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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

No. 129 **16 February 2007**

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

registered by Organising Field 02, Culture and Arts, publishes the following qualification 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. The full qualification and unit standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address below ***and no later 16 March 2007.*** All correspondence should be marked **Standards Setting – Music** addressed to

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SAQA
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DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
National Certificate: Music

SAQA QUAL ID	***QUALIFICATION TITLE***		
58144	National Certificate: Music		
SGB		***PROVIDER***	
SGB Music			
ETQA			
o			
QUALIFICATION TYPE	***FIELD***	***SUBFIELD***	
National Certificate	2 - Culture and Arts	Performing Arts	
ABET BAND	***MINIMUM CREDITS***	***NQF LEVEL***	***QUAL CLASS***
Undefined	121	Level 2	Regular-Unit Stds Based
REGISTRATION STATUS	***SAQA DECISION NUMBER***	***REGISTRATION START DATE***	***REGISTRATION END DATE***
Draft - Prep for P Comment			

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

Learners who have completed this qualification will have the necessary competencies to enter the Music Industry at the basic level on some occupational routes. They will acquire basic knowledge, skills and competence in performance, theory and music industry in general.

The qualification is intended for learners who aspire to either gain a further insight, or those who wish to use this Qualification as a sound foundation towards climbing the NQF ladder in the music field. Some of the competencies are also transportable towards achieving related qualifications.

The cumulative knowledge, skills and attitudes obtained from this qualification will act as a further access point to the Music Industry.

The learner assessed as competent against this Qualification will be able to:

- Communicate in a variety of ways to achieve personal and music organisational objectives.
- Use mathematics and mathematical thinking to solve every day problems for him/herself, music organisation and sector.
- Apply basic music knowledge.
- Demonstrate basic knowledge of music industry.
- Apply life and work skills in the music work place.
- Perform a minimum of one chosen music instrument including the voice from any instrument family of their choice.

Rationale:

The National Certificate: Music NQF Level 2 is designed as the entry level within the music qualification. It will introduce the learner to basic, (foundational) aspects in the music industry. The learners will acquire basic skills that will open a world of opportunities in various segments within the music industry.

The music industry has developed into a major employer, particularly of young people, in most countries around the world. The rise to success from local to provincial, national and even international, either as a performer or in one of more than a hundred different work situations associated to the industry, can be meteoric. Often young people get hurtled into "instant success," and just as often "instant failure" follows soon after as a result of lack of basic knowledge of various aspects of music that are essential in sustaining as well as growing them professionally.

This qualification is the first in the learning pathway for music. It will be the foundation phase and will provide learners with basic knowledge and ability to acquire, develop and sustain a career in the music industry.

The targeted learners should have potential and can be drawn from:

- Unemployed youth.
- School Leavers.
- Unemployed adults.
- Entrepreneurs.
- Musicians who need their prior learning to be recognised.
- Hobbyist.
- And many others who want to broaden their knowledge in the music industry wishing to gain formal or recognised industry related training.

Social and economic rationale for this qualification include encouragement of redress, facilitation of access to credit for prior work in the music industry, career development and general learning. Music is both recreational and career choice, which offers recreational and employment opportunities.

Although the qualification contains industry specific generic components, learners will also be equipped to perform various capacities within the industry, e.g.:

- Live performers.
- Music Publishing assistant.
- Song writers.
- Technical assistant.
- Assistant to stage manager.
- General assistant in the music industry.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED TO BE IN PLACE
It would be desirable for learners wishing to access this Qualification to be competent at:

- Language and Communication at NQF Level 1 or equivalent.
- Mathematical Literacy at NQF Level 1 or equivalent.

Recognition of Prior Learning:

This Qualification and all the fundamental, core and elective Unit Standards associated with it, as described in the rules of combination, can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience. The exit-level outcomes and the related Unit Standards may also be achieved through the recognition of prior learning.

Access to the qualification:

There are no access limitations on any learners or classes of learners for this Qualification, besides the recommendations in the learning assumptions.

QUALIFICATION RULES

The qualifying learner will achieve this Qualification by complying with the following rules of combination for the accumulation of credits:

- All Fundamental Unit Standards: 36 Credits.
- All Core Unit Standards: 75 Credits.
- Elective Unit Standards: 10 Credits.
- Total Credits: 121 Credits.

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ways to achieve personal and music organisational objectives.

2. Use mathematics and mathematical thinking to solve every day problems for him/herself and the music organisation.

3. Apply basic music knowledge and technology.

4. Demonstrate basic knowledge of music industry.

5. Perform on a chosen music instrument.

6. Apply life and work skills in the music workplace.

ASSOCIATED ASSESSMENT CRITERIA

1:

- Oral communication is maintained and adapted to meet personal and organisational needs and expectations.
- Texts are understood and responded to in writing using a range of contexts in the music organisation.
- Language and communication is used to understand and respond to texts in occupational learning programmes.

2:

- Statistics, probability and probability models are used to solve a range of contextual problems.
- Mathematical number systems, shape, and motion analysis are used to solve a range of life related problems.
- Mathematics is used to investigate and monitor the financial aspects of personal and team life.

3:

- Chords intervals and progression are identified and applied according to industry practice.
- Melodic and rhythmic dictation is demonstrated.
- Music technology is used effectively for specified context.
  - Range of technology includes equipment, software and voice.
- Basic equipment and instruments are used to enhance one's skill.

4:

- Basic staging is planned and performance developed to given scenario.
- Basic music equipment and instruments are handled according to manufacturers specified and music industry standards.
- Stage presence is established and composure maintained throughout the performance.
- The elements of cultural contexts of music are described.
- Marketing, contracts and copyrights are described in relation to the music industry.

5:
• Sight read and perform unaccompanied on a chosen instrument according to industry standard.

6:
• A computer operating system is maintained and operated in accordance with manufacturer's instructions.
• A plan to enhance team performance is developed in relation to music industry context.
• All equipment selected are used in a manner that is safe to one and that workplace.
• Disk jockey equipment is operated and techniques demonstrated in relation to disk jockey music and genres.

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 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 as described in the exit level outcomes.

Integrated assessment must judge the quality of the observable performance, and also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed. The ratio between action and interpretation is not fixed, but varies according to the demands of the particular exit level outcome of the Qualification.

While the generic component (communication, mathematical literacy, music workplace skills) of this Qualification at NQF Level 2 can be assessed through occupational contexts and activities relating to the music industry, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are 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. Learners must be able to transfer generic skills across a number of different contexts, and apply them within a number of learning areas.

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.

INTERNATIONAL COMPARABILITY
Generally, music skills internationally are accessed from a variety of ways , both formal and informal. The interest in music could be sparked by either in-born talent or a way of developing a career, resulting with sources of learning being either informal, incidental, religious and formal. A number of short courses are offered in the form of e-learning, part-time, private tutoring and distance learning. These courses mainly cover the application of playing skills of a particular instrument, but lack the basic fundamental skills to develop strong grounding in the music industry. This approach to music teaching is fragmenting the knowledge instead of developing an overall basic introduction to all aspects of music, which could be developed further within a particular specialization.

The broad-based approach to music qualification envisaged in South Africa, will make this qualification unique, relative to any one else in the world. Record sales have been used as a barometer to measure development and growth of the music industry. This does not necessarily indicate formal qualification derived from such development.

Canada and the United States are claiming 33.3% of the world market share. Europe, including the United Kingdom takes another 33.3% of market share with England and France leading.

Japan claims 16.67%1/6 share while the rest of the world share the remaining 16.67% amongst themselves. Out of this, Africa claims 0.6% and 0.48 of this is claimed by South Africa. CD sales in South Africa reached R100m in 2006 while ring-tones derived from music tunes were R250m.

A search revealed that formal qualifications that are NQF-aligned are almost non-existent at level two with only a few countries that have made in-roads in developing NQF-aligned music qualifications. The NC: Music NQF 2 in South Africa, compares with qualifications from the following countries:

- United Kingdom.
- New Zealand.
- Ireland.
- Australia.

- United Kingdom:

In the UK, the qualification that compares closely is the National Vocational Certificate Music.

This qualification is compared in terms of the outcomes and assessment criteria, degree of difficulty and notional learning time with:

- First Certificate in Music, NQF Level 2 Ref 100/5714/6.
- Certificate for Music Practitioners NQF Level 2, Ref 100/5178/8.
- Award for Music Practitioners NQF Level 2, Ref 100/5177/6.

The following learning unit titles indicate that the outcomes of this Qualification compare closely to. Unit Standards of GETC: Elementary Music, NQF Level 2, some of which are:

- Keyboard Skills.
- Arranging Music (Styles).
- DJ Skills.
- Music Rehearsal Skills.

- New Zealand:

In New Zealand, the National Certificate in Music, (Level 2) qualification, Ref NQF Ref: 0598 exists in the field of Arts and Crafts with 43 credits.

Of close comparisons are the unit standards with similar level of complexity as the NC in Music level 2 and cover the following competencies:

- Demonstration of performance skills before an audience.
- Demonstration of musical aural recall and sight-reading skills.
- Demonstration of knowledge of music theory and industry.

