Government Gazette

AIDS HELPLINE: 0800-0123-22 Prevention is the cure

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 445　　　　　　　　　　　　　　　　　　　　　　　　13 May *2005*

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

MARKETING

publishes the following qualifications and unit standards for public comment.

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

Comment on the qualification and unit standards **should** reach **SAQA** at the address *below and no later than 13 June 2005.* All correspondence should be marked Standards **Setting** - SGB Marketing and addressed to

> The Director: Standards Setting and Development
> SAQA
> *Attention: Mr*. Eddie *Brown*
> Postnet Suite **248**
> Private Bag X06
> Waterkloof
> 0145
> or faxed to 012 - **431-5144**
> e-mail: ebrown@saqa.co.za

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Bachelor of Arts: Visual Communications

SAQA QUAL ID	QUALIFICATION TITLE		
49603	Bachelor of Arts: Visual Communications		

SGB NAME	NSB 03	PROVIDER NAME
SGB Marketing	Business, Commerce and Management Studies	

QUAL TYPE	FIELD	SUBFIELD
National First Degree	Business, Commerce and Management Studies	Marketing

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	410	Level *6*	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of this Qualification is to build the necessary knowledge, understanding, abilities, skills and attitudes required for learning towards becoming a competent person in art direction, graphic design and multimedia. It also serves as the entry qualification into the creative field of marketing. In the context of the advertising, marketing and communication industries, this qualification will enable creative, feasible, innovative and exciting individual and teamwork possibilities. This qualification will be registered at: NQF Level 6 and is designed to ensure portability across all other Marketing Qualifications registered with SAQA.

Whilst it is clearly evident that the learner should be competent in using modern information technology, most of the Unit Standards contained in this Qualification avoid reference to specific methods of processing data. The knowledge, skills, values and attitudes required by the learner are defined in terms of outcomes rather than processes or procedures.

This Qualification supports the objectives of the National Qualifications Framework (NQF) in that it provides learners with clear learning pathways, which provide access to, and mobility and progression within the marketing industry as a whole. Such improvements increase the learners' employment opportunities. The increased knowledge and skill base in this Qualification has a wider implication, namely the enhancement of the functional and intellectual capability of the nation at large.

Rationale:

This Qualification has been developed as a coherent set of generic competences in the field of visual communications that it applies to a wide range of careers in the areas of Art Direction, Graphic Design and Multimedia, in a variety of contexts. Transferable core competences for broadly defined areas of visual communications have been identified and included in the visual communications role in different contexts.

The Bachelor of Arts: Visual Communications NQF Level 6 is designed to meet the needs of those learners who enter the field of Art Direction, Graphic Design and Multimedia. The Bachelor of Arts: Visual Communications NQF Level 6 will provide a broad knowledge and skills needed in the industry for learners who:

> Have attained an FETC and who wish to proceed on a path of life-long learning. specialising in visual

communications.
> Have performed some function in visual communications in their organisation without a formal Qualification in this area.
> Were previously disadvantaged and who were unable to engage in learning in the Higher Education band.
> Wish to extend their range of skills and knowledge of the Marketing Communications profession so that they can become knowledgeable workers in the sector.
> Have recently taken up position as a support staff member in a visual communications section of an organisation.
> Could be contracted in a Learnership in the marketing and advertising sectors.

The National First Degree in Visual Communications: Level 6 is a Qualification that rewards the learner for the knowledge, skills, attitudes, values and creativity that have been mastered through awarding them with a Nationally recognised Qualification that formally recognises those competencies. It aims to develop individuals who are informed and skilled in the Visual Communications areas of Art Direction, Graphic Design or Multimedia.

Many different roles are linked to and affected by this qualification. They include but are not limited to:

> Advertising.
> Packaging.
> Television Advertising Production.
> Publications.
> Film Making.
> Corporate Identity.
> Event Marketing.
> Exhibitions.
> Sponsorships.
> Sales Promotions.

