



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

Translation , Interpreting and Language Editing

Registered by NSB 04, Communication Studies and Language, publishes the following qualification and unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 27 February 2005***. All correspondence should be marked Standards Setting – SGB for Translation, Interpreting and Language Editing and addressed to

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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Text Editing and Document Design

SAQA QUAL ID	QUALIFICATION TITLE	
49316	National Certificate: Text Editing and Document Design	
SGB NAME	SGB Translation, Interpreting and Language Editing	
ABET BAND	PROVIDERNAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
COM-7-National Diploma	National Diploma	Communication Studies
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
145	Level 7	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DAT	REGISTRATION END DATE

PURPOSE AND RATIONALE OF THE QUALIFICATION

This qualification is aimed at practising and aspirant text editors and document designers. For the purpose of this qualification, text is defined as a piece of language usage experienced and accepted by the text participants involved as a unit on the basis of syntactic, semantic and pragmatic grounds (based on a definition by Carstens, 1997). The qualification aims to enhance the quality of education and training in text editing and document design by ensuring that both practical and underpinning theoretical components are incorporated. The qualification also contributes to an integrated national framework for learning achievements through its articulation with other qualifications in this field and sub-field.

For many learners who have been practicing in the field of text editing, this qualification will provide recognition of their competence. It will facilitate access to the NQF by recognizing learner competence, and improve their mobility and progression within education, training and career paths at higher levels on the NQF. This qualification will also allow new entrants to achieve and ensure their employability and productivity as text editors, thereby improving their employment opportunities. Qualified, competent text editors and document designers will ensure that South African published text is of suitable quality, and will contribute to transforming South Africa's reading culture. In addition, quality text contributes to the development of a multi-lingual society, especially in terms of languages that are in the process of further development and transformation for academic, economic, scientific and other purposes. A positive contribution can be made to increasing publishing in African languages by facilitating the documentation of existing terminology and the development of new and/or equivalent terminology in African languages.

Qualified learners are capable of:

- > Using information sources in the editing process.
- > Adapting text structure and sequence for intended medium, audience and purpose.
- > Adapting language, style and presentation for intended medium and audience.
- > Correcting language errors in a particular language.
- > Ensuring accuracy and consistency in text based on specific requirements.
- > Ensuring acceptability of language in terms of social and cultural context.
- > Selecting editing method and strategies appropriate for specific contexts.
- > Checking proofs in page layout form against design specification.
- > Designing documents for intended purpose, medium and audience.

In addition, qualified learners elect to become capable of:

- > Writing specialised information for specific audiences.
- > Contextualising information in specialised text.
- > Analysing technical information in text.
- > Editing language usage in text in a second language.

Rationale

To date in South Africa no recognition has been given for competence in text editing and document design, and learning takes place mainly within an in-service context. There has been no structured career-oriented programme delivery. A National Certificate in Text Editing and Document Design (NQF Level 7) is required because there is a need for improved competence and recognition for competence in these areas. Currently there are fewer opportunities for in-service training than in the past. Moreover, in-service training has focused primarily on learners' attaining practical experience and has not included sufficiently underpinning theory.

There is a need for the improvement of standards in text editing and document design in South Africa, where the application of these competencies in a professional capacity will ensure that qualifying learners are market-ready and productive as soon as they qualify.

Learners include users of all official South African and any other languages. The qualification has also been designed to provide access to education and training by means of Recognition of Prior Learning within the competence areas. The qualification design includes a planned combination of outcomes aimed at meeting the demand for:

- > Increased employability of qualifying learners.
 - > Enhanced quality of text in order to increase credibility and readability, for improved communication.
- Learners are mostly freelancers who prepare text for publication (i.e., editing such text) in one or more medium, for print or electronic media.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The qualification design and size is based on the assumption that a learner embarking on learning towards this qualification has already attained a first degree (NQF Level 6). It is specifically assumed that the learner is already able to:

- > Conduct basic research across a major discipline.
- > Analyse, evaluate and reformat a wide range of information.
- > Formulate appropriate responses to resolve both concrete and abstract problems.
- > Generate ideas by analysing information and concepts at an abstract level.

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.

QUALIFICATION RULES

- > All the Fundamental Component Unit Standards are compulsory (12 credits).
- > All the Core Component Unit Standards are compulsory (113 credits).
- > For the Elective Component learners are required to attain at least 20 credits out of 206 available credits.

