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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 796

7 August 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

Sport

registered by Organising Field 02 – Culture and Arts, publishes the following Qualifications and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualifications and Unit Standards. The full Qualifications and Unit Standards can be accessed via the SAQA web-site at 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 Qualifications and Unit Standards should reach SAQA at the address below and **no later than 7 September 2009**. All correspondence should be marked **Standards Setting – SGB for Sport** and addressed to

The Director: Standards Setting and Development
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D. MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION: *Further Education and Training Certificate: Golfing and Golf Coaching*

SAQA QUAL ID	QUALIFICATION TITLE		
73189	Further Education and Training Certificate: Golfing and Golf Coaching		
ORIGINATOR		PROVIDER	
SGB Sport			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	2 - Culture and Arts	Sport	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	160	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 Purpose of the NQF Level 4 in the National Certificate Golfing and Golf Coaching Qualification is to provide a structured programme for those who, while they may not aspire to become golfing professionals, work or wish to work in the golfing sector or industry as support or administrative staff, or those involved in golf development, including the coaching of children in urban and rural context.

Those working in the golfing sector or industry, include, but are not limited to, persons working within or supporting golf club greenkeeping and course upkeep functions, assisting in golf retail operations, assisting in golf event management, working in a support or administrative function within the golf leisure industry in which it is important to understand the industry and its golfing ethos, working in some function with the golf club facilities and their operations, and persons in the sport coaching environment are involved in coaching children or are involved in golf development.

The National Certificate is aimed at those who aspire to work in the golfing and sporting sectors. It is a Qualification in a career pathway towards a career in golf and golfing and will serve as a bridge for those wishing to proceed to the National Diploma: Club Professional Golfing, Management, Horticulture, and Sport Coaching.

The National Certificate in Golf and Golfing exit level learning outcomes covering, career development in the golfing sector and industry, sports coaching and training in the context of golf development, including schools and rural area, assisting in the operations of golf club facilities, and in the organisation and supervision of golfing events. The competencies covered in the proposed Unit Standards encapsulate the competencies required to support golfing professionals working at the operational and club level, greenkeeping at the operational and club level, and golf coaching at the developmental level.

The Qualification will therefore enhance the ability of the qualifying learner as an aspiring golfing employee in the golf and golfing sectors to perform the necessary tasks expected, as well as improve his/her management abilities. In this way, the Qualification enhances transferability of skills within different spheres of the sport sector. At the same time, a learner will gain a firm

foundation required for studies leading to Qualification registered at NQF Level 5, Diploma in Club Professional Golfing.

Qualifying learners could follow a career in the following sectors in the golf environment:

- Assisting in the planning and operations of a golf club facility.
- Assisting in the greenkeeping and course maintenance operations of golf clubs.
- Golf coaching and training for beginners including children and in golf development.
- Greenkeeping.
- Facilities management.
- Event management.
- Rules and tournament management.

Rationale:

Persons wishing to work in the golf and golf environments in South Africa operate in a wide variety of social, business and community roles within South African society. Often they work in diverse operating and service delivery environments and contexts including golf training, coaching, golf business in regard to retail, and club and event management, and in schools or golfing development in which they require the basics of golf and golf coaching.

The game of golf is a large sport discipline and industry sector and employs a vast number of persons in a large number of functions and capacities. This Certificate serves both the industry and those seeking to work in it by creating a skill set for learners to understand and be aware of the unique characteristics and challenges they face in the process of service delivery and support functions in golf and golfing.

The sustainability and development of sport in South Africa in general and of golf and the golfing industry are strongly linked to capacity building in this sports segment. It is imperative that golf professionals at club level and those planning and operating golf club facilities and those maintaining golf courses and in greenkeeping functions are able to employ staff who have background knowledge of various functions needed in the industry. Learners completing this National Certificate will be in or form part of that pool of skilled support staff who will have received an up to date relevant and respected administration, coaching, training and golfing practice Qualification that recognises that the knowledge and skills which persons working in the sector, have been satisfactorily obtained.

The exit level learning outcomes highlight the coaching, training and golfing skills required within the golfing sports sector. Such skills and knowledge are geared towards enabling persons wishing to become golfing professionals to operate effectively and successfully in a demanding environment. Therefore, Exit Level Outcomes and related Assessment Criteria are outlined for the areas of competence, which mark out coaching and teaching, equipment technology, assisting in greenkeeping and golf course maintenance, organising golf events and coordinating and managing golf club facilities.

The skills, knowledge, values and attitudes reflected in the Qualification are building blocks that will be developed further in a related Qualification at NQF Level 5. The intention is:

The Certificate seeks to promote the development of knowledge and skills that are required for the efficient performance of golfing in golf club management and administration and of financial management and administration functions within the golfing and sport sectors.

The National Certificate: Golfing and Golf Coaching should produce knowledgeable, multi-skilled workers who are able to contribute to improved productivity and efficiency within the golfing sport sector. It should provide the means for current workers to receive recognition of prior

learning, to upgrade their skills and achieve a nationally recognised Qualification. It should also assist new entrants to the sporting and golfing sector.

It will ensure that the quality of education and training in the golfing and sporting sector is enhanced and of a world-class standard.

The National Certificate at NQF Level 4 allows the learner to work towards a nationally recognised Qualification. The Qualification will allow both those in formal education and those already employed in organisations in the golfing field of learning in the sport sector access to a Qualification that can be used as a benchmark to gauge their competence against local and international standards.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

It is assumed that learners accessing this Qualification are competent in:

- Communication at NQF Level 3 in at least two South African languages.
- Computer Literacy at NQF Level 3.
- Mathematical Literacy at the 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 in the previous paragraph.

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 a Unit Standard 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.

Access to the Qualification:

All learners accessing this Qualification must be in possession of a Further Education and Training Certificate or equivalent Qualification.

QUALIFICATION RULES

NQF Level, Credits and Learning components assigned to the Qualification.

The Qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 160 Credits is required to complete the Qualification.

In this Qualification the Credits are allocated as follows:

- Fundamental; 56 Credits.
- Core; 90 Credits.
- Electives; 14 Credits.

Total; 160 Credits.

Motivation for number of Credits assigned to Fundamental, Core and Elective.

Fundamental Component:

Unit Standards to the value of twenty Credits in Communication in a First Language and twenty Credits in Communication in a Second Language have been included. The inclusion of the Unit Standards in Communication in a Second Language is to enhance the ability of South Africans to communicate with each other in our multi-lingual country.

The Unit Standards for Communication in the Second South African Language are to be chosen from the following official languages: English, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, isiNdebele, isiXhosa, isiZulu and sign language. The Second Language implies a language other than the language of instruction of, or the language taken as the First Language for this Qualification. The selection of the Second Official Language should be based on the language(s) of the people to whom the Learner is most likely to deliver a service.

Sixteen Credits in Mathematical Literacy have also been included in the Fundamental Component.

These Fundamental Unit Standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy. Their inclusion means that the Qualification conforms to the requirements for a Further Education and Training Certificate so granting the learning access to Qualifications in the Higher Education band, subject to the entrance requirements applied by Providers to specific Qualifications.

All the Unit Standards are compulsory.

Core Component:

Ninety Credits have been allocated to Unit Standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong golfing coaching, business and greenkeeping focus and caters for the major roles presently fulfilled in the variety of roles that a learner can fulfil as a result of this qualification. The Unit Standards classified as Core develop:

- A holistic understanding of golf and golfing and plan career in relation to this.
- Coaching and teaching skills for coaching basic golf strokes.
- The rules of the game and tournaments.
- Assisting in greenkeeping and maintenance of golf courses.
- Plan and administrate golfing events.
- Assist in co-ordinating and managing golf club facilities.

The Unit Standards encourage application of knowledge and skills in real situations. The Core Unit Standards provide the basic knowledge and skills learners working in a golfing environment need to know about golf, the golfing sector and employment within the golfing sector or coaching for golf in a development context.

All Unit standards are compulsory.

Elective Component:

There are Unit Standards totalling forty one Credits in this component.

These Unit Standards continue from the Core Component in focusing on learning areas pertinent to the Golfing and Golf Coaching in a golfing or development context, and will enable

learners to gain further knowledge relating to business administration and management, sports promotion, dealing with people who have special needs, creating awareness about HIV/AIDS in golfing context and applying the principles of exercise training.

Learners are required to select Electives that add up to at least fourteen Credits. While learners may choose any of the Electives to make up the ten Credits, it is preferable that the learner chooses the standards in the area in which the learner contemplates further studies or wishes to actively pursue in his/her career. The learner may also select other Unit Standards at the level of the Qualification, not listed in this Qualification, but which would enhance the learner's work performance or employability, or which are of particular interest to the learner, with the approval of the relevant ETQA.

EXIT LEVEL OUTCOMES

1. Demonstrate an understanding of golf and apply techniques and rules for golf coaching and teaching basic golf strokes.
2. Apply basic business principles to managing or assisting in managing a golfing facility and golf events.
3. Assist in greenkeeping and golf course maintenance.
4. Demonstrate an understanding of golf and golfing and plan own career in relation to the opportunities available in a golf environment or development environment that focuses on golf coaching.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 A brief overview is provided on the game of golf and how it applies in a development and golfing coaching context.
- 1.2 Basic putting, chipping and pitching techniques are demonstrated to indicate understanding for coaching purposes.
- 1.3 Scoring systems are explained with examples.
- 1.4 An understanding is demonstrated on golf coaching conduct and safety, particularly in contexts for coaching children.
- 1.5 Communication and a structured approach to skills development in golf coaching is explained with examples.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Business and budgeting principles are applied in a golfing context.
- 2.2 An understanding of the history and development of golf clubs is explained in relation to their management requirements.
- 2.3 A knowledge of typical types of club facilities is demonstrated in relation to their functions.
- 2.4 Assistance is provided in the planning, co-ordination, administering and monitoring of a golf club facility.
- 2.5 A golf event is planned, budgeted and managed from concept to completion.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 A basic understanding of mowers and grass cutting is applied in golf course maintenance.
- 3.2 An explanation is provided regarding maintenance requirements is displayed in golf course areas via examples.
- 3.3 Appropriate cultural practices are integrated in greenkeeping and related functions.
- 3.4 An understanding of golf course bunkers and their maintenance is demonstrated with examples.