The qualification is structured in a way that exposes individuals to a set of core competencies to give a broad understanding of marketing electives, which will allow for a reflexive competence in visual communications. It will also allow for maximum flexibility and mobility for the competence to the learner to adjust to the changing needs within this dynamic industry.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners wishing to enter a programme leading to this qualification will have demonstrated competence in Visual Communications equivalent to NQF Level 5 or in any related field,

Recognition of prior learning:

The structure of this Unit Standard - based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification. This qualification may be achieved in part or whole through the recognition of prior learning,

This Recognition of Prior Learning may allow:

> For accelerated access to further learning.
> Gaining of credits towards a unit standard.

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education Training Quality Assurance (ETQA) Body and is conducted by a registered workplace assessor.

QUALIFICATION RULES

The National Degree is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling 410 credits (minimum).

In this qualification the credits are allocated as follows:

> Fundamental:
 > 32 Credits at Level 6
 > Total: 32 Credits - 8%

> Core:
 > 203 Credits at Level 5
 > 53 Credits at Level 6
 > Total: 256 Credits - 62%

> Elective:
 > Art Direction:
  > 25 Credits at Level 5
  > 97 Credits at Level 6
  > Total: 122 Credits - 30%
OR
 > Graphic Design:
  > 112 Credits at Level 6
  > Any other 10 Credits from Electives
  > Total: 122 Credits - 30%
OR
 > Multi - Media:
  > 27 Credits at Level 5
  > 69 Credits at Level 6
  > Any other 26 Credits from Electives
  > Total: 122 Credits - 30%

> Total: 410 Credits (minimum) - 100%

Motivation for number of credits assigned to core and elective:

Core:

256 credits have been allocated to the Core Unit Standards. This is to ensure that the qualification has a strong visual communications focus.

The Core Unit Standards offer a broad contextual understanding and will enable the learners to gain a complete picture of visual communications within the marketing context.

Elective:

A minimum of 122 credits have been allocated to the Elective Component of the Qualification. This is to ensure that the qualification has a strong focus on the 'elective' component and to differentiate each Elective component from each other.

EXIT LEVEL OUTCOMES

On achieving this qualification, the learner will be able to:

1. Explain and apply professional values and ethics.

2. Communicate workplace data to stakeholders.

3. Demonstrate an ability to work as a member of a creative team.

4. Identify and explain target markets and product positioning within markets.

5. Demonstrate the function of an advertising agency/design company.

6. Apply conceptual and lateral thinking in the copy developmental and graphic design processes.

7. Explain the production and application of marketing communications.

8. Apply marketing and advertising creative processes.

9. Develop campaign, media and creative strategies.

10. Develop creative solutions in art direction for a variety of mediums.

11. Develop creative solutions in graphic design for a variety of mediums.

12. Demonstrate an understanding of computer systems and packages and apply skills and techniques to create systems based marketing.

ASSOCIATED ASSESSMENT CRITERIA

On achieving this qualification, the learner will be able to:

1:
> Values and ethics for company are determined.
> Values and ethics are applied throughout business activities.

2:
> Workplace data is communicated in required timeframe and format.
> Workplace data is communicated to all stakeholders.

3:
> Communication is clear and barriers to understanding are dealt with and feedback is given on all communications received.
> Team progress is reported on to authorised individuals.
> Contributions to team decisions, behavioural and ethical practices as well as roles and responsibilities of team members are outlined and described.
> Conflict situations are identified and handled using collaborative facilitation methods.

4:
> Target markets are identified and explained for own industry.
> Product positioning strategies are identified and explained.
> Products are positioned within required market based on target market analysis findings.

5:
> Roles and responsibilities of an advertising agency/design company are listed and explained.
> Workflow, structure and policies governing a advertising agency/design company are listed and explained.
> Relationships between suppliers and customers are explained and confidentiality criteria listed and explained.

6:
> Conceptual and lateral thinking techniques are identiied, analysed and applied.
> Research practices to aid in lateral thinking are applied.
> The difference between metaphor, concept and message is explained.
> Creative solutions for graphic design in editorial graphics and documents are described and explained.

7:
> Printing processes and production categories and processes are listed and explained.
> Marketing processes, principles and communication techniques are listed and explained.
> Marketing communication campaign team is managed and objectives evaluated.

