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**GOVERNMENT NOTICES**

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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

No. 42

5 February 2010

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

**VISUAL ARTS**

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.saqqa.org.za](http://www.saqqa.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 5 March 2010**. All correspondence should be marked **Standards Setting – Task Team for Visual Arts** and addressed to

The Director: Standards Setting and Development  
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**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION: Further Education and Training Certificate: Visual Arts

SAQA QUAL ID	QUALIFICATION TITLE		
78003	Further Education and Training Certificate: Visual Arts		
ORIGINATOR	PROVIDER		
Task Team - Visual Arts			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	2 - Culture and Arts	Visual Arts	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	156	Level 4	Regular-Unit Stds Based

New NQF Level: NQF Level 04

#### *This qualification replaces:*

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
74590	Further Education and Training Certificate: Visual Arts	Level 4	140	Will occur as soon as 78003 is registered

#### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

The qualification is intended to equip practicing artists in the visual arts field with a set of skills and knowledge that provide a point of access to professional training and qualifications in the visual arts. The qualification also provides learners with a skills and knowledge base that enables them to assist professional artists, or to be employed under broad supervision in a range of work contexts in the visual arts field.

The qualification represents a vehicle for the recognition of specialist visual arts skills in a field in which specialist training has generally only been addressed at an HET level, and thus excluded the great majority of South Africans from accessing visual arts as a career.

On achieving the qualification, qualified learners are able to generate a body of artwork, drawing on their own ideas and research, supported by intensive engagement with a specialist range of media, technologies and techniques, and a confident grasp of visual language. Qualified learners will be able to prepare an exhibition of a body of their own artwork and critically analyse their own practice and the work of other artists drawing on key concepts from art-critical writings. They will also be able to co-ordinate work on projects involving small teams of artists, and plan for the development of their careers as artists based on an assessment of their skills, interests, external constraints and opportunities.

Qualified learners are capable of:

- Producing a body of artwork.
- Co-ordinating visual arts projects within specified brief.
- Writing critical commentary on artistic practice based on visual and contextual analysis.
- Produce self-marketing material on the basis of research.

**Rationale:**

The qualification provides for the recognition of a set of professional competencies required for learners already operating within the visual arts field at an entry level, including skills related to engagement with the world of work and the visual arts industry.

The qualification may also be of value to arts practitioners who have not had access to recognised education and training opportunities and wish to achieve recognised qualifications in order to access further learning in the Higher Education and Training (HET) band.

Qualifying learners may be employed in an assistant capacity by individual artists, galleries, art materials suppliers, arts and crafts retail outlets and are able to exercise initiative and take on tasks with minimal supervision in these contexts. Qualified learners are able to produce artworks independently in a range of work contexts where visual arts skills are required, for example:

- Participating in a group exhibition.
- Designing and executing a mural or public art project as part of a team working within an externally set brief.
- Designing and executing 2 and 3 dimensional artworks in the theatre and live entertainment industry within an externally set brief.
- Producing artworks on craft-art and interior design projects and products within set specifications.

**RECOGNIZE PREVIOUS LEARNING?**

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**LEARNING ASSUMED IN PLACE**

- Mathematical Literacy at NQF Level 3.
- Communication at NQF Level 3.
- Competencies associated with conceptualising, planning and executing visual artworks 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 the qualification is open.

**QUALIFICATION RULES**

The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification learners are required to obtain a minimum of 156 Credits as detailed below.

**Fundamental Component:**

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at NQF Level 4 to the value of 16 Credits.
- Communication at NQF Level 4 in a First South African Language to the value of 20 Credits.
- Communication in a Second South African Language at NQF Level 3 to the value of 20 Credits.

It is compulsory therefore for learners to do Communication in two different South African languages, one at Level 4 and the other at NQF Level 3.

All Unit Standards in the Fundamental Component are compulsory.

**Core Component:**

The Core Component consists of Unit Standards to the value of 80 Credits all of which are compulsory.

**Elective Component:**

Learners are expected to choose a minimum of 20 Credits from the Elective component to achieve the qualification.

