced for business meet specified requirements.
- > Database use for business purposes meet specified requirements.
- > Spreadsheets produced for business meet specified requirements.

16.

- > Identification and utilisation of marketing resources meet objectives.
- > Description of personal marketing culture meets specified requirements.
- > Marketing performance standards are met.



17.

- > Conducting interviews and de-briefing according to requirements.
- > Submitting correct questionnaires.
- > Transcribing qualitative information.

18.

- > Events are planned, implemented, controlled and evaluated in line with stakeholder requirements.
- > Presenting a performance that engages the audience using appropriate elements of performance craft and physical technique.

19.

- > Performance engages the audience and uses appropriate elements of performance craft and physical technique.
- > Character, role or message development uses appropriate knowledge of performance text, contexts, methodologies and approaches.
- > Integration of elements of performance uses all appropriate knowledge of performance methods and performance craft.
- > Critical reflection on and evaluation of performance uses all embedded knowledge.
- > Constructive criticism is accepted, and knowledge of group dynamics and communication techniques are used within the performance context.
- > Effective presentation skills displayed includes the use of technologies and performance conventions.
- > Performance techniques and terminology used are varied.
- > Appropriate conventions (theatrical/cultural) are applied to respond to the performance context.
- > Interpretation of performance texts are appropriate for specific contexts.

20.

- > Community needs assessments are.
- > Advocacy campaigns and workshops in development practice are.

21.

- > Facilitation of the preparation and presentation of evidence for assessment meets the requirements, principles and purpose of specific assessments.
- > Learners with special needs are correctly identified.
- > Support for learners with special needs are appropriate to the needs of the learners.
- > Learning processes are accurately identified and correctly described.

#### Integrated assessment:

Integrated assessment at the level of qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose and exit level outcomes of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome.

Integrated assessment must judge the quality of the observable performance, and also the quality of thinking that lies behind it. Assessment tools must encourage learners to explain the thinking and decision-making that underpin their demonstrated performance.

The assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognised when awarding credits towards this qualification. A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies. While the foundational component (literacy, communication and numeracy skills) of this qualification on NQF level 2 can be assessed through occupational contexts and activities relating to, for example, craft production, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are truly portable. The primary aim of this qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path

they may choose.

### **INTERNATIONAL COMPARABILITY**

Internationally, most Arts and Culture Administration and Management qualifications are at graduate or postgraduate level. Various qualifications are available, including certificates, diplomas, degrees, honours degrees, Masters Degrees and Doctorate degrees, all at Higher Education level. Most international programs include what is referred to as internships (work-based learning).

In the United Kingdom, for example, a 52 credit (South African equivalence) one-year Certificate, or a two-year Diploma in Arts Management are available. These qualifications address the following areas of competence: policy and planning, or administration and management, with electives in marketing communications, artistic production, arts in community settings, and internships.

The courses offered in Canada and the USA range between 15 and 50 credits, addressing management of the Arts, marketing, accounting, and an internship. Electives include art history, business, computer science, communications, drama, film/media studies, philosophy, sociology, fundraising, public relations, etc. Specific emphasis is placed on community arts leaders, and the courses include planning, board development, fundraising, marketing and arts programming.

New Zealand has a National Certificate in Performing Arts Management at Level 4 (that is, Level 3 on the South African NQF), including a large knowledge component, and event management (4 credits) and production (20 credits) competence. In Australia, Arts management forms part of media and communication, and is also delivered through distance education. In Asia, the focus is on business administration, for example, an MBA is suggested for non-profit organisation employees.

### **ARTICULATION OPTIONS**

This qualification articulates vertically to the National Certificate in Arts and Culture Management at NQF level 5. This qualification also provides articulation with a range of qualifications in the art, craft and design areas; and through fundamentals of other NQF level 2 and 3 qualifications.

### **MODERATION OPTIONS**

> Anyone assessing a learner against these standards must be registered as an assessor with the relevant ETQA by SAQA.

> Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA accredited by SAQA.

> Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

> Assessors registered with the relevant ETQA must carry out the assessment of learners for any of the unit standards that make up this qualification. The assessor must have contextual competence in the form of a certificate, qualification or experience related to the unit standards in which assessments are conducted.

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

Notes to assessors:

Assessors should keep the following general principles in mind when designing and conducting assessment:

> Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in term of the qualification purpose. Where assessment at across titles or at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.

> Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should

be supporting evidence to show that learner is able to perform in the real situation.

> All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment:

- > Appropriate: The method of assessment is suited to the performance being assessed.
- > Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > Manageable: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- > Integration into work or learning: Evidence collection is integrated into work or learning process where this is appropriate and feasible.
- > Valid: The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- > Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible.
- > Authentic: The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Assessment learners understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

## NOTES

N/A

## UNIT STANDARDS

*(Note: A blank space after this line means that the qualification is not based on Unit Standards.)*

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	10040 Implement marketing activity plans to meet agreed deadlines	Level 4	14	Registered
Core	10133 Schedule project activities to facilitate effective project execution	Level 4	8	Registered
Core	10134 Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget	Level 4	6	Registered
Core	10137 Conduct project documentation management to support project processes	Level 4	6	Registered
Core	10139 Implement project administration processes according to requirements	Level 4	5	Registered
Core	10141 Contribute to the management of project risk within own field of expertise	Level 4	5	Registered
Core	10142 Fulfill procurement activities and supervise procurement administration	Level 4	8	Registered
Core	10143 Monitor, evaluate and communicate project schedules	Level 4	4	Registered
Core	10144 Identify, suggest and implement corrective actions to improve quality	Level 4	6	Registered
Core	10145 Evaluate and improve the project team's performance	Level 4	5	Registered
Core	13835 Contribute to project initiation, scope definition and scope change control	Level 4	9	Registered
Core	115171 Generate resources for projects	Level 5	6	Draft - Prep for P Comment
Elective	7567 Produce and use spreadsheets for business	Level 3	5	Reregistered
Elective	7570 Produce word processing documents for business	Level 3	5	Reregistered
Elective	7575 Produce presentation documents for business	Level 3	5	Reregistered
Elective	7576 Demonstrate the ability to use a database for business purposes	Level 3	5	Reregistered
Elective	10012 Meet marketing performance standards	Level 4	4	Registered
Elective	10013 Identify and utilise marketing resources to meet objectives	Level 4	4	Registered



Elective	10021 Instil in myself a personal marketing culture	Level 4	4	Registered
Elective	10030 Record raw data	Level 4	3	Registered
Elective	12544 Facilitate the preparation and presentation of evidence for assessment	Level 4	4	Registered
Elective	13672 Identify and describe learning processes	Level 4	3	Registered
Elective	13674 Identify and support learners with special needs	Level 4	4	Registered
Elective	13837 Supervise a project team of a developmental project to deliver project objectives	Level 4	14	Registered
Elective	13841 Supervise a project team of a technical project to deliver project objectives	Level 4	14	Registered
Elective	110053 Conduct a basic community needs assessment	Level 4	12	Registered
Elective	110056 Conduct advocacy campaigns and workshops in development practice	Level 4	12	Registered
Elective	114542 Perform performance form	Level 4	15	Draft - Prep for P Comment
Elective	13482 Co-ordinate an event	Level 5	12	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Registered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

1

#### Generate resources for projects

SAQA US ID	UNIT STANDARD TITLE		
115171	Generate resources for projects		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Arts & Culture Management		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Performing Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-SGB ACM	Regular	Level 5	6

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Develop resourcing strategies and plans for project implementation.

##### **SPECIFIC OUTCOME 2**

Motivate for resources to implement projects.

##### **SPECIFIC OUTCOME 3**

Record the results of resource generation for future reference.

No. 626

21 May 2004

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Art, Craft & Design**

Registered by NSB 02, Arts & Culture, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications and unit standards. The qualifications 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, Hatfield Forum, 1067 Arcadia Street, Hatfield.

Comment on the qualifications and unit standards should reach SAQA at the address ***below and no later than 21 June 2004***. All correspondence should be marked **Standards Setting – SGB for Art, Craft & Design** and addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. D Mphuthing*

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431 5144

e-mail: [dmphuthing@saqa.co.za](mailto:dmphuthing@saqa.co.za)

**JOE SAMUELS**

**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *Bachelor's Degree: Design*

SAQA QUAL ID	QUALIFICATION TITLE	
48810	Bachelor's Degree: Design	
SGB NAME	SGB Art, Craft & Design	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-6-National First Degree	National First Degree	Visual Arts
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
360	Level 6	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### **PURPOSE OF THE QUALIFICATION**

This qualification is primarily intended for application in the design industry. The qualification will give the learner the competencies required of professional designers to enter a career in design. Learners credited with this qualification will be able to practice as a junior designer in a variety of design fields, and will be equipped to enter further design qualifications at NQF Level 7.

This qualification is generic and applies to the various fields and discipline of design including fashion design, interior design, graphic design, multimedia design, jewelry design, industrial design, product design, spatial design, design research, design writing and design for the environment.

Learners credited with the unit standards in this qualification are capable of:

- > Planning, researching and organising design projects
- > Implementing design projects
- > Monitoring and evaluating design projects
- > Planning and organizing the design process
- > Operating industry related computer hardware and software for design
- > Sourcing design research information
- > Analysing and reviewing design research information
- > Developing and constructing research based design arguments
- > Locating design problems within collected design research
- > Assessing and analysing the interaction between people and design
- > Finding and assessing design problems
- > Conceptualising a range of ideas to solve a design problem
- > Choosing appropriate design elements and principles
- > Establishing a design process
- > Creating a variety of design solutions
- > Solving diverse design problems
- > Developing and refining design solutions
- > Analysing and evaluating design solutions
- > Identifying elements and principles of a design message
- > Conveying a specific design message
- > Creating original design messages, forms and arguments
- > Presenting and explaining creative ideas and design solutions
- > Selecting materials, media and processes for production
- > Identifying and selecting the technological skills, methodologies and technological processes needed to

- produce a final design product
- > Producing a variety of designs
  - > Tracing a design through a production process
  - > Compiling and presenting a design portfolio
  - > Locating design roles
  - > Developing and implementing a business plan
  - > Starting up and running a small business
  - > Operating multiple computer software packages exceeding the fundamental ones and practice varying production techniques
  - > Sourcing design production companies
  - > Sourcing a variety of design materials

This qualification will allow a person to advance to a further qualification in design at NQF Level 7.

#### Rationale

Historically the various fields within design and design education, have been segregated. A variety of diverse qualifications have been offered by public and private Higher Education institutions. In an attempt to align the disparate standards of these diverse qualifications, this qualification will allow for the education of designers to follow common guidelines. It will also implement long awaited minimum standards for designers of all disciplines.

Design is a fast growing and fast changing industry that has established itself on a global level as a key contributor to national industries. Despite its relatively short academic history, qualifications in the various fields of design have been established around the world with the aim of training and educating people in these professional fields. Design is widely recognised as a professional qualification and education standards across the world require designers to have a minimum of a three year qualification.

This qualification is aimed at learners who want to enter into careers in the various design sectors and who will qualify as professional designers. Learners who complete this qualification will be able to enter a design career as a junior designer. Design makes a significant annual contribution to the South African economy and industry and educational players acknowledge the importance of equipping designers with appropriate competencies and qualifications alike.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that learners embarking on learning towards this qualification are already competent in the areas of communication at NQF Level 4, mathematics at NQF Level 4 and computer literacy at NQF Level 2. It would be learners' advantage if they have competencies in creativity.

#### Recognition of prior learning (RPL)

This qualification can be achieved wholly or in part through recognition of prior learning, which includes formal, informal, and non formal learning and workplace experience, in terms of the criteria laid out.

Any learner wishing to be directly assessed may arrange to do so, without participating in further education and training.

#### **QUALIFICATION RULES**

This qualification is designed as follows:

##### Compulsory

- All Fundamental Unit Standards (56 Credits);
- All Core Unit Standards (261 Credits)

##### Optional

At least 26 credits, from Elective Unit Standards:

- > Operate multiple computer software packages exceeding the fundamental ones and practice varying production techniques. (20 Credits)

- > Source design production companies. (6 Credits)
- > Source a variety of design materials. (6 Credits)
- > Start up and manage a small business (20 Credits)

### **EXIT LEVEL OUTCOMES**

#### **Fundamental**

1. Planning, researching and organising design projects
2. Implementing design projects
3. Monitoring and evaluating design projects
4. Planning and organising the design process
5. Operating industry related computer hardware and software for design

#### **Core**

1. Sourcing design research information
2. Analysing and reviewing design research information
3. Developing and constructing research based design arguments
4. Locating design problems within collected design research
5. Assessing and analysing the interaction between people and design
6. Finding and assessing design problems
7. Conceptualising a range of ideas to solve a design problem
8. Choosing appropriate design elements and principles
9. Establishing a design process
10. Creating a variety of design solutions
11. Solving diverse design problems
12. Developing and refining design solutions
13. Analysing and evaluating design solutions
14. Identifying elements and principles of a design message
15. Conveying a specific design message
16. Creating original design messages, forms and arguments
17. Presenting and explaining creative ideas and design solutions
18. Selecting materials, media and processes for production
19. Identifying and selecting the technological skills, methodologies and technological processes needed to produce a final design product
20. Producing a variety of designs
21. Tracing a design through a production process
22. Compiling and presenting a design portfolio
23. Locating design roles
24. Developing and implementing a business plan

#### **Elective**

1. Start up and run a small business and source design production companies
2. Start up and run a small business and source a variety of design materials
3. Operate multiple computer software packages exceeding the fundamental ones and practice varying production techniques and source design production companies
4. Operate multiple computer software packages exceeding the fundamental ones and practice varying production techniques and source a variety of design materials

### **ASSOCIATED ASSESSMENT CRITERIA**

#### **Fundamental**

- > Research planning is appropriate and contextualised
- > Design project plans incorporate relevant research
- > Organisation of a variety of design projects is efficient and timeous
- > Interpretation of implementation plans for design projects is appropriate and accurate
- > Design projects have been implemented successfully and efficiently
- > A wide variety of design projects have been implemented successfully
- > A range of design projects have been monitored effectively
- > Design projects have been monitored and evaluated on a continual basis
- > Analyses and evaluations of design projects are contextualised and substantive



- > A range of design projects and processes have been explained accurately and planned appropriately
- > Planning for the design process is appropriate and contextualised within design projects
- > Organisation of the various elements and parts of the design process is efficient and successful
- > Operation of fundamental hardware and technological components is appropriate to an industry level
- > An appropriate variety of fundamental software packages are operated to an industry level
- > Implementation of basic troubleshooting of fundamental hardware and software is successful

#### Core

- > Appropriate design information has been sourced for a number of different purposes
- > Relevant information for specific projects has been found and located successfully
- > Appropriate research methodologies have been explained accurately and used successfully
- > Assessments and evaluations are valid and substantive
- > Implementation of analytical skills is appropriate and relevant
- > Contextualisation of design research is and appropriate to the brief and the concept
- > Design research has been grouped according to relevance and content.
- > Arguments and perspectives are original and valid and are contextualised within historical frameworks
- > Arguments have been structured logically and coherently
- > Relevant historical and contemporary research information as been used appropriately
- > Appropriate and relevant problems have been located within collected design research
- > Interpretation of problems is accurate and valid
- > Contextualisation of problems is substantive and appropriate
- > Analyses are relevant and substantive
- > Identification is accurate and valid
- > Contextualisation of points of interaction is appropriate
- > Interpretations are valid and substantive
- > Explanation of design problems within design processes are clear and accurate
- > Evaluations and assessments are thorough and substantive
- > Evaluations are contextualised and relevant
- > Explanation and application of brainstorming and ideation techniques is accurate and relevant to the brief
- > Multiple ideas have been generated
- > Ideas are appropriate and relevant to the brief
- > Explanation, identification and contextualisation of the principles and elements of design is accurate and valid
- > Selection of principles and elements is relevant to the brief and the concept
- > Selection of elements principles aids in communication
- > Selection of elements and principles is appropriate and contextualised
- > Problems in the design process accurately have been predicted and detected accurately
- > A variety of solutions have been implemented successfully
- > The design process is logical and demonstrates appropriate development and experimentation
- > The design process develops appropriate and relevant solutions
- > A range of design solutions have been produced
- > Design solutions are appropriate and relevant to the brief and concepts
- > Design solutions are original with an appropriate degree of creativity
- > Design solutions are produced within the given time and media constraints
- > A wide variety of problems have been solved successfully
- > The design process has been planned appropriately and in accordance with the identified problems
- > Solutions offer the most appropriate means and form of communications
- > Problem solving methods have been selected and implemented successfully
- > Design projects have an appropriate industry related finish
- > Concepts have been implemented and translated successfully into practical designs
- > Appropriate and relevant technology has been used in the finish of the design project
- > Appropriate methods of assessment and evaluation have been used
- > Design solutions have been interpreted accurately
- > Assessments and evaluations are valid and substantive
- > Identification and explanations of a variety of elements and principles of a design message are accurate and relevant
- > Elements and principles have been accurately identified and contextualised
- > A range of design messages have been interpreted accurately
- > Identification and explanation of the communicative elements and principles of a range of design projects is accurate and appropriate

