

No. 1164

14 December 2007

**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

Pulp and Paper

registered by Organising Field 06 – Manufacturing, Engineering and Technology, 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 full 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, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later than 28 January 2008**. All correspondence should be marked **Standards Setting – Pulp and Paper** and addressed to

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DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:**National Certificate: Tissue Conversion**

SAQA QUAL ID	QUALIFICATION TITLE		
59019	National Certificate: Tissue Conversion		
ORIGINATOR		PROVIDER	
SGB Pulp and Paper			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	6 - Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	130	Level 3	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

This qualification is used to recognise the competence of people to perform and control machine operations in a tissue conversion operation. It also provides the basis upon which further related learning and career development can take place.

Through the employment of competent operating personnel, employers have confidence that this critical work in the industry is efficiently carried out. This competence provides the foundation needed to take responsibility for a significant process in the pulp and paper industry.

Social development and economic transformation are enhanced through efficient production, and career development and personal job satisfaction of operating personnel are facilitated through the learning process used to achieve the competency specified.

Qualifying learners will:

- Have a detailed understanding of each of the processes used in the manufacture of tissue products.
- Solve operating problems using a problem solving methodology together with own knowledge of process and equipment technology.
- Understand and use the different types of procedures applicable to an organisation.
- Implement safety, health, environmental and quality in own area of responsibility.
- Dismantle, assemble and install the components of tissue conversion equipment.
- Have mathematical, science, reading, writing and speaking competencies relevant to the pulp and paper industry.
- Be able to progress to higher qualifications in tissue conversion operations.

Rationale:

This qualification is the second in a series for people working in the pulp and paper industry who need to progress beyond NQF Level 2. The qualification reflects the workplace-based common or non-specific needs that a learner requires in the pulp and paper industry before progressing to learning at a higher level. Learning at a higher level enables the learner to follow a career in any one of the diverse process operations within the pulp and paper industry, including the natural progression towards the FET Certificate in Tissue Conversion, but also the FET Certificates dealing with pulp and paper operations which include chemical recovery, pulp

manufacturing and paper, board or tissue manufacturing. The needs, as verified by various industry forums, are expressed by employers and employees, for both now and the future. This qualification provides the learner with accessibility to employment and enables the learner to work in various machine operating jobs in the pulp and paper industry.

While the learning specified within this qualification is contextualised to the tissue conversion industry, the qualification has been constructed in such a way that the learner will be able, with some further learning, to adapt the skills and knowledge to other manufacturing or processing industries. The qualification therefore supports the principle of portability within the South African manufacturing industry and thus provides added value to the qualifying learner (increased employability) and to society and the economy (the creation of a pool of learners with manufacturing skills).

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

Specific conversion experience that must be in place upon commencement of the qualification includes:

- Operation of conversion equipment.

Embedded knowledge upon commencement of the qualification includes:

- Language, mathematics, natural science and technology principles at NQF Level 2.
- Personal and production safety.
- Computer literacy (basic hardware and operating systems).

Recognition of Prior Learning:

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. A learner wishing to be assessed towards this qualification may arrange to do so without attending any further training or education. The assessor and the learner will jointly decide on the most appropriate method to be taken.

Access to the Qualification:

Access to the qualification is open. Access for learners with disabilities is dependant on the:

- Type and severity of the disability.
- Nature of the operational processes and requirements of the equipment.

QUALIFICATION RULES

- In the compulsory Fundamental Component of the qualification, a learner must demonstrate his/her competence in the 20 credits in the field of Communication plus 16 credits in the field of Mathematical Literacy.
- The unit standards in the compulsory Core Component of the qualification reflect the skills and competencies needed for building expertise in the conversion field. In the Core Component, the learner must demonstrate his/her competence in the total of 61 credits.
- The Elective Component of the qualification requires the learner to pursue one of two specialisation areas - either tissue conversion or pulp conversion by selecting one of these specialisation unit standards. In addition, the learner can select additional general application Unit Standards covering aspects such as operating packaging equipment, life skills, business- or

computer skills. In total the learner must demonstrate his/her competence in a minimum of 33 credits selected from the Elective component.

EXIT LEVEL OUTCOMES

1. Operate conversion equipment.
2. Apply safety, health, environmental and quality procedures.
3. Dismantle, assemble and install conversion equipment components.
4. Solve operational problems in tissue conversion process operations.

Critical Cross-Field Outcomes:

Each critical cross-field outcome was considered in terms of its applicability to each of the specific outcomes for each unit standard. Where it was found to be applicable, the nature of the skills being developed was specified by the working group and captured in the standard.

Critical cross-field outcomes are assessed per unit standards and are part of all exit level outcomes.

Critical cross-field outcomes have been addressed by the exit level outcomes as follows:

Identify and solve problems in which response displays that responsible decisions, using critical and creative thinking, have been made by:

- Applying knowledge and comprehension of safety procedures.
 - Evident in Exit Level Outcome/s 2.
- Monitoring and controlling quality assurance practices.
 - Evident in Exit Level Outcome/s 1, 2 and 3.
- Applying operating procedures.
 - Evident in all Exit Level Outcomes.
- Controlling variables impacting on conversion processes.
 - Evident in Exit Level Outcome/s 1, 2 and 4.

Work effectively with others as a member of a team, group, organisation or community by:

- Working in a coordinated team during system start-up and shut down.
 - Evident in Exit Level Outcome/s 1.
- Co-ordinating one's work with that of others in the direct surrounding area, suppliers of molten glass and receivers of formed products.
 - Evident in Exit Level Outcome/s 1, 2 and 3.

Organise and manage oneself and one's activities responsibly and effectively by:

- Planning and implementing one's own start-up and shutdown activities.
 - Evident in Exit Level Outcome/s 1.
- Planning and implementing one's own routine operational functions.
 - Evident in Exit Level Outcome/s 1, 2 and 3.
- Planning and implementing corrective action to maintain product quality.
 - Evident in Exit Level Outcome/s 3.

Collect, analyse, organise and critically evaluate information by:

- Monitoring operational parameters.

