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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

Audio-Visual Media Production

Registered by **NSB** 04, Communication Studies and Language, publishes the following qualifications and unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 28* **November** *2004.* All correspondence should be marked **Standards Setting – SGB for Audio-Visual Media Production** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Qualification Title: National Certificate in Interactive Media (NQF Level 5)
NQF Level: 5
Credits: 128 (minimum)
             Fundamental Component: 10 credits
             Core Component: 108 credits
             Elective Component: 10 credits
Field: NSB04: Communications Studies and Language
Sub-field: Communication Studies

Rationale

Web design is a new field within a dynamic industry. Typical learners for this qualification would be employed (or seek employment) in the following environments: organisations that specialise in web design, large organisations that have dedicated web design production facilities; in-house; e-learning in large companies; advertising; film, video, television production, multi-media industry, marketing companies, event companies, online gaming, newspaper and news letters, music industry (e.g. viral campaigns), telecommunications (mobile, MMS, PDA), touch screen kiosks, to name but a few. Qualified learners could thus fulfill the following job roles: computer operators, electronic originators of materials ready for the web, sales people in web/multi-media/events/television/motion graphics/media industry, web or print designers.

Qualified learners will be competent to create computer-based, electronic/digital visual communication using digital technology, which, in turn may be used in web publishing, education, entertainment, marketing, presentations, news (including 2D animation)

Learners will enjoy various advantages due to the qualification, for example; global applicability of the competencies, employment in an international industry enjoying substantial growth, benchmarked qualification, a creative career, improved communication.

Qualified learners will be in a position to advise and contribute to development within Africa through the application of their competencies. An example of such contribution would be assisting in the development and maintenance of electronic banking environment. Learners may choose to be self-employed since the start-up costs for such an enterprise is low, and technology is becoming affordable to more people. (Some aspects are available at no cost for example)

Avenues that allow for the further development of qualified learners include:
1. National Diploma in Interactive Media, which will include additional interactive media elements, e.g. multi-media (heavy media) − CD ROM, video and sound editing, special effects for video, tools to manage content
2. 3D animation and digital special effects
3. Scripting, database development
4. Film editing and television
5. Print publishing, reproductions
6. Sales and advertising agencies
7. Strategists (what to do with the web as part of mix)
8. Journalism

Purpose of the qualification

The purpose of this qualification is for learners to be able to plan and create web sites. This may not involve substantial academic content competent to the qualification, but rather focus on the practical aspects required such as authoring / compiling / putting together components for e-

learning running off Internet, intranet and CD ROM. In doing the former, qualifying learners can create an interface for communication, entertainment and information devices. In addition, qualifying learners are able to compile interactive presentations, graphics and photographic elements, 2D animation, that is, visual content for marketing purposes, contribute to film, television, and video productions.

Qualifying learners are capable of:
- Using science and technology effectively and critically showing responsibility to others
- Designing visual and technical components and structure of interactive media solutions
- Proposing audio-visual and technical interactive media solutions
- Gathering interactive media content and information
- Designing and developing creative elements for interactive media solutions
- Authoring content for interactive media solutions
- Delivering interactive media solutions in required formats
- And:
- Managing a business in the interactive industry, or
- Innovating and creating ideas and opportunities, or
- Safeguarding a multi-user computer system

Access to the qualification

Access to the qualification is open, but it is recommended that learners have an inherent physical ability congruent with that demanded in the qualification.

Learning assumed *to* be in place

The following learning is assumed to be in place upon commencement with the qualification:
- Language and communication NQF Level 4
- Mathematic literacy NQF Level 4
- Unit Standard 7574, Demonstrate knowledge of and produce a presentation using basic functions, NQF Level 2
- Unit Standard 7572, Demonstrate knowledge of and produce computer spreadsheets using basic functions, NQF Level 2
- Unit Standard 7568, Demonstrate knowledge of and produce word processing documents using basic functions, NQF Level 2
- Unit Standard 7547, Operate a personal computer system, NQF Level 2
- Unit Standard 7566, Operate personal computer peripherals, NQF Level 2
- Unit Standard 7548, Use personal computer operating system, NQF Level 2
- Unit Standard 7567, Produce and use spreadsheets for business, NQF Level 3
- Unit Standard 7575, Produce presentation documents for business, NQF Level 3
- Unit Standard 7570, Produce word processing documents for business, NQF Level 3

Rules of combination

All the Fundamental Component Unit Standards are compulsory (10 credits).
All the Core Component Unit Standards are compulsory (108 credits).
For the Elective Component learners are required to attain at least 10 credits out of 38 credits.

Exit level outcomes and associated assessment criteria

Exit Level Outcomes	Associated Assessment Criteria
Fundamental and Core	
Design visual and technical components and structure of interactive media solutions *Range: Components and structure include interfaces, navigation architecture and storyboards*	• Visual and technical components and structure are appropriate for specified purposes o Visual and technical components and structure meet agreed requirements • Visual and technical components and structure are feasible in terms of available technology • Technology meets agreed best practice requirements o Design is justified in terms of agreed principles of navigation • Processes of user interaction and their components are mapped according to interactive media design principle requirements (storyboards) • Approval by relevant decision makers of visual and technical components and structure design is obtained
Propose audio-visual and technical interactive media solutions	• Resources identified meet specified requirements (storyboards) • Time frames meet visual and technical component and structure requirements • Budgets meet visual and technical component and structure requirements • Proposals are appropriate in terms of available technology • Constraints are accurately identified Range: *Constraints include technical, legal, financial, time and other resource constraints* • Proposals address constraints • Evaluation of delivery capability is accurate *Range: Delivery capability includes hardware and software capacity*
Gather interactive media content and information	• Selected sources of interactive media content and information are appropriate for specified needs • Design elements are appropriate for purpose of design • *Range: Design elements include graphics, texts, photographic images, 2D animation images, 3D animation images, sound, video, etc.* • Design elements are compatible with technology used • Design elements and information gathered meets budget, time frame and purpose requirements • Constraints are accurately identified • *Range: Constraints include technical, legal, financial, time and other resource constraints* • Content and information gathering takes into account constraints • Storage of information meets safety and security requirements • Storage of information allows for future retrieval • Approval by relevant decision makers of interactive media content and information gathered is obtained
Design and develop creative elements for interactive media solutions	• Design elements are appropriate for purpose of design *Range: Design elements can be based on existing content* • Design elements are compatible with technology used • Design elements meet budget, time frame and purpose requirements • Constraints are accurately identified *Range: Constraints include legal, financial, time and other resource constraints* • Design and development takes into account constraints ·

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Exit Level Outcomes	Associated Assessment Criteria
	• Storage of creative elements meets safety and security requirements • Storage of creative elements allows for future retrieval • Approval by relevant decision makers of creative elements is obtained
Author content for interactive media solutions	• Content organisation meets specified requirements o Selection of content is relevant for specific purposes of interactive media solutions • Scripting results in faultless operation • Layout meets specified requirements • Information architecture meets end user functionality requirements • Solutions are tested against purpose of design • Solution functionality is tested against end user requirements and technology delivery • Constraints are accurately identified Range: Constraints include legal, financial, time and other resource constraints • Storage of content meets safety and security requirements • Storage of content allows for future retrieval Approval by relevant decision makers of interactive media solutions is obtained
Deliver interactive media solutions in required formats	• Formats selected meet specified requirements • Formats are retrievable by users • Delivered interactive media solutions include all relevant content and components • Delivered interactive media solutions include are virus-free • Labelling ensures accessibility • Delivered interactive media solutions are operational • Copies of delivered interactive media solutions are accessible and meet specified requirements • Format of copies is selected based on available technology
Elective (10 credits required to qualify)	
Manage business in the interactive industry	• Team members are monitored and the effectiveness of performance measured realistically • Staff selection interviews are prepared and conducted to optimise staff selection process • Best Practice guidelines are identified and interpreted, planned for and implemented within the team, department or division to optimise efficiency • Financial analyses are applied effectively
Innovate and create ideas and opportunities	• Opportunities for innovation and lead projects are effectively created • Innovative ideas are generated which are practicable • Strategy and action plans are developed which are practicable • Strategy and action plans are effectively implemented for a team, department or division
Safeguard a multi-user computer system	• Use of illegal software is recorded and reported according to standard operating procedures • Security systems for a multi-user computer system which may be effective in the context are identified • Security systems for a multi-user computer system are administered and tested to be effective • Back-ups are created when required

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International comparability

A comprehensive search for Web design qualifications in Africa yielded no results. The Australia Qualifications Authority has a number of qualifications registered on their framework. The qualifications most relevant to current one includes:

- Certificate IV in Information Technology (Website Administration)
- Diploma of Information Technology (Website Development)
- Certificate IV in Information Technology (Website Design)

The latter qualification compares closely with the present one, as is evident in some of the units in the Australian qualification

. Design a website to meet technical requirements
Develop web site information architecture
Confirm accessibility of web site design
Ensure website content meets appropriate technical protocols & standards
Apply a web authoring tool to convert client data
Select and employ software and hardware multimedia tools
Use development software and IT tools to build a basic website to specification
Transfer content to a web site using commercial applications

The New Zealand Qualifications Authority has a number of registered qualifications. The most relevant components of the qualifications are listed below:

Component	Level	Credits
Create a web homepage using a template	1	2
Credits Use a browser to navigate the world wide web	1	2
Create a simple website to meet the specifications of a given brief	2	3
Create individual web pages as a basis of a website	2	2
Create simple webpages using a text editor to the specifications of a given brief	2	4
Develop and publish an operational website	2	3
Enhance pages on a website	2	4
Create a website for organisation use	3	5
Create and operate an interactive website to provide a solution for an organisation	4	15

The present qualification compares well with similar international qualifications.

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.

Recognition of prior learning (RPL)

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

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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.

Articulation possibilities

Vertical articulation upwards is possible with qualifications for various Audi Visual Media areas, such as 3D Animation, and generic first degrees. Horizontal articulation on the NQF is possible with various NQF Level *5* Certificates and Diplomas, depending on the electives chosen by the learner. Included are qualifications in Information Technology systems administration, and generic management qualifications.

Moderation options

Moderation of assessment and accreditation **of** providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA *is* responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Particular moderation and accreditation requirements are:

- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA 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 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
- NQF recognised assessor credit

Assessors should keep the following general principles in mind when designing and conducting assessments:
- Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. Remember that the learner needs to be declared competent in terms **of** the qualification purpose and exit level outcomes.

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- 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

Learning components

Component	Level 4 Unit Standard Title	Level	Credits	Level 5 Unit Standard Title	Level	Credits	Level 6 Unit Standard Title	Level	Credits
Fundamental	Demonstrate an understanding of creating multimedia/web-based computer applications with scripting (14933)	4	6						
	Code a web page layout (13806)	4	4						
Total			10						
Core				Design graphics for multimedia (13807)	5	8			
				Design interactive media	5	10			
				Plan processes for interaction with multiple media	5	10			
				Assess resources for interactive media production	5	5			
				Propose interactive media solutions	5	10			
				Gather interactive media content from existing sources	5	4			
				Design and develop two dimensional animation elements	5	10			
				Design creative elements with digital photographic images	5	6			
				Draw electronic graphic elements	5	6			
				Deliver interactive media content	5	4			
				Edit interactive media content	5	10			
				Develop and implement marketing plan in line with marketing strategy	5	20			
				Edit sound (12499)	5	5			
Total						108			
Elective							Administer security systems for a multi-user computer system (114069)	6	15
				Monitor team members and measure effectiveness of performance (15230)	5	4			
				Prepare and conduct staff selection interviews (15235)	5	3			

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Component	Level 4			Level 5			Level 6		
	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits
				Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division (15215)	5	4			
				Apply financial analysis (15236)	5	4			
				Create opportunities for innovation and lead projects to meet innovative ideas (15216)	5	4			
				Develop and implement a strategy and action plans for a team, department or division (15219)	5	4			
Total						23			15

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New Unit Standards and their Specific **Outcomes:** National Certificate in Interactive Media **(NQF** Level **5)**

Unit Standard Title: Design interactive media, **NQF** Level **5,** 10 credits
Specific outcome 1: Assess design requirements related to given specifications
Specific outcome 2: Evaluate design ideas against specifications
Specific outcome 3: Create interactive media interfaces and navigation infrastructure
Specific outcome 4: Assess functionality of interface and navigation infrastructure components
Specific outcome 5: Execute the design for presentations and approval

Unit Standard Title: Plan processes for interaction with multiple media, NQF Level 5, 10 credits
Specific outcome 1: Evaluate requirements contained in given specifications
Specific outcome 2: Map processes required to fulfil given specifications
Specific outcome 3: Evaluate process maps against given specifications
Specific outcome **4:** Assess technical feasibility of mapped processes

