

No. 626

21 May 2004

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Art, Craft & Design

Registered by 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.saqqa.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 Art, Craft & Design** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Bachelor's Degree: Design

SAQA QUAL ID	QUALIFICATION TITLE	
48810	Bachelor's Degree: Design	
SGB NAME	SGB Art, Craft & Design	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CJL-6-National First Degree	National First Degree	Visual Arts
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
360	Level 6	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification is primarily intended for application in the design industry. The qualification will give the learner the competencies required of professional designers to enter a career in design. Learners credited with this qualification will be able to practice as a junior designer in a variety of design fields, and will be equipped to enter further design qualifications at NQF Level 7.

This qualification is generic and applies to the various fields and discipline of design including fashion design, interior design, graphic design, multimedia design, jewelry design, industrial design, product design, spatial design, design research, design writing and design for the environment.

Learners credited with the unit standards in this qualification are capable of:

- > Planning, researching and organising design projects
- > Implementing design projects
- > Monitoring and evaluating design projects
- > Planning and organizing the design process
- > Operating industry related computer hardware and software for design
- > Sourcing design research information
- > Analysing and reviewing design research information
- > Developing and constructing research based design arguments
- > Locating design problems within collected design research
- > Assessing and analysing the interaction between people and design
- > Finding and assessing design problems
- > Conceptualising a range of ideas to solve a design problem
- > Choosing appropriate design elements and principles
- > Establishing a design process
- > Creating a variety of design solutions
- > Solving diverse design problems
- > Developing and refining design solutions
- > Analysing and evaluating design solutions
- > Identifying elements and principles of a design message
- > Conveying a specific design message
- > Creating original design messages, forms and arguments
- > Presenting and explaining creative ideas and design solutions
- > Selecting materials, media and processes for production
- > Identifying and selecting the technological skills, methodologies and technological processes needed to

- produce a final design product
- > Producing a variety of designs
- > Tracing a design through a production process
- > Compiling and presenting a design portfolio
- > Locating design roles
- > Developing and implementing a business plan
- > Starting up and running a small business
- > Operating multiple computer software packages exceeding the fundamental ones and practice varying production techniques
- > Sourcing design production companies
- > Sourcing a variety of design materials

This qualification will allow a person to advance to a further qualification in design at NQF Level 7.

Rationale

Historically the various fields within design and design education, have been segregated. A variety of diverse qualifications have been offered by public and private Higher Education institutions. In an attempt to align the disparate standards of these diverse qualifications, this qualification will allow for the education of designers to follow common guidelines. It will also implement long awaited minimum standards for designers of all disciplines.

Design is a fast growing and fast changing industry that has established itself on a global level as a key contributor to national industries. Despite its relatively short academic history, qualifications in the various fields of design have been established around the world with the aim of training and educating people in these professional fields. Design is widely recognised as a professional qualification and education standards across the world require designers to have a minimum of a three year qualification.

This qualification is aimed at learners who want to enter into careers in the various design sectors and who will qualify as professional designers. Learners who complete this qualification will be able to enter a design career as a junior designer. Design makes a significant annual contribution to the South African economy and industry and educational players acknowledge the importance of equipping designers with appropriate competencies and qualifications alike.

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 at NQF Level 4, mathematics at NQF Level 4 and computer literacy at NQF Level 2. It would be learners' advantage if they have competencies in creativity.

Recognition of prior learning (RPL)

This qualification can be achieved wholly or in part through recognition of prior learning, which includes formal, informal, and non formal learning and workplace experience, in terms of the criteria laid out.

Any learner wishing to be directly assessed may arrange to do so, without participating in further education and training.

QUALIFICATION RULES

This qualification is designed as follows:

Compulsory

- All Fundamental Unit Standards (56 Credits);
- All Core Unit Standards (261 Credits)

Optional

At least 26 credits, from Elective Unit Standards:

- > Operate multiple computer software packages exceeding the fundamental ones and practice varying production techniques. (20 Credits)

- > Source design production companies. (6 Credits)
- > Source a variety of design materials. (6 Credits)
- > Start up and manage a small business (20 Credits)

EXIT LEVEL OUTCOMES

Fundamental

1. Planning, researching and organising design projects
2. Implementing design projects
3. Monitoring and evaluating design projects
4. Planning and organising the design process
5. Operating industry related computer hardware and software for design

Core

1. Sourcing design research information
2. Analysing and reviewing design research information
3. Developing and constructing research based design arguments
4. Locating design problems within collected design research
5. Assessing and analysing the interaction between people and design
6. Finding and assessing design problems
7. Conceptualising a range of ideas to solve a design problem
8. Choosing appropriate design elements and principles
9. Establishing a design process
10. Creating a variety of design solutions
11. Solving diverse design problems
12. Developing and refining design solutions
13. Analysing and evaluating design solutions
14. Identifying elements and principles of a design message
15. Conveying a specific design message
16. Creating original design messages, forms and arguments
17. Presenting and explaining creative ideas and design solutions
18. Selecting materials, media and processes for production
19. Identifying and selecting the technological skills, methodologies and technological processes needed to produce a final design product
20. Producing a variety of designs
21. Tracing a design through a production process
22. Compiling and presenting a design portfolio
23. Locating design roles
24. Developing and implementing a business plan

Elective

1. Start up and run a small business and source design production companies
2. Start up and run a small business and source a variety of design materials
3. Operate multiple computer software packages exceeding the fundamental ones and practice varying production techniques and source design production companies
4. Operate multiple computer software packages exceeding the fundamental ones and practice varying production techniques and source a variety of design materials

ASSOCIATED ASSESSMENT CRITERIA

Fundamental

- > Research planning is appropriate and contextualised
- > Design project plans incorporate relevant research
- > Organisation of a variety of design projects is efficient and timeous
- > Interpretation of implementation plans for design projects is appropriate and accurate
- > Design projects have been implemented successfully and efficiently
- > A wide variety of design projects have been implemented successfully
- > A range of design projects have been monitored effectively
- > Design projects have been monitored and evaluated on a continual basis
- > Analyses and evaluations of design projects are contextualised and substantive

- > A range of design projects and processes have been explained accurately and planned appropriately
- > Planning for the design process is appropriate and contextualised within design projects
- > Organisation of the various elements and parts of the design process is efficient and successful
- > Operation of fundamental hardware and technological components is appropriate to an industry level
- > An appropriate variety of fundamental software packages are operated to an industry level
- > Implementation of basic troubleshooting of fundamental hardware and software is successful

Core

- > Appropriate design information has been sourced for a number of different purposes
- > Relevant information for specific projects has been found and located successfully
- > Appropriate research methodologies have been explained accurately and used successfully
- > Assessments and evaluations are valid and substantive
- > Implementation of analytical skills is appropriate and relevant
- > Contextualisation of design research is and appropriate to the brief and the concept
- > Design research has been grouped according to relevance and content.
- > Arguments and perspectives are original and valid and are contextualised within historical frameworks
- > Arguments have been structured logically and coherently
- > Relevant historical and contemporary research information as been used appropriately
- > Appropriate and relevant problems have been located within collected design research
- > Interpretation of problems is accurate and valid
- > Contextualisation of problems is substantive and appropriate
- > Analyses are relevant and substantive
- > Identification is accurate and valid
- > Contextualisation of points of interaction is appropriate
- > Interpretations are valid and substantive
- > Explanation of design problems within design processes are clear and accurate
- > Evaluations and assessments are thorough and substantive
- > Evaluations are contextualised and relevant
- > Explanation and application of brainstorming and ideation techniques is accurate and relevant to the brief
- > Multiple ideas have been generated
- > Ideas are appropriate and relevant to the brief
- > Explanation, identification and contextualisation of the principles and elements of design is accurate and valid
- > Selection of principles and elements is relevant to the brief and the concept
- > Selection of elements principles aids in communication
- > Selection of elements and principles is appropriate and contextualised
- > Problems in the design process accurately have been predicted and detected accurately
- > A variety of solutions have been implemented successfully
- > The design process is logical and demonstrates appropriate development and experimentation
- > The design process develops appropriate and relevant solutions
- > A range of design solutions have been produced
- > Design solutions are appropriate and relevant to the brief and concepts
- > Design solutions are original with an appropriate degree of creativity
- > Design solutions are produced within the given time and media constraints
- > A wide variety of problems have been solved successfully
- > The design process has been planned appropriately and in accordance with the identified problems
- > Solutions offer the most appropriate means and form of communications
- > Problem solving methods have been selected and implemented successfully
- > Design projects have an appropriate industry related finish
- > Concepts have been implemented and translated successfully into practical designs
- > Appropriate and relevant technology has been used in the finish of the design project
- > Appropriate methods of assessment and evaluation have been used
- > Design solutions have been interpreted accurately
- > Assessments and evaluations are valid and substantive
- > Identification and explanations of a variety of elements and principles of a design message are accurate and relevant
- > Elements and principles have been accurately identified and contextualised
- > A range of design messages have been interpreted accurately
- > Identification and explanation of the communicative elements and principles of a range of design projects is accurate and appropriate