- Australia:

The certificate 2 in Music (CUS20101)is registered on the Australian Qualifications Authority and it is unit standard-based. This is close comparison to National Certificate in Music at NQF Level 2.

Pathways to music industry within the Australian qualification framework:

Industry experience and/or qualifications leads to recognition of prior learning. Learners may progress consecutively to the following qualifications:

- Certificate I in Music Industry (Foundation).
- Certificate II in Music Industry (Foundation).
- Certificate III in Music.
- Certificate IV in Music.
- Diploma of Music.
- Advanced Diploma of Music.

Learners can also specialise in either:

- Music Industry Technical Production or
- Music Industry Business.

Units in the Certificate 2 Music Industry: Foundation that area comparable to unit standards in this level two qualification are:

- Develop and update music industry knowledge.
- Follow health, safety and security procedures in the music industry.
- Work with others.
- Assist with staging.
- Collect and organise information.
- Move and set up instruments and equipment.
- Read music.
- Use information technology.
- Work in a culturally diverse environment.

Some of the unit standards that are comparable to the Australian Certificate 3 Music Industry ones, which will be covered at basic level on this qualification are:

- Address copyright requirements.
- Develop and update music industry knowledge.
- Compose a simple song.
- Contribute to backup accompaniment for a performance.
- Prepare self for performance.

Comparison within the SADC region or Africa in general is non-existent as South Africa has a far advanced music industry, comparatively.

ARTICULATION OPTIONS

Vertical articulation is possible with:

- 58143: National Certificate: Music Practice, NQF Level 3.

Horizontal articulation is not possible with other qualifications.

MODERATION OPTIONS

- Any institution offering learning that will enable achievement of this Qualification must be accredited by the relevant ETQA.
- External Moderation of assessment will be overseen by the relevant ETQA at its discretion.
- The accredited Training Provider will oversee internal Moderation of assessment.
- Moderation should encompass achievement of competence described in both individual Unit Standards as well as the integrated competence described in the Qualification.
- Moderation must also encompass achievement of the competencies described in the exit level outcomes described above.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

- Assessors must be registered as assessors with a relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Assessors must be in possession of a Qualification in Music/Music Industry or a related.
- Qualification in the field of at a minimum of NQF Level 3.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	243592	Apply the theory of music	Level 2	8
Core	243323	Acquire and apply basic keyboard skills	Level 2	8
Core	243591	Acquire music ability for ensemble	Level 2	8
Core	243593	Identify and apply aural aspects of music	Level 2	7
Core	243594	Understand the music business	Level 2	8
Core	243322	Develop basic practical instrument ability	Level 2	15
Core	243595	Identify and examine music in various cultural context	Level 2	7
Core	114508	Pack equipment, material and tools	Level 3	7
Core	243607	Establish basic stage presence	Level 2	7
Elective	116520	Apply safety, health and environmental principles and procedures in a workplace	Level 2	2
Elective	243599	Develop Disk jockey ability	Level 2	15
Elective	116932	Operate a personal computer system	Level 1	3
Elective	8420	Operate in a team	Level 2	4
Fundamental	119454	Maintain and adapt oral/signed communication	Level 2	5
Fundamental	119463	Access and use information from texts	Level 2	5
Fundamental	119456	Write/present for a defined context	Level 2	5
Fundamental	119460	Use language and communication in occupational learning programmes	Level 2	5
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
Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	5
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2
Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3
Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	3

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Acquire music ability for ensemble

SAQA US ID	***UNIT STANDARD TITLE***		
243591	Acquire music ability for ensemble		
SGB		***PROVIDER***	
SGB Music			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Performing Arts	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 2	8
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Plan and conduct rehearsal procedures under supervision.

SPECIFIC OUTCOME 2
Present and communicate during a performance.

SPECIFIC OUTCOME 3
Participate in a performance.

SPECIFIC OUTCOME 4
Formulate basic press kit.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply the theory of music

SAQA US ID	*UNIT STANDARD TITLE*		
243592	Apply the theory of music		
SGB		*PROVIDER*	
SGB Music			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Performing Arts	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 2	8
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Use music notation.

SPECIFIC OUTCOME 2
Specify time signatures.

SPECIFIC OUTCOME 3
Recognise key signatures and construct scales.

SPECIFIC OUTCOME 4
Recognise and write chords and chord progressions.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify and apply aural aspects of music

SAQA US ID	***UNIT STANDARD TITLE***		
243593	Identify and apply aural aspects of music		
SGB		***PROVIDER***	
SGB Music			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Performing Arts	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 2	7
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Identify and interpret chords.

SPECIFIC OUTCOME 2
Identify and apply intervals and common diatonic chord progressions.

SPECIFIC OUTCOME 3
Identify cadences.

SPECIFIC OUTCOME 4
Demonstrate melodic and rhythmic dictation.

SPECIFIC OUTCOME 5
Formulate basic lead sheet transcription.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Understand the music business

SAQA US ID	***UNIT STANDARD TITLE***		
243594	Understand the music business		
SGB		***PROVIDER***	
SGB Music			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Performing Arts	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 2	8
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Define and recognize basic music related contracts.

SPECIFIC OUTCOME 2
Define basic copyright.

SPECIFIC OUTCOME 3
Identify the roles of the artist's key music industry personnel.

SPECIFIC OUTCOME 4
Identify basics of marketing in music.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify and examine music in various cultural context

SAQA US ID	*UNIT STANDARD TITLE*		
243595	Identify and examine music in various cultural context		
SGB		*PROVIDER*	
SGB Music			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Performing Arts	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 2	7
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Explore the cultural contexts of South African and African music.

SPECIFIC OUTCOME 2
Identify and describe the elements of music.

SPECIFIC OUTCOME 3
Identify and describe the characteristics that determine cultural context.

SPECIFIC OUTCOME 4
Identify how styles evolved and spread globally.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop Disk jockey ability

SAQA US ID	***UNIT STANDARD TITLE***		
243599	Develop Disk jockey ability		
SGB		***PROVIDER***	
SGB Music			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Performing Arts	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 2	15
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Understand the historical development of disc jockey music and styles.

SPECIFIC OUTCOME 2
Operate and connect basic disk jockey equipment.

SPECIFIC OUTCOME 3
Understand how the human ear works and the basic acoustic principles.

SPECIFIC OUTCOME 4
Learn to operate and connect turntable and CD players.

SPECIFIC OUTCOME 5
Demonstrate disk jockey techniques.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Establish basic stage presence

SAQA US ID	***UNIT STANDARD TITLE***		
243607	Establish basic stage presence		
SGB		***PROVIDER***	
SGB Music			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Performing Arts	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 2	7
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Minimise stage fright and performance anxiety.

SPECIFIC OUTCOME 2
Conquer shyness, develop self-esteem and confidence and keep focused.

SPECIFIC OUTCOME 3
Develop basic stage performance.

SPECIFIC OUTCOME 4
Improve and maintain stage-craft at basic level.

SPECIFIC OUTCOME 5
Use movement for music interpretation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop basic practical instrument ability

SAQA US ID	*UNIT STANDARD TITLE*		
243322	Develop basic practical instrument ability		
SGB		*PROVIDER*	
SGB Piano Restoration and Tuning			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Music	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 2	15
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Public Comment			

SPECIFIC OUTCOME 1
Demonstrate knowledge of chosen instrument.

SPECIFIC OUTCOME 2
Demonstrate technical skills on the chosen instrument.

SPECIFIC OUTCOME 3
Perform on chosen instrument.

SPECIFIC OUTCOME 4
Sight read and play on chosen instrument.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Acquire and apply basic keyboard skills

SAQA US ID	***UNIT STANDARD TITLE***		
243323	Acquire and apply basic keyboard skills		
SGB		***PROVIDER***	
SGB Piano Restoration and Tuning			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Music	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 2	8
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Public Comment			

SPECIFIC OUTCOME 1
Display basic keyboard technique.

SPECIFIC OUTCOME 2
Demonstrate basic sight reading skills.

SPECIFIC OUTCOME 3
Recognise and demonstrate different styles of music in the context of the keyboard.

SPECIFIC OUTCOME 4
Describe and analyse different music pieces.

No. 130 **16 February 2007**

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

registered by Organising Field 02, Culture and Arts, publishes the following qualification 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. The full qualification and unit standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address below ***and no later 16 March 2007.*** All correspondence should be marked **Standards Setting – Music** addressed to

The Director: Standards Setting and Development
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e-mail: dmphuthing@saqa.org.za

DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
National Certificate: Music Practice

SAQA QUAL ID	***QUALIFICATION TITLE***		
58143	National Certificate: Music Practice		
SGB		***PROVIDER***	
SGB Music			
ETQA			
QUALIFICATION TYPE	***FIELD***	***SUBFIELD***	
National Certificate	2 - Culture and Arts	Music	
ABET BAND	***MINIMUM CREDITS***	***NQF LEVEL***	***QUAL CLASS***
Undefined	133	Level 3	Regular-Unit Stds Based
REGISTRATION STATUS	***SAQA DECISION NUMBER***	***REGISTRATION START DATE***	***REGISTRATION END DATE***
Draft - Prep for P Comment			

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

This qualification recognises demonstrated core knowledge, skills, and competence in music areas of performance, composition, theory, analysis and music industry. It enables the development of competencies and other related skills in music, and other performing arts sub-fields. The qualification is the second of several levels in the sub-field of Music, and may lead to higher level music and music industry qualifications.

