



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

Marketing

Registered by Organising Field **03**, Business, Commerce and Management, publishes the following qualification for public comment.

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

Comment on the qualification should reach SAQA at the address below *and no later than* 15 June 2006. All correspondence should be marked Standards Setting - SGB for Marketing and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Advertising

| SAQA QUAL ID | QUALIFICATION TITLE | | |
|------------------------------|---|---------------|-------------------------|
| 50479 | Further Education and Training Certificate: Advertising | | |
| SGB NAME | ORGANISING FIELD ID | PROVIDER NAME | |
| SGB Marketing | 3 | | |
| QUAL TYPE | ORGANISING FIELD DESCRIPTION | SUBFIELD | |
| Further Ed and Training Cert | Business, Commerce and Management Studies | Marketing | |
| ABET BAND | MINIMUM CREDITS | NQF LEVEL | QUALIFICATION CLASS |
| Undefined | 125 | Level 4 | Regular-Unit Stds Based |

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of the qualification is to equip entry-level persons in the advertising industry with the competence required to supply support services in an advertising environment. Qualifying learners are able to manage their time, solve problems and make decisions independently, conduct gap analysis and control, work in teams and respect individual abilities, maintain interpersonal relations, create their own role and value, and promote entrepreneurship in the advertising sector. This qualification allows learners to self-select the advertising industry and their specific area of interest.

Qualified learners know how to derive value from creative work, and, therefore, can assert their value in economic sectors. They gain an orientation to business and entry to industry is made easier, at a lower level, resulting in a broader base of competence. Qualified learners can progress/advance into specialist areas and functions, and are able to make an informed decision regarding their own career paths. The qualification is aimed at improving earning capability and equipping learners with competitive skills and client service competence. They learn how to facilitate communication in and by the advertising sector. These areas of competence are transferable to all other areas of life, and qualified learners' sense of self value and worth is affirmed. They are empowered in the process through the opportunity to become experts. Qualified learners are also often self-employed.

Because qualifying learners will have exposure to all elements of advertising, this qualification forms the basis for progression, and qualified learners are able to add value in the various specific areas or functions, cumulatively adding value to advertising end-products. Setting a minimum standard for the quality of a qualification will also enhance the quality of education and training by ensuring that providers deliver at least at the minimum standard.

The National Certificate: Advertising (NQF Level 4) will ensure that that qualifying learners are capable of:

- > Communicating with advertising agency stakeholders in a variety of ways in two languages.
- > Using mathematics in advertising and personal applications for specified purposes.
- > Adhering to advertising work ethic and industry accepted practice standards.
- > Describing advertising clients, products and business systems in competitive environments.
- > Fulfilling specific roles within advertising teams to meet objectives.
- > Selecting areas of specialisation in advertising based on assessment of own strengths and weaknesses.

Qualifying learners will also achieve specialist competence in one of the following areas:

- > Storing advertising information for easy access and retrieving information as required.
- > Selecting external resources for art and creative direction according to specified resource requirements.
- > Preparing and finishing art work and copy for print and delivery according to given specifications.

- > Gathering information relevant for strategy, research or client service.
- > Producing and managing creative or client service documentation and organising meetings according to given requirements.
- > Collecting information regarding media that meets media planning requirements.
- > Processing production accounts against given budgets.
- > Supporting advertising productions according to given production management requirements.
- > Allocating resources to advertising **jobs** according to delivery (traffic) requirements.

Rationale:

Previously, only learners with a Further and Training Education Certificate (FETC) that granted access to Higher Education entered the Advertising sector. This FETC will allow learners to enter the sector at a lower level and to develop the competencies which allow them to perform a valuable function in the sector while at the same time preparing themselves for further learning in advertising so that they can move up into higher level advertising occupations.

The advertising industry in South Africa generally requires two areas of competence, namely, frontline (with a focus on the **big picture**) and **behind-the-scene back-end** (with a detail focus). People employed in advertising agencies apply these competencies to fulfill administrative, creative, media, strategies and research, client service, production and traffic functions. At entry-level, competence in these functions allow learners to **be employed** as technology assistants, traffic assistants, archivists, art buyers, artist assistants, production **assistants** (radio or television), strategy data gatherers, media analysts, production accounts processors, creative or art director secretaries, client service secretaries, brand and category (trainee) assistants, **and** contact managers.