Unit Standard Title: Assess resources for interactive media production, NQF Level 5, **5** credits
Specific outcome 1: Identify resources required for planned interactive media productions
Specific outcome **2:** Assess resources in terms of specific context requirements
Specific outcome 3: Evaluate resources against production requirements
Specific outcome **4:** Negotiate resource plan approval

Unit Standard Title: Propose interactive media solutions, NQF Level 5, 10 credits
Specific outcome 1: Select strategies for interactive media presenting solutions
Specific outcome **2:** Present financial plans and time frames for solutions
Specific outcome 3: Assess proposals against given specifications
Specific outcome **4:** Recommend best solutions for specific contexts
Specific outcome 5: Negotiate approval of proposed solutions with relevant decision makers

Unit Standard Title: Gather interactive media content from existing sources, NQF Level **5 , 4** credits
Specific outcome **1:** Specify content requirements based on given specifications
Specific outcome 2: Identify sources relevant for content requirements
Specific outcome 3: Assemble media elements
Specific outcome **4:** Ensure the quality of media elements for specific contexts

Unit Standard Title: Design and develop two dimensional animation elements, NQF Level 5, 10 credits
Specific outcome 1: Identify the key requirements within given specifications
Specific outcome 2: Evaluate the viability of the design ideas against given specifications
Specific outcome 3: Create and source Moving Graphic content
Specific outcome 4: Create two dimensional animation elements
Specific outcome **5:** Assess *two* dimensional animation elements against given specifications
Specific outcome **6:** Finish *two* dimensional animation elements for execution

Unit Standard Title: Design creative elements with digital photographic images, NQF Level 5, 6 credits
Specific outcome 1: Select strategies for using photographic images
Specific outcome 2: Select photographic images
Specific outcome **3:** Create digital photographic image special effects
Specific outcome **4:** Assemble elements *of* digital photographic images
Specific outcome 5: Ensure quality of digital photographic images

Unit Standard Title: Draw electronic graphic elements, NQF Level **5, 6** credits
Specific outcome 1 Determine requirements of given specifications
Specific outcome **2:** Select electronic drawing techniques appropriate for context requirements
Specific outcome **3:** Draw electronic graphic images
Specific outcome **4:** Assess electronic graphic images against given specifications

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Specific outcome 5: Export electronic graphic elements in correct formats

Unit Standard Title: Deliver interactive media content, NQF Level 5, **4** credits
Specific outcome **1:** Identify requirements for delivery
Specific outcome 2: Ensure quality of content for delivery
Specific outcome 3: Deliver content according to specified requirements
Specific outcome **4:** Create copies of content according to specified requirements

Unit Standard Title: Edit interactive media content, **NQF** Level 5, 10 credits
Specific outcome 1: Select interactive media components
Specific outcome *2:* Select authoring tools appropriate for production requirements
Specific outcome 3: Construct interactive media products using authoring tools
Specific outcome **4:** Test interactive media products for functionality and layout

UNIT STANDARD TITLE: DESIGN INTERACTIVE **MEDIA**

Unit Standard NLRD Number:
NQF Level: 5
Credits: 10
Field: **NSB 04:** Communications Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of this unit standard is for learners to be able to design end-user features for interactive media in line with given specification. This includes the design of the interface and navigational structure. Learners generally work in the Interactive Media industry as digital designers either for companies or establishing their own business. Competence to design for Interactive Media is desired in the media field, thereby meeting the needs of industry whilst simultaneously empowering the learner. The Interactive Media industry is a growing field of the communication environment both locally as well as internationally. As a new industry, determining standards is important and will assist the industry in employing people with standardised qualifications.

Credited learners are capable o f
- Assessing design requirements related to specifications
- Evaluating design ideas against specifications
- Creating interactive media interfaces and navigation
- Assessing functionality of interface and navigation infrastructure
- Executing the design for presentations and approval

Learning assumed to be **in** place:

The credits and level assigned to this unit standard *is* based on the assumption that learners have already attained the following competencies:
- Language and communication at **NQF** Level **4**
- Mathematic literacy at **NQF** Level **4**
- Scientific measurements and description of, colours, resolution, and light
- Producing a presentation using basic functions at **NQF** Level 2
- Produce computer spreadsheets using basic functions at **NQF** Level 2
- Produce word processing documents using basic functions at **NQF** Level 2
- Operate a personal computer system, at **NQF** Level 2
- Operate personal computer peripherals, at **NQF** Level 2
- Use personal computer operating system, at **NQF** Level **2**

Specific outcomes and assessment criteria:

Specific outcome 1: Assess design requirements related to given specifications
Assessment Criteria:
- Key design requirements are identified within given specifications, accurately
- Key design requirements are prioritised within given specifications accurately
- Requirements conflicting with given specifications are accurately identified
- Variations to key design requirements are reported, accurately and clearly to those that need them, within a required time scale

Specific outcome 2: Evaluate design ideas against specifications
Assessment Criteria:

- Target users of the design are identified, accurately
- The needs of target users are identified accurately and evaluated against given specifications for relevance
  Ranae: includes end-user experience of interactive media *products,* intended *use of* the product, environments in which products will be used, levels *of* skill needed to use products
- Technical possibilities for realising designs are identified and explored accurately within budget and time scale limitations
  Ranae: includes technology to be used: - keyboard, mouse, touch screen
- New techniques and advances in technology are explored where appropriate and assess accurately for their potential to realise designs according to given specifications
- Advice and assistance is sought timeously from authoritative sources if specialised technical expertise *is* required in an appropriate manner

Specific outcome 3: Create interactive media interfaces and navigation infrastructure
Assessment Criteria:

- Design possibilities are accurately identified and assessed in order to produce appropriate end-user functionality
- Research material is assessed for contribution *to* the development of ideas accurately against given specifications
- Previous experience of work on similar end-user functionality is analysed for possible contribution and assessed accurately for usability against given specifications
- Ideas which are sympathetic **to** the design objectives are sought and explored and ideas are generated in accordance to given specifications
- Design ideas are discussed and developed with team members and assessed accurately with them for effectiveness to meet design objectives
- Design ideas are developed, which have the greatest potential for success, to given specifications

Specific outcome **4:** Assess functionality of interface and navigation infrastructure components
Assessment Criteria:

- Criteria for examining viability of interface and end-user functionality design ideas are discussed and agreed with decision makers

- Differences, if any, are identified and confirmed between the interface and end-user functionality design ideas and criteria are agreed accurately

- Amendments to meet the agreed criteria are accurately identified without compromising the potential of the design

- Valid and reliable evidence is identified in support of the design idea where interface and end-user functionality design ideas do not meet agreed criteria

Specific Outcome **5:** Execute the design for presentations and approval
Assessment Criteria:

- Representations of designs, of suitable sizes, in suitable media are made accurately in order for them to be assessed against given specifications by all relevant decision makers

- Designs are presented accurately to decision makers, feed-back recorded, assessed and necessary alterations recorded

- Alternations are made to designs according to given specifications

- Written agreements are obtained stating designs meet requirements of given specifications accurately and in appropriate manner from all relevant decision makers

- Given specifications and design drafts, alterations and final material are securely stored to given specifications

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- Final materials are suitably prepared for production and delivered to given specifications

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered **as** an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to *assessors*

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

Components can be animated or static. The range of this Unit Standard is also evident from the Specific Outcomes and Assessment Criteria above

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
The following critical cross-field outcomes are addressed in this unit standard: -

- Identify and solve problems and make decisions using critical and creative thinking to take remedial action to develop process plans for multiple media
- Work effectively with others (such as designers and colleagues) as a member of a team, group, organisation to achieve production requirements to evaluate the viability of process plans against the given specifications
- Organise and manage themselves and their activities responsibly and effectively on productions to complete activities within given deadlines
- Collect and analyse production information and critically evaluate the effect of information on productions to research and evaluate information relevant to process planning
- Communicate effectively with for instance designers and colleagues, using visual and / or language **skills** to present process plans for approval prior to production
- Use science and technology effectively and critically showing responsibility towards the environment and health of others when compiling process plans for interactive media production
- Demonstrate an understanding of the production world as a set of related systems and that problem-solving does not exist in isolation when evaluating the viability of process plans against given specifications

Essential embedded knowledge

Credited learners understand and can explain:

- Requirements of given specifications

- Effective communication techniques, including presentation skills, active listening, questioning and non-verbal communication

- Requirements for working in a team

- Planning processes, including mapping and sequencing of events, controlling required resources and planning for contingencies

- Quality control criteria

- Technical feasibility processes

UNIT STANDARD TITLE: PLAN PROCESSES FOR INTERACTIONWITH MULTIPLE MEDIA

Unit Standard NLRD Number:
NQF Level: 5
Credits: 10
Field: **NSB 04:** Communications Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to evaluate requirements, map processes, evaluate the processes and assess the technical feasibility *of* mapped processes in line with given specifications, usually in the form of a brief from a client. Learners generally work in the Interactive Media industry as digital designers. Competence to plan processes for interactive Media is desired in the media field, thereby meeting the needs of industry whilst simultaneously empowering the learner.

Credited learners are capable *of:*
- Evaluating requirements contained in given specifications
- Mapping processes required to fulfil given specifications
- Evaluating process maps against given specifications
- Assessing technical feasibility of mapped processes

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication at NQF Level **4**
- Mathematic literacy at NQF Level **4**
- Scientific measurements and description of,- colours, resolution, and light
- Produce a presentation using basic functions at NQF Level **2**
- Produce computer spreadsheets using basic functions at **NQF** Level 2
- Produce word processing documents using basic functions at NQF Level 2
- Operate a personal computer system, at NQF Level **2**
- Operate personal computer peripherals, at NQF Level **2**
- Use personal computer operating system, at NQF Level **2**

Specific outcomes **and** assessment criteria:

Specific Outcome 1: Evaluate requirements contained in given specifications
Assessment Criteria:
- Required storyboard elements are determined against given specifications
- All resources required are identified for planning processes
- The sequence and duration of production activities are identified accurately
- Evaluated planned processes are presented accurately to decision makers
- Agreed on planned processes are recorded accurately

Specific Outcome **2:** Map processes required to fulfil given specifications
Assessment Criteria:
- Process maps are developed to reflect production plans against given specifications.
  Range: includes: *process maps can be* **hand** drawn, *or computer* generated, **or using** *specialised* software
- Time allowed for production activities is allocated, efficiently and accurately

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- Factors that are likely to cause delays to the process are identified and noted accurately
  Range: factors can include logistics, contract agreements and compliances, legal requirements and holidays
- Contingency plans are developed that accommodate potential delays
- Required resources are allocated effectively and accurately against planned processes
- Quality control criteria are determined which are suitable for given specifications, accurately

Specific Outcome 3: Evaluate process maps against given specifications
Assessment Criteria:
- Process maps are evaluated against given specifications for relevance
- Resources are allocated appropriately and accurately in accordance with the requirements of specific process maps
  Range: Resources can include people, equipment, materials
- Sequenced events are clearly identified against production specifications
- Production plans and schedules are evaluated accurately against process maps and comply with the given specifications
- Process maps are accurately defined against quality control requirements
- Process maps are presented to decision makers for sign-off according to specified requirements

Specific Outcome **4:** Assess technical feasibility of mapped processes
Assessment Criteria:
- Technical feasibility of the production determined against process plans, accurately
- Interpretations of technical feasibility is accurately justified against the aims of specific productions and information available
- Information regarding technical feasibility is collated and compiled, accurately
- Technical feasibility assessments are presented to decision makers according, to specified requirements
- Agreed technical feasibility assessments are recorded and stored accurately and according to specified requirements

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or

role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is evident from the Specific Outcomes and Assessment Criteria above

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems and make decisions using critical and creative thinking to take remedial action to develop process plans for multiple media
- Work effectively with others (such as designers and colleagues) as a member of a team, group, organisation to achieve production requirements to evaluate the viability of process plans against the given specifications
- Organise and manage themselves and their activities responsibly and effectively on productions to complete activities within given deadlines
- Collect and analyse production information and critically evaluate the effect of information on productions to research and evaluate information relevant to process planning
- Communicate effectively with for instance designers and colleagues, using visual and / or language skills to present process plans for approval prior to production
- Use science and technology effectively and critically showing responsibility towards the environment and health of others when compiling process plans for interactive media production
- Demonstrate an understanding of the production world as a set of related systems and that problem-solving does not exist in isolation when evaluating the viability of process plans against given specifications

Essential embedded knowledge

Credited learners understand and can explain:
- Requirements of given specifications
- Effective communication techniques, including presentation skills, active listening, questioning and non-verbal communication
- Requirements for working in a team
- Planning processes, including mapping and sequencing of events, controlling required resources and planning for contingencies
- Quality control criteria
- Technical feasibility processes

UNIT STANDARD TITLE: ASSESS RESOURCES FOR INTERACTIVE MEDIA PRODUCTION

Unit Standard NLRD Number:
NQF Level: 5
Credits: 5
Field: NSB **04:** Communications Studies and Language
Sub-field: Communication Studies
issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to evaluate technical requirements, determine best use of available technology and outsource where necessary, against given specifications, usually in the form of **a** brief from a client. Learners generally work in the Interactive Media industry as digital designers. Competence in assessing resources for interactive media production is desired in the media field, thereby meeting the needs of industry whilst simultaneously empowering the learner.

