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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

Visual 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.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 28 November 2004**. All correspondence should be marked **Standards Setting – SGB for Visual Arts** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Qualification Title: National Certificate in Craft Operational Management (NQF Level 5)
NQF Level: 5
Total credits: 145 (minimum)
Fundamental Component: 42 credits
Core Component: 95 credits
Elective Component: 8 credits
Field: Culture and Arts
Sub-Field: Visual Art

Rationale

Legacies of the past resulted in many practitioners within the Craft sector in South Africa 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 Operational Management (NQF Level 5) based on unit standards will allow learners the opportunity to reach their full potential of advancement within formal education and will also allow for the recognition of prior learning. In small, medium, and micro craft enterprises (SMMEs) this person is responsible for all functions within the enterprise where in other organisations the focus is more on the operational actions only. Craft can include all fields that refer to craftsmanship, such as furniture making.

This qualification reflects the need of people within the craft sector both now and for the future. This qualification prepares learners for the National Certificates in Art, Craft and Design on the NQF level 6. 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.

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 entrepreneurial, event, marketing management and product development, or have their competence recognised, as previously these competencies were not formally acknowledged. Learners can also obtain national recognition through a process of RPL. People credited with this qualification are able to operate in the craft sector. The qualification will thus enhance productivity within the Arts and Craft industry.

The qualification is designed to be flexible and accessible so that people are able to consistently

demonstrate the competencies required for 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, event management, enterprise and marketing.

Learners credited with this qualification are capable of:

- Communicating in variety of ways to manage a craft enterprise
- Controlling and maintaining administrative and financial records
- Managing the implementation of design
- Supervising production processes of craft products
- Positioning a craft enterprise in an optimal location
- Managing human resources to promote an optimal level of productivity
- Strategising and planning for the sustainability and growth of a craft enterprise

Qualifying learners are also capable of:

- Supporting human resource management compassionately and/or in accordance with legislation OR
- Developing advanced business and marketing strategies OR
- Managing the exportation of Art and Culture products OR
- Facilitating learning in arts and culture modules and programmes.

Rules of combination

All the Fundamental Component Unit Standards are compulsory **(42 credits)**.

All the Core Component Unit Standards are compulsory **(95 credits)**.

For the Elective Component learners are required to attain **8 credits** out of **30 credits**

Access to the qualification

This qualification is open to anyone. It is advisable that learners should already have attained the competencies reflected under "Learning assumed to be in place" before embarking on learning towards this qualification. The exact starting point depends on the available resources for learning.

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 and language (NQF Level **4**).
- Mathematic literacy (NQF Level **4**).
- Craft enterprise (NQF Level **4**).

Exit Level Outcomes and Associated Assessment Criteria

Exit Level Outcomes	Associated Assessment Criteria
Fundamental	
Communicate in variety of ways to manage a craft enterprise	<ul style="list-style-type: none"> • Resources are be procured through appropriate communication • Prices for materials and resources are negotiated • Tender documents are completed according to requirements • Networking is done by means of appropriate communication
Control and maintain administrative and financial records	<ul style="list-style-type: none"> • A suitable documentation and administrative system appropriate for craft enterprise is designed • Records are kept according to General Acceptable Accounting principles • Legal principles pertaining to the craft operation enterprise are adhered to • Craft products are cost and priced to be competitive and sustainable