**EXIT LEVEL OUTCOMES**

1. Produce a body of artwork.

Range:

- Based on own/self-generated ideas/concepts and exploring and using chosen media, technologies and techniques.

2. Co-ordinate visual arts projects within a specified brief.

Range:

- Visual arts projects includes small-scale projects in commercial and/or social development contexts involving a visual arts component, such as exhibitions, murals, carnivals, theatre productions, projects in schools, public awareness campaigns.

3. Write critical commentary on own artwork based on visual and contextual analysis.

4. Produce self-marketing material on the basis of research.

**Critical Cross-Field Outcomes:**

- Identify and solve problems in which responses to problems show that such critical and creative thinking has been used to foresee possible interruptions and make responsible decisions in relation to art briefs.
- Work effectively with others as a member of a team, group, organisation or community when developing a visual arts practice.
- Demonstrate respect and sensitivity in the process of creating and interpreting visual culture.
- Collect, analyse, organise and critically evaluate the information regarding the adjusting and adapting of the Arts product as well as establishing a new art practice.
- Developing the product and using relevant tools, materials and technology effectively and critically, showing responsibility towards the environment and taking into consideration relevant health and safety practices.
- Demonstrate an understanding of the world as a set of related systems by building linkages with other art practices and practitioners and recognising that problem-solving contexts do not exist in isolation.

**ASSOCIATED ASSESSMENT CRITERIA****Associated Assessment Criteria for Exit Level Outcome 1:**

- A set of linked or related ideas for artworks from gathered information, visual material and references are generated using a range of methods.

**Range:**

- Methods can include brainstorming, mind mapping, free association, storyboards.
- Visual language is applied in the planning and execution of a body of artwork.
- Preparatory work done includes extensive investigation of particular art elements and design principles in the design and realisation of artworks.

**Range:**

- Art elements include colour, line, tone, shape, form, texture, space, composition; design principles include balance, unity, variety, emphasis, harmony, etc.
- A body of artwork is produced by exploring and using chosen media, technologies and techniques.
- The choice and application of media, technologies and techniques is appropriate to the idea or concept for a body of artwork.
- The steps and processes involved in the use of specified media, technologies and techniques have been executed according to self-determined requirements.
- Tools and materials have been used in a safe and responsible manner, in accordance with given product specifications, and with consideration given to their recycling/reuse.
- Preparatory and final work demonstrates experimentation, exploration and proficiency in a specialised range of 2d and/or 3d media, technologies and techniques.

**Range:**

- Experimentation and exploration include set technical exercises and studies; specialised range includes dry media, wet media, sculpture, 3d construction, printmaking, lens-based media, computer-based/new media or any combination of these.
- Final execution of a body of artwork demonstrates resolution of preparatory investigations and continuity and development across artworks in the context of a self-determined brief.

**Associated Assessment Criteria for Exit Level Outcome 2:**

- Business opportunities within the visual arts field are identified and evaluated in terms of its potential viability.
- The shift in paradigm from a job-seeking to business opportunity seeking is evaluated to determine the impact it has on entrepreneurship.
- Art practice financing sources and opportunities are evaluated in terms of potential viability for business opportunities.
- Leadership and management principles and techniques are applied in order to enhance visual art practice.
- The requirements of a given project brief are identified and assessed in terms of budget, schedule and human resource requirements.
- Roles and responsibilities of different team members are managed within externally set framework.
- Project is implemented against agreed schedule specifying allocation of human resources, time and resources to different activities.
- Legal implications of verbal and written contracts with team members are explained.

**Range:**

- Legal implications includes issues of liability, indemnity and copyright.
- Own role within project team is evaluated with reference to strengths and weaknesses and consideration of team dynamics.
- Administrative requirements of project co-ordination are addressed within agreed framework.

**Range:**

- Agreed framework includes record-keeping, reporting and invoicing.
- Prepare and document artworks for exhibition.

- Selection, placement and preparation of artworks is appropriate to venue in terms of spatial layout, inter-relationship between artworks, and visual/physical qualities of space and installation methods are appropriate to the nature of space and body of work.

