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## GOVERNMENT NOTICE

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 27

23 January 2009



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

**Art, Craft & Design**

registered by 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.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 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 23 February 2009**. All correspondence should be marked **Standards Setting – SGB for Art, Craft and Design** and addressed to

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P.P. **D. MPHUTHING**  
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION: National Certificate: Arts and Culture Development Management

SAQA QUAL ID	QUALIFICATION TITLE		
65030	National Certificate: Arts and Culture Development Management		
ORIGINATOR	PROVIDER		
SGB Art, Craft & Design			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	2 - Culture and Arts	Cultural Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	139	Level 5	Regular-Unit Stds Based

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

#### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

The National Certificate: Arts and Culture Development Management at NQF Level 5, is designed to meet the needs of those learners both employed and unemployed, who are already involved or wish to become involved in this field. This unit standards based qualification allows learners the opportunity to reach their potential and allows for their advancement within formal education, as well as allowing for the recognition of prior learning.

The qualification enables learners to develop, conduct, and implement Arts and Culture learning interventions, projects or campaigns, and develop products. There is an ongoing need for competent people to carry out these functions in the Arts and Culture sector, within the established business sector, but more so within the growing Small, Medium and Micro Enterprise (SMME) sector. This qualification enables learners from the struggling informal and self-employed components of this sector to access a career in the Arts and Culture sector, and contributes to their ability to enhance such career opportunities for others.

In line with the professionalisation of this field, there is also a need to develop career paths in this field so as to offer people involved in Arts and Culture development the opportunity to continue with a programme of life-long learning, which will make them knowledgeable and skilled employees or self-employed practitioners with enhanced employer or employee opportunities.

The National Certificate: Arts and Culture Development Management at NQF Level 5, is a specialised qualification that requires competence of creative practitioners from various arts and cultural disciplines who:

- > Wish to apply their arts training to the development of others.
- > Were previously disadvantaged or who were unable to complete their schooling and, therefore, were denied access to the Higher Education and Training band.
- > Have worked in Arts and Culture developmental projects for many years, but have no formal qualifications in this area of expertise.
- > Wish to extend their range of competence regarding development practices so that they can become knowledge workers and contribute towards a growing and developmental community.
- > Are contracted in a learnership agreement.

Qualified learners are capable of:

- > Identifying and selecting Arts and Culture development intervention participants.
- > Evaluating own development activities based on current research.
- > Developing Arts and Culture products and processes in development interventions.
- > Facilitating Arts and Culture development interventions.
- > Conducting Arts and Culture assessments.
- > Developing and managing resources for Arts and Culture development interventions.

Qualifying learners will follow occupations as:

- > Arts and Culture Programme Facilitators.
- > Arts and Culture Professionals (e.g. in a city gallery schools programme; freelancer in hospitals, crèches, old age homes, etc.; artist-in-residence in a school making and presenting own work and facilitating learning in areas of specialist expertise for learners).

Rationale:

The National Certificate: Arts and Culture Development Management at NQF Level 5, emerges from a recognition that there exists a rich history, both locally and internationally, of arts and culture practitioners playing a meaningful role in various contexts, their creativity and skills contributing to the development of creative capacities in others in the context of a range of personal, social, economic and educational ends. In the South African context, most of these 'arts and culture development practitioners' have been self taught or emerged from Not for Profit Organisations' (NPOs) training of various kinds, or Higher Education degree programmes that do not specifically equip them for the adaptation and application of their creative skills in a developmental context.

The need for this qualification emerged from recognition that the set of competencies of arts and culture practitioners often do not reflect the needs of developmental work in the communities within which they work. The training/education of arts and culture practitioners at the level of this qualification is generally focused on applying creative and technical skills, and assisting with development projects and learning interventions within identified Arts and Cultural programmes.

Qualified learners could follow a career in:

- > The community education and training sector.
- > Arts-in-development programmes within community arts centres and multi-purpose community centres.
- > Outreach programming out of public heritage and cultural institutions (e.g. museums, galleries, public theatres, etc.).
- > Carnivals, and community festivals and events.
- > Arts programming in the corporate sector, for example, in businesses and hospitals, clinics, old age homes and other social service environments.
- > Public awareness campaigns (e.g. HIV/AIDS, Youth and Women, Human Rights, Voter Education, etc.).

Practitioners obtaining this qualification are able to provide professional development directly to individuals and communities and will be empowering such individuals and communities to achieve specific outcomes, which will enhance the social, economic and productive status of qualified learners within the Arts and Culture industry.

The National Certificate: Arts and Culture Development Management at NQF level 5, is the second in the learning pathway for candidates that are interested in a career in Arts and Culture

development. With this qualification, learners can progress to community development specialised training qualifications at NQF Level 6.

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED IN PLACE**

The qualification was designed based on the assumption that the following competencies have already been achieved:

- > Communication and language at NQF Level 4.
- > Competencies in a chosen arts and culture discipline(s) equivalent or higher than NQF Level 4.

Recognition of Prior Learning:

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A qualification will be awarded should a learner demonstrate that the exit level outcomes of the qualification have been attained.

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning for the qualification should include an Integrated Assessment. This may allow for:

- > Accelerated access to further learning at this or higher levels on the NQF.
- > Gaining of credits towards Unit Standards in this Qualification.
- > Obtaining this Qualification in whole or in part.

Recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Access to the qualification:

Access to this qualification is open.

**QUALIFICATION RULES**

The qualification is made up of Fundamental, Core and Elective unit standards. A minimum of 139 credits is required to achieve the qualification.

In this qualification the credits are allocated as follows:

- > Fundamental: 8 Credits.
- > Core: 123 Credits.
- > Elective: 8 Credits.

Fundamental Component:

- > All the Unit Standards are compulsory.

Core Component:

> All unit standards are compulsory.

Elective Component:

> No specific unit standards are compulsory. However, candidates must complete at least 8 credits in this category.

### **EXIT LEVEL OUTCOMES**

1. Identify and select Arts and Culture development intervention participants.
2. Evaluate own development activities based on current research.
3. Develop Arts and Culture products and processes in development interventions.
4. Facilitate Arts and Culture development interventions.
5. Conduct Arts and Culture assessments.
6. Develop and manage resources for Arts and Culture development interventions.

### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

- > Arts and Culture development intervention programme criteria are specified to enable participant selection process.
- > Potential participants for specific Arts and Culture development interventions are identified for successful selection processes.
- > Selection processes are conducted against specified program criteria for successful recruitment.
- > Range: Selection process may include but are not limited to application forms, interviews, skills tests and motivational evidences.
- > Participant selection processes are evaluated against the principles of assessment.

Associated Assessment Criteria for Exit Level Outcome 2:

- > Research materials are collected according to the parameters of relevant Arts and Culture development interventions.
- > Range: Research materials may include the Arts and Culture sectors, markets and community develop issues; financial issues (such as funding and budgeting); cultural and/or creative industries; technical field information and technique of relative field.
- > Research materials are analysed according to the parameters of relevant Arts and Culture development interventions and materials are organised for easy access and further use.
- > Research analyses are interpreted for application in relevant Arts and Culture development interventions for own development.
- > Research processes and results are evaluated and documented for future development activities.

Associated Assessment Criteria for Exit Level Outcome 3:

- > Arts and Culture Project processes are designed to meet the objectives of specific development interventions.
- > Range: Project processes includes but not limited to milestones, budgets, objectives, risks, indicators, stakeholders and deliverables.

- > Arts and Culture products are developed and/or adjusted to meet the objectives of specific development interventions.
- > Arts and Culture development interventions are created to promote a culture of life long learning for participants.

Associated Assessment Criteria for Exit Level Outcome 4:

- > Training content is presented at an appropriate level for the participants in Arts and Culture development interventions.
  - > Range: Level may include, but is not limited to, educational, cultural, social and technological.
- > Training methodologies are justified in terms of relevance of contents for specific Arts and Culture development interventions.
  - > Range: Training methodology includes but not limited to coaching, mentoring, group work, lessons, role play, practical interventions, demonstrations and field work.

Associated Assessment Criteria for Exit Level Outcome 5:

- > Assessment processes of Arts and Culture products are planned and prepared according to agreed Arts and Culture elements and principles of design.
- > Assessment processes of Arts and Culture development interventions are planned and prepared according to relevant criteria and assessment principles of assessment.
- > Assessments of candidates and products are conducted using appropriate tools and methods against relevant criteria and outcomes of Arts and Culture development interventions.

Associated Assessment Criteria for Exit Level Outcome 6:

- > A list of Arts and Culture stakeholders are created that will assist to develop and expand financial, physical, technical, technological and human resources through a process of networking and negotiation.
- > Strengths, weaknesses, opportunities and threats of individuals and/or groups are identified to empower and develop them within the Arts and Culture development context.
- > Arts and Culture development intervention budgets are adhered to according to organisation policies and procedures, and legal regulations.
- > Physical, technical and technological resources of Arts and Culture development interventions are administered to assure optimal utilisation thereof.

Integrated Assessment:

The assessment criteria in the unit standards are performance-based, assessing applied competence, rather than only underpinning knowledge, or only skills. The critical cross-field outcomes are also achieved in the unit standards. In addition to the competence assessed to achieve the unit standards, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to occupational and learning contexts, to qualify, and assessment approaches used should be appropriate for assessing applied competence. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this qualification.

Learners who qualify must be able to integrate concepts, ideas and behaviours across unit standards to achieve the purpose of the qualification. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and in an integrated way, and thus its purpose, at the time of the award of the qualification.

Evidence of integration may be presented by learners when being assessed against the unit standards, and separate assessment for integration may not be necessary. Workplace

experience can be recognised when assessing towards this qualification. Integrated assessment should include observable performance as well as the quality of thinking behind such performance. Formative assessment can be employed during learning towards the unit standards and during integration to achieve exit level outcomes, to ensure that integration takes place when summative assessment is employed.

#### **INTERNATIONAL COMPARABILITY**

International qualifications were examined to ensure that the qualification structure and unit standards in the National Certificate: Arts and Culture Development Management on NQF level 5 are comparable in terms of level, scope and competencies covered. Very few countries in the world have developed qualifications specifically for this field of skills development practices. For that reason the research has been reflected collectively as it is relevant to the proposed qualification.

Qualifications, courses and/or programmes were analysed from a number of countries:

- > New Zealand.
- > United State of America (USA).
- > Canada.
- > Australia.
- > United Kingdom.
- > West Africa.
- > Botswana.

New Zealand:

Registered at the New Zealand qualifications Authority is a National Certificate in Performing Arts Management (Level 4), which has related unit standards to this qualification in the following major areas:

NZQA; South African Qualification:

- > Demonstrate knowledge of financial management in relation to performing arts; Core.
- > Demonstrate knowledge of promotion and marketing in relation to performing arts; Core.

Also registered on NZQA is the National Diploma in Career Practice (Level 6) that is related to the guidance and educational elements of this South African qualification. The following unit standards registered on the NZQA also related to the unit standards used in this qualification:

NZQA; Level; South African Qualification:

- > Provide information on career development and education for a target group; Level 4; Core.
- > Undertake professional development as a career practitioner; Level 4; Core.
- > Facilitate community development through community arts; Level 6; Core.
- > Facilitate development of social service liaison and networking in the community; Level 6; Assessment criteria of Core.
- > Facilitate economic development in social service work; Level 6; Assessment criteria of Core.
- > Determine the adult training and development requirements of a group; Level 5; Assessment criteria of Core.
- > Apply design development and evaluation techniques; Level 3; Core.
- > Manage product and brand development; Level 7; Elective.
- > Develop and maintain links, partnerships, and networks in the career industry and community; Level 6; Core.
- > Determine the adult training and development requirements of an organization; Level 6; Core.

The Wellington Institute of Technology in New Zealand also provides a National Certificate in Adult Education and Training (Levels 4 & 5), a qualification designed for people involved in teaching and training of adults in industry, tertiary or community environments. Reference: [http://www.cit.ac.nz/adult-education/1cert\\_adult4.php](http://www.cit.ac.nz/adult-education/1cert_adult4.php). This is a generic qualification that does not cater specifically for the needs of the public sector. However it compares with this qualification and covers very similar learning areas.

United States of America:

Various institutes in the United States of America under the Association of Arts Administration Educators offer undergraduate programmes, courses and short courses that are comparable with this South African qualification. The programmes are mainly focused on the entrepreneurial and poverty-stricken upliftment, but all have product development in various fields of Arts and Culture. Most of these programmes also require learners to follow internship and practical experience at selected Arts & Culture institutes.

The South African qualification matches the USA qualification by the International Board of Standards for Training and Instruction, except that the USA qualification is pitched on a higher level and in the area of learner support. This USA qualification also does not make mention of outcomes based training, and merely speaks of "current theory". This is not related to the specific field of Arts & Culture but does relate to learner training and education and community development as a whole. In this qualification assessment is included. The standards are well aligned in terms of design, delivery, evaluation and assessment. A comparison of key outcomes is given below.

USA: International Board of standards for training and instruction; South African qualification:

- > Respond appropriately to learners' needs for clarification or feedback; Apply a range of research methodologies to support the design and implementation of (a) local economic development project(s) in own work context.
- > Report on evaluation information; Apply a range of research methodologies to support the design and implementation of (a) local economic development project(s) in own work context.
- > Apply current research and theory to the practice of instructional design; Apply a range of research methodologies to support the design and implementation of (a) local economic development project(s) in own work context.
- > Assess learning and performance; Conduct outcomes-based assessment.
- > Apply management skills to the training function; Guide learners about their learning, assessment and recognition opportunities.
- > Demonstrate effective facilitation skills; Facilitate learning in arts and culture modules and programmes.
- > Prepare for instruction; Facilitate learning in arts and culture modules and programmes.
- > Demonstrate effective facilitation skills; Facilitate learning in arts and culture modules and programmes.
- > Evaluate instructional effectiveness; Facilitate learning in arts and culture modules and programmes.
- > Evaluate and assess instruction and its impact; Facilitate learning in arts and culture modules and programmes.
- > Manage an environment that fosters learning and performance; Facilitate learning in arts and culture modules and programmes.
- > Identify and describe target population characteristics; Design learning events.
- > Design a curriculum or programme; Design learning events.
- > Develop and monitor a strategic training plan; Design learning events.
- > Update and improve professional and business knowledge, skills, and attitudes; Promote lifelong learning and development.
- > Apply management skills to the training function; Plan development project operations.
- > Apply business skills to the training function; Plan development project operations.

- > Implement knowledge management solutions; Plan development project operations.
- > Maintain networks to advocate for and support the training function; Build relationships for development practice.

Also in the USA, Washington, the College of Arts and Science at the American University offers a Graduate Certificate in Arts Management with course requirements that closely relate to this South African qualification. This course is at a higher level of complexity, equivalent to the NQF Level 6, but related outcomes compare satisfactorily.

USA: College of Arts & Science; South African qualification:

- > Survey of Arts Management; Apply a range of research methodologies to support the design and implementation of (a) local economic development project(s) in own work context.
- > Promotion and Public Relations for Performing Arts; Build relationships for development practice.
- > Financial Management; Monitor budgets related to community projects.
- > Financial Management; Plan, organise and control the day-to-day administration of an office support function.
- > Fund raising Management for the Arts; Part of assessment criteria in unit: Plan development project operations.
- > Creative Theories and Criticism in the Arts; Part of assessment criteria in unit: Develop, adapt and/or adjust existing Arts and Culture products.
- > Performing Arts: Internship; Conceptualise a range of ideas to solve design problems.
- > Performing Arts: Internship; Analyse and review design research information.
- > Performing Arts: Internship; Define community-based development project scope.

At Sweet Briar College in the USA, Virginia, a pre-professional certificate in Arts Management is offered, with outcomes related to this qualification. The following modules are equivalent to the unit standards included in this South African qualification:

- > The Arts Organization (APLOMB): Audience, Program, Leadership, Outreach, Mission, Balance.
- > Methods of Teaching Creative Movement and Dance.
- > Arts Management Practicum.
- > Gifts and Commodities: The Construction of Value in Social Life.
- > Fundamentals of Management - Fundamentals of Marketing - Marketing Research.

Australia:

The Australian framework addresses community development practitioner competence at lower levels, and in relation to various other areas of competence, such as local government, and health work. There is no qualification at the equivalent level of this South African qualification.

United Kingdom:

This South African qualification matches very closely in terms of qualification purpose, structure and outcomes with the City and Guilds NVQ Level 5 in Training and Development (Master Professional Diploma) and City & Guilds Level 3 NVQ in Combined Working Practices, in the United Kingdom, with particular reference to the structure of the new NVQ Learning and Development Standards as follows:

City and Guilds NVQ; South African qualification:

- > Learning and Development: Core.
- > Direct training and Support; Facilitate learning in arts and culture modules and programmes.
- > Management of Learning and Development Provision; Core.