Associated Assessment Criteria for Exit Level Outcome 4:

4.1 The rules of golf are applied in various contexts.

4.2 A holistic understanding of golf and golfing is demonstrated in own working context.

4.3 Personal and career development goals are defined within a golfing or golfing development environment.

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, reliable and ensure that no learner is disadvantaged in any way whatsoever, an Integrated Assessment approach is incorporated into the Qualification.

Learning, teaching and assessment are inextricably lined. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic Debt Recovery contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During Integrated Assessments the assessor should make use of Formative and Summative Assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and Moderators should make use of a range of Formative and Summative Assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are evaluated. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of Specific Outcomes and Embedded Knowledge.

INTERNATIONAL COMPARABILITY

America:

Internationally the sport of golf is governed and administered according to the rules of the American Professional Golfers Association in the United States of America and in the rest of the world by local professional golfers associations that follow the rules of the professional golfers association of the United Kingdom and Ireland. In South Africa golfing is regulated and administered, following the UK model by the South African Professional Golfers Association.

The differences between golf administration and training in the United States and the rest of the world, which follow the UK and Ireland system, is not vast.

United Kingdom:

Ireland:

Both groups of international PGAs provide academic and practical training to golfers within a learning pathway that leads learners to becoming a club professional. The PGAs in most golf playing countries, either themselves or in association with a tertiary institution offer a professional Qualification for prospective club professionals.

This Level 4 National Certificate is intended to provide the knowledge and skills necessary for persons who are working in or wish to work in the golfing sector. This Certificate at Level 4 naturally leads into the Level 5 National Diploma: Club Professional Golfing and the skill set it teaches are at once more practical for direct employment purposes as well a supplementary and complementary to the Diploma Qualification.

It is difficult to do a direct comparison for the Level 4 Certificate in that South Africa is considered, outside of the club professional environment, to be a developing country, and to a large extent, is pioneering bridging programmes and Qualifications for golfing at lower levels to ensure entry into the golfing club professional environment. We have a greater focus on the need to coach in communities, at schools and in informal sectors. Hence, the advent of this Qualification, and also a need to look at alternative Qualifications in the future to bring learners from the informal sector and rural areas into mainstream golfing, thus creating access and opportunities in establishing golfing careers.

South Africa and African countries:

It should be noted that the PGA South Africa is pioneering the formal development of programmes in golfing based on English and American standards for third world and developing countries. In this regard, PGA South Africa is working closely with St Andrews to determine how to effectively address golfing in developing countries, with South Africa being the blueprint from which to replicate a development programme aligned to a national framework. Within South Africa, the PGA has recently conducted an impact study as to how golf impacts on the economy of the country. This impact study indicates how golf is an integral part of the economy and it would like to find ways to replicate this in a wider African context and create development and job opportunities via golf and golfing career pathways.

The United Kingdom and Ireland:

The PGA of the United Kingdom and Wales (after which this course has been modelled) provides their training as a BA Degree in Applied Golf Management Studies through the University of Birmingham.

The UK Qualification is accordingly at a higher level than this Qualification. However subjects taught in both Qualifications cover similar topic areas and are in all other respects comparable.

In the UK Qualification, across all three years of the degree, the learner covers modules in the areas of applied sports science, materials science and coaching theory. In the first year the learner covers a generic approach to sport and golf: sports science, equipment technology, coach education and business management. In the second and third years the learner covers more applied modules, including Golf Psychology, Swing Theory, Sports Science (Physiotherapy) and Event Management.

This Qualification is generally set out in the same format as this South African one.

The United States of America:

In the USA various universities and colleges provide Qualifications in partnership with the American PGA.

A typical, and representative example is Pen State University in Pennsylvania. Pen State integrates the PGA Golf Management Program into the university curriculum for students wishing to become professional golfers.

The curriculum is at a Degree level which is higher than NQF Level 5 and includes subjects that are also comparable and consistent with the international position. The program includes courses on:

Purchasing Materials, PGA Constitution, Career Enhancement, Introduction to Teaching, Food and Beverage, Golf Club Design and Repair, Business Planning and Operations, Customer of Relation, Analysis of the Swing, Golf Car Fleet Management, Business Planning, Golfer Development, Rules of Golf, Golf Club Design and Repair, Tournament Operations Analysis of the Swing, Turf grass Management, Merchandising and Inventory Management, Customer Relations Food and Beverage Control Business Communications Electives Philosophy and Swing Concepts of Teaching, Supervising and Delegating Supervising and Delegating Professional Golfers Association Membership Application.

Canada:

The Canadian PGA, which follows the UK model likewise partners with tertiary institutions to provide its learners with suitable Qualifications. Typical, and representative is the course presented by Holland College-Prince Edward Island in Canada. The program is a Diploma in Professional Golf Management and comprises the competencies; Scientific analysis of the golf swing, Golf strategies, Player development, Applied human anatomy and kinesiology, advanced business communications, Applied sport psychology for golf, Professional selling, Retail and Merchandise Management, Advanced Computer Software Applications, Accounting for Club Operations and Advertising.

Australia and New Zealand:

The Qualifications offered in these countries are not Unit Standard based However, the Qualification content is very similar to that being covered in the South African Qualification, including:

- The golf swing.
- Golf science.
- Club design, construction and repair.
- Retail theory specific to golf business.
- Golf specific psychology.
- Tournament promotion and management.

This Qualification differs in that it also covers club design, construction and repair. However, in this regard, the South African golf profession would rather include this in another Qualification at NQF Level 6 as this is not the main focus of the Level 5 Diploma.

Switzerland:

The Swiss PGA themselves offer various courses for golf teaching and other disciplines. They also offer similar content to this Qualification, including:

- Swing technology.
- Practical teaching.
- Rules of golf.
- Green keeping.
- Club fitting.
- General golf knowledge.

On the commercial side, the following is covered:

- Bookkeeping.
- Purchase and sales.
- Accounting.
- Stock-taking.
- Taxes and insurance.
- Correspondence.
- Contracts administration.

In conclusion, it can be stated that while the Qualifications that are offered to aspiring golf professionals in other countries tend to be at bachelors degree level, the programmes include the same competencies as those offered in this South African Qualification. It is also felt that in view of the South African situation that it is justifiable to have this Qualification as a Diploma at Level 5. This is in view of the complexity of learning in the Qualification and the profile of learner accessing the Qualification.

Conclusion:

The PGA South Africa is pioneering programmes and Qualifications for golfing in a wider context than that of club professionals. In this regard the international PGA is also looking to South Africa for ideas and advice on how to create opportunities in golfing for third world and developing countries. The PGA is currently in close liaison with St Andrews to seek their support in implementing coaching programmes and Qualifications that provide learners wishing to enter the field of golf in a coaching capacity or in a related field, e.g. greenkeeping, event management, facilities management etc. Also, there is a strong focus in looking at developing coaching programmes for learners in rural areas to bring learners, particularly children, into a stream to explore their golfing potential and grow their learning pathways accordingly.

The Comparability with similar Qualifications are at a higher level of complexity and no other programmes are currently available on an equal level to this Qualification.

ARTICULATION OPTIONS

Horizontal articulation is possible with the following Qualifications:

- ID 57712: Further Education and Training Certificate: Generic Management, NQF Level 4.
- ID 64369: Further Education and Training Certificate: Sports Coaching, NQF Level 4.
- Certificate: Sport Development, NQF Level 4.
- ID 58163: Further Education and Training Certificate: Community Recreation, NQF Level 4.
- ID 67697: Further Education and Training Certificate: Sport Administration, NQF Level 4.

This Qualification articulates vertically with the following Qualifications:

- ID 73209: National Diploma: Professional Golfing, NQF Level 5.
- ID 67629: National Certificate: Coaching Science, NQF Level 5.
- ID 67691: National Certificate Fitness, NQF Level 5
- ID 67692: National Diploma: Coaching Science, NQF Level 5
- ID 67691: National Diploma: Fitness, NQF Level 5
- ID 65194: National Certificate; Management, NQF Level 5

MODERATION OPTIONS

• Anyone assessing a learner or moderating the assessment of a learner against this 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, according to the ETQA's policies and guidelines for assessment and moderation.