Ineffective resource application in the advertising sector has typically resulted in persons with high-level competencies performing functions that require lower level competencies. This qualification develops the appropriate competencies required by the advertising industry for people employed at entry level. The availability of such entry-level competence will also allow all employees in the advertising sector to focus on their areas of strength, resulting in productivity improvements, added value for advertising products and services, and improved credibility of advertising products and services.

The advertising industry in South Africa employs an estimated 3000 to 5000 people. However, the advertising sector plays a role in all other sectors, as qualified learners are employed not only in this sector, but also in marketing departments in, for example, the retail and financial services sectors. In addition, although the exact economic and social impact of advertising is not known, positive effects of advertising include **the** promotion of **competition** and entry of new competitors, provision of information to consumers that **allows** them to make informed choices, support of national communications networks, stimulation of product development that results in the expansion of production and creating economies of scale, and the promotion of full **employment** in the economy.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The following learning is assumed to be in place upon commencement of learning towards the qualification:

- > Communication at NQF Level 3.
- > Mathematical Literacy at **NQF** Level 3.

Recognition of **prior** learning:

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. 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 Standard/s. **A** qualification will **be** awarded should **a** learner demonstrate that the exit level outcomes of the qualification have been attained.

Access to the qualification:

Access to **this** qualification is open bearing in mind **the** Learning Assumed to be in place

QUALIFICATION RULES

- > All the Fundamental Component Unit Standards are compulsory (56 credits).
 - > All the Core Component Unit Standards are compulsory (50 credits).
- For the Elective Component learners are required to attain at least **19** out of **264** credits, as follows:
- > For Archiving (i.e. storing advertising information for easy access and retrieving information as required) - at least **19** credits:
 - > Unit Standard Title: Conduct project documentation management to support **project** processes (10137), Level: **4**, Credits: 6
 - > Unit Standard Title: Explain how data is stored on computers (14944), Level: **4**, Credits: 7
 - > Unit Standard Title: Process data using information technology (110025), Level: **4**, Credits: 5
 - > Unit Standard Title: Use a Graphical User Interface (GUI)-based database application to solve a given problem (117927), Level **4**, Credits: 6
 - > For Art Buying (i.e. selecting external resources for art and creative direction according to specified resource requirements) - at least **19** credits:
 - > Unit Standard Title: Gather, record and interpret business related information (115499), Level: **4**, Credits: **4**
 - > Unit Standard Title: Apply Return on Investment (ROI) theory and practice to a business unit (114209), Level: **4**, Credits: 6
 - > Unit Standard Title: Identify and utilise marketing resources to meet objectives (10013), Level: **4**, Credits: **4**
 - > Unit Standard Title: Identify expertise and resources (10026), Level: **4**, Credits: 3
 - > Unit Standard Title: Network locally (14549), Level: **4**, Credits: 5
 - > For Artist Assisting (assisting DTP operations) (i.e. preparing and finishing art work and copy for print and delivery according to given specifications) - at least **19** credits:
 - > Unit Standard Title: Liaise with a range of customers of a business (10024), Level: **4**, Credits: 4
 - > Unit Standard Title: Realise and review a design (117512), Level: **4**, Credits: 15
 - > Unit Standard Title: Use visual communication techniques to represent a concept (117511), Level: **4**, Credits: 10
 - > For Brand and Category Assisting (i.e. gathering information relevant for strategy, research or client service, including information regarding billing status, or brands and brand categories, etc; brand information includes local knowledge) - at least **19** credits:
 - > Unit Standard Title: Network locally (14549), Level: **4**, Credits: 5
 - > Unit Standard Title: Record raw data (10030), Level: **4**, Credits: 3
 - > Unit Standard Title: Analyse new developments reported in the media that could impact on a business sector or industry (13943), Level: **4**, Credits: 10
 - > Unit Standard Title: Present information in report format (110023), Level: **4**, Credits: 6
 - > Unit Standard Title: Produce accounting reports (117491), Level: **4**, Credits: 10
 - > Unit Standard Title: Identify and utilise marketing resources to meet objectives (10013), Level: **4**, Credits: 4
 - > Unit Standard Title: Identify expertise and resources (10026), Level: **4**, Credits: 3
 - > Unit Standard Title: Handle a range of customer complaints (10025), Level: **4**, Credits: 4
 - > Unit Standard Title: Identify customers of the business (10015), Level: **4**, Credits: 4
 - > Unit Standard Title: Liaise with a range of customers of a business (10024), Level: **4**, Credits: 4
 - > Unit Standard Title: Gather, record and interpret business related information (115499), Level: **4**, Credits: 4
 - > Unit Standard Title: Inform client of planned process and follow-up on requests (115500), Level: **4**, Credits: 4
 - > Unit Standard Title: Resolve client requests and queries (115498), Level: **4**, Credits: 4
 - > For Creative Directing/Art Directing Secretaries (i.e. producing and managing creative or client service documentation and organising meetings according to given requirements) - at least **19** credits:
 - > Unit Standard Title: Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet (116943), Level: **4**, Credits: 3
 - > Unit Standard Title: Plan, organise and support project meetings and workshops (10136), Level: **4**, Credits: 4
 - > Unit Standard Title: Generate information and reports for internal and external use (110000), Level: **4**,