- > Co-ordination of learning and Development Provision; Plan development project operations.
- > Contribute to the Improvement of Routine Working Practices; Elective.
- > Contribute to the Development of Teams and Individuals; Core.
- > Facilitate Individual Learning Through Coaching; Core.
- > Assess Candidate Performance; Core.
- > Facilitate Learning Through Demonstration And Instruction; Core.

The City University in London (United Kingdom) offers post graduate programmes in Culture, Policy and Management Pathways that is at a much higher level compared with this South African qualification, but relates in terms of content and idea. Short courses with one week duration each are also offered, that address some of the unit standard outcomes in this South African qualification, as follows:

Programming that refers to:

- > Working with artists, artistic directors, curators and other content providers.
- > Formation of programming policy from concept to delivery; reviewing programming, and the role of the critic.
- > Programming strategies.
- > Engaging with contemporary culture, cultural diversity and responses to public policy debates.
- > Programming and audience development, evaluating and responding to audience responses, education and programming.

Education, Learning and the Cultural Sector that refers to:

- > Aspects of management - the role of the education officer and the education department in forming policy; advocacy; strategic planning including budgets and staffing.
- > Developing audiences and the importance of audience research.
- > Theories of learning styles and their appropriateness to the cultural sector.
- > Range of evaluation techniques; briefing and working with consultants.
- > Programming - the role education teams have in contributing to and complementing programming, and looking at a range of activities and interpreting their appropriateness.

Africa and SADC:

The National Certificate in Arts & Culture Development Management, Level 5 compares very favourably with a West African Train the Trainer programme, run by training provider AMWA. The exit level outcomes and associated units standards referring to training and assessment correlate well with the West African counterparts as revealed below. The duplication of certain outcomes against the SA qualification is due to the fact that in the SA qualification separates out assessment and evaluation whereas in the West African certificate they are combined. The West African Certificate does not address the competencies related to learner support, and product development as covered by the South African qualification.

AMWA; South African qualification:

- > Apply an understanding of the adult learning process and group dynamics; Core.
- > Understand the role and task of the trainer; Core.
- > Demonstrate knowledge of different training techniques and training aids; Core.
- > Understand and use various methods of evaluation and be able to assess learning; Core.

Registered at the Botswana Training Authority (BTA) are units that compare to those in this South African qualification's components. The following units on the Botswana framework correlate as follows:

NQF: Botswana Training Authority; South African qualification:

- > Demonstrate knowledge of consumer problems and ways to resolve them; Core.
- > Inform learners and stakeholders on the outcome of assessment; Core.
- > Work with an organization as a practicing assessor; Core.
- > Identify and provide solutions to assessment problems; Core (part of assessment unit standard).
- > Demonstrate knowledge of good practice principles in assessment; Core (part of assessment unit standard).
- > Evaluate assessment instruments and procedures; Core (part of assessment unit standard).
- > Assess candidates against standards; Core.

Conclusion:

The National Certificate in Arts and Culture Development Management (NQF Level 5) compares favourably with a wide selection of international programmes as identified above, providing a mix of mandatory and optional components that enable learners to tailor the qualification to their particular role. Where outcomes or competencies are identified within the international qualifications, they are generally comparable to the South African qualifications in terms of levels and range of competencies covered. Although no comparable qualifications were found, there are a significant number of international qualifications at undergraduate level that compare very closely in purpose and content with the National Certificate in Arts and Culture Development Management (NQF Level 5). The comparisons confirm the need for a qualification that is pitched at higher education level, but without the need to commit to extended studies of the first degree type.

#### **ARTICULATION OPTIONS**

Horizontal articulation on the NQF is possible with the following NQF Level 5 qualifications:

- > ID 23095: Higher Education and Training Certificate: Development Practice.
- > ID 49119: National Certificate: Craft Operational Management.
- > ID 49626: National Certificate: Landcare Facilitation.
- > ID 36438: National Certificate: Local Economic Development.
- > ID 49743: National Certificate: Manufacturing Management.
- > ID 50334: National Certificate: Occupationally Directed Education Training and Development Practices.
- > ID 57427: National Certificate: Youth Development.
- > ID 49710: National Diploma: Development Practice.
- > ID 50333: National Diploma: Occupationally Directed Education, Training and Development Practices.

Vertical articulation is possible with the following NQF Level 6 qualifications:

- > ID 48810: Bachelor of Design.
- > ID 50330: Bachelor: Occupationally Directed Education Training and Development Practices.
- > ID 50331: National Certificate: Occupationally Directed Education, Training and Development Practices.

#### **MODERATION OPTIONS**

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Particular moderation and accreditation requirements are:

- > Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards

achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA accredited by SAQA.

> The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.

> Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification.

> Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

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

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

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the qualification and any of the Unit Standards that make up this qualification.

To register as an assessor, the following are required:

> Detailed documentary proof of relevant qualification/s, practical training completed, and/or experience gained in the relevant field at a NQF level above the level of this qualification.

> Detailed documentary proof of relevant qualification/s, practical training completed, and/or experience gained in assessment at a minimum of NQF Level 5.

Assessors should keep the following general principles in mind when designing and conducting assessments:

> 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 learner must be declared competent in terms of the qualification purpose and exit level outcomes.

> Where assessment across Unit Standard titles or at Unit Standard 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.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

> Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.

> Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.

> Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.

> Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of qualification.

All assessments should be conducted in line with the following well-documented principles:

- > **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.
- > **Manage:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- > **Integrate into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- > **Valid:** The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- > **Direct:** The activities in the assessment mirror the conditions of actual performance as close as possible.
- > **Authentic:** The assessor is satisfied that the work being assessed is attributable to the learner 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. Learners for assessment understand the assessment process and the criteria that apply.
- > **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

#### NOTES

N/A

#### UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	110494	Apply a range of research methodologies to support the design and implementation of (a) local economic development project(s) in own work context	Level 5	8
Core	115133	Analyse and review design research information	Level 5	14
Core	119767	Build relationships for development practice	Level 5	12
Core	115154	Conceptualise a range of ideas to solve design problems	Level 5	12
Core	115753	Conduct outcomes-based assessment	Level 5	15
Core	119765	Define community-based development project scope	Level 5	8
Core	123122	Design and develop arts and culture-based education programmes and activities	Level 5	12
Core	261238	Develop, adapt and/or adjust existing arts and culture products	Level 5	10
Core	115487	Facilitate learning in arts and culture modules and programmes	Level 5	10
Core	117874	Guide learners about their learning, assessment and recognition opportunities	Level 5	6
Core	14020	Monitor budgets related to community projects	Level 5	8
Core	119764	Plan development project operations	Level 5	8
Core	110061	Prepare learning support materials for programmes in development practice	Level 5	8
Elective	123123	Design arts and culture-based education curricula	Level 5	12
Elective	119763	Design learning events	Level 5	8
Elective	110505	Design, implement and manage a local economic development project in own work context	Level 5	8
Elective	110531	Plan, organise and control the day-to-day administration of an office support function	Level 5	4
Elective	10295	Promote lifelong learning and development	Level 5	8

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Elective	110489	Recruit and select staff for a local economic development unit in accordance with local government procurement policies and other legal requirements	Level 5	4

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION****None**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Develop, adapt and/or adjust existing arts and culture products***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261238	Develop, adapt and/or adjust existing arts and culture products		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Art, Craft & Design			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Cultural Studies	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	10

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

**SPECIFIC OUTCOME 1**

Analyse the factors influencing the suitability of Arts and Culture products in a market.

**SPECIFIC OUTCOME 2**

Develop interventions to develop adjust and/or adapt Arts and Culture products.

**SPECIFIC OUTCOME 3**

Co-ordinate the implementation of development interventions.

**SPECIFIC OUTCOME 4**

Review and document development of Arts and Culture products.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	65030	National Certificate: Arts and Culture Development Management	Level 5



### SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

#### Art, Craft & Design

registered by Organising Field 02 – Culture and Arts publishes the following Qualification and Unit Standard for public comment.

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

Comment on the Qualification and Unit Standard should reach SAQA at the address below and **no later than 23 February 2009**. All correspondence should be marked **Standards Setting – SGB for Art, Craft and Design** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Mr. E. Brown

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [ebrown@saqa.org.za](mailto:ebrown@saqa.org.za)

  
P.P. **D. MPHUTHING**

**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:****Further Education and Training Certificate: Arts and Culture Development Support**

<b>SAQA QUAL ID</b>	<b>QUALIFICATION TITLE</b>		
65051	Further Education and Training Certificate: Arts and Culture Development Support		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Art, Craft & Design			
<b>QUALIFICATION TYPE</b>	<b>FIELD</b>	<b>SUBFIELD</b>	
Further Ed and Training Cert	2 - Culture and Arts	Cultural Studies	
<b>ABET BAND</b>	<b>MINIMUM CREDITS</b>	<b>NQF LEVEL</b>	<b>QUAL CLASS</b>
Undefined	147	Level 4	Regular-Unit Stds Based

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

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

The Further Education and Training Certificate: Arts and Culture Development Support is designed to meet the needs of those learners both employed and unemployed, who are already involved or wish to become involved in this field. This unit standards based qualification allows learners the opportunity to reach their potential and allows for their advancement within formal education, as well as allowing for the recognition of prior learning.

This qualification enables learners with the competencies to support a more qualified and/or experienced Arts and Culture practitioner to organise, administer and implement Arts and Culture learning interventions, projects or campaigns and improve products. There is an ongoing need for competent people to carry out these functions in the Arts and Culture sector, within the established business sector, but more so within the growing Small, Medium and Micro Enterprise (SMME) sector. This qualification enables learners from the struggling informal, self-employed and lower levels in this sector to access a career in the Arts and Culture sector.

The Further Education and Training Certificate: Arts and Culture Development Support, is a specialised qualification that requires competence of creative practitioners from various arts and cultural disciplines who:

- > Wish to apply their arts training to the development of others.
- > Were previously disadvantaged or who were unable to complete their schooling and, therefore, were denied access to Further Education and Training band.
- > Have worked in Arts and Culture developmental projects for many years, but have no formal qualifications in this area of expertise.
- > Wish to extend their range of competence regarding development so that they can become knowledge workers and contribute towards a growing and developmental community.
- > Are contracted in a learnership agreement.

Qualified learners are capable of:

- > Communicating with stakeholders and communities in arts and culture projects.

- > Preparing and implementing arts and culture learning interventions.
- > Contributing towards assessment processes.
- > Supporting learning interventions.
- > Organising and coordinating arts and culture projects.
- > Supporting the arts and culture product development process.
- > Investigating and exploring the positioning of arts and culture products and projects.

Qualifying learners will seek occupations as:

- > Arts and Culture Outreach Worker (e.g. in Community Arts centres).
- > Recreational Arts and Culture Worker.
- > Community Arts and Culture Worker.
- > Community Artist.
- > Community Arts and Culture Officer.

Rationale:

This Further Education and Training Certificate: Arts and Culture Development Support, emerges from a recognition that there exists a rich history, both locally and internationally, of arts and culture practitioners playing a meaningful role in various contexts, their creativity and skills contributing to the development of creative capacities in others in the context of a range of personal, social, economic and educational ends. In the South African context, most of these 'arts and culture development practitioners' have been self taught or emerged from Not for Profit Organisations' (NPOs) training, or Higher Education degree programmes that do not specifically equip them for the adaptation and application of their creative skills in a developmental context.

The need for this qualification emerged from recognition that the set of competencies of the arts and culture practitioners often do not reflect the needs of developmental work in the communities within which they work. The training of arts and culture practitioners at the level of this qualification is generally focused on applying creative and technical skills, and assisting with development projects and learning interventions within identified Arts and Cultural programmes. Practitioners obtaining this qualification are able to provide professional support directly to individuals and communities and will be empowering such individuals and communities to achieve specific outcomes. This will enhance the social, economic and productive status of qualified learners within the Arts and Culture industry.

Qualified learners could follow a career in:

- > The community education and training sector.
- > Arts-in-development programmes within community arts centres and multi-purpose community centres.
- > Outreach programming out of public heritage and cultural institutions (e.g. museums, galleries, public theatres, etc).
- > Carnivals, and community festivals and events.
- > Arts programming in the corporate sector, for example, in businesses and hospitals, clinics, old age homes and other social service environments.
- > Public awareness campaigns (HIV/AIDS, Youth and Women, Human Rights, Voter Education, etc).

The Further Education and Training Certificate: Arts and Culture Development Support is an entry level qualification for candidates that are interested in a career in Arts and Culture development. On completion, learners can progress to the National Certificate: Arts and Culture Development Management at NQF Level 5.

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

Y

**LEARNING ASSUMED IN PLACE**

The qualification was designed based on the assumption that the following competencies have already been achieved:

- > Communication at NQF Level 3.
- > Mathematical Literacy at NQF Level 3.

**Recognition of Prior Learning:**

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned below. This Recognition of Prior Learning may allow for:

- > Accelerated access to further learning at this or higher levels on the NQF.
- > Gaining of credits towards Unit Standards in this Qualification.
- > Obtaining this Qualification in whole or in part.

All recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A qualification will be awarded should a learner demonstrate that the exit level outcomes of the qualification have been attained.

**Access to the Qualification:**

- > Access to this qualification is open.

**QUALIFICATION RULES**

The qualification consists of Fundamental, Core and Elective unit standards. A minimum of 147 credits is required to achieve the qualification. The credits are allocated as follows:

The Fundamental Component consists of 56 credits made up as follows:

- > Unit standards at NQF Level 4, totalling 16 credits in Mathematical Literacy.
- > Unit standards at NQF Level 4, totalling 20 credits in Communication in a First South African Language.
- > Unit standards at NQF Level 3, totalling 20 credits in Communication in a Second South African Language.

It is therefore compulsory for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

Core Component (80 credits) compulsory for all learners.

**Elective Component:**

Source: National Learners' Records Database

Qualification 65051

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> Learners are to choose unit standards totalling a minimum of 11 credits from those listed as Electives.

### **EXIT LEVEL OUTCOMES**

1. Communicate with stakeholders and communities for arts and culture projects.
2. Prepare and implement arts and culture learning interventions.
3. Contribute towards assessment processes.
4. Support learning interventions.
5. Organise and coordinate arts and culture projects.
6. Support arts and culture product development process.
7. Investigate and explore positioning of arts and culture products and projects.

### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

- > Ideas and objectives of Arts and Culture projects are accessed and then discussed through a consultative process that incorporates stakeholder inputs.
- > Cultural, social, economic, gender and age diversity are explained in relation to the objectives of Arts and Culture projects.
- > Processes of consultation are collated, documented and organised for successful evaluation of Arts and Culture projects.
- > Negotiation outcomes are reviewed and reported in the context of Arts and Culture projects' scope.

Associated Assessment Criteria for Exit Level Outcome 2:

- > Arts and Culture community needs are analysed in terms of relating learner profiles to the target learning intervention.
- > Range: Community may refer to groups, societies, associations, sector or individual learner.
- > Learning resources are planned and prepared according to the specific learning intervention plans.

Associated Assessment Criteria for Exit Level Outcome 3:

- > Assessment material and instruments are organised for effective and efficient assessment processes.
- > Assessment candidates are adequately prepared and supported according to the assessment process without compromising the results.
- > Art and Culture products are prepared for assessment in the context of the Arts and Culture product development process.

Associated Assessment Criteria for Exit Level Outcome 4:

- > Processes of the learning intervention are monitored and supported to maximise learners' experiences in line with the target learning plan.
- > Resources and arrangements are optimised to ensure an effective and efficient Arts and Culture learning process.
- > Learners and processes of learning are monitored and reviewed and necessary adjustments are made to address strengths and weakness in the Arts and Culture learning interventions.

Associated Assessment Criteria for Exit Level Outcome 5:

- > Administrative processes are applied according to the principles of quality management systems for Arts and Culture Projects.
- > Arts and Culture project assignments are prioritised to ensure that milestones and deliverables are met.

Associated Assessment Criteria for Exit Level Outcome 6:

- > Relevant technical and material resources, trends, markets and stakeholders are researched to provide tangible information for the support of Arts and Culture product development processes.
- > Arts and Culture elements and principles are applied to support the development processes to meet the outcomes of a specific Arts and Culture product.
- > Arts and Culture development participants are motivated and encouraged to maintain and improve products for life long development processes.