Range:

- Preparation includes 2d and 3d mounting and presentation techniques, etc.
- A range of supplementary and contextual exhibition material is provided and appropriately presented.

Range:

- Supplementary and contextual material: artists statement or concept document, labels, price list, etc.
- Visual documentation of exhibition and installation views is created using digital or analogue photographic technology.

Associated Assessment Criteria for Exit Level Outcome 3:

- Art critical writings relevant to own and others artwork are identified and collated.

Range:

- Art critical writings include commentaries and reviews included in art journals and monographs on artists.
- Key critical concepts from art critical writings are identified and appropriately applied in discussion of own and others work.

Range:

- Appropriately refers to the extent to which referenced ideas are relevant to chosen artworks.
- Own and others work is discussed with reference to relationship between intentions and use of precedents, components of personal style/idiom, selection and use of iconography, visual language and materials.
- Contemporary and historical precedents are identified and assessed in own and others work.
- The social context for own and others artwork is described and discussed with reference to the ways in which context may shape both the production and reception of artworks.
- Use of terminology is consistent with standard practices and definitions in visual arts field.
- Referencing of critical ideas, opinions and perspectives from other sources is correct and consistent with standard practice in field.

Associated Assessment Criteria for Exit Level Outcome 4:

- Potential target groups for marketing material are identified based on consideration of market for artistic products and services associated with own skills-set.
- Target group interests and expectations are identified based on research.

Range:

- Research includes informal and open-ended interviews, gathering of comparative material.
- Framework for personal branding is developed on the basis of consideration of key elements within own artistic practice and target group expectations and interests.

Range:

- Framework for personal branding includes visual material and written material linked to key concepts; key elements within own artistic practice includes characteristic concerns, themes, motifs, materials, techniques and working processes.
- Marketing material is designed, produced and packaged based on personal brand.

Range:

- Marketing material includes but is not limited to: business cards, flyers, Curriculum Vitae, artist statements, portfolio of work.
- Review and interpret documents and communicate orally and in writing with internal and external clients through two languages in a visual arts practice.

Range:

- Identifying and sourcing information relating to context of art brief, comparing and describing interpretations of images and objects, preparing and presenting commentaries contextualising

images and objects, interpreting primary and secondary sources of information relating to the current legislation relating to the visual arts field of practice.

#### Integrated Assessment:

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

Learners who qualify must be able to integrate concepts, ideas and behaviours across unit standards to achieve the purpose of the qualification. Combinations of practical, applied, foundational and reflexive competencies should be assessed. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and in an integrated way, and thus its purpose, at the time of the award of the qualification. Integrated assessment should include observable performance as well as the quality of thinking behind such performance.

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience, as RPL assessment can be applied subject to the rules and criteria of the relevant ETQA.

#### **INTERNATIONAL COMPARABILITY**

Saudi Arabia:

The Diploma of Visual Arts, a two-year programme, is accredited by the General Organization of Technical Education and Vocational Training of Saudi Arabia, with Box Hill Institute as the educational partner (Australia). The course offered at the Arts and Skills Institute, in Riyadh consists of the following components:

- Copper enamelling: Make art pieces from hard cooper sheets, using a variety of special glass materials.
- Hand building with clay: Traditional techniques used in making clay vessels; form, texture refine and decorate clay, fired in a kiln.
- Art History and culture: Art history and culture through visual examples.
- Digital Photography.
- Editing Digital Photography using Photoshop.
- Introduction to Drawing and Painting.
- Design elements and principals.
- Drawing Fundamentals using different media.
- Life Drawing: Observational Drawing Using a Costumed Model; study of movement and gesture.
- Mixed Media: Experimental methods for producing artwork using a variety of materials and techniques in combinations.
- Introduction to the basics of Oil Painting.
- Creative Textiles (silk and wool fibres).
- Sculpture: Use a variety of materials to develop basic sculptural forms; dyeing, felting and stitching.
- Making jewellery: Simple materials and techniques designing, creating and assembling jewellery.
- Colour theory and mixing techniques.