- > A range of messages have been conveyed successfully using a variety of formats
- > Messages are appropriate to their contexts
- > Identification and contextualisation of different target audiences is accurate and appropriate
- > Messages are clearly conveyed to the specific target audience
- > Identification and explanation of a variety of design messages and arguments is clear and valid
- > A range of messages have been created successfully using a variety of different formats
- > Interpretation of messages by the relevant target audiences is accurate
- > Design messages and arguments are original and convincing
- > Presentation of ideas and solutions is clear and logical
- > Explanation and rationalisation of design solutions is valid and substantive
- > Presentations are appropriate, and relevant
- > Presentations and explanations are clear and logical
- > Identification and explanation of a wide range of tools and media used in the production and implementation of design projects is accurate and appropriate
- > Explanations of a variety of different processes used to produce final designs are accurate and valid
- > Appropriate materials, tools and processes have been selected for design projects
- > Assessments and evaluations of selections are valid and substantive
- > Identification and selections are appropriate and relevant to the brief and concept
- > Appropriate technological skills and methodologies have been used in the final production of design
- > Explanations and selections of technological processes are appropriate and relevant
- > Selection processes, skills and methodologies of design production are appropriate for the concept and development of the design project
- > A design product has been completed successfully
- > Appropriate technologies are used to complete the design product
- > Design projects have been managed successfully
- > Design projects are completed within specific time and media constraints
- > Identification and explanation of the various components of the production process is valid and substantive
- > Identification of various components of the design and production processes are accurate and appropriate
- > The most appropriate production process has been selected
- > Selection is appropriate and relevant to a specific context
- > The portfolio is appropriate and relevant to the context
- > The presentation is clear and logical and the explanations are valid
- > Identification of the various roles and functions of designers within historic and contemporary societies is accurate and appropriate
- > Identification and explanation of the relationship between designers and design from different design disciplines is relevant and appropriate
- > The designer has been located successfully within the South African context
- > The designer has been located successfully within the business and creative industries
- > Explanations of legal and liability records are accurate
- > Production costs and profit margins are defined accurately
- > Explanations of performance and planned performance are appropriate
- > Explanations of the impact of market changes on businesses are appropriate and valid
- > Customer needs are described accurately and appropriately
- > Explanations of the role of business in society are valid and substantive
- > The relationship between business and its environment has been explained appropriately
- > Different forms of business ownership are described accurately
- > Description of the various components of the business process are valid and substantive
- > The business has been formed into a cohesive identity
- > Entrepreneurial opportunities have been identified appropriately and accurately
- > Market research / feasibility studies have been conducted successfully
- > Detailed cost estimates and implementation plans have been successfully prepared

Elective

- > Explanations of business plans and legal and liability issues are accurate and contextualised
- > Explanations of communication and leadership skills are appropriate
- > Description of organisational systems are accurate and relevant
- > Preparation of business plan is appropriate and uses recognised business techniques
- > Plans for consultation with relevant staff, management and stakeholders is appropriate
- > Objectives and content of the plan have been communicated successfully
- > Business plan has been managed appropriately and successfully

- > Actions have been implemented in a cost efficient manner
- > Identification of environmental changes is accurate and appropriate
- > Business plan is reviewed and monitored consistently and successfully
- > Contingency plans have been implemented successfully
- > Identification of design production companies is accurate and appropriate
- > Contact with design production companies is successful and relevant
- > Location of the role of design production companies is valid and substantive
- > Explanations of business plans and legal and liability issues are accurate and contextualised
- > Explanations of communication and leadership skills are appropriate
- > Description of organisational systems are accurate and relevant
- > Preparation of business plan is appropriate and uses recognised business techniques
- > Plans for consultation with relevant staff, management and stakeholders is appropriate
- > Objectives and content of the plan have been communicated successfully
- > Business plan has been managed appropriately and successfully
- > Actions have been implemented in a cost efficient manner
- > Explanations of business plans and legal and liability issues are accurate and contextualised
- > Explanations of communication and leadership skills are appropriate
- > Description of organisational systems are accurate and relevant
- > Preparation of business plan is appropriate and uses recognised business techniques
- > Plans for consultation with relevant staff, management and stakeholders is appropriate
- > Objectives and content of the plan have been communicated successfully
- > Business plan has been managed appropriately and successfully
- > Actions have been implemented in a cost efficient manner
- > Identification of environmental changes is accurate and appropriate
- > Business plan is reviewed and monitored consistently and successfully
- > Contingency plans have been implemented successfully
- > Design materials are appropriate and relevant to the project brief and concept
- > A wide variety of design materials have been sourced successfully
- > Operation of a wide variety of computer packages is of an industry standard
- > Selection of software packages is relevant and appropriate
- > Troubleshooting on a wide variety of software packages is successful
- > Production techniques are appropriate to the brief and to the concept
- > Products have been finished successfully using the most appropriate production technique
- > A wide variety of alternative production techniques can be explained and implemented successfully
- > Identification of design production companies is accurate and appropriate
- > Contact with design production companies is successful and relevant
- > Location of the role of design production companies is valid and substantive
- > Operation of a wide variety of computer packages is of an industry standard
- > Selection of software packages is relevant and appropriate
- > Troubleshooting on a wide variety of software packages is successful
- > Production techniques are appropriate to the brief and to the concept
- > Products have been finished successfully using the most appropriate production technique
- > A wide variety of alternative production techniques can be explained and implemented successfully
- > Design materials are appropriate and relevant to the project brief and concept
- > A wide variety of design materials have been sourced successfully

Integrated assessment

Integrated assessment at the level of the qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose and exit level outcomes of the qualification in design. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome. In relation to design in particular, the different competencies involved in the design process cannot be achieved in isolation, and assessment needs to consider the sum of the parts.

The aims of integrated assessment are to assess the learner's application of competencies within the broad framework of design. Whilst integrated assessment evaluates the demonstrated competencies, it is also important that it evaluates the thinking and critical framework behind the competencies.

As this qualification is a generic one under which all the various disciplines of design fall, assessment

should be more specific to the particular discipline. Assessors should make use of formative and summative assessment procedures and should assess the combination of practical, theoretical, applied and reflexive competencies.

INTERNATIONAL COMPARABILITY

International comparability

Across the multiple design disciplines, the minimum standard as laid out by educational programmes in Canada, the United States, the United Kingdom, Australia, much of Asia and most of Europe, is a three year design programme with the opportunity to study further for another year. Some of these countries also stipulate a four year degree programme in order to be qualified as a professional designer.

More specifically, typical categories and Units of Competency for the qualifications abroad are as follows:

Australia:

Core

Finance: Research and utilise revenue and funding opportunities

Marketing: Develop and manage public relations strategies

Design: Apply the design process to 3-dimensional work in response to a brief

Drawing: Select and apply drawing techniques and media to represent and communicate the concept

Professional Practice: Originate and develop a concept

Specialisation

Support: Plan work for a nominated site

The Creative Process: Originate concept for own work and conduct critical discourse

Assessment and Workplace Training: Conduct assessment

Business Services: Provide leadership in the workplace

Film, TV, Radio and Multimedia: Apply principles of visual design and communication to the development of a multimedia product

Printing and Graphic Arts: Create web pages with multimedia

Arts Administration and Management: Research and critique cultural work(s)

Jewellery: Apply techniques to produce jewellery

New Zealand

Registered at the New Zealand qualifications Authority is a Bachelor of Art and Design, which covers the following major areas (some of which are elective):

Art and design theory. Professional and studio practice. Fashion: Fashion Design, Apparel, Costume Design, Knitwear Design. Graphic Design: Design, Illustration, Photography. Spatial Design: Interior Design, Theatre and Television Design, Events, Furniture and Exhibition Design, Lighting and Technology. Visual Arts: Sculpture, Printmaking, Painting, Photography.

Examples of Unit Standards found in this qualification

- > Produce a record of design work constructed
- > Produce construction drawings for design using digital techniques
- > Produce spatial rendering design (digital technique)

The present qualification is at NQF Level 6, which further aligns it with international standards.

ARTICULATION OPTIONS

This qualification allows for the following articulation

- > Vertically; from a National Certificate in Design (NQF Level 4) to a variety of qualifications at NQF Level 7, or particular qualifications in design at NQF Level 7.
- > Horizontally; this qualification contains Unit Standards that are from other sub-fields, such as hospitality and tourism, allowing for articulation with such qualification

MODERATION OPTIONS

1. The assessment of learner achievement takes place at providers accredited by the CHE (or the MAPPP

SETA or another relevant ETQA) for the provision of programmes that result in the outcomes specified for this qualification.

2. The CHE (or the MAPPP SETA or another relevant ETQA) is responsible for the moderation of achievement of those learners who meet the requirements of this qualification.

3. Those assessing or moderating the outcomes of this unit standard must hold a qualification at NQF 6 in the relevant field.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > A minimum of an NQF level 5 Qualification in this or a related sub-field
- > To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)
- > Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided.

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

1. Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. The aim is to declare a person competent in terms of the purpose of the qualification. Where assessment across titles or title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
2. Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations are used, there should be supporting evidence to show that the candidate is able to perform in the real situation.
3. All assessments should be conducted in line with the following well documented principles of assessment: appropriate, fair, manageable, integration into work or learning, valid, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment

- > **Appropriate:** The method of assessment is suited to the performance being assessed.
- > **Fair:** The method of assessment does not present any barriers to achievements, which are not related to their evidence.
- > **Manageable:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with the learning.
- > **Integration into work or learning:** Evidence collection is integrated into work or learning process where this is appropriate and feasible.
- > **Valid:** The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for the purpose.
- > **Direct:** The activities in the assessment mirror the conditions of actual performance as closely as possible.
- > **Authentic:** The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- > **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required standard can be repeated consistently.
- > **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > **Open:** Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.
- > **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

NOTES

N/A

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	115116 Create original design messages, forms and arguments	Level 5	16	Draft - Prep for P Comment

Core	115130 Source design research information	Level 5	8	Draft - Prep for P Comment
Core	115133 Analyse and review design research information	Level 5	14	Draft - Prep for P Comment
Core	115141 Locate design problems within collected design research	Level 5	10	Draft - Prep for P Comment
Core	115146 Select materials, media and processes for production	Level 5	16	Draft - Prep for P Comment
Core	115153 Find and assess design problems	Level 5	10	Draft - Prep for P Comment
Core	115154 Conceptualise a range of ideas to solve design problems	Level 5	12	Draft - Prep for P Comment
Core	115161 Identify elements and principles of a design message	Level 5	8	Draft - Prep for P Comment
Core	115163 Convey a specific design message	Level 5	10	Draft - Prep for P Comment
Core	115137 Develop and construct research based design arguments	Level 6	10	Draft - Prep for P Comment
Core	115143 Present and explain creative ideas and design solutions	Level 6	16	Draft - Prep for P Comment
Core	115150 Identify and select the technological skills, methodologies and technological processes needed to produce a final design product	Level 6	16	Draft - Prep for P Comment
Core	115151 Assess and analyse the interaction between people and design	Level 6	10	Draft - Prep for P Comment
Core	115156 Choose appropriate design elements and principles	Level 6	10	Draft - Prep for P Comment
Core	115157 Produce a variety of designs	Level 6	10	Draft - Prep for P Comment
Core	115158 Establish a design process	Level 6	10	Draft - Prep for P Comment
Core	115159 Analyse and evaluate design solutions	Level 6	12	Draft - Prep for P Comment
Core	115160 Trace a design through a production process	Level 6	8	Draft - Prep for P Comment
Core	115162 Create a variety of design solutions	Level 6	14	Draft - Prep for P Comment
Core	115164 Solve diverse design problems	Level 6	14	Draft - Prep for P Comment
Core	115166 Develop and refine design solutions	Level 6	14	Draft - Prep for P Comment
Core	115168 Locate design roles	Level 6	8	Draft - Prep for P Comment
Core	115170 Compile and present a design portfolio	Level 6	10	Draft - Prep for P Comment
Elective	7886 Develop and Implement A Business Plan	Level 5	8	Registered
Elective	115165 Operate multiple computer software packages exceeding the fundamental ones and practice varying production techniques	Level 6	20	Draft - Prep for P Comment
Elective	115167 Source design production materials	Level 6	6	Draft - Prep for P Comment
Elective	115169 Source a variety of design materials	Level 6	6	Draft - Prep for P Comment
Elective	7871 Start up and manage a small business	Level 7	20	Reregistered
Fundamental	115117 Plan, research and organise design projects	Level 5	12	Draft - Prep for P Comment
Fundamental	115118 Implement design projects	Level 5	12	Draft - Prep for P Comment
Fundamental	115119 Monitor and evaluate design projects	Level 5	12	Draft - Prep for P Comment
Fundamental	115120 Plan and organise the design process	Level 5	10	Draft - Prep for P Comment
Fundamental	115126 Operate industry related computer hardware and software for design	Level 6	14	Draft - Prep for P Comment