Associated Assessment Criteria for Exit Level Outcome 7:

- > Arts and Culture markets are investigated and explored for positioning arts and culture products and projects.
- > Business viability and opportunities are investigated and explored for relevant Arts and Culture products and projects.
- > Financial sources are investigated and explored to assist in supporting Arts and Culture projects and products.
- > Range: Financial sources may include sponsorships, donations, grants and loans.

Integrated Assessment:

The assessment criteria in the unit standards are performance-based, assessing applied competence, rather than only underpinning knowledge, or only skills. The critical cross-field outcomes are also achieved in the unit standards. In addition to the competence assessed to achieve the unit standards, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to occupational and learning contexts, to qualify, and assessment approaches used should be appropriate for assessing applied competence. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this qualification.

Learners who qualify must be able to integrate concepts, ideas and behaviours across unit standards to achieve the purpose of the qualification. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and in an integrated way, and thus its purpose, at the time of the award of the qualification.

Evidence of integration may be presented by learners when being assessed against the unit standards, and separate assessment for integration may not be necessary. Workplace experience can be recognised when assessing towards this qualification. Integrated assessment should include observable performance as well as the quality of thinking behind such performance. Formative assessment can be employed during learning towards the unit standards and during integration to achieve exit level outcomes, to ensure that integration takes place when summative assessment is employed.

### **INTERNATIONAL COMPARABILITY**

International qualifications were examined to ensure that the qualification structure and unit standards in the Further Education and Training Certificate: Arts and Culture Development Support are comparable in terms of level, scope and competencies covered. Very few countries in the world have developed qualifications specifically for this field of skills development practices. For this reason, the research has been reflected collectively as it is relevant to the proposed qualification. No comparable qualifications were found, but there are a significant number of international qualifications at graduate or post graduate level that compare closely in purpose and content with this qualification.

Qualifications, courses and/or programmes were analysed from a number of countries, including:

- > United Kingdom.
- > Australia.
- > New Zealand.
- > United State of America.
- > India.
- > Singapore.
- > Africa and SADC.

United Kingdom:

In the United Kingdom the Arts Council of England has various programmes supporting the development of Arts and Culture practice in communities. Equivalent programmes include the following core areas of competence that relate to this South African qualification:

- > Contribute to the management of learner behaviour.
- > Establish and maintain relationships with individual learners and groups.
- > Support learners during learning activities.
- > Review and develop own professional practice.

The Convention of Scottish Local Authorities has an apprenticeship on Level 3 that focuses on the classroom assistant with competences related to this South African qualification as follows:

- > Communication.
- > Numeracy.
- > Information technology.
- > Problem solving.
- > Working with others.
- > Support the maintenance of pupil safety and security.
- > Contribute to the health and well-being of pupils.

Australia:

On the Australian qualifications framework, equivalent competence forms part of a Certificate in Education for teacher aides. The core component of the Australian qualification that relate to this South African qualification includes:

- > Develop and apply knowledge and understanding of school sector issues.
- > Contribute to equitable and inclusive education.
- > Use the advanced functions of a range of equipment to complete daily tasks.
- > Assist with student supervision and behaviour management.
- > Support students with additional needs in the classroom.
- > Produce business documents.

The Arts and Culture Development Grants of Kingston, Australia, encourages local artists, cultural practitioners and community-based groups to improve their skills in creative and cultural development, and management of arts and cultural activities through various short courses that relate to unit standards in this qualification.

#### New Zealand:

The New Zealand framework credits competence at an equivalent level, but with different credits (and, therefore, notional hours) and not as a qualification, for the following units that are also addressed in this South African qualification:

- > Facilitate the development and implementation of career plans - Level 4.
- > Assisting conductors to prepare conductive education programmes - Level 4.
- > Assisting clients with self care in conductive education - Level 4.
- > Participating in the implementation of individual learning plans for young people with special needs - Level 4.
- > Assist with implementation of early intervention programmes - Level 4.
- > Assist with implementation of various specific programmes (e.g. develop reading skills, deaf or hearing impaired persons, oral language difficulties, vision impaired persons, etc.) - Level 4.
- > Explain and apply the principles and processes of community arts - Level 4.
- > Manage arts performance process as performing artist - Level 4.
- > Demonstrate knowledge of financial management in relation to performing arts - Level 4.
- > Demonstrate basic knowledge of law in relation to performing arts - Level 4.
- > Demonstrate knowledge of promotion and marketing in relation to performing arts - Level 4.
- > Demonstrate knowledge of how to plan for a performing arts tour - Level 4.

The following units on the NZQA relate to units in this FETC but are at a different level and of different credit value:

- > Developing a plan of personal support networks - Level 3.
- > Demonstrate knowledge of how to prepare for a performing arts performance as performing artist - Level 3.
- > Manage a performing arts event - Level 5.
- > Manage a performing arts production - Level 5.
- > Research and compile resource material for the teaching of Maori Performing Arts - Level 6.
- > Facilitate community development through community arts - Level 6.

#### United States of America:

In the United States of America, and specifically in Hawaii, the Arts and Culture Development Branch (ACDB) in the State of Hawaii promotes the growth of the diverse creative and cultural resources of Hawaii as well as Hawaii-made products by supporting, planning, organising, and implementing programmes, projects, and activities that result in a creative economy that is a vibrant and sustainable sector of Hawaii's economy and by developing and expanding domestic and foreign markets for Hawaii's products. This is done through short courses that address the same areas of competence as some of this South African qualification's unit standards:

- > Marketing and planning.
- > Business and community networking.
- > Technology infusion.
- > Market intelligence.
- > Intellectual property protection.
- > Logistics and shipping.

#### Singapore:

In Singapore, there are various institutes addressing the development and assisting of Arts and Culture development through short courses and full time courses, but these do not address the units of competence generically, as is the case with this South African qualification.

India:

The India Foundation for the Arts in Bangalore assists Arts and Culture development through a grants system with programmes and short courses to assist educators in their respective field. The learning outcomes achieved relate to this South African qualification as follows:

India Foundation for the Arts; South African qualification:

- > Map the status of arts education in India; Conduct a basic community needs assessment.
- > Develop information resources for arts education, new arts curricula or innovative methods of incorporating the arts in different learning contexts;
- > Conduct project documentation management to support project processes.
- > Conduct a self-evaluation of own progress and development.
- > Facilitate the introduction of arts curricula in various educational contexts; Support Arts and Culture project facilitation and learning intervention.
- > Strengthen the material resources for arts education, including the production of creatively designed textual and audio-visual materials;
- > Select and use learning support materials in development practice.
- > Support the development of existing Arts and Culture products.
- > Extend their own practice; Manage self-development in the workplace.

Attakkalari Centre for Movement Arts in India does similar training to assist Arts management, skills and product development. These certificate programmes range from one to three years in duration, but are at a higher level of complexity compared with this South African qualification.

Africa and SADC:

In African countries such as Rwanda, Kenya, Swaziland, Cameroon, Zambia, Ethiopia and Lesotho, training for inclusion is mostly limited to teacher training and skills development of artists, at higher levels of complexity than this South African qualification. Such teacher and arts and culture practitioner training, usually in the form of short courses, includes peer support, arts skills, classroom management, adapting the curriculum, group work, encouraging family support, and promoting positive attitudes. Most other initiatives make use of community development and participation, without formal training at the community level.

In Nigeria the Institute for Media and Society (IMS) focuses on short courses and programmes that include areas such as research and documentation, training, publishing, and networking. These areas relate closely to the general outcome of this South African qualification.

Registered at the Botswana Training Authority are units that compare to unit standards included in this qualification. The Botswana units of competence correlate as follows with the South African qualification:

NQF: Botswana Training Authority; Level; South African qualification:

- > Demonstrate knowledge of consumer problems and ways to resolve them; 3; Core.
- > Inform learners and stakeholders on the outcome of assessment; 2; Core.
- > Work with an organization as a practicing assessor; 2; Core.
- > Identify and provide solutions to assessment problems; 3; Core (part of assessment unit standard).
- > Demonstrate knowledge of good practice principles in assessment; 3; Core (part of assessment unit standard).

- > Evaluate assessment instruments and procedures; 2; Core (part of assessment unit standard).
- > Assess candidates against standards; 3; Core.

Conclusion:

The Further Education and Training Certificate: Arts and Culture Development Practise compares favourably with a wide selection of international programmes as identified above, providing a mix of mandatory and optional units that enable learners to tailor the qualification to their particular role. Where outcomes or competencies are identified within the international qualifications, they are generally comparable to the South African qualification in terms of level of complexity and range of competencies covered. Although no comparable qualifications were found, there are a significant number of international qualifications at graduate or post graduate level that compare well in purpose and content with this South African qualification.

#### **ARTICULATION OPTIONS**

Horizontal articulation on the NQF is possible with the following NQF Level 4 qualifications:

- > ID 48809: Further Education and Training Certificate: Craft Enterprise.
- > ID 49127: Further Education and Training Certificate: Design Foundation.

Vertical articulation on the NQF is possible with the following NQF Level 5 qualifications:

- > ID 65030: National Certificate: Arts and Culture Development Management.
- > ID 23095: Higher Education and Training Certificate: Development Practice.
- > ID 49119: National Certificate: Craft Operational Management.
- > ID 50334: National Certificate: Occupationally Directed Education Training and Development Practices.
- > ID 50333: National Diploma: Occupationally Directed Education, Training and Development Practices.
- > ID 49710: National Diploma: Development Practice.

#### **MODERATION OPTIONS**

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Particular moderation and accreditation requirements are:

- > Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA accredited by SAQA.
- > The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.
- > Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification.
- > Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

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

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

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programmes that result in the outcomes specified for this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the qualification and any of the Unit Standards that make up this qualification.

To register as an assessor, the following are required:

- > Detailed documentary proof of relevant qualification/s, practical training completed, and/or experience gained in the relevant field at a NQF Level above the level of this qualification.
- > Detailed documentary proof of relevant qualification/s, practical training completed, and/or experience gained in assessment at the appropriate NQF Level (credit against the registered unit standard).

Assessors should keep the following general principles in mind when designing and conducting assessments:

- > 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 learner must be declared competent in terms of the qualification purpose and exit level outcomes.
- > Where assessment across Unit Standard titles or at Unit Standard 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.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- > Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- > Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- > Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- > Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of qualification.

All assessments should be conducted in line with the following well-documented principles:

- > **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.
- > **Manage:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- > **Integrate into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- > **Valid:** The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- > **Direct:** The activities in the assessment mirror the conditions of actual performance as close as possible.

- > **Authentic:** The assessor is satisfied that the work being assessed is attributable to the learner 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. Learners for assessment understand the assessment process and the criteria that apply.
- > **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

**NOTES**

N/A

**UNIT STANDARDS**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
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
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	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	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
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	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	117865	Assist and support learners to manage their learning experiences	Level 4	5
Core	110053	Conduct a basic community needs assessment	Level 4	12
Core	110057	Conduct a self-evaluation of own progress and development	Level 4	2
Core	120376	Conduct project documentation management to support project processes	Level 4	6
Core	120373	Contribute to project initiation, scope definition and scope change control	Level 4	9
Core	123396	Define target audience profiles and skills gaps	Level 4	6
Core	123410	Demonstrate knowledge and understanding of issues of unity and diversity in a historical context	Level 4	4
Core	12544	Facilitate the preparation and presentation of evidence for assessment	Level 4	4
Core	120387	Monitor, evaluate and communicate simple project schedules	Level 4	4
Core	120375	Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget	Level 4	6
Core	110054	Select and use learning support materials in development practice	Level 4	8
Core	261282	Support arts and culture project facilitation and learning intervention	Level 4	6
Core	261285	Support the development of existing arts and culture products	Level 4	8
Elective	120027	Apply financial knowledge and skill to compile a finance agreement	Level 4	2

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Elective	115409	Assist with tasks related to marketing, market research and promotions	Level 4	7
Elective	114598	Demonstrate an understanding of an entrepreneurial profile	Level 4	5
Elective	252206	Demonstrate an understanding of product positioning	Level 4	4
Elective	115208	Establish the basic principles of fundraising	Level 4	5
Elective	123459	Manage self-development in the workplace	Level 4	6
Elective	120029	Promote Gender Equality and Women's Empowerment through education, training and development	Level 4	6
Elective	114596	Research the viability of new venture ideas/opportunities	Level 4	5

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**

**None**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Support arts and culture project facilitation and learning intervention***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261282	Support arts and culture project facilitation and learning intervention		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Art, Craft & Design			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Cultural Studies	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	6

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

**SPECIFIC OUTCOME 1**

Register learners on a specific Arts & Culture learning intervention.

**SPECIFIC OUTCOME 2**

Source and prepare learning aids and resources.

**SPECIFIC OUTCOME 3**

Assist facilitators during a learning intervention.

**SPECIFIC OUTCOME 4**

Evaluate and document support of the Arts and Culture learning intervention.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	65051	Further Education and Training Certificate: Arts and Culture Development Support	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Support the development of existing arts and culture products***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261285	Support the development of existing arts and culture products		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Art, Craft & Design			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Cultural Studies	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	8

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

**SPECIFIC OUTCOME 1**

Analyse the factors influencing the suitability of Arts and Culture products.

**SPECIFIC OUTCOME 2**

Support developing interventions to adjust and adapt Arts and Culture products.

**SPECIFIC OUTCOME 3**

Co-ordinate and support the implementation of developing interventions.

**SPECIFIC OUTCOME 4**

Review and document developing of Arts and Culture products.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	65051	Further Education and Training Certificate: Arts and Culture Development Support	Level 4

**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.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 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 23 February 2009**. All correspondence should be marked **Standards Setting – SGB for Music** and addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. E. Brown*

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [ebrown@saga.org.za](mailto:ebrown@saga.org.za)

  
p.p. **D. MPHUTHING**  
**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

**QUALIFICATION:**  
**Further Education and Training Certificate: Music**

<b>SAQA QUAL ID</b>	<b>QUALIFICATION TITLE</b>		
65029	Further Education and Training Certificate: Music		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Music			
<b>QUALIFICATION TYPE</b>	<b>FIELD</b>	<b>SUBFIELD</b>	
Further Ed and Training Cert	2 - Culture and Arts	Music	
<b>ABET BAND</b>	<b>MINIMUM CREDITS</b>	<b>NQF LEVEL</b>	<b>QUAL CLASS</b>
Undefined	154	Level 4	Regular-Unit Stds Based

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

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

This qualification offers core knowledge, skills, and competence in such areas as performance, composition, theory, analysis and the music industry. It enables the development of competencies in music and other performing arts sub-fields.

Learners who have completed this qualification will have the necessary competencies to enter the Music Industry at an intermediate level. The qualification is intended for learners who aspire to gain further insight in music. The cumulative knowledge, skills and attitudes obtained from this qualification will enable the learner to gain access to more advanced training and practice in 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.
- > Apply advanced music knowledge.
- > Apply knowledge of the music industry.
- > Apply life and work skills in a music work place.
- > Perform on a minimum of one chosen music instrument, including the voice.

Rationale:

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 grown 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 to international level, either as a performer or in many different work situations associated with the industry, can be rapid, with the necessary training to equip musicians with the capacity to complement and sustain their skills.

Young musicians have to be equipped with knowledge, skills and attitudes to ensure sustained success and to form the basis for change in career focus. This qualification is the third in the

learning pathway for music. It will build on the intermediate knowledge of the second qualification at NQF Level 3 and will provide learners with more advanced knowledge and ability to strengthen the competencies necessary to sustain a career in the Music Industry. The targeted learners should have musical potential and can be drawn from the ranks of:

- > Unemployed youth.
- > School Leavers.
- > Unemployed adults.
- > Entrepreneurs.
- > Hobbyists.

Furthermore, it will serve all learners who want to broaden their knowledge of 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 bearing training and life-long learning. Although the qualification contains industry specific generic components, learners will also be equipped to perform other activities at intermediary levels within the industry.

Possible occupations for learners include:

- > Music Performer.
- > Backing Musician.
- > Session Musician.
- > Agent.
- > Songwriter.
- > Elementary Artist Manager.
- > Small Event Music Promoter.
- > Basic Music Technician.
- > Retail Music Sales Person.
- > Instrumentalist.
- > Music Administrator.

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

Y

#### **LEARNING ASSUMED IN PLACE**

It would be desirable for learners wishing to access this Qualification to be competent at:

- > Communication at NQF Level 3.
- > Mathematical Literacy at NQF Level 3.
- > Musical instrument performance at NQF Level 3.
- > Aural skills at NQF Level 3.

Recognition of Prior Learning:

This Qualification with all the Fundamental, Core and Elective Unit Standards associated with it, 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 related Unit Standards may also be achieved through the Recognition of Prior Learning.

Access to the Qualification:

- > Access to this qualification is open to all learners who have a basic knowledge of music and who play a music instrument.

