

No. 208

22 February 2008

**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

Art, Craft and Design

registered by Organising Field 02, Culture & 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.saq.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 20 March 2008**. All correspondence should be marked **Standards Setting – Art, Craft and Design** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION: *National Certificate: Design Technology*

SAQA QUAL ID	QUALIFICATION TITLE		
60509	National Certificate: Design Technology		
ORIGINATOR		PROVIDER	
SGB Art, Craft & Design			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	2 - Culture and Arts	Visual Arts	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	121	Level 5	Regular-Unit Stds Based

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is primarily intended for application in the design industry. The qualification will give the learner the competencies required to progress in a career in design. Learners credited with this qualification will be able to practice in a variety of design fields, and will be equipped to enter a professional design qualification at NQF Level 6.

This qualification is generic and applies to the various fields and disciplines of design including fashion design, interior design, graphic design, multimedia design, jewellery design, industrial design, product design, spatial design, design research, design writing and design for the environment.

Learners credited with the unit standards in this qualification are capable of:

- Sourcing research information related to a specific design field.
- Analysing and reviewing design research information.
- Selecting materials, media and processes for production.
- Producing final design products that meet specific project requirements.
- Managing business processes in a design environment.

Learners also elect an area of competence from:

- Developing business and marketing resources.
- Creating original design messages, forms and arguments.

Rationale:

Design is a fast growing and fast changing industry that has established itself on a global level as a key contributor to national industries. Despite its relatively short academic history, qualifications in the various fields of design have been established around the world with the aim of training and educating people in these professional fields. Design makes a significant annual contribution to the South African economy and industry.

Learners who attain this qualification will be able to work in commercial design studios, in private studios in their homes, and as freelancers. They could gain employment in publishing companies, advertising agencies, and design firms. The qualification is set to provide an exit point before the professional design qualifications at NQF Level 6 or 7.

The qualification is aimed at learners who have made a decision to enter the design sector. Learners who complete this qualification are able to do relatively routine work, such as model/prototype making and layout, as design technicians, assistant designers, and DTP operators. After attaining this qualification, learners can progress to the professional designer qualification at NQF Level 6 and, thereafter, NQF Level 7. The qualification implements minimum standards for design technicians across disciplines.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

Learners should have the competence to communicate in at least two languages (one at NQF Level 3 and one at NQF Level 4), and should be mathematically literate 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 described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A qualification will be awarded should a learner demonstrate that the exit level outcomes of the qualification have been attained.

Access to the Qualification:

Access to this qualification is open, although learners who have completed the Further Education and Training Certificate in Design Foundation (NQF Level 4) will be at an advantage.

QUALIFICATION RULES

- All the Fundamental Component Unit Standards are compulsory (22 credits).
- All the Core Component Unit Standards are compulsory (84 credits).
- For the Elective Component learners are required to select one of the specialisations listed below and then to complete the unit standards in that specialisation to the value of at least 15 credits.

Group 1:

Developing business and marketing resources:

- Manage physical resources (242649), NQF Level 5, 15 Credits.
- Manage project finances (242650), NQF Level 5, 15 Credits.
- Liaise with a range of customers of a business (10024), NQF Level 4, 4 Credits.

Group 2:

Creating original design messages, forms and arguments:

- Use communication techniques effectively (12433), NQF Level 5, 8 Credits.
- Develop and present creative work and compile work portfolio (117598), NQF 5, 3 Credits.
- Create original design messages, forms and arguments (115116), NQF Level 5, 16 Credits.
- Manage marketing communications production (10062), NQF Level 5, 12 Credits.

EXIT LEVEL OUTCOMES

1. Source research information related to a specific design field.
2. Analyse and review design research information.
3. Produce final design products that meet specific project requirements.
4. Manage business processes in a design environment.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcomes 1:

- Research information is obtained from relevant sources and for a number of different design purposes.
- Research methodologies are explained for specific research approaches.
- Research methodologies are used appropriately for specific design contexts using specified organisational procedures.

Associated Assessment Criteria for Exit Level Outcomes 2:

- Research information is analysed in terms of relevance for specific research purposes and a specific design field.
- Design research is reviewed based on specific briefs and in terms of relevance for identified design concepts.