Exit Level Outcomes	Associated Assessment Criteria
	<ul style="list-style-type: none"> • Calculations are performed to maintain sustainability • Financial controls including operational budgets, cash flow budget are designed for the craft enterprise
Core	
Manage the implementation of designs	<ul style="list-style-type: none"> • Craft products are managed for a sustainable enterprise • Product designs are related to production process • Selected product design are implemented into a production line according to design specifications • Designs are implemented in an efficient way
Supervise production processes of craft products	<ul style="list-style-type: none"> • The layout of production line (equipment and floor) are researched and customised to the needs of the production process • Manufacturing processes are optimally adapted for final assembly and outsourcing is matched to the production requirements • Manufacturing and retail stock are managed and controlled in order to prevent delays and stock losses • The operating cycle of the craft production process makes provision for seasonal variations
Position a craft enterprise in an optimal location	<ul style="list-style-type: none"> • Location and facilities are researched to suit the needs of the specific craft business • A Craft Exhibition / event is designed and executed to achieve the desired result • Branding is included in the design of a marketing campaign to establish a sustainable enterprise
Manage human resources to promote an optimal level of productivity	<ul style="list-style-type: none"> • An enterprise team is recruited, selected and placed to optimally match the Human Resource needs • Training needs are identified for the entire enterprise team by means of a SWOT analysis • Human Resource contracts are customised to suit needs of the craft enterprise
Strategise and plan for the sustainability and growth of a craft enterprise	<ul style="list-style-type: none"> • Strategic plans are put in place to improve the craft enterprise • Quality control and inspection systems are put in place, which allows for checks and balances • Production and sales growth are in line with the strategic plan of the enterprise • The procurement of export contracts is researched using reliable and valid methods • The need of subcontractors is identified, accurately
Elective (achievement of one outcome is required)	
Support human resource management compassionately and /or in accordance with legislation	<ul style="list-style-type: none"> • Employees are counselled as required and referrals made where appropriate • Organisational rights are protected according to the Labour relations Act • Employees rights are adhered to in accordance with the Labour relations Act • Safe and environmentally friendly work practices are implemented
Develop advanced business and marketing strategies	<ul style="list-style-type: none"> • The business objectives of an organisation are identified and an indication is given of how the achievement of business objectives is measured • Business strategy is effectively communicate in a small business • The target market is identified and accurately defined • Products are optimally positioned in the market place
Facilitate learning in arts and culture modules and	<ul style="list-style-type: none"> • Varied teaching strategies are used and adjusted to learners' needs and differences • Effective communication to aid learning

Exit Level Outcomes	Associated Assessment Criteria
programmes	<ul style="list-style-type: none">• Learning and teaching in the classroom is managed, administered and coordinated• Learners are motivated, empowered and challenged to achieve their maximum potential
Manage the exportation of Art and Culture products	<ul style="list-style-type: none">• Exportation of products are comprehensively planned• Providers of international logistics services and modes of transport are selected which are the most appropriate• Payment terms are negotiated with foreign buyers and trade finance arranged, effectively• Statutory requirements (customs, port, health, import control) are complied with

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 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. 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 (comparable to the 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 that cover what is in this qualification:

Title	Credits	Level
Research the changing use of craft, art, and design images and objects	2	2
Explore processes to generate and develop ideas and solve problems in craft; art and design practice	8	3
Make a presentation about own art work using audio visual equipment	3	3
Research the relationships between culture and craft and art making	5	3
Explore and identify design process within craft and art design practice	4	4
Explore communication and presentation methods for craft, art, and design work	7	4
Explore procedures to produce craft, art, and design work	25	4
Explore qualities of materials within craft and art design process	4	4
Research and explore design fundamentals within craft and art design practice	4	4
Research origins and use craft, art, and design media to communicate self identity	7	4
Research the environmental impact of craft, art, and design production	7	4
Research the relationships between people, the world, and craft and art making	7	4
Explain current tax laws as they apply to a practising artist	3	5
Explore and apply design fundamentals within craft and art design practice	8	5
Identify and apply design process within craft and art practice	8	5
Maintain a healthy and safe working environment for craft, art, and design group practices	20	5
Practise communication and presentation techniques for craft, art, and design work	4	5
Prepare and maintain materials to produce craft, art, and design work	20	5
Prepare funding applications to fund art projects	3	5
Produce artist statements	3	5
Research and communicate influences on craft, art, and design practices	12	5
Research resource issues relating to the use of materials for producing craft, art, and design work	4	5
Research the relationship between craft, artist and society	12	5
Use craft, art, design media, techniques, and equipment	20	5
Analyse, implement, and evaluate design process and principles within craft and art practice	16	6
Communicate intentions through presentation of craft, art, and design work	4	6
Examine exhibition and commission contracts in terms of art practice	4	6
Examine marketing strategies for craft, art, and design work	4	6
Identify legal practices relating to craft, art, and design practices	4	6
Install site specific display of own art work	4	6

