No. 627 **21 May 2004**

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

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

Performing Arts

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.saqa.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 Performing Arts** and addressed to

The Director: Standards Setting and Development
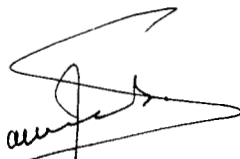SAQA
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QUALIFICATION:

Further Education and Training Certificate: Performing Arts

SAQA QUAL ID	QUALIFICATION TITLE		
48808	Further Education and Training Certificate: Performing Arts		
SGB NAME	SGB Performing Arts		
ABET BAND		PROVIDER NAME	
Undefined			
QUALIFICATION CODE	QUAL TYPE		SUBFIELD
CUL-4-National Certificate	National Certificate		Performing Arts
MINIMUM CREDITS	NQF LEVEL		QUALIFICATION CLASS
150	Level 4		Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE		REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification provides qualifying learners with the underlying performing arts knowledge, skills and values in order to become competent and professional practitioners of the performing arts; be employed or self-employed within the performing arts industry and apply for further learning in specific areas of the performing arts

The qualifying learner is capable of:
> Presenting performances that engage the audience using appropriate elements of performance craft and technique, as well as
> Interpreting and conceptualising performance using knowledge of the text, context, forms and approaches of the performing arts.

Rationale

The aim of this qualification is to produce qualified, professional performing artists who will contribute to the South African Performing Arts Industries in creative and meaningful ways. It will equip qualifying learners with basic competencies in the performing arts in order to work successfully as actors, dancers, composers, choreographers, directors, writers, collaborators, administrators and technical staff.

Qualifying learners should be innovative, multi-skilled and competitive in the competencies necessary to ensure employment in the performing arts and be able to manage their own careers in ways so as to generate employment and to reinvigorate the performing arts in South Africa. At level 4 it is important that learners are equipped with a range of competencies across possible roles or areas of activity, as in South Africa, performing artists are usually required to fulfill a range of functions in order to sustain their career.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners should be able to read, write and communicate in two official languages at the level of NQF Level 3. Furthermore, learners should have developed the competencies associated with the GET certificate, which include general competencies relating to arts and culture. Learners who register for the qualification should have fulfilled all the existing requirements of the previous level.

Learners who register for this qualification need to demonstrate an acceptable level of potential in their chosen performing arts area, through a fair and unbiased appraisal of their abilities in an audition situation

by experts in the field.

Recognition of prior learning (RPL)

RPL takes place through a process of assessment of previously obtained competence. 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.

This has particularly important ramifications for entry into Higher Education and Training. The use of auditions or other practical assessments to ascertain whether learners have the competencies implied by the Unit standards can be used to determine entrance into a Level 5 or 6 Performing Arts qualification. RPL will be recognised through a process of assessment of previously obtained skills and knowledge.

QUALIFICATION RULES

Rules of combination

The fundamental and core unit standards are compulsory for all learners completing this qualification. In the Electives, there are three streams of unit standards, from which learners can select unit standards. They need to select unit standards amounting to 24 or more credits.

Level 2 computing skills are offered as an elective, as learners may come to this qualification without having had any previous IT experience. It is important that learners become computer literate if possible.

EXIT LEVEL OUTCOMES

Fundamental and Core

1. Communicate in a variety of ways
2. Use mathematics in practical applications
3. Present performances that engage specific audiences using appropriate elements of performance craft
4. Integrate elements of performances using all appropriate knowledge of performance (methods, and performance craft)
5. Critically reflect on and evaluate performances and performance texts
6. Work in groups accepting constructive criticism, using knowledge of group dynamics and communication techniques within the performance context

Elective (at least one outcome required to qualify)

7. Create, direct, design or perform within the creative process of the performing arts
8. Use a range of performance technology, resources and terminology
9. Administer basic financial and marketing plans for performances

ASSOCIATED ASSESSMENT CRITERIA

Fundamental and Core
1.> Oral and written communication is sustained in a variety of contexts
> Texts are analysed and evaluated in a variety of contexts
> Language is used effectively within the performing arts sphere
> Creative and functional aspects of language are utilised

2.> Financial aspects of personal, business, and national issues are investigated using accepted financial principles
> Findings on life-related problems are logical and based on statistics and probabilities
> Physical quantities of craft materials are accurately measured, estimated and calculated
> Geometrical relationships in two and three-dimensional space are correctly applied in performing arts' contexts

3.> Performances, characters, roles or messages are developed using appropriate knowledge of performance text, contexts, methodologies and approaches
> Performance skills and techniques are demonstrated in performance in various contexts

> Performances are adapted to audiences and performance contexts by applying appropriate theatrical and cultural conventions
> Features of audiences are identified and reflected upon to inform performances