- Evident in Exit Level Outcome/s 1 and 2.
- Collating and sorting product quality data.
- Evident in Exit Level Outcome/s 3.
- Monitoring and interpreting product quality data and data obtained from product analysis.
- Evident in Exit Level Outcome/s 2 and 3.
- Managing records, reports and stock.
- Evident in Exit Level Outcome/s 1, 2 and 3.

Communicate effectively by using mathematical and/or language skills in the modes of oral and/or written presentations by:

- Recording and interpretation of instrument readings.
- Evident in Exit Level Outcome/s 1, 2 and 3.
- Preparing and presenting reports.
- Evident in Exit Level Outcome/s 1, 2 and 3.

Use science and technology effectively and critically, showing responsibility towards the environment and health of others by:

- Working according to health and safety regulations.
- Evident in Exit Level Outcome/s 1, 2 and 3.
- Controlling technologically advanced production equipment according to operating procedures.
- Evident in Exit Level Outcome/s 1, 2 and 3.
- Working and interpreting technologically advanced instrumentation and computer systems.
- Evident in Exit Level Outcome/s 1, 2 and 3.

Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation by:

- Monitoring and controlling quality assurance practices.
- Evident in Exit Level Outcome/s 2 and 3.
- Adjusting equipment and machinery while taking cognisance of the downstream impact.
- Evident in all Exit Level Outcomes.

Contribute to the full personal development of each learner and the social and economic development of the society at large by:

- Maintaining and applying safety practices in the production environment.
- Evident in Exit Level Outcome/s 1, 2 and 3.
- Maintaining and applying quality practices in the production environment.
- Evident in Exit Level Outcome/s 2 and 3.
- Performing core operating functions.
- Evident in Exit Level Outcome/s 1, 2 and 3.
- Performing specialised computer functions.
- Evident in Exit Level Outcome/s 1, 2 and 3.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- Demonstrate an understanding of conversion equipment.
- Perform start-up of conversion equipment.
- Monitor conversion equipment parameters.
- Monitor and maintain product quality.
- Perform shut-down of the process.

- Maintain operational integrity in conversion equipment.

Associated assessment criteria for Exit Level Outcome 2:

- Explain and discuss statutory rights, responsibilities and liability regarding safety.
- Explain and discuss safety, health and environmental objectives, standards and regulations.
- Perform safety and environmental inspections in work area.
- Identify unsafe conditions and take corrective action.
- Report on safety conditions in work area.

Associated assessment criteria for Exit Level Outcome 3:

- Plan and prepare for dismantling activity.
- Dismantle components.
- Inspect and clean dismantled components.
- Report out of compliance or unsafe conditions while working.
- Document occurrences on shift.
- Discuss and explain incidents and problems related to dismantling process, equipment and components.

Associated assessment criteria for Exit Level Outcome 4:

- Investigate and quantify deviations from the standard.
- Establish the likely cause of the deviation experienced.
- Identify and implement corrective action.
- Monitor and evaluate the impact of the corrective action.

Integrated Assessment:

The unit standards, on which this qualification is based, describe the competent performance in pulp and paper operations. The criteria, by which competence is judged, as well as the range of circumstances in which competence is demonstrated, are found in each unit standard.

Integrated assessment methods and tools for this qualification must allow the learner to demonstrate the acquired knowledge and the safe and efficient competencies required in pulp and paper operations. For summative assessment the tools include:

- Written and/or oral tests to determine level of knowledge.
- On-the-job observation to determine applied competence.

The tools used for formative assessment during the learning programme include:

- Written tests.
- Oral testing.
- On-the-job observation.

For each learner a portfolio of evidence of all these assessments must be built up for record-keeping purposes. This portfolio may include, inter alia:

- Production reports.
- Journals/logbooks, records of work performance.
- Work samples.
- Supervisor and peer reports.
- Relevant awards or certificates.
- Previous assessment records.

The learner's level of prior learning will determine the way an integrated assessment will be conducted.

INTERNATIONAL COMPARABILITY

International comparison was made with Australia, New Zealand, Britain, Scotland, Canada, the USA, Sweden, Finland, Germany and relevant African countries.

The "best practice" from the Australian and New Zealand qualifications was used in the generation of the South African qualification. Similar core qualification structures and progressions are therefore evident in the Level 2 to Level 4 qualifications.

New Zealand:

The New Zealand "National Certificate in Pulp and Paper Manufacturing (Tissue Converting) (Level 3)" has a small compulsory core component consisting of Unit Standards covering safety, quality and an introduction to tissue manufacturing. The first elective component of the qualification allows learners to select between a range of diaper, tissue and packaging machine Unit Standards. The emphasis of all these Unit Standards is the changeover and adjustment of different mechanical components.

Australia:

The new Australian "Certificate III in Pulp and Paper Manufacture (Finishing and Converting)" has a compulsory core consisting of safety, quality, problem solving and setting up tissue equipment for a production run. The elective component consists of a range of communication, training, management and specialist technical skills Unit Standards.

Africa:

No relevant qualifications are offered in any African country.

United States of America, Canada and Scandinavia:

In addition to a number of pulp and paper related university degrees, TAPPI (a technical association for the pulp, paper and converting industry) offers short, technical courses for operating staff. No comparable qualifications are offered.

Germany:

Several German Universities offer a three year Paper Technology Diploma. Although these diplomas also have a strong workplace emphasis, they are more comparable to South African diplomas than vocational training qualifications. Subject content are similar to that contained in the technical part of the South African qualification, namely: industry background, machine operations and components, maintenance functions, computer skills with a technical project to complete the diploma.

British NVQ or the Scottish SVQ:

There are no comparable qualifications registered by the British NVQ or the Scottish SVQ.

The Pulp and Paper Finishing and Converting Qualification compares well with the best international qualifications and training programmes offered. The compulsory technical content incorporated in the qualification will serve to support qualifying learners to make better informed, autonomous decisions within a more compact timeframe than international learners and will considerably increase transportability of the qualification.