Credits: 10

- > Unit Standard Title: Present information in report format (110023), Level: 4, Credits: 6
- > Unit Standard Title: Liaise with a range of customers of a business (10024), Level: 4, Credits: 4
- > Unit Standard Title: Monitor, evaluate and communicate project schedules (10143), Level: 4, Credits: 4
- > Unit Standard Title: Monitor marketing information flow and collect process marketing data (10027), Level: 4, Credits: 4

> **For** Media Analysis (i.e. collecting information regarding media, that meets media planning requirements) - at least 19 credits:

> Unit Standard Title: Access, process, adapt and use data from a wide range of texts (115792), Level: 5, Credits: 5

- > Unit Standard Title: Analyse and interpret data and marketing information (10056), Level: 5, Credits: 8
- > Unit Standard Title: Collect and use data to establish complex statistical and probability models and solve related problems (7465), Level: 4, Credits: 5
- > Unit Standard Title: Edit, Code and Capture data (10031), Level: 4, Credits: 5
- > Unit Standard Title: Explain how data is stored on computers (14944), Level: 4, Credits: 7
- > Unit Standard Title: Monitor marketing information flow and collect process marketing data (10027), Level: 4, Credits: 4
- > Unit Standard Title: Process data using information technology (110025), Level: 4, Credits: 5
- > Unit Standard Title: Use a Graphical User Interface (GUI)-based database application to solve a given problem (117927), Level: 4, Credits: 6

> **For** Production Accounts Processing (i.e. processing production accounts against given budgets) - at least 19 credits:

- > Unit Standard Title: Record business financial transactions (114736), Level: 4, Credits: 5
- > Unit Standard Title: Finalise and interpret accounts (114741), Level: 4, Credits: 4
- > Unit Standard Title: Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (10134), Level: 4, Credits: 6
- > Unit Standard Title: Compile debtor correspondence in accordance with legislation and standard procedures (116598), Level: 4, Credits: 6
- > Unit Standard Title: Interpret basic financial statements (117156), Level: 4, Credits: 4

> **For** Production Assisting (i.e. supporting advertising productions according to given production management requirements) - at least 19 credits:

- > Unit Standard Title: Conduct project documentation management to support project processes (10137), Level: 4, Credits: 6
- > Unit Standard Title: Contribute to project initiation, scope definition and scope change control (13835), Level: 4, Credits: 9
- > Unit Standard Title: Fulfill procurement activities and supervise procurement administration (10142), Level: 4, Credits: 8
- > Unit Standard Title: Implement project administration processes according to requirements (10139), Level: 4, Credits: 5
- > Unit Standard Title: Monitor, evaluate and communicate project schedules (10143), Level: 4, Credits: 4
- > Unit Standard Title: Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (10134), Level: 4, Credits: 6