4.> A range of literacies are used simultaneously to communicate effectively in performance
> Resources, technologies and techniques in the performing arts are used effectively to communicate with the audience
> Performances are based on developed concepts
> Aspects of performance craft inform performances

5.> Performance texts are analysed according to generic principles and specific criteria
> Performance texts are interpreted within the appropriate context using knowledge of the text, context, as well as of the forms and approaches used
> Own and others' performances are evaluated according to given criteria
> Cultural and aesthetic sensitivity is used when evaluating

6.> Concepts of effective group dynamics are developed in planning and rehearsal processes
> Personal, artistic and social discipline are used to contribute to effective work in an ensemble
> Constructive criticism is given and accepted in appropriate contexts
> The role of each member of the performing arts team is identified and understood

Elective (at least one outcome required to qualify)

7.> Conceptualisation of performance informs all creative processes
> Visual and aural aspects of performance are considered in the conceptualisation
> Problem-solving skills and team work skills are used to ensure an effective working process
> Processes and schedules for performance are achieved
> Competent performances are presented which are visually and aurally effective

8.> Performance resources, technologies and techniques are utilised appropriately and innovatively
> Safety procedures are followed when using performance technology
> Technical terminology is appropriately utilised for clear communication between team members
> Performance and rehearsal processes are managed for efficient running
> Technological elements are integrated to ensure the realisation of the performance concept

9.> Marketing plans for performances are developed
> Business plans for performances are developed
> Budgets are developed and monitored
> Basic computer operational skills are used in planning for performances
> Spreadsheets are used to exercise basic financial control
> Word processing skills are used in presenting, recording, researching and planning for performances

Integrated assessment

Integrated assessment at the level of 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 the performing arts, 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

Various international Qualifications Authorities have Performing Arts qualifications which relate closely to this qualification:

New Zealand and Australia both have National Certificates and Diplomas in Performing Arts, which range across vast levels (New Zealand from Level 1 to 6, and Australia from Certificate to Advanced Diploma). The approach of these qualifications are, like the one presently proposed, that learners can choose a stream which will then apply to the Unit Standards. Also, learners need to choose alternative performing art forms for the elective components of the qualifications.

ARTICULATION OPTIONS

Vertical Articulation:

This qualification will articulate vertically upward with the NQF Level 5 National Diploma in Performing Arts (currently being written), the National Diploma in Live Event Technical Production Services (NQF level 5), the NQF level 5 National Certificate in Popular Music Performance (NQF Level 5), the Professional Diploma in Education (Dance) at NQF Level 5, and other similar certificates or diplomas, including the following certificates and diplomas:
> National Certificate in Popular Music Sound Engineering (Level 5);
> National Certificate in Popular Music Composition (Level 5);
> Diploma in Light Music (Level 5);
> Diploma in Contemporary Music (Level 5).

It will articulate vertically downward with Learners who have achieved the GETC and those who have achieved Unit standards in Performance at levels 2 and 3 on the NQF.

Horizontal Articulation:

It will articulate horizontally with those learners who have successfully completed the FETC, taking such subjects as Dance, Dramatic Arts and Music. These learners will have achieved the qualification partially and may decide to supplement their FETC with the relevant unit standards in order to achieve this FETC in Performing Arts at NQF Level 4.

It will also articulate horizontally with the FETC in Live Event Technical Production Services: NQF level 4.

MODERATION OPTIONS

Internal moderation is conducted on an ongoing basis, and takes the form of base-line, formative, summative and continuous assessment.

External moderation is conducted at the end of the period of learning by a team including industry professionals, and registered assessors. They assess the major practical performance projects and other summative assessments.

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.

External moderators and assessors must be in possession of:
> An applicable qualification, at least one level higher than the level within which the assessment is taking place, and
> Must have the necessary minimum industry experience to be determined by the SETA

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 terms of the qualification purpose. Where assessment 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 judgment again in similar circumstances. The judgment made is similar to the judgment that would be made by other assessors.

In evaluating performances, specifically, the following points should be taken into consideration:
> Preparation for and understanding of performance
> Communication through visual and aural media
> Stage craft and performance technique
> Creation of appropriate genre, style, performance form
> Professionalism and performance discipline
> Assessment of and adaptation to audience needs