**QUALIFICATION RULES**

The qualification consists of fundamental, core and elective unit standards. A minimum of 154 credits is required to achieve the qualification. The credits are allocated as follows:

Fundamental Component (56 credits) is compulsory for all learners:

The Fundamental Component consists of the following learning:

- > Unit standards at NQF Level 4, totalling 16 credits in Mathematical Literacy.
- > Unit standards at NQF Level 4, totalling 20 credits in Communication in a First South African Language.
- > Unit standards at NQF Level 3, totalling 20 credits in Communication in a Second South African Language.

It is therefore compulsory for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

Core Component (84 credits) Compulsory for all learners.

Learners are to choose unit standards totalling a minimum of 14 credits from those listed as electives.

**EXIT LEVEL OUTCOMES**

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

Critical Cross-Field Outcomes:

All the Critical Cross-Field Outcomes are realized in this qualification as follows:

Identify and solve problems in a responsible manner using critical and creative thinking in making decisions:

- > Compose and arrange music.
- > Identify and solve problems in music in various contexts.

Work effectively with others as member of the team through group presentation:

- > Rehearse and perform songs in Create, Compose and Arrange in groups (bands).
- > Motivate and build teams.
- > Develop and maintain effective working relationship with clients and team members.

Organise and manage oneself and one's activities responsibly while learning:

- > Practice schedules/logs are completed on practical instruments.
- > Identify and apply aural skills to listen to music.
- > Write and present for a wide range of purposes, audiences and contexts.
- > Support the project environment and activities to deliver project objectives.

Communicate effectively by using language skills in the modes of oral and/or written communication:

- > Describe the music business.
- > Create, compose and arrange music.

Use science and technology effectively and critically, showing responsibility towards the environment and health of others by demonstrating an understanding of health and safety aspects during the handling and usage of musical instruments:

- > Improvisation and Live Performances.

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

- > Demonstrate knowledge and understanding of HIV/AIDS's impact on a business sub-sector.

### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

1.1 Oral communication is maintained and adapted to meet personal and organisational needs and expectations.

1.2 Texts are interpreted and responded to in writing using a range of contexts in the music organisation.

1.3 Language and communication is used to interpret and respond to texts in occupational learning programmes.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Statistics, probability and probability models are used to solve a range of contextual problems.

2.2 Mathematical number systems, shape, and motion analysis are used to solve a range of life related problems.

2.3 Mathematics is used to investigate and monitor the financial aspects of personal and community life.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 Chords, intervals and progressions are identified and applied.

Range of intervals includes:

- > But is not limited to intervals of 1st-8th.

Range of chords:

- > The difference between major7, minor7, dominant7 chords and their respective inversions are recognised.

3.2 Melodic and rhythmic dictation is demonstrated.

Melodic: Range of note values includes, but is not limited to:

- > Semibreve, minim, crotchet, quavers in the keys of C, G, D, F and B flat major.

Rhythmic: Range of note values includes, but is not limited to:

- > Semibreve, minim, crotchet, quaver, semi-quaver, semi-quaver triplets.

3.3 Various musical styles are interpreted and a simple song is composed according to standard music industry practice.

3.4 Music notation is used to construct scales and write chords and chord progressions according to theory and practice of music.

Range statement for scales includes, but is not limited to:

- > All major and minor key signatures.
- > All melodic minor scales for treble and bass clefs (ascending and descending).
- > All blues scales for treble and bass clefs (ascending and descending).

Associated Assessment Criteria for Exit Level Outcome 4:

Source: National Learners' Records Database

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4.1 Basic staging is planned and performance developed according to given scenarios according to standard music industry practice.

4.2 A selected repertoire is rehearsed and performed according to standard music industry practice.

Range including but not limited to:

> 4 different genres and original compositions.

4.3 The elements and cultural contexts of music are described according to standard music industry practice.

Range of styles and genres include, but are not limited to Europe, North America, South America, West Indies, India, Arabia, Australasia etc.

4.4 Marketing, contracts and copyright are described according to marketing theory.

Associated Assessment Criteria for Exit Level Outcome 5:

5.2 Time signature is observed according to "timing requirements".

Range of time signatures includes, but not limited to:

> 2/4, 3/4, 4/4, 6/8, 9/8, 12/8.

5.3 Key signature is observed according to "key requirements".

Range of key signatures includes, but not limited to:

> Keys of C, G, F, D, Bb, A, E, Eb, Ab Major and their relative minors.

5.4 Demonstrate technical performance skills on a chosen instrument according to standard music industry practice.

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.

Both formative and summative assessment interventions should be employed to judge learner's competence against this qualification and parts thereof.

While the generic component (communication and mathematical literacy) of this Qualification at NQF Level 4 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 skills are portable. The primary aim of this Qualification is to ensure that learners have a sound base of Further Education to prepare them for Higher 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 musical development, which this qualification intends to achieve.

United Kingdom:

Best practice in music training is in the UK. The Level 4 Licentiate in Music Practice (Reference 100/2747/6) is registered by the Qualifications and Curriculum Authority in the United Kingdom and the awarding body is Trinity College London. It is similar to the FET Certificate in Music at NQF Level 4 in that they both are of 1 year study duration and these are unit standards (elements) based qualifications. The competencies in both qualifications are similar.

The competencies of the UK qualification include:

- > Rehearsal techniques.
- > Performance.
- > Composing.
- > Listening and understanding.
- > Professional practice.

Courses cover the following learning:

- > Music knowledge.
- > Music performance skills.
- > Music compositional skills.
- > Music ensemble.
- > Self management skills.
- > Music arrangement.
- > Music analysis.
- > Rehearsal techniques.
- > Performance.
- > Composing.
- > Listening and understanding.
- > Professional practice.

France, Denmark, Spain, USA:

The following institutions are examples of some institutions that offer full-time academic courses. The same competencies as above are covered but these are covered as part of qualifications rather than short courses:

- > Rhythmic Academy, Copenhagen.
- > Music Academy International.
- > Taller de Musics, Barcelona.

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 Further Education and Training Certificate: Music.

The South African qualification 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 FET Certificate: Music, although for a South African context, compares well with Qualifications from these countries:

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

#### New Zealand:

The Certificate in contemporary music (EQL4) 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 IV in Music (CUS 40101) is registered on the Australian Qualifications Authority and is a unit standards based qualification of one year duration. This qualification with the competencies below, best compares with the South African FETC Certificate in Music.

#### Collecting, organising and analysing information:

- > Communicating ideas and information.
- > Working with others and in teams.
- > Using mathematical ideas and techniques.
- > Using technology/IT.
- > Maintaining and expanding music knowledge and critical listening skills.
- > Installing, aligning and testing sound equipment.
- > Compose a simple song or tune, Use MIDI devices and/or software to compose music.
- > Maintain and expand music knowledge and critical listening skills.
- > Address copyright requirements, Follow health, safety and security procedures in the music industry.
- > Maintain and apply music industry knowledge.
- > Evaluate and extend performance technique.
- > Develop and practice improvisation.
- > Perform music as part of a group.

#### Africa & SADC:

No qualification at the equivalent of this qualification could be found in Africa or in the SADC countries. All the training in Music is at tertiary level which is NQF Level 5 and above.

Conclusion:

The comparability indicates a close similarity between qualifications offered internationally and this qualification. These similarities are 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 the same trend across most countries.

#### **ARTICULATION OPTIONS**

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

- > ID 48671: National Certificate: Music Industry: Sound Technology, NQF Level 5.
- > ID 65050: National Certificate: Music, NQF Level 5.

Horizontal articulation with this Qualification:

- > ID 48811 Further Education and Training Certificate: Music Industry: Sound Technology, NQF Level 4.
- > ID 48669 Further Education and Training Certificate: Music Industry: Technical Production, NQF Level 4.
- > ID 23953 Further Education and Training Certificate: New Venture Creation (SMME), NQF Level 4.

#### **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 Culture and Arts at a minimum of NQF Level 5.

#### **NOTES**

N/A

#### **UNIT STANDARDS**

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
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
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	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	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
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	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	13915	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4
Core	261317	Apply music theory	Level 4	7
Core	261318	Compose and arrange music	Level 4	10
Core	120366	Demonstrate understanding of the implementation of occupational health, safety and environmental legislation in the work place	Level 4	9
Core	261340	Describe the music business	Level 4	7
Core	261337	Develop and practice improvisation	Level 4	7
Core	261242	Develop music ability (ensemble)	Level 4	7
Core	261243	Identify and apply aural skills	Level 4	5
Core	261257	Identify and describe music in various cultural contexts	Level 4	7
Core	242819	Motivate and Build a Team	Level 4	10
Core	261258	Perform on keyboard	Level 4	8
Core	253337	Demonstrate an awareness of ethics and professionalism in the music industry in South Africa	Level 5	3
Elective	114595	Demonstrate an understanding of the function of the market mechanisms in a new venture	Level 4	5
Elective	13952	Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit	Level 4	8
Elective	114587	Determine and manage the human resource needs of a new venture	Level 4	4
Elective	110003	Develop administrative procedures in a selected organisation	Level 4	8
Elective	114589	Manage time productively	Level 4	4
Elective	114590	Mobilise resources for a new venture	Level 4	4
Elective	261338	Play a musical instrument	Level 4	15
Elective	114592	Produce business plans for a new venture	Level 4	8
Elective	114592	Produce business plans for a new venture	Level 4	8
Elective	114596	Research the viability of new venture ideas/opportunities	Level 4	5
Elective	114511	Set-up and strike equipment, material and tools	Level 4	15
Elective	114593	Tender to secure business for a new venture	Level 4	5

### LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Develop music ability (ensemble)**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261242	Develop music ability (ensemble)		
<b>ORIGINATOR</b>			<b>PROVIDER</b>
SGB Music			
<b>FIELD</b>			<b>SUBFIELD</b>
2 - Culture and Arts			Music
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	7

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

**SPECIFIC OUTCOME 1**

Apply rehearsal procedures without supervision.

**SPECIFIC OUTCOME 2**

Arrange and test a sound system.

**SPECIFIC OUTCOME 3**

Perform selected repertoire.

**SPECIFIC OUTCOME 4**

Conclude a band biography.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	65029	Further Education and Training Certificate: Music	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Identify and apply aural skills**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261243	Identify and apply aural skills		
<b>ORIGINATOR</b>			<b>PROVIDER</b>
SGB Music			
<b>FIELD</b>	<b>SUBFIELD</b>		
2 - Culture and Arts	Music		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	5

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

**SPECIFIC OUTCOME 1**

Identify and construct intervals.

**SPECIFIC OUTCOME 2**

Identify and interpret chords.

**SPECIFIC OUTCOME 3**

Identify and practise common diatonic chord progressions.

**SPECIFIC OUTCOME 4**

Demonstrate melodic dictation and singing in any standard notation.

**SPECIFIC OUTCOME 5**

Demonstrate rhythmic dictation and clapping of rhythms.

**SPECIFIC OUTCOME 6**

Formulate basic lead sheet transcription for two pieces.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	65029	Further Education and Training Certificate: Music	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Identify and describe music in various cultural contexts*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261257	Identify and describe music in various cultural contexts		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Music			
<b>FIELD</b>	<b>SUBFIELD</b>		
2 - Culture and Arts	Music		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	7

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

**SPECIFIC OUTCOME 1**

Describe the cultural contexts of world music.

**SPECIFIC OUTCOME 2**

Identify and describe the elements of music around the world.

**SPECIFIC OUTCOME 3**

Identify and describe the characteristics that determine cultural context.

**SPECIFIC OUTCOME 4**

Describe how styles evolved and spread globally.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	65029	Further Education and Training Certificate: Music	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Perform on keyboard**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261258	Perform on keyboard		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Music			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Music	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	8

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

**SPECIFIC OUTCOME 1**

Demonstrate advanced keyboard techniques.

**SPECIFIC OUTCOME 2**

Demonstrate advanced sight reading skills.

**SPECIFIC OUTCOME 3**

Recognise and demonstrate advanced styles of music in relation to the keyboard.

**SPECIFIC OUTCOME 4**

Describe and analyse different music pieces.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	65029	Further Education and Training Certificate: Music	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Apply music theory**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261317	Apply music theory		
<b>ORIGINATOR</b>	<b>PROVIDER</b>		
SGB Music			
<b>FIELD</b>	<b>SUBFIELD</b>		
2 - Culture and Arts	Music		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	7

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

**SPECIFIC OUTCOME 1**

Analyse clefs and notation.

**SPECIFIC OUTCOME 2**

Construct and apply key signatures and scales.

**SPECIFIC OUTCOME 3**

Analyse and construct chords and chord progressions.

**SPECIFIC OUTCOME 4**

Identify and memorise music related terminologies.

**SPECIFIC OUTCOME 5**

Identify intervals.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	65029	Further Education and Training Certificate: Music	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Compose and arrange music**

SAQA US ID	UNIT STANDARD TITLE		
261318	Compose and arrange music		
ORIGINATOR	PROVIDER		
SGB Music			
FIELD	SUBFIELD		
2 - Culture and Arts	Music		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

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

**SPECIFIC OUTCOME 1**

Compose music according to client specifications.

**SPECIFIC OUTCOME 2**

Arrange a melody of a short song for the rhythm section.

**SPECIFIC OUTCOME 3**

Programme compositions by using suitable music software and applying keyboard skills.

**SPECIFIC OUTCOME 4**

Record arrangements of compositions (live arrangements/recordings).

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 65029	Further Education and Training Certificate: Music	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Develop and practice improvisation***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261337	Develop and practice improvisation		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Music			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Music	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	7

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

**SPECIFIC OUTCOME 1**

Analyse and apply chord tone improvisation for melodic instruments and phrasing and breaks for un-tuned percussion instruments.

**SPECIFIC OUTCOME 2**

Apply embellishments to an improvisation.

**SPECIFIC OUTCOME 3**

Apply the blues to improvisation.

**SPECIFIC OUTCOME 4**

Apply stylistic improvisation.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	65029	Further Education and Training Certificate: Music	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Play a musical instrument***

SAQA US ID	UNIT STANDARD TITLE		
261338	Play a musical instrument		
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	15

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

**SPECIFIC OUTCOME 1**

Analyse and demonstrate knowledge of four different genres on chosen instrument.

**SPECIFIC OUTCOME 2**

Demonstrate advanced technical skills on the chosen instrument.

**SPECIFIC OUTCOME 3**

Perform on chosen instrument.

**SPECIFIC OUTCOME 4**

Sight read and play on chosen instrument.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Elective 65029	Further Education and Training Certificate: Music	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Describe the music business*

SAQA US ID	UNIT STANDARD TITLE		
261340	Describe the music business		
ORIGINATOR	PROVIDER		
SGB Music			
FIELD	SUBFIELD		
2 - Culture and Arts	Music		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	7

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

**SPECIFIC OUTCOME 1**

Explain basic music related contracts.

**SPECIFIC OUTCOME 2**

Explain basic copyright.

**SPECIFIC OUTCOME 3**

Identify the roles of an agent.

**SPECIFIC OUTCOME 4**

Explain marketing strategies.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	65029	Further Education and Training Certificate: Music	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

### Maintenance

registered by Organising Field 06 – Manufacturing, Engineering and Technology 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.saqqa.org.za](http://www.saqqa.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later than 23 February 2009**. All correspondence should be marked **Standards Setting – Task Team Maintenance** and addressed to

The Director: Standards Setting and Development  
SAQA  
*Attention: Mr. E. Brown*  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
0145  
or faxed to 012 – 431-5144  
e-mail: [ebrown@saqa.org.za](mailto:ebrown@saqa.org.za)

*P.P.*  
D. MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:****National Certificate: Diesel Electrical Fitting**

SAQA QUAL ID	QUALIFICATION TITLE		
65129	National Certificate: Diesel Electrical Fitting		
ORIGINATOR		PROVIDER	
Task Team - Maintenance			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	6 - Manufacturing, Engineering and Technology	Engineering and Related Design	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	128	Level 2	Regular-Unit Stds Based

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

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

The purpose of this Qualification is to equip learners with the standards and learning required to begin working in various industries which use and maintain Diesel and Electrical machines such as locomotives and motor coaches. It will also enable the further development of learners within this environment by providing articulation with higher level learning in this dynamic changing and challenging environment.

The primary knowledge and skills that are provided in this Qualification are the ability to use hand skills in the diesel, diesel electric and electrical fitting environment. Learners will be able to apply basic mechanical and electrical assembly, maintenance and repair fundamentals and to recognise and respond to equipment faults. These capabilities require a basic understanding of diesel and electric machine functioning and maintenance, the concept of measurement and the reading and understanding of basic engineering drawings.