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

- 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 needs:

- A minimum of 2 (two) years' practical, relevant occupational experience in Administration.
- To be registered as an assessor with the relevant ETQA.
- To be in possession of a Qualification in Sports Administration, Administration or Management at NQF Level 5 or higher.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119466	Interpret a variety of literary texts	Level 3	5
Fundamental	119457	Interpret and use information from texts	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	336037	Assist in co-ordinating and managing golf club facilities	Level 4	15
Core	336035	Assist in the greenkeeping and golf course maintenance	Level 4	12
Core	336034	Describe and demonstrate the technique for coaching basic golf strokes	Level 4	12
Core	336036	Display an understanding coaching competences for golf coaching	Level 4	8
Core	242810	Manage Expenditure against a budget	Level 4	6
Core	243301	Manage safety and emergency incidences	Level 4	6
Core	336038	Plan and organise a golf day event	Level 4	6
Core	243954	Understand the need for cultural awareness in dealing with customers and colleagues	Level 4	4
Core	120208	Apply the rules of golf in various contexts	Level 5	8
Core	120211	Display a holistic understanding of golf and golfing	Level 5	8

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	120197	Plan and implement personal and career development goals within a golfing environment	Level 5	5
Elective	243298	Apply administrative skills and knowledge in a sport organisation	Level 4	11
Elective	258719	Apply the principles of exercise training	Level 4	6
Elective	117499	Demonstrate entrepreneurial competence	Level 4	12
Elective	252510	Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for counselling purposes	Level 4	3
Elective	243293	Promote sport activity in a community	Level 4	4
Elective	252177	Manage participants with disabilities in sport	Level 5	8

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Describe and demonstrate the technique for coaching basic golf strokes

SAQA US ID	UNIT STANDARD TITLE		
336034	Describe and demonstrate the technique for coaching basic golf strokes		
ORIGINATOR			PROVIDER
SGB Sport			
FIELD			SUBFIELD
2 - Culture and Arts			Sport
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

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

SPECIFIC OUTCOME 1

Briefly explain the game of golf with examples.

SPECIFIC OUTCOME 2

Explain and demonstrate basic putting technique in golf.

SPECIFIC OUTCOME 3

Explain and demonstrate the chip and pitch shots in golf.

SPECIFIC OUTCOME 4

Demonstrate knowledge of the game and scoring systems.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73189	Further Education and Training Certificate: Golfing and Golf Coaching	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Assist in the greenkeeping and golf course maintenance***

SAQA US ID	UNIT STANDARD TITLE		
336035	Assist in the greenkeeping and golf course maintenance		
ORIGINATOR	PROVIDER		
SGB Sport			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

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

SPECIFIC OUTCOME 1

Apply a basic understanding of mowers and grass cutting in golf course maintenance.

SPECIFIC OUTCOME 2

Explain the maintenance requirements of golf course areas with examples.

SPECIFIC OUTCOME 3

Integrate appropriate cultural practices in greenkeeping and golf course maintenance.

SPECIFIC OUTCOME 4

Display an understanding of golf course bunkers and their maintenance.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73189	Further Education and Training Certificate: Golfing and Golf Coaching	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Display an understanding coaching competences for golf coaching***

SAQA US ID	UNIT STANDARD TITLE		
336036	Display an understanding coaching competences for golf coaching		
ORIGINATOR		PROVIDER	
SGB Sport			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
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 an understanding of golf coaching conduct and safety, in relation to coaching children.

SPECIFIC OUTCOME 2

Display an understanding of the individual needs of children in the golf coaching environment.

SPECIFIC OUTCOME 3

Demonstrate an understanding of communication and a structured approach to skills development in golf coaching.

SPECIFIC OUTCOME 4

Demonstrate an understanding of coaching basic elements of golf to beginner golfers.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73189	Further Education and Training Certificate: Golfing and Golf Coaching	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Assist in co-ordinating and managing golf club facilities***

SAQA US ID	UNIT STANDARD TITLE		
336037	Assist in co-ordinating and managing golf club facilities		
ORIGINATOR	PROVIDER		
SGB Sport			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
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

Demonstrate understanding of the history and development of golf clubs and their management requirements.

SPECIFIC OUTCOME 2

Demonstrate knowledge of the typical types of golf club facilities and their functions.

SPECIFIC OUTCOME 3

Assist in planning and co-ordinating a golf facility operation.

SPECIFIC OUTCOME 4

Administer and monitor a golfing facilities operational plan.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73189	Further Education and Training Certificate: Golfing and Golf Coaching	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Plan and organise a golf day event***

SAQA US ID		UNIT STANDARD TITLE	
336038		Plan and organise a golf day event	
ORIGINATOR		PROVIDER	
SGB Sport			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
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

Demonstrate an understanding of the considerations for setting up a golf day event.

SPECIFIC OUTCOME 2

Plan a golf day.

SPECIFIC OUTCOME 3

Budget for a golf day.

SPECIFIC OUTCOME 4

Manage a golf day.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73189	Further Education and Training Certificate: Golfing and Golf Coaching	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Club Professional Golfing

SAQA QUAL ID	QUALIFICATION TITLE		
73209	National Diploma: Club Professional Golfing		
ORIGINATOR		PROVIDER	
SGB Sport			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Diploma	2 - Culture and Arts	Sport	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	250	Level 5	Regular-Unit Stds Based

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
50017	National Diploma: Club Professional Golfing	Level 5	240	Will occur as soon as 73209 is registered

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of the NQF Level 5 in the Club Professional Golfing Qualification is to provide a structured programme for aspiring golfing professionals and those working within the golf coaching, and retailing sectors to enable them to provide support to strategic leadership and to provide the management needed to transform the golf sport sector. The need for well-qualified efficient, client-oriented club professionals is therefore identified as a priority within the professional golfing environment. The National Diploma is aimed at practitioners working in the golfing and sporting sectors. It is a Qualification in a career pathway towards an accomplished business management, sports coaching management and administration specialist.

The National Diploma in Club Professional Golfing consists of exit level learning outcomes covering, sports coaching and training, sports science, financial accounting and retail management and administration, budgeting, business calculations, and human resources for the golfing sector. The competencies covered in the proposed Unit Standards encapsulate the competencies required by golfing professionals working at the operational and club level.

The Qualification will therefore enhance the ability of the qualifying learner as an aspiring golfing professional to perform the necessary tasks expected, as well as improve his/her management abilities. In this way, the Qualification enhances transferability of skills within different spheres of the sport sector. At the same time, a learner will gain a firm foundation required for studies leading to Qualification registered at NQF Levels 6 and 7.

Qualifying learners could follow a career in the following sectors in the golf environment:

- Financial and retail business management services.
- Golf coaching and training.
- Sport science.
- Equipment technology.
- Rules and tournament management.

Rationale:

Golfing professionals (at club level as opposed to touring or tournament professionals) in South Africa operate in a wide variety of social, business and community roles within South African society. Often they work in diverse operating and service delivery environments and contexts including golf training, coaching, golf business in regard to retail, equipment repair and customisation, and club and event management.

The game of golf is a large sport discipline and golf professionals are widely acknowledged for their understanding and awareness of the unique characteristics and challenges they face in the process of service delivery. The sustainability and development of sport in South Africa in general and of golf and the golfing industry are strongly linked to capacity building in this sports segment. It is imperative that golf professionals at club level receive an up to date relevant and respected financial management and administration, coaching, training and golfing practice qualification that recognises that the knowledge and skills which South Africa's professional golfers have, have been satisfactorily obtained. In order to do that most effectively, future club professionals need to have excellent awareness and understanding of the changing needs of today's golf coaching, training, retailing and service delivery systems. They need to identify very clearly the highly relevant expertise which these professionals bring to their roles in the golfing sector which is an integral part of the wider arts and culture sector.

The exit level learning outcomes highlight the coaching, training and golfing skills required within the golfing sports sector. Such skills and knowledge are geared towards enabling persons wishing to become golfing professionals to operate effectively and successfully in a demanding environment. Therefore, Exit Level Outcomes and related Assessment Criteria are outlined for the areas of competence, which mark out financial and retail management, coaching and teaching, equipment technology, tournament management and sport science as key and highly influential in the golf and golfing services delivery.

The National Diploma in Club Professional Golfing is a specialised Qualification which offers administrative, managerial and financial knowledge, coaching, training and golfing skills to learners who wish to be employed in the capacity as a professional at a golf club providing such services as coaching players, running the pro-shop and organising and running tournaments.

The skills, knowledge, values and attitudes reflected in the Qualification are building blocks that will be developed further in a related Qualification at NQF Level 6. The intention is:

- To promote the development of knowledge and skills that are required for the efficient performance of golfing and golf club and facility management and administration and of Financial Management and Administration functions within the golfing and sport sectors.
- To release the potential of people.

The National Diploma in Club Professional Golfing: NQF Level 5 should produce knowledgeable, multi-skilled workers who are able to contribute to improved productivity and efficiency within the golfing sport sector. It should provide the means for current workers to receive Recognition of Prior Learning, to upgrade their skills and achieve a nationally recognised Qualification. It should also assist new entrants to the sporting and golfing sector.

It will ensure that the quality of education and training in the golfing and sporting sector is enhanced and of a world-class standard.

The National Diploma at NQF Level 5 allows the learner to work towards a nationally recognised Qualification. The Qualification will allow both those in formal education and those already employed in organisations in the golfing field of learning in the sport sector access to a

Qualification that can be used as a benchmark to gauge their competence against local and international standards.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

It is assumed that learners accessing this Qualification are competent in:

- Communication at NQF Level 4 in at least two South African languages.
- Computer Literacy at NQF Level 4.
- Mathematical Literacy at the NQF Level 4.

Access to the Qualification:

All learners accessing this Qualification must be in possession of a Further Education and Training Certificate or equivalent Qualification.

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 in the previous paragraph.

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 a Unit Standard 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.

QUALIFICATION RULES

The qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 250 credits is required to complete the qualification.

In this Qualification the credits are allocated as follows:

Fundamental:

- 18 Credits.

Core:

- 222 Credits.

Electives:

- 10 Credits.

Total 250 Credits.

Motivation for Number of Credits Assigned to Fundamentals, Core and Electives:

Fundamental Component:

Unit Standards to the value of 18 Credits are allocated to the subject areas of personal and career development, anatomy and physiology and the holistic understanding of golf and its ethos.