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	114546 Identify job opportunities within the performing arts industry	Level 3	4	Draft - Prep for P Comment
Core	114550 Practice performance form	Level 3	8	Draft - Prep for P Comment
Core	114542 Perform performance form	Level 4	15	Draft - Prep for P Comment
Core	114543 Conceptualise performance texts and performances	Level 4	8	Draft - Prep for P Comment
Core	114545 Use audience responses in performing	Level 4	5	Draft - Prep for P Comment
Core	114547 Practice physical techniques for communication in performance	Level 4	20	Draft - Prep for P Comment
Core	114551 Analyse performance texts in context	Level 4	10	Draft - Prep for P Comment
Elective	7548 Use personal computer operating system	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	7574 Demonstrate knowledge of and produce a presentation using basic functions	Level 2	3	Reregistered
Elective	10385 Develop a business plan for a small business	Level 4	5	Registered
Elective	10387 Investigate ways of managing financial risk in own lives	Level 4	6	Registered
Elective	10388 Interpret basic financial statements	Level 4	3	Registered
Elective	114511 Set-up and strike equipment, material and tools	Level 4	15	Draft - Prep for P Comment
Elective	114548 Create original performances	Level 4	12	Draft - Prep for P Comment
Elective	114549 Direct performances	Level 4	12	Draft - Prep for P Comment
Elective	114552 Design aspects for performances	Level 4	10	Draft - Prep for P Comment
Elective	114553 Stage manage performances	Level 4	8	Draft - Prep for P Comment
Elective	114554 Perform arts administration functions	Level 4	10	Draft - Prep for P Comment
Elective	114516 Operate (apply) equipment, material and tools	Level 5	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

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Live Event Technical Production

SAQA QUAL ID	QUALIFICATION TITLE		
48669	National Certificate: Live Event Technical Production		
SGB NAME	SGB Performing Arts		
ABET BAND		**PROVIDER NAME**	
Undefined			
QUALIFICATION CODE	**QUAL TYPE**		**SUBFIELD**
CUL-4-National Certificate	National Certificate		Performing Arts
MINIMUM CREDITS	**NQF LEVEL**		**QUALIFICATION CLASS**
134	Level 4		Regular-Unit Stds Based
SAQA DECISION NUMBER	**REGISTRATION START DATE**		**REGISTRATION END DATE**

PURPOSE OF THE QUALIFICATION

The National Certificate in Live Event Technical Production (NQF Level 4) is an entry-level qualification to the live event industry. This industry includes but is not limited to:

> Performing Arts such as dance, musicals, opera, revue, cabaret, variety, magicians, mime, poetry, etc.
> Industrial, Children's, Youth, Educational, Street, Community, Development etc. theatre
> Live Music
> Circus performances
> Drama in education
> Stand-up comedy
> Pyrotechnics / fireworks
> Laser shows
> Launches / conferences / promotions / award ceremonies and other events

This qualification will allow entry into ONE of the following areas of application:

> Stage (Setting and Structures)
> Audio/Visual (Lighting, Sound and Video)
> Styling (Costumes, Makeup, Properties and Décor)
> Special Effects (Pyrotechnics, Lasers, Water and Fire)

Qualifying learners are capable of:

> Investigating and monitoring the financial aspects of personal, business and national issues
> Critically interrogating and effectively communicating findings on life-related problems.
> Measuring, estimating and calculating physical quantities and exploring, critiquing and proving geometrical relationships in two and three dimensional space in the life and workplace
> Engaging in sustained oral communication
> Evaluating spoken texts
> Reading, analysing and responding to a variety of texts
> Writing for a wide range of contexts
> Using language and communication in occupational learning programmes
> Using computers as an end user
> Packing and unpacking equipment, material and tools for live events
> Loading-in and loading-out equipment, material and tools for live events
> Setting-up and striking equipment, material and tools for live events

> Assembling and disassembling equipment, material and tools for live events
> Operating equipment, material and tools for live events
> Co-ordinating the use of equipment, material and tools for live events
> Rendering basic first aid
> Safely extinguishing fires
> Managing stress

Qualifying learners will also elect to attain competencies from the following:

> Effectively planning business
> Operating a legal new venture
> Marketing for a new venture
> Negotiating in business
> Managing finances for a new venture

The qualification is generic across these areas of application, to ensure equivalence within the technical production services industry.

Rationale for the qualification

To date the only means of entry into the live event industry has been based upon the need for stagehands having little more than a school-leaving certificate and of employment age. The career path for all entrants has been dependant on the employee's/freelancer's ability to learn the industry on his/her own.

This may have been sufficient in the past, however, due to the globalisation of the industry into the world market and the increasing level of regulatory standards being enforced across the industry, the industry can no longer rely on ad-hoc learning. A coherent learning approach has to be adopted to ensure that the employee/ freelancer attains the necessary knowledge, skills and values required to successfully integrate into the industry. Learners can include those already employed in the industry, those with matric, as well as the unemployed.