Learners credited with this qualification are able to:

- > Use verbal and written practices to communicate in the workplace and apply mathematical processes to solve everyday numerical problems.
- > Understand and apply diesel fitting, diesel electric fitting and electric fitting technology in a specific environment.
- > Remove and re-install machine sub-components (bearings, lubricators, direct and indirect drives).
- > Repair, re-adjust, reset or re-align the sub-components.
- > Maintain diesel and electric machines in a specific environment.

Qualifying learners will be able to show responsibility and independency and effectively manage themselves in the workplace.

Rationale:

This Qualification provides learners with opportunities for professional development and career advancement within the Diesel and Electrical Fitting sector such as Locomotive and Motor Coach Repair and Maintenance. Learners will be able to provide better and more efficient repair and maintenance services to their particular sector. The qualification develops the fundamental competencies required by workers at entry level.

The competencies in this Qualification are applicable to a wide range of industries. This Qualification is the first in a series for learners who want to follow a career in the field of Diesel, Diesel electric and Electric fitting. This Qualification focuses on developing the knowledge and skills and attitudes necessary to function at an entry level and also offers the opportunity for learners to apply what they have learnt in a range of specialized areas. Qualifications at higher levels are designed to develop learners into artisans.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED IN PLACE**

- > Mathematical Literacy at NQF Level 1.
- > Communication at NQF Level 1.

### **Recognition of Prior Learning:**

The Qualification can be achieved in whole or part through the Recognition of Prior Learning (RPL). Learners obtaining the whole Qualification through RPL and wishing to be declared competent are required to complete a practical assessment component for the purpose of such recognition. This implies that the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses, providing they can demonstrate competence in the outcomes of the individual Unit Standards as required by the Fundamental, Core and Elective components stipulated in the Qualification and by the Exit Level Outcomes.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and may be required to submit a Portfolio of Evidence (POE) in the prescribed format and/or undergo a workplace assessment to be assessed for formal recognition. While this is primarily a workplace-based Qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the Exit Level Outcomes.

### **Access to the Qualification:**

- > Access is open to all learners. It is preferable that learners first complete the GETC Level 1 before accessing this Qualification.

### **QUALIFICATION RULES**

The Qualification is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling a minimum of 128 Credits.

### **Fundamental component:**

- > All unit standards to the value of 36 credits are compulsory.

### **Core component:**

- > All unit standards to the value of 57 credits are compulsory.

### **Elective component:**

- > The Elective component consists of a number of Unit Standards from which learners are required to choose a combination totalling a minimum of 35 credits.

Learners wishing to qualify in a Diesel Electric and Electrical Fitting trade in the Locomotive sector are required to complete the following set of Elective Unit Standards:

- > ID 261439: Describe locomotive layout, Level 2, 2 credits.
- > ID 10258: Design and install electric wire ways, Level 3, 8 credits.
- > ID 258997: Install batteries, Level 4, 4 credits.
- > ID 12484: Perform basic fire fighting, Level 2, 4 credits.
- > ID 12483: Perform basic first aid, Level 2, 4 credits.
- > ID 261442: Remove and replace faulty vacuum and/or air brake system components, Level 2, 4 credits.
- > ID 119889: Work to clearance from "live" high-voltage overhead track equipment to perform maintenance work Level 2, 9 credits.

Additional specialisations for other sectors in which Diesel, Diesel Electric and Electric Fitting that are applicable will be added to this Qualification once they are finalised.

#### **EXIT LEVEL OUTCOMES**

1. Use verbal and written practices to communicate in the workplace and apply mathematical processes to solve everyday numerical problems.
2. Understand and apply diesel fitting, diesel electric fitting and electric fitting technology in a specific environment.
3. Maintain machine sub-components.
  - > Range: Maintain includes the remove, re-install, repair, re-adjust, reset or re-align.
  - > Range: Sub-components include bearings, lubricators, direct- and indirect drives.
4. Maintain diesel and electrical machines in a specific environment.

Critical Cross field Outcomes:

Critical cross-field outcomes have been addressed by the exit level outcomes as follows:

- a) Identify and solve problems and make decisions using critical and creative thinking.
  - > Note: The ability of the candidate to identify the type of maintenance required.
- b) Work effectively with others as a member of a team, group, organisation or community.
  - > Note: The ability of the candidate to communicate with peers and supervisors.
- c) Organise and manage themselves and their activities responsibly and effectively.
  - > Note: The ability of the candidate to adhere to workplace timeframes and procedures.
- d) Collect, analyse, organise and critically evaluate information.
  - > Note: The ability of the candidate to identify repair and maintenance defects and act appropriately.
- e) Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentations.
  - > Note: The ability of the candidate to report on work conducted.
- f) Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
  - > Note: The ability of the candidate to use the correct tools and equipment to carry out maintenance.

g) Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

> Note: The ability of the candidate to repair items that can safely be repaired and replace those items that cannot be repaired.

### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit level Outcome 1:

- 1.1 Oral and written c Information from texts, reports and standard operating procedures is practically applied in the workplace in diesel, diesel electric and electric fitting context.
- 1.2 Communications are addressed and responded to in accordance with the relevant workplace requirements.
- 1.3 Numerical conversions, calculations and measurements are performed as required in the workplace.
- 1.4 Health and safety signs are interpreted and explained as required by specific worksites.

Associated Assessment Criteria for Exit level Outcome 2:

- 2.1 The principles of electricity are explained according to internationally accepted definitions.
- 2.2 Engineering drawings are read and interpreted in terms of concepts and materials.
- 2.3 Familiar problems pertaining to diesel and electrical machines and related processes are evaluated and solved.

Associated Assessment Criteria for Exit level Outcome 3:

- 3.1 Safe working practices are adhered to when working with machine sub-components in compliance with health, safety and environmental requirements.
- 3.2 Basic fitting principles are applied to the removal and re-installation of sub-components according to standard operating procedures.
- 3.3 The use of appropriate hand and power tools, machinery and equipment are understood.
- 3.4 Solutions to problems are found based on a clear analysis of information gathered through simple repetitive diagnostic procedures.

Associated Assessment Criteria for Exit level Outcome 4:

- 4.1 The various types of diesel, electric and pneumatic machines are identified for a specific work environment.
- 4.2 Equipment to be used is selected for the maintenance work to be carried out according to worksite procedure.
- 4.3 Routine maintenance procedures are explained as they apply to the machines in a specific work environment.
- 4.4 Maintenance is carried out in terms of specific work instructions.

Integrated Assessment:

Integrated assessment at the level of the qualification provides an opportunity for learners to show they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts.

Integrated assessment must evaluate the quality of observable performance as well as the thinking behind the performance, and must be based on a summative assessment guide. The guide will spell out how the assessor will assess different aspects of the performance and will include:

- > Observing the learner at work (both in the primary activity as well as other interactions).
- > Asking questions and initiating short discussions to test understanding.

> Looking at records and reports in the portfolio and reviewing previous assessments.

In some cases inference will be necessary to determine competence depending on the nature and context within which performance takes place.

It is necessary to ensure that the fundamental part of the qualification is also targeted to ensure that while the competence may have been achieved in a particular context, learners are able to apply it in a range of other contexts and for future learning. The assessment should also ensure that all the critical cross-field outcomes have been achieved.

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

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes. The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities associated with minerals processing.

### **INTERNATIONAL COMPARABILITY**

The purpose of this International Comparability study is to facilitate the development of a meaningful learning path and its associated curriculum incorporating both theoretical and practical vocational skills which will ensure compatibility, comparability and compliance with existing international qualification specifications and regulations.

This National Certificate was compared with equivalent courses/qualifications from a range of countries. However, Canada is the best country for comparison as their railway industry uses the same type/make of diesel and electrical machines as South Africa. However, other countries were selected because they offer education and training that is also considered international best practice in terms of diesel electric fitting and electric fitting' for diesel and electrical machines. These countries are Australia, United States of America and New Zealand.

It must be noted that in South Africa we have opted for individual Qualifications each of a year in duration. This has been made possible because of the fact that South Africa are using Unit Standards for the development of the Qualifications and this allows for the progression and difficulty to be built in to each individual Unit Standard.

Below are the qualifications/programmes that were used:

Canada:

Railway Association of Canada (RAC) - Career On Track:

Course Title: Railway Car Technician (3 year duration):

- > Interpret engineering drawing to plan maintenance.
- > Perform calculations and measurements.
- > Using manuals.
- > Completing required administration.
- > Using hand, power, pneumatic and hydraulic tools and equipment.
- > Welding techniques.
- > Benchworking practices.
- > Methods and procedures for services and inspecting rail vehicles.
- > Occupational health and safety practices.

Course Title: Diesel Mechanic (3 year duration):

- > Understanding mechanics.
- > Diesel engine technology.
- > Diagnose malfunctions using testing equipment.
- > Computer diagnostic tools.
- > Determining repair required.
- > Repairing and replacing defective parts, components using hand and power tools.
- > Testing repaired equipment.
- > Performing maintenance work.

Course Title: Industrial Electrician (4 year duration):

- > Read and interpret drawings, blueprints, schematics and code specifications.
- > Determine layout of industrial electrical installations.
- > Install, examine, replace and repair electrical components.
- > Test electrical and electronic equipments and components.
- > Maintain, repair, install and test a variety of components.
- > Troubleshoot, maintain and repair electrical and electronic control systems.
- > Conduct preventative maintenance.

Course Title: Industrial machinist (4 year duration):

- > Read and interpret engineering drawings, blueprints, charts and tables.
- > Set-up, operate and maintain a variety of machine tools.
- > Make or modify parts and products with precise dimensions.
- > Fit and assemble machined metal parts and subassemblies using hand and power tools.
- > Using precision measuring instruments.
- > Reporting deviations from specifications and tolerances.
- > Completing administration and reports.

Course Title: Sheet Metal Worker (3 year duration):

- > Read and interpret engineering and architectural drawings.
- > Develop patterns for sheet metal using CAD software.
- > Measure and mark sheet metal.
- > Operate light metalworking machines.
- > Operate computerised or plasma cutting equipment.
- > Install and use rigging and hoisting equipment.
- > Fit and join metal parts using specialised equipment.
- > Fabricate, assemble, install and repair sheet metal products.
- > Inspect product quality.
- > Inspect installation.

Course Title: Pipe Fitter (4 year duration):

- > Read and interpret drawings, blueprints and code specifications.
- > Determine type of pipe and tools use.
- > Lay-out and plan sequence of tasks.
- > Cut openings for pipe using hand and power tools and machines.
- > Measure, cut, bend and thread pipe using hand and power tools.
- > Join sections of piping system using a variety of methods.
- > Install supports, valves, piping and control systems.
- > Use testing equipment.
- > Clean and maintain pipe units.
- > Replace worn components in pipe units.

The above courses are far more compatible with the South African Qualification as they cover far more than just diesel electrical repair and maintenance of the diesel electrical machines. The modules however are much broader than this qualification by offering far more comprehensive issues, and are run over three to four years each.

Australia:

Fitzpatrick Rail Services:

Course Title: Locomotive Familiarisation:

Major Components - Above Deck:

- > Cooling fan.
- > Radiators.
- > Shutters.
- > Expansion tank and sight glass.
- > Oil filter housing.
- > Fuel pumps and filters.
- > Air compressor and governor.
- > Engine protective devices.
- > Diesel engine.
- > Generator.

Major Components - Below Deck:

- > Coupler and draft gear.
- > Trucks.
- > Sanders.
- > Brakes and rigging.
- > Fuel tank.
- > Main reservoirs.
- > Radio.

Understanding the Cab:

- > Throttle.
- > Reverser.
- > Load meter.
- > Automatic brake.
- > Independent brake.
- > Air gages and switches.
- > Warning lights.

The above course only covers a small section of our Qualification in that some of its content is covered in a single Unit Standard in the South African one.

United States of America:

National Academy of Railroad Sciences (NARS):

Course Title: Locomotive Engineer:

- > Safety and general operating skills.

- > Locomotive diesel power plants.
- > Air brake and locomotive electrical equipment.
- > On-board computerised systems.
- > Train handling rules.
- > Unusual events.
- > Hazardous materials transport.

This course does not compare well with the South African one as it covers more issues around the operating skills and the driving of locomotives as opposed to their repair and maintenance. Only the sections on the diesel power plant and air brakes involve some form of repair and maintenance.

Course Title: Mechanical:

- > Air brake operations, testing and repair.
- > Freight car inspection, testing and repair.
- > Electrical system design, diagnostics and repair on most models of locomotives.
- > Operation, maintenance and repair of diesel engines.
- > Remote control operations, diagnostics and repair.
- > Federal Railway Administration Regulations.

The above course is far more compatible with the South African Qualifications as its focus is more on the repair and maintenance of the locomotive. These modules however are much broader than this qualification by offering far more comprehensive issues. NARS also offer some learning on the operation of the locomotive which are not part of this qualification.

Okfenokee Technical College - Georgia:

Course Title: Locomotive Electrical Systems:

- > MAT 103 Algebraic concepts.
- > SCT 100 Introduction to microcomputers.
- > IFC 100 Industrial safety procedures.
- > IFC 101 Direct current circuits I.
- > IFC 102 Alternating current I.
- > IDS 103 Industrial wiring.
- > ADM 103 Basic engine theory.
- > IFC 103 Solid state devices I.
- > ELC 110 Alternating current II.
- > IDS 105 DC and AC motors.
- > IDS 110 Fundamentals of motor control.
- > IDS 113 Magnetic starters and braking.
- > RRI 101 Introduction to the rail industry.
- > RRE 101 Locomotive electrical systems.

Course Title: Locomotive Mechanical Systems:

- > MAT 101 General maths.
- > SCT 100 Introduction to microcomputers.
- > ADM 103 Basic engine theory.
- > ELC 152 Prep electronics training I.
- > IFC 100 Industrial safety procedures.
- > IDS 215 Industrial mechanics.
- > IDS 221 Industrial fluid power.
- > IDS 231 Pumps and piping systems.

- > WLD 103 Blueprint reading for welders I.
- > WLD 108 Blueprint for readers II.
- > WLD 133 Metal welding and cutting techniques.
- > RRI101 Introduction to the rail industry.
- > RRE 101 Locomotive electric systems.

Keeping Track - Railroad Consulting and Training - Texas:

Course Title: Re-Certification for Locomotive Engineers:

- > Operating rules, drugs and alcohol in the workplace.
- > Your operating rules, safety rules, FRA rules.
- > The locomotive: mechanical, electrical.
- > The locomotive: air brake and operation.
- > Tests evaluations, train handling.

Course Title: Re-Certification for Locomotive Engineers Currently Working as an Engineer:

- > The railroad: what it is and what it does computerised.
- > The role of operating rules for this railroad.
- > The role of operating rules, safety rules, FRA laws.
- > Safety rules, equipment and committee formation.
- > The locomotives on your railroad, construction.
- > Fundamental of locomotive air brakes.
- > Locomotive, diesel engine, governor, lube, fuel oil.
- > Locomotive, electrical, nomenclature, starting.
- > Battery, transition, load regulator, main generator controller and trouble shooting.
- > Final testing, evaluation and train handling.
- > Operation evaluation, safety and rules compliance.

Course Title: Operating Supervisors: VP, GM, Ex Railroad Professionals:

- > Operating rules for the railroad.
- > Operating rules, safety rules, the safety committee.
- > Adopting and discussing operating and safety rules.
- > Special instructions, employee timetable pro and con.
- > Dispatcher, more than one train out at a time, bulletins, track warrant, operational suggestions, the FRA today.
- > Road trip with instructor to put items discussed into effect as long as it takes.
- > Locomotives of your railroad, construction, trucks, carbody, couplers draft gear mechanical, diesel engine.
- > Fuel, lube oil systems, cooling system, the governor.
- > Locomotive electric's, traction motors, main generator.
- > Aux, gen, batteries, starting, load regulator, contractors relays, the controller and trouble shooting.
- > The locomotive and car air brake, review.
- > AAR interchange rules and car construction.
- > Being a leader-supervising people.
- > The role of the hearing officer.
- > Investigations, discipline and procedures.
- > The union and the local chairman.
- > Locomotive operation and evaluation.
- > Surprise testing and evaluations of your employees, proper equipment.
- > Drug and alcohol testing, tests taken.
- > Testing and evaluation review.