- > A range of messages have been conveyed successfully using a variety of formats
- > Messages are appropriate to their contexts
- > Identification and contextualisation of different target audiences is accurate and appropriate
- > Messages are clearly conveyed to the specific target audience
- > Identification and explanation of a variety of design messages and arguments is clear and valid
- > A range of messages have been created successfully using a variety of different formats
- > Interpretation of messages by the relevant target audiences is accurate
- > Design messages and arguments are original and convincing
- > Presentation of ideas and solutions is clear and logical
- > Explanation and rationalisation of design solutions is valid and substantive
- > Presentations are appropriate, and relevant
- > Presentations and explanations are clear and logical
- > Identification and explanation of a wide range of tools and media used in the production and implementation of design projects is accurate and appropriate
- > Explanations of a variety of different processes used to produce final designs are accurate and valid
- > Appropriate materials, tools and processes have been selected for design projects
- > Assessments and evaluations of selections are valid and substantive
- > Identification and selections are appropriate and relevant to the brief and concept
- > Appropriate technological skills and methodologies have been used in the final production of design
- > Explanations and selections of technological processes are appropriate and relevant
- > Selection processes, skills and methodologies of design production are appropriate for the concept and development of the design project
- > A design product has been completed successfully
- > Appropriate technologies are used to complete the design product
- > Design projects have been managed successfully
- > Design projects are completed within specific time and media constraints
- > Identification and explanation of the various components of the production process is valid and substantive
- > Identification of various components of the design and production processes are accurate and appropriate
- > The most appropriate production process has been selected
- > Selection is appropriate and relevant to a specific context
- > The portfolio is appropriate and relevant to the context
- > The presentation is clear and logical and the explanations are valid
- > Identification of the various roles and functions of designers within historic and contemporary societies is accurate and appropriate
- > Identification and explanation of the relationship between designers and design from different design disciplines is relevant and appropriate
- > The designer has been located successfully within the South African context
- > The designer has been located successfully within the business and creative industries
- > Explanations of legal and liability records are accurate
- > Production costs and profit margins are defined accurately
- > Explanations of performance and planned performance are appropriate
- > Explanations of the impact of market changes on businesses are appropriate and valid
- > Customer needs are described accurately and appropriately
- > Explanations of the role of business in society are valid and substantive
- > The relationship between business and its environment has been explained appropriately
- > Different forms of business ownership are described accurately
- > Description of the various components of the business process are valid and substantive
- > The business has been formed into a cohesive identity
- > Entrepreneurial opportunities have been identified appropriately and accurately
- > Market research / feasibility studies have been conducted successfully
- > Detailed cost estimates and implementation plans have been successfully prepared

#### Elective

- > Explanations of business plans and legal and liability issues are accurate and contextualised
- > Explanations of communication and leadership skills are appropriate
- > Description of organisational systems are accurate and relevant
- > Preparation of business plan is appropriate and uses recognised business techniques
- > Plans for consultation with relevant staff, management and stakeholders is appropriate
- > Objectives and content of the plan have been communicated successfully
- > Business plan has been managed appropriately and successfully

- > Actions have been implemented in a cost efficient manner
- > Identification of environmental changes is accurate and appropriate
- > Business plan is reviewed and monitored consistently and successfully
- > Contingency plans have been implemented successfully
- > Identification of design production companies is accurate and appropriate
- > Contact with design production companies is successful and relevant
- > Location of the role of design production companies is valid and substantive
- > Explanations of business plans and legal and liability issues are accurate and contextualised
- > Explanations of communication and leadership skills are appropriate
- > Description of organisational systems are accurate and relevant
- > Preparation of business plan is appropriate and uses recognised business techniques
- > Plans for consultation with relevant staff, management and stakeholders is appropriate
- > Objectives and content of the plan have been communicated successfully
- > Business plan has been managed appropriately and successfully
- > Actions have been implemented in a cost efficient manner
- > Explanations of business plans and legal and liability issues are accurate and contextualised
- > Explanations of communication and leadership skills are appropriate
- > Description of organisational systems are accurate and relevant
- > Preparation of business plan is appropriate and uses recognised business techniques
- > Plans for consultation with relevant staff, management and stakeholders is appropriate
- > Objectives and content of the plan have been communicated successfully
- > Business plan has been managed appropriately and successfully
- > Actions have been implemented in a cost efficient manner
- > Identification of environmental changes is accurate and appropriate
- > Business plan is reviewed and monitored consistently and successfully
- > Contingency plans have been implemented successfully
- > Design materials are appropriate and relevant to the project brief and concept
- > A wide variety of design materials have been sourced successfully
- > Operation of a wide variety of computer packages is of an industry standard
- > Selection of software packages is relevant and appropriate
- > Troubleshooting on a wide variety of software packages is successful
- > Production techniques are appropriate to the brief and to the concept
- > Products have been finished successfully using the most appropriate production technique
- > A wide variety of alternative production techniques can be explained and implemented successfully
- > Identification of design production companies is accurate and appropriate
- > Contact with design production companies is successful and relevant
- > Location of the role of design production companies is valid and substantive
- > Operation of a wide variety of computer packages is of an industry standard
- > Selection of software packages is relevant and appropriate
- > Troubleshooting on a wide variety of software packages is successful
- > Production techniques are appropriate to the brief and to the concept
- > Products have been finished successfully using the most appropriate production technique
- > A wide variety of alternative production techniques can be explained and implemented successfully
- > Design materials are appropriate and relevant to the project brief and concept
- > A wide variety of design materials have been sourced successfully

#### Integrated assessment

Integrated assessment at the level of the qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose and exit level outcomes of the qualification in design. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome. In relation to design in particular, the different competencies involved in the design process cannot be achieved in isolation, and assessment needs to consider the sum of the parts.

The aims of integrated assessment are to assess the learner's application of competencies within the broad framework of design. Whilst integrated assessment evaluates the demonstrated competencies, it is also important that it evaluates the thinking and critical framework behind the competencies.

As this qualification is a generic one under which all the various disciplines of design fall, assessment

should be more specific to the particular discipline. Assessors should make use of formative and summative assessment procedures and should assess the combination of practical, theoretical, applied and reflexive competencies.

### **INTERNATIONAL COMPARABILITY**

#### **International comparability**

Across the multiple design disciplines, the minimum standard as laid out by educational programmes in Canada, the United States, the United Kingdom, Australia, much of Asia and most of Europe, is a three year design programme with the opportunity to study further for another year. Some of these countries also stipulate a four year degree programme in order to be qualified as a professional designer.

More specifically, typical categories and Units of Competency for the qualifications abroad are as follows:

#### **Australia:**

##### **Core**

Finance: Research and utilise revenue and funding opportunities

Marketing: Develop and manage public relations strategies

Design: Apply the design process to 3-dimensional work in response to a brief

Drawing: Select and apply drawing techniques and media to represent and communicate the concept

Professional Practice: Originate and develop a concept

##### **Specialisation**

Support: Plan work for a nominated site

The Creative Process: Originate concept for own work and conduct critical discourse

Assessment and Workplace Training: Conduct assessment

Business Services: Provide leadership in the workplace

Film, TV, Radio and Multimedia: Apply principles of visual design and communication to the development of a multimedia product

Printing and Graphic Arts: Create web pages with multimedia

Arts Administration and Management: Research and critique cultural work(s)

Jewellery: Apply techniques to produce jewellery

#### **New Zealand**

Registered at the New Zealand qualifications Authority is a Bachelor of Art and Design, which covers the following major areas (some of which are elective):

Art and design theory. Professional and studio practice. Fashion: Fashion Design, Apparel, Costume Design, Knitwear Design. Graphic Design: Design, Illustration, Photography. Spatial Design: Interior Design, Theatre and Television Design, Events, Furniture and Exhibition Design, Lighting and Technology. Visual Arts: Sculpture, Printmaking, Painting, Photography.

Examples of Unit Standards found in this qualification

- > Produce a record of design work constructed
- > Produce construction drawings for design using digital techniques
- > Produce spatial rendering design (digital technique)

The present qualification is at NQF Level 6, which further aligns it with international standards.

### **ARTICULATION OPTIONS**

This qualification allows for the following articulation

- > Vertically; from a National Certificate in Design (NQF Level 4) to a variety of qualifications at NQF Level 7, or particular qualifications in design at NQF Level 7.
- > Horizontally; this qualification contains Unit Standards that are from other sub-fields, such as hospitality and tourism, allowing for articulation with such qualification

### **MODERATION OPTIONS**

1. The assessment of learner achievement takes place at providers accredited by the CHE (or the MAPPP



SETA or another relevant ETQA) for the provision of programmes that result in the outcomes specified for this qualification.

2. The CHE (or the MAPPP SETA or another relevant ETQA) is responsible for the moderation of achievement of those learners who meet the requirements of this qualification.

3. Those assessing or moderating the outcomes of this unit standard must hold a qualification at NQF 6 in the relevant field.

### CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > A minimum of an NQF level 5 Qualification in this or a related sub-field
- > To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)
- > Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided.

Assessors should keep the following general principles in mind when designing and conducting assessment:

1. Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. The aim is to declare a person competent in terms of the purpose of the qualification. Where assessment across titles or title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
2. Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations are used, there should be supporting evidence to show that the candidate is able to perform in the real situation.
3. All assessments should be conducted in line with the following well documented principles of assessment: appropriate, fair, manageable, integration into work or learning, valid, direct, authentic, sufficient, systematic, open and consistent as defined below:

#### Principles of assessment

- > Appropriate: The method of assessment is suited to the performance being assessed.
- > Fair: The method of assessment does not present any barriers to achievements, which are not related to their evidence.
- > Manageable: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with the learning.
- > Integration into work or learning: Evidence collection is integrated into work or learning process where this is appropriate and feasible.
- > Valid: The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for the purpose.
- > Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible.
- > Authentic: The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

### NOTES

N/A

### UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

UNIT STANDARD ID AND TITLE		LEVEL	CREDITS	STATUS
Core	115116 Create original design messages, forms and arguments	Level 5	16	Draft - Prep for P Comment

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Core	115130 Source design research information	Level 5	8	Draft - Prep for P Comment
Core	115133 Analyse and review design research information	Level 5	14	Draft - Prep for P Comment
Core	115141 Locate design problems within collected design research	Level 5	10	Draft - Prep for P Comment
Core	115146 Select materials, media and processes for production	Level 5	16	Draft - Prep for P Comment
Core	115153 Find and assess design problems	Level 5	10	Draft - Prep for P Comment
Core	115154 Conceptualise a range of ideas to solve design problems	Level 5	12	Draft - Prep for P Comment
Core	115161 Identify elements and principles of a design message	Level 5	8	Draft - Prep for P Comment
Core	115163 Convey a specific design message	Level 5	10	Draft - Prep for P Comment
Core	115137 Develop and construct research based design arguments	Level 6	10	Draft - Prep for P Comment
Core	115143 Present and explain creative ideas and design solutions	Level 6	16	Draft - Prep for P Comment
Core	115150 Identify and select the technological skills, methodologies and technological processes needed to produce a final design product	Level 6	16	Draft - Prep for P Comment
Core	115151 Assess and analyse the interaction between people and design	Level 6	10	Draft - Prep for P Comment
Core	115156 Choose appropriate design elements and principles	Level 6	10	Draft - Prep for P Comment
Core	115157 Produce a variety of designs	Level 6	10	Draft - Prep for P Comment
Core	115158 Establish a design process	Level 6	10	Draft - Prep for P Comment
Core	115159 Analyse and evaluate design solutions	Level 6	12	Draft - Prep for P Comment
Core	115160 Trace a design through a production process	Level 6	8	Draft - Prep for P Comment
Core	115162 Create a variety of design solutions	Level 6	14	Draft - Prep for P Comment
Core	115164 Solve diverse design problems	Level 6	14	Draft - Prep for P Comment
Core	115166 Develop and refine design solutions	Level 6	14	Draft - Prep for P Comment
Core	115168 Locate design roles	Level 6	8	Draft - Prep for P Comment
Core	115170 Compile and present a design portfolio	Level 6	10	Draft - Prep for P Comment
Elective	7886 Develop and Implement A Business Plan	Level 5	8	Registered
Elective	115165 Operate multiple computer software packages exceeding the fundamental ones and practice varying production techniques	Level 6	20	Draft - Prep for P Comment
Elective	115167 Source design production materials	Level 6	6	Draft - Prep for P Comment
Elective	115169 Source a variety of design materials	Level 6	6	Draft - Prep for P Comment
Elective	7871 Start up and manage a small business	Level 7	20	Reregistered
Fundamental	115117 Plan, research and organise design projects	Level 5	12	Draft - Prep for P Comment
Fundamental	115118 Implement design projects	Level 5	12	Draft - Prep for P Comment
Fundamental	115119 Monitor and evaluate design projects	Level 5	12	Draft - Prep for P Comment
Fundamental	115120 Plan and organise the design process	Level 5	10	Draft - Prep for P Comment
Fundamental	115126 Operate industry related computer hardware and software for design	Level 6	14	Draft - Prep for P Comment





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

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#### Source a variety of design materials

SAQA US ID	UNIT STANDARD TITLE		
115169	Source a variety of design materials		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	6

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify appropriate alternative design materials.

##### **SPECIFIC OUTCOME 2**

Choose appropriate alternative design materials.

##### **SPECIFIC OUTCOME 3**

Find and locate alternative design materials.

##### **SPECIFIC OUTCOME 4**

Assess and evaluate the effectiveness of alternative design materials.



# SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

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### Source design production materials

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115167	Source design production materials		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 6	6

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Identify appropriate design production companies.

#### **SPECIFIC OUTCOME 2**

Assess and evaluate the nature and work of the company for a defined project.

#### **SPECIFIC OUTCOME 3**

Choose appropriate design production companies.

#### **SPECIFIC OUTCOME 4**

Communicate the nature of a design job to a design production company.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

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## Trace a design through a production process

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115160	Trace a design through a production process		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 6	8

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Identify a variety of production processes and the various stages and steps.

**SPECIFIC OUTCOME 2**

Predict and define the problems within design production processes.

**SPECIFIC OUTCOME 3**

Assessing and evaluating the effectiveness of a production process for a design solution.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### National Certificate: Craft Production

SAQA QUAL ID	QUALIFICATION TITLE	
48806	National Certificate: Craft Production	
SGB NAME	SGB Art, Craft & Design	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-2-National Certificate	National Certificate	Visual Arts
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
141	Level 2	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### PURPOSE OF THE QUALIFICATION

This qualification is primarily intended for application in the craft production environment. The qualification will give learners the opportunity to obtain competencies required in craft production, or to have their competence recognised (previously such competence was not formally acknowledged. Learners can also obtain national recognition through a process of RPL. People credited with this qualification are able to produce craft products using hand-held tools, consistently demonstrating the competencies required for working safely and effectively in craft enterprises in general.

The qualification is designed to be flexible and accessible and also to be the foundation for development into other areas of craft such as design, production, enterprise and marketing.

Learners credited with this qualification are capable of:

- > Communicating in a variety of ways
- > Using mathematics in practical applications
- > Accumulating ideas for design of craft product
- > Interpreting client specifications for craft production
- > Preparing materials and equipment for craft production
- > Making marketable craft products
- > Producing sequences of the same craft product
- > Reviewing and finishing craft products for market
- > Costing and pricing craft products for a sustainable craft enterprise
- > Controlling stock and material of craft production
- > Planning production of craft products
- > Functioning in a craft business environment

#### Rationale:

Legacies of the past resulted in many practitioners within the South African Craft sector being denied advancement and possible recognition as qualified tradespersons. Both employers and employees in the craft sector have expressed the critical need for technical and business skills-based qualifications for those practicing within the craft system. The introduction of a National Certificate in Craft Production based on unit standards will allow learners the opportunity to reach their potential and allow for advancement within formal education, as well as allowing for the recognition of prior learning. The qualification will also enhance the social status and productivity within the Arts and Craft industry

This qualification thus reflects the needs of people within the craft sector both now and for the future. The qualification also provides learners with access to the Further Education and Training Certificate in Craft Enterprise, NQF level 4. Learners will be able to pursue different careers within the Arts and Culture sector and contribute towards the economical and ecological sustainability and improvement of the Craft environment.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that learners embarking on learning towards this qualification are already competent in the areas of communication, mathematics and life skills at the NQF level 1 in the General Education and Training Band. These competencies are required in order to communicate verbally and in writing (for example with customers), to perform basic calculations and to conduct themselves professionally.