The unit standard entitled: Edit Language usage in text appears in both Core and Elective components. In the Core component a refer to the learner's first language and the elective it refer to the learner's second language.

EXIT LEVEL OUTCOMES

Fundamental and Core

1. Use information sources in the editing process Range: information sources can include persons, reference books, etc.
2. Adapt text structure and sequence for intended medium, audience and purpose.
3. Adapt language, style and presentation for intended medium and audience.

4. Correct language errors in a particular languageRange: errors include spelling, usage, vocabulary, grammar, punctuation and style errors.
5. Ensure accuracy and consistency in text based on specific requirementsRange: specific requirements can be based on expert knowledge, general knowledge, format requirements, logic, facts, and conventions
6. Ensure acceptability of language in terms of social and cultural context, medium and audience
7. Select editing method and strategies appropriate for specific contextsRange: editing method is on-screen or paper; method has implications for strategies, methodologies, techniques, etc.
8. Check proofs in page layout form against design specifications.
9. Design documents for intended purpose, media and audiences.

Elective (achievement of one outcome is required to qualify)

10. Write specialised information for specific audiencesRange: specific audiences can be specialist or general audiences.
11. Contextualise information in specialised text.
12. Analyse technical information in text.
13. Edit language usage in text in a second language.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental and Core

1.
 - > Sources identified are relevant for specific content.
 - > Subject specialists are consulted where appropriate.
 - > Original text is consulted in the case of translated text where relevant and possible.
 - > Specified ethical and professional requirements are met.
2.
 - > Criteria used for assessment of suitability (of structure and sequence) are in line with identified standards and conventions
 - Range: standards and conventions can include length, complexity, register, etc.
 - > Any deletions, additions and rearrangements improve suitability.
 - > Changes to text structure and sequence (to suit the intended medium and audience) have been justified in terms of identified standards and conventions.
 - > Changes adhere to standards of textuality.
 - Range: standards include logic, coherence, cohesion (e.g. links, references), etc.
 - > Text is analysed according to identified methodologies of text analysis.
 - > Text analysis identifies purpose and function of text.
 - > Intended audience is accurately described in terms of relevant characteristics.
 - > Specified ethical and professional requirements are met.
3.
 - > Sentence complexity (including length) and choice of vocabulary are suitable for identified medium and audience.
 - > Sentence complexity (including length) and choice of vocabulary have been justified in terms of medium and audience requirements.
 - > Register and level of formality are appropriate for specific medium and audience.
 - > Selected presentation form is appropriate for content.
 - Range: presentation form can include prose, tables, graphs, diagrams, illustrations, lists, etc.
 - > Selected presentation form is appropriate for specific audience.
 - > Inappropriate jargon, redundancy and ambiguity have been eliminated.
 - > Handling of elements of other languages is appropriate for specific medium and audience.
 - > Use of standard proofreading symbols is effective for specific contexts.
 - > Use of stylistic devices has been justified in terms of medium and audience.
 - Range: Stylistic devices include metaphors, figures of speech, clichés, idioms, proverbs, inversions, etc.
 - > Specified ethical and professional requirements are met.
4.
 - > Relevant rules and standards of spelling, usage, grammar and punctuation are adhered to.
 - > Errors are correctly identified.
 - > Corrections address common errors in a particular language.
 - > Use of standard proofreading symbols is effective for specific contexts.
 - > Specified ethical and professional requirements are met.

5.

- > Sources selected are appropriate for checking accuracy and consistency.
Range: sources may include source text in the case of editing translated text.
- > Aspects for checking have been justified in relation to own and author's frame of reference/background.
- > Given categories are checked for accuracy.
Range: categories can include dates, numbers, acronyms, etc.
- > Corrections made are consistent.
- > Elements requiring checking are referred to author or relevant subject specialist.
- > Internal consistency is ensured.
Range: internal consistency relates to headings, subheadings, tables, figures, captions, lists, running headers, table of contents, cross-references, etc.
- > Given style sheets are adhered to.
- > Style sheets developed are appropriate and adequate for specific contexts.
Range: A style sheet is developed if one is not supplied.
- > References are included, correct and consistent.
- > Specified ethical and professional requirements are met.

6.

