



### SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

#### Music Industry

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

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

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

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

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

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

**PURPOSE OF THE QUALIFICATION**

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

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

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

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

**Rationale**

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

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

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED TO BE IN PLACE**

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

Recognition of prior learning (RPL)

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

### **QUALIFICATION RULES**

Rules of combination

This qualification is designed as follows:

Qualification: 159 Credits

Compulsory

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

Optional

At least 8 credits, from Elective Unit Standards

### **EXIT LEVEL OUTCOMES**

Fundamental and Core

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

Elective (8 credits are required to qualify)

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

### **ASSOCIATED ASSESSMENT CRITERIA**

Fundamental and Core

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

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

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

Elective (8 credits are required to qualify)

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

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

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

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

Integrated assessment

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

### **INTERNATIONAL COMPARABILITY**

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

Australian Qualifications Framework

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

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

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

Scottish Qualifications Authority

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

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

New Zealand Qualifications Authority

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

### **ARTICULATION OPTIONS**

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

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

### **MODERATION OPTIONS**

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

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

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

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

N/A

### **NOTES**

N/A

### **UNIT STANDARDS**

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

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

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

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

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

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

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

#### Rationale

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

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

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

Y

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

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

#### Recognition of prior learning (RPL)

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

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

### **QUALIFICATION RULES**

This qualification is designed as follows:

Compulsory

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

Optional:

At least 8 credits, from the Elective Unit Standards.

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

### **EXIT LEVEL OUTCOMES**

Fundamental and Core:

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

Elective (1 required to qualify)

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

### **ASSOCIATED ASSESSMENT CRITERIA**

Fundamental and Core:

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



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

#### Integrated assessment

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

### **INTERNATIONAL COMPARABILITY**

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

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

Units of Competency include:

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

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

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

### **ARTICULATION OPTIONS**

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

### **MODERATION OPTIONS**

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

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

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

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

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

N/A

**NOTES**

N/A

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

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

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

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

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

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

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

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

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

#### Rationale

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

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

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

Y

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

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

**Recognition of prior learning (RPL)**

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

**QUALIFICATION RULES**

N/A

**EXIT LEVEL OUTCOMES**

Fundamental and core

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

Elective

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

**ASSOCIATED ASSESSMENT CRITERIA**

- > National regional and personal budgets are analysed.  
Calculations and the use of statistics are correct. Calculations and instruments are used and taken into account when reporting final values.
- > Verbal and non-verbal communication is used effectively. Text and subtext of verbal and non-verbal communication is identified and acted on. Communication is used to learn individually or in groups, effectively and efficiently
- > Technical requirements for the genre are negotiated to enable the required installations, showing a capacity to work with others and use technology. Equipment selected is congruent with production needs, showing problem solving skills. Equipment is adequately protected from hazards during and after productions
- > Switches, controls and buttons are identified and used correctly, showing technological competence. Trouble shooting and adjustment of equipment are to specific requirements. Computer systems are operated for sound engineering in a way that is appropriate and correct
- > Mixing console, dynamics processors and effects units are set up to ensure signal flow and to demonstrate technological competence. Specified music genre and title is identified and selected to ensure the correct mix down and showing information evaluation skills
- > MIDI channels are allocated to ensure communication; Control assign parameters are used to control specified MIDI equipment and MIDI time code is used to synchronise a sequencer, All demonstrating technological competence

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

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

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

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

Integrated assessment

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

### **INTERNATIONAL COMPARABILITY**

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

Australian Qualifications Framework

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

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

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

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

Scottish Qualifications Authority

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

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

New Zealand Qualifications Authority

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

### ARTICULATION OPTIONS

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

Some examples of articulation include:

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

### MODERATION OPTIONS

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

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

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

### CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

### NOTES

Access to the qualification

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

### UNIT STANDARDS

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

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

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





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

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

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

#### PURPOSE OF THE QUALIFICATION

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

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

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

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

Advanced knowledge of:

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

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

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

#### Rationale

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

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

Y

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

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

#### Recognition of prior learning (RPL)

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

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

#### **QUALIFICATION RULES**

##### Rules of combination

This qualification is designed as follows:

##### Compulsory:

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

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

##### DJ

Perform DJ mix for an audience (10 Credits)

##### Entrepreneurship

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

#### Technical Production Services

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

#### Studio Management

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

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

### **EXIT LEVEL OUTCOMES**

#### Fundamental and Core

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

#### Elective (10 required to qualify)

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

### **ASSOCIATED ASSESSMENT CRITERIA**

#### Fundamental and Core

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

#### Elective (10 required to qualify)

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

appropriately, to the benefit of the business.