The personal and career development aspect of the fundamental component focuses on the application of basic management skills to self management, personal and career development and planning and the application of these skills to obtain employment within the golfing industry. Five credits have been included for these skills.

Five credits in the application of anatomical and physiological knowledge to golfing activities have also been included in the Fundamental Component, focusing on the fundamental concepts relating to the human skeletal, muscular, energy and cardio-reparatory systems required to effectively work within the golf coaching, training, fitness and sport science sectors.

Eight credits have been allocated to the holistic understanding of golf, golfing and the ethos of the sport including the history of golf, and its administration and noteworthy tournaments, golf courses and golfers of the past and present.

All the Unit Standards are compulsory.

Core Component:

222 Credits have been allocated to Unit Standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong club professional focus and caters for the major roles presently fulfilled by club professionals in the golfing sector. The Unit Standards classified as Core develop:

- **Business management skills necessary for establishing and managing golf pro-shops, including; Retail merchandising in a golf business, marketing, purchasing and stock control, accounting and budgeting functions and business law as it relates to a golfing context.**
- **Sport science knowledge relating to skills acquisition, sport psychology, swing theory, fitness, sport injuries and biomechanics.**
- **Coaching and teaching skills relating to the golf swing, its analysis, building and teaching the swing.**
- **The rules of the game and tournaments.**
- **Equipment technology, customisation and repairs.**

The Unit Standards encourage application of knowledge and skills in real situations. The Core Unit Standards provide the basic knowledge and skills that all club professionals need to know about golf, the golfing sector and employment within the professional golfing sector.

All Unit Standards are compulsory.

Elective Component:

There are Unit Standards totalling 67 Credits in this component.

These Unit Standards continue from the core component in focusing on learning areas pertinent to the Golfing Club Professionals and will enable learners to gain further knowledge relating to business administration and management, sports management and administration, human resources management, sports programmes and sports coaching, which are particularly relevant, or of interest to the learner or a particular learning context.

Learners are required to select Electives that add up to at least ten credits. While learners may choose any of the electives to make up the ten credits, it is preferable that the learner chooses the standards in the area in which the learner contemplates further studies or wishes to actively pursue in his/her career. The learner may also select other Unit Standards at the level of the Qualification, not listed in this Qualification, but which would enhance the learner's work performance or employability, or which are of particular interest to the learner, with the approval of the relevant ETQA.

EXIT LEVEL OUTCOMES

1. Demonstrate an understanding of and apply basic concepts of Sport Science in a golf coaching and development environment.
2. Apply basic business management principles to managing a golfing business.
3. Describe and apply the swing theory and coaching skills in golf.
4. Demonstrate an understanding of and apply the rules of golf, golf tournaments and the history and ethos of golf.
5. Apply knowledge of equipment technology to equipment repair, golfing characteristics, and customization.

ASSOCIATED ASSESSMENT CRITERIA

Assessment Criteria for Exit Level Outcome 1:

- 1.1 Skills acquisition concepts are applied to golfing development and coaching.
- 1.2 Human anatomical and physiological knowledge is applied to golfing activity.
- 1.3 Golfing injuries and their prevention are understood and graded.
- 1.4 The role of diet and nutrition in improving golfing performance is understood and used to advance performance of the coach and those being coached.
- 1.5 Sports psychology is understood and applied in a golfing environment.
- 1.6 Biomechanics is applied to golf movements.

Assessment Criteria for Exit Level Outcome 2:

- 2.1 Business management concepts are applied to managing own career and personal development.
- 2.2 A business plan for a golfing 'pro-shop' is developed.
- 2.3 Merchandise is purchased and a procurement process is established, implemented and controlled to ensure the financial viability of the shop.
- 2.4 Accounting practices and budgeting is performed according to standard accounting principles.
- 2.5 Golf technology is described and applied in a merchandising and golf workshop environment.

Assessment Criteria for Exit Level Outcome 3:

- 3.1 The way in which the golf swing is built is understood and taught to clients.
- 3.2 Swing faults are analyzed in golf coaching sessions.
- 3.3 Techniques in the short game of golf are understood and taught to clients.
- 3.4 Coaching skills are applied in teaching golf skills.

Assessment Criteria for Exit Level Outcome 4:

- 4.1 The layout and rules of golf in various contexts are understood and applied in golf tournaments.
- 4.2 The rules relating to professional and amateur status are understood so as to assist clients not to inadvertently contravene the rules and jeopardise their status.
- 4.3 The rules relating to golfing equipment are understood so that only correct equipment is obtained for the pro-shop and clients only sold compliant equipment.
- 4.4 The rules relating to the tournament organization and management are understood and applied to golf tournaments.
- 4.5 The history of golf, its administration, tournaments, courses and players both past and present and the ethos of the game are understood.

Assessment Criteria for Exit Level Outcome 5:

- 5.1 Building the golf swing is described and taught to clients with a range of abilities.
- 5.2 Swing faults are analyzed in golf coaching.
- 5.3 Techniques in the short game of golf are described and taught to clients.
- 5.4 The rules of golf are applied practically to situations in golf tournaments.
- 5.6 The rules of tournament organization are understood and applied to local tournaments.

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification.

Learning, teaching and assessment are inextricably lined. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic Debt Recovery contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are evaluated. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of Specific Outcomes and Embedded Knowledge.

INTERNATIONAL COMPARABILITY

Internationally the sport of golf is governed and administered according to the rules of the American Professional Golfers Association in the United States of America and in the rest of the world by local professional golfers associations that follow the rules of the professional golfers

association of the United Kingdom and Ireland. In South Africa golfing is regulated and administered, following the UK model by the South African PGA.

The differences between golf administration and training in the United States and the rest of the world, which follow the UK and Ireland system, is not vast.

Both groups of international PGAs provide academic and practical training to golfers within a learning pathway that leads learners to becoming a club professional. The PGAs in most golf playing countries, either themselves or in association with a tertiary institution offer a professional qualification for prospective club professionals.

This South African qualification, which has been modelled on the qualification provided by the PGA of the United Kingdom and Ireland, is typical of and fully comparable with qualifications offered to Professional Golfers by PGAs in other countries around the world following the UK and Irish model.

South Africa and African countries

It should be noted that the PGA South Africa is pioneering the formal development of programmes in golfing based on English and American standards for third world and developing countries. In this regard, PGA South Africa is working closely with St Andrews to determine how to effectively address golfing in developing countries, with South Africa being the blueprint from which to replicate a development programme aligned to a national framework. Within South Africa, the PGA has recently conducted an impact study as to how golf impacts on the economy of the country. This impact study indicates how golf is an integral part of the economy and it would like to find ways to replicate this in a wider African context and create development and job opportunities via golf and golfing career pathways.

Comparability analysis:

The following is provided as a representative sampling:

The United Kingdom and Ireland

The PGA of the United Kingdom and Wales (after which this course has been modelled) provides their training as a BA degree in Applied Golf Management Studies through the University of Birmingham.

The UK Qualification is accordingly at a higher level than this Qualification. However subjects taught in both Qualifications cover similar topic areas and are in all other respects comparable.

In the UK Qualification, across all three years of the degree, the learner covers modules in the areas of applied sports science, materials science and coaching theory. In the first year the learner covers a generic approach to sport and golf; sports science, equipment technology, coach education and business management. In the second and third years the learner covers more applied modules, including Golf Psychology, Swing Theory, Sports Science (Physiotherapy) and Event Management.

This Qualification is generally set out in the same format as this South African one.

The United States of America.

In the USA various universities and colleges provide Qualifications in partnership with the American PGA.

A typical, and representative example is Pen State University in Pennsylvania. Pen State integrates the PGA Golf Management Program into the university curriculum for students wishing to become professional golfers.

The curriculum is at a degree level which is higher than NQF Level 5 and includes subjects that are also comparable and consistent with the international position. The program includes courses on:

- Purchasing Materials, PGA Constitution, Career Enhancement, Introduction to Teaching, Food and Beverage, Golf Club Design and Repair, Business Planning and Operations, Customer of Relation, Analysis of the Swing, Golf Car Fleet Management, Business Planning, Golfer Development, Rules of Golf, Golf Club Design and Repair, Tournament Operations Analysis of the Swing, Turf Grass Management, Merchandising and Inventory Management, Customer Relations Food and Beverage Control Business Communications Electives Philosophy and Swing Concepts of Teaching, Supervising and Delegating Supervising and Delegating Professional Golfers Association Membership Application.

Canada.

The Canadian PGA, which follows the UK model likewise partners with tertiary institutions to provide its learners with suitable Qualifications. Typical, and representative is the course presented by Holland College-Prince Edward Island in Canada. The program is a Diploma in Professional Golf Management and comprises the competencies: Scientific analysis of the golf swing, Golf strategies, Player development, Applied human anatomy and kinesiology, advanced business communications, Applied sport psychology for golf, Professional selling, Retail and Merchandise Management, Advanced Computer Software Applications, Accounting for Club Operations and Advertising.

Australia and New Zealand.

The Qualifications offered in these countries are not Unit Standard based. However, the Qualification content is very similar to that being covered in the South African Qualification, including:

- The golf swing.
- Golf science.
- Club design, construction and repair.
- Retail theory specific to golf business.
- Golf specific psychology.
- Tournament promotion and management.

This Qualification differs in that it also covers club design, construction and repair. However, in this regard, the South African golf profession would rather include this in another Qualification at NQF Level 6 as this is not the main focus of the Level 5 Diploma.