- Art Teaching.

#### Swaziland:

In Swaziland, at the Waterford Kamhlaba United World College of Southern Africa, an Art and Design subject is offered as part of an equivalent level programme. The aims of this course are to stimulate, encourage and develop an interest in, and a critical awareness of environments and cultures; an ability to identify and solve problems in visual and tactile form; confidence, enthusiasm and a sense of achievement in the practice of Art and Design; the technical competence and manipulative skills necessary to form, compose and communicate in two and three dimensions; an ability to record from direct observation and personal experience; knowledge of a working vocabulary relevant to the subject; experimentation and innovation through the inventive use of material and techniques; the ability to organise and relate abstract ideas to practical outcomes; intuitive and imaginative responses showing critical and analytical faculties. This includes:

- Recognise form and structure.
- Appreciate space and spatial relationships in two and three dimensions.
- Use chosen media competently, showing clarity of intention.
- Handle tone and/or colours in a controlled and intentional manner.
- Express ideas visually.
- Respond in an individual and personal way.
- Demonstrate quality of ideas and interpretation rather than literal description of a theme.
- Make aesthetic judgements.
- Impress with personal vision and commitment, and make personal steps towards maturity.
- Research appropriate resources.
- Assess a design problem and arrive at an appropriate solution.
- Show the development of ideas in a series of rough layouts or experiments which lead to a final solution.
- Draw or paint a subject from a choice which will include the human figure, natural and man-made objects or exterior scenes.
- Organise a pictorial composition.

#### Namibia:

At the Windhoek International School, the University of Cambridge International Examinations are offered, including general qualifications and vocational qualifications. At the level of this South African qualification, the CIE (Cambridge International Examinations) upper secondary qualification applies.

The qualification includes an Art and Design subject area that requires that learners are able to show:

- An individual, sensitive and creative response to a stimulus; to develop an idea, theme or subject.
- Independence in concept and execution.
- Select and control materials, processes and techniques in an informed and disciplined way appropriate to an intention.
- Select and record analytically from direct observation and personal experience.
- Use and compose formal elements as appropriate (contour, shape, colour/tone, texture, structure and the relationships between form and space).
- Select and communicate information relevant to an idea, subject or theme and evaluate this in a systematic way.
- Make critical judgements and show a developing appreciation and cultural awareness through personal ideas and images.



One area of specialisation is required such as:

- Painting and Related Media.
- Textiles.
- Ceramics.
- Sculpture.
- Graphic Design.
- Fashion Design.
- Print Making.
- Film and Video.
- Photography.

For Painting and Related Media, for example, learners may use oil colour, water-colour, acrylic, gouache, powder or poster paint, coloured inks, pen and wash, pastels, oil pastels, coloured pencils. They may combine these media or use them in conjunction with other (e.g. collage). Work produced may include still life, portraiture, landscape studies or abstract and figurative compositions. It may be either expressive or interpretative in content, or it may seek to record a response to the visual world. Learners are required to have a broad understanding of the history of painting and other channels of visual communications and they should use the resources of museums, galleries, local collections or exhibitions to make a first-hand study of paintings wherever possible.

All these requirements are met in the South African, NQF Level 3 Visual Arts Qualification.

Denmark:

At technical and commercial upper secondary level in Denmark, the VET programmes are offered based on a personal education plan, drawn up by a learner with the assistance of a teacher from a vocational college that includes a pathway from unskilled to skilled worker. The curriculum consists of four types of subjects.

Basic, area, special and optional subjects, are selected and put together by the trade committee. The VET programmes design compares well with this South African qualification: Basic subjects address broad vocational knowledge and skills, personal development, comprehension of different societal trends; area subjects are common to one or more VET programmes (Fundamental and Elective components of the South African qualification); special subjects are specific to a single VET qualification and require specific vocational competency (Core and Elective components of the South African qualification); optional subjects address the interests of learners (Elective component of the South African qualification).

