
GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 994

30 October 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 (Task Team) for

Visual Arts

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

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

Comment on the Qualification should reach SAQA at the address below and **no later than 30 November 2009**. All correspondence should be marked **Standards Setting – Task Team 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

e-mail: ebrown@saqa.org.za

D. MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Further Education and Training Certificate: Visual Arts

SAQA QUAL ID		QUALIFICATION TITLE	
74590		Further Education and Training Certificate: Visual Arts	
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	140	Level 4	Regular-ELOAC

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

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The qualification is intended to equip practicing artists in the visual arts field with a set of skills and knowledge that provide a point of access to professional training and qualification in the visual arts. The qualification also provides learners with a skills and knowledge base that enables them to assist professional artists, or to be employed under broad supervision in a range of work contexts in the visual arts field.

The qualification represents a vehicle for the recognition of specialist visual arts skills in a field in which specialist training has generally only been addressed at an Higher Education and Training level, and thus excluded the great majority of South Africans from accessing visual arts as a career.

On achieving the qualification, qualified learners are able to generate a body of artwork drawing on their own ideas and research, supported by intensive engagement with a specialist range of media, technologies and techniques, and a confident grasp of visual language. Qualified learners can prepare an exhibition of a body of their own artwork and critically analyse their own practice and the work of other artists drawing on key concepts from art-critical writing's. They are also able to co-ordinate work on projects involving small teams of artists, and plan for the development of their careers as artists based on an assessment of their skills, interests, external constraints and opportunities.

Qualified learners are capable of:

- Producing a body of artwork based on own/self-generated ideas/concepts.
- Producing a body of artwork by exploring and using chosen media, technologies and techniques.
- Applying visual language in the planning and execution of a body of artwork.
- Preparing a body of artwork for exhibition.
- Writing critical commentary on own and others artistic practice, based on visual and contextual analysis.
- Producing self-marketing material on the basis of research.
- Planning own career development within the visual arts field.
- Co-ordinating visual arts projects within specified brief.

- Communicating by reading documents and communicating orally and in writing with internal and external clients through two languages in a visual arts practice.
- Demonstrating an understanding of entrepreneurship and the art market.

Rationale:

The qualification provides for the recognition of a set of professional competencies required for learners already operating within the visual arts field at an entry level, including skills related to engagement with the world of work and the visual arts industry.

The qualification may also be achieved by arts practitioners who have not had access to recognised education and training opportunities and wish to achieve recognised qualifications in order to access further learning in the Higher Education and Training (HET) band.

Qualifying learners may be employed in an assistant capacity by individual artists, galleries, art materials suppliers, arts and crafts retail outlets and are able to exercise initiative and take on tasks with minimal supervision in these contexts. Qualified learners are able to produce artworks independently in a range of work contexts where visual arts skills are required, for example:

- Participating in a group exhibition.
- Designing and executing a mural or public art project as part of a team working within an externally set brief.
- Designing and executing 2 and 3 dimensional artworks in the theatre and live entertainment industry within an externally set brief.
- Producing artworks on craft-art and interior design projects and products within set specifications.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

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

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

The above can be achieved either through a previous Qualification, or through the process of Recognition of Prior Learning (RPL), which assesses workplace-based experiential learning.

Recognition of Prior Learning:

The Qualification can be achieved in whole or part through the Recognition of Prior Learning (RPL). Learners obtaining the whole Qualification through RPL and wishing to be declared competent are required to complete a practical assessment based on certified portfolios of evidence submitted by the learner. This implies that the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses, providing they can demonstrate competence in the Exit Level Outcomes stipulated in the Qualification.

Recognition of learning will be applied on an individual basis and will be conducted in accordance with the institutions' accredited Recognition of prior Learning policy. Such procedures and the assessment of individual cases are subject to moderation by registered moderators.

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 is open to all learners bearing in mind the learning assumed to be in place.

QUALIFICATION RULES

Fundamental Component:

The Fundamental Component consists of:

- 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.

EXIT LEVEL OUTCOMES

Exit Level Outcomes:

1. Produce artworks based on own/self-generated ideas/concepts.
2. Produce a body of artwork by exploring and using chosen media, technologies and techniques.
3. Apply visual language in the planning and execution of a body of artwork.
4. Prepare and document artworks for exhibition.
5. Write critical commentary on own and others work based on visual and contextual analysis.
6. Produce self-marketing material on the basis of research.
7. Plan own career development within the visual arts field.
8. Co-ordinate visual arts projects within specified brief.
 - Range: Visual arts projects includes small-scale projects in commercial and/or social development contexts involving a visual arts component, such as exhibitions, murals, carnivals, theatre productions, projects in schools, public awareness campaigns.
9. Communication will enable learners to read documents and to communicate orally and in writing with internal and external clients through two languages in a visual arts practice.
10. Learners can demonstrate an understanding of entrepreneurship and the art market.