Manage financial practices for craft, art, and design projects	4	6
Participate in a craft, art, and design project team	9	6
Produce an analysis of copyright law in terms of visual arts practice	3	6
Produce craft, art, and design work to communicate influences on personal identity	9	6
Research resource issues that impact on craft, art, and design practice in Aotearoa-New Zealand	4	6
Research the relationship between craft, art, and design, society and personal practice	9	6
Analyse the context of personal craft, art, and design work and practice	9	7
Develop marketing strategies and prepare and evaluate a craft, art, and design marketing plan	5	7
Initiate craft, art, and design management goals and objectives	5	7
Manage a craft, art, and design project team	9	7
Produce a body of craft, art, and design work which communicates personal kaupapa	30	7
Research and utilise community and administration structures for craft, art, and design funding	5	7
Research power structures and produce work on global issues that impact on personal ideology	5	7
Use presentation to promote and communicate as part of craft, art, and design practice	5	7

integrated assessment

The assessment criteria in the unit standards are performance-based, assessing applied competence rather than only knowledge, or skills. In addition, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to the environmental conditions in occupational contexts, to qualify. Evidence is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and thus its purpose, at the time of the award of the qualification. Workplace experience can be recognised when assessing towards this qualification.

Recognition of prior learning (RPL)

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A qualification will be awarded should a learner demonstrate that the exit level outcomes of the qualification have been attained.

Articulation possibilities

This qualification provides articulation opportunities (vertical upward, vertical downward and horizontal) with a range of qualifications in the art, craft and design areas; and especially through fundamentals of other NQF qualifications.

Moderation options

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification.

Particular moderation and accreditation requirements are:

- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA accredited by SAQA.
- The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.
- Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant **ETQA** policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification.
- Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.
- Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

Criteria for assessors

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant **ETQA** must carry out the assessment of learners for the qualification and any of the Unit Standards that make up this qualification.

To register as an assessor, the following are required:

- Detailed documentary proof of relevant qualifications, practical training completed, and experience gained
- NQF recognised assessor credit

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

- 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. Remember that the learner needs to be declared competent in terms of the qualification purpose and exit level outcomes.
- Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Make sure evidence is gathered across the entire range, wherever it applies.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification,
- Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of qualification.

All assessments should be conducted in line with the following well-documented principles:

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

Learning components

Component	Level 4	Level 5	Level	Credits	Unit Standard Title	Level	Credits
Fundamental	Unit Standard Title	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits
	Cost and price a product (114737)	Tender for Art and Culture projects (New)	4	6		5	7
	Record Business Financial Transactions (114736)	Generate resources for projects (New)	4	5		5	6
	Perform Financial Planning and Control Functions for a Small Business (114738)	Procure and buy stock in a craft enterprise (New)	4	6		5	4
		Comply with legal requirements and understand implications in a craft enterprise (New)				5	8
Total			4	17		5	25
Core	Develop, implement and monitor a quality policy for a new venture (114588)	Research and generate ideas for craft exhibitions (New)	4	4		5	6
	Plan strategically to improve business performance. (114585)	Research and apply techniques for application to spatial design (New)	4	4		5	6
	Manage individual and team performance (11473)	Conceive, develop and realise exhibition designs (New)	4	8		5	8
		Install and dismantle exhibition elements (New)				5	6
		Organise and monitor exhibition installation / dismantling (New)				5	6
		Research and identify appropriate craft products that are current in market trends (New)				5	6
		Select and implement craft product designs into production line (New)				5	8
		Set up production lines in craft operations (New)				5	6
		Network in order to source information, advice or support in order to conclude contracts for a craft enterprise (New)				5	4
		Manage Individual Careers in a Craft Enterprise (New)				5	5
		Outsource contracts to match the craft production process (New)				5	3

					Research the viability of new craft enterprise and a new venture within a craft enterprise (New)	5	7
					Develop a Marketing Plan for a Craft Enterprise (New)	5	8
Total:			4	16		5	79
Elective			4	8	Counsel workgroup members in respect of HIV/AIDS (13203)	5	3
	Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit (13952)						
	Demonstrate a basic understanding of the role of a business strategy in managing a small business or a business unit (13942)	4	5	Facilitate learning in arts and culture modules and programmes (115487)	5	10	
	Demonstrate an understanding of product positioning (10061)	4	4				
	Monitor the application of safety, health and environmental protection procedures (13224)	4	4				
	Perform the Processes and Procedures Required for the Administration of Export Transactions (11416)	4	6				
Total		4	27			5	13

New Unit Standards with Specific Outcomes: National Certificate in Craft Operational Management (NQF Level 5)

Unit Standard Title: Tender for **Art** and Culture projects. NQF Level 5, **7** credits