ARTICULATION OPTIONS

This qualification follows a vertical progression from the introductory NQF Level 2, Tissue Conversion Qualification. The qualification enables learners to further progress to higher qualifications in Tissue Conversion, namely:

- FETC in Tissue Conversion (NQF Level 4).

Vertical articulation can occur within the pulp and paper industry to the reviewed draft NQF Level 4 FETC: Tissue Conversion. Vertical articulation into related industries can occur with the following registered NQF Level 4 qualifications:

- ID 48915: Further Education and Training Certificate: Manufacturing and Assembly Operations Supervision.
- ID 48919: Further Education and Training Certificate: Measurement, Control and Instrumentation.

The generic knowledge and expertise enables the learner to progress horizontally into the reviewed draft National Certificate: Pulp and paper operations NQF Level 3, or to develop a career where knowledge of processing operations is necessary. These include manufacturing qualifications within, amongst others, the engineering, construction, chemical and pulp and paper industries.

Horizontal articulation within the processing industry can occur with the following registered NQF Level 3 qualifications:

- ID 22940: Certificate: Process Plant Operation.

The choice of elective learning components allows the learner to achieve additional competencies in a variety of contexts, for example: a range of mechanical hand skills, basic electrical skills, introductory materials handling skills and basic computer skills.

MODERATION OPTIONS

- An assessor, accredited with a relevant NQF Level 3 or higher qualification, will assess the learner's competency.
- Only an assessor with at least 3 years experience in conversion operations will assess the learner's competency.
- Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor, the following are essential:

- Be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by SAQA.
- Have a recognised technical qualification in pulp and paper such as the NTC in Pulp and Paper (NQF Level 2) or an equivalent qualification.
- Have worked in the pulp and paper industry and be a subject matter expert in the area of pulp and paper making processes.

NOTES**UNIT STANDARDS**

Source: National Learners' Records Database

Qualification 59019

07/11/2007

Page 7

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Core	244083	Solve operating problems using relevant technologies	Level 2	5
Core	13234	Apply quality procedures	Level 3	8
Core	13223	Apply safety, health and environmental protection procedures	Level 3	6
Core	244095	Dismantle, assemble and install basic components in a process environment	Level 3	6
Core	12456	Explain and use organisational procedures	Level 3	6
Core	246595	Operate dust filtration equipment used in the tissue conversion process	Level 3	2
Core	246603	Operate folding and tucking equipment used in the tissue conversion process	Level 3	6
Core	246597	Operate glue application equipment used in the tissue conversion process	Level 3	6
Core	246601	Operate slitting and cutting equipment used in the tissue conversion process	Level 3	6
Core	246599	Operate unwind and splicing equipment used in the tissue conversion process	Level 3	10
Elective	110001	Communicate effectively in teams	Level 2	5
Elective	12465	Develop a learning plan and a portfolio for assessment	Level 2	6
Elective	116937	Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets	Level 2	4
Elective	117924	Use a Graphical User Interface (GUI)-based word processor to format documents	Level 2	5
Elective	9322	Work in a team	Level 2	3
Elective	8000	Apply basic business principles	Level 3	9
Elective	113909	Coach a team member in order to enhance individual performance in work environment	Level 3	5
Elective	13915	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4
Elective	9530	Manage work time effectively	Level 3	3
Elective	246598	Operate equipment specific to a pulp conversion operation	Level 3	18
Elective	246602	Operate equipment specific to a tissue conversion operation	Level 3	25
Elective	246594	Operate packaging equipment used in the tissue conversion process	Level 3	8



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Operate packaging equipment used in the tissue conversion process***

SAQA US ID	UNIT STANDARD TITLE		
246594	Operate packaging equipment used in the tissue conversion process		
ORIGINATOR		PROVIDER	
SGB Pulp and Paper			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

SPECIFIC OUTCOME 1

Demonstrate an understanding of the packaging equipment.

SPECIFIC OUTCOME 2

Perform start-up of equipment specific to a packaging operation.

SPECIFIC OUTCOME 3

Monitor packaging equipment parameters.

SPECIFIC OUTCOME 4

Monitor and maintain product quality.

SPECIFIC OUTCOME 5

Perform shut-down of the process.

SPECIFIC OUTCOME 6

Maintain operational integrity in the packaging area.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59019	National Certificate: Tissue Conversion	Level 3	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Operate dust filtration equipment used in the tissue conversion process

SAQA US ID	UNIT STANDARD TITLE		
246595	Operate dust filtration equipment used in the tissue conversion process		
ORIGINATOR	PROVIDER		
SGB Pulp and Paper			
FIELD	SUBFIELD		
6 - Manufacturing, Engineering and Technology	Manufacturing and Assembly		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	2

SPECIFIC OUTCOME 1

Demonstrate an understanding of the dust filtration equipment.

SPECIFIC OUTCOME 2

Perform start-up of dust filtration equipment.

SPECIFIC OUTCOME 3

Monitor dust filtration equipment parameters.

SPECIFIC OUTCOME 4

Monitor and maintain product quality.

SPECIFIC OUTCOME 5

Perform shut-down of the process.

SPECIFIC OUTCOME 6

Maintain operational integrity in the dust filtration area.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59019	National Certificate: Tissue Conversion	Level 3	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Operate glue application equipment used in the tissue conversion process***

SAQA US ID		UNIT STANDARD TITLE	
246597		Operate glue application equipment used in the tissue conversion process	
ORIGINATOR		PROVIDER	
SGB Pulp and Paper			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

SPECIFIC OUTCOME 1

Demonstrate an understanding of the glue application equipment.

SPECIFIC OUTCOME 2

Perform start-up of glue application equipment.

SPECIFIC OUTCOME 3

Monitor glue application equipment parameters.

SPECIFIC OUTCOME 4

Monitor and maintain product quality.

SPECIFIC OUTCOME 5

Perform shut-down of the process.