The qualification outlined below is an entry-level qualification at NQF level 4. Upon qualifying, the learner will be able to gain entry into the heart of the live event technical production industry. This qualification should create a highly productive individual with safety at the forefront of all work done. Pride of place will be instilled and the socio-economic well-being of the country ensured through sustainable development of the industry.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE
This qualification and its credits were developed based on the assumptions that, before learning towards this qualification, learners are capable of:

> Accommodating audience and context needs in oral communication (Language and Communication competence at NQF Level 3)
> Interpreting and using information from texts (Language and Communication competence at NQF Level 3)
> Writing texts for a range of communicative contexts (Language and Communication competence at NQF Level 3)
> Using language and communication in occupational learning programmes (Language and Communication competence at NQF Level 3)
> Using different number bases and measurement units and an awareness of error in the context of relevant calculations (Mathematic Literacy at NQF Level 3)
> Describing, applying, analysing and calculate the shape and motion in 2- and 3-dimensional space in different contexts (Mathematic Literacy at NQF Level 3)
> Investigating life and work related problems using data and probabilities (Mathematic Literacy at NQF Level 3)
> Using mathematics to investigate and monitor the financial aspects of personal, business issues (Mathematic Literacy at NQF Level 3)

Recognition of prior learning (RPL)

This qualification can be achieved in whole or in part through recognition of prior learning (RPL). Agreements between an applicant and the learning provider will be entered into for applicants that can demonstrate their competence in the outcomes of unit standards and the qualification. Evidence to this effect must be provided and assessed by a registered assessor. The applicant must make application to relevant ETQA who will assess the applicant's suitability to undergo RPL.

QUALIFICATION RULES

Rules of combination

This qualification is designed as follows:
Upon the successful completion of this qualification the learner will be able to provide technical support within ONE of the following areas of application:
> Staging (Setting and Structures)
> Audio-Visuals (Lighting, Sound and Video)
> Styling (Costumes, Makeup, Properties and Décor)
> Special Effects (Pyrotechnics, Lasers, Water and Fire)

Note that all Unit Standards attempted for this qualification must cover learning in ONE AND THE SAME area of application.

Qualification: 134 Credits

Compulsory:

> All Fundamental Unit Standards (42 Credits)
> All Core Unit Standards (85 Credits)

Optionalat least 7 credits, from Elective Unit Standards, in the following "packages":

Entrepreneurship
> Develop a business plan for a small business (5 Credits)
> Investigate the possibilities of establishing and running a small business enterprise (3 Credits)

Deal with customers
>Identify and utilise marketing resources to meet objectives (4 Credits
> Negotiate an agreement or deal in an authentic work situation (3 Credits)

Finances
> Interpret basic financial statements (3 Credits)
> Investigate ways of managing financial risk in own lives (6 Credits)

EXIT LEVEL OUTCOMES

Fundamental and Core

1. Use mathematics for personal and business applications
2. Use and interpret language effectively for verbal and non-verbal communication
3. Use information technology in the workplace to enhance overall efficiency and effectiveness
4. Prepare set-up and strike of equipment, material and tools for live events
5. Operate and maintain equipment, material and tools during live events,
6. Promote the safety of self and others
8. Organise and manage themselves and their activities within live event technical production contexts.

Elective (7 required to qualify)
9. Establish and run a small business optimally
10. Deal with customers in a technical productions context
11. Make financial decisions that are optimal for a given context

ASSOCIATED ASSESSMENT CRITERIA

1. National regional and personal budgets are analysed. Calculations and the use of statistics are correct.

Calculations and instruments are used and taken into account when reporting final values.

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

3. The need for and applications of information technology is placed within the workplace context. Applications of information technology is used in the workplace to the benefit of the individual and the organisation.

4. Technology is used effectively and critically. Equipment is set up and striked in a manner which is responsible towards the environment and health of others, and working effectively with others. Any discrepancies to the norm are reported accurately and to relevant supervisors.

5. Technology is used effectively and critically. Equipment is Operated and maintainrd in a manner which shows responsibility towards the environment and health of others, and working effectively with others. Operations are completed according to acceptable industry practice following instructions.

6. First Aid assistance is renderedrecognised fire types are extinguished safely and while working with others. All relevant safety standards are adhered to and the necessary Personal Protective Equipment is worn correctly.

7. Personal and working lives are managed responsibly and effectively. Stress is managed to an optimal level

Elective (7 required to qualify)

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

9. Marketing resources are identified and utilised to meet business objectives, whilst seeing the business within the context of the entire industry. Negotiations are undergone with customers in a way shows effective working with others

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

Integrated Assessment

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

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. A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

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 live event technical 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.

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:

> 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 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.

INTERNATIONAL COMPARABILITY

The unit standards in this qualification have been developed with due consideration of international standards for the same level of learning and application. Specific comparisons have been made with the standards of New Zealand, Australia and Scotland.