Learners who have completed this qualification will have the necessary competencies to enter the Music Industry at the intermediate level on some occupational routes. The qualification is intended for learners who aspire to either gain a further insight, or those who wish to use this Qualification to move higher on the NQF either in terms of the Music Industry or transporting some of the competencies towards achieving related qualifications. The cumulative knowledge, skills and attitudes obtained from this qualification will act as a further access point to the Music Industry.

The learner assessed as competent against this Qualification will be able to:

- Communicate in a variety of ways to achieve personal and music organisational objectives.
- Use mathematics and mathematical thinking to solve every day problems for oneself, music organisation and sector.
- Apply elementary music knowledge.
- Demonstrate elementary knowledge of the music industry.
- Apply life and work skills in the music work place.
- Perform on a minimum of one chosen music instrument, including the voice.

Rationale:

This qualification provides the means to take forward a broad basic musical background to acquire deeper musical understanding and more refined musical language and to demonstrate skills in composing, performing, listening and presenting. These activities will provide opportunities for the articulation of understanding through the use of a wide musical vocabulary.

Music is both an industry and an art form, meeting cultural and recreational needs while also offering major employment opportunities across many sectors of economic activity. The music industry has developed into a major employer, particularly of young people, in many countries around the world.

Young musicians have to be equipped with the necessary knowledge, skills and attitudes to ensure a sustained success. Musicians with the attainment of this qualification, will gain a suitable career change when necessary. This qualification is the second in the learning pathway for music practice. It will build on the foundation of the entry-level qualification at NQF level 2 (basic) and will provide learners with further knowledge and ability to strengthen the competencies to sustain a career in the Music Industry. The targeted learners should have musical potential and can be drawn from:

- Unemployed youth.
- School leavers.
- Unemployed adults.
- Entrepreneurs.
- Musicians wishing to achieve formal recognition by RPL.
- Hobbyist.

Furthermore, it will serve all learners who want to broaden their knowledge in the music industry, wishing to gain formal or recognised industry related training. Social and economic rationales for this qualification include encouragement of redress, facilitation of access to credit, career development and general learning. Although the qualification contains industry specific generic components, learners will also be equipped to perform a wide range of music industry functions.

Some examples of the careers that the National Certificate in Music Practice may lead to are listed below:

- Live Performance.
- Music Publishing.
- Song Writing.
- Sound Engineering.
- Music Production.
- Music Management.
- Music Technicians.
- Music Promoters.
- Music Sales and Merchandising.
- Music wholesalers and Distributors.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED TO BE IN PLACE
It would be desirable for learners wishing to access this Qualification to be competent at:

- Language and Communication at NQF level 2 or equivalent
- Mathematical Literacy at NQF level 2 or equivalent
- Musical instrument (basic) at NQF level 2 or equivalent
- Aural skills (basic) at NQF level 2 or equivalent

Recognition of Prior Learning:

This Qualification and all the fundamental, core and elective Unit Standards associated with it, as described in the rules of combination, can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-

formal learning and work experience. The exit-level outcomes and the related Unit Standards may also be achieved through the recognition of prior learning.

Access to the qualification:

There are no access limitations on any learners or classes of learners for this Qualification, besides the recommendations in the learning assumptions outlined above.

QUALIFICATION RULES

The qualifying learner will achieve this Qualification by complying with the following rules of combination for the accumulation of credits:

Learning Component: Credits

- All fundamental Unit Standards: 36
- All Core Unit Standards: 87
- Elective Unit Standards: 10
- Minimum Total Credits: 133

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ways to achieve personal and music organisational objectives.
2. Use mathematics and mathematical thinking to solve every day problems for oneself, music organisation and the sector.
3. Apply elementary music knowledge.
4. Demonstrate elementary knowledge of music industry.
5. Perform on a chosen music instrument.
6. Apply life and work skills in the music work place.

ASSOCIATED ASSESSMENT CRITERIA

1.

- Oral communication is maintained and adapted to meet personal and organisational needs and expectations.
- Texts are interpreted and responded to in writing using a range of contexts in the music organisation.
- Language and communication is used to interpret and respond to texts in occupational learning programmes.

2.

- Statistics, probability and probability models are used to solve a range of contextual problems.
- Mathematical number systems, shape, and motion analysis are used to solve a range of life related problems.
- Mathematics is used to investigate and monitor the financial aspects of personal and community life.

3.

- Chords, intervals and progressions are identified and applied according to industry practice.
- Melodic and rhythmic dictation is demonstrated.
- Musical styles are interpreted and a simple song is composed.
- Music notation is used to construct scales and write chords and chord progressions.

4.

- Staging is planned and performance developed to given scenario.
- Selected repertoire is rehearsed and performed.
- Elements and cultural contexts of music are described.
- Marketing, contracts and copyright are described in relation to the music industry.

5.

• Sight read and perform unaccompanied on a chosen instrument according to industry practice.
• Disc jockey equipment is operated and techniques demonstrated in relation to disc jockey music and genres.

6.
• Implications of the HIV/AIDS pandemic and universal precautions are explained in the context of the music industry workplace.
• A plan to enhance team performance is developed in relation to the music industry context.
• A computer operating system is maintained and operated in accordance with manufacturer's instructions.

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 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 as described in the exit level outcomes.

Integrated assessment must judge the quality of the observable performance, and also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed. The ratio between action and interpretation is not fixed, but varies according to the demands of the particular exit level outcome of the Qualification.

While the generic component (communication, mathematical literacy, music workplace skills) of this Qualification at NQF Level 3 can be assessed through occupational contexts and activities relating to the music industry, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are 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. Learners must be able to transfer generic skills across a number of different contexts, and apply them within a number of learning areas.

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.

INTERNATIONAL COMPARABILITY
Research indicates that music skills and knowledge may be transferred to the learner from a range of sources. These may include communal, informal, incidental, religious and formal sources of learning. Private providers worldwide offer short courses in music making on a chosen instrument, including voice. These learning programmes may include e-learning, part-time study and distance learning. Such short courses focus on the application of playing skills on a chosen instrument and often lack an all round music foundation.

The most common approach is to access a short learning programme or a short course as is offered worldwide. Examples of some of these are:

• Brighton Institute of Modern Music: bimm.co.uk
• KBA software: www.musicstudy.com

The following institutions are examples of some institutions that offer full-time academic courses:

- Brit School, Croydon, England www.brit.croydon.sch.uk
- LIPA (Liverpool Institute of Performing Arts reception@lipa.ac.uk; www.@lipa.ac.uk)
- Rhythmic Academy, Copenhagen www.rmc.dk
- Powerhouse, London Fax (020) 8740 8422
- Music Academy International, Nancy, France mail@cube.org ; www.cube.org.maie
- Taller de Musics, Barcelona, Spain escla@tallerdemusics.com; wwwtallermusics.com
- The Academy of Contemporary Music: www.acm.ac.uk

Comparable examples of music qualifications at this level were not located in any Asian and other African countries. The only information available relates to music as a school subject.

Market share of music related sales indicates that the United States of America and Europe account for approximately sixty percent of the world market. Best practice was therefore associated with these countries.

In most states of America and countries of Europe the study of contemporary music is offered as a short course or learning programme by private institutions. There appears to be limited nationally recognised training and education qualifications or competencies that can compare with this National Certificate: Music Practice at NQF level 3.

This National Certificate in Music Practice has been designed to develop the whole individual while the examples located develop a range of job related skills only. These courses and programmes are focussed only on vocational knowledge and skills. In this sense there is a differing emphasis in the qualification for the learners. This National Certificate: Music Practice at NQF level 3, although for a South African context, has been compared with Qualifications from these countries:

- Australia
- New Zealand
- United Kingdom
- United States of America

United Kingdom:

The RSL level 3 Certificate Music Practitioners (Reference No. 100/5180/6) is registered by the Qualifications and Curriculum Authority in the United Kingdom and the awarding body is the Rock School. It is similar to the National Certificate in Music at NQF level 3 in that they both are of 1 year study duration and these are unit standards (elements) based qualifications aimed at the same age group.