Critical Cross-Field Outcomes:

- Identify and solve problems in which responses to problems show that such critical and creative thinking has been used to foresee possible interruptions and make responsible decisions in relation to art briefs.
- Work effectively with others as a member of a team, group, organisation or community when developing a visual arts practice.
- Demonstrate respect and sensitivity in the process of creating and interpreting visual culture.
- Collect, analyse, organise and critically evaluate the information regarding the adjusting and adapting of the Arts product as well as establishing a new art practice.
- Developing the product and using relevant tools, materials and technology effectively and critically, showing responsibility towards the environment and taking into consideration relevant health and safety practices.
- Demonstrate an understanding of the world as a set of related systems by building linkages with other art practices and practitioners and recognising that problem-solving contexts do not exist in isolation.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- A set of linked or related ideas for artworks are generated using a range of methods:
 - Range: Methods can include brainstorming, mind-mapping, free association, storyboards, etc.
- Relevant information and visual material/references are identified and gathered.
- Materials, media and techniques are identified, explored and selected in the realisation of ideas.
- Ideas for artworks are developed through the selection and synthesising of ideas and research in preparatory work.
- Final artworks produced demonstrate creative development and realisation of ideas.

Associated Assessment Criteria for Exit Level Outcome 2:

- Preparatory and final work demonstrates experimentation, exploration and proficiency in a specialised range of 2d and/or 3d media, technologies and techniques:
 - Range: Experimentation and exploration include set technical exercises and studies; specialised range includes dry media, wet media, sculpture, 3-D construction, printmaking, lens-based media, computer-based/new media or any combination of these.
- The choice and application of media, technologies and techniques is appropriate to idea or concept for body of artwork.
- The steps and processes involved in the use of specified media, technologies and techniques have been executed according to self-determined requirements.
- Tools and materials have been used in a safe and responsible manner, in accordance with given product specifications, and with consideration given to their recycling/reuse.

Associated Assessment Criteria for Exit Level Outcome 3:

- Preparatory work demonstrates extensive investigation of particular art elements and design principles in the design and realisation of artworks.
 - Range: Art elements include colour, line, tone, shape, form, texture, space, composition; design principles include balance, unity, variety, emphasis, harmony, etc.
- Final execution of a body of artwork demonstrates resolution of preparatory investigations and continuity and development across artworks in the context of a self-determined brief.

Associated Assessment Criteria for Exit Level Outcome 4:

- Selection, placement and preparation of artworks is appropriate to venue in terms of spatial layout, inter-relationship between artworks, and visual/physical qualities of space and installation methods are appropriate to the nature of space and body of work.
 - Range: Preparation includes 2-D and 3-D mounting and presentation techniques, etc.

- A range of supplementary and contextual exhibition material is provided and appropriately presented
 - Range: Supplementary and contextual material: artists statement or concept document, labels, price list, etc.
- Visual documentation of exhibition and installation views is created using digital or analogue photographic technology.

Associated Assessment Criteria for Exit Level Outcome 5:

- Art critical writings relevant to own and others artwork are identified and collated:
 - Range: Art critical writings include commentaries and reviews included in art journals and monographs on artists.
- Key critical concepts from art critical writings are identified and appropriately applied in discussion of own and others work.
 - Range: Appropriately refers to the extent to which referenced ideas are relevant to chosen artworks:
- Own and others work is discussed with reference to relationship between intentions and use of precedents, components of personal style/idiom, selection and use of iconography, visual language and materials.
- Contemporary and historical precedents are identified and assessed in own and others work.
- The social context for own and others artwork is described and discussed with reference to the ways in which context may shape both the production and reception of artworks.
- Use of terminology is consistent with standard practices and definitions in visual arts field.
- Referencing of critical ideas, opinions and perspectives from other sources is correct and consistent with standard practice in field.

Associated Assessment Criteria for Exit Level Outcome 6:

- Potential target groups for marketing material are identified based on consideration of market for artistic products and services associated with own skills-set.
- Target group interests and expectations are identified based on research.
 - Range: Research includes informal and open-ended interviews, gathering of comparative material.
- Framework for personal branding is developed on the basis of consideration of key elements within own artistic practice and target group expectations and interests.
 - Range: Framework for personal branding includes visual material and written material linked to key concepts; key elements within own artistic practice includes characteristic concerns, themes, motifs, materials, techniques and working processes.
- Marketing material is designed, produced and packaged based on personal brand.
 - Range: Marketing material includes but is not limited to: business cards, flyers, Curriculum Vitae, artist statements, portfolio of work.