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

29

Source a variety of gesign materials

SAQA US ID	UNIT STANDARD TITLE		
115169	Source a variety of gesign materials		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify appropriate alternative design materials.

SPECIFIC OUTCOME 2

Choose appropriate alternative design materials.

SPECIFIC OUTCOME 3

Find and locate alternative design materials.

SPECIFIC OUTCOME 4

Assess and evaluate the effectiveness of alternative design materials.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

30

Source design production materials

SAQA US ID	UNIT STANDARD TITLE		
115167	Source design production materials		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify appropriate design production companies.

SPECIFIC OUTCOME 2

Assess and evaluate the nature and work of the company for a defined project.

SPECIFIC OUTCOME 3

Choose appropriate design production companies.

SPECIFIC OUTCOME 4

Communicate the nature of a design job to a design production company.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

31

Trace a design through a production process

SAQA US ID	UNIT STANDARD TITLE		
115160	Trace a design through a production process		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify a variety of production processes and the various stages and steps.

SPECIFIC OUTCOME 2

Predict and define the problems within design production processes.

SPECIFIC OUTCOME 3

Assessing and evaluating the effectiveness of a production process for a design solution.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Craft Production

SAQA QUAL ID	QUALIFICATION TITLE	
48806	National Certificate: Craft Production	
SGB NAME	SGB Art, Craft & Design	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-2-National Certificate	National Certificate	Visual Arts
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
141	Level 2	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification is primarily intended for application in the craft production environment. The qualification will give learners the opportunity to obtain competencies required in craft production, or to have their competence recognised (previously such competence was not formally acknowledged). Learners can also obtain national recognition through a process of RPL. People credited with this qualification are able to produce craft products using hand-held tools, consistently demonstrating the competencies required for working safely and effectively in craft enterprises in general.

The qualification is designed to be flexible and accessible and also to be the foundation for development into other areas of craft such as design, production, enterprise and marketing.

Learners credited with this qualification are capable of:

- > Communicating in a variety of ways
- > Using mathematics in practical applications
- > Accumulating ideas for design of craft product
- > Interpreting client specifications for craft production
- > Preparing materials and equipment for craft production
- > Making marketable craft products
- > Producing sequences of the same craft product
- > Reviewing and finishing craft products for market
- > Costing and pricing craft products for a sustainable craft enterprise
- > Controlling stock and material of craft production
- > Planning production of craft products
- > Functioning in a craft business environment

Rationale:

Legacies of the past resulted in many practitioners within the South African Craft sector being denied advancement and possible recognition as qualified tradespersons. Both employers and employees in the craft sector have expressed the critical need for technical and business skills-based qualifications for those practicing within the craft system. The introduction of a National Certificate in Craft Production based on unit standards will allow learners the opportunity to reach their potential and allow for advancement within formal education, as well as allowing for the recognition of prior learning. The qualification will also enhance the social status and productivity within the Arts and Craft industry

This qualification thus reflects the needs of people within the craft sector both now and for the future. The qualification also provides learners with access to the Further Education and Training Certificate in Craft Enterprise, NQF level 4. Learners will be able to pursue different careers within the Arts and Culture sector and contribute towards the economical and ecological sustainability and improvement of the Craft environment.

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 and life skills at the NQF level 1 in the General Education and Training Band. These competencies are required in order to communicate verbally and in writing (for example with customers), to perform basic calculations and to conduct themselves professionally.

Recognition of Prior Learning (RPL):

This qualification can be achieved wholly or in part through recognition of prior learning, which includes formal, informal and non-formal learning and workplace experience, in terms of the criteria laid out.

Any learner wishing to be directly assessed may arrange to do so, without participating in further training or education.

QUALIFICATION RULES

This qualification is designed as follows:

All unit standards forming part of the Fundamental and Core components are compulsory. For the Elective component 10 credits are required to qualify.

EXIT LEVEL OUTCOMES

Fundamental and Core:

1. Communicate in a variety of ways.
2. Use mathematics in practical applications.
3. Interpret client specifications for craft products and accumulate ideas for their design.
4. Produce marketable craft products and review the finish products for the market.
5. Function in a craft enterprise.

Elective:

The following elective unit standards relate to exit level outcomes:

Business, Commerce and Management:

- > Apply a knowledge and understanding of International Trade Documentation, 7 credits.
- > Display an understanding of the International Trading Environment, 7 credits.
- > Understanding the basic concepts of importing and Exporting, 7 credits.

Manufacturing, Engineering and Technology:

- > Identify and handle waste, 4 credits.
- > Perform basic welding/joining of metals, 8 credits.
- > Read, interpret and produce basic engineering drawings, 6 credits.

Human and Social Studies:

- > Explain the individual's role within business, 4 credits.
- > Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution, 2 credits.
- > Investigate work opportunities in order to make a personal career/employment decision, 2 credits.
- > Apply knowledge of self in order to make a life decision, 3 credits.
- > Demonstrate knowledge and understanding of the structures that reinforce and support human rights in South Africa, 3 credits.

Mathematical, Physical, Computer and Life Sciences:

- > Ability to use the World Wide Web, 3 credits.
- > Develop and use keyboard skills to enter text (Level 1), 3 credits.
- > Demonstrate knowledge of and produce a presentation using basic functions, 3 credits.
- > Operate a personal computer system, 6 credits.
- > Use personal computer operating systems, 3 credits.
- > Produce word processing documents for business, 3 credits.
- > Demonstrate knowledge of and produce word processing documents using basic functions, 3 credits.
- > Operate personal computer peripherals, 3 credits.
- > Demonstrate knowledge of and produce computer spreadsheets using basic functions, 3 credits.

Physical planning and construction:

- > Render basic first aid, 3 credits.

Services:

- > Advise customers about local information, 4 credits.
- > Apply basic fire fighting techniques (Level 1), 3 credits.
- > Demonstrate an understanding of HIV/AIDS and its implications, 4 credits.

ASSOCIATED ASSESSMENT CRITERIA

1.

- > Oral communication is maintained and adapted within given and different contexts.
- > Use of information accessed from texts is appropriate to a variety of given purposes.
- > Writing is appropriate to defined context.
- > Information planned, gathered and sourced in occupational learning programmes is relevant to given contexts.
- > Use of language and communication in occupational learning programmes is appropriate to given contexts including people.

2.

- > Investigation and monitoring of financial aspects are relevant to personal and community life.
- > Organising and representation of data allows for modelling of situations for specific purposes.
- > Measurement, estimation and calculation of physical quantities are correct.
- > Representation of geometrical relationships in 2-Dimensions is appropriate in specific contexts.
- > Statistic investigation of life and work related problems are accurate in given contexts.

3.

- > Interpretation of client specifications for craft production meets client requirements.
- > Accumulation of ideas for the design process uses a recognisable methodology.

4.

- > Preparation of materials and equipment meets safety, health and environmental requirements.
- > Materials and equipment prepared for craft production are appropriate to given specifications.
- > Craft products produced are marketable.
- > Sequence of craft product produced is the same as the given original products.

5.

- > Costing and pricing of craft products allow sustainable craft enterprise.
- > Control of stock and material for craft production ensures required stock levels.
- > Planning meets given production requirements.
- > Retail, financial and administrative requirements are met.

Integrated assessment:

Integrated assessment provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards, in order to achieve competence that is grounded and coherent in relation to the purpose and exit level outcomes of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome.

Integrated assessment must judge the quality of the observable performance, and also the quality of thinking that lies behind it. Assessment tools must encourage learners to explain the thinking and decision-making that underpin their demonstrated performance.

The assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognised when awarding credits towards this qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific outcomes and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

While the foundational component (literacy, communication and numeracy skills) of this qualification on NQF level 2 can be assessed in occupational contexts and activities relating to craft production, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are truly portable. The primary aim of this qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path they may choose.

INTERNATIONAL COMPARABILITY

The Australian National Training Authority (ANTA) recognises craft production competence within the vocational education and training sector, for Certificates I through IV. Within the ANTA system, Certificate III is year 12, or equivalent to the South African Grade 12 on the National Qualifications Framework (Level 4). Certificate IV is described as follows: the breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or applications in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Craft practitioner learning falls under the field of Art, and include competence to design, make and repair objects which have both functional and artistic qualities, working in wood, metal, glass, leather, ceramics, textiles and other materials. This includes designing the style and shape of objects, using and manipulating materials to make objects according to designs, finishing objects to enhance their artistic and/or practical qualities, and repairing damaged or defective craft objects.

Certificate I in Small Business Enterprise - Aboriginal Arts and Crafts (100 hours of learning) focuses on basic education and employment competence, and covers basic measurement, using basic power tools, occupational health and safety, writing skills, and a minimum of 20 hours of electives chosen from basic drawing, leather craft, oxy acetylene welding, basket weaving, batik, egg artistry - floral art, woodwork, painting, sewing, and traditional aboriginal artefact making.