8:
> Marketing communications concepts are developed using: interpretation skills, evaluation or platform, art direction, design and pre-testing techniques.

> Concept is implemented following a plan, production schedule, quality assurance of key elements during production and inspection and approval of final product.
> Graphic design, typography and art direction principles are described and applied.
> Rendering and illustration techniques are described and applied.

9:
> Marketing objectives and strategies are researched, developed and final media briefs prepared and implemented according to budget.
> Marketing communications campaign is monitored against outcomes and variances or out of line areas addressed.
> Desktop publishing principles, **tools** and processes are applied.

10:
> Art direction in television, world wide web, print, promotional; and point of sale material is described and techniques applied.
> Art direction in special applications, campaigns and advocacy advertising is described and techniques applied.
> Art direction in corporate and outdoor advertising is described and applied.

11:
> Graphic design in television, web design, information graphics and print advertising is described and techniques applied.
> Graphic design in corporate identity, campaigns, packaging and events advertising is described and applied.
> Graphic design in special applications is described and applied.

12:
> A web site and interactive media strategy is developed using creative techniques.
> Sound, motion graphics and video techniques are applied to enhance the multimedia marketing strategy.
> CD Rom based media is described and techniques applied for a strategy.
> Computer games and animations are designed and built according to system skills and techniques.
> Still photographs and films are edited using systems skills and techniques.

Integrated Assessment:

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

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

The assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognised when awarding credits towards this qualification. A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-fields outcomes. During integrated assessment the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

INTERNATIONAL COMPARABILITY

Benchmarking was done by comparing this qualification to unit standards, outcomes of learning, levels, credits and performance criteria found in the:

New Zealand Qualifications Authority:

> National Certificate in Marketing. The credits awarded here are **52** compulsory and **68** electives.
> National Diploma in Marketing: The credits awarded here are 240 in total.

Australian Qualification Authority - no direct comparison could be made due to limited access to their Qualifications.

International Advertising Association (USA):
> Diploma in Marketing Communications - IAA Creative/Production Model with a minimum of 300 hours. The subjects included: Basic Marketing, Principles of Advertising/Promotion, Advertising/Marketing Research, Consumer Behaviour, Creative Fundamentals, Art and/or Design, Graphics/Print Production. Graphics/ Electronic Media, International marketing/Advertising, Integrated Marketing Communications - Campaign, Advanced International Advertising Creative Topic and Internship - Related to Advertising Creativity.

American Marketing Association:
> Programme in Marketing - The subjects include: Marketing Analysis and Planning/Segmenting, Targeting and Positioning/The 4 P s of Marketing: Product and Pricing/The 4 P's of Marketing: Consumer and Trade Promotion and Advertising/The 4 **P's** of Marketing: Distribution/Developing and Implementing a Market-Focused Strategy.

Guildford College - United Kingdom - the following courses were considered:

> Art and Design FNQ Foundation course - 1 year fulltime NVQ Level 1.
> Art and Design FNUQ Foundation course - 1 year 4 days per week - NVQ Level 2.
> Art and Design: Graphics A5 / A2 course - 2 years - NVQ level 3.
> Art and Design: National Diploma - 2 years - NVQ Level 3.
> Graphic design: National Diploma - 2 years - NVQ Level 3.
> Media Communication and Production course - 1 year - NVQ Level 2,
> Media Studies A5 / A2 course - 2 years - NQV Level 3.
> Media Studies National Diploma - 2 years - NQV Level 3.
> Printing and Graphic Communications (city and curds) 1 year - NQV Level 3.

Qualifications and Curriculum Authority (QCA - Ireland) - the following courses were considered:

> Professional Diploma in Marketing - NVQ Level 4.
> Diploma in Market and Social Research - NVQ Level 7.
> EDEXCEL - Artistic Programming - NVQ Level 4.
> EDEXCEL - Visual and Applied Arts Practice - NVQ Level 4.
> City & Guilds - Higher Professional Diploma in Creative Arts - NVQ Level 4.
> TCL - National Diploma in Professional Production Skills - NVQ Level 4.
> EDEXCEL - Higher National Certificate in Graphic Design - NVQ Level 4.
> EDEXCEL - Higher National Diploma in Graphic Design - NVQ Level 4.