Specific Outcome 1: Obtain and interpret documentation for a tender

Specific Outcome 2: Perform estimations for a tender

Specific Outcome 3: Compile a tender document for a craft enterprise

Specific Outcome 4: Submit tender and review tender process

Unit Standard Title: Generate resources for projects. NQF Level 5, 6 credits

Specific Outcome 1: Develop resourcing strategies and plans for project implementation

Specific Outcome 2: Motivate for resources to implement projects

Specific Outcome 3: Record the results of resource generation for future reference

Specific Outcome 4: Reflect on the success of the resourcing strategy

Unit Standard Title: Procure and buy stock in a craft enterprise. NQF Level **5, 4** credits

Specific Outcome 1: Establish source of supply of craft stock

Specific Outcome 2: Issue order for craft stock and prepare and/or verify relevant documentation

Specific Outcome 3: Negotiate profitable and acceptable conditions and develop relationships that will ensure effective supply of craft stock to the business

Specific Outcome 4: Evaluate current suppliers against the supplier specification and performance

Unit Standard Title: Comply with legal requirements and understand implications in a craft enterprise. NQF Level 5, **8** credits

Specific Outcome 1: Understand and apply legal implications of different forms of ownership

Specific Outcome 2: Implement required procedures and essential documentation in starting a craft enterprise.

Specific Outcome 3: Use, interpret and comply with legislation, rules and legal documentation to ensure compliance with legal & organisational requirements

Specific Outcome 4: Apply the financial elements and implications of an employment contract.

Specific Outcome 5: Explain and implement the role of the manager in ensuring that employees honour their responsibilities to the employer.

Unit Standard Title: Research and generate ideas for craft exhibitions. NQF Level 5, 6 credits

Specific Outcome 1: Identify and evaluate audience needs and opportunities

Specific Outcome 2: Conduct research for exhibition content and context

Specific Outcome 3: Generate ideas for exhibitions concept

Unit Standard Title: Research and apply techniques for application to spatial design. NQF Level 5, 6 credits

Specific Outcome 1: Interpret the brief for spatial design

Specific Outcome 2: Organize resources for spatial design

Specific Outcome 3: Test design approaches for spatial design

Specific Outcome 4: Make a model or aspect of the design

Unit Standard Title: Conceive, develop and realise exhibition designs. NQF Level **5, 8** credits

Specific Outcome 1: Interpret the brief or client specification

Specific Outcome 2: Conduct and evaluate research for the design process

Specific Outcome 3: Generate and assess the ideas

Specific Outcome 4: Develop and document the design

Specific Outcome 5: Communicate design ideas and make amendments

Specific Outcome 6: Liaise with others to implement exhibition

Unit Standard Title: install and dismantle exhibition elements. NQF Level 5, **6** credits

Specific Outcome 1: Establish and confirm exhibition specifications

Specific Outcome 2: Prepare exhibition site

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Qualification Title: Further Education and Training Certificate in Design Foundation (NQF Level 4)
NQF Level: **4**
Credits: 141 (minimum)
Fundamental Component: **56** credits
Core Component: **75** credits
Elective Component: 10 credits
Field: NSB **02**: Culture and Arts
Sub-field: Visual Arts

Rationale

The Further Education and Training Certificate in Design Foundation (NQF Level **4**) is aimed at providing a foundation of generic competencies in design, allowing learners to explore different design fields in the creative industries. Such a foundation will improve the results of education and training yielded by of the previous system in South Africa.

The qualification provides a foundation that will give greater access to academically unprepared entrants into an extremely wide range of design career choices. The qualification will thus benefit the learner by empowering him/her to function in a variety of design and media technology disciplines in South Africa.

The introduction of a Further Education and Training Certificate in Design Foundation (NQF Level 4) based on unit standards will allow learners the opportunity to reach their full potential of advancement within formal education and will also allow for the recognition of prior learning. This qualification provides learners with access to qualifications in Design at NQF levels 5 and **6**. This will enable learners to pursue different career paths within the culture and arts sector and contribute towards the economic sustainability and improvement of the design environment.

Purpose of the qualification

The purpose of this qualification is to provide a foundation for a variety of design-orientated fields, in that the learner gains competencies in the generic processes of various design specialisations.

The qualification formalises sets of competence and combinations of systems to help to accumulate expertise in this area of learning. Experiential knowledge is an important aspect of this qualification, as its application reaches across different fields, assisting in accelerating the learning of people who may have previously been denied opportunities in formal training or employment. An important part of achieving this qualification is for the learner to explore and experiment.