#### **Recognition of Prior Learning (RPL):**

This qualification can be achieved wholly or in part through recognition of prior learning, which includes formal, informal and non-formal learning and workplace experience, in terms of the criteria laid out.

Any learner wishing to be directly assessed may arrange to do so, without participating in further training or education.

#### **QUALIFICATION RULES**

This qualification is designed as follows:

All unit standards forming part of the Fundamental and Core components are compulsory. For the Elective component 10 credits are required to qualify.

#### **EXIT LEVEL OUTCOMES**

##### **Fundamental and Core:**

1. Communicate in a variety of ways.
2. Use mathematics in practical applications.
3. Interpret client specifications for craft products and accumulate ideas for their design.
4. Produce marketable craft products and review the finish products for the market.
5. Function in a craft enterprise.

##### **Elective:**

The following elective unit standards relate to exit level outcomes:

##### **Business, Commerce and Management:**

- > Apply a knowledge and understanding of International Trade Documentation, 7 credits.
- > Display an understanding of the International Trading Environment, 7 credits.
- > Understanding the basic concepts of importing and Exporting, 7 credits.

##### **Manufacturing, Engineering and Technology:**

- > Identify and handle waste, 4 credits.
- > Perform basic welding/joining of metals, 8 credits.
- > Read, interpret and produce basic engineering drawings, 6 credits.

##### **Human and Social Studies:**

- > Explain the individual's role within business, 4 credits.
- > Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution, 2 credits.
- > Investigate work opportunities in order to make a personal career/employment decision, 2 credits.
- > Apply knowledge of self in order to make a life decision, 3 credits.
- > Demonstrate knowledge and understanding of the structures that reinforce and support human rights in South Africa, 3 credits.

**Mathematical, Physical, Computer and Life Sciences:**

- > Ability to use the World Wide Web, 3 credits.
- > Develop and use keyboard skills to enter text (Level 1), 3 credits.
- > Demonstrate knowledge of and produce a presentation using basic functions, 3 credits.
- > Operate a personal computer system, 6 credits.
- > Use personal computer operating systems, 3 credits.
- > Produce word processing documents for business, 3 credits.
- > Demonstrate knowledge of and produce word processing documents using basic functions, 3 credits.
- > Operate personal computer peripherals, 3 credits.
- > Demonstrate knowledge of and produce computer spreadsheets using basic functions, 3 credits.

**Physical planning and construction:**

- > Render basic first aid, 3 credits.

**Services:**

- > Advise customers about local information, 4 credits.
- > Apply basic fire fighting techniques (Level 1), 3 credits.
- > Demonstrate an understanding of HIV/AIDS and its implications, 4 credits.

**ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > Oral communication is maintained and adapted within given and different contexts.
  - > Use of information accessed from texts is appropriate to a variety of given purposes.
  - > Writing is appropriate to defined context.
  - > Information planned, gathered and sourced in occupational learning programmes is relevant to given contexts.
  - > Use of language and communication in occupational learning programmes is appropriate to given contexts including people.
2.
  - > Investigation and monitoring of financial aspects are relevant to personal and community life.
  - > Organising and representation of data allows for modelling of situations for specific purposes.
  - > Measurement, estimation and calculation of physical quantities are correct.
  - > Representation of geometrical relationships in 2-Dimensions is appropriate in specific contexts.
  - > Statistic investigation of life and work related problems are accurate in given contexts.
3.
  - > Interpretation of client specifications for craft production meets client requirements.
  - > Accumulation of ideas for the design process uses a recognisable methodology.
4.
  - > Preparation of materials and equipment meets safety, health and environmental requirements.
  - > Materials and equipment prepared for craft production are appropriate to given specifications.
  - > Craft products produced are marketable.
  - > Sequence of craft product produced is the same as the given original products.
5.
  - > Costing and pricing of craft products allow sustainable craft enterprise.
  - > Control of stock and material for craft production ensures required stock levels.
  - > Planning meets given production requirements.
  - > Retail, financial and administrative requirements are met.

**Integrated assessment:**

Integrated assessment provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards, in order to achieve competence that is grounded and coherent in relation to the purpose and exit level outcomes of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome.



Integrated assessment must judge the quality of the observable performance, and also the quality of thinking that lies behind it. Assessment tools must encourage learners to explain the thinking and decision-making that underpin their demonstrated performance.

The assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognised when awarding credits towards this qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific outcomes and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

While the foundational component (literacy, communication and numeracy skills) of this qualification on NQF level 2 can be assessed in occupational contexts and activities relating to craft production, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are truly portable. The primary aim of this qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path they may choose.

### **INTERNATIONAL COMPARABILITY**

The Australian National Training Authority (ANTA) recognises craft production competence within the vocational education and training sector, for Certificates I through IV. Within the ANTA system, Certificate III is year 12, or equivalent to the South African Grade 12 on the National Qualifications Framework (Level 4). Certificate IV is described as follows: the breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or applications in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Craft practitioner learning falls under the field of Art, and include competence to design, make and repair objects which have both functional and artistic qualities, working in wood, metal, glass, leather, ceramics, textiles and other materials. This includes designing the style and shape of objects, using and manipulating materials to make objects according to designs, finishing objects to enhance their artistic and/or practical qualities, and repairing damaged or defective craft objects.

Certificate I in Small Business Enterprise - Aboriginal Arts and Crafts (100 hours of learning) focuses on basic education and employment competence, and covers basic measurement, using basic power tools, occupational health and safety, writing skills, and a minimum of 20 hours of electives chosen from basic drawing, leather craft, oxy acetylene welding, basket weaving, batik, egg artistry - floral art, woodwork, painting, sewing, and traditional aboriginal artefact making.

Certificate II in Art and Craft is a 720-hour qualification, including 400 hours core and 120 hours elective learning, resulting in semi-skilled trade competence. It includes core competence regarding business practice; professional practice; marketing; occupational health and safety; field study; exhibition practice; painting; printmaking; screen printing; and sculpture. Elective competence relates to ceramics; photography; video; textile dyeing-batik; textile dyeing-painting & printing; weaving; screen printing fabric; jewellery; leather craft; printmaking-*itaglio*. Certificate II is a South African NQF Grade 11 equivalent.

Certificate IV in Aboriginal Arts and Cultural Practices includes 958 hours learning. Selection takes place from various arts areas such as painting, drawing, sculpture, printmaking, photography, ceramics, creative technology (digital arts), Aboriginal contextual studies (project based work), and core learning areas include contemporary Aboriginal arts, drawing, global art history/ theory, exhibition/presentation skills. Core subjects include: Cultural Productions; Exhibitions; Drawing the Human Figure; Drawing/Painting From the Visible World; Contemporary Aboriginal Art; Drawing; Portfolio Documentation & Presentation; Presenting Information. Electives could include: Computers; Document Production; Internet; World Wide Web; Screen Design for Interactivity; Art Photography; Painting; (Relief) Printmaking; *Intaglio* Printmaking; Art Screen printing; occupational health and safety in Visual Arts & Artists; Colour Theory; Sculpture; Handforming with Multi-Media/Modular Components; Ceramic Materials; Glazes for Visual Arts; Kilns & Firing for Visual Arts;

Creative Technology; Arts Industries Studies; Aboriginal Contextual Studies & Art Practical; 2D Imaging for Artists; 2D Animation; Authoring - Multimedia; Design Principles; etc.

Comparable competence is attained in the United Kingdom in the general stream (rather than vocational or occupational learning) on their Level 2, comparable with the South African NQF Level 3. Competence in art, design, business, and engineering are included:

- > 2D and 3D Visual language competence
- > Planning and working to project briefs to ensure clients' needs are met, including planning, creating and developing ideas and prototypes, and using sources, developed through exploring others' work
- > Producing work to a good standard, including producing completed art, craft or design work using materials, techniques and technology
- > Presenting solutions effectively to clients
- > Evaluating work in relation to briefs

The Scottish framework currently does not have any craft standards. Design, and graphic design in marketing is pegged at Level 4 (South African NQF Level 5)

The New Zealand framework includes 10 levels: levels 1 to 3 are of approximately the same standard as senior secondary education and basic trades training, comparable to the South African NQF Level 4. Levels 4 to 6 approximate to advanced trades, technical and business qualifications, comparable to the South African NQF Level 5. Levels 7 and above equate with advanced qualifications of graduate and postgraduate standard, comparable to the South African NQF Levels 6 and higher.

On the New Zealand framework, craft is situated with arts, and specifically, included as a component of visual arts under the following domains:

- > Contextual craft, art, and design practices
- > Craft, art, and design management practices
- > Craft, art, and design practices
- > Craft, art, and design studio practices
- > Professional practice - arts and crafts

No qualifications exist, and each area includes a number of unit standards. The table below compares these unit standards with those that form part of this South African qualification.

Explore craft, art, and design materials, level 1, 4 credits.

Explore qualities of materials and surface within craft and art design practice, level 1, 4 credits.

Research the use of craft, art, and design images and objects, level 1, 1 credit.

Explore relationship among surface, material, and form qualities in craft, art, and design practice, level 2, 6 credits.

Explore the use of craft, art, and design techniques, processes, and equipment, level 2, 10 credits.

Research the changing use of craft, art, and design images and objects, level 2, 2 credits.

Explore processes to generate and develop ideas and solve problems in craft, art and design practice, level 3, 8 credits.

Make a presentation about own art work using audio visual equipment, level 3, 3 credits.

Research the relationships between culture and craft and art making, level 3, 5 credits.

Select and explore a technical craft, art, and design process to produce work, level 3, 10 credits.

Explore and identify design process within craft and art design practice, level 4, 4 credits.

Explore communication and presentation methods for craft, art, and design work, level 4, 7 credits.

Explore procedures to produce craft, art, and design work, level 4, 25 credits.

Explore qualities of materials within craft and art design process, level 4, 4 credits.

Research and explore design fundamentals within craft and art design practice, level 4, 4 credits.

Research origins and use craft, art, and design media to communicate self-identity, level 4, 7 credits.

Research the environmental impact of craft, art, and design production, level 4, 7 credits.

Research the relationships between people, the world, and craft and art making, level 4, 7 credits.

Explain current tax laws as they apply to a practising artist, level 5, 3 credits.

Explore and apply design fundamentals within craft and art design practice, level 5, 8 credits.

Identify and apply design process within craft and art practice, level 5, 8 credits.

Maintain a healthy and safe working environment for craft, art, and design group practices, level 5, 20 credits.

Practise communication and presentation techniques for craft, art, and design work, level 5, 4 credits.

Prepare and maintain materials to produce craft, art, and design work, level 5, 20 credits.

Prepare funding applications to fund art projects, level 5, 3 credits.  
 Produce artist statements, level 5, 3 credits.  
 Research and communicate influences on craft, art, and design practices, level 5, 12 credits.  
 Research resource issues relating to the use of materials for producing craft, art, and design work, level 5, 4 credits.  
 Research the relationship between craft, artist and society, level 5, 12 credits.  
 Use craft, art, design media, techniques, and equipment, level 5, 20 credits.  
 Analyse, implement, and evaluate design process and principles within craft and art practice, level 6, 16 credits.  
 Communicate intentions through presentation of craft, art, and design work, level 6, 4 credits.  
 Examine exhibition and commission contracts in terms of art practice, level 6, 4 credits.  
 Examine marketing strategies for craft, art, and design work, level 6, 4 credits.  
 Identify legal practices relating to craft, art, and design practices, level 6, 4 credits.  
 Install site-specific display of own art work, level 6, 4 credits.  
 Make and maintain tools and equipment for craft, art, and design practices, level 6, 30 credits.  
 Manage financial practices for craft, art, and design projects, level 6, 4 credits.  
 Participate in a craft, art, and design project team, level 6, 9 credits.  
 Photograph and document two dimensional art works for publication, level 6, 3 credits.  
 Photograph, video and document three dimensional art works for publication, level 6, 6 credits.  
 Produce an analysis of copyright law in terms of visual arts practice, level 6, 3 credits.  
 Produce craft, art, and design work to communicate influences on personal identity, level 6, 9 credits.  
 Produce multiple craft, art, and design works, level 6, 30 credits.  
 Research resource issues that impact on craft, art, and design practice in Aotearoa-New Zealand, level 6, 4 credits.  
 Research the relationship between craft, art, and design, society and personal practice, level 6, 9 credits.  
 Analyse the context of personal craft, art, and design work and practice, level 7, 9 credits.  
 Develop a personal kaupapa within personal craft, art, and design practice, level 7, 16 credits.  
 Develop marketing strategies and prepare and evaluate a craft, art, and design marketing plan, level 7, 5 credits.  
 Initiate and complete a community craft, art, and design project, level 7, 9 credits.  
 Initiate craft, art, and design management goals and objectives, level 7, 5 credits.  
 Manage a craft, art, and design project team, level 7, 9 credits.  
 Produce a body of craft, art, and design work which communicates personal kaupapa, level 7, 30 credits.  
 Research and utilise community and administration structures for craft, art, and design funding, level 7, 5 credits.  
 Research power structures and produce work on global issues that impact on personal ideology, level 7, 5 credits.  
 Synthesise techniques and equipment within craft, art, and design practice, level 7, 30 credits.  
 Use presentation to promote and communicate as part of craft, art, and design practice, level 7, 5 credits.

### **ARTICULATION OPTIONS**

This qualification will allow a person to articulate vertically to the Further Education and Training Certificate in Craft Micro Enterprise at NQF Level 4. A number of Unit Standards in this qualification, for example "Accumulate ideas for design of craft products", are precursors to the Level 4 qualification, for example "Design marketable craft products". The qualification will also provide articulation with a range of other qualifications in the art, craft and design areas; and through fundamentals of other NQF level 2 and 3 qualifications.

### **MODERATION OPTIONS**

> Anyone assessing a learner against these standards must be registered as an assessor with the relevant ETQA by SAQA.

> Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA accredited by SAQA.

> Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

- > Integration into work or learning: Evidence collection is integrated into work or learning process where this is appropriate and feasible.
- > Valid: The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- > Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible.
- > Authentic: The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Assessment learners understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

## NOTES

N/A

## UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	115121 Design marketable craft products	Level 4	12	Draft - Prep for P Comment
Core	115123 Develop designs for marketable craft product ranges	Level 4	10	Draft - Prep for P Comment
Core	115124 Source, prepare and maintain materials, tools and equipment for production of craft product ranges	Level 4	8	Draft - Prep for P Comment
Core	115127 Make marketable craft product ranges	Level 4	15	Draft - Prep for P Comment
Core	115129 Develop craft production processes and schedules	Level 4	10	Draft - Prep for P Comment
Core	115132 Operate in craft enterprises	Level 4	15	Draft - Prep for P Comment
Core	115135 Market and retail craft products / range	Level 4	10	Draft - Prep for P Comment
Elective	115139 Develop innovative craft products	Level 4	15	Draft - Prep for P Comment
Elective	115142 Source production techniques and materials	Level 4	15	Draft - Prep for P Comment
Elective	115145 Plan craft enterprise business	Level 4	15	Draft - Prep for P Comment
Elective	115148 Plan marketing for craft enterprises	Level 4	15	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Registered
Fundamental	115115 Access different approaches to drawing	Level 4	10	Draft - Prep for P Comment





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

1

#### Accumulate ideas for design of craft product

SAQA US ID	UNIT STANDARD TITLE		
115122	Accumulate ideas for design of craft product		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	6

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Search for ideas through creativity.

##### **SPECIFIC OUTCOME 2**

Identify sources of ideas for the creative process.

##### **SPECIFIC OUTCOME 3**

Identify markets and possible markets for craft production.

##### **SPECIFIC OUTCOME 4**

Organise collections of sources for creative process.