#### Integrated assessment

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

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

Assessment tools must include:

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

#### **INTERNATIONAL COMPARABILITY**

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

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

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

#### Scottish Qualifications Authority

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

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

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

#### **ARTICULATION OPTIONS**

Articulation possibilities

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

### **MODERATION OPTIONS**

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

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

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

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

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

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

N/A

### **NOTES**

N/A

### **UNIT STANDARDS**

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

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

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

1

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

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

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

Implement a business plan.

**SPECIFIC OUTCOME 2**

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

**SPECIFIC OUTCOME 3**

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

**SPECIFIC OUTCOME 4**

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

**SPECIFIC OUTCOME 5**

Comply to legal and ethical business practices.

**SPECIFIC OUTCOME 6**

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





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

2

#### Check sound source quality

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

#### **Specific Outcomes:**

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

Identify and select cables and connectors for facilitating signal flow.

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

Assemble components and check lines for signal flow.

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

Identify, select and setup equipment for signal flow.

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

Perform line level and microphone checks to monitor sound quality.

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

Repair signal flow disturbances.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

3

## Craft basic sound with a tone generator

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

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

Set up a tone generator for sound crafting.

**SPECIFIC OUTCOME 2**

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

**SPECIFIC OUTCOME 3**

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

**SPECIFIC OUTCOME 4**

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

4

## Evaluate acoustics

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

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

Identify sound in an acoustic environment.

**SPECIFIC OUTCOME 2**

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

**SPECIFIC OUTCOME 3**

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

**SPECIFIC OUTCOME 4**

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

5

## Maintain professional sound engineering equipment

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

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

Protect equipment from hazards to prolong functionality of equipment.

**SPECIFIC OUTCOME 2**

Operate equipment in a way that prolongs functionality of equipment.

**SPECIFIC OUTCOME 3**

Clean recording heads according to the set industry procedures.

**SPECIFIC OUTCOME 4**

Demagnetise tape heads to prolong functionality.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

6

#### Maintain sound equipment

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

#### **Specific Outcomes:**

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

Evaluate maintenance and repair requirements for sound engineering equipment.

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

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

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

Perform necessary soldering and repairs to sound equipment.

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

Perform checks on line and sound equipment.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

7

## Manage Artist

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

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

Co-ordinate artist/s activities.

**SPECIFIC OUTCOME 2**

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

**SPECIFIC OUTCOME 3**

Manage artist product.

**SPECIFIC OUTCOME 4**

Act in the interest of the artist/s.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

8

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

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

#### **Specific Outcomes:**

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

Plan a marketing campaign.

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

Use various technologies to promote an artist.

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

Arrange live promotional appearances for artist/s.

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

Identify career opportunities for artist/s.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

9

## Meet recording session requirements

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

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

Evaluate requirements for a specified production.

**SPECIFIC OUTCOME 2**

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

**SPECIFIC OUTCOME 3**

Ensure a working sound environment during a production.

**SPECIFIC OUTCOME 4**

Select recording materials format for a production.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

10

### Operate Controls and Functions

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

#### **Specific Outcomes:**

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

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

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

Operate the functions and controls on the mixing console.

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

Perform sound and line checks necessary for productions.

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

Perform monitoring and adjustment procedures necessary for productions.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

11

## Perform DJ mix for an audience

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

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

Employ audio fundamentals for dj`ing.

**SPECIFIC OUTCOME 2**

Identify and use basic psychoacoustic in dj`ing.

**SPECIFIC OUTCOME 3**

Identify sound equipment for dj performance.

**SPECIFIC OUTCOME 4**

Set up dj sound equipment for performance.

**SPECIFIC OUTCOME 5**

Select music types for performance.

**SPECIFIC OUTCOME 6**

Perform live music mix for an audience.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

12

### Plan pre-production

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

#### **Specific Outcomes:**

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

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

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

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

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

Track and record a pre-production.

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

Create a new project file for a production.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

13

## Record a stereo production

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

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

Set up mix down recording equipment.

**SPECIFIC OUTCOME 2**

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

**SPECIFIC OUTCOME 3**

Operate stereo digital and analogue recording equipment.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

14

#### Set up DJ equipment for a performance

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

#### Specific Outcomes:

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

Pre plan a DJ performance.

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

Identify and evaluate DJ equipment.

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

Set up DJ equipment for a performance.

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

Identify and evaluate DJ console functions for a performance.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

15

#### Set up MIDI connections and communications channels

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

#### **Specific Outcomes:**

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

Set-up MIDI equipment for a production.

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

Enable MIDI functions for a recording.

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

Use MIDI functions for a production.

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

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

16

#### Set up sound equipment

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

#### **Specific Outcomes:**

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

Assemble equipment and perform installations required for a production.

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

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

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

Perform microphone input checks prior to a production.