Germany:

Education standards for Visual Arts in Germany consists of the following components:

- Compare examples of art works.
- Recognise formal design features and different effects and statements.
- The relationship of form and shape and using their effects.
- Digital image-editing software.
- Knowledge of aspects of the history of art (artists, works and relationships, works of eras).
- Structure knowledge and present independently.
- Use materials and items in an open process, edited or in new relationships.
- Collect, select, and transform pictures, collections or objects with new meanings.
- The relationship between sculpture and space.
- Use shapes in objects with everyday reference.
- Dependencies and conditions for the development process of a product.
- Develop a product from idea to model.

- Investigate practical, aesthetic, symbolic and ecological aspects of art.
- Artistic work process application (inc. new form and artistic statement).

Elective:

Design; photographic or cinematic techniques; digital image-editing software; manual printing techniques; building and construction practices.

The main difference between the German standards and this South African qualification is the content of the German elective component, which includes design, photographic or cinematic techniques, and building and construction practices.

Greece:

In Greece, an example of an equivalent programme is offered at the Tutors Panaretos Educational Centre.

Subjects include:

- Painting and Drawing.
- Print making.
- Photography as Fine Art.
- Video art.
- Alternative Media.
- Installation art.
- Sculpture.
- History of Art.
- Textures, Surfaces and Techniques.

All aspects are also addressed in this South African qualification, except Photography as Fine Art, and Video art.

Visual Arts qualifications in the Netherlands and Turkey are mostly at higher levels, and in Switzerland adult learner curricula at an equivalent level include Visual Arts as one subject only.

Italy:

In Italy, at an equivalent level mostly short courses are offered.

At the Accademia D'Arte a four-week course is offered and covers subjects such as:

- Painting and Drawing.
- Painting Ancient techniques.
- Painting Contemporary techniques.
- Photography.
- Digital Photography.
- Art History.
- Sculpture and Ceramic.
- Mural Painting (Fresco).
- Mosaic.
- Visual Arts.
- Art and Italian Language.

United Kingdom:

In the United Kingdom, Level 3 qualifications as well as Vocational qualifications are awarded. Equivalent level programmes include:

AS (Advanced Subsidiary) and A (Advanced) Level qualifications that focus on traditional study skills. They normally take two years to complete full-time, although they're also available to study part-time.

AS and A2 level qualifications and Vocational qualifications with a fine art endorsement, such as GCSE (General Certificate of Secondary Education) A/AS in art and design, GCE A/AS in history of art, GCE A/AS in history of art and design, GCE A/AS in applied art and design, and GCE A/AS in applied art and design (double award).

These qualifications encourage learners to develop in their chosen art form, to review the work of others, to make use of arts resources in their communities, to share their skills and to run arts projects with others. They explore future options in the arts, including training courses and jobs. The qualifications provide the learner with the opportunity to work within a specific area of art and design.

United States of America:

In the United States of America, state-specific standards exist for Visual Arts curriculum at an equivalent level, and the aspects included are also addressed in the South African qualification.

At Madison Wisconsin, the Visual Arts Qualification includes:

- 2D Design.
- Drawing studio.
- Drawing Painting studio.
- Printmaking.
- 3D Design.
- Clay.
- Photography.
- Art, Video and Computer Imaging.
- Studio Techniques.
- Portfolio Preparation.

The programme requires achievement in at least one art form. The total notional hours for the programme are the equivalent of approximately 15 credits.

In California public schools, Visual and Performing Arts Framework defines the four arts components (visual arts, theatre, music, dance) and provides guidelines for planning, delivering, and assessing a comprehensive arts education program for the equivalent of the South African NQF Levels 1 to 4.

The California Visual Arts curriculum for the equivalent of the South African NQF Level 4 requires:

- Artistic perception: Processing, analysing, and responding to sensory information through the language and skills unique to the visual arts-perceive and respond to works of art, objects in nature, events, and the environment; use the vocabulary of the visual arts to express their observations.
- Creative expression: Creating, performing, and participating in the visual arts-apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- Historical and cultural context understanding the historical contributions and cultural dimensions of the visual arts-analyse the role and development of the visual arts in past and

present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

- **Aesthetic valuing:** Responding to, analysing, and making judgments about works in the visual arts-analyse, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
- **Connections, relationships, applications:** Connecting and applying what is learned in the visual arts to other art forms and subject areas and to careers-apply what they learn in the visual arts across subject areas; develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills; learn about careers in and related to the visual arts.