##### **SPECIFIC OUTCOME 5**

Collect, document and interpret object and/or ideas through drawing.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

2

#### Control stock and material for craft production

SAQA US ID	UNIT STANDARD TITLE		
115140	Control stock and material for craft production		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Obtain raw materials from various sites for the production process of craft products.

##### **SPECIFIC OUTCOME 2**

Regulate raw material stock levels using a range of housekeeping techniques.

##### **SPECIFIC OUTCOME 3**

Control craft product stock.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

3

#### Cost and price craft products for a sustainable craft enterprise

SAQA US ID	UNIT STANDARD TITLE		
115138	Cost and price craft products for a sustainable craft enterprise		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Performing basic business calculations in costing and pricing of craft products.

##### **SPECIFIC OUTCOME 2**

Determine production cost of craft products.

##### **SPECIFIC OUTCOME 3**

Determine optimal price of craft products.

##### **SPECIFIC OUTCOME 4**

Review craft product in terms of the production and marketing costs.

##### **SPECIFIC OUTCOME 5**

Monitor stock in relation to supply and demand.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

4

#### Function in a craft business environment

SAQA US ID		UNIT STANDARD TITLE	
115147		Function in a craft business environment	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Function in craft retail environments.

##### **SPECIFIC OUTCOME 2**

Maintain basic financial systems.

##### **SPECIFIC OUTCOME 3**

Perform administrative tasks.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

5

#### Identify and prepare materials, tools and equipment for craft production

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115128	Identify and prepare materials, tools and equipment for craft production		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 2	10

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Identify and select the appropriate materials for production of particular craft products.

##### **SPECIFIC OUTCOME 2**

Identify and select appropriate tools and equipment for production of particular craft products.

##### **SPECIFIC OUTCOME 3**

Prepare materials for production of craft products.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

6

Interpret client specifications for production of craft product

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115125	Interpret client specifications for production of craft product		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 2	8

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Evaluate client specifications in terms of requirements.

#### **SPECIFIC OUTCOME 2**

Respond to given craft production of client specifications.

#### **SPECIFIC OUTCOME 3**

Present response to client specifications.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

7

#### Make marketable craft product

SAQA US ID	UNIT STANDARD TITLE		
115131	Make marketable craft product		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	15

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Manipulate material to produce craft products.

##### **SPECIFIC OUTCOME 2**

Produce craft products with specific materials.

##### **SPECIFIC OUTCOME 3**

Produce craft products in line with given designs.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

8

#### Plan production of craft products

SAQA US ID		UNIT STANDARD TITLE	
115144		Plan production of craft products	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	8

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Prepare and organise craft production sites.

##### **SPECIFIC OUTCOME 2**

Control agreed production schedules and product quality.

##### **SPECIFIC OUTCOME 3**

Participate in production teams within production schedules.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

9

#### Produce sequences of the same craft product

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115134	Produce sequences of the same craft product		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 2	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Select material, tools and production process for producing sequence of same product.

##### **SPECIFIC OUTCOME 2**

Identify and make use of same design specifications of original product.

##### **SPECIFIC OUTCOME 3**

Produce sequence of same product.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

10

### Review and finish craft products for market

SAQA US ID		UNIT STANDARD TITLE	
115136		Review and finish craft products for market	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	12

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Align end products with given specifications.

#### **SPECIFIC OUTCOME 2**

Grade the quality of finished products.

#### **SPECIFIC OUTCOME 3**

Make products ready for market.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

11

Access different approaches to drawing

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115115	Access different approaches to drawing		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 4	10

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Develop observation using drawing.

#### **SPECIFIC OUTCOME 2**

Interpret objects or ideas through drawing.

#### **SPECIFIC OUTCOME 3**

Adapt drawings of objects or ideas to inform the development of prototypes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

12

#### Design marketable craft products

SAQA US ID		UNIT STANDARD TITLE	
115121		Design marketable craft products	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	12

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Interpret client specifications or concepts.

##### **SPECIFIC OUTCOME 2**

Benchmark client specifications or concepts with markets.

##### **SPECIFIC OUTCOME 3**

Create designs for craft products.

##### **SPECIFIC OUTCOME 4**

Present designs through appropriate means.

##### **SPECIFIC OUTCOME 5**

Assess and modify existing craft product designs.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

13

#### Develop craft production processes and schedules

SAQA US ID	UNIT STANDARD TITLE		
115129	Develop craft production processes and schedules		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	10

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Identify steps of production for optimal output.

##### **SPECIFIC OUTCOME 2**

Plan work areas for craft production.

##### **SPECIFIC OUTCOME 3**

Allocate production teams.

##### **SPECIFIC OUTCOME 4**

Develop and apply production schedules.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

14

#### Develop designs for marketable craft product ranges

SAQA US ID		UNIT STANDARD TITLE	
115123		Develop designs for marketable craft product ranges	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Interpret, identify and apply design components of prototypes.

##### **SPECIFIC OUTCOME 2**

Develop marketable ranges of craft products.

##### **SPECIFIC OUTCOME 3**

Assess craft product ranges.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

15

#### Develop innovative craft products

SAQA US ID		UNIT STANDARD TITLE		
115139		Develop innovative craft products		
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Culture and Arts		Visual Arts		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD		Regular	Level 4	15

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Research existing craft products for specific markets.

##### **SPECIFIC OUTCOME 2**

Source new materials and production techniques for developing innovative products.

##### **SPECIFIC OUTCOME 3**

Combine new ideas, materials and techniques to develop innovative craft products.

##### **SPECIFIC OUTCOME 4**

Build prototypes for presentation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

16

#### Make marketable craft product ranges

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115127	Make marketable craft product ranges		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 4	15

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Manipulate material to produce craft product ranges.

##### **SPECIFIC OUTCOME 2**

Produce craft product ranges with specific material.

##### **SPECIFIC OUTCOME 3**

Produce craft product ranges in line with associated principles of design.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

17

#### Market and retail craft products / range

SAQA US ID	UNIT STANDARD TITLE		
115135	Market and retail craft products / range		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	10

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Identify and position craft products / ranges.

##### **SPECIFIC OUTCOME 2**

Develop marketing tools for craft products.

##### **SPECIFIC OUTCOME 3**

Assess marketing tools and positioning of craft products.

##### **SPECIFIC OUTCOME 4**

Sell and distribute craft product / range.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

18

#### Operate in craft enterprises

SAQA US ID		UNIT STANDARD TITLE	
115132		Operate in craft enterprises	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	15

#### **Specific Outcomes:**

##### ***SPECIFIC OUTCOME 1***

Operate financial systems for craft enterprise.

##### ***SPECIFIC OUTCOME 2***

Develop and maintain administrative systems.

##### ***SPECIFIC OUTCOME 3***

Understand the legal environment in which craft enterprises operate.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

19

## Plan craft enterprise business

SAQA US ID	UNIT STANDARD TITLE		
115145	Plan craft enterprise business		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	15

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Understand the financial aspects of administering craft enterprise.

**SPECIFIC OUTCOME 2**

Develop business plans for craft enterprises.

**SPECIFIC OUTCOME 3**

Administer budgets for craft enterprises.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

20

#### Plan marketing for craft enterprises

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115148	Plan marketing for craft enterprises		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 4	15

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Identify marketing objectives for craft enterprises.

##### **SPECIFIC OUTCOME 2**

Analyse market position of craft enterprises.

##### **SPECIFIC OUTCOME 3**

Develop and implement marketing plans for craft enterprises.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

21

#### Source production techniques and materials

SAQA US ID	UNIT STANDARD TITLE		
115142	Source production techniques and materials		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	15

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Investigate and experiment with new production techniques.

##### **SPECIFIC OUTCOME 2**

Investigate and experiment with new production materials.

##### **SPECIFIC OUTCOME 3**

Select and combine production techniques and materials.



# SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

22

Source, prepare and maintain materials, tools and equipment for production of craft product ranges

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115124	Source, prepare and maintain materials, tools and equipment for production of craft product ranges		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 4	8

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Source appropriate materials for production of craft product ranges.

#### **SPECIFIC OUTCOME 2**

Select and care for appropriate tools and equipment for production of craft product ranges.

#### **SPECIFIC OUTCOME 3**

Prepare materials for production of craft product ranges.

> Assessors registered with the relevant ETQA must carry out the assessment of learners for any of the unit standards that make up this qualification. The assessor must have contextual competence in the form of a certificate, qualification or experience related to the unit standards in which assessments are conducted.

### CRITERIA FOR THE REGISTRATION OF ASSESSORS

Notes for assessors:

Assessors should keep the following general principles in mind when designing and conducting assessment:

> Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in term of the qualification purpose. Where assessment at across titles or at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.

> Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show that learner is able to perform in the real situation.

> All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment:

- > Appropriate: The method of assessment is suited to the performance being assessed.
- > Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > Manageable: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- > Integration into work or learning: Evidence collection is integrated into work or learning process where this is appropriate and feasible.
- > Valid: The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- > Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible.
- > Authentic: The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Assessment learners understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

### NOTES

N/A

### UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	115122 Accumulate ideas for design of craft product	Level 2	6	Draft - Prep for P Comment
Core	115125 Interpret client specifications for production of craft product	Level 2	8	Draft - Prep for P Comment
Core	115128 Identify and prepare materials, tools and equipment for craft production	Level 2	10	Draft - Prep for P Comment
Core	115131 Make marketable craft product	Level 2	15	Draft - Prep for P Comment

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Core	115134 Produce sequences of the same craft product	Level 2	10	Draft - Prep for P Comment
Core	115136 Review and finish craft products for market	Level 2	12	Draft - Prep for P Comment
Core	115138 Cost and price craft products for a sustainable craft enterprise	Level 2	10	Draft - Prep for P Comment
Core	115140 Control stock and material for craft production	Level 2	8	Draft - Prep for P Comment
Core	115144 Plan production of craft products	Level 2	8	Draft - Prep for P Comment
Core	115147 Function in a craft business environment	Level 2	8	Draft - Prep for P Comment
Elective	9357 Develop and use keyboard skills to enter text	Level 1	3	Registered
Elective	110075 Apply basic fire fighting techniques	Level 1	3	Registered
Elective	7547 Operate a personal computer system	Level 2	6	Reregistered
Elective	7548 Use personal computer operating system	Level 2	3	Reregistered
Elective	7566 Operate personal computer peripherals	Level 2	3	Reregistered
Elective	7568 Demonstrate knowledge of and produce word processing documents using basic functions	Level 2	3	Reregistered
Elective	7572 Demonstrate knowledge of and produce computer spreadsheets using basic functions	Level 2	3	Reregistered
Elective	7573 Demonstrate ability to use the World Wide Web	Level 2	3	Reregistered
Elective	7574 Demonstrate knowledge of and produce a presentation using basic functions	Level 2	3	Reregistered
Elective	8494 Demonstrate an understanding of HIV/AIDS and its implications	Level 2	4	Registered
Elective	8646 Advise Customers about local information	Level 2	4	Registered
Elective	9880 Perform basic welding/joining of metals	Level 2	8	Registered
Elective	9909 Identify and process waste	Level 2	4	Registered
Elective	9965 Render basic first aid	Level 2	3	Registered
Elective	11407 Display an understanding of the International Trading Environment	Level 2	7	Registered
Elective	11408 Understand the basic concepts of Importing and Exporting	Level 2	7	Registered
Elective	11409 Apply a knowledge and understanding of International Trade Documentation	Level 2	7	Registered
Elective	11813 Apply knowledge of self in order to make a life decision	Level 2	3	Registered
Elective	11816 Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	Level 2	2	Registered
Elective	11817 Demonstrate knowledge and understanding of the structures that reinforce and support human rights in South Africa	Level 2	3	Registered
Elective	11818 Investigate work opportunities in order to make a personal career/employment decision	Level 2	2	Registered
Elective	12215 Read, interpret and produce basic engineering drawings	Level 2	6	Registered
Elective	12466 Explain the individual's role within business	Level 2	4	Registered
Elective	7570 Produce word processing documents for business	Level 3	5	Reregistered
Fundamental	7469 Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2	Registered
Fundamental	8962 Maintain and adapt oral communication	Level 2	5	Registered
Fundamental	8963 Access and use information from texts	Level 2	5	Registered
Fundamental	8964 Write for a defined context	Level 2	5	Registered
Fundamental	8967 Use language and communication in occupational learning programmes	Level 2	5	Registered
Fundamental	8982 Demonstrate understanding of rational and irrational numbers and number systems within the context of relevant calculations	Level 2	3	Registered
Fundamental	9007 Work with a range of patterns and functions and solve problems	Level 2	5	Registered
Fundamental	9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3	Registered
Fundamental	12444 Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	Level 2	3	Registered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### Further Education and Training Certificate: Craft Enterprise

SAQA QUAL ID	QUALIFICATION TITLE	
48809	Further Education and Training Certificate: Craft Enterprise	
SGB NAME	SGB Art, Craft & Design	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-4-National Certificate	National Certificate	Visual Arts
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
161	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### PURPOSE OF THE QUALIFICATION

This qualification is primarily intended for application in the craft enterprise environment. The qualification will give the learner the opportunity to obtain the competence in craft enterprise or have their competence recognised, as previously these competence were not formally acknowledged. Learners can also obtain national recognition through a process of RPL. People credited with this qualification are thus able to operate in a craft enterprise.

The qualification is designed to be flexible and accessible so that people are able to consistently demonstrate the competencies required working safely and effectively in craft enterprises in general.

The qualification is the foundation for development into other areas of craft such as design, production, enterprise and marketing.

Learners credited with this qualification are capable of:

- > Communicating in a variety of ways.
- > Using mathematics in practical applications.
- > Designing and developing craft products and ranges of craft products.
- > Producing a craft product range.
- > Marketing of craft product range and operating in a craft enterprise.

This qualification will allow a person to advance to a National Certificate in Craft Operations Management NQF level 5. The qualification will also enhance the social status and productivity within the Arts and Craft industry.

#### Rationale

Legacies of the past resulted in many practitioners within the Craft sector in South Africa to be denied advancement and possible recognition as qualified tradespersons. Both employers and employees in the craft sector have expressed the critical need for technical and business skills based qualifications for those practicing within the craft system. The introduction of a National Certificate in Craft Enterprise based on unit standards will allow learners the opportunity to advance within the formal education system and will also allow for the recognition of prior learning. The qualification reflects the needs of people, not only within the craft sector, but also the wider arts and culture sector, both now and for the future. This qualification also provides learners with access to the National Certificate in Craft Operations Management on the NQF level 5. This will enable learners to pursue different careers within the Arts and Culture sector and contribute

towards the economical and ecological sustainability and improvement of the Craft environment.

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED TO BE IN PLACE**

It is assumed that learners embarking on learning towards this qualification are already competent in the areas of communication, mathematics, and craft production at the NQF level 2 of the Further Education and Training Band.

**Recognition of prior learning (RPL)**

This qualification can be achieved wholly or in part through recognition of prior learning, which includes formal, informal and non-formal learning and workplace experience, in terms of the criteria laid out.

Any learner wishing to be directly assessed may arrange to do so, without participating in further training or education.

**QUALIFICATION RULES**

This qualification is designed as follows:

> All unit standards forming part of the Fundamental and Core components are compulsory. For the elective component 15 credits are required to qualify.

Minimum credits required at each NQF level:

Fundamental:

- > Level 3: 20 credits
- > Level 4: 46 credits
- > Total: 66 credits
- > Total required: 66 credits

Core:

- > Level 4: 80 credits
- > Total: 80 credits
- > Total required: 80 credits

Elective:

- > Level 4: 60 credits
- > Total: 60 credits
- > Total required: 151 credits

TOTAL credits: 206

TOTAL required: 161 credits

**EXIT LEVEL OUTCOMES**

Fundamental and Core:

1. Communicating in a variety of ways.
2. Using mathematics in practical applications.
3. Designing and developing craft products and ranges of craft products.
4. Producing craft product ranges.
5. Marketing of craft product ranges and operating in craft enterprises.

Elective (One Unit Standard of 15 Credits is required to qualify):

6. Designing and developing craft products and ranges of craft products.
7. Producing craft product ranges.
8. Marketing craft product ranges and operating in craft enterprises.