> **For** Strategy Data Gathering (i.e. gathering information relevant for strategy, research or client service, including information regarding billing status, or brands and brand categories, etc; brand information includes local knowledge) - at least 19 credits:

- > Unit Standard Title: Follow sampling requirements (10028), Level: 4, Credits: 9
- > Unit Standard Title: Record raw data (10030), Level: 4, Credits: 3
- > Unit Standard Title: Gather, record and interpret business related information (115499), Level: 4, Credits: 4
- > Unit Standard Title: Generate information and reports for internal and external use (110000), Level: 4, Credits: 10
- > Unit Standard Title: Monitor marketing information flow and collect process marketing data (10027), Level: 4, Credits: 4
- > Unit Standard Title: Present information in report format (110023), Level: 4, Credits: 6
- > Unit Standard Title: Process data using information technology (110025), Level: 4, Credits: 5
- > Unit Standard Title: Identify and utilise marketing resources to meet objectives (10013), Level: 4, Credits: 4
- > Unit Standard Title: Identify expertise and resources (10026), Level: 4, Credits: 3

> For Traffic Assisting (i.e. allocating resources to advertising jobs according to delivery (traffic) requirements) - at least 19 credits:

- > Unit Standard Title: Operate an inter-departmental traffic system (10036), Level: 4, Credits: 8
- > Unit Standard Title: Contribute to the management of project risk within own field of expertise (10141), Level: 4, Credits: 5
- > Unit Standard Title: Fulfill procurement activities and supervise procurement administration (10142), Level: 4, Credits: 8
- > Unit Standard Title: Identify, organise and co-ordinate project life cycle phases for control purposes (10131), Level: 4, Credits: 5
- > Unit Standard Title: Implement project administration processes according to requirements (10139), Level: 4, Credits: 5
- > Unit Standard Title: Monitor, evaluate and communicate project schedules (10143), Level: 4, Credits: 4
- > Unit Standard Title: Schedule project activities to facilitate effective project execution (10133), Level: 4, Credits: 8
- > Unit Standard Title: Support the project environment and activities to deliver project objectives (10149), Level: 4, Credits: 14

EXIT LEVEL OUTCOMES

1. Communicate with advertising agency stakeholders in a variety of ways in two languages.
2. Use mathematics in advertising and personal applications for specified purposes.
3. Adhere to advertising work ethic and industry accepted practice standards.
4. Describe advertising client requirements, advertising products and advertising business systems in competitive environments.
5. Fulfil specific roles within advertising teams to meet objectives.
6. Describe areas of specialisation in the advertising industry.

ASSOCIATED ASSESSMENT CRITERIA

1.

- > Oral and written communication is sustained in a variety of contexts using technology appropriate for specific contexts and stakeholders.
- > Texts are composed, analysed and evaluated against specified criteria for specific contexts and appropriate responses for specified contexts are compiled.
- > Creative and functional aspects of language are utilised correctly and appropriately for specific contexts.
- > Language is used effectively within the advertising context.

2.

- > Financial aspects of personal, business, national and international issues are investigated according to agreed financial and economic principles.
- > Findings on life-related problems are justified in terms of correct, accurate statistics and probabilities.
- > Representation, analysis and calculation of shape and motion in 2- and 3-dimensional space are mathematically accurate and justified for specific contexts.

3.

- > Learner conduct meets agreed ethical requirements at all times.
- > Team member roles and responsibilities are correctly identified.
- > Assigned tasks are completed effectively in terms of personal and team resources, and industry accepted practice standards.
- > Timekeeping requirements are adhered to and assigned tasks are completed within agreed time frames.
- > Specified industry etiquette is adhered to within specific contexts.

4.

- > Advertising business systems and products/services are accurately identified and described in terms of business strategy and objectives.
- > Given client requirements are accurately identified and assigned tasks are completed effectively in terms of client requirements.

5.

- > Roles and responsibilities required to work in a team are carried out in specific contexts.