Certificate II in Art and Craft is a 720-hour qualification, including 400 hours core and 120 hours elective learning, resulting in semi-skilled trade competence. It includes core competence regarding business practice; professional practice; marketing; occupational health and safety; field study; exhibition practice; painting; printmaking; screen printing; and sculpture. Elective competence relates to ceramics; photography; video; textile dyeing-batik; textile dyeing-painting & printing; weaving; screen printing fabric; jewellery; leather craft; printmaking-itaglio. Certificate II is a South African NQF Grade 11 equivalent.

Certificate IV in Aboriginal Arts and Cultural Practices includes 958 hours learning. Selection takes place from various arts areas such as painting, drawing, sculpture, printmaking, photography, ceramics, creative technology (digital arts), Aboriginal contextual studies (project based work), and core learning areas include contemporary Aboriginal arts, drawing, global art history/ theory, exhibition/presentation skills. Core subjects include: Cultural Productions; Exhibitions; Drawing the Human Figure; Drawing/Painting From the Visible World; Contemporary Aboriginal Art; Drawing; Portfolio Documentation & Presentation; Presenting Information. Electives could include: Computers; Document Production; Internet; World Wide Web; Screen Design for Interactivity; Art Photography; Painting; (Relief) Printmaking; Intaglio Printmaking; Art Screen printing; occupational health and safety in Visual Arts & Artists; Colour Theory; Sculpture; Handforming with Multi-Media/Modular Components; Ceramic Materials; Glazes for Visual Arts; Kilns & Firing for Visual Arts;

Creative Technology; Arts Industries Studies; Aboriginal Contextual Studies & Art Practical; 2D Imaging for Artists; 2D Animation; Authoring - Multimedia; Design Principles; etc.

Comparable competence is attained in the United Kingdom in the general stream (rather than vocational of occupational learning) on their Level 2, comparable with the South African NQF Level 3. Competence is art, design, business, and engineering are included:

- > 2D and 3D Visual language competence
- > Planning and working to project briefs to ensure clients' needs are met, including planning, creating and developing ideas and prototypes, and using sources, developed through exploring others' work
- > Producing work to a good standard, including producing completed art, craft or design work using materials, techniques and technology
- > Presenting solutions effectively to clients
- > Evaluating work in relation to briefs

The Scottish framework currently does not have any craft standards. Design, and graphic design in marketing is pegged at Level 4 (South African NQF Level 5)

The New Zealand framework includes 10 levels: levels 1 to 3 are of approximately the same standard as senior secondary education and basic trades training, comparable to the South African NQF Level 4. Levels 4 to 6 approximate to advanced trades, technical and business qualifications, comparable to the South African NQF Level 5. Levels 7 and above equate with advanced qualifications of graduate and postgraduate standard, comparable to the South African NQF Levels 6 and higher.

On the New Zealand framework, craft is situated with arts, and specifically, included as a component of visual arts under the following domains:

- > Contextual craft, art, and design practices
- > Craft, art, and design management practices
- > Craft, art, and design practices
- > Craft, art, and design studio practices
- > Professional practice - arts and crafts

No qualifications exist, and each area includes a number of unit standards. The table below compares these unit standards with those that form part of this South African qualification.

Explore craft, art, and design materials, level 1, 4 credits.

Explore qualities of materials and surface within craft and art design practice, level 1, 4 credits.

Research the use of craft, art, and design images and objects, level 1, 1 credit.

Explore relationship among surface, material, and form qualities in craft, art, and design practice, level 2, 6 credits.

Explore the use of craft, art, and design techniques, processes, and equipment, level 2, 10 credits.

Research the changing use of craft, art, and design images and objects, level 2, 2 credits.

Explore processes to generate and develop ideas and solve problems in craft, art and design practice, level 3, 8 credits.

Make a presentation about own art work using audio visual equipment, level 3, 3 credits.

Research the relationships between culture and craft and art making, level 3, 5 credits.

Select and explore a technical craft, art, and design process to produce work, level 3, 10 credits.

Explore and identify design process within craft and art design practice, level 4, 4 credits.

Explore communication and presentation methods for craft, art, and design work, level 4, 7 credits.

Explore procedures to produce craft, art, and design work, level 4, 25 credits.

Explore qualities of materials within craft and art design process, level 4, 4 credits.

Research and explore design fundamentals within craft and art design practice, level 4, 4 credits.

Research origins and use craft, art, and design media to communicate self-identity, level 4, 7 credits.

Research the environmental impact of craft, art, and design production, level 4, 7 credits.

Research the relationships between people, the world, and craft and art making, level 4, 7 credits.

Explain current tax laws as they apply to a practising artist, level 5, 3 credits.

Explore and apply design fundamentals within craft and art design practice, level 5, 8 credits.

Identify and apply design process within craft and art practice, level 5, 8 credits.

Maintain a healthy and safe working environment for craft, art, and design group practices, level 5, 20 credits.

Practise communication and presentation techniques for craft, art, and design work, level 5, 4 credits.

Prepare and maintain materials to produce craft, art, and design work, level 5, 20 credits.

- Prepare funding applications to fund art projects, level 5, 3 credits.
 Produce artist statements, level 5, 3 credits.
 Research and communicate influences on craft, art, and design practices, level 5, 12 credits.
 Research resource issues relating to the use of materials for producing craft, art, and design work, level 5, 4 credits.
 Research the relationship between craft, artist and society, level 5, 12 credits.
 Use craft, art, design media, techniques, and equipment, level 5, 20 credits.
 Analyse, implement, and evaluate design process and principles within craft and art practice, level 6, 16 credits.
 Communicate intentions through presentation of craft, art, and design work, level 6, 4 credits.
 Examine exhibition and commission contracts in terms of art practice, level 6, 4 credits.
 Examine marketing strategies for craft, art, and design work, level 6, 4 credits.
 Identify legal practices relating to craft, art, and design practices, level 6, 4 credits.
 Install site-specific display of own art work, level 6, 4 credits.
 Make and maintain tools and equipment for craft, art, and design practices, level 6, 30 credits.
 Manage financial practices for craft, art, and design projects, level 6, 4 credits.
 Participate in a craft, art, and design project team, level 6, 9 credits.
 Photograph and document two dimensional art works for publication, level 6, 3 credits.
 Photograph, video and document three dimensional art works for publication, level 6, 6 credits.
 Produce an analysis of copyright law in terms of visual arts practice, level 6, 3 credits.
 Produce craft, art, and design work to communicate influences on personal identity, level 6, 9 credits.
 Produce multiple craft, art, and design works, level 6, 30 credits.
 Research resource issues that impact on craft, art, and design practice in Aotearoa-New Zealand, level 6, 4 credits.
 Research the relationship between craft, art, and design, society and personal practice, level 6, 9 credits.
 Analyse the context of personal craft, art, and design work and practice, level 7, 9 credits.
 Develop a personal kaupapa within personal craft, art, and design practice, level 7, 16 credits.
 Develop marketing strategies and prepare and evaluate a craft, art, and design marketing plan, level 7, 5 credits.
 Initiate and complete a community craft, art, and design project, level 7, 9 credits.
 Initiate craft, art, and design management goals and objectives, level 7, 5 credits.
 Manage a craft, art, and design project team, level 7, 9 credits.
 Produce a body of craft, art, and design work which communicates personal kaupapa, level 7, 30 credits.
 Research and utilise community and administration structures for craft, art, and design funding, level 7, 5 credits.
 Research power structures and produce work on global issues that impact on personal ideology, level 7, 5 credits.
 Synthesise techniques and equipment within craft, art, and design practice, level 7, 30 credits.
 Use presentation to promote and communicate as part of craft, art, and design practice, level 7, 5 credits.

ARTICULATION OPTIONS

This qualification will allow a person to articulate vertically to the Further Education and Training Certificate in Craft Micro Enterprise at NQF Level 4. A number of Unit Standards in this qualification, for example "Accumulate ideas for design of craft products", are precursors to the Level 4 qualification, for example "Design marketable craft products". The qualification will also provide articulation with a range of other qualifications in the art, craft and design areas; and through fundamentals of other NQF level 2 and 3 qualifications.

MODERATION OPTIONS

- > Anyone assessing a learner against these standards must be registered as an assessor with the relevant ETQA by SAQA.
- > Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA accredited by SAQA.
- > Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

- > Integration into work or learning: Evidence collection is integrated into work or learning process where this is appropriate and feasible.
- > Valid: The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- > Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible.
- > Authentic: The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Assessment learners understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

NOTES

N/A

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	115121 Design marketable craft products	Level 4	12	Draft - Prep for P Comment
Core	115123 Develop designs for marketable craft product ranges	Level 4	10	Draft - Prep for P Comment
Core	115124 Source, prepare and maintain materials, tools and equipment for production of craft product ranges	Level 4	8	Draft - Prep for P Comment
Core	115127 Make marketable craft product ranges	Level 4	15	Draft - Prep for P Comment
Core	115129 Develop craft production processes and schedules	Level 4	10	Draft - Prep for P Comment
Core	115132 Operate in craft enterprises	Level 4	15	Draft - Prep for P Comment
Core	115135 Market and retail craft products / range	Level 4	10	Draft - Prep for P Comment
Elective	115139 Develop innovative craft products	Level 4	15	Draft - Prep for P Comment
Elective	115142 Source production techniques and materials	Level 4	15	Draft - Prep for P Comment
Elective	115145 Plan craft enterprise business	Level 4	15	Draft - Prep for P Comment
Elective	115148 Plan marketing for craft enterprises	Level 4	15	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
Fundamental	115115 Access different approaches to drawing	Level 4	10	Draft - Prep for P Comment



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Accumulate ideas for design of craft product

SAQA US ID	UNIT STANDARD TITLE		
115122	Accumulate ideas for design of craft product		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Search for ideas through creativity.

SPECIFIC OUTCOME 2

Identify sources of ideas for the creative process.

SPECIFIC OUTCOME 3

Identify markets and possible markets for craft production.

SPECIFIC OUTCOME 4

Organise collections of sources for creative process.

SPECIFIC OUTCOME 5

Collect, document and interpret object and/or ideas through drawing.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Control stock and material for craft production

SAQA US ID	UNIT STANDARD TITLE		
115140	Control stock and material for craft production		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Obtain raw materials from various sites for the production process of craft products.

SPECIFIC OUTCOME 2

Regulate raw material stock levels using a range of housekeeping techniques.