**ASSOCIATED ASSESSMENT CRITERIA**

- 1.1 Oral and written communication is sustained in a variety of contexts.
- 2.1 Financial aspects of personal, business, and national issues are investigated using accepted financial principles.
- 2.2 Findings on life-related problems are logical and based on statistics and probabilities.
- 2.3 Physical quantities of craft materials are accurately measured, estimated and calculated.
- 2.4 Geometrical relationships in two and three-dimensional space are correctly applied in craft design.
- 3.1 Design of craft product produces marketable products.
- 3.2 Different approaches of drawing were accessed to inform the development of prototypes.
- 3.3 Design for marketable craft products range was developed.
- 4.1 Materials, tools and equipment were source and prepared.
- 4.2 Marketable craft product ranges are in line with given prototypes.
- 4.3 Processes and schedules of craft production were achieved.
- 4.4 Production teams were allocated to optimise potential.
- 5.1 Financial, administrative and legal applications are met.
- 5.2 Craft products / ranges were marketed and retailed.
- 6.1 New and innovative craft product was developed.
- 7.1 New production techniques and materials were sourced.
- 8.1 Marketing plans for craft enterprises were developed.
- 8.2 Business plans for a craft enterprises were developed.

**Integrated assessment**

Integrated assessment, at the level of this qualification, provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose and exit level outcomes of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome.

Integrated assessment must judge the quality of the observable performance, and also the quality of thinking that lies behind it. Assessment tools must encourage learners to explain the thinking and decision-making that underpin their demonstrated performance.

The assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognised when awarding credits towards this qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

While the foundational component (literacy, communication and numeracy skills) of this qualification on NQF level 4 can be assessed through occupational contexts and activities relating to craft production, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are truly portable. The primary aim of this qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path they may choose.

**INTERNATIONAL COMPARABILITY**

The Australian National Training Authority (ANTA) recognises craft production competence within the



vocational education and training sector, for Certificates I through IV. Within the ANTA system, Certificate III is year 12, or equivalent to the South African Grade 12 on the National Qualifications Framework (Level 4). Certificate IV is described as follows: the breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or applications in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Craft practitioner learning falls under the field of Art, and include competence to design, make and repair objects which have both functional and artistic qualities, working in wood, metal, glass, leather, ceramics, textiles and other materials. This includes designing the style and shape of objects, using and manipulating materials to make objects according to designs, finishing objects to enhance their artistic and/or practical qualities, and repairing damaged or defective craft objects.

Certificate I in Small Business Enterprise - Aboriginal Arts and Crafts (100 hours of learning) focuses on basic education and employment competence, and covers basic measurement, using basic power tools, occupational health and safety, writing skills, and a minimum of 20 hours of electives chosen from basic drawing, leather craft, oxy acetylene welding, basket weaving, batik, egg artistry - floral art, woodworking, painting, sewing, and traditional aboriginal artefact making.

Certificate II in Art and Craft is a 720-hour qualification, including 400 hours core and 120 hours elective learning, resulting in semi-skilled trade competence. It includes core competence regarding business practice; professional practice; marketing; occupational health and safety; field study; exhibition practice; painting; printmaking; screen printing; and sculpture. Elective competence relates to ceramics; photography; video; textile dyeing-batik; textile dyeing-painting & printing; weaving; screen printing fabric; jewellery; leather craft; printmaking-itaglio. Certificate II is a South African NQF 3 equivalent.

Certificate IV in Aboriginal Arts and Cultural Practices includes 958 hours learning. Selection takes place from various arts areas such as painting, drawing, sculpture, printmaking, photography, ceramics, creative technology (digital arts), Aboriginal contextual studies (project based work), and core learning areas include contemporary Aboriginal arts, drawing, global art history/ theory, exhibition/presentation skills. Core subjects include: Cultural Productions; Exhibitions; Drawing the Human Figure; Drawing/Painting From the Visible World; Contemporary Aboriginal Art; Drawing; Portfolio Documentation & Presentation; Presenting Information. Electives could include: Computers; Document Production; Internet; World Wide Web; Screen Design for Interactivity; Art Photography; Painting; (Relief) Printmaking; Intaglio Printmaking; Art Screen printing; occupational health and safety in Visual Arts & Artists; Colour Theory; Sculpture; Handforming with Multi-Media/Modular Components; Ceramic Materials; Glazes for Visual Arts; Kilns & Firing for Visual Arts; Creative Technology; Arts Industries Studies; Aboriginal Contextual Studies & Art Practical; 2D Imaging for Artists; 2D Animation; Authoring - Multimedia; Design Principles; etc.

Comparable competence is attained in the United Kingdom in the general stream (rather than vocational or occupational learning) on their Level 2, comparable with the South African NQF Level 3. Competence in art, design, business, and engineering are included:

- > 2D and 3D Visual language competence
- > Planning and working to project briefs to ensure clients' needs are met, including planning, creating and developing ideas and prototypes, and using sources, developed through exploring others' work
- > Producing work to a good standard, including producing completed art, craft or design work using materials, techniques and technology
- > Presenting solutions effectively to clients
- > Evaluating work in relation to briefs

The Scottish framework currently does not have any craft standards. Design, and graphic design in marketing is pegged at Level 4 (South African NQF Level 5).

The New Zealand framework includes 10 levels: levels 1 to 3 are of approximately the same standard as senior secondary education and basic trades training, comparable to the South African NQF Level 4. Levels 4 to 6 approximate to advanced trades, technical and business qualifications, comparable to the South African NQF Level 5. Levels 7 and above equate with advanced qualifications of graduate and postgraduate standard, comparable to the South African NQF Levels 6 and higher.

On the New Zealand framework, craft is situated with arts, and specifically, included as a component of visual arts under the following domains:

- > Contextual craft, art, and design practices
- > Craft, art, and design management practices
- > Craft, art, and design practices
- > Craft, art, and design studio practices
- > Professional practice - arts and crafts

No qualifications exist, and each area includes a number of unit standards. The table below compares these unit standards with those that form part of this South African qualification.

- > Explore craft, art, and design materials (Level 1, Credits 4)
- > Explore qualities of materials and surface within craft and art design practice (Level 1, Credits 4)
- > Research the use of craft, art, and design images and objects (Level 1, Credits 1)
- > Explore relationship among surface, material, and form qualities in craft, art, and design practice (Level 2, Credits 6)
- > Explore the use of craft, art, and design techniques, processes, and equipment (Level 2, Credits 10)
- > Research the changing use of craft, art, and design images and objects (Level 2, Credits 2)
- > Explore processes to generate and develop ideas and solve problems in craft, art and design practice (Level 3, Credits 8)
- > Make a presentation about own art work using audio visual equipment (Level 3, Credits 3)
- > Research the relationships between culture and craft and art making (Level 3, Credits 5)
- > Select and explore a technical craft, art, and design process to produce work (Level 3, Credits 10)
- > Explore and identify design process within craft and art design practice (Level 4, Credits 4)
- > Explore communication and presentation methods for craft, art, and design work (Level 4, Credits 7)
- > Explore procedures to produce craft, art, and design work (Level 4, Credits 25)
- > Explore qualities of materials within craft and art design process (Level 4, Credits 4)
- > Research and explore design fundamentals within craft and art design practice (Level 4, Credits 4)
- > Research origins and use craft, art, and design media to communicate self identity (Level 4, Credits 7)
- > Research the environmental impact of craft, art, and design production (Level 4, Credits 7)
- > Research the relationships between people, the world, and craft and art making (Level 4, Credits 7)
- > Explain current tax laws as they apply to a practising artist (Level 5, Credits 3)
- > Explore and apply design fundamentals within craft and art design practice (Level 5, Credits 8)
- > Identify and apply design process within craft and art practice (Level 5, Credits 8)
- > Maintain a healthy and safe working environment for craft, art, and design group practices (Level 5, Credits 20)
- > Practise communication and presentation techniques for craft, art, and design work (Level 5, Credits 4)
- > Prepare and maintain materials to produce craft, art, and design work (Level 5, Credits 20)
- > Prepare funding applications to fund art projects (Level 5, Credits 3)
- > Produce artist statements (Level 5, Credits 3)
- > Research and communicate influences on craft, art, and design practices (Level 5, Credits 12)
- > Research resource issues relating to the use of materials for producing craft, art, and design work (Level 5, Credits 4)
- > Research the relationship between craft, artist and society (Level 5, Credits 12)
- > Use craft, art, design media, techniques, and equipment (Level 5, Credits 20)
- > Analyse, implement, and evaluate design process and principles within craft and art practice (Level 6, Credits 16)
- > Communicate intentions through presentation of craft, art, and design work (Level 6, Credits 4)
- > Examine exhibition and commission contracts in terms of art practice (Level 6, Credits 4)
- > Examine marketing strategies for craft, art, and design work (Level 6, Credits 4)
- > Identify legal practices relating to craft, art, and design practices (Level 6, Credits 4)
- > Install site specific display of own art work (Level 6, Credits 4)
- > Make and maintain tools and equipment for craft, art, and design practices (Level 6, Credits 30)
- > Manage financial practices for craft, art, and design projects (Level 6, Credits 4)
- > Participate in a craft, art, and design project team (Level 6, 9)
- > Photograph and document two dimensional art works for publication (Level 6, Credits 3)
- > Photograph, video and document three dimensional art works for publication (Level 6, Credits 6)
- > Produce an analysis of copyright law in terms of visual arts practice (Level 6, Credits 3)
- > Produce craft, art, and design work to communicate influences on personal identity (Level 6, Credits 9)
- > Produce multiple craft, art, and design works (Level 6, Credits 30)
- > Research resource issues that impact on craft, art, and design practice in Aotearoa-New Zealand (Level 6, Credits 4)
- > Research the relationship between craft, art, and design, society and personal practice (Level 6, Credits 4)

- 9)
- > Analyse the context of personal craft, art, and design work and practice (Level 7, Credits 9)
- > Develop a personal kaupapa within personal craft, art, and design practice (Level 7, Credits 16)
- > Develop marketing strategies and prepare and evaluate a craft, art, and design marketing plan (Level 7, Credits 5)
- > Initiate and complete a community craft, art, and design project (Level 7, Credits 9)
- > Initiate craft, art, and design management goals and objectives (Level 7, Credits 5)
- > Manage a craft, art, and design project team (Level 7, Credits 9)
- > Produce a body of craft, art, and design work which communicates personal kaupapa (Level 7, Credits 30)
- > Research and utilise community and administration structures for craft, art, and design funding (Level 7, Credits 5)
- > Research power structures and produce work on global issues that impact on personal ideology (Level 7, Credits 5)
- > Synthesise techniques and equipment within craft, art, and design practice (Level 7, Credits 30)
- > Use presentation to promote and communicate as part of craft, art, and design practice (Level 7, Credits 5)

### **ARTICULATION OPTIONS**

This qualification will allow a person to articulate vertically to the National Certificate in Craft Operations Management at NQF level 5. This qualification will also provide articulation with a range of qualifications in the art, craft and design areas; and through fundamentals of other NQF level 4 qualifications.

### **MODERATION OPTIONS**

- > Anyone assessing a learner against these standards must be registered as an assessor with the relevant ETQA by SAQA.
- > Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA accredited by SAQA.
- > Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.
- > Assessors registered with the relevant ETQA must carry out the assessment of learners for any of the unit standards that make up this qualification. The assessor must have contextual competence in the form of a certificate, qualification or experience related to the unit standards in which assessments are conducted.

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

Assessors should keep the following general principles in mind when designing and conducting assessment:

- > Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in term of the qualification purpose. Where assessment at across titles or at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show that learner is able to perform in the real situation.
- > All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment:

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- > **Fair:** The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > **Manageable:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

1

### Analyse and review design research information

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115133	Analyse and review design research information		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 5	14

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Extract information relevant to projects.

##### **SPECIFIC OUTCOME 2**

Interpret gathered information.

##### **SPECIFIC OUTCOME 3**

Determine the relationship between the different components of research.

##### **SPECIFIC OUTCOME 4**

Interpreting the research into the design process.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

2

### Conceptualise a range of ideas to solve design problems

SAQA US ID	UNIT STANDARD TITLE		
115154	Conceptualise a range of ideas to solve design problems		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	12

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Generate multiple ideas around design problems.

#### **SPECIFIC OUTCOME 2**

Generate original ideas around design problems.

#### **SPECIFIC OUTCOME 3**

Generate ideas that are relevant to design problems.

#### **SPECIFIC OUTCOME 4**

Generate a variety of concepts.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

3

#### Convey a specific design message

SAQA US ID		UNIT STANDARD TITLE	
115163		Convey a specific design message	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Interpret messages within the context of briefs.

##### **SPECIFIC OUTCOME 2**

Identify, describe and analyse specific target markets and end users.

##### **SPECIFIC OUTCOME 3**

Convey different messages creatively in different contexts, within given timeframes.

##### **SPECIFIC OUTCOME 4**

Convey messages using a variety of different media and 2d and 3d design principles.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

4

#### Create original design messages, forms and arguments

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115116	Create original design messages, forms and arguments		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-PAR-0-SGB Par	Regular	Level 5	16

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Identify and select appropriate design elements and principles.

##### **SPECIFIC OUTCOME 2**

Create a variety of design messages within different contexts.

##### **SPECIFIC OUTCOME 3**

Create a variety of forms that communicate to specific audiences.

##### **SPECIFIC OUTCOME 4**

Create original visual, written and oral design arguments.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

5

#### Find and assess design problems

SAQA US ID	UNIT STANDARD TITLE		
115153	Find and assess design problems		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Define the problems in design briefs.

##### **SPECIFIC OUTCOME 2**

Find and define the problems within design processes.

##### **SPECIFIC OUTCOME 3**

Assess problems within design briefs.

##### **SPECIFIC OUTCOME 4**

Assess problems within design processes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

6

#### Identify elements and principles of a design message

SAQA US ID	UNIT STANDARD TITLE		
115161	Identify elements and principles of a design message		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify communication methods and methodologies.

##### **SPECIFIC OUTCOME 2**

Identify a variety of messages in a variety of designed forms.

##### **SPECIFIC OUTCOME 3**

Identify different elements and principles of design messages.

##### **SPECIFIC OUTCOME 4**

Interpret design messages.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

7

### Implement design projects

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115118	Implement design projects		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 5	12

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Implement a design process according to a plan.

#### **SPECIFIC OUTCOME 2**

Apply the necessary skills and knowledge in order to produce a design product.

#### **SPECIFIC OUTCOME 3**

Identify and use the appropriate tools and resources to implement a design project.

#### **SPECIFIC OUTCOME 4**

Implement design projects within time, budget and media constraints.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

8

#### Locate design problems within collected design research

SAQA US ID	UNIT STANDARD TITLE		
115141	Locate design problems within collected design research		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify design problems within given briefs.

##### **SPECIFIC OUTCOME 2**

Find relevant contexts for problems within collected design research.

##### **SPECIFIC OUTCOME 3**

Interpret design problems using collected research.

##### **SPECIFIC OUTCOME 4**

Find historical/contemporary examples that contribute to solutions to given problems.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

9

#### Monitor and evaluate design projects

SAQA US ID	UNIT STANDARD TITLE		
115119	Monitor and evaluate design projects		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	12

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Accurately identify problems within design projects.

##### **SPECIFIC OUTCOME 2**

Analyse the implementation of design projects.

##### **SPECIFIC OUTCOME 3**

Assess and evaluate design projects.

##### **SPECIFIC OUTCOME 4**

Monitor the design process.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

10

#### Plan and organise the design process

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115120	Plan and organise the design process		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 5	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify the key components of the design process.

##### **SPECIFIC OUTCOME 2**

Apply relevant research findings to the planning of the design process.

##### **SPECIFIC OUTCOME 3**

Develop and structure a plan for the design process within specific resource and time restraints.

##### **SPECIFIC OUTCOME 4**

Organise the design process.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

11

#### Plan, research and organise design projects

SAQA US ID	UNIT STANDARD TITLE		
115117	Plan, research and organise design projects		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	12

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify all aspects of design projects.

##### **SPECIFIC OUTCOME 2**

Create appropriate plans to implement a variety of design projects.

##### **SPECIFIC OUTCOME 3**

Evaluate the plans of design projects.

##### **SPECIFIC OUTCOME 4**

Conduct the appropriate research necessary to implement and organise design projects.

##### **SPECIFIC OUTCOME 5**

Organise a variety of design projects.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

12

#### Select materials, media and processes for production

SAQA US ID	UNIT STANDARD TITLE		
115146	Select materials, media and processes for production		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	16

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Analyse the brief and determine the appropriate materials, media and processes to be used.

##### **SPECIFIC OUTCOME 2**

Select from a variety of design materials.