Candidates take four units: one core unit (specific to their chosen pathway) and three optional unit from within their chosen pathway. Qualification Accreditation Number 100/5180/6 provides pathways to the following qualifications:

- RSL Level 3 Certificate for Music Practitioners (Audio Producer)
- RSL Level 3 Certificate for Music Practitioners (Creative Music Producer)
- RSL Level 3 Certificate for Music Practitioners (Music Entrepreneur)
- RSL Level 3 Certificate for Music Practitioners (Performing Musician)
- RSL Level 3 Certificate for Music Practitioners (Urban/Dance Musician)
- RSL Level 3 Certificate for Music Practitioners (Vocal Artist)

The core unit standards for the performing musician pathway of this qualification include:

- Y/103/1748 Live Music Performance
- Y/103/1751 Music Stagecraft

The 3 optional unit standards are selected from the following:

- Y/103/1684 Arranging Music (Projects)
- D/103/1685 Arranging Music (Styles)
- F/103/1730 Working as a Freelance Music Practitioner
- J/103/1731 Setting up a Music Tour
- Y/103/1734 Live Sound Recording
- D/103/1735 Sound Recording and Production
- K/103/1737 Studio Sound Recording
- M/103/1738 Sound Mixing and Mastering
- T/103/1739 Sound Reinforcement (Part 1)
- M/103/1741 Radio Programming
- A/103/1743 Lighting for Music Events
- F/103/1744 Music Video Production
- L/103/1746 Music Rehearsal Skills
- R/103/1750 Recorded Music Performance
- D/103/1752 Studio Music Sessioning
- H/103/1753 Live Music Sessioning
- A/103/1757 Music Improvisation
- J/103/1759 Delivering Music Masterclasses
- F/103/1761 Delivering Music Workshops
- L/103/1777 Bass Guitar Skills
- R/103/1778 Beatbox Skills
- L/103/1780 Drum Kit Skills
- R/103/1781 Guitar Skills
- Y/103/1782 Keyboard Skills
- D/103/1783 Vocal Skills
- L/103/1763 Bass Guitar Skills
- Y/103/1765 Beatbox Skills
- H/103/1767 Drum Kit Skills
- K/103/1768 Guitar Skills
- H/103/1770 Keyboard Skills
- K/103/1771 MC Skills L3
- M/103/1772 Percussion Skills
- A/103/1774 Vocal Skills (Part 1)
- F/103/1775 Vocal Skills (Part 2)
- H/103/1784 Using a Harmony Instrument
- J/103/1776 Musicianship
- H/103/2160 Music Research and Presentation Skills
- K/103/2161 Developing Music Teaching Skills
- H/103/1686 Composing Music (Styles)
- K/103/1687 Composing Music (Repertoire Ensemble)
- M/103/1688 Composing Music (Repertoire Solo)
- T/103/1689 Arranging Music (Recording)
- M/103/1691 Composing Lyrics
- T/103/1692 Music Style Development (Part 1)
- A/103/1693 Music Style Development (Part 2)
- F/103/1694 Contextualising Music
- J/103/1695 Music Artist and The Media
- L/103/1696 Evolution of the Music Industry
- R/103/1697 Music Instrument Development
- R/103/1716 Careers in Music
- Y/103/1717 Communicating Your Music
- D/103/1718 Music Marketing (Researching)
- H/103/1719 Music Marketing (Promotion)
- Y/103/1720 Music Contracts (Management and Recording)
- D/103/1721 Music Contracts (Publishing and Production)
- H/103/1722 Music Contracts (Various)

- K/103/1723 Setting Up a Music Business
- M/103/1724 Music Marketing (Video)
- T/103/1725 Music Marketing (Website)
- A/103/1726 Music Product (Pressing and Distribution)
- F/103/1727 Music Event Promotion (Large Event)
- F/500/4634 Music Stage Management
- J/500/4635 Live Sound Engineering: Monitors
- L/500/4636 Live Sound Engineering: FOH

New Zealand:

The National Certificate in Music (level 3) is registered by the New Zealand Qualifications Authority and is also unit standards based and reflects a similar level of complexity and duration of study (1 year).

This qualification recognises demonstrated core knowledge, skills, and competence in music areas of performance, composition, theory, analysis, literature, and music industry. It enables the development of competencies and other related skills in music, and other performing arts sub-fields. The qualification is the second of several levels in the sub-field Music, and leads to higher level music qualifications. It focuses on:

- Music knowledge
- Music performance skills
- Music compositional skills
- Music ensemble
- Self management skills
- Music arrangement
- Music analysis

Australia:

The Certificate III in Music (CUS30101) is registered on the Australian Qualifications Authority and is a unit standards based qualification of one year duration. This qualification best compares with the National Certificate in Music at NQF level 3.

The table below indicates the similarities between these qualifications by the shaded titles of music competencies of each qualification. Although the fundamental components of these qualifications have been omitted here, these competencies compare closely. While the South African qualification refers to communication and mathematical literacy, the Australian qualification refers to key competencies:

- Collecting, organising and analysing information
- Communicating ideas and information
- Working with others and in teams
- Using mathematical ideas and techniques
- Using technology/IT

National Certificate in Music Practice
Unit Standard title:

- Understand the music business
- Apply occupational health, safety and environmental principles
- Create and arrange music
- Apply aural and musical listening skills
- Apply music theory
- Perform and present selected repertoire
- Establish stage presence

- Develop intermediate keyboard skills
- Develop practical instrument ability
- Identify and examine music in various cultural context
- Maintain equipment and tool parts
- Develop Disc Jockey ability

Certificate in Music III
Competence Units:

- Develop and update music industry knowledge
- Address copyright requirements
- Follow health, safety and security procedures in the music industry
- Create a simple accompaniment for a song or tune
- Compose a simple song or tune
- Maintain and expand music knowledge and critical listening skills
- Read music
- Contribute to backup accompaniment for a performance
- Maintain self or group in music
- Prepare self for performance
- Extend technical skills in performance
- Develop and practice improvisation
- Plan a career in music
- Use MIDI devices and/or software to perform music

The comparative table above indicates a close similarity between these qualifications. These similarities may be apparent at the level of the competency units, elements or the performance criteria, that is, at the level of the unit standards, specific outcomes or the assessment criteria. While the chunk size of the learning element may vary, the common competencies reflect a trend across most countries.

ARTICULATION OPTIONS
The possibility exists for vertical articulation with this Qualification. Examples of vertical articulation:

- FETC: Music Industry: Sound Technology at NQF level 4 (NLRD ID 48811)
- FETC: Music at NQF level 4 (Proposed)

An example of horizontal articulation with this Qualification:

- Certificate in Retailing at NQF level 3 (NLRD ID 22954)
- National Certificate: Piano Back framing at NQF level 3 (Proposed)

MODERATION OPTIONS
- Any institution offering learning that will enable achievement of this Qualification must be accredited by the relevant ETQA.
- External Moderation of assessment will be overseen by the relevant ETQA at its discretion.
- The accredited Training Provider will oversee internal Moderation of assessment.
- Moderation should encompass achievement of competence described in both individual Unit Standards as well as the integrated competence described in the Qualification.
- Moderation must also encompass achievement of the competencies described in the exit level outcomes described above.

CRITERIA FOR THE REGISTRATION OF ASSESSORS
- Assessors must be registered as assessors with a relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Assessors must be in possession of a Qualification in Music/Music Industry or a related qualification in the field of at a minimum of NQF level 4.

NOTES

Supplementary information:

- "Basic" refers to Level 2 music related competence.
- "Intermediate" refers to Level 3 music related competence as described in this unit standard.
- "Advanced" relates to skills and knowledge related to NQF level 4 music related competencies.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	243600	Establish stage presence	Level 3	7
Core	243598	Apply aural and musical listening skills	Level 3	7
Core	243597	Perform and present selected repertoire	Level 3	8
Core	243602	Create and arrange music	Level 3	8
Core	243603	Develop practical instrument ability	Level 3	15
Core	13912	Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	5
Core	114979	Operate a computer workstation in a business environment	Level 3	2
Core	114941	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level 3	4
Core	243601	Understand music business	Level 3	8
Core	243604	Develop intermediate keyboard skills	Level 3	8
Core	243596	Identify and examine music in various cultural contexts	Level 3	7
Core	243605	Apply music theory	Level 3	8
Elective	113852	Apply occupational health, safety and environmental principles	Level 3	10
Elective	114514	Maintain equipment and tool parts	Level 4	15
Elective	243606	Develop disc jockey ability	Level 3	15
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
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
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify and examine music in various cultural contexts

SAQA US ID	*UNIT STANDARD TITLE*		
243596	Identify and examine music in various cultural contexts		
SGB		*PROVIDER*	
SGB Music			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Music	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 3	7
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Explore the cultural contexts of South African and African music.

SPECIFIC OUTCOME 2
Identify and describe the elements of music.

SPECIFIC OUTCOME 3
Identify and describe the characteristics that determine cultural context.

SPECIFIC OUTCOME 4
Identify how styles evolved and spread globally.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Perform and present selected repertoire

SAQA US ID	***UNIT STANDARD TITLE***		
243597	Perform and present selected repertoire		
SGB		***PROVIDER***	
SGB Music			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Music	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 3	8
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Plan and conduct music rehearsals under minimal supervision.

SPECIFIC OUTCOME 2
Set-up basic sound system.

SPECIFIC OUTCOME 3
Perform selected repertoire.

SPECIFIC OUTCOME 4
Formulate press kit.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply aural and musical listening skills

SAQA US ID	***UNIT STANDARD TITLE***		
243598	Apply aural and musical listening skills		
SGB		***PROVIDER***	
SGB Music			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Music	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 3	7
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Identify and interpret chords.

SPECIFIC OUTCOME 2
Identify and apply intervals and common diatonic chord progressions.

SPECIFIC OUTCOME 3
Demonstrate melodic and rhythmic dictation.