Switzerland

The Swiss PGA themselves offer various courses for golf teaching and other disciplines. They also offer similar content to this Qualification, including:

- Swing technology.
- Practical teaching.
- Rules of golf.
- Green keeping.
- Club fitting.
- General golf knowledge.

On the commercial side, the following is covered:

- Bookkeeping.
- Purchase and sales.
- Accounting.
- Stock-taking.
- Taxes and insurance.
- Correspondence.
- Contracts administration.

In conclusion, it can be stated that while the Qualifications that are offered to aspiring golf professionals in other countries tend to be at Bachelors Degree level, the programmes include the same competencies as those offered in this South African Qualification. It is also felt that in view of the South African situation that it is justifiable to have this Qualification as a Diploma at Level 5. This is in view of the complexity of learning in the Qualification and the profile of learner accessing the Qualification.

ARTICULATION OPTIONS

This Qualification articulates horizontally with the following Qualifications:

- ID 67695: National Certificate: Coaching Science, NQF Level 5.
- ID 67693: National Certificate Fitness, NQF Level 5.
- ID 67692: National Diploma: Coaching Science, NQF Level 5.
- ID 67691: National Diploma: Fitness, NQF Level 5.
- National Certificate: Management, NQF Level 5.

Vertical articulation is possible with the following Qualifications:

- B Com Sports Management.
- Other Diplomas and Certificates in Coaching and Fitness at NQF Level 6.

MODERATION OPTIONS

- Anyone assessing a learner or moderating the assessment of a learner against this.
- 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, according to the ETQA's policies and guidelines for assessment and moderation.
- Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Qualification.
- 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 needs:

- A minimum of 2 (two) years' practical, relevant occupational experience in Administration.
- To be registered as an assessor with the relevant ETQA.
- To be in possession of a Qualification in Sports Administration, Administration or Management at NQF Level 5 or higher.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	120192	Apply anatomical and physiological knowledge to golfing activity	Level 5	5
Fundamental	120211	Display a holistic understanding of golf and golfing	Level 5	8
Fundamental	120197	Plan and implement personal and career development goals within a golfing environment	Level 5	5
Core	336076	Apply South African business law in a selected business	Level 5	20
Core	120209	Apply basic concepts of sport psychology in a golfing context	Level 5	12
Core	336077	Apply basic principles of purchasing and stock control in a golf business	Level 5	12
Core	120207	Apply coaching skills in teaching golfing skills	Level 5	6
Core	120210	Apply concepts of 'skills acquisition' to golfing performance	Level 5	6
Core	120204	Apply knowledge of diet and nutrition to improving golf performance	Level 5	10
Core	120203	Apply knowledge of equipment technology and golfing characteristics to equipment repair and customisation	Level 5	16
Core	336055	Apply knowledge of finance, accountancy, bookkeeping and tax to a golf business	Level 5	20
Core	336075	Apply practical principles of marketing in marketing a golf business	Level 5	12
Core	120208	Apply the rules of golf in various contexts	Level 5	8
Core	336054	Demonstrate an understanding of the basic elements of golf fitness	Level 5	10
Core	120206	Describe, implement and teach the principles and building blocks of a golf swing	Level 5	12
Core	120205	Display and apply knowledge of biomechanics in a golfing context	Level 5	8
Core	120194	Find and analyse swing faults in golf swing teaching	Level 5	12
Core	336074	Identify, analyse, interpret and apply key concepts in retail merchandising in a golf	Level 5	20
Core	120212	Plan, manage and report on a golf tournament	Level 5	8
Core	120195	Prevent and grade golf injuries	Level 5	10
Core	262380	Produce a business plan for a small business	Level 5	12
Core	120196	Teach, and describe techniques used in the short game in golf	Level 5	8
Elective	114587	Determine and manage the human resource needs of a new venture	Level 4	4
Elective	14483	Apply entrepreneurship to the administration of a sport or fitness business	Level 5	5
Elective	14480	Coaching sport to intermediate and/or advanced level performers with disabilities	Level 5	5
Elective	10215	Conduct a screening procedure	Level 5	5
Elective	13203	Counsel workgroup members in respect of HIV/AIDS	Level 5	3
Elective	14479	Describe the organisation of sport in South Africa	Level 5	5
Elective	14472	Identify and develop talent in sport	Level 5	10
Elective	10220	Include persons with disabilities in sport, recreation or fitness activities	Level 5	5
Elective	10218	Motivate and encourage participation in physical activity	Level 5	5
Elective	14481	Operate as a professional coach	Level 5	5
Elective	14460	Organise and administer sport	Level 5	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	110531	Plan, organise and control the day-to-day administration of an office support function	Level 5	4
Elective	110526	Plan, organise, implement and control record-keeping systems	Level 5	4
Elective	10219	Utilise wellness concepts for lifestyle change	Level 5	4

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION*None*



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Demonstrate an understanding of the basic elements of golf fitness***

SAQA US ID	UNIT STANDARD TITLE		
336054	Demonstrate an understanding of the basic elements of golf fitness		
ORIGINATOR			PROVIDER
SGB Sport			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
120193	Demonstrate an understanding of the basic elements of golf fitness	Level 5	10	Will occur as soon as 336054 is registered

SPECIFIC OUTCOME 1

Explain golf specific training and its variations from other sports.

SPECIFIC OUTCOME 2

Apply muscular-skeletal screening of golfers for fitness training.

SPECIFIC OUTCOME 3

Demonstrate and explain stretching and warming up exercises for golfers.

SPECIFIC OUTCOME 4

Demonstrate understanding of the process of strengthening and conditioning exercises in golfers.

SPECIFIC OUTCOME 5

Describe and explain the aerobic function in relation to the golfer.

SPECIFIC OUTCOME 6

Describe and explain training in relation to training volume and in different climates.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Core 73209	National Diploma: Club Professional Golfing	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply knowledge of finance, accountancy, bookkeeping and tax to a golf business

SAQA US ID	UNIT STANDARD TITLE		
336055	Apply knowledge of finance, accountancy, bookkeeping and tax to a golf business		
ORIGINATOR	PROVIDER		
SGB Sport			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	20

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

SPECIFIC OUTCOME 1

Demonstrate an understanding of key finance concepts applicable to financing a golfing business.

SPECIFIC OUTCOME 2

Demonstrate an understanding of bookkeeping concepts for keeping the books of a golf business.

SPECIFIC OUTCOME 3

Demonstrate an understanding of key accounting records used in the financial management of a golfing business.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the tax system applicable to a golfing business.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73209	National Diploma: Club Professional Golfing	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify, analyse, interpret and apply key concepts in retail merchandising in a golf

SAQA US ID	UNIT STANDARD TITLE		
336074	Identify, analyse, interpret and apply key concepts in retail merchandising in a golf		
ORIGINATOR		PROVIDER	
SGB Sport			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	20

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

SPECIFIC OUTCOME 1

Analyse the golf retailing environment by assessing external influences.

SPECIFIC OUTCOME 2

Identify and analyse the principles, and role, of customer service in creating competitive advantage in a golf retailing business.

SPECIFIC OUTCOME 3

Identify and analyse consumer buying behaviour in the context of a golf retail business.

SPECIFIC OUTCOME 4

Analyse and apply the elements of personal selling skills to provide customer service in a golf retailing business.

SPECIFIC OUTCOME 5

Explain and calculate the key components of a retail price in relation to the importance of clear and accurate pricing.

SPECIFIC OUTCOME 6

Apply the key principles and techniques of effective visual merchandising including the main health, safety and security issues relating to layout and display in relation to a golf retailing business.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73209	National Diploma: Club Professional Golfing	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply practical principles of marketing in marketing a golf business

SAQA US ID	UNIT STANDARD TITLE		
336075	Apply practical principles of marketing in marketing a golf business		
ORIGINATOR	PROVIDER		
SGB Sport			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	12

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

SPECIFIC OUTCOME 1

Demonstrate an understanding of marketing concepts in golf marketing.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the 'product' element of the marketing mix in golf marketing.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the 'price' element in the marketing mix as applied in golf marketing.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the 'promotion' element in the marketing mix as applied in golf marketing.

SPECIFIC OUTCOME 5

Demonstrate an understanding of the 'place' element in the marketing mix as applied in golf marketing.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73209	National Diploma: Club Professional Golfing	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Apply South African business law in a selected business**

SAQA US ID	UNIT STANDARD TITLE		
336076	Apply South African business law in a selected business		
ORIGINATOR	PROVIDER		
SGB Sport			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	20

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

SPECIFIC OUTCOME 1

Demonstrate an understanding of the South African legal system and legal concepts.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the General Principles of the South African Law of Contract.

SPECIFIC OUTCOME 3

Demonstrate an understanding of sale, lease and Insurance contracts in the context of a selected business.

SPECIFIC OUTCOME 4

Demonstrate an understanding of employment, work, mandate and agency contracts in the context of a selected business.

SPECIFIC OUTCOME 5

Demonstrate an understanding of the South African Law of delict in the context of a selected business.

SPECIFIC OUTCOME 6

Demonstrate an understanding of South African law relating to the typical forms of businesses and their taxation.

SPECIFIC OUTCOME 7

Demonstrate an understanding of legal concepts applicable to corporeal and intellectual property, payment and security.

SPECIFIC OUTCOME 8

Demonstrate an understanding of the elements of competition, consumer and internet law as it affects a selected business.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73209	National Diploma: Club Professional Golfing	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply basic principles of purchasing and stock control in a golf business

SAQA US ID	UNIT STANDARD TITLE		
336077	Apply basic principles of purchasing and stock control in a golf business		
ORIGINATOR		PROVIDER	
SGB Sport			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	12

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

SPECIFIC OUTCOME 1

Demonstrate an understand of the importance of purchasing decisions in a golfing business.