New Zealand

Relevant registered Unit Standards in New Zealand that relate to the present qualification include:

> Explain rudimentary principles of sound and electronics in relation to performing arts technology, leve 1, 2 credits.
> Demonstrate knowledge and skills in make up design and application for a stage production, level 3, 6 credits.
> Describe the operation of public address and recording systems for a performing arts situation, level 3, 2 credits.
> Develop a set design concept and model for stage production, level 3, 6 creditf
> Develop costume design concept and presentation drawings for stage production level 3, 6 credits.
> Operate a MIDI system for a performing arts situation, level 3, 3 credits.
> Operate a recording system for a performing arts situation, level 3, 2 credits
> Operate and maintain a public address system for a performing arts situation, level 3, 2 credits.

Australia

Technical production qualifications ranging from a first Certificate, to an advanced Diploma are registered in Australia. Most relevant to the present qualification are the following Australian qualifications:

> Certificate III in Entertainment (Set Manufacture)
> Certificate III in Entertainment (Props Manufacture)
> Certificate III in Entertainment (Lighting Operations)
> Certificate III in Entertainment (Sound Operations)
> Certificate III in Entertainment (Audiovisual Operations)

There are around 40 units of competency in these qualification packages that resemble those of the present qualification (for example: Prepare, rig, test and modify lighting equipment, Operate audiovisual equipment):

Scotland

The following Scottish qualifications, with their units, relate to the South African National Certificate: Live Event Technician (level 4)

> Sound Direction (Live Performance) Level 4 (Qualification), Align and equalise a PA sound system (Example of Unit).
> Sound Direction (Live Performance) Level 3 (Qualification), Rig and position sound equipment to specification (Example of Unit).
> Lighting (Live Performance) Level 3 (Qualification), Plot and rehearse lighting states (Example of Unit).
> Costume (Live Performance) Level 4 (Qualification), Ensure our own actions reduce risks to health and safety in the workplace (Example of Unit).

Overall Comparison

There is vast congruence between the qualifications reviewed here and the South African qualification (although the titles of unit standards may, at times, mask the similarities). In the New Zealand, Australian and Scottish qualifications, the unit standards / competency standards often specify the type of equipment that is to be set-up, operated, and disassembled, whereas the South African Qualification concentrates on the competencies required to perform activities; the range statements of the unit standards stating the equipment category opinions, so that a learner can choose the equipment type most relevant to this field of interest.

One area of difference that occurs between the South African the Scottish qualifications is the mandatory and the elective content. Whereas the Scottish qualifications have mandatory "business" units (for e.g. Support efficient use of resources") and elective technical units, the South African qualification, for most part, addresses technical competencies in the Core / mandatory component and supplementary aspects (such as business) in the elective component.

ARTICULATION OPTIONS

This qualification will allow horizontal articulation with any Further Education and Training Certificate (NQF Level 4) through the Fundamental component. Also, upward vertical articulation is possible with a diploma in Live Event Technical Production (NQF Level 5) and a National Certificate in Operations Management (NQF Level 5).

MODERATION OPTIONS

The learning provider must provide internal and external moderation and all assessments must be moderated by the relevant ETQA

Anyone assessing a learner against the qualification and unit standards must be registered as an assessor with the relevant ETQA by SAQA.

Any institution offering learning that will enable achievement of the qualification and unit standards or will assess the qualification and unit standards must be accredited as a provider with the relevant ETQA.

Moderation of assessment will be overseen by 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 candidates for the qualification or any of the unit standards that make up this qualification. The assessor must have contextual competence in the form of a qualification or relevant experience related to the qualification and unit standards against which assessments will be conducted.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

NOTES

N/A

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	110075 Apply basic fire fighting techniques	Level 1	3	Registered
Core	9965 Render basic first aid	Level 2	3	Registered
Core	114508 Pack equipment, material and tools	Level 3	7	Draft - Prep for P Comment
Core	114510 Load equipment, material and tools	Level 3	7	Draft - Prep for P Comment
Core	114511 Set-up and strike equipment, material and tools	Level 4	15	Draft - Prep for P Comment
Core	114514 Maintain equipment and tool parts	Level 4	15	Draft - Prep for P Comment
Core	15096 Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5	Registered
Core	114516 Operate (apply) equipment, material and tools	Level 5	15	Draft - Prep for P Comment
Core	114518 Co-ordinate the use of equipment, material and tools	Level 5	15	Draft - Prep for P Comment
Elective	10013 Identify and utilise marketing resources to meet objectives	Level 4	4	Registered
Elective	10385 Develop a business plan for a small business	Level 4	5	Registered
Elective	10386 Investigate the possibilities of establishing and running a small business enterprise (SMME)	Level 4	3	Registered
Elective	10387 Investigate ways of managing financial risk in own lives	Level 4	6	Registered
Elective	10388 Interpret basic financial statements	Level 4	3	Registered
Elective	13948 Negotiate an agreement or deal in an authentic work situation	Level 4	5	Registered
Fundamental	7547 Operate a personal computer system	Level 2	6	Reregistered
Fundamental	14108 Measure, estimate, calculate physical quantities, explore, describe and represent, interpret, justify geometrical relationships in 2 & 3-dimensional space relevant to the life or workplace of the comm	Level 3	4	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

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UNIT STANDARD: 1

Identify job opportunities within the performing arts industry

SAQA US ID	UNIT STANDARD TITLE		
114546	Identify job opportunities within the performing arts industry		
SGB NAME		**ABET BAND**	**PROVIDER NAME**
SGB Performing Arts		Undefined	
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**	
Culture and Arts		Performing Arts	
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
CUL-PAR-0-ISGB 00-02	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify the key role-players in the performing art's industry for own career-path planning.