> **Factors** affecting a team within **workplace** and learning environments are identified correctly.

6.

> **Information** regarding areas of specialisation within advertising processes is gathered from sources appropriate for the **type** of information and the purpose of information gathering.

> Description of operations relevant for specialisation areas is accurate.

Integrated assessment

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.

The assessment criteria in the unit standards are performance-based, assessing applied competence, **rather** than only underpinning knowledge, **or** skills. The Critical Cross-Field Outcomes are also achieved in the unit standards. In **addition** to the competence assessed to achieve the unit standards, learners must demonstrate that they can achieve **the** outcomes in an integrated manner, dealing effectively with different and random demands related to occupational and learning contexts. Assessment approaches used should **be** appropriate for assessing applied competence. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this qualification.

Learners who qualify must be able to integrate concepts, ideas and behaviours across unit standards to achieve the purpose **of** the qualification. Evidence (**as** specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and in an integrated way, and **thus** its purpose.

Evidence of integration required by the exit level outcomes may be presented by learners when being assessed against the unit standards, and **separate** assessment for integration against the exit level outcomes may not **be** necessary. Workplace experience can be recognised when assessing towards this qualification. Integrated assessment should include observable performance (skills) **as well as** the quality of thinking (knowledge) behind such performance. Formative assessment can be employed during learning towards the unit standards and during integration to achieve exit level outcomes, to ensure that integration takes place when summative assessment is employed.

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.

INTERNATIONAL COMPARABILITY

Although the advertising industry in South Africa is relatively small, it is internationally acclaimed as one of the industry leaders in terms of its outputs. The leading international agencies are based in the United States of America, Europe (United Kingdom, and France) and Japan. Information about French and Japanese qualifications was inaccessible due to the (French or Japanese) language of publication.

In the United States of America, programmes are aimed at various higher level learners, including advertising media planners, traffic personnel, copywriters, illustrators, directors, account executives, etc. The lowest level of qualifications is at the equivalent of NQF Level 5. There are no equivalent qualifications at the level of this South African qualification, and, therefore, no direct comparison is possible. At the equivalent level, short courses are offered mostly by private providers. For example, entry level account executives, referred to as Assistant Account Executives, are required to be able to do clerical tasks, analyse client competitor information, participate in meetings, write reports, and coordinate schedules with the creative, media, and research departments. These aspects are addressed in the elective component of this South African qualification. Assistant art directors in the United States of America are required to be able to prepare paste-ups of ads, and do rough lettering, assist with designing layouts and storyboards, develop the advertising concepts, and over-see the print photography or filming of commercials. Assistant planners are required to calculate the reach and frequency of specific vehicles, use computers to access media data banks and calculate figures needed for the media plan. Junior buyers are required to maintain schedules and track expenditures, follow buying procedures and terminology, and negotiate quotes. Entry-level media researchers collect facts and figures, ratings and audience composition information. The equivalents of all these competencies are addressed in this South African qualification in the elective unit standards.

In the United Kingdom there are qualifications of equal duration at a level below this South African qualification, namely, the Level 3 Certificate in Advertising and Promotion and the Level 3 Certificate in Advertising Design and Art Direction. The Certificate in Advertising and Promotion includes learning regarding advertising roles and strategies, campaign development, campaign realisation, applying specialist knowledge and skills to problem solving, planning and developing advertising ideas and advertising design. The Certificate in Advertising Design and Art Direction includes learning regarding developing design solutions for advertising, campaign visual identities, design campaign and brand extensions and applying specialist knowledge and skills to problem solving. These two United Kingdom qualifications focus more on creative competence than this South African qualification. In South Africa, these competencies are addressed in other qualifications at a higher level.

In Africa, Botswana learning programmes focus mainly on multi-media. In Namibia, advertising qualifications are placed within the field of Visual Arts, as is the case in South Africa, and qualifications start at a level above the level of this qualification, for example, a Bachelor's degree in Art for Advertising, including typography, graphic design, African arts, colour theory, and illustration.