SPECIFIC OUTCOME 4
Transcribe basic lead sheet.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Establish stage presence

SAQA US ID	***UNIT STANDARD TITLE***		
243600	Establish stage presence		
SGB		***PROVIDER***	
SGB Music			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Music	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 3	7
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Plan and prepare elementary staging.

SPECIFIC OUTCOME 2
Develop stage performance.

SPECIFIC OUTCOME 3
Understand and develop the use of body language and facial expressions.

SPECIFIC OUTCOME 4
Use costumes, movement and basic choreography for music interpretation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Understand music business

SAQA US ID	*UNIT STANDARD TITLE*		
243601	Understand music business		
SGB		*PROVIDER*	
SGB Music			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Music	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 3	8
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Explain music related contracts.

SPECIFIC OUTCOME 2
Explain basic copyright implications.

SPECIFIC OUTCOME 3
Identify the roles of key music industry personnel associated with the artist.

SPECIFIC OUTCOME 4
Identify marketing in the music industry.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Create and arrange music

SAQA US ID	*UNIT STANDARD TITLE*		
243602	Create and arrange music		
SGB		*PROVIDER*	
SGB Music			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Music	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 3	8
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
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SPECIFIC OUTCOME 1
Compose a song.

SPECIFIC OUTCOME 2
Apply chords over a melody of a short song.

SPECIFIC OUTCOME 3
Construct and apply chord progressions.

SPECIFIC OUTCOME 4
Analyse various musical styles.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop practical instrument ability

SAQA US ID	*UNIT STANDARD TITLE*		
243603	Develop practical instrument ability		
SGB		*PROVIDER*	
SGB Music			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Music	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 3	15
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
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SPECIFIC OUTCOME 1
Demonstrate knowledge of chosen instrument.

SPECIFIC OUTCOME 2
Demonstrate technical skills on the chosen instrument.

SPECIFIC OUTCOME 3
Perform on chosen instrument.

SPECIFIC OUTCOME 4
Sight read and play on chosen instrument.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop intermediate keyboard skills

SAQA US ID	***UNIT STANDARD TITLE***		
243604	Develop intermediate keyboard skills		
SGB		***PROVIDER***	
SGB Music			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Music	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 3	8
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
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SPECIFIC OUTCOME 1
Apply fundamental keyboard technique.

SPECIFIC OUTCOME 2
Demonstrate basic sight reading skills.

SPECIFIC OUTCOME 3
Recognise and demonstrate different styles of music for the keyboard.

SPECIFIC OUTCOME 4
Describe and analyse three different music pieces.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply music theory

SAQA US ID	*UNIT STANDARD TITLE*		
243605	Apply music theory		
SGB		*PROVIDER*	
SGB Music			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Music	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 3	8
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Use music notation.

SPECIFIC OUTCOME 2
Specify time signatures.

SPECIFIC OUTCOME 3
Recognise key signatures and construct scales.

SPECIFIC OUTCOME 4
Recognise and write chords and chord progressions.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop disc jockey ability

SAQA US ID	***UNIT STANDARD TITLE***		
243606	Develop disc jockey ability		
SGB		***PROVIDER***	
SGB Music			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Music	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 3	15
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Understand the development of disc jockey music and genres.

SPECIFIC OUTCOME 2
Operate disc jockey equipment.

SPECIFIC OUTCOME 3
Operate turntable and Compact Disc players.

SPECIFIC OUTCOME 4
Demonstrate advanced disk jockey techniques.

No. 131 **16 February 2007**

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

Sport, Recreation & Fitness

registered by Organising Field 02, Culture & Arts, publishes the following qualification 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. The full qualification and unit standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address below ***and no later than 16 March 2007.*** All correspondence should be marked **Standards Setting – Sport, Recreation and Fitness** 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.org.za

DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Further Education and Training Certificate: Community Recreation

SAQA QUAL ID	***QUALIFICATION TITLE***		
58163	Further Education and Training Certificate: Community Recreation		
SGB		***PROVIDER***	
SGB Sport, Recreation & Fitness			
ETQA			
QUALIFICATION TYPE	***FIELD***	***SUBFIELD***	
Further Ed and Training Cert	2 - Culture and Arts	Sport	
ABET BAND	***MINIMUM CREDITS***	***NQF LEVEL***	***QUAL CLASS***
Undefined	163	Level 4	Regular-Unit Stds Based
REGISTRATION STATUS	***SAQA DECISION NUMBER***	***REGISTRATION START DATE***	***REGISTRATION END DATE***
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PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

This qualification is the first within the Recreation learning pathway. The Further Education and Training Certificate: Recreation is targeting entry level workers operating under supervision. The qualification will provide the learner with the necessary recreation knowledge, theory, skills and abilities regarding programming and management in order to effectively and efficiently design, implement and manage recreation programmes which contribute to the improvement in the quality of life and promote the health and well-being of individuals, groups and communities. It will appeal to learners in both the private and public sectors who may previously have been denied opportunities for such learning.

Learners can progress to Level 5, which offers a certificate and diploma in Recreation Management. This will provide access to new career paths and stimulate mobility and progression within the recreation sector. It is envisaged that learners can eventually move into specialized areas of programme management, such as parks and community development, playground safety, special education and training in recreation.

The qualification combines knowledge of recreation concepts and theory with programme management skills and competencies and an understanding of the far reaching benefits of recreation programmes on the health promotion of individuals, groups, communities, the surrounding environment and society in general.

Qualifying learners will be capable of following a career in:

- Public Recreation Enterprise Management.
- Recreation Programme Co-ordinators.
- Recreation SMME Management.

Rationale:

Recreation programmes comprise a combination of specially selected activities, usually with a specific objective in mind and linked to the needs of the intended target group. For the purposes of this qualification the definition of what constitutes recreation will not be limited to any specific

category of activities. In addition, all programme aims will be driven by the underlying premise that recreation should contribute to improving the health and well being of the individual participants and to improve the quality of life through positive interaction.

This upholds the view that recreation can be both an end itself as well as a means to end. When recreation is viewed as a tool and vehicle for the achievement of some goal, it opens the way to exploring the health promotion potential of recreation in any given setting. Health promotion settings can be as varied as the range of possibilities from which activities can be chosen to create a recreation programme.

In addition, recreationists can create programmes in partnership with other related organisations and government departments to manage the health of individuals in a more holistic way to encourage a team approach to health promotion for the benefit of both the individual and the community. These partners include the Department of Social Welfare, Department of Health, fitness trainers, and Department of Education.

A further way in which recreation programmes can be used for health promotion is to create an awareness of, and education about pertinent and relevant health related issues affecting individuals, specific target groups, and/or communities. Examples of these issues include HIV/Aids and Sexually Transmitted Diseases, teenage pregnancy, substance abuse, lack of exercise and fitness and rape.

In order for service providers to effectively and efficiently design and deliver recreation programmes, which are consistent with this envisaged relationship between recreation and health promotion, they need to be suitably trained. To this end, the details of this qualification reflect the appropriate combination of recreation theory, skills, and abilities regarding programming and management. It is intended that learners undertaking this qualification will be able to progress to a Level 5 National Certificate: Recreation and manage privately managed recreation-related businesses, as well as being able to work within government departments as assistant recreation officers.

The achievement of this qualification will contribute towards the full personal development of the learner and to the social and economic development of the nation at large.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

- Communication at NQF Level 3.
- Life Skills at NQF Level 3.
- Mathematical Literacy at the NQF Level 3.

Recognition of Prior Learning (RPL)

This qualification can be achieved wholly or in part through recognition of prior learning. Prior learning includes formal, informal and non-formal learning and workplace experience, in terms of the criteria laid out. RPL may allow for the accelerated access to further learning at this level or higher on the NQF. RPL may allow for obtaining credits towards unit standards in this qualification.

The Assessor and the learner will decide on the methods to determine prior learning and or competence in the knowledge, attitudes, and skills embedded in the Qualification and the associated Unit Standards through an integrated assessment approach.

All RPL is subject to the quality assurance procedures of the relevant ETQA.

QUALIFICATION RULES

A minimum of 163 credits are required for this qualification.

The credits are allocated as follows:

Fundamental:

- Communication NQF Level 3: 20 credits.
- Communication NQF Level 4: 20 credits.
- Mathematical literacy NQF Level 4: 16 credits.
- Subtotal: 56 credits.

Core:

- NQF Level 3: 10 credits.
- NQF Level 4: 94 credits.
- Subtotal: 104 credits.

Electives:
- A choice of one elective is required. The minimum is 3 credits.

Total:
- 163 credits.

All unit standards forming part of the Fundamental and Core components are compulsory.

Core Component

One hundred and four credits have been allocated to Unit Standards in the Core Component of this qualification. The Core Component has been categorised into three main learning areas- Recreation Theory and Community Recreation Programming, and Administration and Management, to give the learner a strong specialist Recreation background to be able to deliver a service to the constituents at the local community level. The Core Unit Standards develop:

- A conceptual foundation of Recreation theory.
- An understanding of Recreation from a philosophical and historical perspective.
- Programming knowledge focusing on the benefits of participating in leisure time activities.
- Programming skills to meet the needs of specific target groups.
- Fundamental business management skills in administration, finance management, entrepreneurship, maintaining good customer relations, marketing and sponsorship.
- Operational management skills including facility management, resource management, and human relations.
- Sound leadership practices.