Conclusion:

Overall, this South African qualification compares most favourably with those on offer in the United Kingdom, Swaziland, Namibia and Denmark in terms of content and design. The main difference lies in the inclusion of Photography, and integration of Design courses in most countries. In South Africa there is a FETC: Photography Qualification dedicated to this art form.

### **ARTICULATION OPTIONS**

This Qualification articulates horizontally with the following Qualifications:

- ID 65051: Further Education and Training Certificate: Arts and Culture Development Support, NQF Level 4, 147 Credits.
- ID 48809: Further Education and Training Certificate: Craft Enterprise, NQF Level 4, 161 Credits.
- ID 48818: Further Education and Training Certificate: Arts and Culture Administration, NQF Level 4, 165 Credits.
- ID 48808: Further Education and Training Certificate: Performing Arts, NQF Level 4, 150 Credits.
- ID 49127: Further Education and Training Certificate: Design Foundation, NQF Level 4, 141 Credits.
- ID 22104: Introductory Certificate: Culture and Art: Design Studies, NQF Level 4, 120 Credits.

This Qualification articulates vertically with the following Qualifications:

- ID 60509: National Certificate: Design Techniques, NQF Level 5, 121 Credits.
- ID 65030: National Certificate: Arts and Culture Development Management, NQF Level 5, 139 Credits.
- ID 49119: National Certificate: Craft Operational Management, NQF Level 5, 145 Credits.
- ID 57612: National Certificate: Arts and Culture Enterprise, NQF Level 5, 161 Credits.
- ID 22101: National Diploma: Culture and Art: Design Studies, NQF Level 5, 240 Credits.

### **MODERATION OPTIONS**

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies); and in terms of moderation guideline detailed in "Qualification Assessor Criteria.
- Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specifies otherwise. Moderation should also

encompass achievement of the competence described both in individual Unit Standards, Exit Level Outcomes as well as the integrated competence described in the Qualification.

- 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**

For an applicant to register as an assessor, the applicant should:

- Be registered as an assessor with the relevant ETQA or an ETQA that has a memorandum of understanding with the relevant ETQA.
- Be in possession of a relevant Qualification at NQF Level 5 or higher.

#### **NOTES**

This qualification replaces qualification 74590, "Further Education and Training Certificate: Visual Arts", Level 4, 140 credits.

#### **UNIT STANDARDS**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	12153	Use the writing process to compose texts required in the business environment	Level 4	5
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	117508	Conceptualise and plan a design	Level 4	15
Core	376340	Determine price and fee structure for visual arts practice	Level 4	4
Core	376302	Execute and review artwork based on independent inquiry	Level 4	10
Core	376283	Generate observational and conceptual studies for artworks	Level 4	10
Core	117509	Interpret and respond to brief	Level 4	5
Core	376305	Investigate contexts for production and reception of images and objects	Level 4	8
Core	376306	Prepare and a present portfolio of artwork	Level 4	4
Core	376321	Produce dry-point prints	Level 4	4
Core	376301	Produce multiple-colour relief prints	Level 4	5
Core	376320	Produce paintings through exploration of a variety of painting media, materials and painting conventions	Level 4	10
Core	376303	Produce screen prints	Level 4	5
Elective	244611	Apply problem-solving techniques to make a decision or solve a problem in a real life context	Level 3	2
Elective	117171	Manage time effectively to enhance productivity and enable a balanced lifestyle	Level 3	2
Elective	123465	Measure and plan own performance and behaviour in line with roles and responsibilities in a project team	Level 3	5
Elective	263356	Demonstrate an understanding of an entrepreneurial profile	Level 4	5
Elective	114552	Design aspects for performances	Level 4	10