If lessons can be learned, documented and applied, a contribution will be made to building the discipline of design, as well as an integrated national framework for learning achievements, which is one of the primary objectives of the NQF. Learners credited with this qualification are capable of:

- Reflecting on own and others work in context
- Using mathematics in practical application
- Reading and interpreting visual images
- Developing yourself in a design career
- Producing a range of design works
- Exploring and communicating with a variety of mediums, media, processes and techniques

Qualifying learners are also capable of:

- Using new media technology OR
- Developing designs for marketable craft product ranges OR
- Designing aspects for performance OR
- Working in a business environment

Access to the qualification

Access to this qualification is open.

Learning assumed to be in place

Learning assumed to be in place for this qualification is the fundamental competencies in the areas of communication, mathematic literacy and life skills at NQF Level 3 of the Further Education and Training Band.

Learners are also assumed to have attained competence in the area of Culture and Arts at NQF Level 1 of the General Education and Training Band.

Learners are also assumed to have attained competence in the area of computer literacy in the areas of developing word processing documents, spreadsheets, using a personal computer operating system and ability to use the World Wide Web with electronic mailing.

Rules of combination

All the Fundamental Component Unit Standards are compulsory (56 credits).

All the Core Component Unit Standards are compulsory (75 credits).

For the Elective Component learners are required to attain 10 credits out of 46 credits

Exit level outcomes and associated assessment criteria

Exit Level Outcomes	Associated Assessment Criteria
Fundamental and Core	
Reflect on own and others' work in context	Work has been contextualised appropriately Work has been interpreted appropriately Reflections are valid and substantive Verbal descriptions and explanations are valid and successful Written descriptions and explanations are valid and appropriate Written descriptions and explanations are clear and logical
Reading and interpreting visual images	Interpretation and reading of a variety of images is valid and substantive Interpretation and reading is contextualised appropriately Explanations and descriptions are appropriate and valid Interpretation and reading of visual language is appropriate to the level of study Use of visual and verbal vocabulary is appropriate to the context Interpretations and readings are original and appropriate

Exit Level Outcomes	Associated Assessment Criteria
Develop yourself for a design career	<p>identification and selection of career opportunities are relevant and appropriate</p> <p>Descriptions of self and own strengths and weaknesses is relevant and appropriate</p> <p>Appropriate information gathering techniques have been utilised successfully</p> <p>Time was effectively utilised</p>
Produce a range of design works	<p>Wide range of demonstrated conceptual skills are of appropriate depth to the level of study</p> <p>Level of finish is appropriate to the level of study</p> <p>A range of problem solving techniques have been used successfully to create valid solutions to the brief</p> <p>Explanations and descriptions of the various visual and conceptual components are accurate and appropriate</p> <p>Range of work demonstrates the successful use of a variety of techniques and processes exploring a number of design disciplines and contexts</p> <p>Range of works is appropriate to the level of study</p>
Explore and communicate with a variety of mediums, media, processes and techniques	<p>Exploration of a wide variety of media and mediums has led to clear and appropriate communication</p> <p>Processes of exploration demonstrate appropriate development as well as appropriate problem solving skills</p> <p>Demonstration of relevant skills pertinent to the media and mediums (including computer) is appropriate and contextualise</p> <p>Descriptions and explanations of elements and processes are accurate, appropriate and substantive</p> <p>Descriptions and interpretations of target markets and accurate and valid</p>
Using mathematics in practical application	<p>Use knowledge of numbers and their relationships affecting the visual communication sector to investigate a range of different contexts which include financial aspects of personal, business and national issues</p> <p>Recognise, interpret, describe and represent various functional relationships to solve problems in the visual communication context</p> <p>Measure using appropriate instruments, to estimate and calculate physical quantities, and to interpret, describe and represent properties of and relationships between 2-dimensional and 3-dimensional objects in a variety of orientations and positions within the visual communication context</p> <p>Collect, summarise, display and analyse data and to apply knowledge of statistics of probability to communicate, justify, predict and critically interrogate findings and draw conclusions on information in the visual communication context</p>
Elective (one exit outcome)	Associated Assessment Criteria
Use new media technology	<p>Computer-generated images were produced and printed</p> <p>Word processing documents were produced using basic functions.</p> <p>Computer-aided presentations were produced through using basic functions.</p>
Develop marketable craft product ranges	<p>Design components of prototypes were interpreted, identified and supplied.</p> <p>Marketable ranges of craft products were developed</p> <p>Craft product ranges were assessed.</p>
Design aspect for performances	<p>The design needs and resources for a performance, as provided by the text, director, context of performance, performance space were assessed</p> <p>The contribution made by different aspects of performance technology</p>