- > Strategies selected for avoiding language that is unacceptable for a specific social and cultural context, medium and audience are effective.
- > Language that is unacceptable for a specific social and cultural context, medium and audience is eliminated.
- > Language that is unacceptable for a specific social and cultural context, medium and audience is identified correctly.
- > Specified ethical and professional requirements are met.

7.

- > Selected editing method is appropriate for specific contexts.
- > Selected strategies, methodologies and techniques are appropriate for the selected editing method.
- > Textual changes are negotiated with authors where appropriate.
- > Negotiation strategies are appropriate for the type of suggested change.
- > Strategies selected take into account author preferences.
- > Specified ethical and professional requirements are met.

8.

- > Elements of page layout that do not adhere to design specifications are identified accurately.
- > Identified elements of page layout that do not adhere to design specifications are communicated to relevant persons in an effective manner.
- > Errors resulting from electronic conversion of material are accurately identified.
- > Final stage tasks are completed satisfactorily for particular context.
Range: final stage tasks cannot be done before proof stage; final stage tasks include page numbers in table of contents and index, running heads, footnotes, etc.
- > Specified ethical and professional requirements are met.

9.

- > Specified ethical and professional requirements are met.
- > Document design meets identified requirements of audiences, contexts, media and purpose of documents.
- > Evaluation of document designs identify improvements that are relevant for specific contexts and justified in terms of audiences, contexts, media and purpose of documents.
- > Text is created or laid out according to own or designer specifications.
- > Typographic and design principles are used correctly.
- > Document design principles and elements are used effectively in terms of audiences, contexts, media and purpose of documents.
- > Documents are organised, coherent, easy to understand, and visually appealing in terms of specified audience requirements.

Elective (achievement of one outcome is required to qualify)

10.

- > Written specialised information is appropriate for a variety of specific audiences.
- > Use of technical language meets identified standards and conventions.
- > Reformulation of specialised information is appropriate for any audience.

11.

- > Methods used to collect and collate background information are appropriate for specific purposes.
- > Research planning meets specified requirements.
- > Specified ethical and professional requirements are met.
- > Technical information and terminology used are technically correct.

12.

- > Analysis of technical information is justified in terms of identified sources and source texts.
- > Interpretation of technical information is justified in terms of identified sources and source messages.

13.

- > Linguistic structures are accurately identified.
- > Analysis of linguistic structures meets identified process and methodology requirements.
- > Errors in spelling and grammar are accurately identified and corrected.
- > Editing of language usage improves text and clarity.

Range: language usage includes spelling and grammar, usage of vocabulary and terminology, punctuation marks; elements of other languages, style, register, level of formality.

- > Editing of language usage is consistent.
- > Edited text is appropriate for specific media and audiences.
- > Language that is unacceptable for specific media and audiences is eliminated.

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.

Assessment should not consist only of a single, summative assessment. Formative assessment should be included in assessment plans and implementation, for the purpose of diagnosing, development and remediation. The formative assessment results could form part of a portfolio of evidence for a summative assessment of the overall purpose of learning.

INTERNATIONAL COMPARABILITY

Internationally, editing competence is mostly achieved via short training courses, the shortest being one day, and these courses are often software focused. The area of competence is generally located within the sub-field of publishing in the field of communication, and is described as copy editing, text editing, or language editing. Structured education and training is presented in Italy, the United Kingdom, Spain, the Netherlands, Austria, Germany, Australia, Canada, the United Arab Emirates, the United States of America, Japan, etc.

In Japan, the Netherlands and Germany, editing is presented primarily in the form of short courses. Competence addressed includes equivalent components of the South African qualification: briefing of authors, evaluation of text quality, outline-level restructuring of text, structure analysis and improvement, correcting text, and using images.

In Australia, most programs combine editing with publishing or writing competence. The qualification that is the equivalent of this South African qualification (in terms of level and credits), a Postgraduate Certificate in Editing, addresses the following areas of competence:

- > Structural Editing.
- > Editorial English.
- > The Contemporary Publishing Industry: Australia and Asia Pacific.
- > Business and Professional Communications.
- > Technical Writing and Editing.
- > Editing and Publishing for the Internet.
- > Print Production and Design.

In the United Kingdom, editing and publishing are also combined in qualifications. Proofreading and editing programs run over one year, and include the following:

- > Proofread text and collate corrections-Edit text-Edit tables, academic apparatus and indexes.
- > Edit images-The editor's role-Reading proofs,
- > The production process-Marking the typescript-Structure and headings.