## Course Title: Machinery:

- > General nomenclature of the diesel-electric locomotive, this course is made for the locomotives operated by your railroad or any other builder (Alco, Fairbanks-Morse, EMD, GE, Lima, Baldwin and any others) or models that you specify.
- > The diesel engine and its components: complete cooling, fuel, and lubricating systems.
- > The diesel engine governor (Woodward) and the load regulator.
- > Trucks, wheels, axles and suspension bearings.
- > Couplers and draft gears.
- > Basic electricity.
- > Electrical system: relays, contractors, control air, electromagnetic contractors, ganged control contractors, wiring, main generator, auxiliary generators, alternators, SCRs, controller, dynamic brakes.
- > Radio control of slave units.
- > Cab signals and train control.
- > Passenger: head end power and blended brake.

## Course Title: Air Brakes:

- > History and development of braking systems.
- > Complete computerised air brake course including brake tests and train handling.
- > Locomotive air brakes: number 6, 24RL or 26L, and the independent brake.
- > Freight car air brakes AB, ABD, ABDW, ABDWX.
- > Heavy passenger air brakes UC, 24, 26.
- > Light rail braking.
- > Dynamic braking, extended range.
- > Blended braking and graduated release.
- > The air compressor and its operation.
- > Train control: why you need it and how it works.
- > The different overspeeds and the P2A.
- > Disk and shoe brakes.
- > Car and truck mounted brake rigging and equipment.
- > Alertors and their operation.

## Union Pacific:

## Course Title: Diesel Mechanic (Mechanical: Locomotive):

- > Conduct Inspections of Locomotive Electrical Systems. Perform daily and periodic locomotive and diesel engine inspections in compliance with company, industry and federal standards; inspect various mechanical systems (air brake, fuel, and lubrication) and locomotive components (wheels, trucks, cab, and internal diesel engine parts); inspect for unusual sounds, vibrations, smells, and small changes in the visual appearance of materials or objects.
- > Troubleshoot Malfunctions. Diagnose malfunctions in diesel engine components, air equipment, trucks, and other components; assess nature of problem and determine needed corrective action; make judgments concerning seriousness of defects or damage.
- > Perform Maintenance And Repair. Perform daily and periodic locomotive servicing (grease couplings and fittings, change oil and air filters, replace brake shoes and filters, adjust brake cylinder piston travel); replace locomotive and diesel engine components (wheels on trucks, traction motors); repair locomotive parts (cracked engine blocks, truck frames) requiring use of machine tools and welding equipment; re-bore and hone cylinders and other operations requiring use of lathes, grinders; disassemble engine and other components and clean parts.

> Work With Shop Machines And Tools. Safely and effectively operate the following: high and low precision measuring instruments (micrometers, tape measures, dial callipers); precision machines (drill and punch presses, bench lathes); electric, pneumatic and hydraulic tools (drills, wrenches, grinders); material handling equipment (fork lifts, cranes, overhead hoists); acetylene torches and electric welders.

> Practice Safe Work Habits. Follow company and federal safety rules, policy, and procedures; wear prescribed safety apparel; take appropriate action when conditions threaten safety of crew or other personnel; read and comply with train orders, signals, railroad rules, and regulation.

The above journeyman programme does not compare well with this level two Qualification as it covers the whole diesel mechanic apprenticeship and the issues around the skills of inspection, repair and maintenance of the engine and mechanical components on diesel electric locomotives. All of these subject will however be covered over the three Qualifications, at Levels 2, 3 and 4 if learners select the specialisation on Diesel Electric Fitting.

Course Title: Diesel Electrician (Electrical: Locomotive):

- > Perform, with use of blueprints, schematics, and location circuit plans, scheduled electrical inspections of various components and inspection and test of circuitry.
- > Ensure that all signals, lights, and other safety appliances used for protection are properly displayed and used.
- > Understand and follow company and industry safety rules, practices, and procedures.
- > Diagnose electrical malfunctions in locomotive control circuits and components, assess the nature of problems, and determine corrective action needed.
- > Perform maintenance and repair of electrical components in locomotive cabs or electrical compartments and perform maintenance for miscellaneous equipment using blueprints, schematics, and location circuit plans.
- > Work with shop machines and tools.
- > Plan and coordinate work activities, determine equipment needs, and develop sequences of steps to get work completed.
- > Read, interpret, and understand written or electronic information, maintain the information, and compile reports.
- > Communicate with others, verbally and in writing, technical information, job procedure recommendations, and other work-related information.
- > Detect and interpret visual colour signals and displays at near and far distances, identify alterations of objects (size, shape, temperature), detect unusual sounds and smells during inspections and tests (leaks in air systems), use depth perception to judge speed and distance of locomotives being moved on service area, and listen to detect warning signals.

The above journeyman programme does not compare well with this level two Qualification as it covers the whole diesel electrician apprenticeship and the issues around the skills of inspection, repair and maintenance of the electrical components on diesel electric machines. All of these subject will however be covered over the three Qualifications at Levels 2, 3 and 4 depending on the specialisation chosen by the learner.

New Zealand:

New Zealand Qualifications Authority (NZQA):

Course Title: National Certificate in Rail Operations (Locomotive Engineer) - Level 3 or 4:

Core Standards:

- > ID 3271 - Suppress fire with hand extinguishers and fixed hose reels Level 2 - 1 credit.
- > ID 548 - Plan to manage personal use of alcohol and other drugs - Level 1 - 2 credits.

- > ID 12355 - Demonstrate knowledge of stress and ways of dealing with it - Level 2 - 2 credits.
- > ID 4249 - Demonstrate care and timeliness as an employee - Level 1 - 3 credits.
- > ID 16688 - Identify and manage the effects of shift work - Level 2 - 2 credits.
- > ID 497 - Protect health and safety in the workplace - Level 1 - 1 credit.
- > ID 17593 - Apply safe work practices in the workplace - Level 2 - 4 credits.
- > ID 1277 - Communicate information in a specified workplace - Level 2 - 3 credits.
- > ID 9705 - Give and receive feedback - Level 3 - 3 credits.
- > ID 1279 - Write in plain English - Level 3 - 2 credits.
- > ID 3490 - Write an incident report - Level 1 - 3 credits.
- > ID 18864 - Demonstrate basic knowledge of railway signals - Level 2 - 4 credits.
- > ID 19392 - Demonstrate knowledge of rail transport in New Zealand - Level 2 - 5 credits.
- > ID 19286 - Demonstrate an advanced knowledge of railway signals - Level 4 - 15 credits.
- > ID 19287 - Demonstrate knowledge of the Centralised Traffic Control (CTC) system - Level 4 - 5 credits.
- > ID 19387 - Haul a freight train on a network route using a main line locomotive - Level 4 - 25 credits.

#### Elective Standards:

- > ID 19394 - Demonstrate knowledge of a track warrant control (TWC) system - Level 4 - 6 credits.
- > ID 19395 - Demonstrate knowledge of a single line automatic signalling system - Level 4 - 5 credits.
- > ID 19396 - Demonstrate knowledge of double line automatic signalling system - Level 4 - 5 credits.
- > ID 6401 - Provide first aid - Level 2 - 1 credit.
- > ID 6402 - Provide resuscitation at level 2 - Level 1 - 1 credit.
- > ID 18869 - Demonstrate basic knowledge of electric overhead traction systems - Level 2 - 2 credits.
- > ID 18863 - Service and operate a diesel-electric shunt class locomotive - Level 3 - 5 credits.
- > ID 18865 - Operate hand points within a railway system - Level 2 - 1 credit.
- > ID 18866 - Perform manual operation of lever-type motor points - Level 2 - 2 credits.
- > ID 18867 - Perform manual operation of crank-handle type motor points - Level 2 - 2 credits.
- > ID 18868 - Operate a two-way radio within a rail system - level 2 - 2 credits.
- > ID 18870 - Service and operate a diesel-electric main line locomotive - Level 3 - 5 credits.
- > ID 18871 - Service and operate a diesel shunt class locomotive - Level 3 - 4 credits.
- > ID 18872 - Move rail service vehicles using a shunt class or main line locomotive within yard limits - Level 3 - 4 credits.
- > ID 18873 - Service and operate an electric main line locomotive - Level 3 - 5 credits.
- > ID 19281 - Perform core stationary shunting duties - Level 2 - 2 credits.
- > ID 19282 - Perform freight and passenger train shunting duties - Level 3 - 8 credits.
- > ID 19283 - Perform freight train inspection - Level 3 - 10 credits.
- > ID 19288 - Demonstrate knowledge of shunting terms, commands, and hand signals - Level 2 - 2 credits.
- > ID 19388 - Haul a passenger train on a network route using a main line locomotive - Level 4 - 15 credits.
- > ID 16802 - Protect people in situations of danger - Level 3 - 6 credits.
- > ID 19284 - Perform passenger train inspection - Level 3 - 8 credits.
- > ID 19384 - Operate a diesel-mechanical railcar on a main line managed by a network operator - Level 4 - 10 credits.
- > ID 19386 - Operate an electric multiple-unit on a main line managed by a network operator - Level 4 - 10 credits.
- > ID 19390 - Operate a diesel-electric railcar on a main line managed by a network operator - Level 4 - 10 credits.
- > ID 16802 - Protect people in situations of danger - Level 3 - 6 credits.

**Conclusion:**

Some of the above qualifications and learning programmes do not compare well with this level two Qualification, as they cover the whole diesel mechanic apprenticeship and the issues around the skills of inspection, repair and maintenance of the engine and mechanical components on diesel electric locomotives. They focus more on the operations of a locomotive as opposed to its repair and maintenance with strands in signalling/track control and railcar operation.

**ARTICULATION OPTIONS**

Horizontal articulation is possible with:

- > ID 49773: National Certificate: Construction and Maintenance of Overhead Track Equipment, NQF Level 2.
- > ID 63789: National Certificate: Electrical Engineering, NQF Level 2.
- > ID 58269: National Certificate: Electro-Mechanics, NQF Level 2.
- > ID 59689: National Certificate: Mechanical Engineering, NQF Level 2.

Vertical articulation is possible with:

- > ID 50020: National Certificate: Construction and Maintenance of Overhead Track Equipment, NQF Level 3.
- > ID 63790: National Certificate: Electrical Engineering, NQF Level 3.
- > ID 59669: National Certificate: Mechanical Engineering: Fitting, NQF Level 3.
- > ID 59750: National Certificate: Mechanical Engineering: Pipe Fitting, NQF Level 3.

**MODERATION OPTIONS**

> Anyone assessing a learner or moderating the assessment of a learner against the qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

> Moderation must include both internal and external moderation of assessments, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in the associated unit standards.

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

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

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

- > Be registered as an assessor with the relevant ETQA.
- > Be in possession of a relevant Qualification at NQF Level 3 or higher.

**NOTES**

N/A

**UNIT STANDARDS**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Fundamental	119463	Access and use information from texts	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	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
Fundamental	119454	Maintain and adapt oral/signed communication	Level 2	5
Fundamental	119460	Use language and communication in occupational learning programmes	Level 2	5
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2
Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	5
Fundamental	119456	Write/present for a defined context	Level 2	5
Core	9964	Apply health and safety to a work area	Level 2	3
Core	114605	Carry out soldering and de-soldering procedures	Level 2	3
Core	11954	Design and construct a single phase circuit	Level 2	5
Core	10784	Grind steel by means of a pedestal / bench grinding machine	Level 2	2
Core	258918	Select, use and care for electrical measuring and testing instruments	Level 2	4
Core	119744	Select, use and care for engineering hand tools	Level 2	8
Core	12476	Select, use and care for engineering measuring equipment	Level 2	4
Core	12219	Select, use and care for engineering power tools	Level 2	6
Core	258967	Understand fundamentals of electricity	Level 2	8
Core	13283	Maintain bearings in machines and equipment	Level 3	8
Core	13280	Maintain direct drives	Level 3	6
Elective	254357	Bend a pipe by means of a hydraulic pipe bender	Level 2	2
Elective	243069	Braze metals using the oxy-fuel brazing process	Level 2	6
Elective	253496	Cut screw threads and install threaded pipe systems	Level 2	4
Elective	261439	Demonstrate knowledge of locomotive layout	Level 2	2
Elective	12466	Explain the individual's role within business	Level 2	4
Elective	12484	Perform basic fire fighting	Level 2	4
Elective	12483	Perform basic first aid	Level 2	4
Elective	261442	Remove and replace faulty vacuum and/or air brake system components	Level 2	4
Elective	119889	Work to clearance from "live" high-voltage overhead track equipment to perform maintenance work	Level 2	9
Elective	10258	Design and Install Electrical Wire Ways	Level 3	8
Elective	258997	Install batteries	Level 3	4

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION***None*



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Demonstrate knowledge of locomotive layout***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261439	Demonstrate knowledge of locomotive layout		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Maintenance			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Engineering and Related Design	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	2

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

**SPECIFIC OUTCOME 1**

Differentiate between various types of locomotives.

**SPECIFIC OUTCOME 2**

Identify the various systems of the locomotives.

**SPECIFIC OUTCOME 3**

Explain the instrumentation of locomotives.

**SPECIFIC OUTCOME 4**

Explain the purpose of locomotive control handles.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	65129	National Certificate: Diesel Electrical Fitter	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Remove and replace faulty vacuum and/or air brake system components***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261442	Remove and replace faulty vacuum and/or air brake system components		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Maintenance			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Engineering and Related Design	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	4

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

**SPECIFIC OUTCOME 1**

Prepare for the removal and replacement of faulty vacuum and/or air brake system components.

**SPECIFIC OUTCOME 2**

Remove and replace faulty vacuum and/or air brake system components.

**SPECIFIC OUTCOME 3**

Finalise the removal and replacement procedure.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	65129	National Certificate: Diesel Electrical Fitter	Level 2

**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

**Mining and Minerals**

registered by Organising Field 06 – Manufacturing, Engineering and Technology 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.sqa.org.za](http://www.sqa.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 23 February 2009**. All correspondence should be marked **Standards Setting – SGB for Mining and Minerals** and addressed to

The Director: Standards Setting and Development  
SAQA  
Attention: Mr. E. Brown  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
0145  
or faxed to 012 – 431-5144  
e-mail: [ebrown@saqa.org.za](mailto:ebrown@saqa.org.za)

  
D. MPHUTHING  
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:**  
**National Certificate: Jewellery manufacturing**

SAQA QUAL ID	QUALIFICATION TITLE		
65049	National Certificate: Jewellery manufacturing		
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	6 - Manufacturing, Engineering and Technology	Fabrication and Extraction	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	134	Level 2	Regular-Unit Stds Based

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

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

This qualification will equip qualifying learners with the necessary knowledge, understanding and competence to manufacture jewellery using basic hand tools in a production environment. The qualification is aimed at people who work or intend to work within the jewellery manufacturing industry.

Recipients of this qualification know about and are able to apply jewellery manufacturing processes in a production environment such as melting, drawing wire, wax injecting, soldering, setting and drawing.

Learners will be able to demonstrate understanding of the different jewellery manufacturing processes in a production environment. Working mostly with synthetic stones and silver, learners will be required to demonstrate a sound understanding of the value of the materials they will be using.

Learners credited with this qualification are able to:

- > Communicate and solve problems regarding the processes of jewellery manufacture in a production environment.
- > Demonstrate an understanding of Occupational Health, Safety and Environmental standards in the workplace.
- > Prepare tools, materials and equipment for the manufacture of jewellery.
- > Draw and manufacture basic jewellery using non precious materials.

Rationale:

Jewellery manufacture in a production environment is the introduction to the technical and creative concepts defined by the processes of:

- > Basic jewellery manufacturing using various materials.
- > Basic diamonds and gemstones setting into jewellery.

- > Basic jewellery designing for specific markets.
- > Basic jewellery polishing and finishing.

It also includes the basics of working with metals in jewellery manufacture, stone setting, polishing and assembly.

This qualification is designed to benefit the industry by addressing its needs as identified through the following processes and realities:

- > The National Skills Development Strategy.
- > Sector Skills Plan targets.
- > The workplace skills plan submitted by the employers in the Jewellery Manufacture Industry have identified that these basic skills are critical to grow the jewellery industry to enable adequate beneficiation of minerals.

The ability of the industry to develop its potential in the beneficiation of raw materials is dependent upon the development of production skills to provide the platform for expansion and to have a base of skilled workers for further development. This qualification will help increase the technical proficiency and size of the workforce, which would enable the industry to satisfy the local demands for jewellery without having to rely on imports, thereby decreasing the importation of cheap jewellery, which is a threat to the Industry.

This qualification is the foundation for development into other areas of jewellery manufacturing, such as design, goldsmithing and setting. Learners entering this qualification will typically come from within the industry, with a NQF Level 1 education and some experience of the industry, although school-leaving matriculants may also be accepted.

Upon obtaining the qualification, the learner will be eligible for appointment as a Jewellery Production Operator.