Credited learners are capable of:
● Identifying resources required for planned interactive media production
● Assessing resources in terms of specific context requirements
● Evaluating resources to meet production requirements
● Negotiating resource plan approval

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
● Language and communication at NQF Level **4**
● Mathematic literacy at NQF Level **4**
● Scientific measurements and description of, - colours, resolution, and light
● Produce a presentation using basic functions at NQF Level 2
● Produce computer spreadsheets using basic functions at NQF Level 2
● Produce word processing documents using basic functions at NQF Level **2**
● Operate a personal computer system, at NQF Level **2**
● Operate personal computer peripherals, at NQF Level 2
● Use personal computer operating system, at NQF Level 2

Specific outcomes and assessment criteria:

Specific Outcome **1**: Identify resources required for planned interactive media productions
Assessment Criteria:
● Resource requirements are identified, accurately
● Specifications for planned productions are compiled, accurately
● Fitness of specification for production is reviewed and confirmed to be according to specific requirements, accurately
● Specifications of resources required are recorded in an appropriate manner

Specific Outcome **2:** Assess resources in terms of specific context requirements
Assessment Criteria:
● Specific production processes are identified for context requirements, accurately
● Suitability of software and hardware is assessed against specific context requirements
● Solutions are recommended to address short falls of resources accurately
● Assessment is recorded in an appropriate manner

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Specific Outcome 3: Evaluate resources against production requirements
Assessment Criteria:
- Resource requirements are evaluated against production plans, accurately
- Resources are assessed for their capacity to meet requirements within budgets and timeframes, accurately
- Sources of supply are evaluated where necessary, accurately
- Newly developed technology is recommended if required with accurate appropriate documentation
- Evaluations are recorded in an appropriate manner

Specific Outcome 4: Negotiate resource plan approval
Assessment Criteria:
- Resources are selected which are most likely to provide solutions that meet production requirements
- Specifications of resource requirements are prepared in an appropriate manner
- Decision makers are presented to in an appropriate manner
- Specifications of approved resources are recorded accurately and stored in appropriate manner

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA **(RSA,** 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with **a** relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed **ETQA** procedures will oversee moderation of assessment and **is** responsible for moderation **of** learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups **of** specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show *the* learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to **be** gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to **be** tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and

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again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is evident from the Specific Outcomes and Assessment Criteria above

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability **to:**
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions in assessing resources for interactive media production.
- **Work** effectively with others as **a** member of a team, group, organisation or community in assessing resources for interactive media production.
- Organise and manage oneself and one's activities responsibly and effectively when assessing resources for interactive media production.
- 'Collect, analyse, organise and critically evaluate information in assessing resources for interactive media production.
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when presenting assessments of resources required for interactive media production.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others in assessing resources for interactive media production.
- Demonstrate an understanding **of** the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in assessing resources for interactive media production.

Essential embedded knowledge

Credited learners understand and can explain:
- Requirements of given specifications
- Effective communication techniques, including presentation skills, active listening, questioning and non-verbal communication
- Requirements for working in a team
- Planning processes, including mapping, assessing required resources and planning for contingencies
- Quality control criteria
- Technical feasibility processes

UNIT STANDARD TITLE: PROPOSE INTERACTIVE MEDIA SOLUTIONS

Unit Standard NLRD Number:
NQF Level: 5
Credits: 10
Field: NSB **04:** Communications Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to select strategies for presenting interactive media, determine cost implications and time frames for solutions, assess proposed solutions against given specifications, usually in the form of a brief from client, recommend best solutions and negotiate approval of proposed solutions. Learners generally work in the Interactive Media industry as digital designers. Competence to propose interactive media solutions is desired in the media field, thereby meeting the needs of industry whilst simultaneously empowering the learner

Credited learners are capable of:
- Selecting strategies for interactive media presenting solutions
- Presenting financial plans and time frames for solutions
- Assessing proposals against given specifications
- Recommending best solutions for specific context
- Negotiating approval of proposed solutions with relevant decision makers

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication at NQF Level **4**
- Mathematic literacy at NQF Level **4**
- Scientific measurements and description of,- colours, resolution, and light
- Produce a presentation using basic functions at NQF Level 2
- Produce computer spreadsheets using basic functions at NQF Level **2**
- Produce word processing documents using basic functions at NQF Level 2
- Operate a personal computer system, at NQF Level **2**
- Operate personal computer peripherals, at NQF Level 2
- Use personal computer operating system, at NQF Level 2

Specific outcomes and assessment criteria:

Specific Outcome 1: Select strategies for interactive media presenting solutions
Assessment Criteria:
- Material and resource requirements Identified for production, accurately
  Range: includes storage devices, computers and peripheral devices such as VCRs, CD-Writers, DVD- Writers, Scanners, Servers, Networking equipment, Software
- New technology solutions are researched to determine fitness for purpose appropriate to the given specifications
- In-house availability of materials and resources are determined accurately
- Materials and resources which need to be purchased or hired to perform to the given specifications are identified accurately
- Documentation to support the selected strategy is compiled in an appropriate manner and stored securely

Specific Outcome **2:** Present financial plans and time frames for solutions
Assessment Criteria:
- Cost of material and resource requirements are identified for given specifications, accurately
- Time frame of production is determined for given specifications, accurately
- Proposed financial plans and time frames are discussed with co-workers for feedback, in a manner which encourages constructive criticism
- Financial plans and time frames are presented for solutions to decision makers in an appropriate manner
- Documentation is compiled according to agreed upon financial plans and time frames, in appropriate manner and stored securely

Specific Outcome 3: Assess proposals against given specifications
Assessment Criteria:
- Criteria of evaluating the materials and resources against the production's requirements are identified, clearly
- Criteria of evaluating the materials and resources against the production's requirements are discussed and agreed with decision makers
- Amendments to meet the agreed criteria without compromising the production process, are accurately identified
- Materials and resources that **do** not meet agreed criteria are identified
- Valid and reliable evidence in support of alternate materials and resources is compiled, in an appropriate manner and stored securely

Specific Outcome **4:** Recommend best solutions for specific contexts
Assessment Criteria:
- All information gathered is evaluated to determine best solutions for given specifications accurately
- Recommendations for presentation are prepared in appropriate manner
- Recommended solutions are presented to co-workers for feedback, in a manner which encourages constructive criticism
- Opinions from external expert sources are requested, if required, in appropriate manner
- Documentation detailing the best recommended solutions are compiled in an appropriate manner and stored securely

Specific Outcome **5:** Negotiate approval of proposed solutions with relevant decision makers
Assessment Criteria:
- A schedule of applicable materials and resources are presented to decision makers for discussion and agreed on in an appropriate manner
- Decision makers are consulted regarding where new supplies need to be sourced, the service, pricing and quality issues of materials and resources, in an appropriate manner
- Agreement that the materials and resources meet the requirements *of* the production *is* obtained from all relevant decision makers in the appropriate manner
- Records of materials and resources required for the production are stored securely

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation *of* assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

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Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence **is** gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, **as** specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- **All** assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is evident from the Specific Outcomes and Assessment Criteria above

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when proposing interactive media solutions.
- Work effectively with others as a member of a team, group, organisation or community when evaluating interactive media solutions.
- Organise and manage oneself and one's activities responsibly and effectively when developing strategies for interactive media presenting solutions.
- Collect, analyse, organise and critically evaluate information when developing and evaluating strategies for interactive media presenting solutions.
- Communicate effectively using visual, mathematic and/or language skills in the modes *of* oral and/or written presentation when proposing strategies for interactive media presenting solutions.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others when proposing strategies for interactive media presenting solutions.

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- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when proposing strategies for interactive media presenting solutions.

Essential embedded knowledge

Credited learners understand and can explain:
- Requirements of given specifications
- Effective communication techniques, including presentation **skills,** active listening, questioning and non-verbal communication
- Requirements for working in a team
- Planning strategies, including financial plans and time frames for solutions, controlling required resources and planning for contingencies
- Quality control criteria
- Technical feasibility processes

UNIT STANDARD TITLE: GATHER INTERACTIVE MEDIA CONTENT FROM EXISTING SOURCES

Unit Standard NLRD Number:
NQF Level: 5
Credits: 4
Field: *NSB* **04:** Communications Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of this unit standard is for learners to be able to gather interactive media elements for inclusion in designs or stand alone elements inline with given specification usually in the form of **a** brief. Learners generally work in the Interactive Media industry as digital designers either for companies or establishing their own business. Competence to design for Interactive Media is desired in the media field, thereby meeting the needs of industry whilst simultaneously empowering the learner. The Interactive Media industry is a growing field of the communication environment both locally as well as internationally. As a new industry, determining standards is important and will assist the industry in employing people with standardised qualifications.

Credited learners are capable of:
- Specifying content requirements based on given specifications
- Identifying sources relevant for content requirements
- Assembling media elements
- Ensuring the quality of media elements for specific contexts

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication at NQF Level **4**
- Mathematic literacy at NQF Level **4**
- Scientific measurements and description of,- colours, resolution, and light
- Produce a presentation using basic functions at NQF Level **2**
- Produce computer spreadsheets using basic functions at NQF Level *2*
- Produce word processing documents using basic functions at NQF Level **2**
- Operate a personal computer system, at NQF Level *2*
- Operate personal computer peripherals, at NQF Level **2**
- Use personal computer operating system, at NQF Level **2**

Specific outcomes and assessment criteria:

Specific Outcome 1: Specify content requirements based on given specifications
Assessment Criteria:
- Production information is analysed to determine requirements
- Range of media elements required are identified, accurately
  Range includes: sound, still images, moving images, animation, graphics, text
- Media elements which may be produced in-house are identified accurately
- Media elements which need to be outsourced are identified accurately
- Implications of using outsourced media elements are explored fully
  Range includes: legal, contractual, financial
- Content requirements are recorded and stored in an appropriate manner

Specific Outcome 2: Identify sources relevant for content requirements
Assessment Criteria:
- Appropriate sources of interactive media components are researched accurately
- Media elements are selected which best meet production requirements
  Range: sound, still images, moving images, animation, graphics, *text*
- Suitable alternative media elements are identified when problems with preferred media elements cannot be resolved accurately
- Contractual implications of selected media elements are identified accurately
  Range includes: financial, legal, contractual, etc.
- Information on ownership and the costs of obtaining copyright for the media elements are obtained, which is reliable
- Requirements of sourced media elements are confirmed and recorded accurately

Specific Outcome **3:** Assemble media elements
Assessment Criteria:
- Identified media elements are assembled accurately
- Media elements are assembled according to time frames of the production accurately
- Contractual requirements complied with in an appropriate manner
  Range includes: financial, legal, contractual
- Assembled media elements are checked against given specifications in an appropriate manner
- Assembled media elements are documented and stored securely and in an appropriate manner

Specific Outcome **4:** Ensure the quality of media elements for specific contexts
Assessment Criteria:
- Assessment methods are selected which are capable of measuring the quality of media elements accurately
- Assessment criteria are clarified and agreed with decision makers in an appropriate manner
- Gathered media elements are assessed against assessment methods in an appropriate manner
- Quality of media elements are improved where required with relevant digital tools to comply with given specification in an appropriate manner
- Media elements are stored and documented securely and accurately

Notes:

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
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- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation *of* learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is

unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.

- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.

- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.

- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.

- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, **as** specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is evident from the Specific Outcomes and Assessment Criteria above

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when gathering interactive media elements.
- Work effectively with others as a member of a team, group, organisation or community in order to effectively gather interactive media elements.
- Organise and manage oneself and one's activities responsibly and effectively when gathering interactive media elements for production purposes.
- Collect, analyse, organise and critically evaluate information when gathering interactive media elements.
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when gathering interactive media elements.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others when gathering interactive media elements.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when determining the appropriateness of gathered interactive media elements.