SPECIFIC OUTCOME 3

Control craft product stock.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Cost and price craft products for a sustainable craft enterprise

SAQA US ID	UNIT STANDARD TITLE		
115138	Cost and price craft products for a sustainable craft enterprise		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Performing basic business calculations in costing and pricing of craft products.

SPECIFIC OUTCOME 2

Determine production cost of craft products.

SPECIFIC OUTCOME 3

Determine optimal price of craft products.

SPECIFIC OUTCOME 4

Review craft product in terms of the production and marketing costs.

SPECIFIC OUTCOME 5

Monitor stock in relation to supply and demand.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Function in a craft business environment

SAQA US ID	UNIT STANDARD TITLE		
115147	Function in a craft business environment		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Function in craft retail environments.

SPECIFIC OUTCOME 2

Maintain basic financial systems.

SPECIFIC OUTCOME 3

Perform administrative tasks.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Identify and prepare materials, tools and equipment for craft production

SAQA US ID	UNIT STANDARD TITLE		
115128	Identify and prepare materials, tools and equipment for craft production		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify and select the appropriate materials for production of particular craft products.

SPECIFIC OUTCOME 2

Identify and select appropriate tools and equipment for production of particular craft products.

SPECIFIC OUTCOME 3

Prepare materials for production of craft products.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Interpret client specifications for production of craft product

SAQA US ID	UNIT STANDARD TITLE		
115125	Interpret client specifications for production of craft product		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL.-VIA-0-SGB ACD	Regular	Level 2	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Evaluate client specifications in terms of requirements.

SPECIFIC OUTCOME 2

Respond to given craft production of client specifications.

SPECIFIC OUTCOME 3

Present response to client specifications.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Make marketable craft product

SAQA US ID	UNIT STANDARD TITLE		
115131	Make marketable craft product		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	15

Specific Outcomes:**SPECIFIC OUTCOME 1**

Manipulate material to produce craft products.

SPECIFIC OUTCOME 2

Produce craft products with specific materials.

SPECIFIC OUTCOME 3

Produce craft products in line with given designs.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Plan production of craft products

SAQA US ID	UNIT STANDARD TITLE		
115144	Plan production of craft products		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare and organise craft production sites.

SPECIFIC OUTCOME 2

Control agreed production schedules and product quality.

SPECIFIC OUTCOME 3

Participate in production teams within production schedules.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Produce sequences of the same craft product

SAQA US ID	UNIT STANDARD TITLE		
115134	Produce sequences of the same craft product		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Select material, tools and production process for producing sequence of same product.

SPECIFIC OUTCOME 2

Identify and make use of same design specifications of original product.

SPECIFIC OUTCOME 3

Produce sequence of same product.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Review and finish craft products for market

SAQA US ID	UNIT STANDARD TITLE		
115136	Review and finish craft products for market		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 2	12

Specific Outcomes:**SPECIFIC OUTCOME 1**

Align end products with given specifications.

SPECIFIC OUTCOME 2

Grade the quality of finished products.

SPECIFIC OUTCOME 3

Make products ready for market.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Access different approaches to drawing

SAQA US ID	UNIT STANDARD TITLE		
115115	Access different approaches to drawing		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Develop observation using drawing.

SPECIFIC OUTCOME 2

Interpret objects or ideas through drawing.

SPECIFIC OUTCOME 3

Adapt drawings of objects or ideas to inform the development of prototypes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Design marketable craft products

SAQA US ID	UNIT STANDARD TITLE		
115121	Design marketable craft products		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Interpret client specifications or concepts.

SPECIFIC OUTCOME 2

Benchmark client specifications or concepts with markets.

SPECIFIC OUTCOME 3

Create designs for craft products.

SPECIFIC OUTCOME 4

Present designs through appropriate means.

SPECIFIC OUTCOME 5

Assess and modify existing craft product designs.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Develop craft production processes and schedules

SAQA US ID	UNIT STANDARD TITLE		
115129	Develop craft production processes and schedules		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify steps of production for optimal output.

SPECIFIC OUTCOME 2

Plan work areas for craft production.

SPECIFIC OUTCOME 3

Allocate production teams.

SPECIFIC OUTCOME 4

Develop and apply production schedules.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Develop designs for marketable craft product ranges

SAQA US ID	UNIT STANDARD TITLE		
115123	Develop designs for marketable craft product ranges		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Interpret, identify and apply design components of prototypes.

SPECIFIC OUTCOME 2

Develop marketable ranges of craft products.

SPECIFIC OUTCOME 3

Assess craft product ranges.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Develop innovative craft products

SAQA US ID	UNIT STANDARD TITLE		
115139	Develop innovative craft products		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	15

Specific Outcomes:**SPECIFIC OUTCOME 1**

Research existing craft products for specific markets.

SPECIFIC OUTCOME 2

Source new materials and production techniques for developing innovative products.

SPECIFIC OUTCOME 3

Combine new ideas, materials and techniques to develop innovative craft products.

SPECIFIC OUTCOME 4

Build prototypes for presentation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Make marketable craft product ranges

SAQA US ID	UNIT STANDARD TITLE		
115127	Make marketable craft product ranges		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	15

Specific Outcomes:**SPECIFIC OUTCOME 1**

Manipulate material to produce craft product ranges.

SPECIFIC OUTCOME 2

Produce craft product ranges with specific material.

SPECIFIC OUTCOME 3

Produce craft product ranges in line with associated principles of design.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

Market and retail craft products / range

SAQA US ID	UNIT STANDARD TITLE		
115135	Market and retail craft products / range		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify and position craft products / ranges.

SPECIFIC OUTCOME 2

Develop marketing tools for craft products.

SPECIFIC OUTCOME 3

Assess marketing tools and positioning of craft products.

SPECIFIC OUTCOME 4

Sell and distribute craft product / range.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

Operate in craft enterprises

SAQA US ID	UNIT STANDARD TITLE		
115132	Operate in craft enterprises		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Operate financial systems for craft enterprise.

SPECIFIC OUTCOME 2

Develop and maintain administrative systems.

SPECIFIC OUTCOME 3

Understand the legal environment in which craft enterprises operate.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

19

Plan craft enterprise business

SAQA US ID	UNIT STANDARD TITLE		
115145	Plan craft enterprise business		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	15

Specific Outcomes:**SPECIFIC OUTCOME 1**

Understand the financial aspects of administering craft enterprise.

SPECIFIC OUTCOME 2

Develop business plans for craft enterprises.

SPECIFIC OUTCOME 3

Administer budgets for craft enterprises.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

20

Plan marketing for craft enterprises

SAQA US ID	UNIT STANDARD TITLE		
115148	Plan marketing for craft enterprises		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	15

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify marketing objectives for craft enterprises.

SPECIFIC OUTCOME 2

Analyse market position of craft enterprises.

SPECIFIC OUTCOME 3

Develop and implement marketing plans for craft enterprises.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

21

Source production techniques and materials

SAQA US ID	UNIT STANDARD TITLE		
115142	Source production techniques and materials		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	15

Specific Outcomes:**SPECIFIC OUTCOME 1**

Investigate and experiment with new production techniques.

SPECIFIC OUTCOME 2

Investigate and experiment with new production materials.

SPECIFIC OUTCOME 3

Select and combine production techniques and materials.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

22

Source, prepare and maintain materials, tools and equipment for production of craft product ranges

SAQA US ID	UNIT STANDARD TITLE		
115124	Source, prepare and maintain materials, tools and equipment for production of craft product ranges		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Source appropriate materials for production of craft product ranges.

SPECIFIC OUTCOME 2

Select and care for appropriate tools and equipment for production of craft product ranges.

SPECIFIC OUTCOME 3

Prepare materials for production of craft product ranges.

> Assessors registered with the relevant ETQA must carry out the assessment of learners for any of the unit standards that make up this qualification. The assessor must have contextual competence in the form of a certificate, qualification or experience related to the unit standards in which assessments are conducted.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Notes for assessors:

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

> Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in term if the qualification purpose. Where assessment at across titles or at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.

> Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show that learner is able to perform in the real situation.

> All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment:

- > **Appropriate:** The method of assessment is suited to the performance being assessed.
- > **Fair:** The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > **Manageable:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- > **Integration into work or learning:** Evidence collection is integrated into work or learning process where this is appropriate and feasible.
- > **Valid:** The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- > **Direct:** The activities in the assessment mirror the conditions of actual performance as closely as possible.
- > **Authentic:** The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- > **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > **Open:** Learners can contribute to the planning and accumulation of evidence. Assessment learners understand the assessment process and the criteria that apply.
- > **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

NOTES

N/A

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	115122 Accumulate ideas for design of craft product	Level 2	6	Draft - Prep for P Comment
Core	115125 Interpret client specifications for production of craft product	Level 2	8	Draft - Prep for P Comment
Core	115128 Identify and prepare materials, tools and equipment for craft production	Level 2	10	Draft - Prep for P Comment
Core	115131 Make marketable craft product	Level 2	15	Draft - Prep for P Comment