The Unit Standards support the application of knowledge and skills in community based environments. These core Unit Standards empower the learner with the ability to understand and apply Recreation programming to develop the sector and industry to the benefit of the individual, community, economy, and environment through the integration of administration and management skills.

EXIT LEVEL OUTCOMES
On achieving this qualification, the learner will:

1. Demonstrate and apply basic business management principles to manage a Recreation office.
2. Understand the concepts of Recreation, Sport, Play, Work and Free time and promote the benefits of participation.
3. Develop, design, implement, and evaluate Community Recreation programmes.
4. Create a safe environment for participation in a Recreation programme.

ASSOCIATED ASSESSMENT CRITERIA

1.

- A business plan for a recreation organisation is developed with special focus on the organogram and the vision and mission of the organisation.
- Explain and perform the basic management processes within a recreation organization ensuring the safe storage of information and records and maintain sound financial controls.
- Implement quality leadership skills and maintain an ethical and professional environment for growth when working closely with colleagues, stakeholders and participants
- Identify and maintain different types of facilities for utilisation by Recreation programmers and participants with the emphasis on effective and efficient scheduling of resources.
- Prepare plans for sponsorship and develop effective marketing and public relation strategies.

2.

- Describe and understand the concepts of leisure, sport, work and play within a historical and philosophical context and its implications for Community Recreation.
- Describe the benefits of Community Recreation programmes and access and apply relevant information from various sources to successfully develop and implement Community Recreation programmes.
- Identify the trends and barriers to participation in leisure time activities.
- Identify and describe the different types of service providers of Community Recreation programmes.

3.

- Develop, design and evaluate a simple Community Recreation programme after performing a needs analysis to establish the requirements of the different target groups.
- Describe and understand the need for and importance of volunteers in sustaining a Community Recreation programme.
- The process of Recreation programming is understood.

4.

- Understand and explain the safety requirements within a Recreation setting.
- Implement the organisations risk management policy to ensure health, safety, and security of workers, participants and members of the public.

Integrated assessment: .

Integrated assessment 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.

Methods of assessment must be appropriate, fair, manageable, and integrated into real work or learning situations so that no learner is disadvantaged in any way. Integrated assessment must be able to evaluate and critique the quality of observable performance and establish the quality of the cognitive processes that underpin this performance. Assessment tools must encourage learners to explain the thinking and decision-making processes that supports their demonstrated performance.

The assessment of knowledge, attitudes, skills, and values described in the unit standards should be integrated.

The fundamental component (literacy, communication and numeracy skills) of this qualification on NQF level 4 can be assessed through occupational contexts and activities for example Recreation programming. It is important to make sure these fundamental skills are translated throughout the qualification.

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. The methods used in assessment must be diverse, and the tools and methods selected should be appropriate to the context in which the learner is employed. Alternative techniques for assessment must be performed if workplace assessment is difficult or not possible.

Assessors and moderators should adopt an approach to make use of a variety of formative and summative assessments methods. Assessors should assess and credit learning that has already been acquired through formal, informal, and non-formal learning and relevant work experience.

Integrated assessment of the unit standards in the qualification must evaluate specific outcomes, embedded knowledge, and critical cross-field outcomes. The primary aim of this qualification is to ensure that learners have a solid foundation of general education to prepare them for further learning, whatever career path they may choose.

INTERNATIONAL COMPARABILITY

The following countries were selected for international comparability based on the provision of education and training best practice and bench marking in the field of Recreation and Leisure services. Internationally, vocational education and training in Recreation is offered in Australia, New Zealand, and the United Kingdom.

Australia

There are four Community Recreation qualification titles offered, included within the Community Recreation Qualifications framework as follows:

- Certificate I in Community Recreation.
- Certificate II in Community Recreation.
- Certificate III in Community Recreation.
- Certificate IV in Community Recreation.

Certificate II in Community Recreation

The Certificate II in Community Recreation is designed for the role of entry level employees working in the community recreation industry under supervision. The breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of action required is usually clear and there is limited complexity in the range of options to be applied.

Likely functions within the community recreation industry for those who have this level of competency include working under supervision with the conduct of recreation activities, events, facility maintenance, operations and other associated tasks, acting according to clearly defined Standard Operating Procedures, rules and regulations and the organisation's documented guidelines. Occupations include Attendants (and other titles) working in a recreation facility or environment.

Core Units - Compulsory

- Work effectively in a business environment.
- Organise and complete daily work activities.
- Communicate in the workplace.
- Work effectively with others.
- Implement improved work practices.
- Participate in environmental work practices.
- Operate computing packages.

- Provide first aid.
- Deal with client feedback.
- Develop knowledge of the sport and recreation industry.
- Follow defined Occupational Health and Safety policies and procedures.

Stream units - Compulsory

- Apply the principles of community development to community recreation work.
- Respond to clients at risk.
- Apply point of sale handling procedures in a recreation setting.
- Assist in preparing sport and recreation sessions for participants.
- Assist in conducting sport and recreation sessions for participants.

An extensive range of electives is offered in specialist areas.

New Zealand

New Zealand training providers offer training in Community Recreation with an introductory course, National Award in Recreation, of 22 credits leading up to a National Diploma in Community Recreation (Program and Event Management) with a total credit value of 167 at Level 6 on the New Zealand Qualifications Framework.

The vocational qualifications in Recreation focus on the following areas of competency:

- Recreation theories.
- Arts and craft.
- Business administration services.
- Generic marketing.
- Community Recreation development.
- Recreation management.
- Recreation programmes and events.
- Practical and professional skills for disability support, resources and communication.
- Social services.
- Generic computing.
- Adult Education and Training.
- Early childhood Education and Care.
- Special education.
- Teacher education.
- Core health studies.
- Occupational Health and Safety.
- Communication skills.
- Interpersonal Communications.
- Writing.
- Special indigenous programs.
- Social Science studies.
- Art History.
- History.

United Kingdom

The entry-level qualification is a NVQ Level 2 diploma in Sport, Recreation, and Allied Occupations: Operational Services.

Areas of competency include:

- Customer relations, Safety and Team work-compulsory learning.
- Equipment.

- Facilities.
- Customer care.
- Team leading.

The career path for Recreation in the United Kingdom is as described below:

Level 3: Advanced subsidiary GCE in Leisure Studies - 180 hours.

Areas of competency include:

- The leisure industry
- Working practices in Leisure
- The Leisure customer

Advanced GCE in Leisure Studies - 240 hours

- The Leisure industry today.
- A people business.
- Getting it right in the leisure industry.
- Leisure in action.
- Working in the people business.
- Current issues.

Level 4: Higher Professional Diploma in Sport and Recreation Management - 480 hours

Mandatory units

- Personal development planning.
- Customer care strategy.
- Marketing.
- Management of Health, Safety and Security.
- Facility and operations management.
- Facility Management.
- Human Resource Management.
- Quality management.
- Sports Logistics and Event management.
- Sport and Recreation Management.
- Sport and Society.

Optional Units

- Environment and ethical issues of Management.
- Funding and Sponsorship in Sport.
- Sports Logistics and Event Management.
- Retail operations.
- Crowd Safety and Event control.

Optional units - Professional Sport Management

- Design and Technical Operations in Sport.
- Sports Development.
- Customer Care strategy in Sport and Recreation.
- Service development and monitoring in Sport and Recreation.
- Environmental and Ethical Issues in management.
- Retail operations.
- Crowd safety and event control.

United States of America

Forty-eight Universities offer degrees in Recreation and Leisure Services. Private service providers, government agencies and professional organisations provide education and training to maintain professionalism through the continuous education programmes and courses.

Standards and evaluative criteria for Baccalaureate Programs in Recreation, Park Resources and Leisure established by The Council on Accreditation, recognized by the Council for Higher Education Accreditation in 2004, described the following standards for the Baccalaureate degree.

The Baccalaureate degree has the following series of standards:

Series 7.00 which addresses foundation understandings (general education) including:

- Leisure Services Management.
- Natural Resources Recreation Management.
- Therapeutic Recreation.
- Leisure/Recreation program delivery.

Series 8.00 describes the professional competencies including:

- Conceptual foundations-understanding play, recreation and leisure in contemporary society and throughout the lifespan.
- Understanding the inter-relationship between leisure behaviour and the environment.
- Understanding of environmental ethics and its relationship to leisure behaviour.

- Understanding of the following as they relate to recreation, park resources and leisure:

  - History and development of the profession.
  - Professional organisations.
  - Current issues and trends in the profession.
  - Understanding of ethics and professionalism.
  - Understanding of the importance of maintaining professional competence and the available resources for professional development.

- Delivery systems:

  - Understanding of the roles, interrelationships and use of diverse delivery systems addressing recreation, parks resources and leisure.
  - Understanding of the importance of leisure service delivery systems for diverse populations.
  - Operating programs and services.
  - Designs of areas and facilities.
  - Community development.
  - Economic development.

- Programme and event planning:

  - Understanding of the variety of programmes and services to enhance individual, group and community quality of life.
  - Ability to implement the following principles and procedures related to programme/event planning for individual, group and community quality of life.