Essential embedded knowledge

Credited learners understand and can explain:
- Requirements of given specifications
- Effective communication techniques, including presentation skills, active listening, questioning and non-verbal communication
- Requirements for working in a team

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- **Planning processes, including mapping and sequencing of events, controlling required resources and planning for contingencies**
- **Quality control criteria**
- **Technical feasibility processes**

UNIT STANDARD TITLE: DESIGN AND DEVELOP TWO DIMENSIONAL ANIMATION ELEMENTS

Unit Standard NLRD Number:
NQF Level:　　　　　　　　　**5**
Credits:　　　　　　　　　　10
Field:　　　　　　　　　　　NSB **04:** Communications Studies and Language
Sub-field:　　　　　　　　　Communication Studies
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to design moving graphic elements for interactive media in line with given specifications, usually in the form of a brief from a client. Learners generally work in the Interactive Media industry as digital designers. Competence to design moving graphic elements for interactive media is desired in the media field, thereby meeting the needs of industry whilst simultaneously empowering the learner

Credited learners are capable of:
- Identifying the key requirements within given specification
- Evaluating the viability of the design ideas against given specifications
- Creating and sourcing Moving Graphic content
- Creating two dimensional animation elements
- Assessing two dimensional animation elements against relevant requirements
- Finishing two dimensional animation elements for execution

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication at NQF Level **4**
- Mathematic literacy at NQF Level **4**
- Scientific measurements and description of,- colours, resolution, and light
- Produce a presentation using basic functions at NQF Level **2**
- Produce computer spreadsheets using basic functions at NQF Level **2**
- Produce word processing documents using basic functions at NQF Level *2*
- Operate a personal computer system, at NQF Level **2**
- Operate personal computer peripherals, at NQF Level **2**
- Use personal computer operating system, at NQF Level **2**

Specific outcomes and assessment criteria:

Specific outcome 1: Identify the key requirements within given specifications
Assessment Criteria:
- Key requirements are identified within given specifications, accurately
- Key requirements are prioritised within given specifications, accurately
- Conflicting requirements are identified, accurately
- Requirements are evaluated against given specifications and find applicable solutions to comply with digital technology constraints found
- Variations to production are reported to decision makers, accurately and within required time scales

Specific Outcome 2: Evaluate the viability of the design ideas against given specifications
Assessment Criteria:
- Design criteria are identified accurately

- Viability of design ideas are determined according to given specification
- Differences between design ideas and agreed criteria are identified and agreements recorded on most suitable design directions to be taken
- Alternate design ideas are accurately identified, using valid and reliable evidence, where design ideas do not meet agreed criteria
- Amendments are incorporated into designs without compromising the potential of designs
- Amendments are appropriately presented to decision makers for approval

Specific Outcome 3: Create and source Moving Graphic content
Assessment Criteria:
- Content is created to achieve the optimum aesthetic effect with productions' style, technical requirements and limitations specified, in accordance with given specifications
- Content is sourced to achieve the optimum aesthetic effect with productions' style, technical requirements and limitations specified, in accordance with given specifications
- Content is presented, created and sourced, to decision makers in an appropriate manner
- Feedback by decision makers is recorded accurately
- Necessary alterations to moving graphic content is made accurately and according to decision makers' amendments
- Given specifications and design drafts, alterations and final materials are stored according to specific requirements

Specific Outcome **4:** Create two dimensional animation elements
Assessment Criteria:
- Relevant content is converted into two dimensional animations achieving the optimum aesthetic effect in accordance with given specifications
- Two dimensional animations conform with productions' style and technical requirements
- Two dimensional animations are tested to determine whether all elements function according to given specification
- Completed animations are saved in relevant formats and stored securely according to specific requirements

Specific Outcome 5: Assess two dimensional animation elements against given specifications
Assessment Criteria:
- Completed two dimensional animations are assessed against given specifications
- Deviations from given specifications are noted accurately
- Reasons for deviations from given specifications are supported by accurate documentation
- Final assessments are presented to decision makers in an appropriate manner
- Feedback is recorded accurately
- Necessary alterations are assessed and completed according to given specifications

Specific Outcome 6: Finish two dimensional animation elements for execution
Assessment Criteria:
- Final products are accurately assessed for quality and relevance
- Elements which fail to meet standards as per given specifications, are brought to an acceptable condition
- Written agreements that productions meet given specifications are obtained from all relevant decision makers
- Given specifications, written assessments, feed-back and recorded alterations as well as any other supporting documentation are filed accurately and securely
- Final materials are backed up securely to stated specifications
- Final materials are prepared and delivered as required by given specifications

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Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as *a* provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms *of the* title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be **as** close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality *of* the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task *of* the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is evident from the Specific Outcomes and Assessment Criteria above

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when creating **2D** animation elements.
- Work effectively with others as a member of a team, group, organisation or community in planning and creating **2D** animation elements.

- Organise and manage oneself and one's activities responsibly and effectively in **2D** animation production studios.
- Collect, analyse, organise and critically evaluate information required for the production and creation of **2D** animation elements.
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when presenting **2D** animation production to decision makers.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others when creating **2D** animation in the work environment.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation while working on **2D** animation elements in the production environment.

Essential embedded knowledge

Credited learners understand and can explain:
- Requirements of given specifications
- Effective communications techniques, including presentation skills, active listening, questioning and non-verbal communication
- Requirements for working in a team
- Planning processes, including mapping and sequencing of events, controlling required resources and planning for contingencies
- Quality control criteria
- Technical feasibility processes

UNIT STANDARD TITLE: DESIGN CREATIVE ELEMENTS WITH DIGITAL PHOTOGRAPHIC IMAGES

Unit Standard NLRD Number:
NQF Level: 5
Credits: 6
Field: NSB **04:** Communications Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to evaluate requirements, evaluate the processes, assess the technical feasibility of the creative elements, design creative elements using digital photographic images against given specification, usually in the form of a brief from a client. Learners generally work in the Interactive Media industry as digital designers. Competence to design creative elements with digital photographic images is desired in the media field, thereby meeting the needs of industry whilst simultaneously empowering the learner

Credited learners are capable of:
o   Selecting strategies for using digital photographic images
o   Selecting components of photographic images
o   Creating digital photographic image special effects
•   Assembling elements of digital photographic images
o   Ensuring quality of digital photographic images

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
•   Language and communication at NQF Level **4**
•   Mathematic literacy at NQF Level **4**
•   Scientific measurements and description of,- colours, resolution, and light
•   Produce a presentation using basic functions at NQF Level **2**
o   Produce computer spreadsheets using basic functions at NQF Level **2**
o   Produce word processing documents using basic functions at NQF Level 2
o   Operate a personal computer system, at NQF Level 2
o   Operate personal computer peripherals, at NQF Level **2**
o   Use personal computer operating system, at NQF Level **2**

Specific outcomes and assessment criteria:

Specific Outcome **1**: Select strategies for using photographic images
Assessment Criteria:
o   Design requirements are identified against given specification, accurately
o   Photographic image requirements of design are determined creatively
o   Copyright of photographic images to be used are identified accurately
o   Copyright issues are complied with in an appropriate manner

Specific Outcome 2: Select photographic images
Assessment Criteria:
o   Non digital photographic images are selected in an appropriate manner
o   Photographic images are scanned using relevant software and hardware
•   Digital photographic images are identified from relevant sources
o   Digitised photographic images are filed and stored securely

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Specific Outcome 3: Create digital photographic image special effects
Assessment Criteria:
- *o* Digital photographic image special effects requirements are determined against given specifications
- *o* Relevant software applications are used to create special effects accurately
- Special effects are tested against given specifications
- Digital photographic image special effects are applied to designs against given specifications
- Designs are filed and stored securely and in appropriate manner

Specific Outcome **4:** Assemble elements of digital photographic images
Assessment Criteria:
- *o* Elements *of* digital photographic images are assembled to create design elements to given specifications creatively
- Relevant software **is** used to manipulate and develop designs creatively
- *o* Digital photographic images are completed within time frames as per given specifications accurately
- Final images are presented to decision makers for approval in appropriate manner
- Required amendments are applied to design accurately
- Digital photographic images are filed and stored accurately

Specific Outcome 5: Ensure quality of digital photographic images
Assessment Criteria:
- Quality criteria appropriate to the production requirements are determined accurately
- Final digital photographic images and designs are tested against quality criteria
- Changes to digital photographic images and designs are applied where images do not comply with quality criteria in an appropriate manner
- *o* Digital photographic images and designs are filed and stored securely and in an appropriate manner

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to *assessors*

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.

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- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, *as* specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- **All** assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is evident from the Specific Outcomes and Assessment Criteria above

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions in designing digital photographic images.
- Work effectively with others as a member of a team, group, organisation or community when selecting photographic images for design purposes.
- Organise and manage oneself and one's activities responsibly and effectively when designing digital photographic images.
- Collect, analyse, organise and critically evaluate information when selecting photographic images for design purposes.
- Communicate effectively using visual, mathematic andlor language skills in the modes of oral andlor written presentation when presenting designs to decision makers.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others when designing digital photographic images.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when working in the digital design environment.

Essential embedded knowledge

Credited learners understand and can explain:
- Requirements of given specifications
- Effective communication techniques, including presentation skills, active listening, questioning and non-verbal communication
- Requirements for working in a team
- Planning processes, including mapping and sequencing of events, controlling required resources and planning for contingencies
- Quality control criteria
- Technical feasibility processes
- Copyright issues pertaining to photographic images

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UNIT STANDARD TITLE: DRAW ELECTRONIC GRAPHIC IMAGES

Unit Standard NLRD Number:
NQF Level: 5
Credits: 6
Field: NSB **04:** Communications Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to evaluate requirements, draw graphics and text, evaluate the processes and assess quality of computer graphics in line with given specifications, usually in the form of a brief from a client. Learners generally work in the interactive Media industry as digital designers. Competence **to** draw electronic graphic images for Interactive Media is desired in the media field, thereby meeting the needs of industry whilst simultaneously empowering the learner

Credited learners are capable of: .
- Determining requirements of given specifications
- Selecting electronic drawing techniques appropriate for context requirements
- Drawing electronic graphic images
- Assessing electronic graphic images against given specifications
- Exporting electronic graphic elements in correct formats

Learning assumed to be in place:

The credits and level assigned to this unit standard **is** based on the assumption that learners have already attained the following competencies:
- Language and communication at NQF Level **4**
- Mathematic literacy at NQF Level **4**
- Scientific measurements and description of,- colours, resolution, and light
- Produce a presentation using basic functions at NQF Level **2**
- Produce computer spreadsheets using basic functions at NQF Level 2
- Produce word processing documents using basic functions at NQF Level **2**
- Operate a personal computer system, at NQF Level **2**
- Operate personal computer peripherals, at NQF Level **2**
- Use personal computer operating system, at NQF Level 2

Specific outcomes and assessment criteria:

Specific Outcome **1:** Determine requirements of given specifications
Assessment Criteria:
- Key requirements are determined within given specifications accurately
  Range includes: nature, style, content and creative intention
- Key requirements are prioritised within given specifications accurately
- Conflicting requirements are identified accurately
- Requirements are evaluated against given specifications and solutions found to comply with digital technology constraints are applicable to specified contexts
- Variations to production are reported to decision makers accurately and within required time scales

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Specific Outcome 2: Select electronic drawing techniques appropriate for context requirements
Assessment Criteria:
- Electronic drawing techniques required to execute designs to given specifications are identified accurately
  Range includes: colour, fills, text, fonts, shapes, patterns,
- Selected electronic drawing techniques are tested for fitness of purpose
- Alternate electronic drawing techniques are determined if required accurately
- Electronic drawing techniques ensure that electronic graphic images are prepared to budget and within time frames accurately
- Suitable electronic drawing techniques are presented to decision makers for feedback in appropriate manner

Specific Outcome 3: Draw electronic graphic images
Assessment Criteria:
- *o* Electronic graphic images are drawn making effective use of suitable software applications accurately
- *o* Effects are created with tools of suitable software applications as required by given specifications in appropriate manner
- *o* Drawing of electronic graphic images is performed according to budget and within time frames accurately
- *o* Completed electronic graphic images is presented to decision makers for approval in appropriate manner
- *o* Changes, if required, to electronic graphic images are performed according to feedback supplied by decision makers and within time frames accurately

Specific Outcome **4:** Assess electronic graphic images against given specifications
Assessment Criteria:
- Completed electronic graphic images are assessed against given specifications
- Deviations from given specifications are noted accurately
- *o* Reasons for deviations from given specifications are supported by accurate documentation
- Final assessments are presented to decision makers in an appropriate manner
- Feedback is recorded accurately
- Necessary alterations are assessed and completed according to given specifications

Specific Outcome 5: Export electronic graphic elements in correct formats
Assessment Criteria:
- Correct format for export is Identified according to given specifications
- *o* Electronic graphic elements is converted into identified format
- *o* Converted electronic graphic elements is tested ensuring that it is in the correct format in appropriate manner
- Electronic graphic elements are filed and stored in correct formats in an appropriate manner

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range *statements:*

The range of this Unit Standard is evident from the Specific Outcomes and Assessment Criteria above

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when drawing electronic graphic Images.
- Work effectively with others as a member of a team, group, organisation or community when presenting solutions for drawing electronic graphic images.
- Organise and manage oneself and one's activities responsibly and effectively when drawing electronic graphic images.
- Collect, analyse, organise and critically evaluate information when determining the 'requirements of given specifications for drawing electronic graphic images.
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral andlor written presentation when presenting drawn electronic graphic images to decision makers for feedback.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others when drawing electronic graphic images.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when determining requirements for drawing electronic graphic images.