SPECIFIC OUTCOME 2

Investigate education and career opportunities in the performing arts.

SPECIFIC OUTCOME 3

Develop entrepreneurial skills, knowledge, attitudes and values.

SPECIFIC OUTCOME 4

Reflect on own career path in the performing arts.

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UNIT STANDARD: 2

Load equipment, material and tools

SAQA US ID	UNIT STANDARD TITLE				
114510	Load equipment, material and tools				
SGB NAME		ABET BAND	PROVIDER NAME		
SGB Performing Arts		Undefined			
FIELD DESCRIPTION		SUBFIELD DESCRIPTION			
Culture and Arts		Performing Arts			
UNIT STANDARD CODE	UNIT STANDARD TYPE		NQF LEVEL		CREDITS
CUL-PAR-0-ISGB 00-02	Regular		Level 3		7

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare and load vehicles for safe and secure transport of equipment, material and tools.

SPECIFIC OUTCOME 2

Prepare and transport equipment, material and tools for safe and secure arrival at destination.

SPECIFIC OUTCOME 3

Prepare and unload vehicles according to industry norms and standards.

SPECIFIC OUTCOME 4

Ensure effective operation of transport vehicles to promote optimal use of resources.

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UNIT STANDARD: 3

Pack equipment, material and tools

SAQA US ID	UNIT STANDARD TITLE			
114508	Pack equipment, material and tools			

SGB NAME		ABET BAND	PROVIDER NAME	
SGB Performing Arts		Undefined		

FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Performing Arts	

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 3	7

Specific Outcomes:

SPECIFIC OUTCOME 1

Collate equipment, material and tools and their respective ancillary equipment into complete units.

SPECIFIC OUTCOME 2

Pack and unpack technical production equipment, material and tools safely and securely.

SPECIFIC OUTCOME 3

Dispatch containers to various designated and suitable holding areas.

SPECIFIC OUTCOME 4

Effect general maintenance on technical production equipment to ensure optimal functioning.

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UNIT STANDARD: 4

Practice performance form

SAQA US ID	UNIT STANDARD TITLE			
114550	Practice performance form			

SGB NAME		ABET BAND	PROVIDER NAME	
SGB Performing Arts		Undefined		

FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Performing Arts	

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Explore a text, role or character.

SPECIFIC OUTCOME 2

Use personal resources and skills to become competent in a performance form.

SPECIFIC OUTCOME 3

Use basic elements of stagecraft in practising a performance form.

SPECIFIC OUTCOME 4

Co-operate with others in a rehearsal process.

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UNIT STANDARD: 5

Analyse performance texts in context

SAQA US ID	UNIT STANDARD TITLE			
114551	Analyse performance texts in context			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Performing Arts		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Culture and Arts		Performing Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 4		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify elements of performance texts and their contexts.

SPECIFIC OUTCOME 2

Compare performance texts and their contexts.

SPECIFIC OUTCOME 3

Research performance texts and their contexts.

SPECIFIC OUTCOME 4

Evaluate choices in own performance work and in that of others.

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UNIT STANDARD:　　　　6

Conceptualise performance texts and performances

SAQA US ID	UNIT STANDARD TITLE			
114543	Conceptualise performance texts and performances			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Performing Arts		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Culture and Arts		Performing Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 4		8

Specific Outcomes:

SPECIFIC OUTCOME 1

Research concepts related to performances and performance texts.

SPECIFIC OUTCOME 2

Select concept for a performance.

SPECIFIC OUTCOME 3

Select skills and resources in order to bring concept to fruition.

SPECIFIC OUTCOME 4

Analyse own personal, collective, cultural and artistic choices in regard to a performance.

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UNIT STANDARD: 7

Create original performances

SAQA US ID	UNIT STANDARD TITLE				
114548	Create original performances				
SGB NAME		**ABET BAND**	**PROVIDER NAME**		
SGB Performing Arts		Undefined			
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**			
Culture and Arts		Performing Arts			
UNIT STANDARD CODE	**UNIT STANDARD TYPE**		**NQF LEVEL**		**CREDITS**
CUL-PAR-0-ISGB 00-02	Regular		Level 4		12

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse approaches to the creation of original performance.