Core	115134	Produce sequences of the same craft product	Level 2	10	Draft - Prep for P Comment
Core	115136	Review and finish craft products for market	Level 2	12	Draft - Prep for P Comment
Core	115138	Cost and price craft products for a sustainable craft enterprise	Level 2	10	Draft - Prep for P Comment
Core	115140	Control stock and material for craft production	Level 2	8	Draft - Prep for P Comment
Core	115144	Plan production of craft products	Level 2	8	Draft - Prep for P Comment
Core	115147	Function in a craft business environment	Level 2	8	Draft - Prep for P Comment
Elective	9357	Develop and use keyboard skills to enter text	Level 1	3	Registered
Elective	110075	Apply basic fire fighting techniques	Level 1	3	Registered
Elective	7547	Operate a personal computer system	Level 2	6	Reregistered
Elective	7548	Use personal computer operating system	Level 2	3	Reregistered
Elective	7566	Operate personal computer peripherals	Level 2	3	Reregistered
Elective	7568	Demonstrate knowledge of and produce word processing documents using basic functions	Level 2	3	Reregistered
Elective	7572	Demonstrate knowledge of and produce computer spreadsheets using basic functions	Level 2	3	Reregistered
Elective	7573	Demonstrate ability to use the World Wide Web	Level 2	3	Reregistered
Elective	7574	Demonstrate knowledge of and produce a presentation using basic functions	Level 2	3	Reregistered
Elective	8494	Demonstrate an understanding of HIV/AIDS and its implications	Level 2	4	Registered
Elective	8646	Advise Customers about local information	Level 2	4	Registered
Elective	9880	Perform basic welding/joining of metals	Level 2	8	Registered
Elective	9909	Identify and process waste	Level 2	4	Registered
Elective	9965	Render basic first aid	Level 2	3	Registered
Elective	11407	Display an understanding of the International Trading Environment	Level 2	7	Registered
Elective	11408	Understand the basic concepts of importing and Exporting	Level 2	7	Registered
Elective	11409	Apply a knowledge and understanding of International Trade Documentation	Level 2	7	Registered
Elective	11813	Apply knowledge of self in order to make a life decision	Level 2	3	Registered
Elective	11816	Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	Level 2	2	Registered
Elective	11817	Demonstrate knowledge and understanding of the structures that reinforce and support human rights in South Africa	Level 2	3	Registered
Elective	11818	Investigate work opportunities in order to make a personal career/employment decision	Level 2	2	Registered
Elective	12215	Read, interpret and produce basic engineering drawings	Level 2	6	Registered
Elective	12466	Explain the individual's role within business	Level 2	4	Registered
Elective	7570	Produce word processing documents for business	Level 3	5	Reregistered
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2	Registered
Fundamental	8962	Maintain and adapt oral communication	Level 2	5	Registered
Fundamental	8963	Access and use information from texts	Level 2	5	Registered
Fundamental	8964	Write for a defined context	Level 2	5	Registered
Fundamental	8967	Use language and communication in occupational learning programmes	Level 2	5	Registered
Fundamental	8982	Demonstrate understanding of rational and irrational numbers and number systems within the context of relevant calculations	Level 2	3	Registered
Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	5	Registered
Fundamental	9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3	Registered
Fundamental	12444	Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	Level 2	3	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:**Further Education and Training Certificate: Craft Enterprise**

SAQA QUAL ID	QUALIFICATION TITLE	
48809	Further Education and Training Certificate: Craft Enterprise	
SGB NAME	SGB Art, Craft & Design	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-4-National Certificate	National Certificate	Visual Arts
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
161	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification is primarily intended for application in the craft enterprise environment. The qualification will give the learner the opportunity to obtain the competence in craft enterprise or have their competence recognised, as previously these competence were not formally acknowledged. Learners can also obtain national recognition through a process of RPL. People credited with this qualification are thus able to operate in a craft enterprise.

The qualification is designed to be flexible and accessible so that people are able to consistently demonstrate the competencies required working safely and effectively in craft enterprises in general.

The qualification is the foundation for development into other areas of craft such as design, production, enterprise and marketing.

Learners credited with this qualification are capable of:

- > Communicating in a variety of ways.
- > Using mathematics in practical applications.
- > Designing and developing craft products and ranges of craft products.
- > Producing a craft product range.
- > Marketing of craft product range and operating in a craft enterprise.

This qualification will allow a person to advance to a National Certificate in Craft Operations Management NQF level 5. The qualification will also enhance the social status and productivity within the Arts and Craft industry.

Rationale

Legacies of the past resulted in many practitioners within the Craft sector in South Africa to be denied advancement and possible recognition as qualified tradespersons. Both employers and employees in the craft sector have expressed the critical need for technical and business skills based qualifications for those practicing within the craft system. The introduction of a National Certificate in Craft Enterprise based on unit standards will allow learners the opportunity to advance within the formal education system and will also allow for the recognition of prior learning. The qualification reflects the needs of people, not only within the craft sector, but also the wider arts and culture sector, both now and for the future. This qualification also provides learners with access to the National Certificate in Craft Operations Management on the NQF level 5. This will enable learners to pursue different careers within the Arts and Culture sector and contribute

towards the economical and ecological sustainability and improvement of the Craft environment.

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, and craft production at the NQF level 2 of the Further Education and Training Band.

Recognition of prior learning (RPL)

This qualification can be achieved wholly or in part through recognition of prior learning, which includes formal, informal and non-formal learning and workplace experience, in terms of the criteria laid out.

Any learner wishing to be directly assessed may arrange to do so, without participating in further training or education.

QUALIFICATION RULES

This qualification is designed as follows:

> All unit standards forming part of the Fundamental and Core components are compulsory. For the elective component 15 credits are required to qualify.

Minimum credits required at each NQF level:

Fundamental:

- > Level 3: 20 credits
- > Level 4: 46 credits
- > Total: 66 credits
- > Total required: 66 credits

Core:

- > Level 4: 80 credits
- > Total: 80 credits
- > Total required: 80 credits

Elective:

- > Level 4: 60 credits
- > Total: 60 credits
- > Total required: 151 credits

TOTAL credits: 206

TOTAL required: 161 credits

EXIT LEVEL OUTCOMES

Fundamental and Core:

1. Communicating in a variety of ways.
2. Using mathematics in practical applications.
3. Designing and developing craft products and ranges of craft products.
4. Producing craft product ranges.
5. Marketing of craft product ranges and operating in craft enterprises.

Elective (One Unit Standard of 15 Credits is required to qualify):

6. Designing and developing craft products and ranges of craft products.
7. Producing craft product ranges.
8. Marketing craft product ranges and operating in craft enterprises.

ASSOCIATED ASSESSMENT CRITERIA

- 1.1 Oral and written communication is sustained in a variety of contexts.
 - 2.1 Financial aspects of personal, business, and national issues are investigated using accepted financial principles.
 - 2.2 Findings on life-related problems are logical and based on statistics and probabilities.
 - 2.3 Physical quantities of craft materials are accurately measured, estimated and calculated.
 - 2.4 Geometrical relationships in two and three-dimensional space are correctly applied in craft design.
- 3.1 Design of craft product produces marketable products.
- 3.2 Different approaches of drawing were accessed to inform the development of prototypes.
- 3.3 Design for marketable craft products range was developed.
- 4.1 Materials, tools and equipment were source and prepared.
- 4.2 Marketable craft product ranges are in line with given prototypes.
- 4.3 Processes and schedules of craft production were achieved.
- 4.4 Production teams were allocated to optimise potential.
- 5.1 Financial, administrative and legal applications are met.
- 5.2 Craft products / ranges were marketed and retailed.
- 6.1 New and innovative craft product was developed.
- 7.1 New production techniques and materials were sourced.
- 8.1 Marketing plans for craft enterprises were developed.
- 8.2 Business plans for a craft enterprises were developed.

Integrated assessment

Integrated assessment, at the level of this qualification, provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose and exit level outcomes of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome.

Integrated assessment must judge the quality of the observable performance, and also the quality of thinking that lies behind it. Assessment tools must encourage learners to explain the thinking and decision-making that underpin their demonstrated performance.

The assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognised when awarding credits towards this qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

While the foundational component (literacy, communication and numeracy skills) of this qualification on NQF level 4 can be assessed through occupational contexts and activities relating to craft production, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are truly portable. The primary aim of this qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path they may choose.

INTERNATIONAL COMPARABILITY

The Australian National Training Authority (ANTA) recognises craft production competence within the

vocational education and training sector, for Certificates I through IV. Within the ANTA system, Certificate III is year 12, or equivalent to the South African Grade 12 on the National Qualifications Framework (Level 4). Certificate IV is described as follows: the breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or applications in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Craft practitioner learning falls under the field of Art, and include competence to design, make and repair objects which have both functional and artistic qualities, working in wood, metal, glass, leather, ceramics, textiles and other materials. This includes designing the style and shape of objects, using and manipulating materials to make objects according to designs, finishing objects to enhance their artistic and/or practical qualities, and repairing damaged or defective craft objects.

Certificate I in Small Business Enterprise - Aboriginal Arts and Crafts (100 hours of learning) focuses on basic education and employment competence, and covers basic measurement, using basic power tools, occupational health and safety, writing skills, and a minimum of 20 hours of electives chosen from basic drawing, leather craft, oxy acetylene welding, basket weaving, batik, egg artistry - floral art, woodwork, painting, sewing, and traditional aboriginal artefact making.

Certificate II in Art and Craft is a 720-hour qualification, including 400 hours core and 120 hours elective learning, resulting in semi-skilled trade competence. It includes core competence regarding business practice; professional practice; marketing; occupational health and safety; field study; exhibition practice; painting; printmaking; screen printing; and sculpture. Elective competence relates to ceramics; photography; video; textile dyeing-batik; textile dyeing-painting & printing; weaving; screen printing fabric; jewellery; leather craft; printmaking-itaglio. Certificate II is a South African NQF 3 equivalent.

Certificate IV in Aboriginal Arts and Cultural Practices includes 958 hours learning. Selection takes place from various arts areas such as painting, drawing, sculpture, printmaking, photography, ceramics, creative technology (digital arts), Aboriginal contextual studies (project based work), and core learning areas include contemporary Aboriginal arts, drawing, global art history/ theory, exhibition/presentation skills. Core subjects include: Cultural Productions; Exhibitions; Drawing the Human Figure; Drawing/Painting From the Visible World; Contemporary Aboriginal Art; Drawing; Portfolio Documentation & Presentation; Presenting Information. Electives could include: Computers; Document Production; Internet; World Wide Web; Screen Design for Interactivity; Art Photography; Painting; (Relief) Printmaking; Intaglio Printmaking; Art Screen printing; occupational health and safety in Visual Arts & Artists; Colour Theory; Sculpture; Handforming with Multi-Media/Modular Components; Ceramic Materials; Glazes for Visual Arts; Kilns & Firing for Visual Arts; Creative Technology; Arts Industries Studies; Aboriginal Contextual Studies & Art Practical; 2D Imaging for Artists; 2D Animation; Authoring - Multimedia; Design Principles; etc.

Comparable competence is attained in the United Kingdom in the general stream (rather than vocational or occupational learning) on their Level 2, comparable with the South African NQF Level 3. Competence in art, design, business, and engineering are included:

- > 2D and 3D Visual language competence
- > Planning and working to project briefs to ensure clients' needs are met, including planning, creating and developing ideas and prototypes, and using sources, developed through exploring others' work
- > Producing work to a good standard, including producing completed art, craft or design work using materials, techniques and technology
- > Presenting solutions effectively to clients
- > Evaluating work in relation to briefs

The Scottish framework currently does not have any craft standards. Design, and graphic design in marketing is pegged at Level 4 (South African NQF Level 5).