The South African qualification is a local innovation, and it provides entry into the advertising world at a level below that of most other countries. Direct comparison, therefore, is not possible, but this qualification provides access to higher level qualifications that compare internationally, and is set to provide a competitive advantage for South African companies by ensuring effective use of resources.

ARTICULATION OPTIONS

Vertical articulation is possible with the following qualifications:

- > National Certificate: Management (NQF Level 5), NLRD ID: 1093
- > National Certificate: Management and Administration (NQF Level 5), NLRD ID: 49126
- > National Certificate: Marketing Management (NQF Level 5), NLRD ID: 21170

Horizontal articulation is possible with the following qualifications:

- > Further Education and Training Certificate: Trade exhibitions (NQF Level 4), NLRD ID: 49276
- > Further Education and Training Certificate: Fundraising (NQF Level 4), NLRD ID: 48854
- > Further Education and Training Certificate: Marketing Communications (NQF Level 4), NLRD ID: 20903
- > Further Education and Training Certificate: New Venture Creation (SMMB) (NQF Level 4), NLRD ID: 23953
- > Further Education and Training Certificate: Management and Administration (NQF Level 4), NLRD ID: 49129
- > Further Education and Training Certificate: Business Administration Services (NQF Level 4), NLRD ID: 35928
- > Further Education and Training Certificate: Generic Project Management (NQF Level 4), NLRD ID: 21160
- > Further Education and Training Certificate: Marketing Management (NQF Level 4), NLRD ID: 20899
- > Further Education and Training Certificate: Marketing Research (NQF Level 4), NLRD ID: 20894

MODERATION OPTIONS

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA. 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.
- > 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

To register as an assessor, the following are required:

- > A qualification in advertising or marketing at NQF Level 5 or above.
- > Registration as an assessor with the relevant ETQA.

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 | 10020 Demonstrate an understanding of the competitive environment | Level 4 | 4 | Reregistered |
| Core | 10022 Comply with organisational ethics | Level 4 | 4 | Reregistered |
| core | 10324 Describe features, advantages and benefits of a range of products or services | Level 4 | 6 | Reregistered |
| Core | 114589 Manage time productively | Level 4 | 4 | Registered |