Associated Assessment Criteria for Exit Level Outcome 7:

- An internal and external analysis of own career position is presented.
 - Range: Internal analysis includes consideration of personal and professional strengths and weaknesses; external analysis includes consideration of personal and professional opportunities, constraints and threats.
- Further learning opportunities have been identified and assessed with reference to cost, duration and entrance requirements.
- Income earning opportunities are identified and assessed with reference to consideration of current competence and financial needs analysis.
 - Range: Income earning opportunities includes opportunities both within and outside of visual arts field; financial needs analysis includes consideration of required income relative to personal circumstances.

- Personal and professional objectives and practical plans for achieving these are formulated and presented, including consideration of time/resource implications.

Associated Assessment Criteria for Exit Level Outcome 8:

- The requirements of a given project brief are identified and assessed in terms of budget, schedule and human resource requirements.
- Roles and responsibilities of different team members are managed within externally set framework.
- Project is implemented against agreed schedule specifying allocation of human resources, time and resources to different activities.
- Legal implications of verbal and written contracts with team members are explained.
 - Range: Legal implications includes issues of liability, indemnity and copyright.
- Own role within project team is evaluated with reference to strengths and weaknesses and consideration of team dynamics.
- Administrative requirements of project co-ordination are addressed within agreed framework.
 - Range: Agreed framework includes record-keeping, reporting and invoicing.

Associated Assessment Criteria for Exit Level Outcome 9:

- Identifying and sourcing information relating to context of art brief.
- Comparing and describing interpretations of images and objects.
- Preparing and presenting commentaries contextualising images and objects.
- Interpret primary and secondary sources of information relating to the current legislation relating to the visual arts field of practice.

Associated Assessment Criteria for Exit Level Outcome 10:

- Business opportunities within the visual arts field are identified and evaluated in terms of its potential viability.
- An understanding is demonstrated of the importance of a paradigm shift from a job-seeking attitude to a business opportunity seeking attitude.
- An understanding is demonstrated of art practice financing sources and opportunities.
- Leadership and management principles and techniques are applied in order to enhance visual art 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. Combinations of practical, applied, foundational and reflexive competencies should be assessed. 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. Integrated assessment should include observable performance as well as the quality of thinking behind such performance.

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience, as RPL assessment can be applied subject to the rules and criteria of the relevant ETQA.

INTERNATIONAL COMPARABILITY

Saudi Arabia:

The Diploma of Visual Arts, a two-year programme, is accredited by the General Organization of Technical Education and Vocational Training of Saudi Arabia, with Box Hill Institute as the educational partner (Australia). The course offered at the Arts and Skills Institute, in Riyadh consists of the following components:

- Copper enamelling: make art pieces from hard cooper sheets, using a variety of special glass materials.
- Hand building with clay: Traditional techniques used in making clay vessels; form, texture refine and decorate clay, fired in a kiln.
- Art History and culture: Art history and culture through visual examples.
- Digital Photography.
- Editing Digital Photography using Photoshop.
- Introduction to Drawing and Painting.
- Design elements and principals.
- Drawing Fundamentals using different media.
- Life Drawing: Observational Drawing Using a Costumed Model; study of movement and gesture.
- Mixed Media: Experimental methods for producing artwork using a variety of materials and techniques in combinations.
- Introduction to the basics of Oil Painting.
- Creative Textiles (silk and wool fibres).
- Sculpture: Use a variety of materials to develop basic sculptural forms; dyeing, felting and stitching.
- Making jewellery: Simple materials & techniques designing, creating and assembling jewellery.
- Colour theory and mixing techniques.
- Art Teaching.

Swaziland:

In Swaziland, at the Waterford Kamhlaba United World College of Southern Africa, an Art and Design subject is offered as part of an equivalent level programme. The aims of this course are to stimulate, encourage and develop an interest in, and a critical awareness of environments and cultures; an ability to identify and solve problems in visual and tactile form; confidence, enthusiasm and a sense of achievement in the practice of Art and Design; the technical competence and manipulative skills necessary to form, compose and communicate in two and three dimensions; an ability to record from direct observation and personal experience; knowledge of a working vocabulary relevant to the subject; experimentation and innovation through the inventive use of material and techniques; the ability to organise and relate abstract ideas to practical outcomes; intuitive and imaginative responses showing critical and analytical faculties. This includes:

- Recognise form and structure.
- Appreciate space and spatial relationships in two and three dimensions.
- Use chosen media competently, showing clarity of intention.
- Handle tone and/or colours in a controlled and intentional manner.
- Express ideas visually.
- Respond in an individual and personal way.
- Demonstrate quality of ideas and interpretation rather than literal description of a theme.
- Make aesthetic judgements.