SPECIFIC OUTCOME 6

Maintain operational integrity in the glue application area.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59019	National Certificate: Tissue Conversion	Level 3	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Operate equipment specific to a pulp conversion operation***

SAQA US ID	UNIT STANDARD TITLE		
246598	Operate equipment specific to a pulp conversion operation		
ORIGINATOR	PROVIDER		
SGB Pulp and Paper			
FIELD	SUBFIELD		
6 - Manufacturing, Engineering and Technology	Manufacturing and Assembly		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	18

SPECIFIC OUTCOME 1

Demonstrate an understanding of the equipment specific to a pulp conversion operation.

SPECIFIC OUTCOME 2

Perform start-up of equipment specific to a pulp conversion operation.

SPECIFIC OUTCOME 3

Monitor parameters relevant to equipment specific to a pulp conversion operation.

SPECIFIC OUTCOME 4

Monitor and maintain product quality.

SPECIFIC OUTCOME 5

Perform shut-down of the process.

SPECIFIC OUTCOME 6

Maintain operational integrity in the pulp conversion area.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59019	National Certificate: Tissue Conversion	Level 3	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Operate unwind and splicing equipment used in the tissue conversion process

SAQA US ID	UNIT STANDARD TITLE		
246599	Operate unwind and splicing equipment used in the tissue conversion process		
ORIGINATOR		PROVIDER	
SGB Pulp and Paper			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	10

SPECIFIC OUTCOME 1

Demonstrate an understanding of unwind and splicing equipment.

SPECIFIC OUTCOME 2

Perform start-up of unwind and splicing equipment.

SPECIFIC OUTCOME 3

Monitor unwind and splicing equipment parameters.

SPECIFIC OUTCOME 4

Monitor and maintain product quality.

SPECIFIC OUTCOME 5

Perform shut-down of the process.

SPECIFIC OUTCOME 6

Maintain operational integrity in the unwind and splicing area.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59019	National Certificate: Tissue Conversion	Level 3	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Operate slitting and cutting equipment used in the tissue conversion process

SAQA US ID	UNIT STANDARD TITLE		
246601	Operate slitting and cutting equipment used in the tissue conversion process		
ORIGINATOR		PROVIDER	
SGB Pulp and Paper			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

SPECIFIC OUTCOME 1

Demonstrate an understanding of the slitting and cutting equipment.

SPECIFIC OUTCOME 2

Perform start-up of slitting and cutting equipment.

SPECIFIC OUTCOME 3

Monitor slitting and cutting equipment parameters.

SPECIFIC OUTCOME 4

Monitor and maintain product quality.

SPECIFIC OUTCOME 5

Perform shut-down of the process.

SPECIFIC OUTCOME 6

Maintain operational integrity in the slitting and cutting area.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59019	National Certificate: Tissue Conversion	Level 3	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Operate equipment specific to a tissue conversion operation

SAQA US ID		UNIT STANDARD TITLE	
246602		Operate equipment specific to a tissue conversion operation	
ORIGINATOR		PROVIDER	
SGB Pulp and Paper			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	25

SPECIFIC OUTCOME 1

Demonstrate an understanding of the tissue converting equipment.

SPECIFIC OUTCOME 2

Perform start-up of equipment specific to a tissue conversion operation.

SPECIFIC OUTCOME 3

Monitor parameters relevant to equipment specific to a tissue conversion operation.

SPECIFIC OUTCOME 4

Monitor and maintain product quality.

SPECIFIC OUTCOME 5

Perform shut-down of the process.

SPECIFIC OUTCOME 6

Maintain operational integrity in the tissue conversion area.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59019	National Certificate: Tissue Conversion	Level 3	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Operate folding and tucking equipment used in the tissue conversion process***

SAQA US ID		UNIT STANDARD TITLE	
246603		Operate folding and tucking equipment used in the tissue conversion process	
ORIGINATOR		PROVIDER	
SGB Pulp and Paper			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

SPECIFIC OUTCOME 1

Demonstrate an understanding of the folding and tucking equipment.

SPECIFIC OUTCOME 2

Perform start-up of folding and tucking equipment.

SPECIFIC OUTCOME 3

Monitor folding and tucking equipment parameters.

SPECIFIC OUTCOME 4

Monitor and maintain product quality.

SPECIFIC OUTCOME 5

Perform shut-down of the process.

SPECIFIC OUTCOME 6

Maintain operational integrity in the folding and tucking area.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59019	National Certificate: Tissue Conversion	Level 3	Draft - Prep for P Comment	

**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

Music

registered by Organising Field 02, Culture and Arts, 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 full 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, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later than 28 January 2008**. All correspondence should be marked **Standards Setting – Music** addressed to

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DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
National Diploma: Music

SAQA QUAL ID	QUALIFICATION TITLE		
59589	National Diploma: Music		
ORIGINATOR		PROVIDER	
SGB Music			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Diploma	2 - Culture and Arts	Music	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	240	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

The broad purpose of this qualification is to afford the qualifying learner with the opportunity for personal development and growth. It will ensure the development of qualifying learners who are able to function within cultural diversity and the context of the African renaissance.

This qualification will also provide an entry-level qualification for those learners who may wish to pursue music as a career. The qualification will develop the learner's practical skills, theoretical knowledge and appropriate attitudes within the music sector. It will also lead to the development of entrepreneurial initiatives. The achievement of this qualification will develop an awareness of ethics within the broad music industry and ensure self-management and leadership skills.

The qualifying learner will be able to:

- Demonstrate music knowledge within diverse contexts.
- Demonstrate music literacy, listening and aural abilities.
- Apply music entrepreneurship and leadership skills.
- Demonstrate skills in performing and improvising within a chosen musical context.
- Apply knowledge and skills of music technology.
- Demonstrate knowledge and skills in composing and arranging music.
- Understand the importance of ethical behaviour within the music profession.

Rationale:

This qualification is aimed at learners who are keen to explore music at a more advanced level than NQF Level 4. Learners may be employed or unemployed, adults, those searching career options, practitioners who are not necessarily musically qualified, qualified music practitioners who wish to explore other aspects of music and learners who require a broad musical knowledge.