| | | | | |
|----------|---|--------|----|--------------|
| Core | 117513 Use knowledge of self to make a life decision in the creative world | Level4 | 5 | Registered |
| Core | 117729 Describe different business systems and their interdependence within an organisation | Level4 | 5 | Registered |
| Core | 117730 Describe the alignment of the business system to the business strategy and objectives | Level4 | 4 | Registered |
| Core | 119462 Engage in sustained oral/signaled communication and evaluate spoken/signaled texts | Level4 | 5 | Registered |
| Core | 120379 Work as a project team member | Level4 | 8 | Registered |
| core | 15096 Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations | Level5 | 5 | Registered |
| Elective | 7465 Collect and use data to establish complex statistical and probability models and solve related problems | Level4 | 5 | Reregistered |
| Elective | 10013 Identify and utilise marketing resources to meet objectives | Level4 | 4 | Reregistered |
| Elective | 10015 Identify customers of the business | Level4 | 4 | Reregistered |
| Elective | 10024 Liaise with a range of customers of a business | Level4 | 4 | Reregistered |
| Elective | 10025 Handle a range of customer complaints | Level4 | 4 | Reregistered |
| Elective | 10026 Identify expertise and resources | Level4 | 3 | Reregistered |
| Elective | 10027 Monitor marketing information flow and collect process marketing data | Level4 | 4 | Reregistered |
| Elective | 10028 Follow sampling requirements | Level4 | 9 | Reregistered |
| Elective | 10030 Record raw data | Level4 | 3 | Reregistered |
| Elective | 10031 Edit, Code and Capture data | Level4 | 5 | Reregistered |
| Elective | 10036 Operate an inter-departmental traffic system | Level4 | 8 | Reregistered |
| Elective | 13843 Support the project environment and activities to deliver project objectives | Level4 | 14 | Draft |
| Elective | 13943 Analyse new developments reported in the media that could impact on a business sector or industry | Level4 | 10 | Reregistered |
| Elective | 14549 Network locally | Level4 | 5 | Registered |
| Elective | 14944 Explain how data is stored on computers | Level4 | 7 | Registered |
| Elective | 110000 Generate information and reports for internal and external use | Level4 | 10 | Registered |
| Elective | 110023 Present information in report format | Level4 | 6 | Registered |
| Elective | 110025 Process data using information technology | Level4 | 5 | Registered |
| Elective | 114209 Apply Return on Investment (ROI) theory and practice to a business unit | Level4 | 6 | Registered |
| Elective | 114736 Record business financial transactions | Level4 | 5 | Registered |
| Elective | 114741 Finalise and interpret accounts | Level4 | 4 | Registered |
| Elective | 115498 Resolve client requests and queries | Level4 | 4 | Registered |
| Elective | 115499 Gather, record and interpret business related information | Level4 | 4 | Registered |
| Elective | 115500 Inform client of planned process and follow-up on requests | Level4 | 4 | Registered |
| Elective | 116598 Compile debtor correspondence in accordance with legislation and standard procedures | Level4 | 6 | Registered |
| Elective | 116943 Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph/charts to a spreadsheet | Level4 | 3 | Registered |
| Elective | 117156 Interpret basic financial statements | Level4 | 4 | Registered |
| Elective | 117491 Produce accounting reports | Level4 | 10 | Registered |
| Elective | 117511 Use visual communication techniques to represent a concept | Level4 | 10 | Registered |
| Elective | 117512 Realise and review a design | Level4 | 15 | Registered |
| Elective | 117927 Use a Graphical User Interface (GUI)-based database application to solve a given problem | Level4 | 6 | Registered |
| Elective | 120372 Explain fundamentals of project management | Level4 | 5 | Registered |
| Elective | 120373 Contribute to project initiation, scope definition and scope change control | Level4 | 9 | Registered |
| Elective | 120374 Contribute to the management of project risk within own field of expertise | Level4 | 5 | Registered |
| Elective | 120375 Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget | Level4 | 6 | Registered |
| Elective | 120376 Conduct project documentation management to support project processes | Level4 | 6 | Registered |
| Elective | 120381 Implement project administration processes according to requirements | Level4 | 5 | Registered |
| Elective | 120382 Plan, organise and support project meetings and workshops | Level4 | 4 | Registered |
| Elective | 120384 Develop a simple schedule to facilitate effective project execution | Level4 | 8 | Registered |
| Elective | 120386 Provide procurement administration support to a project | Level4 | 7 | Registered |
| Elective | 120387 Monitor, evaluate and communicate simple project schedules | Level4 | 4 | Registered |
| Elective | 10056 Analyse and interpret data and marketing information | Level5 | 8 | Reregistered |

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|-------------|--------|---|---------|---|--------------|
| Elective | 115792 | Access, process, adapt and use data from a wide range of texts | Level 5 | 5 | Registered |
| Fundamental | 119457 | Interpret and use information from texts | Level 3 | 5 | Registered |
| Fundamental | 119465 | Write/present/sign texts for a range of communicative contexts | Level 3 | 5 | Registered |
| Fundamental | 119467 | Use language and communication in occupational learning programmes | Level 3 | 5 | Registered |
| Fundamental | 119472 | Accommodate audience and context needs in oral/signed communication | Level 3 | 5 | Registered |
| Fundamental | 7468 | Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues | Level 4 | 6 | Reregistered |
| Fundamental | 9015 | Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems | Level 4 | 6 | Reregistered |
| Fundamental | 9016 | Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | Level 4 | 4 | Reregistered |
| Fundamental | 12153 | Use the writing process to compose texts required in the business environment | Level 4 | 5 | Reregistered |
| Fundamental | 12154 | Apply comprehension to engage oral texts in a business environment | Level 4 | 5 | Reregistered |
| Fundamental | 12155 | Apply comprehension skills to engage written texts in business environment | Level 4 | 5 | Reregistered |
| Fundamental | 119469 | Read/view, analyse and respond to a variety of texts | Level 4 | 5 | Registered |