Associated Assessment Criteria for Exit Level Outcomes 3:

- Physical resources are selected which are optimal for the purpose of producing specific design products.
- Materials, media, tools and processes selected and used in the production and implementation of design projects are relevant for specified briefs and design concepts.
- Final design products are produced using technological skills and methodologies according to organisational procedures.

Associated Assessment Criteria for Exit Level Outcomes 4:

- Project income and expenses are compared with set budgets, production costs and profit margins are determined accurately and cost estimates and implementation plans meet project and organisational requirements.
- Current performance and planned performance are explained in terms of specific project requirements and project deliverables.
- Customer needs identified for specific contexts according to organisational procedures.

Integrated Assessment:

The assessment criteria in the unit standards are performance-based, assessing applied competence rather than only knowledge, or skills. In addition, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to the environmental conditions in occupational contexts, to qualify. Evidence is required that the learner is able to achieve the exit level outcomes of the

qualification as a whole and thus its purpose, at the time of the award of the qualification. Workplace experience can be recognised when assessing towards this qualification.

INTERNATIONAL COMPARABILITY

Many African countries do not offer design (or even visual arts) programmes at the equivalent level. For example, in Ghana the Ashesi University offers an interdisciplinary three year liberal arts programme that combines courses in the humanities and social sciences, as well as mathematics and preparatory business and computer science courses. Design is a second year focus (elective) subject, and includes current process-oriented and object-oriented design techniques using a framework that situates design activity within both the modern condition of commerce and computing, and the larger historical context of technological and commercial development, and creating and implementing original design solutions under resource and time constraints. In Botswana, a five-year Bachelor of Design (Industrial Design) is offered, with the first year being a generic B.Sc. In Namibia, a three year Diploma programme exists in Media Technology Studies. The second year of this course includes an Introduction to Multi-Media Design, and a Print Design, Editing and Production subject, and the third year a Digital Art and Design, and an Advanced Web Design subject. No comparable programmes were found in Angola, Botswana, Democratic Republic of Congo, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Swaziland, Tanzania, Zambia, Zimbabwe, Ghana or Kenya.

Other countries that are leaders in design education and training include the United States of America (USA), Canada, Saudi Arabia, Japan, Sweden, Malaysia, Israel, the United Kingdom, Belgium, The Netherlands, France, India and Germany.

The USA qualifications are offered mostly at first degree level, although some shorter programmes exist at lower levels, often aimed at one particular field within the design discipline (e.g. graphic design, web design, fashion design, architectural design, etc.). For example, an undergraduate certificate in Graphic Design is offered that compares as follows with this South African qualification:

Undergraduate Design Certificate (USA); SA Qualification:

- Design principles; Core (integrated).
 - Software skills; Core (integrated).
 - Visual thinking; Core (integrated).
 - Concept development; Elective.
 - Design media; Core (integrated).
 - Visual communication; Core (integrated).
 - Typography; Core (integrated).
- Elective (one is required):
- Advertising and culture; Fundamental.
 - Interface design; Not included.
 - Photography; Not included.
 - Visual design; Core.
 - Visual literacy; Learning assumed to be in place.
 - Drawing; Learning assumed to be in place.
- Elective (one is required):
- Graphic design for corporate identity; Core (integrated).
 - Hypermedia art and fiction; Not included.
 - Information design; Core (integrated).
 - Publication design; Not included.
 - Printing processes; Core (integrated).

Canada has a Design Foundations Certificate at the level of this qualification. Other programmes are longer and specific to an area of design, for example, a Diploma in Graphic Design that includes components that are also covered in this qualification: production, history,

electronic publishing, typography, advertising, research, personal development, creative imaging and system management, portfolio development, etc. The equivalent Design Foundations Certificate includes the history, thought, and practice of design, and compares as follows with this South African qualification:

Canadian Design Foundations Certificate; SA Qualification:

- Design history; Core (integrated).
- Design concept and process; Fundamental and Core.
- Image structure and meaning; Core.
- Communications; Core (integrated).
- Drawing; Learning assumed to be in place.
- 2 Dimensional design; Core (integrated).
- 3 Dimensional Design; Core (integrated).