Essential embedded knowledge

Credited learners understand and can explain:
- Requirements of given specifications
- Effective communication techniques, including presentation skills, active listening, questioning and non-verbal communication
- Requirements for working in a team
- Planning processes, including mapping and sequencing of events, controlling required resources and planning for contingencies
- Quality control criteria
- Technical feasibility processes

UNIT STANDARD TITLE: DELIVER INTERACTIVE MEDIA CONTENT

Unit Standard NLRD Number:
NQF Level: 5
Credits: 4
Field: NSB **04:** Communications Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to deliver interactive media content in line with given specifications, usually in the form of a brief from a client or accordance to best practices determined by the interactive media industry. Learners generally work in the Interactive Media industry as digital designers. Competence to deliver interactive media content for interactive media is desired in the media field, thereby meeting the needs of industry whilst simultaneously empowering the learner

Credited learners are capable of:
- Identifying requirements for delivery
- Ensuring quality of content for delivery
- Delivering content according to specified requirements
- Creating copies of content according to specified requirements

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication at NQF Level **4**
- Mathematic literacy at NQF Level **4**
- Scientific measurements and description of,- colours, resolution, and light
- Produce a presentation using basic functions at NQF Level 2
- Produce computer spreadsheets using basic functions at NQF Level 2
- Produce word processing documents using basic functions at NQF Level 2
- Operate a personal computer system, at NQF Level **2**
- Operate personal computer peripherals, at NQF Level 2
- Use personal computer operating system, at NQF Level 2

Specific outcomes and assessment criteria:

Specific Outcome 1: Identify requirements for delivery
Assessment Criteria:
- Options for delivery are assessed against requirements of given specifications
- Appropriate option for delivery against requirements of given specifications are determined accurately
- Appropriate option is presented to decision makers for approval
- Approved delivery format is documented and filed securely in appropriate manner

Specific Outcome *2:* Ensure quality of content for delivery
Assessment Criteria:
- Assessment criteria are determined accurately
- Quality of content is assessed against chosen assessment criteria
- Improvements to quality of content are recommended where assessment criteria necessitate this, in an appropriate manner

- Presentation of recommended improvements to quality to decision makers for feedback meets specified requirements
- Quality of content is amended where necessary and approved by decision makers accurately
- Recommendations and amendments are documented and filed securely in appropriate manner

Specific Outcome **3:** Deliver content according to specified requirements
Assessment Criteria:
- Specified requirements are determined, accurately
- Content is delivered according to specified requirements
- Delivered content is presented to decision makers for approval in appropriate manner
- Delivered content is filed and documented in appropriate manner

Specific Outcome **4:** Create copies of content according to specified requirements
Assessment Criteria:
- Specified requirements are determined to given specifications accurately
- Copies are created according to specified requirements accurately
- Copies of content are presented to decision makers in appropriate form
- Copies of content are created according to budgets and time frames accurately
- Back up copy is stored and documented in appropriate manner

Accreditation process and moderation:

- Assessment **of** learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation:
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to **be** tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, **of** the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and

again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

- **All** assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is evident from the Specific Outcomes and Assessment Criteria above

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when delivering interactive media content.
- Work effectively with others as a member of a team, group, organisation or community when determining best solutions for delivering interactive media content.
- Organise and manage oneself and one's activities responsibly and effectively when delivering interactive media content in line with budgets and time frames.
- Collect, analyse, organise and critically evaluate information when determining solutions for interactive media content delivery.
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when presenting solutions for the delivery of interactive media content.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others when working with interactive media content for delivery.
- Demonstrate an understanding of the world as a set of related systems by recognising' that problem-solving contexts do not exist in isolation when working within the context of interactive media delivery

Essential embedded knowledge

Credited learners understand and can explain:
- Requirements of given specifications
- Effective communications techniques, including presentation skills, active listening, questioning and non-verbal communication
- Requirements for working in a team
- Planning processes, including mapping and sequencing of events, controlling required resources and planning for contingencies
- Quality control criteria
- Technical feasibility processes

UNIT STANDARD TITLE: EDIT INTERACTIVE MEDIA CONTENT

Unit Standard NLRD Number:
NQF Level: 5
Credits: 10
Field: NSB 04: Communications Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to edit and author interactive media content to final product in line with given specifications, usually in the form of a brief from a client. Learners generally work in the Interactive Media industry as digital designers. Competence to draw electronic graphic elements for interactive media is desired in the media field, thereby meeting the needs of industry whilst simultaneously empowering the learner.

Credited learners are capable of:
- Selecting interactive media components
- Selecting authoring tools appropriate for production requirements
- Constructing interactive media products using authoring tools
- Testing interactive media products for functionality and layout

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication at NQF Level **4**
- Mathematic literacy at NQF Level **4**
- Scientific measurements and description of,- colours, resolution, and light
- Produce a presentation using basic functions at NQF Level 2
- Produce computer spreadsheets using basic functions at NQF Level **2**
- Produce word processing documents using basic functions at NQF Level **2**
- Operate a personal computer system, at NQF Level 2
- Operate personal computer peripherals, at NQF Level 2
- Use personal computer operating system, at NQF Level 2

Specific outcomes and assessment criteria:

Specific Outcome 1: Select interactive media components
Assessment Criteria:
- Required interactive media components are identified against given specifications for production
- Required media components are selected for production as per given specifications
- Media components are tested for correct format in appropriate manner
- Interactive media components are presented to decision makers for approval in appropriate manner
- Interactive media components are stored in relevant filing system in preparation for production appropriately

Specific Outcome 2: Select authoring tools appropriate for production requirements
Assessment Criteria:
- Production requirements are determined accurately
- Authoring tools are selected for fitness of purpose against given specifications accurately
  Range includes: *HTML,* *HTML* Editor software applications, Scripting languages

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- Applicability of authoring tools to be used are tested against given specifications accurately
- Presentation of findings to decision makers for approval meets specified requirements
- Final decisions are documented accurately and in specified formats, and stored securely

Specific Outcome 3: Construct interactive media products using authoring tools
Assessment Criteria:
- Interactive media products are constructed to given specifications using authoring tools
- Interactive media products are constructed to function most efficiently using authoring tools in appropriate manner
- Interactive media products are presented to decision makers for feedback in appropriate manner
- Interactive media products are amended in line with feedback obtained
- Finished products are produced within agreed deadlines
- Finished products and associated documents are stored securely

Specific Outcome **4:** Test interactive media products for functionality and layout
Assessment Criteria:
- Interactive media products are tested for functionality and layout accurately
- **Bugs** and difficulties in achieving the performance required by given specifications are identified and remedied accurately
- Appropriate time and resources are allocated to enable testing to be thorough
- Improvements identified by assessment results are evaluated for their implications
- Improvements are implemented where required accurately
- Finished products and associated documentation are saved securely and in appropriate manner

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to **assessors**

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.

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- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is evident from the Specific Outcomes and Assessment Criteria above

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when selecting appropriate authoring tools to edit interactive media.
- Work effectively with others as a member of a team, group, organisation or community when editing interactive media content.
- Organise and manage oneself and one's activities responsibly and effectively when working with authoring tools to construct interactive media products.
- Collect, analyse, organise and critically evaluate information when presenting interactive media solutions to decision makers.
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when presenting interactive media products to decision makers for approval and feedback.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others when working in interactive media production.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when working in an interactive media production environment.

Essential embedded knowledge

Credited learners understand and can explain:
- Requirements of given specifications
- Effective communications techniques, including presentation skills, active listening, questioning and non-verbal communication
- Requirements for working in a team
- Planning processes, including mapping and sequencing of events, controlling required resources and planning for contingencies
- Quality control criteria
- Technical feasibility processes

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Established in terms of Act 58 of 1995

Qualification Title: National Certificate in Radio Station Management **(NQF** Level **5)**
NQF Level: **5**
Credits: **157** (minimum)
Fundamental Component: **22** credits
Core Component: 120 credits
Fundamental Component: 15 credits
Field: NSB **04:** Communication Studies and Language
Sub-field: Communication Studies

Rationale

A demand exists for this qualification in that there is no current formal qualification for Radio Management. Rather, It is typical that radio people competent in other job areas get promoted to management level, but are without management experience or training. This is especially **so** in the Community Radio sector which is currently experiencing much learning and developing. In addition to the former, ICASA plans to increase licences across the sectors, meaning that management skills will be much needed. This qualification thus fills a gap/need for managers in the radio industry.

Management competencies (and especially financial competencies) will enhance both the quality and the economic viability and sustainability of a radio station. The qualification will be valuable for people working at a music radio station who need to manage the sourcing, selection and maintenance of a radio station's musical output. The qualification will also help to "professionalise" the community radio sector.

The qualification will standardise/equalise station management throughout the industry and provide a bigger pool of competence for key role players. Qualified learners will have enhanced mobility to move across sectors and across various media (generic management skills in particular enhances mobility within and between both sectors and industries). Competencies acquired will include: finance, human resources, marketing, sales, programming, research, technical (outside programming). Qualified learners will also be mentors and expected to impart skills (without a formal qualification standard, this development of others can be left to chance). Leadership qualities overall will be developed.

Purpose of the qualification

The purpose of this qualification is for learners to be able to manage the sourcing, selection and maintenance of a radio station's output. The National Certificate in Radio Station Management (NQF Level **5)** qualification is generic across commercial, public and community service fields. The qualification will create larger pool of competent station managers to meet the growing need for competence. Apart from the competencies gained, other advantages of the qualification to learners include recognition, mobility, standardisation, and broad competency base across areas (some of which are generic).

Qualifying learners are capable of:
- Compiling business plans *in accordance with stakeholders* requirements
- Managing human resources to optimise performance in radio stations
- Applying financial management principles in order to maximise revenue and minimise costs
- Developing and implementing marketing strategies in order to optimise brand awareness
- Maximising advertising sales to optimise financial viability and stability of radio stations
- Developing, managing and implementing program strategies that are in line with specific mandates
- Managing operations and facilities to achieve business objectives
- Formulating research objectives and interpreting and applying results to inform strategies

To qualify, learners are required to elect to become capable of:
- Selecting music for radio stations OR
- Managing radio station music databases OR
- Scheduling music for radio stations

Access to the qualification

Access to this qualification is open, although it is recommended that learners have the competencies listed under Learning Assumed to be in Place.

Learning assumed to be in place

The design and credits of this qualification was based on the assumption that the following competencies have been attained before commencing with this qualification:
- Computer literacy (word processing and spreadsheets end use)
- Project management
- Achieving audience strategy objectives in radio
- Research analysis and implementation
- Writing business reports
- Time management

It is also assumed that learners understand and can explain:
- At least one Computer Music Scheduling System
- How to operate digital recording and play out equipment
- Library indexing (or archiving)
- The characteristics of the South African music industry
- International and local music trends
- Regulatory bodies, legislation and processes (ICASA, SAMRO)
- Broadcasting Complaints Commission of South Africa's code of conduct
- Radio stations' program strategy and music policy requirements

Rules of combination

All the Fundamental Component Unit Standards are compulsory (22 credits).
All the Core Component Unit Standards are compulsory (120 credits).
For the Elective Component learners are required to attain 15 credits out of **45** credits.