- > Spelling and vocabulary -Grammar -Meaning and clarity.
- > Punctuation-Capitals and hyphens -Dialogue and extracts.
- > Perspective and level -The author's voice -Consistency and house style.
- > Numbers and mathematics -Use of italic -Styling a bibliography.
- > Notes and short title references -Author- date references -Making cuts.
- > Tables -Poetry and drama -Lists.
- > Design and layout -Specific mark-up -Illustrations.
- > Figures-Captions -Editing the index.
- > Permissions and libel -Prelim pages -Jacket blurbs .

In the United Arab Emirates, editing is included as a short course as part of journalism programs. Courses include editing of written articles or spoken presentations and editing of reports in the media.

Language barriers prevented comparison with Spain, Austria, Italy, and Germany.

A Certificate in Editing program offered in the United States of America (USA) includes copy-editing, indexing, manuscript work for publishing and information services, grammar, usage, style, punctuation, content, spelling, how to edit and rewrite text on paper or in digital form. The program design differs from this South African qualification, especially in terms of the Elective component: the USA programs include areas of specialisation such as financial copy editing, book indexing, disk and online editing, manuscript editing, production editing, magazine copy editing, scientific/technical/medical copy editing, legal proofreading, etc. Proofreading and copy editing are core.

In Canada, a certification program in English editing is currently being developed. The program is based on an exam covering the following four core areas of skills and knowledge:

- > Structural and stylistic editing.
- > Copy editing.
- > Proofreading.
- > Elementary knowledge of the publishing process.

The Standards Generating Body for Translation, Interpreting and Language Editing wishes to acknowledge the following document consulted: Professional Editorial Standards (Copyright © 1999 by the Editors' Association of Canada/Association canadienne des réviseurs; published online at www.editors.ca). Also, some material in this document is adapted with permission, from Professional Editorial Standards (Copyright © 1999 by the Editors' Association of Canada/Association canadienne des réviseurs; published online at www.editors.ca).

ARTICULATION OPTIONS

Vertical articulation is possible with the National Certificate in Specialised Translation (NQF Level 6). Horizontal articulation on the NQF is possible with the National Diploma in Specialised Translation (NQF Level 7) and the National Diploma in Interpreting (NQF Level 7).

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 THE REGISTRATION OF 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 qualification/s, practical training completed, and experience gained at a level above the level of this qualification.
- > 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 should 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.

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	115083 Explore research problems	Level 7	30	Registered

core	117945 Design documents	Level 7	10	Draft - Prep for P Comment
core	117946 Edit language usage in text	Level 7	20	Draft - Prep for P Comment
Core	117947 Edit text format and layout	Level 7	8	Draft - Prep for P Comment
core	117948 Proofread text for production	Level 7	20	Draft - Prep for P Comment
core	117949 Manage editing processes	Level 7	15	Draft - Prep for P Comment
core	117950 Edit text structure	Level 7	10	Draft - Prep for P Comment
Elective	12157 Develop and produce information products for government	Level 6	4	Draft - Prep for P Comment
Elective	110361 Write stories for a variety of journalistic purpose in print	Level 6	12	Registered
Elective	115020 Use standardised technical language	Level 6	10	Registered
Elective	115021 Identify field-specific technical information of source texts	Level 6	10	Registered
Elective	115023 Contextualise technical information of source text	Level 6	10	Registered
Elective	115081 Write technical text within a specific field	Level 6	10	Registered
Elective	115085 Decode technical information of source text	Level 6	10	Registered
Elective	116804 Collect and collate background information for specific contexts	Level 6	15	Registered
Elective	115018 Select technical terminology	Level 7	10	Registered
Elective	115080 Analyse technical information of source texts	Level 7	20	Registered
Elective	115082 Formulate research plans	Level 7	20	Registered
Elective	115084 Reformulate specialised information for any audience	Level 7	25	Registered
Elective	116794 Analyse source messages	Level 7	15	Registered
Elective	116796 Analyse linguistic structures	Level 7	15	Registered
Fundamental	117951 Analyse text for editing purposes	Level 7	12	Draft - Prep for P Comment



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Analyse text for editing purposes

SAQA US ID	UNIT STANDARD TITLE			
117951	Analyse text for editing purposes			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Communication Studies and Language		Communication Studies		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB TILE		Regular	Level 7	12

SPECIFIC OUTCOME 1

Determine media through which texts are communicated.