While these learners may or may not wish to pursue music as a career, this qualification will also enable learners to understand and appreciate aspects of musical diversity and plurality within the context of the African renaissance.

A need for this qualification has been established in both the retail and wholesale markets. Only a small percentage, previously and currently, of the population has access to music education in the higher education and training band of the National Qualifications Framework, and this

qualification will assist in addressing this need. The economic impact of music has been well researched and proved internationally and many career opportunities are available.

There are currently numerous music qualifications registered at NQF Level 5, indicating a previously identified necessity for a specific generic qualification. This qualification will provide a foundation for further learning and may form the basis for incremental development and progression to NQF Level 6 and beyond.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

It is assumed that learners are competent in:

- Communication at NQF Level 4 or equivalent.
- Mathematical Literacy at NQF Level 4 or equivalent.
- Computer literacy at NQF Level 3 or equivalent.
- Music literacy at NQF Level 3 or equivalent.
- Music performance at NQF Level 3 or equivalent.

Recognition of Prior Learning:

The qualification can be obtained in whole or in part through RPL.

Access to Qualification:

Access is open to learners with an FETC or equivalent NQF Level 4 qualification.

QUALIFICATION RULES

- All fundamental Unit Standards credits totalling 90 are compulsory.
- All core Unit Standards credits totalling 116 are compulsory.
- Learners are to choose elective Unit Standards credits totalling a minimum of 34 credits.

The minimum total credits for this qualification is 240.

EXIT LEVEL OUTCOMES

1. Demonstrate music knowledge within a variety of socio-cultural, historical and political contexts.
2. Demonstrate listening and aural abilities.
3. Apply knowledge of the South African music industry to music entrepreneurship and leadership.
4. Demonstrate skills in performing and improvising within a chosen context.
5. Apply knowledge and skills of music technology.
6. Demonstrate knowledge and skills in composition and arrangement.
7. Understand the importance of ethical behaviour within the music profession.

ASSOCIATED ASSESSMENT CRITERIA

Assessment Criteria for Exit Level Outcome 1:

- 1.1 Various types of world music are differentiated in terms of uses and stylistic characteristics by applying music listening and analysis skills.
- 1.2 Various types of regional and world music are analysed in relation to their social, cultural, historical and economic contexts.
- 1.3 South African twentieth-century musics and the contributing composers and performers are analysed in terms of their origins, social functions and stylistic characteristics.
- 1.4 European art tradition music styles are contextualised in terms of their historical and social contexts.

Assessment Criteria for Exit Level Outcome 2:

- 2.1 Recognition, identification, performance and notation of all intervals between a perfect unison and a perfect 11th are demonstrated in an appropriate vocal range.
- 2.2 Recognition, identification, performance and notation of all quartads are demonstrated in root position and inversions and close structure.
- 2.3 Identification of diatonic quartads is demonstrated in harmonic progressions.
- 2.4 Sight-singing of a non-modulating 8-bar melody in a major or minor key or a mode is demonstrated using note values not smaller than quavers.
- 2.5 Writing from dictation of a non-modulating 8-bar melody in a major or minor key or a mode is demonstrated using note values not smaller than quavers.
- 2.6 Clapping of an 8-bar rhythmic pattern is demonstrated using note values not smaller than semiquavers, including triplets, sextuplets and syncopated patterns.
- 2.7 Notation of an 8-bar rhythmic pattern is demonstrated using note values not smaller than semiquavers, including triplets, sextuplets and syncopated patterns.
- 2.8 Identification of phrase structure is demonstrated using compositional techniques including repetition, sequence and cadential progressions.

Assessment Criteria for Exit Level Outcome 3:

- 3.1 Business communication channels are used to conduct written and verbal communication in terms of organisational procedures.
- 3.2 Information from a variety of sources is located, presented and acknowledged in response to an identified organisational need.
- 3.3 The structure of the music industry is described in relation to the roles and functions of the various role-players.
- 3.4 Standard contracts are evaluated using examples and licensing is explained in relation to its purpose in the music industry.
- 3.5 Marketing and distribution are explained according to standard music industry practice.
- 3.6 Occupational health, safety and environmental legislation is explained in relation to the music industry.
- 3.7 The principles and implications of copyright law are explained according to standard music industry practice.

Assessment Criteria for Exit Level Outcome 4:

- 4.1 Music of a selected style is performed in accordance with generally accepted music practice.
- 4.2 Technical exercises are played in accordance with generally accepted music practice.
- 4.3 Improvisational competence is demonstrated as appropriate to the chosen musical style and musical instrument.
- 4.4 Sight reading skills on the chosen instrument are demonstrated in relation to notation, tempo, phrasing and expression of performance.

Assessment Criteria for Exit Level Outcome 5:

- 5.1 Available literature on the history, characteristics and function of music technology is investigated in relation to current practices.

- 5.2 Various software and hardware systems are applied to create music.
- 5.3 Changing trends in digital technology are identified in relation to music.
- 5.4 Copyright legislation is interpreted as it is applicable to the use of music technology.
- 5.5 Music is arranged, performed and recorded on a digital instrument and a computer.
- 5.6 Audio and audio-visual files are created in various formats.

Assessment Criteria for Exit Level Outcome 6:

- 6.1 The effective notation of creative ideas allowing for accurate interpretation is demonstrated in accordance with established music practice.
- 6.2 The developing of musical ideas with an awareness of the appropriate vocabulary of a given style is demonstrated in accordance with established music practice.
- 6.3 The writing of original music which reflects an understanding of musical structure and an appropriate awareness of style is demonstrated in accordance with established music practice.
- 6.4 The writing of music for the advertising industry is demonstrated according to an analysis of the intended function, objectives and effects of the music within industry standards and with due regard for budget where applicable.
- 6.5 The rewriting of music in a given format in a new format with identifiable links to the original for a specified combination of instruments is demonstrated in accordance with established music standards.
- 6.6 The selection and application of technology appropriate to the music created is demonstrated according to the required context, function and objectives of the musical work.