The New Zealand framework includes 10 levels: levels 1 to 3 are of approximately the same standard as senior secondary education and basic trades training, comparable to the South African NQF Level 4. Levels 4 to 6 approximate to advanced trades, technical and business qualifications, comparable to the South African NQF Level 5. Levels 7 and above equate with advanced qualifications of graduate and postgraduate standard, comparable to the South African NQF Levels 6 and higher.

On the New Zealand framework, craft is situated with arts, and specifically, included as a component of visual arts under the following domains:

- > Contextual craft, art, and design practices
- > Craft, art, and design management practices
- > Craft, art, and design practices
- > Craft, art, and design studio practices
- > Professional practice - arts and crafts

No qualifications exist, and each area includes a number of unit standards. The table below compares these unit standards with those that form part of this South African qualification.

- > Explore craft, art, and design materials (Level 1, Credits 4)
- > Explore qualities of materials and surface within craft and art design practice (Level 1, Credits 4)
- > Research the use of craft, art, and design images and objects (Level 1, Credits 1)
- > Explore relationship among surface, material, and form qualities in craft, art, and design practice (Level 2, Credits 6)
- > Explore the use of craft, art, and design techniques, processes, and equipment (Level 2, Credits 10)
- > Research the changing use of craft, art, and design images and objects (Level 2, Credits 2)
- > Explore processes to generate and develop ideas and solve problems in craft, art and design practice (Level 3, Credits 8)
- > Make a presentation about own art work using audio visual equipment (Level 3, Credits 3)
- > Research the relationships between culture and craft and art making (Level 3, Credits 5)
- > Select and explore a technical craft, art, and design process to produce work (Level 3, Credits 10)
- > Explore and identify design process within craft and art design practice (Level 4, Credits 4)
- > Explore communication and presentation methods for craft, art, and design work (Level 4, Credits 7)
- > Explore procedures to produce craft, art, and design work (Level 4, Credits 25)
- > Explore qualities of materials within craft and art design process (Level 4, Credits 4)
- > Research and explore design fundamentals within craft and art design practice (Level 4, Credits 4)
- > Research origins and use craft, art, and design media to communicate self identity (Level 4, Credits 7)
- > Research the environmental impact of craft, art, and design production (Level 4, Credits 7)
- > Research the relationships between people, the world, and craft and art making (Level 4, Credits 7)
- > Explain current tax laws as they apply to a practising artist (Level 5, Credits 3)
- > Explore and apply design fundamentals within craft and art design practice (Level 5, Credits 8)
- > Identify and apply design process within craft and art practice (Level 5, Credits 8)
- > Maintain a healthy and safe working environment for craft, art, and design group practices (Level 5, Credits 20)
- > Practise communication and presentation techniques for craft, art, and design work (Level 5, Credits 4)
- > Prepare and maintain materials to produce craft, art, and design work (Level 5, Credits 20)
- > Prepare funding applications to fund art projects (Level 5, Credits 3)
- > Produce artist statements (Level 5, Credits 3)
- > Research and communicate influences on craft, art, and design practices (Level 5, Credits 12)
- > Research resource issues relating to the use of materials for producing craft, art, and design work (Level 5, Credits 4)
- > Research the relationship between craft, artist and society (Level 5, Credits 12)
- > Use craft, art, design media, techniques, and equipment (Level 5, Credits 20)
- > Analyse, implement, and evaluate design process and principles within craft and art practice (Level 6, Credits 16)
- > Communicate intentions through presentation of craft, art, and design work (Level 6, Credits 4)
- > Examine exhibition and commission contracts in terms of art practice (Level 6, Credits 4)
- > Examine marketing strategies for craft, art, and design work (Level 6, Credits 4)
- > Identify legal practices relating to craft, art, and design practices (Level 6, Credits 4)
- > Install site specific display of own art work (Level 6, Credits 4)
- > Make and maintain tools and equipment for craft, art, and design practices (Level 6, Credits 30)
- > Manage financial practices for craft, art, and design projects (Level 6, Credits 4)
- > Participate in a craft, art, and design project team (Level 6, 9)
- > Photograph and document two dimensional art works for publication (Level 6, Credits 3)
- > Photograph, video and document three dimensional art works for publication (Level 6, Credits 6)
- > Produce an analysis of copyright law in terms of visual arts practice (Level 6, Credits 3)
- > Produce craft, art, and design work to communicate influences on personal identity (Level 6, Credits 9)
- > Produce multiple craft, art, and design works (Level 6, Credits 30)
- > Research resource issues that impact on craft, art, and design practice in Aotearoa-New Zealand (Level 6, Credits 4)
- > Research the relationship between craft, art, and design, society and personal practice (Level 6, Credits

- 9)
- > Analyse the context of personal craft, art, and design work and practice (Level 7, Credits 9)
 - > Develop a personal kaupapa within personal craft, art, and design practice (Level 7, Credits 16)
 - > Develop marketing strategies and prepare and evaluate a craft, art, and design marketing plan (Level 7, Credits 5)
 - > Initiate and complete a community craft, art, and design project (Level 7, Credits 9)
 - > Initiate craft, art, and design management goals and objectives (Level 7, Credits 5)
 - > Manage a craft, art, and design project team (Level 7, Credits 9)
 - > Produce a body of craft, art, and design work which communicates personal kaupapa (Level 7, Credits 30)
 - > Research and utilise community and administration structures for craft, art, and design funding (Level 7, Credits 5)
 - > Research power structures and produce work on global issues that impact on personal ideology (Level 7, Credits 5)
 - > Synthesise techniques and equipment within craft, art, and design practice (Level 7, Credits 30)
 - > Use presentation to promote and communicate as part of craft, art, and design practice (Level 7, Credits 5)

ARTICULATION OPTIONS

This qualification will allow a person to articulate vertically to the National Certificate in Craft Operations Management at NQF level 5. This qualification will also provide articulation with a range of qualifications in the art, craft and design areas; and through fundamentals of other NQF level 4 qualifications.

MODERATION OPTIONS

- > Anyone assessing a learner against these standards must be registered as an assessor with the relevant ETQA by SAQA.
- > Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA accredited by SAQA.
- > Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.
- > Assessors registered with the relevant ETQA must carry out the assessment of learners for any of the unit standards that make up this qualification. The assessor must have contextual competence in the form of a certificate, qualification or experience related to the unit standards in which assessments are conducted.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in term if the qualification purpose. Where assessment at across titles or at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show that learner is able to perform in the real situation.
- > All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment:

- > **Appropriate:** The method of assessment is suited to the performance being assessed.
- > **Fair:** The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > **Manageable:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Analyse and review design research information

SAQA US ID	UNIT STANDARD TITLE		
115133	Analyse and review design research information		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	14

Specific Outcomes:**SPECIFIC OUTCOME 1**

Extract information relevant to projects.

SPECIFIC OUTCOME 2

Interpret gathered information.

SPECIFIC OUTCOME 3

Determine the relationship between the different components of research.

SPECIFIC OUTCOME 4

Interpreting the research into the design process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Conceptualise a range of ideas to solve design problems

SAQA US ID	UNIT STANDARD TITLE		
115154	Conceptualise a range of ideas to solve design problems		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Generate multiple ideas around design problems.

SPECIFIC OUTCOME 2

Generate original ideas around design problems.

SPECIFIC OUTCOME 3

Generate ideas that are relevant to design problems.

SPECIFIC OUTCOME 4

Generate a variety of concepts.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Convey a specific design message

SAQA US ID	UNIT STANDARD TITLE		
115163	Convey a specific design message		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Interpret messages within the context of briefs.

SPECIFIC OUTCOME 2

Identify, describe and analyse specific target markets and end users.

SPECIFIC OUTCOME 3

Convey different messages creatively in different contexts, within given timeframes.

SPECIFIC OUTCOME 4

Convey messages using a variety of different media and 2d and 3d design principles.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Create original design messages, forms and arguments

SAQA US ID	UNIT STANDARD TITLE		
115116	Create original design messages, forms and arguments		
SGB NAME		ABET BAND	PROVIDER NAME
SGB: Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-SGB PAR	Regular	Level 5	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and select appropriate design elements and principles.

SPECIFIC OUTCOME 2

Create a variety of design messages within different contexts.

SPECIFIC OUTCOME 3

Create a variety of forms that communicate to specific audiences.

SPECIFIC OUTCOME 4

Create original visual, written and oral design arguments.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Find and assess design problems

SAQA US ID	UNIT STANDARD TITLE		
115153	Find and assess design problems		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Define the problems in design briefs.

SPECIFIC OUTCOME 2

Find and define the problems within design processes.

SPECIFIC OUTCOME 3

Assess problems within design briefs.

SPECIFIC OUTCOME 4

Assess problems within design processes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Identify elements and principles of a design message

SAQA US ID	UNIT STANDARD TITLE		
115161	Identify elements and principles of a design message		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify communication methods and methodologies.

SPECIFIC OUTCOME 2

Identify a variety of messages in a variety of designed forms.

SPECIFIC OUTCOME 3

Identify different elements and principles of design messages.

SPECIFIC OUTCOME 4

Interpret design messages.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Implement design projects

SAQA US ID	UNIT STANDARD TITLE		
115118	Implement design projects		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	12

Specific Outcomes:**SPECIFIC OUTCOME 1**

Implement a design process according to a plan.

SPECIFIC OUTCOME 2

Apply the necessary skills and knowledge in order to produce a design product.

SPECIFIC OUTCOME 3

Identify and use the appropriate tools and resources to implement a design project.

SPECIFIC OUTCOME 4

Implement design projects within time, budget and media constraints.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Locate design problems within collected design research

SAQA US ID	UNIT STANDARD TITLE		
115141	Locate design problems within collected design research		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify design problems within given briefs.

SPECIFIC OUTCOME 2

Find relevant contexts for problems within collected design research.

SPECIFIC OUTCOME 3

Interpret design problems using collected research.

SPECIFIC OUTCOME 4

Find historical/contemporary examples that contribute to solutions to given problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Monitor and evaluate design projects

SAQA US ID	UNIT STANDARD TITLE		
115119	Monitor and evaluate design projects		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	12

Specific Outcomes:**SPECIFIC OUTCOME 1**

Accurately identify problems within design projects.