    - Assessment of needs.
    - Development of outcome oriented goals and objectives.
    - Selection and coordination of programmes, events and resources.
    - Marketing of programmes and events.

- Preparation, operation and maintenance of venues.
- Implementation of programmes and events.
- Evaluation of programmes and events.

o Understanding of group dynamics and processes.

• Ability to use various leadership techniques to enhance individual, group and community experiences.
• Administration and Management.

o Apply basic principles of research.
o Understand the fundamental principles and procedures of management.
o Understand the fundamental principles and procedures of human resource management.
o Understanding the principles and procedures of supervisory leadership.
o Understanding of the principles and procedures of budgeting and financial management.
o Understanding of the principles and procedures related to agency marketing techniques and strategies.
o Ability to utilize the tools of professional communication.
o Ability to apply current technology to professional practice.
o Knowledge of the following principles and procedures of developing areas and facilities:

- Assessment.
- Planning.
- Functional design.
- Evaluation.
- Operation and maintenance.

o Legal aspects

- Legal foundations and the legislative process.
- Contracts and sport law.
- Regulatory agents and methods of compliance.

o Understanding the principles and practices of safety, emergency and risk management related to recreation, park resources and leisure services.

• Field Experiences

o Formal field experiences of 100 hours in an appropriate professional recreation organization/agencies prior to internship.
o Internship, full time continuing experience in one appropriate professional recreation organization/agencies of 400 hours.

ARTICULATION OPTIONS
This qualification articulates vertically to the National Diploma in Recreation Management at NQF level 5.

This qualification articulates horizontally with the following qualifications:

• Further Education and Training Certificate: Management and Administration, Level 4, ID: 49129.
• Further Education and Training Certificate: Leadership Development, Level 4, ID: 50081.

This qualification articulates horizontally with the following qualifications:

• Further Education and Training Certificate: Community Health Work, Level 4, ID: 49131.
• Further Education and Training Certificate: Development Practice, Level 4, ID: 23094.

• Further Education and Training Certificate: Youth Development, Level 4, ID: 57428.

MODERATION OPTIONS

• Anyone assessing a learner against these standards must be registered as an assessor with the relevant ETQA.
• 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.
• 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 if 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 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.

NOTES
N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	243617	Recognise and apply operational management principles within a recreation context	Level 4	10
Core	243620	Operate a recreation facility	Level 4	4
Core	243611	Develop plans to manage sponsorship for a recreation programme	Level 4	4
Core	243618	Manage administration records in recreation environment	Level 4	3
Core	243621	Assist in the development of marketing plans for a recreation programme or activity	Level 4	5
Core	243612	Identify and describe the role and functions of the providers of recreation services in South Africa	Level 4	4
Core	243614	Plan, implement and evaluate a simple event or community recreation programme	Level 4	12
Core	243615	Manage and support volunteers in a community recreation environment	Level 4	4
Core	243623	Explain and interpret the processes involved in community recreation programming	Level 4	4
Core	243625	Describe the benefits of participating in a recreation programme	Level 4	4
Core	243626	Explain recreation concepts and trends within the South African context	Level 4	7
Core	243624	Perform basic financial procedures within a recreation organization	Level 4	4
Core	117499	Demonstrate entrepreneurial competence	Level 4	12
Core	123258	Foster and maintain customer relations	Level 3	10
Core	243622	Understand peoples needs and influences on leisure participation in South Africa	Level 4	4
Core	243616	Identify and manage hazards and risks in relation to a recreation activity and environment	Level 4	4
Core	243619	Access sources of information for use in community recreation programmes	Level 4	3
Core	243613	Apply and evaluate leadership principles in a recreation environment in South Africa	Level 4	6
Elective	120182	Participate in a community health assessment	Level 4	3
Elective	110053	Conduct a basic community needs assessment	Level 4	12
Elective	110056	Conduct advocacy campaigns and workshops in development practice	Level 4	12
Elective	114208	Develop a strategy to manage compromised employee wellbeing	Level 4	3
Elective	12353	Facilitate participatory community development processes	Level 4	12
Elective	114483	Identify and apply strategies to deal with risk behaviour to promote psychological health and wellness	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	119466	Interpret a variety of literary texts	Level 3	5

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop plans to manage sponsorship for a recreation programme

SAQA US ID	*UNIT STANDARD TITLE*		
243611	Develop plans to manage sponsorship for a recreation programme		
SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	4
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Identify potential sponsors for a specific recreation programme.

SPECIFIC OUTCOME 2
Prepare and present a sponsorship proposal.

SPECIFIC OUTCOME 3
Prepare a simple sponsorship contract.

SPECIFIC OUTCOME 4
Prepare plans to manage sponsorship.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify and describe the role and functions of the providers of recreation services in South Africa

SAQA US ID	***UNIT STANDARD TITLE***		
243612	Identify and describe the role and functions of the providers of recreation services in South Africa		
SGB		***PROVIDER***	
SGB Sport, Recreation & Fitness			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Sport	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 4	4
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Identify the recreation providers within the public sector.

SPECIFIC OUTCOME 2
Identify and assist the recreation providers in the voluntary sector to promote recreation activities.

SPECIFIC OUTCOME 3
Identify the commercial providers of recreation services, products, and facilities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply and evaluate leadership principles in a recreation environment in South Africa

SAQA US ID	***UNIT STANDARD TITLE***		
243613	Apply and evaluate leadership principles in a recreation environment in South Africa		
SGB		***PROVIDER***	
SGB Sport, Recreation & Fitness			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Sport	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 4	6
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Understand the concept of leadership within a recreation environment in South African communities.

SPECIFIC OUTCOME 2
Lead a group in a recreation activity.

SPECIFIC OUTCOME 3
Discuss motivation as it applies to drives and needs in participating in a recreation programme.

SPECIFIC OUTCOME 4
Demonstrate an understanding of the concepts of values and ethics.

SPECIFIC OUTCOME 5
Develop and implement a framework of values and ethics.

SPECIFIC OUTCOME 6
Evaluate the effectiveness of leadership.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Plan, implement and evaluate a simple event or community recreation programme

SAQA US ID	*UNIT STANDARD TITLE*		
243614	Plan, implement and evaluate a simple event or community recreation programme		
SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	12
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Perform a simple needs analysis to plan an event or community recreation programme.

SPECIFIC OUTCOME 2
Design a simple event or community recreation programme based on the results of the needs analysis.

SPECIFIC OUTCOME 3
Develop and implement an operations plan for a simple event or community recreation programme.

SPECIFIC OUTCOME 4
Prepare a schedule or timetable for a simple event or community recreation programme.

SPECIFIC OUTCOME 5
Co-ordinate the implementation of a simple event or a community recreation programme.

SPECIFIC OUTCOME 6
Evaluate and review a simple event or community recreation programme.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage and support volunteers in a community recreation environment

SAQA US ID	***UNIT STANDARD TITLE***		
243615	Manage and support volunteers in a community recreation environment		
SGB		***PROVIDER***	
SGB Sport, Recreation & Fitness			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Sport	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 4	4
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Demonstrate an understanding of the theory of volunteerism.

SPECIFIC OUTCOME 2
Profile, identify, and orientate potential volunteers in.

SPECIFIC OUTCOME 3
Monitor and support the volunteer during the facilitation of a programme within a community.

SPECIFIC OUTCOME 4
Maintain good relations with the volunteer to ensure sustainability of the recreation activity.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify and manage hazards and risks in relation to a recreation activity and environment

SAQA US ID	***UNIT STANDARD TITLE***		
243616	Identify and manage hazards and risks in relation to a recreation activity and environment		
SGB		***PROVIDER***	
SGB Sport, Recreation & Fitness			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Sport	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 4	4
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Explain the health and safety roles and responsibilities of an individual working in a community recreation environment.

SPECIFIC OUTCOME 2
Demonstrate knowledge of the emergency policies and procedures of a recreation organization.

SPECIFIC OUTCOME 3
Examine the recreation activity, facility and environment and eliminate or minimize risks and hazards.

SPECIFIC OUTCOME 4
Implement a risk management policy within a recreation facility.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Recognise and apply operational management principles within a recreation context

SAQA US ID	*UNIT STANDARD TITLE*		
243617	Recognise and apply operational management principles within a recreation context		
SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	10
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Display an understanding of the organisational structure.

SPECIFIC OUTCOME 2
Understand and apply policy and procedures to meet vision, mission and organisational objectives at an operational level.

SPECIFIC OUTCOME 3
Explain and interpret the fundamental activities involved in the management process.

SPECIFIC OUTCOME 4
Create systems to work productively with community, peers, and supervisors within a recreation setting.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage administration records in recreation environment

SAQA US ID	*UNIT STANDARD TITLE*		
243618	Manage administration records in recreation environment		
SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	3
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Explain the purpose of and demonstrate how recreation organizations capture and store different types of information.

SPECIFIC OUTCOME 2
Locate and provide records on request.

SPECIFIC OUTCOME 3
Maintain and update the record keeping system.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Access sources of information for use in community recreation programmes

SAQA US ID	*UNIT STANDARD TITLE*		
243619	Access sources of information for use in community recreation programmes		
SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	3
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Access local, national, and international sources of information relevant to recreation programming.