Assessment Criteria for Exit Level Outcome 7:

- 7.1 Philosophical reflection on moral beliefs and practices, confirming the right to freedom of enquiry and communication.
- 7.2 Accepting responsibility inherent in such freedom is demonstrated in terms of competency, objectivity, consistency, integrity and continual concern for the best interests of society and the music profession.
- 7.3 The development of a moral conscience is demonstrated in relation to moral action, professional conduct and personal integrity.
- 7.4 Ethical practices and values in conducting business as a music professional is demonstrated according to established music practice using case studies that highlight best ethical practices in the music profession.
- 7.6 A Code of Conduct for professional musicians, which includes relationships with all stakeholders (eg clients, students, colleagues, employers, community/public) is developed according to best music industry practice.

Integrated Assessment:

Integrated assessment at the level of the qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across exit level outcomes 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 as described in the exit level outcomes. It is recommended that the learner will be able to demonstrate competence by having a section of musicians for assessment purposes.

Integrated assessment must judge the quality of the observable performance, and also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed. The ratio between action and interpretation is not fixed, but varies according to the demands of the particular exit level outcome of the 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.

INTERNATIONAL COMPARABILITY

Introduction:

There is a wide range of Music Diplomas available at reputable institutions in many countries worldwide. This wide range reflects the diverse nature of the music industry and the knowledge and skills required by music industry practitioners.

Following is a list of such available Music Diplomas internationally:

- Diploma in Community Music leadership.
- Diploma in Music Science and Acoustics.
- Diploma in Creative Music technology.
- Diploma in Music Performance.
- Diploma in Music Composition.
- Diploma in Music Facilitating.
- Diploma in Professional Musical Theatre.
- Diploma in Music Direction.
- Diploma in Music production.
- Diploma in Music leadership.
- Diploma in Music Practice.
- Diploma in Music.
- Diploma in Vocal Music.
- Diploma in Instrumental Music.
- Diploma in Light Music.

Research was conducted to compare this National Diploma in Music Practice at NQF Level 5 with equivalent qualifications from the following countries:

- Australia, National Training Information Service, www.ntis.gov.au.
- England, Awarding Body, Edexcel Limited, www.edexcel.org.uk.
- Canada, Vancouver Community College, www.vcc.bc.ca.
- India, Saraswati Classical Music institute, New Delhi, www.classicalmusicinstitute.com.
- Kenya, Kenyatta University, www.ku.ac.ke.
- United States of America, San Francisco Conservatory of Music, www.sfcm.edu.
- World Music Foundation, www.musicaid.org/wmf.htm.

England:

The National Diploma in Music (500/1359/2) is a vocationally related qualification that is registered by the Qualifications and Curriculum Authority (QCA) in England and the awarding body is Edexcel Limited. Many areas of learning related to the South African qualification is similar to this qualification as can be identified in the list of element below.

Duration is 1080 guided learning hours comprising the following 17 units of learning:

- Listening skills for musicians.
- Music and Society.
- Planning a music project.
- The sound and music industry.
- 0Major music project.

- Arranging music.
- Aural perception skills.
- Composing music.
- Improvising music.
- Music performance techniques.
- Music theory and harmony.
- Music in the community.
- Modern music in practice.
- Classical music in practice.
- Music performance session styles/music theatre/Pop music practice.

Canada:

The Diploma in Music is offered by the Vancouver Community College and extends over two academic years.

It is also an undergraduate study with many similarities in the learning components to the South African qualification as listed below:

- Advanced ensemble musicianship.
- Advanced improvisation.
- Applied music.
- Arranging.
- Basic theory.
- Classical Piano.
- Commercial ear training.
- Composition studies.
- Electronic music.
- History and literature of music.
- Keyboard studies.
- Performance techniques.
- Rhythm studies.
- World music.

India:

The Saraswati Classical Musical Institute offers classical music and instrumental music from Primary Level to Doctorate Level, affiliated to a recognised university, Prayag Sangeet Samiti, Allahabad. This institution offers three junior diplomas that are two year courses in vocal music, instrumental music and light music.

World Music Foundation:

The World Music Foundation Diploma in Music has been a popular international music qualification for many years. In 2006 the WMF merged with The Music Aid Organization, and from August 2006 this qualification will no longer be widely available to the general public. It will be restricted to those people who are studying at WMF and Music Aid centres and also to members of approved educational and professional associations.

The Diploma in Music caters for the following music specialties:

- Instrumental Performance.
- Vocal Performance.
- Songwriting.
- Composition.

- Production.

Kenya:

The Diploma in Music is offered at the School of Humanities and Social Sciences, Kenyatta University is also a two year undergraduate course that comprises the listed learning elements.

Again, there is a similarity of learning elements in these qualifications.

- MPE 009: Musicianship Training I.
- MPE 010: Performance.
- MAE 013: General Classification of Kenyan song and Dance.
- MAE 014: General Classification of Traditional Kenyan Music Instruments.
- MHC 029: Design in Music II.
- MHC 030: Harmonic Principles II.
- MPE 010: Performance.
- MPE 011: Musicianship Training II.
- MAE 015: Analysis of Traditional Kenyan Songs and Dances.
- MAE 019: Notation and Transcription of Kenyan Tunes.
- MHC 031: Computer Aided Composition.
- MHC 032: History of Western Music II.
- MPE 013: Introduction to Music for Special Needs.
- MAE 016: Construction and Handling of Traditional Kenyan Music Instruments.
- MAE 024: Music and Legal Issues in Kenya.
- MHC 033: Music Arrangement.
- MPE 012: Performance Project (2 units).
- MAE 020: African Music Research Project (2 Units).
- MHC 034: Composition Project (2 units).

Australia:

The following Diploma qualifications are registered with the Australian National Training Authority.

- Diploma of Music CUS50101.
- Diploma of Music Industry (Technical Production) CUS50201.
- Diploma of Music Industry (Business) CUS50301.

Conclusion:

At the level of the qualification, the South African National Diploma in Music Practice compares closely with the Australian Diploma of Music.