SPECIFIC OUTCOME 2

Demonstrate an understanding of purchase planning and plan purchases in a golfing business.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the importance of stock control within a golfing business.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the purpose and use of buying groups to a golfing business.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73209	National Diploma: Club Professional Golfing	Level 5

**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

Visual Arts

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.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 7 September 2009**. All correspondence should be marked **Standards Setting – SGB for Visual Arts** 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

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D. MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Photography

SAQA QUAL ID	QUALIFICATION TITLE		
73298	Further Education and Training Certificate: Photography		
ORIGINATOR	PROVIDER		
Task Team - Visual Arts			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	2 - Culture and Arts	Visual Arts	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	128	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:

Qualifying learners will be able to select relationships and contexts for photography, including the required interpretation, analysis, pre-visualising, conceptualisation and capturing of images.

A qualifying learner at this level will be a well-rounded entry-level photographer with a good fundamental knowledge of the photography field, coupled with interpersonal and business skills, preparing for later specialisation in specific photography or related fields.

The ability of the sector to develop its potential is dependent upon the development of these skills to provide the platform for expansion and to have a base of skilled photographers for further development.

Qualified learners will be able to follow a career as:

- Photographers for newspapers and media agencies (e.g. advertising agencies, web site developers, publishers, etc.).
- Self-employed freelance photographers and entrepreneurs, such as so-called street photographers, advertising photographers, etc. or with agencies.
- Photographer assistants.
- Technical assistants providing technical support for the sector in laboratories and printing companies.
- Curators or exhibitors at a gallery.
- A person who has something to say about and can reflect aspects of society.
- Information and science photographers.

The Further Education and Training Certificate: Photography is the entry level qualification for learners who are interested in a career in photography. This Qualification can serve as an entry to National Certificates in the field of Art, Craft or Design at NQF Level 5.

Qualified learners will be capable of:

- Interpreting and analysing general principles and concepts of photographic assignments.

- Pre-visualising, conceptualising and analysing approaches according to the given specifications.
- Capturing a range of images through the use of photographic equipment and light sensitive materials.
- Selecting, editing and rendering photographic images according to specific criteria.
- Documenting, managing and archiving photographic work.
- Developing career opportunities in photography.

Rationale:

This Qualification has been formulated such that it reflects the workplace-based and learner needs of the photography sector as expressed by its stakeholders and provides the learner with accessibility to be employed within the photography sector.

This Qualification addresses various trends that impact on education and training standards in the photography sector. There is a growing split between digital and analogue (traditional artistic) photography. Mass communication, for example, the cellular phone, makes the use of images more common than before and visual literacy is becoming part of popular culture, rather than an academic activity. Many more people can create images, and, therefore, it begs the question: who is a photographer? This Qualification also addresses the fact that the definition of quality and the skills required in photography are changing, requiring technical know-how against sector requirements. In the Post-modernist world there is a development towards genre pooling and this results in a need for multi-skilling (as opposed to specialisation) to ensure employability across genres. The sustainability in media for news photographers in South Africa is being affected by value chain changes, as publishing houses are buying photographs from agencies rather than employing photographers, requiring photographers to market themselves, to collaborate, and to freelance. Ethics, the style of images, acceptability, and leniency and other norms are changing, requiring awareness building, and staying up to date about what is acceptable.

The Further Education and Training Certificate: Photography is a qualification that will prepare a person for the following fields in this sector:

- Interpreting/reading images for public use, where intended meaning is a differentiator (e.g. design and usage, news, etc.).
- Photographic documentation/recording/evidence gathering.
- Fashion, studio, editorial, wildlife, etc. photography.
- Photo-journalism versus Creative photography.
- Post-production processing.

The Qualification also provides the learner with the flexibility to articulate with the Design, Visual Arts and Craft Industries and other industries where photography can play a major role, such as the Printing and Publishing Industries.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

It is assumed that learners are competent in:

- Communication at NQF Level 3.
- Mathematical Literacy at NQF Level 3.
- Visual Art or Design elements and principles or equivalent at NQF Level 2.

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.

Access to the Qualification:

Access to this Qualification is open.

QUALIFICATION RULES

The Qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 128 Credits are required to achieve this Qualification.

In this Qualification the Credits are allocated as follows:

- Fundamental Component: 56 Credits.
- Core Component: 62 Credits.
- Elective Component: 10 Credits.

Fundamental Component:

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at NQF Level 4 to the value of 16 Credits.
- Communication at NQF Level 4 in a First South African Language to the value of 20 Credits.
- Communication in a Second South African Language at NQF Level 3 to the value of 20 Credits.
- It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

All Unit Standards in the Fundamental Component are compulsory.

Core Component:

- The Core Component consists of Unit Standards to the value of 62 Credits all of which are compulsory.

Elective Component:

- The Elective Component consists of Unit Standards to the value of 42 Credits. Learners are to choose Unit Standards to a minimum of 10 Credits.

EXIT LEVEL OUTCOMES

1. Interpret and analyse general principles and concepts of photographic assignments.
2. Pre-visualise, conceptualise and analyse approaches according to the given specifications.
3. Capture a range of images through the use of photographic equipment and light sensitive materials.

4. Select, edit and render photographic images according to specific criteria.
Range: Render could also include display, present and portray.

5. Document, manage and archive photographic work.

6. Develop own career opportunities in photography.

Critical Cross-Field Outcomes:

The Critical Cross-Field Outcomes are achieved as follows:

- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions to pre-visualise, conceptualise and analyse approaches according to the given specifications and capture a range of images through the use of photographic equipment and light sensitive materials.
- Work effectively with others as a member of a team, group, organisation or community to develop own career opportunities in photography.
- Organise and manage oneself and one's activities responsibly and effectively when learner conduct and negotiation meets agreed upon criteria in terms of photographic assignment strategies and objectives.
- Collect, analyse, organise and critically evaluate information to document, manage and archive photographic work.
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation to interpret and analyse general principles and concepts of photographic assignments and select, edit and render photographic images according to specific criteria.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others to capture a range of images through the use of photographic equipment and light sensitive materials and select, edit and render photographic images according to specific criteria.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcomes 1:

- Principles and concepts of photographic assignments are demonstrated and explained in accordance with the specified industry requirements.
- Applicable research findings are presented correctly within the photographic process context.
- Photographic assignments are carried out in accordance with negotiated criteria and objectives.
- Professional Codes of conduct and ethical negotiation techniques are adhered to at all times when fulfilling an assignment.

Associated Assessment Criteria for Exit Level Outcomes 2:

- Principles and concepts are pre-visualised and result in a variety of solutions.
- Applicable subject matter and approaches are analysed and explained according to the given specifications.
- Logistical plans are presented with the aim of achieving outcomes and objectives of specifications.

Associated Assessment Criteria for Exit Level Outcomes 3:

- A variety of subjects within different photographic genres are photographed and captured.

- Applicable equipment and materials are selected, prepared and maintained to achieve the required results.
- Photographic production and logistical plans are implemented according to required specifications.

Associated Assessment Criteria for Exit Level Outcomes 4:

- Applicable photographic images are selected based on technical and conceptual specifications.
- Selected photographic images are edited according to post-production criteria.
- Resulting photographic work is presented and/or displayed in line with specified intention.

Associated Assessment Criteria for Exit Level Outcomes 5:

- Relevant documents and records of work and processes are compiled and collated accurately.
- Photographic images and documentation are organised and managed for future availability.
- All work is archived and stored to ensure permanence and further use.

Associated Assessment Criteria for Exit Level Outcomes 6:

- Career opportunities in photography are identified and selected in terms of relevancy and appropriateness for the learner.
- Personal creative development is evaluated against potential contribution to specific sectors and society.
- Assigned photography tasks are completed effectively in terms of photography business principles and industry accepted standards of practice.

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.

- 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 Unit 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.

INTERNATIONAL COMPARABILITY

International Qualifications were examined to ensure that the Qualification structure and Unit Standards in the Further Education and Training Certificate: Photography is comparable in terms of level, scope and competencies covered. Very few countries in the world have developed full programmes or Qualifications on this level and most of the programmes were either short courses or separate Unit Standards.

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

- **Australasia:** Australia, New Zealand, China, Singapore, Malaysia, India.
- **Americas:** United State of America, Canada, Brazil.
- **Europe and UK:** England, Scotland, Ireland, Denmark, France, Italy, Germany.
- **Africa:** Mozambique, Namibia, Zanzibar, Botswana, Zambia, Zimbabwe, Mauritius, Lesotho.

In Australia there is the Technical and Further Education (TAFE) system with Photography programmes on equivalent level as this South African Qualification. The Technical and Further Education system in Australia offers vocational programmes in Photo-imaging certificate IV, an Advanced Digital Photography: Technical and Further Education plus Statement (that is a fast-track training system for employed learners).