Exit Level Outcomes	Associated Assessment Criteria
	to effective performance was analysed Design elements for use in a performance were conceptualised Apply skills, techniques and technologies of the design elements in performance effectively.
Work in a business environment	A business plan is presented in a form that would be generally acceptable for a business. Actual performances of an organisation against budget were performed. Personal effectiveness in a business environment is achieved .

International comparability

A comprehensive search for similar qualifications in other countries in Africa yielded no results.

Australia has two qualifications that compares closely to this qualification:

- Certificate III in Design Fundamentals, and
- Certificate IV in Design

Certificate III in Design Fundamentals:

This qualification contains the following units that correlate closely with the South African Further Education and Training Certificate in Design Foundation (NQF Level 4)

- Develop, refine and communicate concept for own work
- Follow health safety and security procedures
- Produce drawings to represent and Communicate the concept
- Source and apply design industry knowledge
- Apply the design process to 2-dimensional work in response to a brief
- Apply the design process to 3-dimensional work in response to a brief

Certificate IV in Design

The following units that correlates closely with this qualification:

- Originate concept for own work and conduct critical discourse
- Follow health safety and security procedures
- Select and apply drawing techniques and media to represent and communicate the concept
- Source and apply design industry knowledge
- Apply the design process to 2-dimensional work in response to a brief
- Apply the design process to 3-dimensional work in response to a brief
- Interpret and respond to a brief

New Zealand also has two qualifications that closely resemble the current one. Each of these qualifications has very few (one and two respectively) units, which are listed below, under the qualifications titles

- The National Certificate in Visual Arts (Level 4)

Title	Level	Credits
Develop visual arts works from given briefs	4	60

National Diploma in Visual Arts Advanced

Title	Level	Credits
Develop a body of visual arts work from selected ideas		
Develop a body of visual arts work from independent investigation		

Scotland has an Intermediate, Level qualification in Art and Design that contain a large unit that closely resembles those of this qualification:

Demonstrate knowledge and understanding of a selected area of design
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This qualification contains Unit Standards that is comparable to those in used in other areas of the world, for a similar qualification. Furthermore, this qualification is at NQF Level 4 (below degree level), which further aligns it with international standards.

Integrated assessment

The assessment criteria in the unit standards are performance-based, assessing applied competence rather than only knowledge, or skills. In addition, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random

demands related to the environmental conditions in occupational contexts, to qualify. Evidence ~~is~~ required that the learner is able to achieve the exit level outcomes of the qualification as a whole and thus its purpose, at the time of the award of the qualification. Workplace experience can be recognised when assessing towards this qualification.

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. Allowance must be made for creative freedom, exploration and experimentation, which are not easily measurable.

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 design, 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.

Recognition of prior learning (RPL)

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A qualification will be awarded should a learner demonstrate that the exit level outcomes of the qualification have been attained.

Articulation possibilities

Vertical articulation upwards is possible with, for example, National Certificate in Design (**NQF 5**)
Vertical articulation downwards is possible with various National Certificates at NQF level 3
Horizontal articulation on the NQF is possible with various National Certificates at NQF level **4**, for example the Further Education and Training Certificate in Craft Enterprise (**NQF Level 4**).

Moderation options

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Particular moderation and accreditation requirements are:

- Any institution offering learning that will enable the achievement of this qualification must be

accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA accredited by SAQA.

- The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.
- Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification.
- Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.
- Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

Criteria for assessors

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the qualification and any of the Unit Standards that make up this qualification.

To register as an assessor, the following are required:

- Detailed documentary proof of relevant qualifications, practical training completed, and experience gained
- NQF recognised assessor credit

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

- 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. Remember that the learner is competent in terms of the qualification purpose and exit level outcomes.
- Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Make sure evidence is gathered across the entire range, wherever it applies.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of qualification.

All assessments should be conducted in line with the following well-documented principles:

- Appropriate: The method of assessment is suited to the performance being assessed.
- Fair: The method of assessment does not present any barriers to achievements, which are not

related to the evidence.