- Impress with personal vision and commitment, and make personal steps towards maturity.
- Research appropriate resources.
- Assess a design problem and arrive at an appropriate solution.
- Show the development of ideas in a series of rough layouts or experiments which lead to a final solution.
- Draw or paint a subject from a choice which will include the human figure, natural and man-made objects or exterior scenes.
- Organise a pictorial composition.

Namibia:

At the Windhoek International School, the University of Cambridge International Examinations are offered, including general qualifications and vocational qualifications. At the level of this South African qualification, the CIE (Cambridge International Examinations) 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.

One area of specialisation is required such as:

- Painting and Related Media.
- Textiles.
- Ceramics.
- Sculpture.
- Graphic Design.
- Fashion Design.
- Print Making.
- Film and Video.
- Photography.

For Painting and Related Media, for example, learners may use oil colour, water-colour, acrylic, gouache, powder or poster paint, coloured inks, pen and wash, pastels, oil pastels, coloured pencils. They may combine these media or use them in conjunction with other (e.g. collage). Work produced may include still life, portraiture, landscape studies or abstract and figurative compositions. It may be either expressive or interpretative in content, or it may seek to record a response to the visual world. Learners are required to have a broad understanding of the history of painting and other channels of visual communications and they should use the resources of museums, galleries, local collections or exhibitions to make a first-hand study of paintings wherever possible.

All these requirements are met in the South African, Level 3 Visual Arts Qualification.

Denmark:

At technical and commercial upper secondary level in Denmark, the Vocational Education and Training programmes are offered based on a personal education plan, drawn up by a learner with the assistance of a teacher from a vocational college that includes a pathway from unskilled to skilled worker. The curriculum consists of four types of subjects:

Basic, area, special and optional subjects, are selected and put together by the trade committee. The Vocational Education and Training programmes design compares well with this South African qualification: basic subjects address broad vocational knowledge and skills, personal development, comprehension of different societal trends; area subjects are common to one or more Vocational Education and Training programmes (Fundamental and Elective components of the South African qualification); special subjects are specific to a single Vocational Education and Training qualification and require specific vocational competency (Core and Elective components of the South African qualification); optional subjects address the interests of learners (Elective component of the South African qualification).

Germany:

Education standards for Visual Arts in Germany consists of the following components:

- Compare examples of art works.
- Recognise formal design features and different effects and statements.
- The relationship of form and shape and using their effects.
- Digital image-editing software.
- Knowledge of aspects of the history of art (artists, works and relationships, works of eras).
- Structure knowledge and present independently.
- Use materials and items in an open process, edited or in new relationships.
- Collect, select, and transform pictures, collections or objects with new meanings.
- The relationship between sculpture and space.
- Use shapes in objects with everyday reference.
- Dependencies and conditions for the development process of a product.
- Develop a product from idea to model.
- Investigate practical, aesthetic, symbolic and ecological aspects of art.
- Artistic work process application (inc. new form and artistic statement).

Elective: Design; photographic or cinematic techniques; digital image-editing software; manual printing techniques; building and construction practices.

The main difference between the German standards and this South African qualification is the content of the German elective component, which includes design, photographic or cinematic techniques, and building and construction practices.

Greece:

In Greece, an example of an equivalent programme is offered at the Tutors Panaretos Educational Centre.

Subjects include:

- Painting and Drawing.
- Print making.
- Photography as Fine Art.
- Video art.
- Alternative Media.

- Installation art.
- Sculpture.
- History of Art.
- Textures, Surfaces and Techniques.

All aspects are also addressed in this South African qualification, except Photography as Fine Art, and Video art.

Visual Arts qualifications in the Netherlands and Turkey are mostly at higher levels, and in Switzerland adult learner curricula at an equivalent level include Visual Arts as one subject only.

Italy:

In Italy, at an equivalent level mostly short courses are offered.

At the Accademia D'Arte a four-week course is offered and covers subjects such as:

- Painting and Drawing.
- Painting Ancient techniques.
- Painting Contemporary techniques.
- Photography.
- Digital Photography.
- Art History.
- Sculpture and Ceramic.
- Mural Painting (Fresco).
- Mosaic.
- Visual Arts.
- Art and Italian Language.