SPECIFIC OUTCOME 2

Implement process of creative engagement.

SPECIFIC OUTCOME 3

Craft performance text.

SPECIFIC OUTCOME 4

Evaluate final product pre-performance.

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UNIT STANDARD: 8

Design aspects for performances

SAQA US ID	UNIT STANDARD TITLE			
114552	Design aspects for performances			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Performing Arts		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Culture and Arts		Performing Arts		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
CUL-PAR-0-ISGB 00-02	Regular	Level 4		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse the contribution made by all design elements to a performance.

SPECIFIC OUTCOME 2

Assess the design needs and resources for a performance with regard to TWO design aspects.

SPECIFIC OUTCOME 3

Conceptualise design elements for use in a performance with regard to TWO design aspects.

SPECIFIC OUTCOME 4

Use skills, techniques and technologies to apply design elements in performance.

SPECIFIC OUTCOME 5

Work in a team to realise the design for a performance.

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UNIT STANDARD: 9

Direct performances

SAQA US ID	*UNIT STANDARD TITLE*				
114549	Direct performances				
SGB NAME		*ABET BAND*	*PROVIDER NAME*		
SGB Performing Arts		Undefined			
FIELD DESCRIPTION		*SUBFIELD DESCRIPTION*			
Culture and Arts		Performing Arts			
UNIT STANDARD CODE	*UNIT STANDARD TYPE*		*NQF LEVEL*		*CREDITS*
CUL-PAR-0-ISGB 00-02	Regular		Level 4		12

Specific Outcomes:

SPECIFIC OUTCOME 1

Use a text for Performance.

SPECIFIC OUTCOME 2

Guide people to performing.

SPECIFIC OUTCOME 3

Manage rehearsal and performance process.

SPECIFIC OUTCOME 4

Articulate clear direction and ideas.

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UNIT STANDARD: 10

Maintain equipment and tool parts

SAQA US ID	UNIT STANDARD TITLE				
114514	Maintain equipment and tool parts				
SGB NAME		**ABET BAND**	**PROVIDER NAME**		
SGB Performing Arts		Undefined			
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**			
Culture and Arts		Performing Arts			
UNIT STANDARD CODE	**UNIT STANDARD TYPE**		**NQF LEVEL**		**CREDITS**
CUL-PAR-0-ISGB 00-02	Regular		Level 4		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for the maintenance of equipment and tool parts relevant to technical production.

SPECIFIC OUTCOME 2

Dissemble and repair or replace equipment and tool parts to promote optimal functioning of the unit.

SPECIFIC OUTCOME 3

Assemble equipment and tools into a integral, functional unit.

SPECIFIC OUTCOME 4

Assess success of maintenance on the components and the integrated unit.

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UNIT STANDARD: 11

Operate digital recording software

SAQA US ID	UNIT STANDARD TITLE				
114559	Operate digital recording software				
SGB NAME			**ABET BAND**	**PROVIDER NAME**	
SGB Performing Arts			Undefined		
FIELD DESCRIPTION			**SUBFIELD DESCRIPTION**		
Culture and Arts			Performing Arts		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**		**NQF LEVEL**		**CREDITS**
CUL-MUS-0-ISGB 00-02	Regular		Level 4		8

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare audio recording set-up for a digital recording.

SPECIFIC OUTCOME 2

Record a MIDI track using MIDI recording software.

SPECIFIC OUTCOME 3

Control playback with digital recording software.

SPECIFIC OUTCOME 4

Edit MIDI and audio tracks with digital recording software.

SPECIFIC OUTCOME 5

Arrange tracks with digital recording software.

SPECIFIC OUTCOME 6

Synchronise digital recording software to specified time code.

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UNIT STANDARD:　　　　　　　　　　　12

Perform arts administration functions

SAQA US ID	UNIT STANDARD TITLE		
114554	Perform arts administration functions		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Performing Arts		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Culture and Arts		Performing Arts	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Assess the needs and resources required for a performance.

SPECIFIC OUTCOME 2

Strategic planning for the performance within a team is undertaken to optimise a given performance.

SPECIFIC OUTCOME 3

Implement audience development, publicity and marketing measures within a team.

SPECIFIC OUTCOME 4

Manage finances for a performance.

SPECIFIC OUTCOME 5

Work within an administrative team towards a performance.

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UNIT STANDARD: 13

Perform performance form

SAQA US ID	UNIT STANDARD TITLE				
114542	Perform performance form				

SGB NAME		ABET BAND	PROVIDER NAME		
SGB Performing Arts		Undefined			

FIELD DESCRIPTION		SUBFIELD DESCRIPTION			
Culture and Arts		Performing Arts			

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 4	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Interpret a text, role or character for performance purposes.

SPECIFIC OUTCOME 2

Utilise personal resources and skills for performance purposes.