In general this qualification and its related unit standards compared well with their international counterparts. The only major differences are in formatting, scope of coverage or focus. The differences identified in the level structures did, however, make direct equivalation difficult in some cases.

ARTICULATION OPTIONS

Horizontal articulation possibilities lie with other NQF level 6 Qualifications and Unit Standards in the Learning areas:

> National First Degree: Marketing Communications - NQF Level 6 - NLRD **20905.**
> National First Degree: Marketing Research - NQF Level 6 - NLRD **20897.**
> Bachelor of Arts: Generic (Communication Studies) - NQF Level 6 - NLRD **23375.**
> Bachelor of Arts: Literature and Creative Writing - NQF Level 6 - NLRD 12121.
> Bachelors Degree: Creative Brand Communications - NQF Level 6 - NLRD 24516.

Vertical progression can be achieved by embarking on the study of related NQF Level 7 or higher Qualifications:

G05-040502-B

> National Diploma: Marketing Communication⁻ NQF Level 7 ⁻ NLRD **22873.**

MODERATION OPTIONS

Moderation of assessment and accreditation of providers shall be at the discretion of relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible of 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 ETQA's and in terms of the moderation guideline details 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 programmes 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.

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 levels 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 weildocumented 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	10041 Conduct a marketing situational analysis	Level 5	5	Reregistered
core	10043 Develop, implement and manege a project activity plan	Level 5	5	Reregistered
Core	10048 Identify brand mix elements	Level 5	8	Reregistered
core	10051 Coach others on principles of marketing in an organisation	Level 5	5	Reregistered
Core	117633 Source and apply creative ideas in visual communications	Level 5	8	Registered
core	117635 Demonstrate an understanding of graphic design principles	Level 5	10	Registered
core	117637 Demonstrate an understanding of the composition and dynamics of a creative team.	Level 5	6	Registered
Core	117641 Demonstrate an understanding of and apply typography principles and techniques	Level 5	10	Registered
core	117644 Demonstrate an undemtanding of the principles of art direction	Level 5	10	Registered
core	117645 Lead a marketing communications campaign team	Level 5	6	Registered
core	117654 Demonstrate an understanding of advanced conceptual processes	Level 5	8	Registered
Core	117661 Demonstrate an understanding of advertising production	Level 5	8	Registered
core	117662 Prepare for DTP and print reproduction	Level 5	4	Registered
Core	117663 Construct layouts to various formats	Level 5	12	Registered
core	117665 Change and improve images	Level 5	12	Registered
Core	117666 Demonstrate an understanding of the principles, tools and process of desktop publishing	Level 5	4	Registered
Core	117680 Demonstrate an understanding of rendering techniques and apply them	Level 5	15	Registered
Core	117682 Demonstrate an understanding of illustration techniques and apply them	Level 5	15	Registered