This is the entry level qualification in the learning pathway for Jewellery manufacturing. A typical learning pathway for learners with this qualification within the jewellery manufacturing discipline begins with the General Education and Training Certificate: Mining and Mineral Processes (Jewellery stream) and ends with National Certificate: Jewellery Production Management, NQF Level 5. This series provides a developmental pathway for the full range of activities required for the manufacture of jewellery.

A large number of employees in the Jewellery Industry are semi-skilled and do not hold a recognised qualification. RPL will create an opportunity for these employees to be assessed and with the additional skills training can achieve this qualification.

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

Y

#### **LEARNING ASSUMED IN PLACE**

Communication and Mathematical Literacy at NQF Level 1.

#### **Recognition of Prior Learning:**

This qualification can be obtained by completing all the required unit standards in a structured learning programme, or through recognition of prior learning (RPL). The criteria for RPL would need to be in line with the MQA's ETQA requirements.

Evidence can be presented in a variety of forms, including international or previous local qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence would be judged according to the general principles of assessment.

Access to the Qualification:

Access is open; however it is preferable that learners have completed the General Education and Training Certificate: Mining and Minerals Processes (Jewellery stream).

#### **QUALIFICATION RULES**

A minimum of the 134 credits are required to complete the qualification. In this qualification credits are allocated as follows:

Fundamental:

> All 36 credits must be achieved.

Core:

> All 89 credits must be achieved.

Electives:

> A minimum of 9 credits must be achieved.

#### **EXIT LEVEL OUTCOMES**

1. Communicate and solve problems regarding the processes of jewellery manufacture in a production environment.
2. Demonstrate understanding of Occupational Health, Safety and Environmental standards in the workplace.
3. Prepare tools, materials and equipment for the manufacture of jewellery.
4. Draw and manufacture basic jewellery using non precious materials.  
> Range: Non precious materials includes silver, synthetic stones, leather, perspex, organic material.

Critical Cross field Outcomes:

Critical cross-field outcomes have been addressed by the exit level outcomes as follows:

While conducting activities related to diamond processing, learners are able to:

Identify and solve problems in which response displays that responsible decisions, using critical and creative thinking, have been made by:

- > Identifying and using tools and equipment to produce jewellery in a production environment in accordance with equipment functionality, material value and specifications.
- > Conducting jewellery design, drawing and manufacturing processes in accordance with the relevant industry requirements.
- > Responding to anomalies and non-conformances in a jewellery production environment.
- > Taking preventive and remedial action to solve operating problems while manufacturing jewellery.
- > Identifying and dealing with hazards and risks in terms of the relevant procedures and specified requirements.
- > Apply preventative or remedial action in accordance with operating procedures.

The above is evident in Exit Level Outcomes 2, 3 and 4.

Work effectively with others as a member of a team, group, organisation or community by:

- > Contributing to team goals and achievements by adhering to agreed working methods and processes.
- > Adhering to Occupational Health, Safety and Environmental policies and procedures in the interest of self and others.
- > Contributing to team efficiency by supporting other team members in the jewellery manufacturing environment.
- > Adhering to team protocols, codes of conduct and generally promoting a positive team spirit.
- > Coordinating one's work with that of others in the direct surrounding area, internal and external operations.

The above is evident in all 4 Exit Level Outcomes.

Organise and manage oneself and one's activities responsibly and effectively by:

- > Checking tools and equipment prior to use.
- > Selecting and preparing materials and equipment to be used in the jewellery manufacturing process.
- > Using tools and equipment to manufacture jewellery in accordance with job specifications.
- > Applying operating instructions to control and respond to conditions in the jewellery production environment.
- > Maintaining product quality with reference to key aspects and critical conditions in a jewellery production environment.
- > Using/wearing personal protective equipment (PPE) in accordance with specified requirements.
- > Adhering to strict security and control requirements particular to the jewellery manufacturing industry.

The above is evident in Exit Level Outcomes 2, 3 and 4.

Collect, analyse, organise and critically evaluate information by:

- > Accessing and interpreting information related to work tasks to ensure that work requirements are understood and comply with industry standards.
- > Recording and monitoring problems and solutions to prevent reoccurrence of problems.
- > Applying the principles related to jewellery design and manufacture.

The above is evident in Exit Level Outcome 1 and 4.

Communicate effectively by using mathematical and/or language skills in the modes of oral and/or written presentations by:

- > Conducting effective verbal and written communication.
- > Conveying information accurately in accordance with the production procedure.
- > Preparing and submitting reports, non-conformance reports and other required documentation.

The above is evident in Exit Level Outcomes 1 and 2.

Use science and technology effectively and critically, showing responsibility towards the environment and health of others by:

- > Applying occupational health, safety and environmental requirements in the workplace.
- > Using relevant terminology and adhering to standard protocols such as SI, ISO and international standards applicable in the jewellery production environment.

- > Controlling technologically advanced production equipment according to operating procedures.
- > Deploying computers to assist in the jewellery design process.

The above is evident in Exit Level Outcomes 2, 3 and 4.

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

- > Understanding the impact of jewellery manufacture in a production environment in the context of the broader jewellery manufacturing industry, and his/her own role in each context.
- > Requesting assistance from other team members and support personnel when required.
- > Assisting other team members and working together with support personnel to conduct jewellery production activities and to investigate and resolve problem areas.
- > Understanding the consequences that failure to comply with occupational health and safety, production and other requirements have on the individual, the work context and the industry as a whole.

The above is evident in Exit Level Outcomes 2, 3, and 4.

#### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

- > Effective verbal and written communication is demonstrated while performing the tasks related to jewellery manufacture in a production environment.
- > Information related to work tasks is accessed and interpreted from a range of written and oral sources to ensure that the work requirements are understood and comply with industry standards.
- > Information communicated is accurate and conveyed in accordance with the production procedure.
- > Principles and techniques of mathematics are applied in the preparation of materials for the drawing and manufacture of jewellery.
- > Problems and solutions are recorded and monitored for reoccurrence.

Associated Assessment Criteria for Exit Level Outcome 2:

- > Occupational Health, Safety and Environmental policies, procedures and requirements are explained and adhered to at all times as per workplace requirements.
- > Personal protective equipment is verified to be fit for purpose and used according to specified requirements.
- > The consequences of using tools and equipment incorrectly in a production environment are described in terms of the potential impact on Occupational Health and Safety.

Associated Assessment Criteria for Exit Level Outcome 3:

- > Tools, materials and equipment are identified and their applications explained in accordance with equipment functionality, material value and specifications.
- > Range: Materials include but not limited to: metals, various stones, consumables (e.g saw blades, sand paper, burs), knowledge of precious metals.
- > Various manufacturing processes and techniques are applied to prepare the tools, materials and equipment for the manufacturing process.
- > Tools and equipment are checked for condition prior to use and faulty tools and equipment are reported to relevant personnel in accordance with workplace procedures.
- > Tools, materials and equipment are used to manufacture the jewellery in accordance with the job specification.

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

- > The principles of jewellery design are explained in terms of jewellery manufacture and design standards.
- > Basic jewellery design requirements are interpreted and recorded in accordance with industry standards.
- > Jewellery drawing equipment is selected and used in accordance with accepted jewellery design practices.
- > Materials and equipment to be used in the jewellery manufacturing process are selected and prepared in accordance with the design specifications.
- > Basic jewellery is manufactured according to current industry standards.

**Integrated Assessment:**

Integrated assessment at the level of the qualification provides an opportunity for learners to show they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts.

Integrated assessment must evaluate the quality of observable performance as well as the thinking behind the performance, and must be based on a summative assessment guide. The guide will spell out how the assessor will assess different aspects of the performance and will include:

- > Observing the learner while manufacturing jewellery: (This includes setting, design, polishing and interaction with trainers, colleagues and management).
- > Asking questions regarding the processes underlying a defined range of activities such as:
  - > Jewellery manufacture.
  - > Setting.
  - > Design.
  - > Polishing.
- > And initiating short discussions to test understanding of:
  - > House keeping.
  - > Productivity.
- > Looking at the jewellery components and completed pieces that were manufactured or photos in lieu thereof, records such as employment history and references, progress reports and statement of competency, other evidence in the portfolio and reviewing previous assessments.

**The manufacture of the jewellery entails:**

- > Applied Numeracy:
  - > Manufacture components to specified dimensions and agreed timeframe.
  - > Weigh alloys, other components and completed jewellery pieces.
- > Applied communication.
  - > Consulting with the trainer and relevant people in the manufacturing process.
- > Problem solving:
  - > Produce standard forms of jewellery using defined manufacturing processes, techniques and tools.
  - > Troubleshooting.

In some cases inference will be necessary to determine competence depending on the nature and context within which performance takes place, particularly when looking at the manufactured items of jewellery to see whether the requirements have been met.

It is necessary to ensure that the fundamental part of the qualification is also targeted to ensure that while the competence may have been achieved in a particular context, learners are able to apply it in a range of other contexts and for future learning. The assessment should also ensure that all the critical cross-field outcomes have been achieved.

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

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes. The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities associated with Jewellery manufacture, gemstone setting, polishing and design.

#### **INTERNATIONAL COMPARABILITY**

The proposed qualification was compared to qualifications and other learning interventions available elsewhere in the world in order to ensure that the qualification structure and unit standards proposed are comparable in terms of level, scope and competencies covered.

The proposed National Certificate: Introduction to Jewellery manufacture in a production environment; is the first qualification in a progressive learning path that will take qualifying learners through to advanced levels of jewellery design, manufacture and evaluation.

#### Information Searches:

Information searches were conducted via the Internet and a number of relevant sites were searched from various countries. Countries were selected for comparability purposes based on their levels of expertise, deemed position in the world market, technological development, access to materials, similarity to the South African situation and other considerations.

- > United States of America (California, Texas) - a strong formalised structure.
- > United Kingdom - a strong formalised structure.
- > Italy - well-established jewellery manufacturing industry.
- > Portugal - well-established jewellery manufacturing industry.
- > Slovakia - well-established jewellery manufacturing industry.
- > Australia (Australia has an outcomes-based national qualifications systems similar to that of South Africa).
- > India - one of the fastest growing economies and the world, and has a well-established jewellery manufacturing industry.
- > Ghana (a West African country with a well developed education system and strong mining and minerals industry).
- > Other jewellery institutions in various.
- > SADEC countries such as Zambia and Zimbabwe who are rich in natural resources and have jewellery manufacturing industries. No specific qualifications were found, as training in these countries are largely influenced by the systems.

#### USA - California - Jewellery Manufacturing Arts:

The following programme was found at this institution:

- > Graduate Jeweller Program Level 2, 78 Credits:
  - > Work with metals including how to melt, roll, form and solder.
  - > Learn how to file, piece and polish.

- > Learn how to perform the most common repair requests, including sizing rings, replacing earring posts and resetting stones.
  - > Learn the basics of working with gemstones.
  - > Learn how to set stones by working with a variety of mounting styles, settings and stones.
- > Numerous competencies from this qualification/programme are within the proposed South African Mining and Minerals SGB qualification.

USA - Portland OR - American Jewellers Institute:

Jewellery Course: Level 2 - 4 months (48 credits):

Section 1 - Tool orientation:

- > Introduction to the use and care of jewellery tools.
- > Metal Fabrication.
- > Casting.

Section 2:

- > Soldering Techniques:
- > Jewellery Repairs.

Section 3 - Stone setting:

- > Prong setting.
- > Bezel setting.

Section 4 - Finishing:

- > Various materials.
- > Methods of obtaining the best possible results.
- > Matching the right buff, rouge and polish to the job (type of metal).
- > The use of the flex shaft.
- > Final finishing on polishing equipment to obtain a high luster.
- > Wax Carving and Modeling.
- > Mold Construction.

USA - Fort Lauderdale- American School of Jewellery:

Jewellery 1: Level 2 - 35 hours (4 Credits):

- > Introduction to metals: Platinum, Gold, and Silver.
- > Testing of metals.
- > Handling of shop sweeps, fillings and scraps for maximum recovery.
- > Piercing, drilling and filing.
- > Melting and milling.
- > Wires.
- > Soldering.
- > Ring Sizing.
- > Chains.
- > Rings.
- > Bezel.
- > Identification Initial.
- > Diamond setting.

> Final finish.

Jewellery Design I: Level 2 - 70 hours (7 Credits):

Design Jewellery, Accessories and a lot more:

- > From Concept to Creation.
- > Comprehensive Jewellery Design.
- > Create your own portfolio of designs.
- > Hands on jewelry designing techniques.
- > Easy to understand.
- > Produce jewelry designs.

Wax design and casting - Level 2 - 35 hours (4 Credits):

- > Understanding how wax designing works.
- > Creation of a three dimensional piece.
- > Solitaire ring.
- > Preparation for Casting.
- > Initial ring.
- > Dome ring.
- > Techniques for sheet and soft wax.
- > Prong ring.
- > Rubber mold.
- > Matching wedding band.

Stone setting Level 2 - 35 hours (Credits):

- > Introduction to stone setting.
- > Preparation of tools.
- > Demonstration and practice.
- > Round and Oval stones.
- > Fancy cut stones, stones with points.
- > Burnished setting with multiple stones.
- > Preparation of tools for bead setting.
- > Projects: Round stones.
- > Block bright cut setting.
- > Bead setting.
- > Pave setting.

UK - Birmingham School of Jewellery - jewellery course - Level 2 - 32 Credits:

Title; Credits:

- > Drawing I; 3 Credits.
- > Design I; 3 Credits.
- > Jewelry Design and Rendering; 3 Credits.
- > Jewelry and Metalsmithing I; 3 Credits.
- > Business Communications; 3 Credits.
- > Total; 15 Credits.
  
- > Wax Modeling and Casting I; 3 Credits.
- > Jewelry and Metalsmithing II; 3 Credits.
- > Business Software; 4 Credits.
- > Business Mathematics or Intermediate Algebra; 4 Credits.

- > Public Speaking or Interpersonal Relations/Communications; 3 Credits.
- > Total; 17 Credits.

Italy - Alchimia Contemporary Jewellery School - Basic Annual Jewellery Courses Level 2 - 17 Credits:

- > Knowledge of jewellery terms and tools.
- > Fretwork, filing and basic welding techniques.
- > Construction of a first necklace with elements to be set in relation to one another.
- > Cuttlefish-bone casting.
- > Construction of a ring using the tube bending technique.
- > Chains.
- > Fretwork slave bracelet.
- > Brooch constructed using different planes with different surface effects: collets for cabochon stones, and the use of the previously learnt techniques.
- > Boxed ring.
- > Convex ring with insets.
- > Precision cast modular elements for the construction of a hinged bracelet.
- > Catches (bayonet, cartridge etc).
- > Freehand drawing with basics of rendering.
- > Technology modules. Wax modeling with shapes for rings and pendants.

Italy - Le Arte Orafe -Courses at Level 2:

- > Jewellery making - 12 months.
- > Jewellery design - 6 months.
- > Stone setting - 3 - 6 months.
- > Hand engraving - 6 - 12 months.

Portugal - LisbonAr.Co Centro de Arte e Comunicacao Visual:

Qualification at Level 2:

- > Introduction to Jewellery - 12 months.

Slovakia, Bratislava - Academy of Fine Arts and Design:

Course at Level 2:

- > Metals and Jewellery - 6 months.

Australia, Canberra - National Institute of the Arts School of Art:

Certain syllabus items from the course outline above may be used in training learners in order for them to achieve the proposed Mining and Minerals Sector qualification.

India - Popley's Jewellery Design Workshop:

Course - Jewellery Manufacturing - Basic - Level 2 - 3 Credits.

- > Piercing.
- > Filing.
- > Soldering.
- > Basic techniques: (with notes and practicals):
- > Dome earrings.

- > Ring making.
- > Pendant making.
- > Simple chain making.

India - South Delhi - Polytechnic for Women:

Jewellery Design - Level 2:

Curriculum:

One Year First Year:

- > Design.
- > Execution.
- > Production.
- > Nature Study.
- > Methods and Materials.
- > Basic Design.
- > Gemmology Drawing.
- > Colour and Texture.
- > Traditional Jewellery.