In the United Kingdom the equivalent level qualification is a one-year Higher National Certificate in Graphic Design that compares as follows with the South African qualification:

United Kingdom Higher National Certificate in Graphic Design; SA Qualification:

- Computer applications in art and design; Core (integrated).
 - Historical and contextual referencing; Fundamental.
 - Professional studies; Core.
 - Ideas generation; Elective.
 - Critical study; Fundamental, Elective.
 - Ideas in context; Fundamental, Elective.
 - Drawing techniques and approaches; Learning assumed to be in place.
- Elective (three are required):
- Design method; Core.
 - Design principles; Core.
 - Products, marketing and advertising media; Not included (higher level).
 - Advertising campaigns; Not included.
 - Art direction for advertising; Not included.
 - Copywriting for advertising; Not included.
 - Developing a personal style; Core (integrated).
 - Referencing and sources; Fundamental.
 - Communicating with images; Core (integrated).
 - Typographic skills; Core (integrated).
 - Advanced typographic design; Not included (higher level).
 - Typographic ideas; Elective.
 - Exploring mass text applications; Not included.
 - Image manipulation applications; Not included.
 - Editorial design; Not included.
 - Corporate identity; Core.
 - Multimedia design and authoring; Not included.
 - Interactive media web authoring; Not included.
 - Animation techniques; Not included.
 - Visual communication; Core (integrated).
 - Cultural interpretation; Core (integrated).
 - Packaging; Core (integrated).
 - Working in the digital environment; Core (integrated).
 - Business practice; Elective.
 - Managing the design and production process; Fundamental, Core.

The University of the Arts London's Central Saint Martins College of Art and Design offers courses in graphics and communication design at Bachelor degree level, which includes in the first year a Graphic Design Portfolio course. This course compares as follows with this South African qualification:

University of the Arts London Graphic Design Portfolio Course; SA Qualification:

- Typography; Core (integrated).
- Visual communication; Core (integrated).
- Drawing and painting; Learning assumed to be in place.
- Colour theory; Core (integrated).
- Conceptual thinking and design; Fundamental, Elective.
- Computer aided design; Core (integrated).
- History of art and design and theoretical studies; Core (integrated).
- Graphic design; Core (integrated).
- Illustration and printmaking; Learning assumed to be in place, Core (integrated).
- Advertising; Core (integrated).
- 3D promotional design; Not included.
- Project implementation; Fundamental, Core.
- Research; Fundamental.
- Packaging design; Core (integrated).

In Ireland, a Certificate in Design Studies is offered over one year that compares as follows with the South African qualification:

Ireland Certificate; SA Qualification:

- 2-dimensional technical drawing and geometric studies; Partially in Core.
- History, theory and methods of design; Core (integrated).
- Basic design skills; Core.
- Graphic design; Core (integrated).
- Research project; Fundamental.
- 2- and 3-dimensional technical drawing; Learning assumed to be in place.
- Product design; Core (integrated).
- Engineering design; Core (integrated).

The main difference between the United Kingdom and South African qualifications is that the South African qualification is generic across design applications, and integrates technology and digital environments. The aspects not included in the South African qualification form part of a higher-level (first-degree) qualification.

The New Zealand framework contains only a National Diploma in Design at the equivalent level, with only the graphic design strand at this level (product design and spatial design is at a higher level). For comparison purposes, only components at the same or a higher level than the South African qualification are included:

New Zealand Diploma components; SA Qualification:

- Determine team and design performance, and market position; Partially, Fundamental.
- Prepare application for design protection; Core.
- Write a design brief; Core.
- Prepare proposals for design services; Elective.
- Establish design project procurement options and make recommendations; Fundamental.
- Co-ordinate specialist consultants and suppliers for a design project; Partially, Fundamental.
- Undertake feasibility studies for design projects; Partially, Fundamental.

- Present contract documents for design project implementation; Not included.
 - Appoint contractors and suppliers for design implementation; Not included.
 - Administer contracts and supervise work in progress for design implementation; Core.
 - Develop design solutions; Elective.
 - Produce applied design artwork; Core.
 - Prepare design project cost assessment; Fundamental.
 - Render design intention using manual techniques; Core.
 - Prepare graphic documents for design reproduction (digital techniques); Core.
 - Supervise print production for design implementation; Core.
 - Produce sequential images for moving image; Not included.
- Elective (43 credits are required):
- Apply management procedures to design and construction projects; Fundamental, Elective.
 - Insure design and construction projects; Not included.
 - Insure design and construction practices; Not included.
 - Control design and construction project expenditure; Fundamental, Elective.
 - Establish and maintain a design and construction clientele; Elective.
 - Produce design illustrations using digital techniques; Not included.