Core	119522	Demonstrate an understanding of and define integrated marketing communications and its role	Level 5	6	Draft - Prep for P Comment
core	10078	Intearate ethics policy into marketing policy	Level 6	6	Reregistered
Core					
Core	117651	Manage the advertising research process	Level 6	5	Registered
Elective	117690	Explain and utilize computer software applicable to art direction	Level 5	15	Registered
Flective	117695	Demonstrate an understanding of computer software used in web sites	Level 5	4	Registered
Elective	119523	Develop a web site	Level 5	10	Draft - Prep for P Comment
Elective	119528	Explain CD ROM based multimedia and develop a portfolio on a CD Rom	Level 5	13	Draft - Prep for P Comment
Elective	117628	Design interactive media	Level 6	10	Registered
Elective	117629	Explain and develop creative solutions for graphic design in print advertising	Level 6	14	Registered
Elective	117646	Explain and develop creative solutions for graphic design in promotional and point-of-sale material	Level 6	8	Registered
Elective	117647	Explain and develop creative solutions for graphic design in television	Level 6	8	Registered
Elective	117649	Explain and develop creative solutions for graphic design in web design	Level 6	10	Registered
Elective	117652	Create animation and edit stills and films	Level 6	13	Registered
Elective	117653	Demonstrate an understandim of the art direction process	Level 6	10	Registered
Elective	117658	Exolain and develop creative solutions for art direction in television	Level 6	15	Registered
Elective	117660	Exolain and develop creative solutions for art direction in print	Level 6	15	Registered
Elective	117664	Exolain and develop creative solutions for art direction in advocacy advertising	Level 6	10	Registered
Elective	117681	Explain and develop creative solutions for art direction in corporate advertising	Level 6	5	Registered
Elective	117684	Explain and develop creative solutions for art direction in outdoor advertising	Level 6	5	Registered
Elective	117686	Explain and develop creative solutions for art direction in promotional and point-of-sale material	Level 6	15	Registered
Elective	117687	Explain and develop creative solutions for graphic design in information graphics	Level 6	10	Registered
Elective	117688	Explain and develop creative solutions for art direction in World Wide Web	Level 6	10	Registered
Elective	117689	Explain and develop creative solutions for art direction in campaigns	Level 6	10	Registered
Elective	117691	Explain and develop creative solutions for graphic design in special applications	Level 6	5	Registered
Elective	117692	Demonstrate an understanding of the Internet and elements of a web site	Level 6	8	Registered
Elective	117693	Explain and develop creative solutions for graphic design in campaigns	Level 6	12	Registered
Elective	117694	Explain and develop creative solutions for graphic design in packaging	Level 6	14	Registered
Elective	117697	Explain and develop creative solutions for art direction in special applications	Level 6	12	Registered
Elective	117699	Create and mix sound to enhance the interactive multimedia experience	Level 6	12	Registered
Elective	117700	Create motion graphics and video for multimedia	Level 6	13	Registered
	8046	Communicating at an advanced level and interpersonal relations	Level 6	20	Reregistered
Fundamental	14505	Apply the principles of ethics and professionalism to a business environment	Level 6	6	is
Fundamental	14510	Demonstrate knowledge and insight into the impact of HIV/AIDS on financial products, markets and the workforce	Level 6	6	Registered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

SAQA US ID	UNIT STANDARD TITLE	
1 19522	Demonstrate an understanding of and define integrated marketing communications and its role	
SGB NAME	**NSB 03**	**PROVIDER NAME**
SGB Marketing	Business, Commerce and Management Studies	
UNIT STANDARD TYPE	**FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies	Marketing
ABET **BAND**	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	*6*	Level 5	Regular

SPECIFIC OUTCOME 1

Define integrated marketing communications.

SPECIFIC OUTCOME 2

Define and explain the objectives of integrated marketing communications.

SPECIFIC OUTCOME 3

Describe integrated marketing communications tools.

2

SAQA US ID	UNIT STANDARD TITLE		
119523	Develop a web site		

SGB NAME	NSB 03	PROVIDER NAME
SGB Marketing	Business, Commerce and Management Studies	

UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Marketing

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 5	Regular

Plan the web site.

SPECIFIC OUTCOME 2

Use Hyper Text Markup Language in developing the web site.

SPECIFIC OUTCOME 3

Use appropriate multimedia tools to develop the web site.

SPECIFIC OUTCOME 4

Present web site to client.

SPECIFIC OUTCOME 5

Posting the web site on the Internet.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: **3**

SAQA US ID	UNIT STANDARD TITLE		
119528	Explain CD ROM based multimedia and develop a portfolio on a CD Rom		
SGB NAME	**NSB 03**		**PROVIDER NAME**
SGB Marketing	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Marketing
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	*13*	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate an understanding of CD Rom based multimedia design and tools.

SPECIFIC OUTCOME 2

Demonstrate an understanding on how to design CD Rom based multimedia.

SPECIFIC OUTCOME 3

Prepare a portfolio on CD.

SPECIFIC OUTCOME 4

Create a portfolio on CD.