SPECIFIC OUTCOME 3

Fulfil the technical demands of a performance.

SPECIFIC OUTCOME 4

Co-operate with others in an ensemble for performance purposes.

SPECIFIC OUTCOME 5

Present performance forms using effective technologies and performance conventions.

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UNIT STANDARD: 14

Practice physical techniques for communication in performance

SAQA US ID	UNIT STANDARD TITLE				
114547	Practice physical techniques for communication in performance				
SGB NAME			ABET BAND	PROVIDER NAME	
SGB Performing Arts			Undefined		
FIELD DESCRIPTION			SUBFIELD DESCRIPTION		
Culture and Arts			Performing Arts		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL		CREDITS
CUL-PAR-0-ISGB 00-02		Regular	Level 4		20

Specific Outcomes:

SPECIFIC OUTCOME 1

Develop and maintain physical [and vocal] health in preparation for performance communication.

SPECIFIC OUTCOME 2

Control physical [and vocal] characteristics for communication and expression

SPECIFIC OUTCOME 3

Prepare the body and mind for performance

SPECIFIC OUTCOME 4

Develop physical strength and flexibility for performance.

SPECIFIC OUTCOME 5

Identify and rehearse physical techniques necessary for current performance genres and styles.

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UNIT STANDARD: 15

Set-up and strike equipment, material and tools

SAQA US ID	UNIT STANDARD TITLE		
114511	Set-up and strike equipment, material and tools		
SGB NAME		**ABET BAND**	**PROVIDER NAME**
SGB Performing Arts		Undefined	
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**	
Culture and Arts		Performing Arts	
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
CUL-PAR-0-ISGB 00-02	Regular	Level 4	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare and collate equipment, material and tools for set-up and strike of equipment, material.

SPECIFIC OUTCOME 2

Set up equipment for effective and efficient use.

SPECIFIC OUTCOME 3

Dismantle and remove equipment, material and tools, with regard for the equipment

SPECIFIC OUTCOME 4

Effect general maintenance on equipment, material and tools used in technical production.

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UNIT STANDARD:　　　　　　　16

Stage manage performances

SAQA US ID	UNIT STANDARD TITLE			
114553	Stage manage performances			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Performing Arts		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Culture and Arts		Performing Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 4		8

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the contribution made by the stage manager to a performance

SPECIFIC OUTCOME 2

Liaise with all members of the production team to promote the achievement.

SPECIFIC OUTCOME 3

Prepare the space and the stage management tools for use during rehearsals and performance.

SPECIFIC OUTCOME 4

Perform stage management functions effectively.

SPECIFIC OUTCOME 5

Work in a team to realise the performance.

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UNIT STANDARD: 17

Use audience responses in performing

SAQA US ID	UNIT STANDARD TITLE				
114545	Use audience responses in performing				
SGB NAME			**ABET BAND**	**PROVIDER NAME**	
SGB Performing Arts			Undefined		
FIELD DESCRIPTION			**SUBFIELD DESCRIPTION**		
Culture and Arts			Performing Arts		
UNIT STANDARD CODE		**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
CUL-PAR-0-ISGB 00-02		Regular	Level 4		5

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify the composition and attitude of audiences present at a performance.

SPECIFIC OUTCOME 2

Analyse audience responses during and after performance.

SPECIFIC OUTCOME 3

Hone the performance to elicit the intended effect from the audience.

SPECIFIC OUTCOME 4

Evaluate audience response to own and other's performances.

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UNIT STANDARD: 18

Co-ordinate the use of equipment, material and tools

SAQA US ID	UNIT STANDARD TITLE			
114518	Co-ordinate the use of equipment, material and tools			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Performing Arts		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Culture and Arts		Performing Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 5		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Interpret technical/design drawings and associated equipment, material and tools lists.

SPECIFIC OUTCOME 2

Connect equipment into an integral unit which functions to meet the desired production outcome.

SPECIFIC OUTCOME 3

Disassemble equipment, material and tools when necessary, in preparation for packing or storage.

SPECIFIC OUTCOME 4

Store, clean, adjust and repair equipment, material and tools to prolong lifespan.

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UNIT STANDARD: · 19

Operate (apply) equipment, material and tools

SAQA US ID	UNIT STANDARD TITLE			
114516	Operate (apply) equipment, material and tools			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Performing Arts		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Culture and Arts		Performing Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
CUL-PAR-0-ISGB 00-02	Regular	Level 5		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare equipment, materials, tools and self for a live event.

SPECIFIC OUTCOME 2

Set-up equipment plot-schedules, in preparation for a live event.

SPECIFIC OUTCOME 3

Use technical production equipment, material and tools in live events.

SPECIFIC OUTCOME 4

Store, clean, adjust and repair equipment, material and tools in preparation for future use.