SPECIFIC OUTCOME 2
Identify and link with information networks to facilitate recreation programmes at community level.

SPECIFIC OUTCOME 3
Maintain and distribute relevant information for professional use in recreation programming.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Operate a recreation facility

SAQA US ID	***UNIT STANDARD TITLE***		
243620	Operate a recreation facility		
SGB		***PROVIDER***	
SGB Sport, Recreation & Fitness			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Sport	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 4	4
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Identify different types of facilities for the delivery of a recreation programme or service.

SPECIFIC OUTCOME 2
Illustrate the proper procedures in the maintenance of equipment and facilities.

SPECIFIC OUTCOME 3
Understand staffing and staffing structures and the basic human resources policy in a recreation organization.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Assist in the development of marketing plans for a recreation programme or activity

SAQA US ID	***UNIT STANDARD TITLE***		
243621	Assist in the development of marketing plans for a recreation programme or activity		
SGB		***PROVIDER***	
SGB Sport, Recreation & Fitness			
FIELD		***SUBFIELD***	
2 - Culture and Arts		Sport	
ABET BAND	***UNIT STANDARD TYPE***	***NQF LEVEL***	***CREDITS***
Undefined	Regular	Level 4	5
REGISTRATION STATUS	***REGISTRATION START DATE***	***REGISTRATION END DATE***	***SAQA DECISION NUMBER***
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Draft and implement a marketing plan for a recreation program or activity.

SPECIFIC OUTCOME 2
Identify and assess marketing resources required.

SPECIFIC OUTCOME 3
Utilize marketing resources to meet objectives.

SPECIFIC OUTCOME 4
Account for marketing resources used in a recreation programme.

SPECIFIC OUTCOME 5
Compile and submit a marketing report.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Understand peoples needs and influences on leisure participation in South Africa

SAQA US ID	*UNIT STANDARD TITLE*		
243622	Understand peoples needs and influences on leisure participation in South Africa		
SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	4
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Understand the introduction to the theory of human motivation.

SPECIFIC OUTCOME 2
Identify the influences of leisure time participation.

SPECIFIC OUTCOME 3
Demonstrate knowledge of special needs within populations.

SPECIFIC OUTCOME 4
Interpret the recreational needs of a specific target group and identify the barriers to their participation in Recreational activities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain and interpret the processes involved in community recreation programming

SAQA US ID	*UNIT STANDARD TITLE*		
243623	Explain and interpret the processes involved in community recreation programming		
SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	4
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Describe community recreation programming.

SPECIFIC OUTCOME 2
Explain programming by objectives and leisure facilities.

SPECIFIC OUTCOME 3
Define programming actions and overcoming problems at a Recreation facility.

SPECIFIC OUTCOME 4
Prepare a Recreation programme evaluation protocol to measure the effectiveness of the service.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Perform basic financial procedures within a recreation organization

SAQA US ID	*UNIT STANDARD TITLE*		
243624	Perform basic financial procedures within a recreation organization		
SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	4
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Explain and apply the basic procedures for receiving and receipting payments.

SPECIFIC OUTCOME 2
Maintain financial record keeping and cash flow.

SPECIFIC OUTCOME 3
Utilize a petty cash system to purchase equipment and office items.

SPECIFIC OUTCOME 4
Conduct basic banking transactions.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Describe the benefits of participating in a recreation programme

SAQA US ID	*UNIT STANDARD TITLE*		
243625	Describe the benefits of participating in a recreation programme		
SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	4
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Identify and explain the four major benefit areas of a Recreation programme.

SPECIFIC OUTCOME 2
Explain the individual benefits in participating in recreation activities.

SPECIFIC OUTCOME 3
Describe the benefits of recreation programmes on the community.

SPECIFIC OUTCOME 4
Discuss the benefits of recreation on the economy.

SPECIFIC OUTCOME 5
Describe the impact of recreation programmes on the environment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain recreation concepts and trends within the South African context

SAQA US ID	*UNIT STANDARD TITLE*		
243626	Explain recreation concepts and trends within the South African context		
SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	7
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Explain the concepts of recreation.

SPECIFIC OUTCOME 2
Define leisure, recreation, play, and work and relate it to the South African context.

SPECIFIC OUTCOME 3
Explain the dimensions of recreation within a historical context.

SPECIFIC OUTCOME 4
Examine the origins of the philosophy of play and recreation.

SPECIFIC OUTCOME 5
Demonstrate an understanding of the integration of play, recreation, and leisure.

SPECIFIC OUTCOME 6
Describe the trends, that impact on leisure and recreation.

SPECIFIC OUTCOME 7
Explain the impact of the societal, technological, and environmental trends on leisure and recreation.

No. 132 **16 February 2007**

PUBLIC NOTICE BY ORGANISING FIELD 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF A DECISION TO RE-REGISTER THE SGB FOR CHILD AND YOUTH CARE WORK

Organising Field (OF) 09 hereby gives notice of a decision to re-register the SGB for Child and Youth Care Work for NQF levels 4 – 8

Brief of the SGB

1. Identify transformation, development, access and equity issues relevant to child and youth care work and develop mechanisms to include these issues within the qualifications and standards as envisaged in (3) below *[Regulation 24 (1)(e)]*

2. Develop learning pathways for a potential qualification and unit standards in the area of child and youth care work from level 4 through to level 8 *[Regulation 24 (1)(a)]*.

3. Generate qualifications and unit standards in accordance with SAQA requirements in the area of child and youth care work in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment *[Regulation 24 (1)(a)]*.

4. Ensure that practising child and youth care workers are able to fulfil the requirements for registration with the relevant Professional Councils *[Regulation 24 (1)(e)]*.

5. Recommend qualifications and standards generated under paragraph 3 above to SAQA *[Regulation 24 (1)(c)]*.

6. Recommend criteria for the registration of assessors and moderators or moderating bodies *[Regulation 24 (1)(d)]*.

7. Review these qualifications and unit standards and effect the necessary changes *[Regulation 24 (1)(b)]*.

8. Perform such other functions as may from time to time be delegated by SAQA *[Regulation 24 (1)(e)]*.

COMPOSITION OF THE SGB

Member Name	Workplace	Nominating Body	Qualifications/ Experience
Allsopp, M	National Association of Child and Youth Care Workers (NACCW)	NACCW	• BA HDE • Nat Higher Cert in Residential Child Care (NHCRRC) • 12 years' clinical experience • 2 years' lecturing experience • 8 years' managerial experience
Booyens, M	University of Cape Town: Dept of Social Development	Higher Education South Africa (HESA)	• D Phil: Social Work • 10 years' clinical experience • 22 years' lecturing experience
Cornelius, F G	NACCW	NACCW	• NHCRRC • 10 years' clinical experience as Child and Youth Care worker • 5 years' as manager of children's home.
de Kock, D	UNISA	HESA	• D Litt et Phil (Social Work) • 7 years' clinical; 14 years' lecturing
Lodge, B J	Independent Youth Counsellor, Hartebeespoort	NACCW	• B Ed • Dip: Theology • 20 years' teaching experience • 16 years clinical experience • 13 years' managerial experience as Director of children's homes.
Makhan, H	Durban Children's Society	Child Welfare South Africa	• B Tech: Child and Youth Care • 26 years' child care experience including • 8 years as the Director of a child care facility and • 4 years as part-time lecturer at DUT
Michael, J C	Child & Youth Care Agency for Development (CYCAD)	CYCAD	• B Hons Social Work • Adv Dip in Business Admin • 13 years field experience • 15 years combined management and field experience
Molepo, L P	UNISA	UNISA	• B A • Higher Education Diploma • Dip: Child Care Administration • 17 years' clinical experience • 2 years' lecturing experience
Nadesan, V S	SA Council for Social Service Professions (SACSSP)	SACSSP	• B A: Social Work • Dip: Project Management • 10 years' experience as a social worker • 6 years' experience as probation officer • 3 years' as Restorative Justice mentor
Oosthuizen, S	NACCW	NACCW	• Dip: Child & Youth Development; • 16 years' clinical experience
Pruis, S	SACSSP	SACSSP	• M Soc Sc (Social Work) • 26 years' clinical experience • 6 years' managerial experience

Scott, K J	NACCW	NACCW	• B Soc Sc (Social Work) • B Tech: Child and Youth Development • 15 years' clinical experience • 15 years' managerial experience
Thumbadoo, Z S	NACCW	NACCW	• B A Social Work; 12 years' clinical experience • 3 years' lecturing experience • 9 years' managerial experience
Van Wyk, M	Department of Social Services and Population Development, Northern Cape Province	Provincial Government	• Dip: Human Resource Management • 12 years clinical work experience in child and youth care
Waspe, M A	SOS Children's Village Association of South Africa	UNISA	• Nat Dip: Child & Youth Development • 13 years' clinical experience • 9 years' managerial experience • 7 years' lecturing experience
Winfield, J A	Durban University of Technology (DUT)	HESA	• B Soc Sc; B A (Hons) Psychology • 4 years' clinical experience • 12 years' lecturing experience • 2 years' managerial experience