Subject Details:

- > **Basic Design:** The Study of basic visual concepts that relate to the appearance of Design Products, which includes: space, line, tone, colour form, rhythm and pattern.
- > **Colour & Texture:** The perception of colour is the strongest emotion, of the visual process. We give an Introduction to the wide range of colours in their varied tints and tones.
- > **Drawing:** It is an exposure to different tools and mediums and how to record a particular Event or Scenario.
- > **Methods & Materials:** A Student is given the basic experience of the wide variety of Materials and Processes utilized, in the Production of Man Made Objects.
- > **Design:** The Designer has to be a skilled Problem Solver. She strives to create a better total Environment by her choices and actions. The Student is educated on how aesthetical Design follows the rules of proportion, symmetry, balance contrast and colour.
- > **Execution:** To translate and consolidate suggestions and thoughts into aesthetic Designs.
- > **Production:** This means a complete configuration of inventiveness, creative choice and knowledge of Materials and Workmanship.
- > **Conceptual Production:** The Designer is exposed to different designs and materials. She is in turn made to compromise and optimise factors, keeping in view the limitation of technology and processes. It is done before the evolution of the Final Product.
- > **Professional Practice:** Knowledge is given regarding the know how to deal with Contracts and Clients. The rules for Professional Conduct and Estimation.
- > **Gemmology:** The study and Identification of precious and semi-precious Gemstones.
- > **Product Development:** Knowledge of developing Design Ideas for Industrial Use.
- > **Traditional Jewellery:** Give an exposure to different kinds of Traditional Jewellery which have evolved through different Historical Periods.
- > **Nature Study:** A deep analytical approach to understand forms in Nature. Nature Study reveals the source of many Design Ideas used in the Man Made Environment.

Gemmology introduction:

Learn the basic physical and optical properties of gem materials. Covers the basic theories and simple, practical methods and procedures to identify natural gems, synthetics and man-made materials. You will find out the capabilities of more sophisticated equipment, gem mining locales and gem marketing techniques will also be discussed.

**Ghana:**

Although Ghana has access to International Vocational Qualifications through the British Council and City & Guilds Qualifications, a qualification related to jewellery manufacturing was not found. However Ghana has 4 universities and offer related education and training at a higher level.

**Other jewellery institutions:**

Other jewellery institutions in other countries that follow similar basic jewellery courses, some of them exactly the same, are:

- > Germany - Munich - Academy of Fine Arts.
- > Sweden - Stockholm - Adellab Metal Department Konstfack.
- > Australia - Canberra - The ANU Canberra School of Art.
- > Australia - Enmore - Jewellery And Object Design.
- > Canada - Ecole de Joaillerie de Montreal.
- > Holland - Amsterdam - Gerrit Rietveld Academie.
- > Scotland - Glasgow - Glasgow School of Art and Design.
- > Norway - Oslo - The National College of Art and Design.

**Conclusion:**

In the case of this particular qualification, the comparability focused on knowledge and skills (competence) of an introductory nature.

While the qualifications, courses and programmes found elsewhere in the world are not organised in the same way as the proposed and subsequent South African qualifications, there is sufficient evidence that the proposed qualification is meaningful in terms of content and scope.

**ARTICULATION OPTIONS**

This qualification allows for vertical articulation with:

- > ID 21844: National Certificate: Jewellery Manufacture in a Production Environment, NQF Level 3.

**MODERATION OPTIONS**

> Anyone assessing a learner or moderating the assessment of a learner against the qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

> Moderation must include both internal and external moderation of assessments, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in the associated unit standards.

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

### CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors should be in possession of:

> An appropriate qualification above the level of the qualification and preferably relevant workplace practical experience.

> Registration as an assessor with the relevant ETQA.

### NOTES

N/A

### UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119463	Access and use information from texts	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	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
Fundamental	119454	Maintain and adapt oral/signed communication	Level 2	5
Fundamental	119460	Use language and communication in occupational learning programmes	Level 2	5
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2
Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	5
Fundamental	119456	Write/present for a defined context	Level 2	5
Core	261280	Demonstrate product knowledge for a jewellery environment	Level 2	6
Core	261261	Hand polish a piece of jewellery	Level 2	4
Core	261244	Identify the tools and equipment in a jewellery workshop	Level 2	11
Core	261397	Make wire and pierce basic geometric shapes from metal plate	Level 2	8
Core	261260	Manufacture jewellery using non-precious materials	Level 2	10
Core	261281	Reproduce a piece of jewellery using the lost wax casting technique	Level 2	6
Core	261357	Set single stones in jewellery	Level 2	7
Core	259604	Verify compliance to safety, health and environmental requirements in the workplace	Level 2	4
Core	261240	Assemble prepared jewellery components without applying heat	Level 3	5
Core	261237	Design and draw jewellery	Level 3	15
Core	261377	Manufacture jewellery by soldering components	Level 3	9
Core	261241	Manufacture metal bars and sheets	Level 3	4
Elective	261247	Make a ring using files	Level 1	5
Elective	261245	Manufacture a bangle and decorate it with pattern punches	Level 1	5
Elective	261297	Manufacture a pendant using jewellery piercing techniques	Level 1	5
Elective	261339	Manufacture a wire bracelet	Level 1	5
Elective	261259	Produce a piece of jewellery using the cuttlebone casting technique	Level 2	2
Elective	261279	String beads and pearls	Level 2	4
Elective	261246	Forge metal to manufacture jewellery	Level 3	20
Elective	261341	Make and use repousse and chasing punches	Level 3	20
Elective	261239	Manufacture jewellery for single faceted stone settings	Level 3	20

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**  
**None**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Design and draw jewellery***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261237	Design and draw jewellery		
<b>ORIGINATOR</b>			<b>PROVIDER</b>
SGB Mining and Minerals			
<b>FIELD</b>			<b>SUBFIELD</b>
6 - Manufacturing, Engineering and Technology			Fabrication and Extraction
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	15

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
9647	Draw and design jewellery	Level 3	15	Will occur as soon as 261237 is registered

**SPECIFIC OUTCOME 1**

Provide a design solution.

**SPECIFIC OUTCOME 2**

Draw the design to facilitate production.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Manufacture jewellery for single faceted stone settings**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261239	Manufacture jewellery for single faceted stone settings		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Mining and Minerals			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	20

**This unit standard replaces:**

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
9648	Manufacture jewellery for single faceted stone settings	Level 3	21	Will occur as soon as 261239 is registered

**SPECIFIC OUTCOME 1**

Make a piece of jewellery for a single stone tube setting.

**SPECIFIC OUTCOME 2**

Make a piece of jewellery for a single stone claw setting.

**SPECIFIC OUTCOME 3**

Make a piece of jewellery for a single stone bead setting.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Elective	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Assemble prepared jewellery components without applying heat***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261240	Assemble prepared jewellery components without applying heat		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Mining and Minerals			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	5

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
9639	Assemble prepared jewellery components without applying heat	Level 3	5	Will occur as soon as 261240 is registered

**SPECIFIC OUTCOME 1**

Rivet prepared jewellery components.

**SPECIFIC OUTCOME 2**

Link prepared jewellery components.

**SPECIFIC OUTCOME 3**

Bond prepared jewellery components.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Manufacture metal bars and sheets**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261241	Manufacture metal bars and sheets		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Mining and Minerals			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	4

**This unit standard replaces:**

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
9651	Manufacture non-ferrous and precious metal sheet and bar from granules	Level 3	4	Will occur as soon as 261241 is registered

**SPECIFIC OUTCOME 1**

Melt metal in a crucible and pour into an ingot.

**SPECIFIC OUTCOME 2**

Prepare to melt and roll metal.

**SPECIFIC OUTCOME 3**

Roll metal into a sheet or bar.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Identify the tools and equipment in a jewellery workshop*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261244	Identify the tools and equipment in a jewellery workshop		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Mining and Minerals			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	11

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
9649	Introduction to the jewellery workshop	Level 2	25	Will occur as soon as 261244 is registered

**SPECIFIC OUTCOME 1**

Identify and describe the purpose of common hand tools.

**SPECIFIC OUTCOME 2**

Identify the purpose of power tools.

**SPECIFIC OUTCOME 3**

Identify the use of chemicals in the workplace.

**SPECIFIC OUTCOME 4**

Understand the importance of good housekeeping and maintenance of jewellery tools, materials and equipment.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manufacture a bangle and decorate it with pattern punches***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261245	Manufacture a bangle and decorate it with pattern punches		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Mining and Minerals			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 1	5

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

**SPECIFIC OUTCOME 1**

Measure, mark and score the sheet metal.

**SPECIFIC OUTCOME 2**

Cut out the bangle blank.

**SPECIFIC OUTCOME 3**

Decorate the bangle using pattern punches.

**SPECIFIC OUTCOME 4**

Shape and finish the bangle.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Forge metal to manufacture jewellery***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261246	Forge metal to manufacture jewellery		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Mining and Minerals			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	20

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
15268	Forge metal to manufacture jewellery	Level 4	21	Will occur as soon as 261246 is registered

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of the equipment and tools used to forge metal.

**SPECIFIC OUTCOME 2**

Prepare metal sheet and bar for forging.

**SPECIFIC OUTCOME 3**

Forge metal into specified forms.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Elective	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Make a ring using files***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261247	Make a ring using files		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Mining and Minerals			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 1	5

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

**SPECIFIC OUTCOME 1**

Measure, mark and score the blank.

**SPECIFIC OUTCOME 2**

Shape the metal with files.

**SPECIFIC OUTCOME 3**

Finish the ring.

**SPECIFIC OUTCOME 4**

Polish the ring.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Produce a piece of jewellery using the cuttlebone casting technique*

SAQA US ID	UNIT STANDARD TITLE		
261259	Produce a piece of jewellery using the cuttlebone casting technique		
ORIGINATOR	PROVIDER		
SGB Mining and Minerals			
FIELD	SUBFIELD		
6 - Manufacturing, Engineering and Technology	Fabrication and Extraction		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	2

**This unit standard replaces:**

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
110392	Produce a piece of jewellery using the cuttlebone casting technique	Level 2	2	Will occur as soon as 261259 is registered

**SPECIFIC OUTCOME 1**

Create the mould cavity.

**SPECIFIC OUTCOME 2**

Do the cast.

**SPECIFIC OUTCOME 3**

Finish off casting.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Elective	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manufacture jewellery using non-precious materials***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261260	Manufacture jewellery using non-precious materials		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Mining and Minerals			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	10

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

**SPECIFIC OUTCOME 1**

Plan the manufacturing process.

**SPECIFIC OUTCOME 2**

Prepare the components.

**SPECIFIC OUTCOME 3**

Assemble or construct the prepared components.

**SPECIFIC OUTCOME 4**

Finish the jewellery item.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Hand polish a piece of jewellery***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261261	Hand polish a piece of jewellery		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Mining and Minerals			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	4

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
15260	Hand polish a piece of jewellery	Level 2	4	Will occur as soon as 261261 is registered

**SPECIFIC OUTCOME 1**

Select polishing equipment, materials and compounds.

**SPECIFIC OUTCOME 2**

Polish jewellery.

**SPECIFIC OUTCOME 3**

Clean a polished piece of jewellery or artefact.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****String beads and pearls**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261279	String beads and pearls		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Mining and Minerals			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	4

**This unit standard replaces:**

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
110465	String beads and pearls	Level 2	4	Will occur as soon as 261279 is registered

**SPECIFIC OUTCOME 1**

Utilize the correct tools and equipment for pearl and bead stringing.

**SPECIFIC OUTCOME 2**

Hand knot between beads and pearls.

**SPECIFIC OUTCOME 3**

Attach a clasp with French wire.

**SPECIFIC OUTCOME 4**

Finish a necklace without a clasp.

**SPECIFIC OUTCOME 5**

Demonstrate understanding of the style and lengths of pearl necklaces and the value and the history of pearls.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Elective	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Demonstrate product knowledge for a jewellery environment***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261280	Demonstrate product knowledge for a jewellery environment		
<b>ORIGINATOR</b>			<b>PROVIDER</b>
SGB Mining and Minerals			
<b>FIELD</b>			<b>SUBFIELD</b>
6 - Manufacturing, Engineering and Technology			Fabrication and Extraction
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	6

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
9650	Demonstrate appropriate product knowledge to enable working in a jewellery environment	Level 3	11	Will occur as soon as 261280 is registered

**SPECIFIC OUTCOME 1**

Identify the various categories of merchandise.

**SPECIFIC OUTCOME 2**

Identify various precious metals and their simulants.

**SPECIFIC OUTCOME 3**

Recognise basic gemstones.

**SPECIFIC OUTCOME 4**

Identify jewellery manufacturing processes.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Reproduce a piece of Jewellery using the lost wax casting technique*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261281	Reproduce a piece of jewellery using the lost wax casting technique		
<b>ORIGINATOR</b>	<b>PROVIDER</b>		
SGB Mining and Minerals			
<b>FIELD</b>	<b>SUBFIELD</b>		
6 - Manufacturing, Engineering and Technology	Fabrication and Extraction		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	6

**This unit standard replaces:**

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
15273	Reproduce a piece of jewellery using the lost wax casting technique	Level 2	6	Will occur as soon as 261281 is registered

**SPECIFIC OUTCOME 1**

Make rubber moulds of metal models.

**SPECIFIC OUTCOME 2**

Produce wax patterns for investment.

**SPECIFIC OUTCOME 3**

Invest and cast patterns in metal.

**SPECIFIC OUTCOME 4**

Remove and finish the metal reproduction.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manufacture a pendant using jewellery piercing techniques***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261297	Manufacture a pendant using jewellery piercing techniques		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Mining and Minerals			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 1	5

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
15266	Fabricate non-ferrous and precious metal jewellery using hand-held tools and equipment	Level 2	8	Will occur as soon as 261297 is registered

**SPECIFIC OUTCOME 1**

Measure, mark and score the sheet metal.

**SPECIFIC OUTCOME 2**

Drill holes.

**SPECIFIC OUTCOME 3**

Pierce and file the design.

**SPECIFIC OUTCOME 4**

Polish the pendant.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Elective	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Manufacture a wire bracelet**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261339	Manufacture a wire bracelet		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Mining and Minerals			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 1	5

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

**SPECIFIC OUTCOME 1**

Measure and cut wire.

**SPECIFIC OUTCOME 2**

Bend and shape wire.

**SPECIFIC OUTCOME 3**

Assemble prepared components.

**SPECIFIC OUTCOME 4**

Polish the bracelet.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Make and use repousse and chasing punches***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261341	Make and use repousse and chasing punches		
<b>ORIGINATOR</b>			<b>PROVIDER</b>
SGB Mining and Minerals			
<b>FIELD</b>			<b>SUBFIELD</b>
6 - Manufacturing, Engineering and Technology			Fabrication and Extraction
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	20

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
15264	Make and use repousse and chasing punches	Level 3	20	Will occur as soon as 261341 is registered

**SPECIFIC OUTCOME 1**

Forge and fashion punches.

**SPECIFIC OUTCOME 2**

Harden and temper steel.

**SPECIFIC OUTCOME 3**

Prepare pitch and bowl.

**SPECIFIC OUTCOME 4**

Repoussé sheet metal.

**SPECIFIC OUTCOME 5**

Define the detail by chasing the design onto the metal.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Elective	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Set single stones in jewellery*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261357	Set single stones in jewellery		
<b>ORIGINATOR</b>	<b>PROVIDER</b>		
SGB Mining and Minerals			
<b>FIELD</b>	<b>SUBFIELD</b>		
6 - Manufacturing, Engineering and Technology	Fabrication and Extraction		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	7

*This unit standard replaces:*

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
15281	Set stones in claw settings	Level 3	7	Will occur as soon as 261357 is registered

**SPECIFIC OUTCOME 1**

Plan and prepare to seat the gemstone.

**SPECIFIC OUTCOME 2**

Set the gemstone.

**SPECIFIC OUTCOME 3**

Apply the desired finish.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manufacture jewellery by soldering components***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261377	Manufacture jewellery by soldering components		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Mining and Minerals			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	9

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
15272	Manufacture jewellery by soldering prepared components	Level 3	9	Will occur as soon as 261377 is registered

**SPECIFIC OUTCOME 1**

Prepare and flux for soldering.

**SPECIFIC OUTCOME 2**

Assemble components by soldering.

**SPECIFIC OUTCOME 3**

Prepare soldered components for further manufacture.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	65049	National Certificate: Jewellery manufacturing	Level 2



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Make wire and pierce basic geometric shapes from metal plate***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
261397	Make wire and pierce basic geometric shapes from metal plate		
<b>ORIGINATOR</b>	<b>PROVIDER</b>		
SGB Mining and Minerals			
<b>FIELD</b>	<b>SUBFIELD</b>		
6 - Manufacturing, Engineering and Technology	Fabrication and Extraction		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	8

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

**SPECIFIC OUTCOME 1**

Manufacture and manipulate wire.

**SPECIFIC OUTCOME 2**

Mark, score and measure three "basic geometric" shapes on metal plate.

**SPECIFIC OUTCOME 3**

Drill and pierce three basic geometric shapes from metal plate.

**SPECIFIC OUTCOME 4**

File and shape three basic geometric shapes from metal plate.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	65049	National Certificate: Jewellery manufacturing	Level 2