Exit level outcomes and associated assessment criteria

Exit Level Outcomes	Associated Assessment Criteria
Fundamental and Core	
Compile business plans in accordance with stakeholders requirements	- Stakeholder needs are identified, defined and described according to given specifications - Financial statements are interpreted within the context **of** underlying assumptions and external environments - Financial projections are realistic for stations and the sector

Exit Level Outcomes	Associated Assessment Criteria
Fundamental and Core	
	• Business plans are compiled according to accepted business practices • Business plans are communicated to all stakeholders in a way that is accessible and meets legal requirements
Manage human resources to optimise performance in radio stations	• Station human resource strategies are in accordance with relevant legislation • Performance appraisals are implemented and monitored according to set strategies • Management style employed optimises motivation to enhance performance • Recruitment and selection are optimal for specific radio station contexts and support the success of set strategies • Training and development strategies facilitate skills development that enables career development
Apply financial management principles in order to maximise revenue and minimise costs	o Budgets are compiled, implemented and monitored in a way that maximises profit • Relevant financial statements are interpreted, monitored and acted upon in a pre-emptive manner o Financial information is communicated to relevant stakeholders at predetermined and specified intervals o Finance is managed in accordance with company policy and legislation
Develop and implement marketing strategies in order to optimise brand awareness	o Marketing strategies clearly define target markets and delineate plans to target specific target markets • Marketing strategies developed are clearly communicated to all relevant persons o Marketing strategies reflect regional requirements and appeal to specific target groups o Marketing strategies are implemented in a way that optimises brand awareness o Marketing strategies are justified in terms of appeal to specific audience needs o Marketing plan implementation exploits opportunities to generate revenue o Marketing strategies are communicated to stakeholders in a way that is effective for specific contexts o Marketing strategies devised are in line with specific business plans
Maximise advertising sales to optimise financial viability and stability of radio stations	o Sales strategies are realistic for identified target markets • Sales strategies are justified in terms of appeal to specific advertisers • Sales strategies implemented promote brand awareness for advertisers • Sales strategies implemented are justified in terms of optimising sales • Sales strategies implemented are justified in terms of exploiting opportunities • Sales strategies implemented contain mechanisms to reach revenue targets • Sales strategies devised are in line with specific business plans
Develop, manage and implement program strategies that are in line with given mandates	• Program strategies implemented and managed meet criteria of given mandates and licence conditions • Program strategies designed are justified in terms of growing target audiences • Program strategies developed meet business plan requirements

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Exit Level Outcomes	Associated Assessment Criteria
Fundamental and Core	
	• Program strategies developed address all regulatory obligations • Program strategies designed inform policies *Range: policies include - music, advertising acceptance, interview, oufside broadcast, local content, style guide, language, competition*
Manage operations and facilities to achieve business objectives	• Facilities are secured, managed and maintained efficiently to ensure consistency of station output • Operations are managed effectively to support core business • Operations are designed to enhance efficiency and increase accuracy within business objectives • Day to day running of station is efficient and promotes best practices
Formulate research objectives and interpret and apply results to inform strategies	• Research objectives are formulated in a way that will satisfy desired outcome • Results are interpreted accurately • Strategies are reviewed taking into account research results • Results are evaluated against research methodology
Elective (15 credits are required to qualify)	
Select music for radio stations	• Music is selected that complies with the station's music format • The lyrics meet the positioning of the station's brand • Offensive lyrics are evaluated in accordance with the Broadcasting Complaints Commission of South Africa's code of conduct and appropriate actions steps taken if needed • Audience response is assessed using predetermined measures
Manage radio station music databases	o Rotation of music is according to station's music policy o Audience appeal is objectively assessed • Projected turnover versus actual turnover are checked to ensure the effectiveness of the music scheduling system o All the necessary song information is in the database and are correctly filled in
Schedule music for radio stations	• Daily music schedules and DJ logs are provided on deadline a Weekly ICASA reports reflect local content and are compiled for management, including 'in kind' contributions a Activities are reported on regularly to station management • Audio fault book is accurately maintained- any audio faults entered by presenters or producers

International Comparability

Internationally, almost no qualifications were found specifically addressing radio station management competence. Mostly short courses are provided after initial qualifications in various fields. For example, in Bulgaria, short courses address competence in strategic planning, sales management, marketing, managing human resources, promotions, and advertising, and in Cambodia, short courses for radio station managers focus on audience research. Al these sets of competence are contained within this South African qualification.

Many countries, including the United Kingdom, base their radio station management learning programs on general management programs, and are conceptualised as progression from or part of radio production and radio presenting learning programs. In the Netherlands, most programs focus on content development and journalism.

The Australian framework contains only one qualification, a one-year Diploma of Broadcasting, which is at a level equivalent to this South African qualification. Although the qualification is aimed at radio and television broadcasting industry personnel who are involved in producing and presenting programs, including on-air presenting, it addresses similar sets of competence in its

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elective components. The South African qualification has more of a business focus, and addresses more strategic planning competence than the Australian qualification, that focuses more on production. The qualifications compare as follows:

Australia	South Africa
Develop and apply industry knowledge	(Integrated within the unit standards)
Implement workplace health, safety and security procedures	(Integrated within the unit standards)
Elect three from the following:	
• Conduct a briefing	Formulating research objectives and interpreting and applying results to inform strategies
• Develop and monitor a program schedule	Scheduling music for radio stations
• Operate master control	-
• Produce live-to-air programs	
• Produce pre-recorded programs	-
• Supervise technical operations	Managing operations and facilities to achieve business objectives
Elect three from the following:	
• Compile a production schedule	
• Conduct an interview	-
• Conduct an on-air presentation	-
• Control the transmission of television material	-
• Develop and maintain the general knowledge required by presenters	-
• Plan and prepare a program	
• Schedule radio play lists	Selecting music for radio stations
• Vision mix a multisource television production to tape or air	-
• Write content and/or copy	-
• Write narration	-
Elect five from the following:	
• Address copyright requirements	(Integrated within the unit standards)
• Address legal and administrative requirements	(Integrated within the unit standards)
• Develop a budget	Applying financial management principles in order to maximise revenue and minimise costs
• Develop and implement an operational plan	Managing operations and facilities to achieve business objectives
• Establish and manage contracts	Managing human resources to optimise performance in radio stations
• Manage a budget	Applying financial management principles in order to maximise revenue and minimise costs
• Manage a project	
• Manage physical assets	Managing operations and facilities to achieve business objectives
• Participate in, lead and facilitate a team	Managing human resources to optimise performance in radio stations
• Promote products and services	Maximising advertising sales to optimise financial viability and stability of radio stations Developing and implementing marketing strategies in order to optimise brand awareness
• Recruit and select staff	Managing human resources to optimise performance in radio stations

Australia	South Africa
Any four other electives	Developing, managing and implementing program strategies that are in line with specific mandate Compiling business plans in accordance with stakeholders requirements Managing radio station music databases

In the United States of America (USA), radio station management competence is often achieved after an initial Bachelor of Arts degree (often in Communication) - this is at a higher level than this South African qualification. Competent/qualified radio station managers are required to apply their competence under limited supervision. Competencies addressed in learning programs compare as follows with this South African qualification:

USA	South Africa
Conducting research, including audience needs assessment	Formulating research objectives and interpreting and applying results to inform strategies
Establishing communication lines	(Integrated within the unit standards)
Designing and coordinating fundraising activities and other projects	Maximising advertising sales to optimise financial viability and stability of radio stations
Maintaining public relations, in the promotion of station activities	Developing and implementing marketing strategies in order to optimise brand awareness
Administering, monitoring and controlling budaets	Applying financial management principles in order to maximise revenue and minimise costs
Overseeing (planning, coordinating and directing) administration, and generating and maintaining station procedures and records (such as inventories) and reports	Compiling business plans in accordance with stakeholders requirements
Overseeing operations in all radio departments	Managing operations and facilities to achieve business objectives
Selecting, purchasing, installing and maintaining operating equipment, supplies and facilities by monitoring equipment usage and reparability, and ensuring the maintenance of equipment inventories	
Supervising human resources, including appointment, performance management and evaluation, training, work allocation, and problem resolution	Managing human resources to optimise performance in radio stations
Ensuring compliance with regulations and standards for public broadcasting	(Integrated within the unit standards)
Initiating and implementing new programming and/or to revise existing programming	Developing, managing and implementing program strategies that are in line with specific mandates
Ensuring that all broadcasting is in accordance with published schedules	(Integrated within the unit standards)
Overseeing the appropriate recording and broadcasting of program sources	
Performing on-air programming, interviews, and announcements (elective)	-
Set radio station goals and objectives (elective)	
Recording for airplay (elective)	
Programming music logs (elective)	Selecting music for radio stations Scheduling music for radio stations
Updating music database with new releases	Managing radio station music databases

USA	South Africa
(elective)	(elective)
Developing radio station web sites (elective)	-
Driver's license (elective)	-

Radio station management competence in Afghanistan (where new independent radio stations are currently developing) compares as follows with the South African qualification:

Afghanistan	South Africa
Coordinating radio station operations	Managing operations and facilities to achieve business objectives
Purchasing equipment, maintaining it and supervising repairs	Managing operations and facilities to achieve business objectives
Coordinating radio station personnel	Managing human resources to optimise performance in radio stations
Coordinating radio budgets	Applying financial management principles in order to maximise revenue and minimise costs
Reporting to stakeholders	
Developing content and scheduling programs	Developing, managing and implementing program strategies that are in line with specific mandates
Establishing and applying standards of journalism	-
Planning and fundraising	-
Writing proposals	Compiling business plans in accordance with stakeholders requirements
Liaising, sharing content and collaborating with media organisations operating within Afghanistan	-
Communication and facilitation of communication	-
Driver's license	

None of the electives in the South African qualification is included in Afghanistan training programs, and marketing, sales and research competence is not addressed in Afghanistan.

The South African qualification was found to be unique, as most other countries do not award a qualification for radio station management, or include this area of competence with radio production or radio presenting qualifications.

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 a'nd 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.

Recognition of prior learning (RPL)

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

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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.

Articulation possibilities

Vertical articulation upwards is possible with, for example, the National First Degree in Customer Management at NQF Level 6. Vertical articulation downwards is possible with, for example, the National Certificate in Music Industry Business and Management at NQF Level **4.** Horizontal articulation on the NQF is possible with, for example, the National Certificate in Management at NQF Level **5** (24493), and the National Certificate in Radio Production (NQF Level **5***)*.

Moderation options

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Particular moderation and accreditation requirements are:

- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA 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**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 level above the level of this qualification.
- NQF recognised assessor credit

Assessors should keep the following general principles in mind when designing and conducting assessments:
- Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than

fragmented. Remember that the learner needs to be declared competent in terms of the qualification purpose and exit level outcomes.
- Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Make sure evidence is gathered across the entire range, wherever it applies.

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

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

Learning components

Component	Level 5 Unit Standard Title	Level	Credits	Level 6 Unit Standard Title	Level	Credits
Fundamental	Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation (15220)	5	4	Conceptualise and research requirements (10081)	6	10
	Create and use a range of resources to effectively manage teams, sections, departments or divisions (15231)	5	4			
	Identify and interpret related legislation and its impact on the team, department or division and ensure compliance (15225)	5	4			
Total		5	12			
Core	Develop and implement a business plan (7886)	5	8	Develop a strategic plan (10071)	6	10
	Present data to stakeholders (10055)	5	5	Develop and manage marketing plans and strategies (7887)	6	15
	Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks (15224)	5	4	Design a research brief (10082)	6	12
	Implement training needs for teams and individuals to upgrade skills levels (15223)	5	3		6	10
	Prepare and conduct staff selection interviews (15235)	5	3			
	Source music for radio stations	5	15			
	Apply financial analysis (15236)	5	4			
	Develop and implement marketing plan in line with marketing strategy (10070)	5	20			
	Plan, implement and evaluate sales development activities (7877)	5	10			
	Implement systems to meet the flow of information in a team, department or division (15226)	5	3			
	Apply efficient time management to the work of a department/division/section (15234)	5	4			
	Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division (152150)	5	4			
Total		5	83		6	37
Elective	Select music for radio stations	5	15	Manage radio station music databases	6	15
				Schedule music for radio stations	6	15
Total		5	15		6	15

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New Unit Standards and their Specific Outcomes: National Certificate in Radio Station Management (NQF Level 5)

Unit Standard Title: Source music for radio stations, NQF Level 5, 15 credits
Specific Outcome 1: Assess listener's music preferences according to station format and music policy
Specific Outcome 2: Source music for radio stations
Specific Outcome 3: Control music stock in a radio station
Specific Outcome 4: Develop ideas that fit strategic program objectives

Unit Standard Title: Select music for radio stations, NQF Level 5, 15 credits
Specific Outcome 1: Convene music listening sessions for music evaluation
Specific Outcome 2: Select music for radio stations
Specific Outcome 3: Report on selection of play lists
Specific Outcome 4: Assess audience response on selection of play lists

Unit Standard Title: Manage radio station music databases, NQF Level 6, 15 credits
Specific Outcome 1: Compile play lists for radio stations
Specific Outcome 2: Maintain categories of music
Specific Outcome 3: Record music onto audio database
Specific Outcome 4: Maintain music databases for a radio station

Unit Standard Title: Schedule music for radio stations, NQF Level 5, 15 credits
Specific Outcome 1: Determine placement of music
Specific Outcome 2: Compile regulatory report
Specific Outcome 3: Report on activities
Specific Outcome 4: Develop ideas that fit objectives

UNIT STANDARD TITLE: SOURCE MUSIC FOR RADIO STATIONS

Unit Standard NLRD Number:
NQF Level: **5**
Credits: 15
Field: NSB **04:** Communication Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of the learning is that learners are able to source music for radio stations. The sourcing of appropriate music is a fundamental activity of a radio station, which this unit standard addresses, together with preparatory and post hoc activities (for example knowing who the audience is and what their preferences are [preparatory] and controlling stock and further developing existing music programs [post hoc]) related to the sourcing of music.