One of the main differences (other than the duration and type of qualification) between the New Zealand and South African qualifications is the omission of contracts from the South African qualifications, as it is considered to be at a higher level.

In Germany, design qualifications are generally three years or longer, for example, the four-year Design Akademie Berlin Diploma Communication Designer programme. The first year of these programmes compare as follows with the South African qualification:

German Diploma first year components; SA Qualification:

- Methodology of design; Core (integrated).
- Presentation techniques; Elective.
- Drawing; Learning assumed to be in place.
- Illustration; Learning assumed to be in place.
- The study of colour; Core (integrated).
- Presentational geometry; Core (integrated).
- Font/calligraphy; Core (integrated).
- Typography/layout; Core (integrated).
- Photography; Not included.
- Computer graphics/DTP; Core (integrated).
- Printing techniques; Core (integrated).
- Marketing; Elective.
- Text and concept; Core (integrated).
- Theory of communication; Core (integrated).
- History of art; Core (integrated).
- Social sciences; Not included.
- English; Partially, Elective.

In Saudi Arabia, education is offered mostly separately for men and women, with few higher education institutions for women. For example, the Dar Al Hekma College offers a Bachelor of Arts Degree in Interior Design and a Bachelor of Arts in Graphic Design, and an Associate degree (the first two years of these qualifications) for women. Some programmes are aligned with the United Kingdom qualifications framework. At first year level, both Bachelor Degrees include Computer application, Art appreciation, English rhetoric and composition, Foundations of Drawing, Chemistry, Islamic Studies, Marriage, Family and Society, and College algebra or geometry. For interior design, the remainder of the first year programme includes an Introduction to Interior Design, Foundations of 2-D Design, and Interior Design Drafting, whereas the graphic design programme includes an Introduction to Graphic Design, Digital Production for Graphic

Design, Basic Design and Photography. The South African qualification does not include many of these components, some of which are learning assumed to be in place (Foundations of Drawing, Art appreciation, English rhetoric and composition, and College algebra or geometry) and some of which are not included at all (Chemistry, Islamic Studies, Marriage, Family and Society, Interior Design Drafting and Photography).

In Japan, many short courses are offered for garden and floral design, and programmes in engineering and industrial design dominate. An example of an equivalent level programme is offered at the Musashino Art University, but it is a two-year programme, at the Junior College of Art and Design. Design is offered in three streams, namely, Graphic Design, Craft Design and Scenography and Display Design. The programme compares as follows with the South African qualification:

Musashino Art University qualification; SA Qualification:

- Theory of design and design theories; Core (integrated).
- Developing new designs; Elective.
- Theoretical and practical research; Fundamental.
- Visual language; Core (integrated).
- Semiotics of design; Core (integrated).
- Communication design (space, information, and environmental); Core (integrated).

Elective:

- Industrial Design; Core (integrated).
- Interior Design; Core (integrated).
- Craft Design (metal, ceramics, wood, textiles and plastic); Core (integrated).

In Sweden the HDK School of Design and Crafts at Gothenburg University offers a three-year Bachelor degree programme (a level above this qualification). It includes:

- Theoretical studies (history, current debates) and research.
- Writing, through visual media, and personal presentation.
- Ethics.
- Formulating a problem, analysing, approaching concepts, and completing and presenting a project.
- Two-dimensional (visual communication), three-dimensional (products) and spatial design methods.

The first year of the programme includes the art of communication in various situations using various media, various tools to produce texts and various methods of visualisation, drawing, phases of the design project and methods for approaching the project. All of these aspects are addressed in the South African qualification, with the exception of drawing, which is learning assumed to be in place.

The KBU International College in Malaysia offers a Foundation Certificate in Art and Design (specialising in graphic, or interior and architectural design) that includes drawing, colour, visual analysis, proportional drawing, 2D and 3D design, problem solving design, computer graphics, printmaking, photography, critical studies and research, history and theory of art and design, and English. Again, the main difference between this qualification and the South African qualification is that drawing is learning assumed to be in place.