SPECIFIC OUTCOME 2

Analyse the implementation of design projects.

SPECIFIC OUTCOME 3

Assess and evaluate design projects.

SPECIFIC OUTCOME 4

Monitor the design process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Plan and organise the design process

SAQA US ID	UNIT STANDARD TITLE		
115120	Plan and organise the design process		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify the key components of the design process.

SPECIFIC OUTCOME 2

Apply relevant research findings to the planning of the design process.

SPECIFIC OUTCOME 3

Develop and structure a plan for the design process within specific resource and time restraints.

SPECIFIC OUTCOME 4

Organise the design process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Plan, research and organise design projects

SAQA US ID	UNIT STANDARD TITLE		
115117	Plan, research and organise design projects		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	12

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify all aspects of design projects.

SPECIFIC OUTCOME 2

Create appropriate plans to implement a variety of design projects.

SPECIFIC OUTCOME 3

Evaluate the plans of design projects.

SPECIFIC OUTCOME 4

Conduct the appropriate research necessary to implement and organise design projects.

SPECIFIC OUTCOME 5

Organise a variety of design projects.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Select materials, media and processes for production

SAQA US ID	UNIT STANDARD TITLE		
115146	Select materials, media and processes for production		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	16

Specific Outcomes:**SPECIFIC OUTCOME 1**

Analyse the brief and determine the appropriate materials, media and processes to be used.

SPECIFIC OUTCOME 2

Select from a variety of design materials.

SPECIFIC OUTCOME 3

Select from a variety of design media.

SPECIFIC OUTCOME 4

Select from a variety of processes and relevant technologies.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Source design research information

SAQA US ID	UNIT STANDARD TITLE		
115130	Source design research information		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify a variety of design research methods within a given area.

SPECIFIC OUTCOME 2

Select appropriate design research methodologies for various contexts.

SPECIFIC OUTCOME 3

Identify and locate appropriate design research information within a given area.

SPECIFIC OUTCOME 4

Collect and collate appropriate design research information within given timeframes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Analyse and evaluate design solutions

SAQA US ID	UNIT STANDARD TITLE		
115159	Analyse and evaluate design solutions		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Interpreting design solutions accurately.

SPECIFIC OUTCOME 2

Evaluating and assessing design solutions effectively.

SPECIFIC OUTCOME 3

Comparing design solutions and extracting the best solutions.

SPECIFIC OUTCOME 4

Applying critical thinking and problem solving skills to existing design solutions.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Assess and analyse the interaction between people and design

SAQA US ID	UNIT STANDARD TITLE		
115151	Assess and analyse the interaction between people and design		
SGE NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and locate the points of interaction between designs and people.

SPECIFIC OUTCOME 2

Analyse the contexts of interaction.

SPECIFIC OUTCOME 3

Interpret the implications of and for interactions within specific and broad contexts.

SPECIFIC OUTCOME 4

Utilise assessments and analyses of interaction to inform design processes, arguments and projects.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Choose appropriate design elements and principles

SAQA US ID		UNIT STANDARD TITLE	
115156		Choose appropriate design elements and principles	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify the various design elements and principles accurately.

SPECIFIC OUTCOME 2

Choose design elements and principles that will be used to solve design problems effectively.

SPECIFIC OUTCOME 3

Apply a variety of elements and principles to designs within the design process.

SPECIFIC OUTCOME 4

Choose elements and principles of design.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

Compile and present a design portfolio

SAQA US ID	UNIT STANDARD TITLE		
115170	Compile and present a design portfolio		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Ascertain characteristics and requirements of defined contexts.

SPECIFIC OUTCOME 2

Select relevant works for defined contexts.

SPECIFIC OUTCOME 3

Select appropriate media, format, scale and mode of presentation for the portfolio.

SPECIFIC OUTCOME 4

Evaluate final portfolios against the requirements of the defined context.

SPECIFIC OUTCOME 5

Present a final portfolio.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

Create a variety of design solutions

SAQA US ID	UNIT STANDARD TITLE		
115162	Create a variety of design solutions		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	14

Specific Outcomes:

SPECIFIC OUTCOME 1

Create a variety of functional design solutions within given timeframes.

SPECIFIC OUTCOME 2

Create a variety of design solutions that communicate to end-users.

SPECIFIC OUTCOME 3

Create a variety of creative and original design solutions.

SPECIFIC OUTCOME 4

Create a variety of design solutions using effective methods of execution.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

19

Develop and construct research based design arguments

SAQA US ID	UNIT STANDARD TITLE		
115137	Develop and construct research based design arguments		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Locate current trends and practices of design within broad historical frameworks.

SPECIFIC OUTCOME 2

Create valid arguments about design using academic conventions.

SPECIFIC OUTCOME 3

Create original design arguments that are relevant to the design discipline.

SPECIFIC OUTCOME 4

Develop and structure coherent and logical arguments visually, verbally and in writing.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

20

Develop and refine design solutions

SAQA US ID	UNIT STANDARD TITLE		
115166	Develop and refine design solutions		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	14

Specific Outcomes:

SPECIFIC OUTCOME 1

Develop and refine the most appropriate solutions for design problems.

SPECIFIC OUTCOME 2

Translate concepts into practical and effective design solutions.

SPECIFIC OUTCOME 3

Execute design solutions with professional finish.

SPECIFIC OUTCOME 4

Use appropriate technology effectively and successfully in the implementation of design solutions.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

21

Establish a design process

SAQA US ID	UNIT STANDARD TITLE		
115158	Establish a design process		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Accurately identify problems within design processes and design development.

SPECIFIC OUTCOME 2

Choose appropriate methods with which to solve problems.

SPECIFIC OUTCOME 3

Apply the appropriate measures to rectify and solve problems.

SPECIFIC OUTCOME 4

Continually analyse own design processes and the processes of others in order to identify problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

22

Identify and select the technological skills, methodologies and technological processes needed to produce a final design product

SAQA US ID	UNIT STANDARD TITLE		
115150	Identify and select the technological skills, methodologies and technological processes needed to produce a final design product		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse the brief to determine the need and appropriateness for technological skills and processes.

SPECIFIC OUTCOME 2

Identify a variety of technological methods and methodologies.

SPECIFIC OUTCOME 3

Select a variety of potential technological skills, methods and processes.

SPECIFIC OUTCOME 4

Identify the steps in the technological process and plan actions appropriate.

SPECIFIC OUTCOME 5

Assess and evaluate the effectiveness of the selected technological skills, methods and processes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

23

Locate design roles

SAQA US ID	UNIT STANDARD TITLE		
115168	Locate design roles		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Locate design roles and their function within the contexts of industry.

SPECIFIC OUTCOME 2

Locate design roles within the interrelationship between the different disciplines of design.

SPECIFIC OUTCOME 3

Locate the role of design and the designer within the greater economy and South African society.

SPECIFIC OUTCOME 4

Define the role and function of the designer in the context of a design company.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

24

Operate industry related computer hardware and software for design

SAQA US ID	UNIT STANDARD TITLE		
115126	Operate industry related computer hardware and software for design		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	14

Specific Outcomes:

SPECIFIC OUTCOME 1

Select appropriate hardware and software.

SPECIFIC OUTCOME 2

Operate appropriate software in the production of design.

SPECIFIC OUTCOME 3

Troubleshoot common computer related problems.

SPECIFIC OUTCOME 4

Contextualise the computer as a tool within the design process.

SPECIFIC OUTCOME 5

Produce final designs using relevant hardware and software.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

25

Operate multiple computer software packages exceeding the fundamental ones and practice varying production techniques

SAQA US ID	UNIT STANDARD TITLE		
115165	Operate multiple computer software packages exceeding the fundamental ones and practice varying production techniques		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	20

Specific Outcomes:**SPECIFIC OUTCOME 1**

Operate a wide variety of relevant computer software packages.

SPECIFIC OUTCOME 2

Produce designs using multiple and alternative software and hardware.

SPECIFIC OUTCOME 3

Contextualise computer technology within the design process, on a theoretical and practical basis.

SPECIFIC OUTCOME 4

Identify and select alternative production technologies and techniques.

SPECIFIC OUTCOME 5

Use alternative production techniques to complete a design product.

SPECIFIC OUTCOME 6

Assess and evaluate the effectiveness of alternative production processes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

26

Present and explain creative ideas and design solutions

SAQA US ID	UNIT STANDARD TITLE		
115143	Present and explain creative ideas and design solutions		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse and interpret design solutions.

SPECIFIC OUTCOME 2

Identify and explain the designer's choices in terms of elements, messages etc.

SPECIFIC OUTCOME 3

Present clear, professional, and convincing explanations of design solutions.

SPECIFIC OUTCOME 4

Construct good presentations, papers and orals that communicate clearly.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

27

Produce a variety of designs

SAQA US ID	UNIT STANDARD TITLE		
115157	Produce a variety of designs		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Visual Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Develop a variety of designs using different technologies and technological processes.

SPECIFIC OUTCOME 2

Implement a variety of technologies to produce a variety of final designs.

SPECIFIC OUTCOME 3

Implement a variety of technological processes to produce a variety of final designs.
Assessment.

SPECIFIC OUTCOME 4

Assess the effectiveness of a variety of technologies and technological methods used in a design.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

28

Solve diverse design problems

SAQA US ID	UNIT STANDARD TITLE		
115164	Solve diverse design problems		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Art, Craft & Design	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	14

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify a variety of different design problems within given briefs.

SPECIFIC OUTCOME 2

Identify appropriate solutions for diverse problems.

SPECIFIC OUTCOME 3

Identify and select appropriate methodologies and technologies to solve diverse problems.

SPECIFIC OUTCOME 4

Plan the design process according to the type of problems and within given media and time restraints



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

29

Source a variety of design materials

SAQA US ID	UNIT STANDARD TITLE		
115169	Source a variety of design materials		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Art, Craft & Design		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Visual Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-VIA-0-SGB ACD	Regular	Level 6	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify appropriate alternative design materials.

SPECIFIC OUTCOME 2

Choose appropriate alternative design materials.

SPECIFIC OUTCOME 3

Find and locate alternative design materials.

SPECIFIC OUTCOME 4

Assess and evaluate the effectiveness of alternative design materials.