The extent of the similarities between these qualifications:

- NQF compliant.
- Unit standards/Credits based.
- Duration of study (2 years).
- Undergraduate Level.

The following unit standards of the Australian Diploma in Music (CUS 50101) compare directly in terms of the level of complexity of the underpinning knowledge and the practice and performance.

This similarity is evident in the elements of learning and assessment statements:

- CUSSAF02A: Follow health, safety and security procedures in the music industry.
- CUSMPF14A: Perform accompaniment.
- CUSMPF16A: Perform improvisation for audience.
- CUSMGE13A: Apply music knowledge and artistic judgement.
- CUSMGE04A: Analyse music.
- CUSMGE07A: Analyse harmony.
- CUSMCP04A: Compose songs or tunes in a range of styles.
- CUSMCP06A: Compose music for screen using electronic media.
- CUSMCP08A: Arrange music for a brief.
- CUSADM08A: Address copyright requirements.
- CUSBAD15A: Manage risk and crises for an act or show.
- CUSLRN01A: Provide musical leadership in performance.
- CUSADM09A: Address legal and administrative requirements.
- CUSADM07A: Establish and maintain work and contractual relationships.
- CUEMAR3A: Undertake marketing activities.

This National Diploma goes beyond the Australian equivalent in the following learning areas:

- Diversity.
- Entrepreneurship.
- Business communication.
- Ethics.
- Event co-ordination.

ARTICULATION OPTIONS

The qualification articulates vertically with the following:

- ID: 13762; Licentiate: Music, Level 6.
- ID: 5775; Diploma: Music Education, Level 6.
- ID: 14638; Bachelor of Arts: Music, Level 6.
- ID: 5345; Bachelor of Musicology, Level 6.

Examples of horizontal articulation with this Qualification:

- ID: 14631; Diploma: Music Performance, Level 5.
- ID: 19687; National Higher Certificate: Performance, Level 5.
- ID: 14632; Diploma: Community Music: Theatre and Dance, Level 5.

MODERATION OPTIONS

- Any institution offering learning that will enable achievement of this qualification must be accredited by the relevant ETQA.
- External Moderation of assessment will be overseen by the relevant ETQA at its discretion.
- The accredited Training Provider will oversee internal Moderation of assessment.
- Moderation should encompass achievement of competence described in both exit level outcomes and critical cross-field outcomes as well as the integrated competence described in the qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

- Assessors must be registered as assessors with a relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

- Assessors must be in possession of a qualification in Music or a related qualification in the field of Culture and Arts at a minimum of NQF Level 6 with a minimum of two years experience.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	253336	Contextualise relationships between music and society	Level 5	30
Fundamental	253294	Demonstrate musical listening and aural abilities	Level 5	30
Fundamental	253174	Read and interpret a musical score	Level 5	30
Core	123551	Apply basic information literacy	Level 4	8
Core	120366	Demonstrate understanding of the implementation of occupational health, safety and environmental legislation in the work place	Level 4	9
Core	253195	Analyse music	Level 5	8
Core	253335	Apply knowledge and skills of music technology	Level 5	20
Core	253154	Arrange music in a new format	Level 5	20
Core	10622	Conduct communication within a business environment	Level 5	8
Core	253337	Demonstrate an awareness of ethics and professionalism in the music industry in South Africa	Level 5	3
Core	253114	Describe the music business in South Africa	Level 5	10
Core	253338	Perform music	Level 5	30
Elective	242824	Apply leadership concepts in a work context	Level 4	12
Elective	114598	Demonstrate an understanding of an entrepreneurial profile	Level 4	5
Elective	253194	Apply African choral repertoire	Level 5	12
Elective	253340	Apply basic compositional techniques	Level 5	12
Elective	253134	Apply staff notation through South African music	Level 5	12
Elective	120311	Apply visionary leadership to develop strategy	Level 5	10
Elective	253274	Arrange and orchestrate music	Level 5	12
Elective	13482	Co-ordinate an event	Level 5	12
Elective	253214	Create music according to a brief	Level 5	8
Elective	253234	Create original music compositions	Level 5	12
Elective	15224	Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4
Elective	15225	Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4
Elective	252043	Manage a diverse work force to add value	Level 5	6
Elective	252025	Monitor, assess and manage risk	Level 5	8
Elective	115835	Operate in a professional manner utilising trouble shooting techniques while applying creative thinking processes	Level 5	5
Elective	253215	Practice choral music	Level 5	12
Elective	253254	Write original music	Level 5	8



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Describe the music business in South Africa*

SAQA US ID		UNIT STANDARD TITLE	
253114		Describe the music business in South Africa	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

SPECIFIC OUTCOME 1

Explain and compare music-related contracts.

SPECIFIC OUTCOME 2

Explain the principles and implications of copyright.

SPECIFIC OUTCOME 3

Describe the structure of the music industry.

SPECIFIC OUTCOME 4

Understand the essential aspects of marketing and distribution in the music industry.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Apply staff notation through South African music*

SAQA US ID		UNIT STANDARD TITLE	
253134		Apply staff notation through South African music	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	12

SPECIFIC OUTCOME 1

Perform music using staff notation.

SPECIFIC OUTCOME 2

Write music in staff notation for voices or keyboard.

SPECIFIC OUTCOME 3

Analyze compositions in staff notation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Arrange music in a new format***

SAQA US ID	UNIT STANDARD TITLE		
253154	Arrange music in a new format		
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	20

SPECIFIC OUTCOME 1

Apply knowledge of a variety of instrumental and vocal combinations.

SPECIFIC OUTCOME 2

Demonstrate knowledge of notational conventions.

SPECIFIC OUTCOME 3

Demonstrate knowledge of range and idiom of selected combinations.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Read and interpret a musical score

SAQA US ID	UNIT STANDARD TITLE		
253174	Read and interpret a musical score		
ORIGINATOR	PROVIDER		
SGB Music			
FIELD	SUBFIELD		
2 - Culture and Arts	Music		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	30

SPECIFIC OUTCOME 1

Recognise and interpret clefs, time signatures and key signatures.