Although the Shenkar School of Engineering and Design was a viable option for comparison, information was available in Hebrew, as was the case with other design programmes in Israel, and, therefore, no comparisons were made.

In Belgium and The Netherlands, design programmes are categorised as performing art. For example, the three-year Bachelor degree in graphic, illustrative and multimedia design at the Hoogeschool Antwerpen includes photographic design, graphic design, illustrative design, digital

imaging, art history, drawing, typography, image analysis, text analysis, philosophy and social studies, with the latter two subjects being the main difference with this South African qualification. The Koninklijke Academie van Beeldende Kunsten four-year programme includes as part of its first year courses regarding painting techniques, colour application, image application, critical studies and research, concept development, contemporary art, photography, inspiration for photography, presentation media, interpreting photographic images, letter design, writing, fonts, managing design processes, analytical skills, typography, printmaking, software programmes, skills and tools, art history, art works, art styles, art theories, art analysis, writing and speaking, and graphic design processes and roles. The South African qualification does not include photography and does place the same emphasis on software skills.

In France, most programmes are aimed at engineers. Nonetheless, examples of other programmes include a two-year learnership at L'école de Design Nantes Atlantique, and a two-year learnership Design Graphique Multimedia qualification at the Institut Européen de Design. The former programme includes project methodology, technology and knowledge of materials, computer graphics, law, management and marketing, drawing/color, plastic art, history of art and design, written and oral expression, English, mathematics, applied physics/chemistry, and requires skills regarding conception and development according to specifications, drawing up a formal presentation or functioning models, redefinition of all or part of a project or adapting it according to the constraints which crop up during manufacturing, and management of activities according to a context (agency or design department in a company). The South African qualification does not include English and mathematics (considered as learning assumed to be in place), and applied physics/chemistry. The Design Graphique Multimedia programme includes design/art/culture, English, verbal communication techniques, semiology, creative techniques, information study, multimedia, model making, design management, ergonomics, image, sound and video, marketing, negotiation, studio models, management, production techniques, law, environment design, and three elective areas: marketing, business, or customer service and techniques. This programme is more similar to the South African qualification than the other programme in terms of Content areas. However, it is at a level above the South African qualification.

Two programme examples from India were compared with this qualification. The National Institute of Design offers a four-year Graduate Diploma Programme in Design that includes an equivalent one-year Foundation Programme. The Foundation Programme includes Fundamentals of design, Design as a problem solving process, Aesthetic sensitivity and 'design' attitude, related studies of Science and Liberal Arts (Indian milieu), user needs and the intent application and processing of design. Beyond the first year, specialisation takes place in industrial, communication or textile and apparel design.

The second Indian programme example is a Bachelor's degree (with specialisation in Fashion, Interior, or Product Design) offered at the Creative-i College of Design and Fine Arts. It includes in its first year for fashion design, elements of fashion design, information technology, principles of communication, sewing technology, graphic design, fashion design and illustration, and fabric science and analysis. For interior design, subjects include design studio, colour, basic structures, interior technology, sketching, drawing and painting, technical representation drawings, history, and language and visual communication. For product design, it includes fundamentals of design, presentation techniques, technology, photography, typography, history of art, craft, product design and product systems, ergonomics, human interaction with machines, perception, psychology, sociology and behavioural science, product planning, design management, registration and patents, national and international laws, and verbal communication. Aspects not addressed in the South African qualification includes illustration, science and analysis, basic structures, sketching, drawing and painting, technical representation drawings, photography, ergonomics, human interaction with machines, perception, psychology, sociology and behavioural science. This is mainly due to the level of the Indian programmes, which is a level above the level of the South African qualification, and the inclusion in the Indian qualification of aspects such as drawing that are learning assumed to be in place and architectural design (structures).

Conclusion:

This South African qualification contains Unit Standards and credits that are comparable with the components in qualifications and qualifications in other countries at a similar level.

ARTICULATION OPTIONS

Vertical articulation is possible to the Bachelor's Degree in Design (NQF Level 6). Horizontal articulation on the NQF is possible with the National Certificate in Craft Operational Management (NQF Level 5) and the National Certificate in Arts and Culture Management (NQF Level 5).