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

Perform studio line connections prior to a production.

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

Obtain a comfortable working sound environment for a production.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

17

## Use delay to create repeat and echo effects

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

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

Identify and evaluate equipment used for delay effects.

**SPECIFIC OUTCOME 2**

Select specified delay effect types to produce required sound.

**SPECIFIC OUTCOME 3**

Apply delay to sound source in preparation for required production.

**SPECIFIC OUTCOME 4**

Create a delay or echo effect according to production requirements.

**SPECIFIC OUTCOME 5**

Evaluate and edit delay signal to a specified production tempo.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

18

#### Use dynamics processors

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

#### **Specific Outcomes:**

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

Use compressors to create desired sound.

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

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

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

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

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

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

19

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

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

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

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

**SPECIFIC OUTCOME 2**

Perform line checks and monitoring procedures in reverb room simulation.

**SPECIFIC OUTCOME 3**

Select specified reverb to create room simulation.

**SPECIFIC OUTCOME 4**

Apply the specified (Reverb) simulation to sound source.

**SPECIFIC OUTCOME 5**

Evaluate and apply basic editing on (Reverb) effects.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

20

**Ensure sound quality**

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

**Specific Outcomes:**

**SPECIFIC OUTCOME 1**

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

**SPECIFIC OUTCOME 2**

Setup equipment for optimal sound quality.

**SPECIFIC OUTCOME 3**

Perform room tuning and troubleshooting for sound quality.

**SPECIFIC OUTCOME 4**

Control sound pressure levels to ensure sound quality.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

21

## Ensure sound source quality

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

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

Use cabling and connectors to ensure integrated sound.

**SPECIFIC OUTCOME 2**

Set up specific equipment to ensure integrated, desired sound.

**SPECIFIC OUTCOME 3**

Perform line level or microphone checks.

**SPECIFIC OUTCOME 4**

Perform necessary soldering to promote optimal sound source.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

22

#### Master sound recordings

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

#### **Specific Outcomes:**

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

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

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

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

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

Identify and select digital mastering formats and monitoring environment.

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

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

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

Prepare and create DAT master recording.

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

Prepare and create analogue tape master recording.

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

Prepare and create CD master recording.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

23

## Mix sound in a monitored environment

SAQA US ID	UNIT STANDARD TITLE		
114525	Mix sound in a monitored environment		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Music Industry	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-FTV-0-ISGB 00-02	Regular	Level 5	12

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

Identify sound mixing processes for sound preparation.

**SPECIFIC OUTCOME 2**

Identify and select analogue mixing formats for sound preparation.

**SPECIFIC OUTCOME 3**

Identify and select digital mixing formats for sound preparation.

**SPECIFIC OUTCOME 4**

Identify and select an environment to monitor the sound.

**SPECIFIC OUTCOME 5**

Identify and select digital audio workstation for mixing sound.

**SPECIFIC OUTCOME 6**

Mix multitrack to stereo and monitor post tape from stereo recorder to maintain sound quality.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

24

### Plan sound production

SAQA US ID	UNIT STANDARD TITLE		
114536	Plan sound production		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Music Industry	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 5	6

#### **Specific Outcomes:**

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

Evaluate artists/client's musical requirements.

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

Select musical media appropriate to the musical style.

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

Choose and set up specific equipment for a specific music genre.

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

Evaluate, secure and integrate production requirements into production.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

25

## Record sound in a monitored environment

SAQA US ID	UNIT STANDARD TITLE		
114523	Record sound in a monitored environment		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Music Industry	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Music		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 5	12

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

Identify sound recording processes (including acoustics) to prepare for recordings.

**SPECIFIC OUTCOME 2**

Identify and select analog recording formats for recording.

**SPECIFIC OUTCOME 3**

Identify and select digital recording formats for recording.

**SPECIFIC OUTCOME 4**

Identify and select environment and audio workstation for recording and monitoring.

**SPECIFIC OUTCOME 5**

Record multiple signals to multitrack recorder and Monitor post tape.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

26

## Use computers (Technology) for sound application

SAQA US ID	UNIT STANDARD TITLE		
114532	Use computers (Technology) for sound application		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Music Industry		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Music	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-MUS-0-ISGB 00-02	Regular	Level 5	15

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

Establish current digital conversion processes for sound engineering.

**SPECIFIC OUTCOME 2**

Use current digital media, technology to engineer sound.

**SPECIFIC OUTCOME 3**

Use current digital media formats to engineer sound.

**SPECIFIC OUTCOME 4**

Use a computer and production software to automate sound.

**SPECIFIC OUTCOME 5**

Use a computer and production software to backup and transmit information.

**SPECIFIC OUTCOME 6**

Evaluate the use of current digital media and technology in a production or presentation.