##### **SPECIFIC OUTCOME 3**

Select from a variety of design media.

##### **SPECIFIC OUTCOME 4**

Select from a variety of processes and relevant technologies.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

13

#### Source design research information

SAQA US ID	UNIT STANDARD TITLE		
115130	Source design research information		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify a variety of design research methods within a given area.

##### **SPECIFIC OUTCOME 2**

Select appropriate design research methodologies for various contexts.

##### **SPECIFIC OUTCOME 3**

Identify and locate appropriate design research information within a given area.

##### **SPECIFIC OUTCOME 4**

Collect and collate appropriate design research information within given timeframes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

14

#### Analyse and evaluate design solutions

SAQA US ID	UNIT STANDARD TITLE		
115159	Analyse and evaluate design solutions		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	12

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Interpreting design solutions accurately.

##### **SPECIFIC OUTCOME 2**

Evaluating and assessing design solutions effectively.

##### **SPECIFIC OUTCOME 3**

Comparing design solutions and extracting the best solutions.

##### **SPECIFIC OUTCOME 4**

Applying critical thinking and problem solving skills to existing design solutions.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

15

### Assess and analyse the interaction between people and design

SAQA US ID	UNIT STANDARD TITLE		
115151	Assess and analyse the interaction between people and design		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	10

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Identify and locate the points of interaction between designs and people.

##### **SPECIFIC OUTCOME 2**

Analyse the contexts of interaction.

##### **SPECIFIC OUTCOME 3**

Interpret the implications of and for interactions within specific and broad contexts.

##### **SPECIFIC OUTCOME 4**

Utilise assessments and analyses of interaction to inform design processes, arguments and projects.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

16

#### Choose appropriate design elements and principles

SAQA US ID	UNIT STANDARD TITLE		
115156	Choose appropriate design elements and principles		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify the various design elements and principles accurately.

##### **SPECIFIC OUTCOME 2**

Choose design elements and principles that will be used to solve design problems effectively.

##### **SPECIFIC OUTCOME 3**

Apply a variety of elements and principles to designs within the design process.

##### **SPECIFIC OUTCOME 4**

Choose elements and principles of design.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

17

#### Compile and present a design portfolio

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115170	Compile and present a design portfolio		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 6	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Ascertain characteristics and requirements of defined contexts.

##### **SPECIFIC OUTCOME 2**

Select relevant works for defined contexts.

##### **SPECIFIC OUTCOME 3**

Select appropriate media, format, scale and mode of presentation for the portfolio.

##### **SPECIFIC OUTCOME 4**

Evaluate final portfolios against the requirements of the defined context.

##### **SPECIFIC OUTCOME 5**

Present a final portfolio.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

18

#### Create a variety of design solutions

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115162	Create a variety of design solutions		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 6	14

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Create a variety of functional design solutions within given timeframes.

##### **SPECIFIC OUTCOME 2**

Create a variety of design solutions that communicate to end-users.

##### **SPECIFIC OUTCOME 3**

Create a variety of creative and original design solutions.

##### **SPECIFIC OUTCOME 4**

Create a variety of design solutions using effective methods of execution.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

19

#### Develop and construct research based design arguments

SAQA US ID	UNIT STANDARD TITLE		
115137	Develop and construct research based design arguments		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	10

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Locate current trends and practices of design within broad historical frameworks.

##### **SPECIFIC OUTCOME 2**

Create valid arguments about design using academic conventions.

##### **SPECIFIC OUTCOME 3**

Create original design arguments that are relevant to the design discipline.

##### **SPECIFIC OUTCOME 4**

Develop and structure coherent and logical arguments visually, verbally and in writing.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

20

#### Develop and refine design solutions

SAQA US ID		UNIT STANDARD TITLE	
115166		Develop and refine design solutions	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	14

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Develop and refine the most appropriate solutions for design problems.

##### **SPECIFIC OUTCOME 2**

Translate concepts into practical and effective design solutions.

##### **SPECIFIC OUTCOME 3**

Execute design solutions with professional finish.

##### **SPECIFIC OUTCOME 4**

Use appropriate technology effectively and successfully in the implementation of design solutions.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

21

#### Establish a design process

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115158	Establish a design process		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 6	10

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Accurately identify problems within design processes and design development.

##### **SPECIFIC OUTCOME 2**

Choose appropriate methods with which to solve problems.

##### **SPECIFIC OUTCOME 3**

Apply the appropriate measures to rectify and solve problems.

##### **SPECIFIC OUTCOME 4**

Continually analyse own design processes and the processes of others in order to identify problems.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

22

**Identify and select the technological skills, methodologies and technological processes needed to produce a final design product**

SAQA US ID	UNIT STANDARD TITLE		
115150	Identify and select the technological skills, methodologies and technological processes needed to produce a final design product		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	16

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Analyse the brief to determine the need and appropriateness for technological skills and processes.

##### **SPECIFIC OUTCOME 2**

Identify a variety of technological methods and methodologies.

##### **SPECIFIC OUTCOME 3**

Select a variety of potential technological skills, methods and processes.

##### **SPECIFIC OUTCOME 4**

Identify the steps in the technological process and plan actions appropriate.

##### **SPECIFIC OUTCOME 5**

Assess and evaluate the effectiveness of the selected technological skills, methods and processes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

23

#### Locate design roles

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115168	Locate design roles		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 6	8

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Locate design roles and their function within the contexts of industry.

##### **SPECIFIC OUTCOME 2**

Locate design roles within the interrelationship between the different disciplines of design.

##### **SPECIFIC OUTCOME 3**

Locate the role of design and the designer within the greater economy and South African society.

##### **SPECIFIC OUTCOME 4**

Define the role and function of the designer in the context of a design company.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

24

### Operate industry related computer hardware and software for design

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115126	Operate industry related computer hardware and software for design		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 6	14

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Select appropriate hardware and software.

#### **SPECIFIC OUTCOME 2**

Operate appropriate software in the production of design.

#### **SPECIFIC OUTCOME 3**

Troubleshoot common computer related problems.

#### **SPECIFIC OUTCOME 4**

Contextualise the computer as a tool within the design process.

#### **SPECIFIC OUTCOME 5**

Produce final designs using relevant hardware and software.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

25

**Operate multiple computer software packages exceeding the fundamental ones and practice varying production techniques**

SAQA US ID	UNIT STANDARD TITLE		
115165	Operate multiple computer software packages exceeding the fundamental ones and practice varying production techniques		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	20

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Operate a wide variety of relevant computer software packages.

**SPECIFIC OUTCOME 2**

Produce designs using multiple and alternative software and hardware.

**SPECIFIC OUTCOME 3**

Contextualise computer technology within the design process, on a theoretical and practical basis.

**SPECIFIC OUTCOME 4**

Identify and select alternative production technologies and techniques.

**SPECIFIC OUTCOME 5**

Use alternative production techniques to complete a design product.

**SPECIFIC OUTCOME 6**

Assess and evaluate the effectiveness of alternative production processes.



# SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

26

### Present and explain creative ideas and design solutions

SAQA US ID	UNIT STANDARD TITLE		
115143	Present and explain creative ideas and design solutions		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	16

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Analyse and interpret design solutions.

##### **SPECIFIC OUTCOME 2**

Identify and explain the designer's choices in terms of elements, messages etc.

##### **SPECIFIC OUTCOME 3**

Present clear, professional, and convincing explanations of design solutions.

##### **SPECIFIC OUTCOME 4**

Construct good presentations, papers and orals that communicate clearly.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

27

#### Produce a variety of designs

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115157	Produce a variety of designs		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 6	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Develop a variety of designs using different technologies and technological processes.

##### **SPECIFIC OUTCOME 2**

Implement a variety of technologies to produce a variety of final designs.

##### **SPECIFIC OUTCOME 3**

Implement a variety of technological processes to produce a variety of final designs.  
Assessment.

##### **SPECIFIC OUTCOME 4**

Assess the effectiveness of a variety of technologies and technological methods used in a design.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

28

#### Solve diverse design problems

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115164	Solve diverse design problems		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 6	14

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify a variety of different design problems within given briefs.

##### **SPECIFIC OUTCOME 2**

Identify appropriate solutions for diverse problems.

##### **SPECIFIC OUTCOME 3**

Identify and select appropriate methodologies and technologies to solve diverse problems.

##### **SPECIFIC OUTCOME 4**

Plan the design process according to the type of problems and within given media and time restraints



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

29

**Source a variety of design materials**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
115169	Source a variety of design materials		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Art, Craft & Design		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Visual Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-VIA-0-SGB ACD	Regular	Level 6	6

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify appropriate alternative design materials.

##### **SPECIFIC OUTCOME 2**

Choose appropriate alternative design materials.

##### **SPECIFIC OUTCOME 3**

Find and locate alternative design materials.

##### **SPECIFIC OUTCOME 4**

Assess and evaluate the effectiveness of alternative design materials.

No. 627

21 May 2004

Established in terms of Act 58 of 1995**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Performing Arts**

Registered by NSB 02, Arts & Culture, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications and unit standards. The qualifications and unit standards can be accessed via the SAQA web-site at [www.saqa.org.za](http://www.saqa.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum, 1067 Arcadia Street, Hatfield.

Comment on the qualifications and unit standards should reach SAQA at the address ***below and no later than 21 June 2004***. All correspondence should be marked **Standards Setting – SGB for Performing Arts** and addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. D Mphuthing*

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431 5144

e-mail: [dmphuthing@saqa.co.za](mailto:dmphuthing@saqa.co.za)

**JOE SAMUELS**

**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### Further Education and Training Certificate: Performing Arts

SAQA QUAL ID	QUALIFICATION TITLE	
48808	Further Education and Training Certificate: Performing Arts	
SGB NAME	SGB Performing Arts	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-4-National Certificate	National Certificate	Performing Arts
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
150	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### PURPOSE OF THE QUALIFICATION

This qualification provides qualifying learners with the underlying performing arts knowledge, skills and values in order to become competent and professional practitioners of the performing arts; be employed or self-employed within the performing arts industry and apply for further learning in specific areas of the performing arts

The qualifying learner is capable of:

- > Presenting performances that engage the audience using appropriate elements of performance craft and technique, as well as
- > Interpreting and conceptualising performance using knowledge of the text, context, forms and approaches of the performing arts.

#### Rationale

The aim of this qualification is to produce qualified, professional performing artists who will contribute to the South African Performing Arts Industries in creative and meaningful ways. It will equip qualifying learners with basic competencies in the performing arts in order to work successfully as actors, dancers, composers, choreographers, directors, writers, collaborators, administrators and technical staff.

Qualifying learners should be innovative, multi-skilled and competitive in the competencies necessary to ensure employment in the performing arts and be able to manage their own careers in ways so as to generate employment and to reinvigorate the performing arts in South Africa. At level 4 it is important that learners are equipped with a range of competencies across possible roles or areas of activity, as in South Africa, performing artists are usually required to fulfill a range of functions in order to sustain their career.

#### RECOGNIZE PREVIOUS LEARNING?

Y

#### LEARNING ASSUMED TO BE IN PLACE

Learners should be able to read, write and communicate in two official languages at the level of NQF Level 3. Furthermore, learners should have developed the competencies associated with the GET certificate, which include general competencies relating to arts and culture. Learners who register for the qualification should have fulfilled all the existing requirements of the previous level.

Learners who register for this qualification need to demonstrate an acceptable level of potential in their chosen performing arts area, through a fair and unbiased appraisal of their abilities in an audition situation



by experts in the field.

#### Recognition of prior learning (RPL)

RPL takes place through a process of assessment of previously obtained competence. This qualification can be achieved wholly or in part through recognition of prior learning, which includes formal, informal and non-formal learning and workplace experience, in terms of the criteria laid out. Any learner wishing to be directly assessed may arrange to do so, without participating in further training or education.

This has particularly important ramifications for entry into Higher Education and Training. The use of auditions or other practical assessments to ascertain whether learners have the competencies implied by the Unit standards can be used to determine entrance into a Level 5 or 6 Performing Arts qualification. RPL will be recognised through a process of assessment of previously obtained skills and knowledge.

#### QUALIFICATION RULES

##### Rules of combination

The fundamental and core unit standards are compulsory for all learners completing this qualification. In the Electives, there are three streams of unit standards, from which learners can select unit standards. They need to select unit standards amounting to 24 or more credits.

Level 2 computing skills are offered as an elective, as learners may come to this qualification without having had any previous IT experience. It is important that learners become computer literate if possible.

#### EXIT LEVEL OUTCOMES

##### Fundamental and Core

1. Communicate in a variety of ways
2. Use mathematics in practical applications
3. Present performances that engage specific audiences using appropriate elements of performance craft
4. Integrate elements of performances using all appropriate knowledge of performance (methods, and performance craft)
5. Critically reflect on and evaluate performances and performance texts
6. Work in groups accepting constructive criticism, using knowledge of group dynamics and communication techniques within the performance context

##### Elective (at least one outcome required to qualify)

7. Create, direct, design or perform within the creative process of the performing arts
8. Use a range of performance technology, resources and terminology
9. Administer basic financial and marketing plans for performances

#### ASSOCIATED ASSESSMENT CRITERIA

##### Fundamental and Core

- 1.> Oral and written communication is sustained in a variety of contexts
  - > Texts are analysed and evaluated in a variety of contexts
  - > Language is used effectively within the performing arts sphere
  - > Creative and functional aspects of language are utilised
- 2.> Financial aspects of personal, business, and national issues are investigated using accepted financial principles
  - > Findings on life-related problems are logical and based on statistics and probabilities
  - > Physical quantities of craft materials are accurately measured, estimated and calculated
  - > Geometrical relationships in two and three-dimensional space are correctly applied in performing arts' contexts

- 3.> Performances, characters, roles or messages are developed using appropriate knowledge of performance text, contexts, methodologies and approaches
  - > Performance skills and techniques are demonstrated in performance in various contexts

- > Performances are adapted to audiences and performance contexts by applying appropriate theatrical and cultural conventions
- > Features of audiences are identified and reflected upon to inform performances

- 4.> A range of literacies are used simultaneously to communicate effectively in performance
- > Resources, technologies and techniques in the performing arts are used effectively to communicate with the audience
  - > Performances are based on developed concepts
  - > Aspects of performance craft inform performances

- 5.> Performance texts are analysed according to generic principles and specific criteria
- > Performance texts are interpreted within the appropriate context using knowledge of the text, context, as well as of the forms and approaches used
  - > Own and others' performances are evaluated according to given criteria
  - > Cultural and aesthetic sensitivity is used when evaluating

- 6.> Concepts of effective group dynamics are developed in planning and rehearsal processes
- > Personal, artistic and social discipline are used to contribute to effective work in an ensemble
  - > Constructive criticism is given and accepted in appropriate contexts
  - > The role of each member of the performing arts team is identified and understood

Elective (at least one outcome required to qualify)

- 7.> Conceptualisation of performance informs all creative processes
- > Visual and aural aspects of performance are considered in the conceptualisation
  - > Problem-solving skills and team work skills are used to ensure an effective working process
  - > Processes and schedules for performance are achieved
  - > Competent performances are presented which are visually and aurally effective

- 8.> Performance resources, technologies and techniques are utilised appropriately and innovatively
- > Safety procedures are followed when using performance technology
  - > Technical terminology is appropriately utilised for clear communication between team members
  - > Performance and rehearsal processes are managed for efficient running
  - > Technological elements are integrated to ensure the realisation of the performance concept

- 9.> Marketing plans for performances are developed
- > Business plans for performances are developed
  - > Budgets are developed and monitored
  - > Basic computer operational skills are used in planning for performances
  - > Spreadsheets are used to exercise basic financial control
  - > Word processing skills are used in presenting, recording, researching and planning for performances

#### Integrated assessment

Integrated assessment at the level of qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose and exit level outcomes of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome. Integrated assessment must judge the quality of the observable performance, and also the quality of thinking that lies behind it. Assessment tools must encourage learners to explain the thinking and decision-making that underpin their demonstrated performance.

The assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognised when awarding credits towards this qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

While the foundational component (literacy, communication and numeracy skills) of this qualification on NQF level 4 can be assessed through occupational contexts and activities relating to the performing arts, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are truly portable. The primary aim of this qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path they may choose.