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Elective	114519	Participate in the research and generation of ideas for exhibition concepts	Level 4	5
Elective	263024	Plan and produce two dimensional (2D) Computer Aided Drawings (CAD)	Level 4	15
Elective	376300	Produce sculptural work	Level 4	15
Elective	376304	Produce sculptural work employing additive and shaping processes, materials and tools	Level 4	15
Elective	117510	Use elements and principles of 2D and 3D design	Level 4	10
Elective	120379	Work as a project team member	Level 4	8

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION***None*



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Generate observational and conceptual studies for artworks**

SAQA US ID		UNIT STANDARD TITLE	
376283		Generate observational and conceptual studies for artworks	
ORIGINATOR		PROVIDER	
Task Team - Visual Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

New NQF Level: NQF Level 04

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

**SPECIFIC OUTCOME 1**

Develop perceptual skills.

**SPECIFIC OUTCOME 2**

Produce observational studies for artworks.

**SPECIFIC OUTCOME 3**

Produce conceptual studies for artworks

**SPECIFIC OUTCOME 4**

Produce combined drawing studies for artworks.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core	78003 Further Education and Training Certificate: Visual Arts	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Produce sculptural work***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
376300	Produce sculptural work		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Visual Arts			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Visual Arts	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	15

New NQF Level: NQF Level 04

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

**SPECIFIC OUTCOME 1**

Develop designs for sculptural works using 3-dimensional construction processes.

**SPECIFIC OUTCOME 2**

Prepare and maintain materials and equipment for 3-dimensional construction processes.

**SPECIFIC OUTCOME 3**

Prepare supports/armatures for sculptural work employing 3-dimensional construction processes.

**SPECIFIC OUTCOME 4**

Produce a sequence of finished works employing 3-dimensional construction processes.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	78003	Further Education and Training Certificate: Visual Arts	Level 4





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Produce multiple-colour relief prints***

<b>SAQA US ID</b>		<b>UNIT STANDARD TITLE</b>	
376301		Produce multiple-colour relief prints	
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Visual Arts			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Visual Arts	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	5

New NQF Level: NQF Level 04

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

**SPECIFIC OUTCOME 1**

Plan and develop an image/design for multiple-colour relief printmaking.

**SPECIFIC OUTCOME 2**

Prepare and incise print surface(s) for multiple-colour relief printmaking.

**SPECIFIC OUTCOME 3**

Develop image through a multi-colour relief printing process.

**SPECIFIC OUTCOME 4**

Produce edition of multi-colour relief prints.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	78003	Further Education and Training Certificate: Visual Arts	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Execute and review artwork based on independent inquiry***

SAQA US ID	UNIT STANDARD TITLE		
376302	Execute and review artwork based on independent inquiry		
ORIGINATOR	PROVIDER		
Task Team - Visual Arts			
FIELD	SUBFIELD		
2 - Culture and Arts	Visual Arts		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

New NQF Level: NQF Level 04

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

**SPECIFIC OUTCOME 1**

Prepare for the execution of artworks.

**SPECIFIC OUTCOME 2**

Execute artworks.

**SPECIFIC OUTCOME 3**

Review artworks.

**SPECIFIC OUTCOME 4**

Refine artworks.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 78003	Further Education and Training Certificate: Visual Arts	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Produce screen prints***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
376303	Produce screen prints		
<b>ORIGINATOR</b>			<b>PROVIDER</b>
Task Team - Visual Arts			
<b>FIELD</b>	<b>SUBFIELD</b>		
2 - Culture and Arts	Visual Arts		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	5

New NQF Level: NQF Level 04

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

**SPECIFIC OUTCOME 1**

Plan and develop an image/design for screen printing.

**SPECIFIC OUTCOME 2**

Prepare and cut screens for screen printing.

**SPECIFIC OUTCOME 3**

Develop images through screen printing process.

**SPECIFIC OUTCOME 4**

Produce an edition of screen prints.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	78003	Further Education and Training Certificate: Visual Arts	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

***Produce sculptural work employing additive and shaping processes, materials and tools***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
376304	Produce sculptural work employing additive and shaping processes, materials and tools		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Visual Arts			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Visual Arts	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	15

New NQF Level: NQF Level 04

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

#### **SPECIFIC OUTCOME 1**

Develop designs for sculptural works using additive and shaping processes.