United Kingdom:

In the United Kingdom, Level 3 qualifications as well as Vocational qualifications are awarded. Equivalent level programmes include:

- AS (Advanced Subsidiary) and A (Advanced) level qualifications that focus on traditional study skills. They normally take two years to complete full-time, although they're also available to study part-time.
- AS and A2 level qualifications and Vocational qualifications with a fine art endorsement, such as GCSE (General Certificate of Secondary Education) A/AS in art and design, GCE A/AS in history of art, GCE A/AS in history of art and design, GCE A/AS in applied art and design, and GCE A/AS in applied art and design (double award).

These qualifications encourage learners to develop in their chosen art form, to review the work of others, to make use of arts resources in their communities, to share their skills and to run arts projects with others. They explore future options in the arts, including training courses and jobs. The qualifications provide the learner with the opportunity to work within a specific area of art and design.

United States of America:

In the United States of America, state-specific standards exist for Visual Arts curriculum at an equivalent level, and the aspects included are also addressed in the South African qualification.

At Madison Wisconsin, the Visual Arts Qualification includes:

- 2D Design.

Source: National Learners' Records Database

Qualification 74590

12/10/2009

Page 10

- Drawing studio.
- Drawing Painting studio.
- Printmaking.
- 3D Design.
- Clay.
- Photography.
- Art, Video and Computer Imaging.
- Studio Techniques.
- Portfolio Preparation.

The programme requires achievement in at least one art form. The total notional hours for the programme are the equivalent of approximately 15 credits.

In California public schools, Visual & Performing Arts Framework defines the four arts components (visual arts, theatre, music, dance) and provides guidelines for planning, delivering, and assessing a comprehensive arts education program for the equivalent of the South African NQF Levels 1 to 4.

The California Visual Arts curriculum for the equivalent of the South African NQF Level 4 requires:

- Artistic perception: processing, analysing, and responding to sensory information through the language and skills unique to the visual arts - perceive and respond to works of art, objects in nature, events, and the environment; use the vocabulary of the visual arts to express their observations.
- Creative expression: creating, performing, and participating in the visual arts-apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- Historical and cultural context understanding the historical contributions and cultural dimensions of the visual arts-analyse the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
- Aesthetic valuing: responding to, analysing, and making judgments about works in the visual arts-analyse, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
- Connections, relationships, applications: connecting and applying what is learned in the visual arts to other art forms and subject areas and to careers-apply what they learn in the visual arts across subject areas; develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills; learn about careers in and related to the visual arts.

Conclusion:

Overall, this South African qualification compares most favourably with the United Kingdom, Swaziland, Namibia and Denmark in terms of content and design. The main difference in most countries compared lies in the inclusion of Photography, and integration of Design courses in most countries. In South Africa there is a full Further Education and Training Certificate: Photography Qualification dedicated to this art form.

ARTICULATION OPTIONS

This Qualification articulates horizontally with the following Qualifications:

- ID 65051: Further Education and Training Certificate: Arts and Culture Development Support, NQF Level 4.
- ID 48809: Further Education and Training Certificate: Craft Enterprise, NQF Level 4.

- ID 48818: Further Education and Training Certificate: Arts and Culture Administration, NQF level 4.
- ID 48808: Further Education and Training Certificate: Performing Arts, NQF Level 4.
- ID 49127: Further Education and Training Certificate: Design Foundation, NQF Level 4.
- Introductory Certificate: Culture and Art: Design Studies, NQF Level 4.
- National Certificate: Culture and Art: Design Studies: Further Education and Training Phase, NQF Level 4.

This Qualification articulates vertically with the following Qualifications:

- ID 60509: National Certificate: Design Techniques, NQF Level 5.
- ID 65030: National Certificate: Arts and Culture Development Management, NQF Level 5.
- ID 49119: National Certificate: Craft Operational Management, NQF Level 5.
- ID 57612: National Certificate: Arts and Culture Enterprise, NQF Level 5.
- National Diploma: Culture and Art: Design Studies, 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 ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies); and in terms of moderation guideline detailed in "Qualification Assessor Criteria".
- Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specifies otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards, Exit Level Outcomes 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 should:

- Be registered as an assessor with the relevant ETQA or an ETQA that has a memorandum of understanding with the relevant ETQA.
- Be in possession of a relevant Qualification at NQF Level 4 or higher.

NOTES

N/A

UNIT STANDARDS

This qualification is not based on Unit Standards.

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None