### **INTERNATIONAL COMPARABILITY**

Various international Qualifications Authorities have Performing Arts qualifications which relate closely to this qualification:

New Zealand and Australia both have National Certificates and Diplomas in Performing Arts, which range across vast levels (New Zealand from Level 1 to 6, and Australia from Certificate to Advanced Diploma). The approach of these qualifications are, like the one presently proposed, that learners can choose a stream which will then apply to the Unit Standards. Also, learners need to choose alternative performing art forms for the elective components of the qualifications.

### **ARTICULATION OPTIONS**

#### **Vertical Articulation:**

This qualification will articulate vertically upward with the NQF Level 5 National Diploma in Performing Arts (currently being written), the National Diploma in Live Event Technical Production Services (NQF level 5), the NQF level 5 National Certificate in Popular Music Performance (NQF Level 5), the Professional Diploma in Education (Dance) at NQF Level 5, and other similar certificates or diplomas, including the following certificates and diplomas:

- > National Certificate in Popular Music Sound Engineering (Level 5);
- > National Certificate in Popular Music Composition (Level 5);
- > Diploma in Light Music (Level 5);
- > Diploma in Contemporary Music (Level 5).

It will articulate vertically downward with Learners who have achieved the GETC and those who have achieved Unit standards in Performance at levels 2 and 3 on the NQF.

#### **Horizontal Articulation:**

It will articulate horizontally with those learners who have successfully completed the FETC, taking such subjects as Dance, Dramatic Arts and Music. These learners will have achieved the qualification partially and may decide to supplement their FETC with the relevant unit standards in order to achieve this FETC in Performing Arts at NQF Level 4.

It will also articulate horizontally with the FETC in Live Event Technical Production Services: NQF level 4.

### **MODERATION OPTIONS**

Internal moderation is conducted on an ongoing basis, and takes the form of base-line, formative, summative and continuous assessment.

External moderation is conducted at the end of the period of learning by a team including industry professionals, and registered assessors. They assess the major practical performance projects and other summative assessments.

Anyone assessing a learner against these standards must be registered as an assessor with the relevant ETQA by SAQA. Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA accredited by SAQA. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures. Assessors registered with the relevant ETQA

must carry out the assessment of learners for any of the unit standards that make up this qualification. The assessor must have contextual competence in the form of a certificate, qualification or experience related to the unit standards in which assessments are conducted.

External moderators and assessors must be in possession of:

- > An applicable qualification, at least one level higher than the level within which the assessment is taking place, and
- > Must have the necessary minimum industry experience to be determined by the SETA

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

Assessors should keep the following general principles in mind when designing and conducting assessment:

- > Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in terms of the qualification purpose. Where assessment across titles or at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show that learner is able to perform in the real situation.
- > All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment:

- > Appropriate: The method of assessment is suited to the performance being assessed.
- > Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > Manageable: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- > Integration into work or learning: Evidence collection is integrated into work or learning process where this is appropriate and feasible.
- > Valid: The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- > Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible.
- > Authentic: The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Assessment learners understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgment again in similar circumstances. The judgment made is similar to the judgment that would be made by other assessors.

In evaluating performances, specifically, the following points should be taken into consideration:

- > Preparation for and understanding of performance
- > Communication through visual and aural media
- > Stage craft and performance technique
- > Creation of appropriate genre, style, performance form
- > Professionalism and performance discipline
- > Assessment of and adaptation to audience needs

### **NOTES**

N/A



**UNIT STANDARDS****(Note: A blank space after this line means that the qualification is not based on Unit Standards.)**

	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>	<b>STATUS</b>
Core	114546 Identify job opportunities within the performing arts industry	Level 3	4	Draft - Prep for P Comment
Core	114550 Practice performance form	Level 3	8	Draft - Prep for P Comment
Core	114542 Perform performance form	Level 4	15	Draft - Prep for P Comment
Core	114543 Conceptualise performance texts and performances	Level 4	8	Draft - Prep for P Comment
Core	114545 Use audience responses in performing	Level 4	5	Draft - Prep for P Comment
Core	114547 Practice physical techniques for communication in performance	Level 4	20	Draft - Prep for P Comment
Core	114551 Analyse performance texts in context	Level 4	10	Draft - Prep for P Comment
Elective	7548 Use personal computer operating system	Level 2	3	Reregistered
Elective	7568 Demonstrate knowledge of and produce word processing documents using basic functions	Level 2	3	Reregistered
Elective	7572 Demonstrate knowledge of and produce computer spreadsheets using basic functions	Level 2	3	Reregistered
Elective	7574 Demonstrate knowledge of and produce a presentation using basic functions	Level 2	3	Reregistered
Elective	10385 Develop a business plan for a small business	Level 4	5	Registered
Elective	10387 Investigate ways of managing financial risk in own lives	Level 4	6	Registered
Elective	10388 Interpret basic financial statements	Level 4	3	Registered
Elective	114511 Set-up and strike equipment, material and tools	Level 4	15	Draft - Prep for P Comment
Elective	114548 Create original performances	Level 4	12	Draft - Prep for P Comment
Elective	114549 Direct performances	Level 4	12	Draft - Prep for P Comment
Elective	114552 Design aspects for performances	Level 4	10	Draft - Prep for P Comment
Elective	114553 Stage manage performances	Level 4	8	Draft - Prep for P Comment
Elective	114554 Perform arts administration functions	Level 4	10	Draft - Prep for P Comment
Elective	114516 Operate (apply) equipment, material and tools	Level 5	15	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Registered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Certificate: Live Event Technical Production*

SAQA QUAL ID	QUALIFICATION TITLE	
48669	National Certificate: Live Event Technical Production	
SGB NAME	SGB Performing Arts	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-4-National Certificate	National Certificate	Performing Arts
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
134	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### **PURPOSE OF THE QUALIFICATION**

The National Certificate in Live Event Technical Production (NQF Level 4) is an entry-level qualification to the live event industry. This industry includes but is not limited to:

- > Performing Arts such as dance, musicals, opera, revue, cabaret, variety, magicians, mime, poetry, etc.
- > Industrial, Children's, Youth, Educational, Street, Community, Development etc. theatre
- > Live Music
- > Circus performances
- > Drama in education
- > Stand-up comedy
- > Pyrotechnics / fireworks
- > Laser shows
- > Launches / conferences / promotions / award ceremonies and other events

This qualification will allow entry into ONE of the following areas of application:

- > Stage (Setting and Structures)
- > Audio/Visual (Lighting, Sound and Video)
- > Styling (Costumes, Makeup, Properties and Décor)
- > Special Effects (Pyrotechnics, Lasers, Water and Fire)

Qualifying learners are capable of:

- > Investigating and monitoring the financial aspects of personal, business and national issues
- > Critically interrogating and effectively communicating findings on life-related problems.
- > Measuring, estimating and calculating physical quantities and exploring, critiquing and proving geometrical relationships in two and three dimensional space in the life and workplace
- > Engaging in sustained oral communication
- > Evaluating spoken texts
- > Reading, analysing and responding to a variety of texts
- > Writing for a wide range of contexts
- > Using language and communication in occupational learning programmes
- > Using computers as an end user
- > Packing and unpacking equipment, material and tools for live events
- > Loading-in and loading-out equipment, material and tools for live events
- > Setting-up and striking equipment, material and tools for live events

- > Assembling and disassembling equipment, material and tools for live events
- > Operating equipment, material and tools for live events
- > Co-ordinating the use of equipment, material and tools for live events
- > Rendering basic first aid
- > Safely extinguishing fires
- > Managing stress

Qualifying learners will also elect to attain competencies from the following:

- > Effectively planning business
- > Operating a legal new venture
- > Marketing for a new venture
- > Negotiating in business
- > Managing finances for a new venture

The qualification is generic across these areas of application, to ensure equivalence within the technical production services industry.

#### Rationale for the qualification

To date the only means of entry into the live event industry has been based upon the need for stagehands having little more than a school-leaving certificate and of employment age. The career path for all entrants has been dependant on the employee's/freelancer's ability to learn the industry on his/her own.

This may have been sufficient in the past, however, due to the globalisation of the industry into the world market and the increasing level of regulatory standards being enforced across the industry, the industry can no longer rely on ad-hoc learning. A coherent learning approach has to be adopted to ensure that the employee/ freelancer attains the necessary knowledge, skills and values required to successfully integrate into the industry. Learners can include those already employed in the industry, those with matric, as well as the unemployed.

The qualification outlined below is an entry-level qualification at NQF level 4. Upon qualifying, the learner will be able to gain entry into the heart of the live event technical production industry. This qualification should create a highly productive individual with safety at the forefront of all work done. Pride of place will be instilled and the socio-economic well-being of the country ensured through sustainable development of the industry.

#### RECOGNIZE PREVIOUS LEARNING?

Y

#### LEARNING ASSUMED TO BE IN PLACE

This qualification and its credits were developed based on the assumptions that, before learning towards this qualification, learners are capable of:

- > Accommodating audience and context needs in oral communication (Language and Communication competence at NQF Level 3)
- > Interpreting and using information from texts (Language and Communication competence at NQF Level 3)
- > Writing texts for a range of communicative contexts (Language and Communication competence at NQF Level 3)
- > Using language and communication in occupational learning programmes (Language and Communication competence at NQF Level 3)
- > Using different number bases and measurement units and an awareness of error in the context of relevant calculations (Mathematic Literacy at NQF Level 3)
- > Describing, applying, analysing and calculate the shape and motion in 2- and 3-dimensional space in different contexts (Mathematic Literacy at NQF Level 3)
- > Investigating life and work related problems using data and probabilities (Mathematic Literacy at NQF Level 3)
- > Using mathematics to investigate and monitor the financial aspects of personal, business issues (Mathematic Literacy at NQF Level 3)

Recognition of prior learning (RPL)



This qualification can be achieved in whole or in part through recognition of prior learning (RPL). Agreements between an applicant and the learning provider will be entered into for applicants that can demonstrate their competence in the outcomes of unit standards and the qualification. Evidence to this effect must be provided and assessed by a registered assessor. The applicant must make application to relevant ETQA who will assess the applicant's suitability to undergo RPL.

### **QUALIFICATION RULES**

#### **Rules of combination**

This qualification is designed as follows:

Upon the successful completion of this qualification the learner will be able to provide technical support within ONE of the following areas of application:

- > Staging (Setting and Structures)
- > Audio-Visuals (Lighting, Sound and Video)
- > Styling (Costumes, Makeup, Properties and Décor)
- > Special Effects (Pyrotechnics, Lasers, Water and Fire)

Note that all Unit Standards attempted for this qualification must cover learning in ONE AND THE SAME area of application.

Qualification: 134 Credits

#### **Compulsory:**

- > All Fundamental Unit Standards (42 Credits)
- > All Core Unit Standards (85 Credits)

Optional at least 7 credits, from Elective Unit Standards, in the following "packages":

#### **Entrepreneurship**

- > Develop a business plan for a small business (5 Credits)
- > Investigate the possibilities of establishing and running a small business enterprise (3 Credits)

#### **Deal with customers**

- > Identify and utilise marketing resources to meet objectives (4 Credits)
- > Negotiate an agreement or deal in an authentic work situation (3 Credits)

#### **Finances**

- > Interpret basic financial statements (3 Credits)
- > Investigate ways of managing financial risk in own lives (6 Credits)

### **EXIT LEVEL OUTCOMES**

#### **Fundamental and Core**

1. Use mathematics for personal and business applications
2. Use and interpret language effectively for verbal and non-verbal communication
3. Use information technology in the workplace to enhance overall efficiency and effectiveness
4. Prepare set-up and strike of equipment, material and tools for live events
5. Operate and maintain equipment, material and tools during live events,
6. Promote the safety of self and others
8. Organise and manage themselves and their activities within live event technical production contexts.

#### **Elective (7 required to qualify)**

9. Establish and run a small business optimally
10. Deal with customers in a technical productions context
11. Make financial decisions that are optimal for a given context

### **ASSOCIATED ASSESSMENT CRITERIA**

1. National regional and personal budgets are analysed. Calculations and the use of statistics are correct.

Calculations and instruments are used and taken into account when reporting final values.

2. Verbal and non-verbal communication is used effectively. Text and subtext of verbal and non-verbal communication is identified and acted on. Communication is used to learn individually or in groups, effectively and efficiently.

3. The need for and applications of information technology is placed within the workplace context. Applications of information technology is used in the workplace to the benefit of the individual and the organisation.

4. Technology is used effectively and critically. Equipment is set up and struck in a manner which is responsible towards the environment and health of others, and working effectively with others. Any discrepancies to the norm are reported accurately and to relevant supervisors.

5. Technology is used effectively and critically. Equipment is Operated and maintained in a manner which shows responsibility towards the environment and health of others, and working effectively with others. Operations are completed according to acceptable industry practice following instructions.

6. First Aid assistance is rendered recognised fire types are extinguished safely and while working with others. All relevant safety standards are adhered to and the necessary Personal Protective Equipment is worn correctly.

7. Personal and working lives are managed responsibly and effectively. Stress is managed to an optimal level

Elective (7 required to qualify)

8. A business plan is developed to guide the initial strategy and operations of the business. Agreements are negotiated with clients in a way that respects the wishes of both parties. Human resources, operations, marketing and finance is competently handled.

9. Marketing resources are identified and utilised to meet business objectives, whilst seeing the business within the context of the entire industry. Negotiations are undergone with customers in a way shows effective working with others

10. Financial statements are analysed and interpreted showing technological competence. Financial risk in own life is managed in way that risks are placed within the whole system of a career.

#### Integrated Assessment

Integrated assessment at the level of qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of exit level outcomes.

Integrated assessment must judge the quality of the observable performance, and also the quality of thinking that lies behind it. Assessment tools must encourage learners to explain the thinking and decision-making that underpin their demonstrated performance. The assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognised when awarding credits towards this qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies. A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

While the foundational component (literacy, communication and numeracy skills) of this qualification on NQF level 4 can be assessed through occupational contexts and activities relating to live event technical production, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are truly portable. The primary aim of this qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path they may choose.

All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

- > Appropriate: The method of assessment is suited to the performance being assessed.
- > Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > Manageable: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- > Integration into work or learning: Evidence collection is integrated into work or learning process where this is appropriate and feasible.
- > Valid: The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- > Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible.
- > Authentic: The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

### **INTERNATIONAL COMPARABILITY**

The unit standards in this qualification have been developed with due consideration of international standards for the same level of learning and application. Specific comparisons have been made with the standards of New Zealand, Australia and Scotland.

#### **New Zealand**

Relevant registered Unit Standards in New Zealand that relate to the present qualification include:

- > Explain rudimentary principles of sound and electronics in relation to performing arts technology, level 1, 2 credits.
- > Demonstrate knowledge and skills in make up design and application for a stage production, level 3, 6 credits.
- > Describe the operation of public address and recording systems for a performing arts situation, level 3, 2 credits.
- > Develop a set design concept and model for stage production, level 3, 6 credits
- > Develop costume design concept and presentation drawings for stage production level 3, 6 credits.
- > Operate a MIDI system for a performing arts situation, level 3, 3 credits.
- > Operate a recording system for a performing arts situation, level 3, 2 credits
- > Operate and maintain a public address system for a performing arts situation, level 3, 2 credits.

#### **Australia**

Technical production qualifications ranging from a first Certificate, to an advanced Diploma are registered in Australia. Most relevant to the present qualification are the following Australian qualifications:

- > Certificate III in Entertainment (Set Manufacture)
- > Certificate III in Entertainment (Props Manufacture)
- > Certificate III in Entertainment (Lighting Operations)
- > Certificate III in Entertainment (Sound Operations)
- > Certificate III in Entertainment (Audiovisual Operations)

There are around 40 units of competency in these qualification packages that resemble those of the present qualification (for example: Prepare, rig, test and modify lighting equipment, Operate audiovisual equipment):

#### **Scotland**

The following Scottish qualifications, with their units, relate to the South African National Certificate: Live Event Technician (level 4)

- > Sound Direction (Live Performance) Level 4 (Qualification), Align and equalise a PA sound system (Example of Unit).
- > Sound Direction (Live Performance) Level 3 (Qualification), Rig and position sound equipment to specification (Example of Unit).
- > Lighting (Live Performance) Level 3 (Qualification), Plot and rehearse lighting states (Example of Unit).
- > Costume (Live Performance) Level 4 (Qualification), Ensure our own actions reduce risks to health and safety in the workplace (Example of Unit).

#### Overall Comparison

There is vast congruence between the qualifications reviewed here and the South African qualification (although the titles of unit standards may, at times, mask the similarities). In the New Zealand, Australian and Scottish qualifications, the unit standards / competency standards often specify the type of equipment that is to be set-up, operated, and disassembled, whereas the South African Qualification concentrates on the competencies required to perform activities; the range statements of the unit standards stating the equipment category opinions, so that a learner can choose the equipment type most relevant to this field of interest.