SPECIFIC OUTCOME 2

Determine audiences for which texts are intended.

SPECIFIC OUTCOME 3

Determine purpose and function of texts within specific contexts.

SPECIFIC OUTCOME 4

Analyse structure of text using identified methodologies of text analysis.

SPECIFIC OUTCOME 5

Assess texts against requirements.



.SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Design documents

SAQA US ID	UNIT STANDARD TITLE		
117945	Design documents		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Communication Studies and Language	Communication Studies		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-O-SGB TILE	Regular	Level 7	10

SPECIFIC OUTCOME 1

Organise information presented in documents.

SPECIFIC OUTCOME 2

Select visual elements for documents.

SPECIFIC OUTCOME 3

Arrange text to meet specific requirements.

SPECIFIC OUTCOME 4

Evaluate document design against given specifications.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Edit language usage in text

SAQA US ID	UNIT STANDARD TITLE		
117946	Edit language usage in text		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL (CREDITS)
COM-CMS-0-SGB TILE		Regular	Level 7 20

SPECIFIC OUTCOME 1

Identify and correct errors in spelling and grammar.

SPECIFIC OUTCOME 2

Edit usage of vocabulary and terminology.

SPECIFIC OUTCOME 3

Use punctuation marks in a consistent manner to achieve clarity.

SPECIFIC OUTCOME 4

Treat elements of other languages appropriately.

SPECIFIC OUTCOME 5

Edit style, register and level of formality for specific media and audiences.

SPECIFIC OUTCOME 6

Eliminate language that is unacceptable for specific media and audiences.



SQUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Edit text format and layout

SAQA US ID	UNIT STANDARD TITLE		
117947	Edit text format and layout		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL (CREDITS)
COM-CMS-O-SGB TILE		Regular	Level 7 18

SPECIFIC OUTCOME 1

Correct inconsistencies in format, layout and presentation.

SPECIFIC OUTCOME 2

Ensure presentation of information is suitable for medium and audience.

SPECIFIC OUTCOME 3

Mark up design in hard copy according to agreed specifications.

SPECIFIC OUTCOME 4

Prepare electronic files for desk top publishers.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Edit text structure

SAQA US ID	UNIT STANDARD TITLE		
117950	Edit text structure		
SGB NAME	ABET BAND	PROVIDER NAME	
ISGB Translation, Interpreting and Language Editing	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Communication Studies and Language	Communication Studies		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB TILE	Regular	Level 7	10

SPECIFIC OUTCOME 1

Select appropriate text structure for specific media and audiences.

SPECIFIC OUTCOME 2

Improve the suitability of text structure for intended audiences and media.

SPECIFIC OUTCOME 3

Improve the consistency of text structure.

SPECIFIC OUTCOME 4

Re-order information where necessary.



SQUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Manage editing processes

SAQA US ID	UNIT STANDARD TITLE		
117949	Manage editing processes		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Communication Studies and Language	Communication Studies		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB TILE	Regular	Level 7	15

SPECIFIC OUTCOME 1

Select appropriate editing methods for specific contexts.

SPECIFIC OUTCOME 2

Select appropriate mark-up methods that meet agreed requirements.

SPECIFIC OUTCOME 3

Communicate with authors to obtain agreement.

SPECIFIC OUTCOME 4

Develop own editing approaches for different editing requirements.

SPECIFIC OUTCOME 5

Check or query the correctness of facts with appropriate sources.

SPECIFIC OUTCOME 6

Manage projects to meet agreed requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Proofread text for production

SAQA US ID	UNIT STANDARD TITLE		
117948	Proofread text for production		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL (CREDITS)
COM-CMS-0-SGB TILE		Regular	Level 7 20

SPECIFIC OUTCOME 1

Find and mark up errors using proofreading marks suitable for specific contexts.

SPECIFIC OUTCOME 2

Use different proofreading methods and strategies appropriate for specific contexts.

SPECIFIC OUTCOME 3

Query or correct deviations from editorial style sheet.

SPECIFIC OUTCOME 4

Incorporate authors' changes and other corrections as agreed.

SPECIFIC OUTCOME 5

Find and mark up errors associated with the use of computer tools to process text.

SPECIFIC OUTCOME 6

Finalise matters related to layout pagination to meet production requirements.