- Manage: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- Integrate into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- Valid: The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- Direct: The activities in the assessment mirror the conditions of actual performance as close as possible.
- Authentic: The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- Open: Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.
- Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors

Learning Components

Component	Level 3 Unit Standard Title	Level	Credits	Level 4 Unit Standard Title	Level	Credits
Fundamental	Accommodate audience and context needs in oral communication (8968)	3	5	Engage in sustained oral communication and evaluate spoken texts (8974)	4	5
	Interpret and use information from texts (8969)	3	5	Read, analyse and respond to a variety of texts (8975)	4	5
	Write texts for a range of communicative contexts (8970)	3	5	Write for a wide range of contexts (8976)	4	5
	Use language and communication in occupational learning programmes (8973)	3	5	Use language and communication in occupational learning programmes (8979)	4	5
				Use mathematics to investigate and monitor the financial aspects of personal, business, and national issues () Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues (7468)	4	2
				Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities (12417)	4	4
				Solve problems involving sequences and series in real and simulated situations (7483)	4	2
				Represent and operate on complex numbers in non-trivial situations (7466)	4	2
				Work with a wide range of patterns and inverses of functions and solve related problems (7470)	4	6
Total		3	20			
Core	Manage work time effectively (9530)	3	3	Use visual communication techniques to represent a concept	4	36
					4	10

Component	Level 3 Unit Standard Title	Level	Credits	Level 4 Unit Standard Title	Level	Credits
	Apply problem-solving techniques to make a decision or solve a problem in a real life context. (114952)	3	2	Conceptualise and plan design	4	15
				Interpret and respond to Design brief	4	5
				Use elements and principles of 2D & 3D design	4	10
				Realise and review a design	4	15
				Use knowledge of self to make a life decision in the creative world	4	5
				Access different approaches to drawing (115115)	4	10
Total		3	5		4	70
Elective	Produce and use spreadsheets for business (7567)	3	5	Develop and produce computer-generated images (14473)	4	4
	Produce presentation documents for business (7575)	3	5	Perform Financial Planning and Control Function for a Small Business (114738)	4	6
				Develop designs for marketable craft product ranges (115123)	4	10
				Design aspects for performances (114552)	4	10
				Achieve personal effectiveness in business environment (110021)	4	6
Total		3	10		4	36

New Unit Standards: Further Education and Training Certificate in Design Foundation (NQF level 4)

Unit Standard Title: Use visual communication techniques to represent a concept, **NQF Level 4**, 10 credits

Specific Outcome 1: Explore visual communication techniques and produce presentations

Specific Outcome 2: Research visual communication techniques for representing concepts

Specific Outcome 3: Determine purpose for presentation

Specific Outcome 4: Present a concept

Unit Standard Title: Conceptualise and plan design, **NQF Level 4**, 15 credits

Specific Outcome 1: Research concept ideas

Specific Outcome 2: Generate concept

Specific Outcome 3: Conduct critical discussion

Specific Outcome 4: Plan the production of the work

Specific Outcome 5: Refine the concept

Unit Standard Title: Interpret and respond to design brief, **NQF Level 4**, 5 credits

Specific Outcome 1: Interpret the brief

Specific Outcome 2: Liaise with client

Specific Outcome 3: Source and review information for application in concept

Specific Outcome 4: Apply information on ethical and legal work practices

Unit Standard Title: Use elements and principles of 2D & 3D design, **NQF Level 4**, credits 10

Specific Outcome 1: Examine information on two-dimensional design

Specific Outcome 2: Apply design processes to produce samples of two dimensional design work

Specific Outcome 3: Examine information on three-dimensional design

Specific Outcome 4: Apply design processes to produce samples of three dimensional design work

Unit Standard Title: Realise and review a design, **NQF Level 4**, 15 credits

Specific Outcome 1: Assess design concepts

Specific Outcome 2: Realise the design concept

Specific Outcome 3: Communicate the design concept

Specific Outcome 4: Review and refine the design concept

Unit Standard Title: Use knowledge of self to make a life decision in the creative world, **NQF Level 4**, 5 credits

Specific Outcome 1: Demonstrate knowledge and understanding of self as a unique creative individual.

Specific Outcome 2: Identify own role and contribution in the creative world.

Specific Outcome 3: Use a variety of strategies to deal with life situations.

Specific Outcome 4: Make an informed life decision based on self-knowledge to enter the creative world.