MODERATION OPTIONS

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

To register as an assessor, the following are required:

- Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained at a NQF Level above the level of this qualification.
- NQF recognised assessor.

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

- Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. Remember that the learner should be declared competent in terms of the qualification purpose and exit level outcomes.

- Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Make sure evidence is gathered across the entire range, wherever it applies.

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

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

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

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

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	115120	Plan and organise the design process	Level 6	10
Fundamental	115117	Plan, research and organise design projects	Level 6	12
Core	255534	Develop designs according to brief	Level 5	8
Core	10043	Develop, implement and manage a project / activity plan	Level 5	5
Core	255554	Present and communicate design work	Level 5	5
Core	255556	Produce designs according to specifications	Level 5	14
Core	255535	Produce specifications for design	Level 5	14
Core	255555	Realise design concepts	Level 5	16
Core	115146	Select materials, media and processes for production	Level 5	16
Core	120378	Support the project environment and activities to deliver project objectives	Level 5	14

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	10024	Liaise with a range of customers of a business	Level 4	4
Elective	115116	Create original design messages, forms and arguments	Level 5	16
Elective	117598	Develop and present creative work and compile work portfolio	Level 5	8
Elective	10062	Manage marketing communications production	Level 5	12
Elective	242649	Manage physical resources	Level 5	15
Elective	242650	Manage project finances	Level 5	15
Elective	12433	Use communication techniques effectively	Level 5	8

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**None**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Develop designs according to brief***

SAQA US ID		UNIT STANDARD TITLE	
255534		Develop designs according to brief	
ORIGINATOR		PROVIDER	
SGB Art, Craft & Design			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Develop a range of ideas from a given concept.

SPECIFIC OUTCOME 2

Assess limitations and opportunities within concept briefs.

SPECIFIC OUTCOME 3

Select appropriate ideas and designs.

SPECIFIC OUTCOME 4

Assess and evaluate the development of design against given briefs.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	60509	National Certificate: Design Technology	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Produce specifications for design***

SAQA US ID		UNIT STANDARD TITLE	
255535		Produce specifications for design	
ORIGINATOR		PROVIDER	
SGB Art, Craft & Design			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	14

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Assess the needs and requirements of design concepts.

SPECIFIC OUTCOME 2

Plan and organise the production of design specifications.

SPECIFIC OUTCOME 3

Produce specifications for design briefs.

SPECIFIC OUTCOME 4

Evaluate the functionality of originated design specifications.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	60509	National Certificate: Design Technology	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Present and communicate design work***

SAQA US ID	UNIT STANDARD TITLE		
255554	Present and communicate design work		
ORIGINATOR	PROVIDER		
SGB Art, Craft & Design			
FIELD	SUBFIELD		
2 - Culture and Arts	Visual Arts		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Present and communicate design concepts.

SPECIFIC OUTCOME 2

Communicate project strengths and weaknesses.

SPECIFIC OUTCOME 3

Develop the rationale for design solutions.

SPECIFIC OUTCOME 4

Present own design projects.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	60509	National Certificate: Design Technology	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Realise design concepts***

SAQA US ID		UNIT STANDARD TITLE	
255555		Realise design concepts	
ORIGINATOR		PROVIDER	
SGB Art, Craft & Design			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	16

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Develop concept sketches and working drawings into finished artwork.

SPECIFIC OUTCOME 2

Produce technically proficient design projects.

SPECIFIC OUTCOME 3

Work within given time restraints and manage time accordingly.

SPECIFIC OUTCOME 4

Assess realised design against the aims and objectives of the brief.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Core 60509	National Certificate: Design Technology	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Produce designs according to specifications***

SAQA US ID		UNIT STANDARD TITLE	
255556		Produce designs according to specifications	
ORIGINATOR		PROVIDER	
SGB Art, Craft & Design			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	14

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Analyse and assess design specifications.

SPECIFIC OUTCOME 2

Produce design according to given specifications.

SPECIFIC OUTCOME 3

Find, assess and solve problems in producing design against given specifications.

SPECIFIC OUTCOME 4

Evaluate design projects against given specifications.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	60509	National Certificate: Design Technology	Level 5