One area of difference that occurs between the South African the Scottish qualifications is the mandatory and the elective content. Whereas the Scottish qualifications have mandatory "business" units (for e.g. Support efficient use of resources") and elective technical units, the South African qualification, for most part, addresses technical competencies in the Core / mandatory component and supplementary aspects (such as business) in the elective component.

#### ARTICULATION OPTIONS

This qualification will allow horizontal articulation with any Further Education and Training Certificate (NQF Level 4) through the Fundamental component. Also, upward vertical articulation is possible with a diploma in Live Event Technical Production (NQF Level 5) and a National Certificate in Operations Management (NQF Level 5).

#### MODERATION OPTIONS

The learning provider must provide internal and external moderation and all assessments must be moderated by the relevant ETQA

Anyone assessing a learner against the qualification and unit standards must be registered as an assessor with the relevant ETQA by SAQA.

Any institution offering learning that will enable achievement of the qualification and unit standards or will assess the qualification and unit standards must be accredited as a provider with the relevant ETQA.

Moderation of assessment will be overseen by relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

Assessors registered with the relevant ETQA must carry out the assessment of candidates for the qualification or any of the unit standards that make up this qualification. The assessor must have contextual competence in the form of a qualification or relevant experience related to the qualification and unit standards against which assessments will be conducted.

#### CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

#### NOTES

N/A

**UNIT STANDARDS****(Note: A blank space after this line means that the qualification is not based on Unit Standards.)**

	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>	<b>STATUS</b>
Core	110075 Apply basic fire fighting techniques	Level 1	3	Registered
Core	9965 Render basic first aid	Level 2	3	Registered
Core	114508 Pack equipment, material and tools	Level 3	7	Draft - Prep for P Comment
Core	114510 Load equipment, material and tools	Level 3	7	Draft - Prep for P Comment
Core	114511 Set-up and strike equipment, material and tools	Level 4	15	Draft - Prep for P Comment
Core	114514 Maintain equipment and tool parts	Level 4	15	Draft - Prep for P Comment
Core	15096 Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5	Registered
Core	114516 Operate (apply) equipment, material and tools	Level 5	15	Draft - Prep for P Comment
Core	114518 Co-ordinate the use of equipment, material and tools	Level 5	15	Draft - Prep for P Comment
Elective	10013 Identify and utilise marketing resources to meet objectives	Level 4	4	Registered
Elective	10385 Develop a business plan for a small business	Level 4	5	Registered
Elective	10386 Investigate the possibilities of establishing and running a small business enterprise (SMME)	Level 4	3	Registered
Elective	10387 Investigate ways of managing financial risk in own lives	Level 4	6	Registered
Elective	10388 Interpret basic financial statements	Level 4	3	Registered
Elective	13948 Negotiate an agreement or deal in an authentic work situation	Level 4	5	Registered
Fundamental	7547 Operate a personal computer system	Level 2	6	Reregistered
Fundamental	14108 Measure, estimate, calculate physical quantities, explore, describe and represent, interpret, justify geometrical relationships in 2 & 3-dimensional space relevant to the life or workplace of the comm	Level 3	4	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

1

**Identify job opportunities within the performing arts industry**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114546	Identify job opportunities within the performing arts industry		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Performing Arts		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Performing Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-PAR-0-ISGB 00-02	Regular	Level 3	4

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Identify the key role-players in the performing art's industry for own career-path planning.

#### **SPECIFIC OUTCOME 2**

Investigate education and career opportunities in the performing arts.

#### **SPECIFIC OUTCOME 3**

Develop entrepreneurial skills, knowledge, attitudes and values.

#### **SPECIFIC OUTCOME 4**

Reflect on own career path in the performing arts.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

2

## Load equipment, material and tools

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114510	Load equipment, material and tools		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Performing Arts		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Performing Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-PAR-0-ISGB 00-02	Regular	Level 3	7

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Prepare and load vehicles for safe and secure transport of equipment, material and tools.

**SPECIFIC OUTCOME 2**

Prepare and transport equipment, material and tools for safe and secure arrival at destination.

**SPECIFIC OUTCOME 3**

Prepare and unload vehicles according to industry norms and standards.

**SPECIFIC OUTCOME 4**

Ensure effective operation of transport vehicles to promote optimal use of resources.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

3

#### Pack equipment, material and tools

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114508	Pack equipment, material and tools		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Performing Arts		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Performing Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-PAR-0-ISGB 00-02	Regular	Level 3	7

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Collate equipment, material and tools and their respective ancillary equipment into complete units.

##### **SPECIFIC OUTCOME 2**

Pack and unpack technical production equipment, material and tools safely and securely.

##### **SPECIFIC OUTCOME 3**

Dispatch containers to various designated and suitable holding areas.

##### **SPECIFIC OUTCOME 4**

Effect general maintenance on technical production equipment to ensure optimal functioning.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

4

## Practice performance form

SAQA US ID		UNIT STANDARD TITLE	
114550		Practice performance form	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Performing Arts		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Performing Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 3	8

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Explore a text, role or character.

**SPECIFIC OUTCOME 2**

Use personal resources and skills to become competent in a performance form.

**SPECIFIC OUTCOME 3**

Use basic elements of stagecraft in practising a performance form.

**SPECIFIC OUTCOME 4**

Co-operate with others in a rehearsal process.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

5

#### Analyse performance texts in context

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114551	Analyse performance texts in context		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Performing Arts		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Performing Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-PAR-0-ISGB 00-02	Regular	Level 4	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify elements of performance texts and their contexts.

##### **SPECIFIC OUTCOME 2**

Compare performance texts and their contexts.

##### **SPECIFIC OUTCOME 3**

Research performance texts and their contexts.

##### **SPECIFIC OUTCOME 4**

Evaluate choices in own performance work and in that of others.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

6

## Conceptualise performance texts and performances

SAQA US ID	UNIT STANDARD TITLE		
114543	Conceptualise performance texts and performances		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Performing Arts		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Performing Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 4	8

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Research concepts related to performances and performance texts.

**SPECIFIC OUTCOME 2**

Select concept for a performance.

**SPECIFIC OUTCOME 3**

Select skills and resources in order to bring concept to fruition.

**SPECIFIC OUTCOME 4**

Analyse own personal, collective, cultural and artistic choices in regard to a performance.



# SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

7

### Create original performances

SAQA US ID	UNIT STANDARD TITLE		
114548	Create original performances		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Performing Arts		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Performing Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 4	12

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Analyse approaches to the creation of original performance.

#### **SPECIFIC OUTCOME 2**

Implement process of creative engagement.

#### **SPECIFIC OUTCOME 3**

Craft performance text.

#### **SPECIFIC OUTCOME 4**

Evaluate final product pre-performance.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

8

#### Design aspects for performances

SAQA US ID	UNIT STANDARD TITLE		
114552	Design aspects for performances		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Performing Arts		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Performing Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 4	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Analyse the contribution made by all design elements to a performance.

##### **SPECIFIC OUTCOME 2**

Assess the design needs and resources for a performance with regard to TWO design aspects.

##### **SPECIFIC OUTCOME 3**

Conceptualise design elements for use in a performance with regard to TWO design aspects.

##### **SPECIFIC OUTCOME 4**

Use skills, techniques and technologies to apply design elements in performance.

##### **SPECIFIC OUTCOME 5**

Work in a team to realise the design for a performance.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

9

### Direct performances

<b>SAQA US ID</b>		<b>UNIT STANDARD TITLE</b>	
114549		Direct performances	
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Performing Arts		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Performing Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-PAR-0-ISGB 00-02	Regular	Level 4	12

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Use a text for Performance.

#### **SPECIFIC OUTCOME 2**

Guide people to performing.

#### **SPECIFIC OUTCOME 3**

Manage rehearsal and performance process.

#### **SPECIFIC OUTCOME 4**

Articulate clear direction and ideas.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

10

#### Maintain equipment and tool parts

SAQA US ID	UNIT STANDARD TITLE		
114514	Maintain equipment and tool parts		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Performing Arts		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Performing Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 4	15

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Prepare for the maintenance of equipment and tool parts relevant to technical production.

##### **SPECIFIC OUTCOME 2**

Disassemble and repair or replace equipment and tool parts to promote optimal functioning of the unit.

##### **SPECIFIC OUTCOME 3**

Assemble equipment and tools into a integral, functional unit.

##### **SPECIFIC OUTCOME 4**

Assess success of maintenance on the components and the integrated unit.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

11

### Operate digital recording software

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114559	Operate digital recording software		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Performing Arts		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Performing Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-MUS-0-ISGB 00-02	Regular	Level 4	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Prepare audio recording set-up for a digital recording.

##### **SPECIFIC OUTCOME 2**

Record a MIDI track using MIDI recording software.

##### **SPECIFIC OUTCOME 3**

Control playback with digital recording software.

##### **SPECIFIC OUTCOME 4**

Edit MIDI and audio tracks with digital recording software.

##### **SPECIFIC OUTCOME 5**

Arrange tracks with digital recording software.

##### **SPECIFIC OUTCOME 6**

Synchronise digital recording software to specified time code.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

12

## Perform arts administration functions

SAQA US ID	UNIT STANDARD TITLE		
114554	Perform arts administration functions		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Performing Arts		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Performing Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 4	10

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Assess the needs and resources required for a performance.

**SPECIFIC OUTCOME 2**

Strategic planning for the performance within a team is undertaken to optimise a given performance.

**SPECIFIC OUTCOME 3**

Implement audience development, publicity and marketing measures within a team.

**SPECIFIC OUTCOME 4**

Manage finances for a performance.

**SPECIFIC OUTCOME 5**

Work within an administrative team towards a performance.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

13

## Perform performance form

SAQA US ID		UNIT STANDARD TITLE	
114542		Perform performance form	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Performing Arts		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Performing Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 4	15

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Interpret a text, role or character for performance purposes.

**SPECIFIC OUTCOME 2**

Utilise personal resources and skills for performance purposes.

**SPECIFIC OUTCOME 3**

Fulfil the technical demands of a performance.

**SPECIFIC OUTCOME 4**

Co-operate with others in an ensemble for performance purposes.

**SPECIFIC OUTCOME 5**

Present performance forms using effective technologies and performance conventions.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

14

#### Practice physical techniques for communication in performance

SAQA US ID	UNIT STANDARD TITLE		
114547	Practice physical techniques for communication in performance		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Performing Arts		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Performing Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 4	20

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Develop and maintain physical [and vocal] health in preparation for performance communication.

##### **SPECIFIC OUTCOME 2**

Control physical [and vocal] characteristics for communication and expression

##### **SPECIFIC OUTCOME 3**

Prepare the body and mind for performance

##### **SPECIFIC OUTCOME 4**

Develop physical strength and flexibility for performance.

##### **SPECIFIC OUTCOME 5**

Identify and rehearse physical techniques necessary for current performance genres and styles.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

15

#### Set-up and strike equipment, material and tools

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114511	Set-up and strike equipment, material and tools		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Performing Arts		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Performing Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-PAR-0-ISGB 00-02	Regular	Level 4	15

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Prepare and collate equipment, material and tools for set-up and strike of equipment, material.

##### **SPECIFIC OUTCOME 2**

Set up equipment for effective and efficient use.

##### **SPECIFIC OUTCOME 3**

Dismantle and remove equipment, material and tools, with regard for the equipment

##### **SPECIFIC OUTCOME 4**

Effect general maintenance on equipment, material and tools used in technical production.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

16

#### Stage manage performances

SAQA US ID	UNIT STANDARD TITLE		
114553	Stage manage performances		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Performing Arts		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Performing Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 4	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Understand the contribution made by the stage manager to a performance

##### **SPECIFIC OUTCOME 2**

Liaise with all members of the production team to promote the achievement.

##### **SPECIFIC OUTCOME 3**

Prepare the space and the stage management tools for use during rehearsals and performance.

##### **SPECIFIC OUTCOME 4**

Perform stage management functions effectively.

##### **SPECIFIC OUTCOME 5**

Work in a team to realise the performance.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

17

#### Use audience responses in performing

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114545	Use audience responses in performing		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Performing Arts		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Performing Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-PAR-0-ISGB 00-02	Regular	Level 4	5

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Identify the composition and attitude of audiences present at a performance.

##### **SPECIFIC OUTCOME 2**

Analyse audience responses during and after performance.

##### **SPECIFIC OUTCOME 3**

Hone the performance to elicit the intended effect from the audience.

##### **SPECIFIC OUTCOME 4**

Evaluate audience response to own and other's performances.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

18

#### Co-ordinate the use of equipment, material and tools

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114518	Co-ordinate the use of equipment, material and tools		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Performing Arts		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Performing Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-PAR-0-ISGB 00-02	Regular	Level 5	15

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Interpret technical/design drawings and associated equipment, material and tools lists.

##### **SPECIFIC OUTCOME 2**

Connect equipment into an integral unit which functions to meet the desired production outcome.

##### **SPECIFIC OUTCOME 3**

Disassemble equipment, material and tools when necessary, in preparation for packing or storage.

##### **SPECIFIC OUTCOME 4**

Store, clean, adjust and repair equipment, material and tools to prolong lifespan.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

19

#### Operate (apply) equipment, material and tools

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114516	Operate (apply) equipment, material and tools		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Performing Arts		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Culture and Arts		Performing Arts	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
CUL-PAR-0-ISGB 00-02	Regular	Level 5	15

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Prepare equipment, materials, tools and self for a live event.

##### **SPECIFIC OUTCOME 2**

Set-up equipment plot-schedules, in preparation for a live event.

##### **SPECIFIC OUTCOME 3**

Use technical production equipment, material and tools in live events.

##### **SPECIFIC OUTCOME 4**

Store, clean, adjust and repair equipment, material and tools in preparation for future use.

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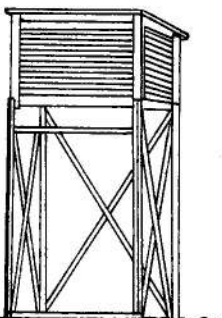
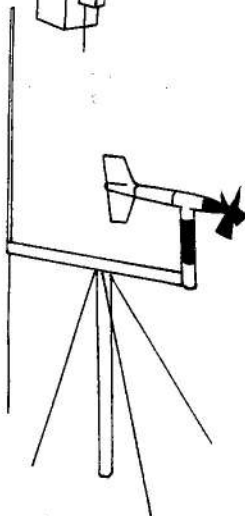
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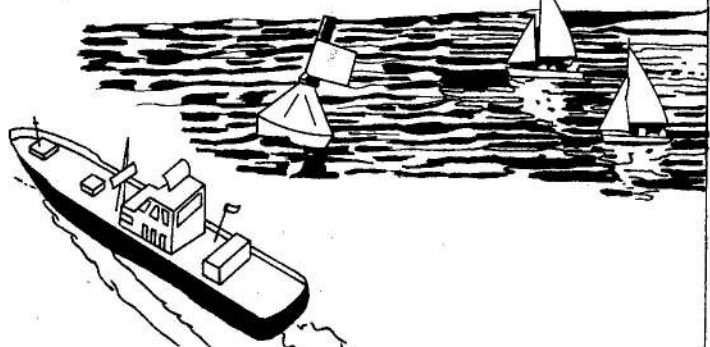
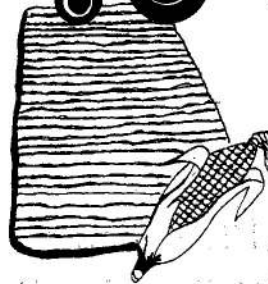
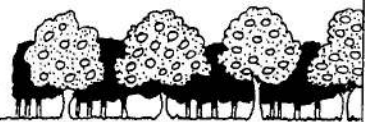
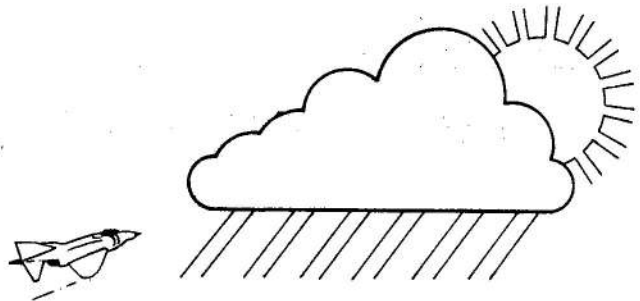
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