#### **SPECIFIC OUTCOME 2**

Prepare and maintain materials and equipment for additive and shaping processes.

#### **SPECIFIC OUTCOME 3**

Prepare supports/armatures for sculptural work employing additive and shaping processes.

#### **SPECIFIC OUTCOME 4**

Produce a sequence of finished works employing additive and shaping processes.

#### **QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	78003	Further Education and Training Certificate: Visual Arts	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Investigate contexts for production and reception of images and objects***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
376305	Investigate contexts for production and reception of images and objects		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Visual Arts			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Visual Arts	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	8

New NQF Level: NQF Level 04

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

**SPECIFIC OUTCOME 1**

Identify and source information relating to the context of production.

**SPECIFIC OUTCOME 2**

Examine and compare information on contexts for production and use of images and objects.

**SPECIFIC OUTCOME 3**

Identify and source information on contexts for reception of images and objects.

**SPECIFIC OUTCOME 4**

Examine and compare information on context for reception or usage.

**SPECIFIC OUTCOME 5**

Prepare and present written commentaries contextualising artworks.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	78003	Further Education and Training Certificate: Visual Arts	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Prepare and a present portfolio of artwork***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
376306	Prepare and a present portfolio of artwork		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Visual Arts			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Visual Arts	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	4

New NQF Level: NQF Level 04

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

**SPECIFIC OUTCOME 1**

Identify requirements for artwork portfolios.

**SPECIFIC OUTCOME 2**

Design formats for portfolios of artwork.

**SPECIFIC OUTCOME 3**

Compile artwork portfolios.

**SPECIFIC OUTCOME 4**

Present portfolios of artwork to selected target group/audience.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	78003	Further Education and Training Certificate: Visual Arts	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Produce paintings through exploration of a variety of painting media, materials and painting conventions***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
376320	Produce paintings through exploration of a variety of painting media, materials and painting conventions		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Visual Arts			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Visual Arts	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	10

New NQF Level: NQF Level 04

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

**SPECIFIC OUTCOME 1**

Select and prepare a variety of surfaces for application of painting media and materials.

**SPECIFIC OUTCOME 2**

Explore application of a variety of painting media and tools to surface.

**SPECIFIC OUTCOME 3**

Explore visual conventions, genres and idioms applicable to painting media.

**SPECIFIC OUTCOME 4**

Produce and present finished works employing painting media.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	78003	Further Education and Training Certificate: Visual Arts	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Produce dry-point prints***

SAQA US ID		UNIT STANDARD TITLE	
376321		Produce dry-point prints	
ORIGINATOR		PROVIDER	
Task Team - Visual Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

New NQF Level: NQF Level 04

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

**SPECIFIC OUTCOME 1**

Develop an image/design for dry-point printmaking.

**SPECIFIC OUTCOME 2**

Prepare and mark print surface for dry-point printmaking.

**SPECIFIC OUTCOME 3**

Develop images through dry-point printing process.

**SPECIFIC OUTCOME 4**

Produce editions of dry-point prints.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 78003	Further Education and Training Certificate: Visual Arts	Level 4





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Determine price and fee structure for visual arts practice***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
376340	Determine price and fee structure for visual arts practice		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Visual Arts			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Visual Arts	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	4

New NQF Level: NQF Level 04

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

**SPECIFIC OUTCOME 1**

Determine financial objectives.

**SPECIFIC OUTCOME 2**

Project optimal earnings as basis for fees and pricing.

**SPECIFIC OUTCOME 3**

Determine optimal fees.

**SPECIFIC OUTCOME 4**

Determine optimal pricing for artworks based on input costs and optimal fees.

**SPECIFIC OUTCOME 5**

Determine market-related fee structure and pricing.

**SPECIFIC OUTCOME 6**

Review fee structure and pricing.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	78003	Further Education and Training Certificate: Visual Arts	Level 4