Technical and Further Education; NQF Level; SA Qualification:

- Interpret and respond to a design brief; NQF Level 4; Core.
- Participate in OHS processes; NQF Level 4; Assessment criteria in Core.
- Work with others; NQF Level 4; Core.
- Prepare, store and maintain finished work; NQF Level 4; Core.
- Integrate colour theory and design processes in response to a brief; NQF Level 4; Embedded knowledge of Core.
- Source and apply photo-imaging industry Knowledge; NQF Level 4; Core.
- Research and apply information on the traditions which inform photo-imaging practice; NQF Level 4; Embedded knowledge of Core.
- Apply photo-imaging lighting techniques; NQF Level 4; Core.
- Plan and carry out image capture in response to a brief; NQF Level 4; Core.
- Process photo-images to work print/file stage; NQF Level 4; Core.
- Enhance, manipulate and output photo-images; Level 4; Core.
- Address copyright requirements; NQF Level 4; Embedded knowledge of Core.
- Use and adapt to changes in technology; NQF Level 4; Core.
- Develop self for photo-imaging industry; NQF Level 4; Core.
- Use a 35mm SLR camera or digital equivalent; NQF Level 4; Core.
- Use colour materials, processing and printing techniques in a wet darkroom context; NQF Level 4; Core.
- Use and extend wet darkroom techniques to produce monochrome photographs; NQF Level 4; Core.
- Produce digital images; NQF Level 4; Core.
- Research and experiment with techniques for digital image enhancement and manipulation; NQF Level 4; Core.
- Produce graphics using a graphics application; NQF Level 4; Elective.
- Electronically combine complex images; NQF Level 4; Elective.

At leading photography school in Melbourne, The Photo-Image School for photography is a one year programme with modules that compares to this South African Qualification. Modules that correlate are: Image and creative camera (core), Light and the creative image (core), Black and white photography (core), advanced image elements via practical studio and location work (core), Choice between four photographic categories that best suit your goals (core), and Business setup and operation (elective).

The Centre for Creative Photography in Adelaide offers a vocational programme, Certificate IV in Photo-Imaging on equivalent level as the Further Education and Training Certificate in Photography. The Certificate IV course is 648 notional hours in length, but with only introductory level outcomes, where this South African Qualification with also fundamental literacy and mathematical literacy, more advance photo-editing and business planning has 1280 notional hours.

Registered at the New Zealand Qualifications Authority is following related unit standards used in various vocational Qualifications:

New Zealand Qualifications Authority; Level; SA Qualification:

- Use a medium format camera: Level 3; Core.

- Take photographs by tungsten light; Level 3; Core.
- Use photographic light meters; Level 3; Core.
- Take photographs on a view camera; Level 3; Core.
- Demonstrate understanding of existing procedures and practices in photography; Level 3; Core.
- Produce and present photographs that demonstrate the use of available light; Level 3; Core.
- Explain photographic theory; Level 4; Embedded knowledge of Core.
- Evaluate film characteristics; Level 4; Embedded knowledge of Core.
- Operate a photographic archival storage system; Level 4; Core.
- Photograph motion; Level 4; Core.
- Take photographic studio portraits; Level 4; Core.

The Photo Access school of Photography in Christchurch offers short courses on the same level as this Qualification, but their full programmes are all pitched on the higher education and training levels. Short courses in How to use your camera, Camera and darkroom, Advanced camera and darkroom and Travel photography do relate to certain Unit Standard in this Qualification.

At the Photoblogtalk in Singapore is a Foundation programme in Photography with modules related to competencies in the South African Qualification:

- Knowing your camera equipment.
- Understanding Aperture, Shutter Speed and ISO.
- Understanding Focal length.
- Understanding Composition Rules.
- Techniques in daylight photography.
- Techniques in low light photography.
- Techniques in travel photography.
- Basic Image management and editing demonstration.

In countries like Malaysia, Japan and India (MassCoMedia Pvt. Ltd at New Delhi) offers semester short courses in Still photography and Photo-journalism. These programmes offer both theoretical and practical insights into traditional and digital photography. In China at The Expert Learning Centre in Beijing is an intensive introductory programme with outcomes in line with this South African Qualification.

The City and Guild system in London in the United Kingdom offers Occupational and Vocational programmes in Photography on levels two and three that are lower do have modules that compare to unit standards in this Further Education and Training Certificate in Photography.

City and Guild; Level; South African Qualification:

- Certificates in Photography; Level 2 and 3.
- Principles of photography; Level 2; Core.
- Introduction to black and white photography; Level 2; Core.
- Digital image making; Level 2; Core.
- Images without lenses; Level 2; Core.
- Exploring colour photography; Level 2; Core.
- Introduction to video production; Level 2; Not included.
- Introduction to the history of photography; Level 2; Embedded knowledge of Core.
- The techniques and materials of photo-imaging; Level 3; Core.
- Black and white photography; Level 3; Core.
- Colour photography; Level 3; Core.
- Digital imaging; Level 3; Core.
- Still life imaging; Level 3; Core.

- Portrait photography; Level 3; Core.
- Photography of the landscape, architecture, people; Level 3; Core.
- Certificate in Photo-Imaging; Level 3.
- Introduction to the photo imaging industry; Level 3; Core.
- Working in the photo imaging industry; Level 3; Core.
- Business practice in the photo imaging industry; Level 3; Core.
- Legislation for the photo imaging industry; Level 3; Embedded knowledge in Core.
- Photo imaging equipment and materials; Level 3; Core.
- Photo image capture; Level 3; Core.
- Studio photography; Level 3; Core.
- Location photography; Level 3; Core.
- Photo image management; Level 3; Elective.
- Photo image storage; Level 3; Core.
- Photo image printing; Level 3; Core.
- Presenting photo images; Level 3; Core.
- Working to a photo imaging project brief; Level 3; Core.

On the Edexcel of the United Kingdom, countries like England, Scotland, Wales and Ireland offers a variety of courses for Photography with the Qualification BTEC National Diploma over two years for 16-19 years school leavers that relate to the content and competency in core and elective to this South African Qualification. The BTEC Foundation in Art and Design course with modules in Photography is on the same level as this Qualification. On the A-level photography pathway there is the AQA Art and Design (Photography) with units that refer to the understanding of materials, camera controls, presentation and printing and study in the history of photography that relate to this Qualification. On the GCSE there is a GCSE Photography course where candidates gain the full Qualification after completing 60% coursework assignments with 40% controlled tests, this is very much in line with this Qualification's competency composition. Many of the colleges also offers access courses on the same level as this qualification with Access to Art and Design with a range of subjects such as photography, design and drawing that also include some of the competencies that this Further Education and Training Certificate in Photography offers. The National Open College Network offers various photography Qualifications and courses on the same level as this Qualification.

In Italy the photography qualifications are mainly on a higher level as this South African qualification, but there are short courses and one year foundation programmes that compare to this Further Education and Training Certificate in Photography. At the Arte School of Art, Design and Photography, Florence, they offer a 1 year course that focus on black and white film, the use of a camera, and printing in a dark room. The Darkroom school of Photography also in Florence offers a one year course with modules:

- Introduction to classic photography, 3 Months-Hours In Total: 120.
- Black and white and fine art photography, 3 Months-Hours In Total: 120.
- Advanced level-colour and digital photography and studio techniques, 3 Months-Hours In Total: 120.

At the Copenhagen Technical Academy and Copenhagen Polytechnic in Denmark they offer a 2 year vocational diploma where part of the photographic subjects are photographic design, photographic imaging communication and presentation techniques, photographic production and equipment operation. There are also modules with reference to skills in image communication. The VET programmes design compares well with this South African Qualification.

In Germany at the BIBB-Federal institute for Vocational Education and Training in Bonn is a course which combines part-time vocational schooling with practical work experience that also specializes in extensive technical know-how which transfers in ways that are tailored to the individual customer's needs. Part of the course also refers to the transferring of image data from the camera to the computer that compare to the elective Unit Standard of this Qualification.

This BIBB 3 year Photographers apprentice vocational training at an employer include units that are all part of the core component of this South Africa Qualification:

- Advise customers in the process of composing and taking photographs and plan the sequence of operations.
- Produce picture concepts.
- Translate their own or other picture concepts into photographs.
- Process the photographs using analog and digital technology taking into account the content of the picture and necessary corrections.
- Make the prepared data available for further use in various media or output them on different output devices.
- Apply information and communications technology.

In France at the Spéos, Paris (Paris Photographic Institute) is also courses with modules like Critical Studies and Aesthetics (core embedded knowledge), Black and White Printing (core), Introduction to Studio Photography (core), Commercial Photography (core), Computer Lab (elective), Photojournalism (elective), Advanced Photo Reportage (elective), Working as a Photographer (core), Image management and Publication (core), that compare to the unit standards of competencies in the Further Education and Training Certificate in Photography.

In the United States of America and Canada are various qualifications on the Higher Education and Training band that do relate to certain criteria of this Qualification. The Professional photographers of America-an association with various schools, colleges in the USA that offers short courses, programmes on basic to advance level photography that relates very well to that of the South African Qualification. The American Academy at Salt Lake City, UT has a course for the High School Visual Arts Core Curriculum. This course in Photography includes the inventive use of light and photographic equipment to create art; studio production, art-related technology skill, art criticism, art history, and aesthetics. This course is also for either the use of digital or analogue photography.

In New York, the New York Institute of Photography is a distance training course over 30 lessons that compares to the Unit Standards of this Qualification.

Unit One:

Core:

- Parts of a camera; Different types of camera lenses, and lens qualities; Shutter Speed and Aperture; How to use your camera.
- Introduction to the business of photography.

Unit Two:

Core:

- Image capture; Exposure; Processing black-and-white film Digital processing; Filters.
- Developing Your Eye: Photo Composition.

Unit Three:

Core:

- Natural light; Travel Photography; Available light; Studio lighting; Flash photography.
- How to get a perfect print.
- Traditional darkroom.

Unit Four:

Core:

- Studio portraiture; Basic portrait lighting; Location portraiture; Child and pet photography; Wedding photography; The business of wedding photography.

Unit Five:

Core:

- Photojournalism and Sports photography; Fashion photography.

Embedded Knowledge:

- Using the zone system to achieve perfect exposure; Colour printing.

Core:

- Macro photography and photo-microscopy.
- Getting work as a freelance photographer.