SPECIFIC OUTCOME 2

Follow a musical score.

SPECIFIC OUTCOME 3

Identify inaccuracies in relation to the musical score that is being performed.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Fundamental	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Apply African choral repertoire*

SAQA US ID		UNIT STANDARD TITLE	
253194		Apply African choral repertoire	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	12

SPECIFIC OUTCOME 1

Discuss African choral music history.

SPECIFIC OUTCOME 2

Investigate African choral music repertoire.

SPECIFIC OUTCOME 3

Analyze choral compositions.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Analyse music**

SAQA US ID		UNIT STANDARD TITLE	
253195		Analyse music	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

SPECIFIC OUTCOME 1

Plan the analytical methodology to be used.

SPECIFIC OUTCOME 2

Identify the formal structure of the piece of music.

SPECIFIC OUTCOME 3

Present or apply musical analysis.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Create music according to a brief*

SAQA US ID	UNIT STANDARD TITLE		
253214	Create music according to a brief		
ORIGINATOR	PROVIDER		
SGB Music			
FIELD	SUBFIELD		
2 - Culture and Arts	Music		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

SPECIFIC OUTCOME 1

Establish required resources.

SPECIFIC OUTCOME 2

Plan work schedule and communication strategy.

SPECIFIC OUTCOME 3

Create music.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Practice choral music***

SAQA US ID		UNIT STANDARD TITLE	
253215		Practice choral music	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	12

SPECIFIC OUTCOME 1

Produce vocal timbre suitable to a choir.

SPECIFIC OUTCOME 2

Train choirs to sing a range of repertoire.

SPECIFIC OUTCOME 3

Conduct a choir using appropriate techniques.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Create original music compositions

SAQA US ID		UNIT STANDARD TITLE	
253234		Create original music compositions	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	12

SPECIFIC OUTCOME 1

Develop material for a composition.

SPECIFIC OUTCOME 2

Compose an original piece of music.

SPECIFIC OUTCOME 3

Discuss the piece critically.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Write original music**

SAQA US ID		UNIT STANDARD TITLE	
253254		Write original music	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

SPECIFIC OUTCOME 1

Demonstrate effective music notation of creative ideas.

SPECIFIC OUTCOME 2

Demonstrate knowledge of chosen instrument/vocal combinations.

SPECIFIC OUTCOME 3

Demonstrate competence in manipulating musical material.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Arrange and orchestrate music***

SAQA US ID	UNIT STANDARD TITLE		
253274	Arrange and orchestrate music		
ORIGINATOR	PROVIDER		
SGB Music			
FIELD	SUBFIELD		
2 - Culture and Arts	Music		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	12

SPECIFIC OUTCOME 1

Analyze orchestral excerpts from existing scores.

SPECIFIC OUTCOME 2

Orchestrate piano pieces and song accompaniments.

SPECIFIC OUTCOME 3

Turn choral pieces into symphonic works with voice.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate musical listening and aural abilities

SAQA US ID	UNIT STANDARD TITLE		
253294	Demonstrate musical listening and aural abilities		
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	30

SPECIFIC OUTCOME 1

Use music notation.

SPECIFIC OUTCOME 2

Listen to and notate music.

SPECIFIC OUTCOME 3

Identify and differentiate between tone qualities in a musical excerpt.

SPECIFIC OUTCOME 4

Demonstrate aural and listening abilities by performing.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Fundamental	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Apply knowledge and skills of music technology***

SAQA US ID	UNIT STANDARD TITLE		
253335	Apply knowledge and skills of music technology		
ORIGINATOR	PROVIDER		
SGB Music			
FIELD	SUBFIELD		
2 - Culture and Arts	Music		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	20

SPECIFIC OUTCOME 1

Investigate the history, development and function of music technology.

SPECIFIC OUTCOME 2

Understand music hardware and software systems.

SPECIFIC OUTCOME 3

Arrange, compose and record music.

SPECIFIC OUTCOME 4

Use audio and audio-visual files.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Contextualise relationships between music and society

SAQA US ID		UNIT STANDARD TITLE	
253336		Contextualise relationships between music and society	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	30

SPECIFIC OUTCOME 1

Differentiate between various types of world music.

SPECIFIC OUTCOME 2

Identify and contextualise South African music of the twentieth century.

SPECIFIC OUTCOME 3

Contextualise music of the European art tradition.

SPECIFIC OUTCOME 4

Analyse various types of music in relation to their social, historical and economic contexts.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Fundamental	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an awareness of ethics and professionalism in the music industry in South Africa

SAQA US ID		UNIT STANDARD TITLE	
253337		Demonstrate an awareness of ethics and professionalism in the music industry in South Africa	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	3

SPECIFIC OUTCOME 1

Explain the need for ethical behaviour within the sector.

SPECIFIC OUTCOME 2

Define ethics in a professional context.

SPECIFIC OUTCOME 3

Evaluate the principles that govern ethical behaviour within the work environment.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Perform music***

SAQA US ID		UNIT STANDARD TITLE	
253338		Perform music	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	30

SPECIFIC OUTCOME 1

Perform music of a selected style.

SPECIFIC OUTCOME 2

Perform technical exercises.

SPECIFIC OUTCOME 3

Demonstrate improvisation skills appropriate to instrument and musical style.

SPECIFIC OUTCOME 4

Demonstrate sight-reading skills on the chosen musical instrument.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Apply basic compositional techniques***

SAQA US ID		UNIT STANDARD TITLE	
253340		Apply basic compositional techniques	
ORIGINATOR		PROVIDER	
SGB Music			
FIELD		SUBFIELD	
2 - Culture and Arts		Music	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	12

SPECIFIC OUTCOME 1

Devise material for a short composition.

SPECIFIC OUTCOME 2

Compose a short original piece.

SPECIFIC OUTCOME 3

Notate an original composition.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59589	National Diploma: Music	Level 5	Draft - Prep for P Comment	