Unit Six:

Core:

- View camera; Advertising and still life; Architectural photography.

Not included:

- Video camera basics.

Elective:

How to open a photography studio.

In Brazil the University Federal Do Rio Grande Do Sul, Sanata, offers foundation short courses in Introduction to Photography, Initiation to the Photography Workshop: Camera Obscura, Black and White Photographic Lab, Nature Photography Workshop, Tourism-Cultural Photography Course, and Visual Perception Course that compare to the unit standards and embedded knowledge of this South African Further Education and Training Certificate in Photography.

The photographic courses, programmes and short courses offered in Africa on the same level as this Further Education and Training Certificate in Photography is mainly short courses that are connected with tourism and traveling and under quality assurance of countries like the UK or Australia and Spain. In Kenya, Mozambique, Namibia and Zanzibar are courses that consist of Overview of camera functions, Suggested cameras and accessories, Film versus digital, Reportage style, Direction of light/Creative composition, Unusual viewpoints & tilting, Lens and linear perspective /Depth of field, Visual design/eliminating clutter, Candid & location portraiture, Landscapes/seascapes Reflections, Capturing motion, White balance and filters and ISO speed/shutter speeds. Due to the time allocation on these courses, between 2-4 days, the content and level of complexity is far below of this Qualification.

For the Southern African countries, no information was found for equivalent level programmes in Botswana, the Democratic Republic of the Congo, Lesotho, Madagascar, Malawi, Mozambique

and Seychelles. No information was available about equivalent level programmes at the Schools of Arts and Crafts in Angola, Mahatma Gandhi Institute in Mauritius, Paa ya Paa Art Centre in Tanzania, Evelyn Hone College of Applied Arts & Commerce in Zambia, or the Harare School of Arts in Zimbabwe.

In various countries internationally (e.g. in Namibia at the Windhoek International School) the University of Cambridge International Examinations is offered, including general qualifications and vocational qualifications. At the level of this South African qualification, the CIE upper secondary qualification applies. The Qualification includes an Art and Design subject area that requires that learners are able to show:

- An individual, sensitive and creative response to a stimulus; to develop an idea, theme or subject.
- Independence in concept and execution.
- Select and control materials, processes and techniques in an informed and disciplined way appropriate to an intention.
- Select and record analytically from direct observation and personal experience.
- Use and compose formal elements as appropriate (contour, shape, colour/tone, texture, structure and the relationships between form and space).
- Select and communicate information relevant to an idea, subject or theme and evaluate this in a systematic way.
- Make critical judgements and show a developing appreciation and cultural awareness through personal ideas and images.

All these requirements are met in this South African qualification, and this South African qualification contains more depth, as would be expected, given the additional notional hours.

Overall, this South African qualification compares favourably in terms of content and design with examples of international programmes from leading Photography countries. The Qualifications and Unit Standards have been constructed to be:

- Flexible in terms of levels and include options for both full time learning, learnerships, apprentices as well as those who advance more slowly.
- Generic so that they can be applied to any sophisticated photographic process.
- Future-orientated so that the qualification do not have to be revised frequently as technology changes.
- Linked to business drivers such as global competition, cost reduction, environmental impact, SMME development as well as recognition of prior learning.
- Broad skills set, not only for photography but also for personal building, customer handling, researching and assessing.

The South African Qualification is a local innovation, and it provides entry into the Photographic and Creative world at a level below that of most other countries. Direct comparison, therefore, is not possible, but this qualification provides access to higher level qualifications that compare internationally, and is set to provide a competitive advantage for South African companies by ensuring effective use of resources.

ARTICULATION OPTIONS

Vertical articulation possibilities:

- National Certificate: Design Techniques, NQF Level 5.
- National Certificate: Arts and Culture Development Practice, NQF Level 5.
- National Certificate: Journalism, NQF Level 5.

Horizontal articulation possibilities:

- Further Education and Training Certificate: Design Foundation.
- Further Education and Training Certificate: Craft Enterprise and through fundamentals of other NQF Level 4 Qualifications.

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

To register as an assessor, the following are required:

- A relevant qualification at NQF Level 5 or above.
- Registration as an assessor with the relevant ETQA.
- relevant practical experience in the field of photography standard.

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
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

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
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	244611	Apply problem-solving techniques to make a decision or solve a problem in a real life context	Level 3	2
Core	336095	Contextualise and pre-visualise photographic images	Level 4	12
Core	117509	Interpret and respond to brief	Level 4	5
Core	336096	Plan and organise logistical requirements for a photographic brief/assignment	Level 4	5
Core	336134	Produce and present final photographic images	Level 4	12
Core	336097	Select and present relevant and photographic images	Level 4	6
Core	336114	Use a still camera to capture a range of photographic images	Level 4	15
Core	117513	Use knowledge of self to make a life decision in the creative world	Level 4	5
Elective	110021	Achieve personal effectiveness in business environment	Level 4	6
Elective	120376	Conduct project documentation management to support project processes	Level 4	6
Elective	242868	Demonstrate and apply knowledge of role and responsibility of local government in South Africa	Level 4	6
Elective	117244	Investigate the possibilities of establishing and running a small business enterprise (SMME)	Level 4	3
Elective	263474	Manage finances of a new venture	Level 4	6
Elective	120370	Monitor and make recommendations on the application of health and safety principles regarding hazardous substances in the working place	Level 4	3
Elective	252208	Record raw data	Level 4	3
Elective	336094	Render photographic images with digital editing software	Level 4	8
Elective	117927	Use a Graphical User Interface (GUI)-based database application to solve a given problem	Level 4	6

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Render photographic images with digital editing software***

SAQA US ID		UNIT STANDARD TITLE	
336094		Render photographic images with digital editing software	
ORIGINATOR		PROVIDER	
Task Team - Visual Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
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

Select a workflow for using photographic digital images to execute a specified photographic brief.

SPECIFIC OUTCOME 2

Select photographic images for editing.

SPECIFIC OUTCOME 3

Render digital photographic images.

SPECIFIC OUTCOME 4

Ensure quality of digital photographic images.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	73298	Further Education and Training Certificate: Photography	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Contextualise and pre-visualise photographic images***

SAQA US ID	UNIT STANDARD TITLE		
336095	Contextualise and pre-visualise photographic images		
ORIGINATOR		PROVIDER	
Task Team - Visual Arts			
FIELD	SUBFIELD		
2 - Culture and Arts	Visual Arts		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

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

SPECIFIC OUTCOME 1

Research photographic subject matters and approaches to contextualise and pre-visualise photographic images.

SPECIFIC OUTCOME 2

Contextualise research on a photographic brief according to its criteria.

SPECIFIC OUTCOME 3

Apply photographic techniques to content according to accepted standards.

SPECIFIC OUTCOME 4

Deliver the pre-visualised proposal in a manner that will contextualise and pre-visualise the photographic images.

SPECIFIC OUTCOME 5

Evaluate and refine visual communication to improve contextualization and pre-visualisation process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73298	Further Education and Training Certificate: Photography	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Plan and organise logistical requirements for a photographic brief/assignment***

SAQA US ID	UNIT STANDARD TITLE		
336096	Plan and organise logistical requirements for a photographic brief/assignment		
ORIGINATOR		PROVIDER	
Task Team - Visual Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
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

Analyse the aims and outcomes of a photographic brief to identify logistical requirements.

SPECIFIC OUTCOME 2

Plan and organise the photographic work schedule according to identified criteria.

SPECIFIC OUTCOME 3

Present, evaluate and adjust work schedule to plan and organise logistical requirements of the photographic brief.

SPECIFIC OUTCOME 4

Document and file logistical requirements for safe keeping.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73298	Further Education and Training Certificate: Photography	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Select and present relevant and photographic images*

SAQA US ID	UNIT STANDARD TITLE		
336097	Select and present relevant and photographic images		
ORIGINATOR	PROVIDER		
Task Team - Visual Arts			
FIELD	SUBFIELD		
2 - Culture and Arts	Visual Arts		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
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

Analyse outcomes of photographic brief to identify relevant and successful photographic images.

SPECIFIC OUTCOME 2

Analyse and select applicable photographic images according to brief criteria.

SPECIFIC OUTCOME 3

Present and evaluate choices to relevant stakeholders.

SPECIFIC OUTCOME 4

Document and evaluate decision making process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73298	Further Education and Training Certificate: Photography	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Use a still camera to capture a range of photographic images

SAQA US ID	UNIT STANDARD TITLE		
336114	Use a still camera to capture a range of photographic images		
ORIGINATOR			PROVIDER
Task Team - Visual Arts			
FIELD	SUBFIELD		
2 - Culture and Arts	Visual Arts		
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

Select applicable photographic equipment to capture images according to the criteria of a photographic brief.

SPECIFIC OUTCOME 2

Prepare photographic equipment for photographic assignment/brief.

SPECIFIC OUTCOME 3

Use a camera and photographic equipment to capture a range of photographic images.

SPECIFIC OUTCOME 4

Save, document and evaluate photographic process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Core 73298	Further Education and Training Certificate: Photography	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Produce and present final photographic images***

SAQA US ID	UNIT STANDARD TITLE		
336134	Produce and present final photographic images		
ORIGINATOR		PROVIDER	
Task Team - Visual Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

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

SPECIFIC OUTCOME 1

Select a suitable process for output according to brief criteria.

SPECIFIC OUTCOME 2

Process images for a chosen output media or application.

SPECIFIC OUTCOME 3

Render photographic image outputs according to specified criteria.

SPECIFIC OUTCOME 4

Present and store final photographic image according to identified criteria of a photographic brief.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73298	Further Education and Training Certificate: Photography	Level 4