The standard will contribute to the industry in general by providing a pool of competence crucial to both the survival radio stations and improvement of the overall quality of management within radio stations. Qualified learners are able to increase their earning capacity, thereby contributing towards the upliftment of the communities in which they live.

Credited learners are capable o f
- Assessing listener's music preferences according to station format and music policy
- Sourcing music for radio stations
- Controlling music stock in a radio station
- Developing ideas that fit strategic program objectives

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication: NQF **4.**

Specific outcomes and assessment criteria:

Specific Outcome **1:** Assess listener's music preferences according to station format and music policy
Assessment Criteria:
- Identify listener's musical preferences by gathering the latest music research data, according to station's music policy
- Music trends are identified accurately from available resources
  Ranae: Resources could include television, radio, music publications, Internet, radio station personnel, industry stakeholders and related sources
- Competitors are analysed regularly and possible music omissions and additions are identified
- Personal opinions regarding music trends/preferences are gathered continuously from listeners, station personnel and industry stakeholders

Specific Outcome **2:** Source music for radio stations
Assessment Criteria:
- Station's music policy and genre is accurately defined
- Samples of new music releases are acquired regularly from music stakeholders companies **in** accordance with the station's music policy
- **Good** working relationships are maintained while liasing with station personnel, music production houses, artists, the music industry and record libraries

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- Lists of all new material are compiled for play list consideration in accordance with the station's music policy

Specific Outcome **3:** Control music stock in radio stations
Assessment Criteria:
- Stock is controlled effectively
- Stock is backed up regularly according to music policy
- Lists of all music submitted are compiled and stored in manner that facilitates easy access
- The 'life' of all recordings played is tracked accurately

Specific Outcome **4:** Develop ideas that fit strategic program objectives
Range: ideas can be generated by the learner or by others
Assessment criteria:
- Ideas are developed that meet audience requirements
- Ideas have a style and context that meet specified requirements
- Ideas are developed in line with given station policies
- Development of ideas is based on information from identified sources

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, **1998b)** for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember **we** want to declare the person competent in terms **of** the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence *to* be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this **is** required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

- **All** assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is reflected in the Specific Outcomes and Assessment Criteria of the Unit Standard.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when good working relationships are maintained while liasing with station personnel, music production houses, artists, the music industry and record libraries
- **Work** effectively with others as a member *of* a team, group, organisation or community when personal opinions regarding music trends/preferences are gathered continuously from listeners, station personnel and industry stakeholders.
- Organise and manage oneself and one's activities responsibly and effectively when developing ideas based on information from recognised sources
- Collect, analyse, organise and critically evaluate information when stock is controlled effectively
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral andlor written presentation when personal opinions regarding music trends/preferences are gathered continuously from listeners, station personnel and industry stakeholders.
- Use science and technology effectively and critically, showing responsibility towards the environment and health *of* others. **N/A**
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when developing ideas that fit strategic program objectives, as well as the target audience

Essential embedded knowledge

Credited learners understand and can explain:
- Genres in music
- Stock management
- Idea generation techniques
- Specified Procedures relevant to broadcasting
- Time management for broadcasting

UNIT STANDARD TITLE: SELECT MUSIC FOR RADIO STATIONS

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: **NSB 04:** Communication Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of the learning is that learners are able to select music for radio stations. The selection of music is fundamental to the success of a radio station, and such selection must necessarily be optimally suited to the target audience of the radio station.! Learners are able to justify their selection of music in a manner that shows insight into objectives of the radio station as well as the preferences of the target audience.

The standard will contribute to the industry in general by providing a pool of competence crucial to both the survival radio stations and improvement of the overall quality of management within radio stations. Qualified learners are able to increase their earning capacity, thereby contributing towards the upliftment of the communities in which they live.

Credited learners are capable of:
● Convening music listening sessions for music evaluation
● Selecting music for radio stations
● Reporting on selection of play lists
● Assessing audience response on selection of play lists

Learning assumed *to* be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
● Language and communication: NQF **4.**

Specific outcomes and assessment criteria:

Specific Outcome 1: Convene music listening sessions for music evaluation
Assessment Criteria:
● Listening sessions are held according to station music policy, at regular intervals
● Research for play list choice is made available, which is relevant
● Songs are evaluated in terms of how audience could relate to them (including possible new fashions, music trends or station initiatives)
● Local content is represented on play lists according to a predetermined plan

Specific Outcome 2: Select music for radio stations
Assessment Criteria:
● Music is selected that complies with the station's music format
● Music is selected in a manner that adheres to the key strategic programming objectives
  Range: These include increasing *the* loyalty factor (time spent listening), percentage *of women/men* listening to the station, increasing or maintaining a particular age group, penetrating into a particular **LSM,** any relevant indicators contained in the auditorium or regular call out music research and that local content percentages are complied with
● The production qualities of all material received are assessed to be suitable for on-air broadcasting

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- All material received is checked for accompaniment of publishing information which is correct and complete
- The lyrics are selected which meet the positioning of the station's brand
- Offensive lyrics are evaluated in accordance with the BCCSA's code of conduct and appropriate action taken if needed

Specific Outcome 3: Report on selection of play lists
Assessment Criteria:
- Reports are compiled for station management which clearly and rationally justify music selection decisions
- Copies of all play list additions and deletions are distributed according to station music policy
- Music companies and independent submitters are informed of songs added to the play lists according to station music policy
- Reconciliations are made of specialised music programs featuring music that will not be added to the music database but played directly from CD according to station music policy

Specific Outcome **4:** Assess audience response on selection of play lists
Assessment Criteria:
- Rough measures of audience responses are agreed on, which are appropriate
- Audience response is assessed using predetermined measures
- Negative audience responses are assessed for validity in an objective fashion
- Negative audience responses are reacted to in a manner that is appropriate

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant **ETQA** according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the 'performances, but in other cases, knowledge and understanding will have to be tested through

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questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.

- The task of the assessor **is** to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is reflected in the Specific Outcomes and Assessment Criteria of the Unit Standard.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when assessing audience response on selection of play lists.
- Work effectively with others as a member of a team, group, organisation or community when convening music listening sessions for music evaluation.
- Organise and manage oneself and one's activities responsibly and effectively when selecting music for radio stations.
- Collect, analyse, organise and critically evaluate information when songs are evaluated in terms of how audience could relate to
- Communicate effectively using visual, mathematic andlor language **skills** in the modes of oral andlor written presentation when reporting on selection 'of play lists.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when selecting music for radio stations.

Essential embedded knowledge

Credited learners understand and can explain:
- Genres in music
- Stock management
- Specified Procedures relevant to broadcasting
- Time management for broadcasting
- BCCSA's code of conduct
- Listener segmentation systems and categories

UNIT STANDARD TITLE: MANAGE RADIO STATION MUSIC DATABASES

Unit Standard NLRD Number:
NQF Level: **6**
Credits: **15**
Field: **NSB 04:** Communication Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of the learning is that learners are able to manage a radio station's database. The maintenance and constant and consistent updating of databases significantly contribute to the effectiveness and efficiency of a radio station. In order to compile databases categories and genres of music need to be clearly defined.

The standard will contribute to the industry in general by providing a pool of competence crucial to both the survival radio stations and improvement of the overall quality of management within radio stations. Qualified learners are able to increase their earning capacity, thereby contributing towards the upliftment of the communities in which they live.

Credited learners are capable of:
- Compiling play lists for radio stations
- Maintaining categories of music
- Recording music onto audio database
- Maintaining music databases for radio stations

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners' have already attained the following competencies:
- Language and communication: NQF **4.**

Specific outcomes and assessment criteria:

Specific Outcome I : Compile play lists for radio stations
Assessment Criteria:
- Additions and deletions from the play lists are planned in advance, according to station music policy
- Songs rested are re-assessed and a list as to what can go back on the play lists and what is never going to be re-added is decided on
- Music is rotated according to station music policy
- Audience appeal is assessed objectively, with regard to play lists

Specific Outcome 2: Maintain categories of music
Assessment Criteria:
- Lists of play list additions are loaded on the music scheduler and the play-out system, in pre-determined categories
- Lists of play lists tracks are moved from existing category to another category, when necessary
- Lists of play list tracks are identified for deletion when appropriate and are moved from the existing category to the 'rest' category
- Lists of play list tracks are identified for permanent deletion when appropriate and are deleted from Music Scheduler and Play-out system
- Category reconciliation is done weekly and reflects that music in these categories are rotating correctly

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- A 'to go' or 'to add' list in categories is compiled in consultation with management

Specific Outcome 3: Record music onto audio database
Assessment Criteria:
- Available identification numbers are gathered from the music compiler without duplicating existing identification numbers
- All necessary textual information is captured correctly for reports to ICASA, SAMRO or for the DJ's
- All songs selected for play lists scheduling are checked for availability
- If songs are captured on a music scheduler, they are recorded immediately on the play-out systems avoiding "no audio's"
- Intros, hooks and other auxiliary marks are added immediately after recording

Specific Outcome **4:** Maintain music databases for a radio station
Assessment Criteria:
- Reconciliation reports are run regularly according to the music policy before generation of a fresh schedule
- A list of reconciliation deficiencies is made and corrective measures taken
- Projected turnover versus actual turnover are checked to ensure the effectiveness of the music scheduling system
- All the necessary song information is in the Music Scheduler database and are correctly filled in
  Range: *This* information *will include all text and coding devices*
- Play lists are free of any audio irregularities, song duplicates and complies with local content requirements
- Data back-ups are made in accordance with music policy

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant **ETQA.**
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes *to assessors*

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in **terms** of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented.. Remember we want **to** declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the eritire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.

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- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is reflected in the Specific Outcomes and Assessment Criteria of the Unit Standard.

Notes:

Critical cross-field outcomes
Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when reconciliation reports are run according to the music policy before generation of a fresh schedule.
- Work effectively with others as a member of a team, group, organisation or community when list in categories is compiled in consultation with management
- Organise and manage oneself and one's activities responsibly and effectively when maintaining categories of music.
- Collect, analyse, organise and critically evaluate information when recording music onto audio database.
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when compiling categories in consultation with management.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others when recording music onto audio database.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when lists of play list tracks are identified for deletion when appropriate and are moved from the existing category to the 'rest' category.

Essential embedded knowledge

Credited learners understand and can explain:
- Database management
- Genres in music
- Specified Procedures relevant to broadcasting
- Time management for broadcasting

UNIT STANDARD TITLE: SCHEDULE MUSIC FOR RADIO STATIONS

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: NSB 04: Communication Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of the learning is that learners are able to schedule music for radio stations. The unit standard also addresses post hoc activities related to the scheduling of music, which are important for subsequent scheduling.

The standard will contribute to the industry in general by providing a **pool of** competence crucial to both the survival radio stations and improvement of the overall quality of management within radio stations. Qualified learners are able to increase their earning capacity, thereby contributing towards the upliftment of the communities in which they live.

Credited learners are capable of
- Determining placement of music
- Compiling regulatory report
- Reporting on activities
- Developing ideas that fit objectives

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication: NQF **4.**
- Time management: NQF **4**

Specific outcomes and assessment criteria:

Specific Outcome **1:** Determine placement of music (Hourly Clocks)
Assessment Criteria:
- Tracks are placed in accordance with the music policy
  Range: Categories, sound coding, mood, energy, era etc
- On-air log is managed, efficiently
  Range: Music, integration of schedules for commercials, station promo's, competitions, feature elements etc.
- Scheduling anomalies are determined by scrutinising 'unscheduled' positions
- Daily music schedules and DJ logs are provided on deadline

Specific Outcome 2: Compile regulatory report
Assessment Criteria:
- Local content details are reflected accurately
- Local content details are reflected timeously, on a weekly basis in accordance with ICASA quota and SAMRO specifications
- ICASA reports are compiled for management reflecting local content, including 'in kind' contributions, on a weekly basis
- Regulatory reports are made on time

Specific Outcome **3:** Report on activities
Assessment Criteria:
- Activities are reported on regularly to station management
- Audio fault book is maintained, accurately (any audio faults entered by presenters or producers)
- Category report is compiled accurately and music categories in the scheduling system that are not conforming to the station's rotation policy are reported on in line with specified reporting requirements
- Music interviews that the station has conducted are accurately documented on a weekly or monthly basis
- All charts that the station creates or uses are accurately reported
- Completed play lists are distributed to relevant staff, efficiently
- Any new research that the station has conducted are reported on indicating any trends that station management should be aware of

Specific Outcome **4:** Develop ideas that fit objectives
Range: ideas can be generated by the learner or by others
Assessment criteria:
- ideas are developed that creatively meet audience requirements
- Ideas are developed that meet specified requirements of given style and contexts
- ideas are developed that are in line with given station policies
- Ideas are developed that are based on information from stakeholders

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to **assessors**

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms *of* the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through

questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.

- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

- **All** assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is reflected in the Specific Outcomes and Assessment Criteria of the Unit Standard.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when ideas are developed that creatively meet audience requirements
- Work effectively with others as a member of a team, group, organisation or community when ideas are developed that are based on information from stakeholders
- Organise and manage oneself and one's activities responsibly and effectively when compiling regulatory report.
- Collect, analyse, organise and critically evaluate information when developing ideas that fit objectives.
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when reporting on activities.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others. **N/A**
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when scheduling music for a radio station.

Essential embedded knowledge

Credited learners understand and can explain:
- Genres in music
- Specified Procedures relevant to broadcasting
- Time management for broadcasting
- Report writing
- Music schedules
- Local music

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Established in terms of Act 58 of 1995

Qualification Title: National Certificate in Film, Television and Video Production Operations

NQF Level **4**
Credits: 137 minimum
Field: NSB02 - Culture and Arts
Sub-field: Film, Television and Video

Rationale

This qualification is aimed at learners who wish to enter the film, television and video industry with no prior competence in the area. Learning towards this qualification allows the learner to experience the various career options in the industry (technical, creative and production) and thereby make an informed choice. In addition, it allows learners to focus on and gain entry-level competence in a chosen area of specialisation. This qualification will equip learners with a minimum competence in all focus areas **as** well as providing an employable level of competence in their choice of focus area.

The qualification provides a basis for all further qualifications in the industry. Learners can progress from this qualification to increased more complex levels of competence in their focus areas. In attaining the required fundamental and core components, the learner gains employment competencies that are transferable.

Previously, learners have not had access to fast-tracked entry through recognised competence. This qualification encourages career choices in previously neglected areas of competence, increasing career opportunities by addressing competence across the sector rather than only competence in parts of the sector, as has happened in the past. Globally, innovation, cultural specificity, the demands of new media and collaboration are influencing the competence required in this sector.

Purpose of the qualification

This qualification provides the learner with the necessary competence to enter the film, television and video industry by ensuring that they understand the context and that they are able to function within the context of film, television and video production. Learners further understand the importance of the industry within the broader socio-economic context and can apply this in an employment situation. The competence attained by learners enables them to contribute in a meaningful way, through their use of the media, to the social and economic development of the nation at large through effective participation in film, television and video production.

Qualifying learners are able to follow the work ethic required in the film, television and video production sector. They can make an informed career choice based on knowledge of the industry, and provide a valuable support role in the industry. Qualified learners adhere to health and safety legislation, and can operate in a business, including maintaining productive interpersonal relations. Due to the high level of technology in the industry, learners are also required to be computer literate to be awarded this qualification.

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Qualifying learners are capable of

- Operating a personal computer
- Communicating in *two* languages, in a variety of ways in film, television and video production
- Using mathematics in film, television and video production
- Managing themselves as film, television and video freelancers
- Delivering customer service with respect to all film, television and video production stakeholders
- Meeting health, safety and environment requirements
- Adhering to the film, television and video work ethic and industry accepted practice standards
- Fulfilling specific roles within film, television and video production teams
- Administering film, television and video production financial and office procedures
- Gathering information for film, television and video production
- Sourcing film, television and video production resources
- Selecting areas of specialisation in film, television and video production

In addition, elective learning components result in learners being capable of:

- Using equipment, materials and tools in elected areas of film, television and video production specialisation
- Processing information in elected areas of film, television and video production specialisation

Access to the qualification

Access to the qualification is open.

Learning assumed to be in place

The design of this qualification is based on the assumption that learners embarking on learning towards this qualification are already competent in the areas of communication in one language, and mathematical literacy at the NQF level **3** of the Further Education and Training Band, and are competent vehicle drivers (not compulsory). In addition, competence in communication using a second language at NQF level 2 is assumed. The qualification credits are also based on the assumption that the learner **is** computer literate. Computer literacy has to be achieved before the learner can qualify, **if** learning is not in place when embarking on learning towards this qualification, contained in the following unit standards:

- Use a personal computer operating system (7548)
- Operate a personal computer system (7547)

Rules of combination

The fundamental and core components of the qualification are compulsory. The core component also requires learners to select an area of specialisation from the following:

- Film, television and video production camera operations
- Film, television and video production lighting
- Film, television and video production grips
- Film, television and video production editing
- Film, television and video production sound
- Film, television and video production administration
- Film, television and video production accounting
- Film, television and video production assistant directing
- Film, television and video production art
- Film, television and video stunts

Within each area, further choices are provided as follows in the elective:

- Film and video production camera operations (12 credits)
- Film and video production lighting **(11** credits)

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- **Film and video production grips (14 credits)**
- **Film and video production editing (12 credits)**
- **Film and video production sound (11 credits)**
- **Film and video production administration (17 credits)**
- **Film and video production accounting (17 credits)**
- **Film and video production assistant directing (16 credits)**
- **Film and video production art (16 credits)**
- **Film, television and video stunts (15 credits)**

Exit level outcomes and associated assessment criteria

Exit Level Outcomes	Associated Assessment Criteria
Fundamental and Core Components	
1. Operate a personal computer	- Personal computer operating systems are used according to purpose and characteristics - System configurations, stiffy operations and file conversion are performed correctly - Hardware components of a personal computer and printers are correctly operated and maintained - Personal computer operating system operations are performed correctly - Computer files are managed
2. Communicating in a variety of ways in two languages	Oral and written communication is sustained in a variety of film, television and video production contexts
3. Using mathematics in film, television and video production	- Financial aspects of personal, business, and national issues are investigated using accepted financial principles - Findings on life-related problems are logical and based on statistics and probabilities - Physical quantities are accurately measured, estimated and calculated - Geometrical relationships in two and three-dimensional space are correctly applied ***Range: map work is included***
4. Manage oneself as a film, television and video freelancer	- Accounting and administration meets legal requirements - Networking and marketing are appropriate for purpose - Time management meets specified context requirements - Negotiations result in agreement - Adherence to best practices is justified
5. Deliver customer service with respect to all film, television and video production stakeholders	- Identification of stakeholder needs is appropriate for the context - Addressing stakeholder needs is appropriate for the context - Addressing stakeholder needs is constantly measured - Stakeholder needs are interpreted accurately - Communication with stakeholders is friendly and courteous - Stakeholder contacts are maintained
6. Meet health, safety and environment requirements during film, television and video production assisting	- Working areas and walkways are demarcated correctly - All accidents are reported in line with organisational requirements - Establishment of safety committees meets legal and organisation requirements - Sufficient light, adequate ventilation and minimised noise levels are maintained at all times - Safety and security meets specified requirements - Housekeeping meets specified requirements
7. Adhere to film, television and video work ethic and industry accepted practice standards	- All roles and responsibilities are correctly identified - Techniques used to resolve conflict are appropriate to the context - Communication tools are appropriate to the context of the roles and responsibilities - Timekeeping requirements are adhered to - Assigned tasks are completed within agreed time frames - Assigned tasks are completed effectively in terms of personal and team resources - Assigned tasks are completed effectively in terms of industry

Exit Level Outcomes	Associated Assessment Criteria
	accepted practice standards *Range: effectiveness includes charging for services* • Risks are identified correctly and accurately • Risk management strategies are appropriate for specific contexts • Specified industry etiquette is adhered to within specific contexts • Clients are correctly identified and specified requirements are adhered to
8. Fulfil specific roles within film, television and video production teams	• Roles and responsibilities required to work in a team are carried out • Factors affecting a team within workplace and learning environment are identified correctly • Review of the effectiveness of a team and own participation in the team *is* justified and based on agreed criteria
9. Administer film, television and video production financial and office procedures	• Meetings, events and travel arrangements are organised as specified and required in context • Office supply levels are maintained • Office supply processes and procedures are adhered to • Office equipment working order is ensured • Communication with providers is clear • Minute-taking is accurate • Storage of information allows easy future access and retrieval • Financial processing meets specified requirements
10. Gather information for film, television and video production	• Information collected is accurate • Sources used are reliable and verifiable • Presentation of information is appropriate for context • Evaluation of information gathering employs given criteria
11. Source film, television and video production resources	• Resources identified are appropriate for given needs • Resources obtained are appropriate for given needs • Control of resources meet specified requirements
12. Select areas of specialisation in film, television and video production	• Information regarding areas of specialisation within the film, television and video production process is gathered from sources appropriate for the type of information and the purpose of information gathering • Description of equipment, materials and tools relevant for specialisation areas in film, television and video production is accurate • Description of operations in relation to film, television and video production processes is accurate • Own strengths and weaknesses are used to make an informed decision regarding specialisation
Elective (to qualify, all elective exit level outcomes must be achieved in **ONE** area of specialisation)	
13. Use equipment, materials and tools in an area of film, television and video production specialisation	• Use of equipment, materials and tools meets manufacturers' specifications • Use of equipment, materials and tools meets occupational health, safety and environment requirements
14. Process information in an area of film, television and video production specialisation	• Information processing facilitates actions that are effective for film production requirements • Information is gathered from sources appropriate for information needs

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International comparability

Countries that are the most active in the film and television industry are India, Australia, New Zealand, France, Germany, Canada, Switzerland, the United Kingdom (UK), Russia and the United States of America (USA). USA and UK programs separate film from television, and combines television and radio in other programs. The South African market cannot sustain this separation at the present time, thus this entry-level qualification allows for both television and film specialisations (radio is included in the South African entry-level journalism qualification). Also, many countries do not have a qualification at a level equivalent to this qualification, and entry level is undergraduate programs. However, prior to undergraduate programs, many short courses are available. The South African qualification is the only one that includes a component for stunt performance competence.

The countries that have formal industry and support associations include: Argentina, Australia, Austria, Belgium, Brazil, Bulgaria, Burkina Faso, Canada, Chile, China, Croatia, Cuba, Czech Republic, Denmark, Estonia, Egypt, Espana, Finland, France, Georgia, Germany, Ghana, Greece, Hungary, Iceland, India, Indonesia, Ireland, Israel, Italy, Jamaica, Japan, Kazakhstan, Kenya, Korea, Lebanon, Lithuania, Luxemburg, Malaysia, Malta, Maroc, Mexico, Netherlands, New Zealand, Nigeria, Norway, Philippines, Poland, Portugal, Romania, Russia, Scotland, Serbia - Montenegro, Singapore, Slovak Republic, Slovenia, South Africa, Spain, Sri Lanka, Sweden, Switzerland, Taiwan, Thailand, Tunisia, The Netherlands, Ukraine, UK, Uruguay, USA, Venezuela, Vietnam, and Zimbabwe.

For purposes of international comparison, entry level education and training in film, television and video operations in India, Australia, New Zealand, France, Germany, Canada, Switzerland, the UK, Russia and the USA were selected as they are the leading industries internationally. However, information could only be obtained for India, Australia, New Zealand, the UK, and the USA. In addition, Argentina, Brazil and several African countries were also selected. Argentina and Brazil were selected as they are also emerging economies.

In Brazil entry level programs are offered over one year. The programs include learning how to write, direct, shoot and edit own films, and to work in crew positions in films. Very similar to this South African entry-level qualification, the aim of the qualification is for learners to find their way into a career as screenwriters, directors, cinematographers, editors or documentary filmmakers, and then choosing a main area from the following: directing, cinematography, post-production, screenwriting or documentary. The most notable difference between this South African and the Brazilian entry-level qualification is that the South African qualification does not include documentaries as a separate set of competence. Other differences include that the Brazilian programs include acting, and screenwriting.

The Kenya entry-level qualification is a three year qualification in film and television production, and *is* not the equivalent of this South African qualification. In Ghana learners can attain a Higher Diploma, Diploma or Certificate, but at Higher Education level only. Other African countries that offer film, television and video production undergraduate, graduate and post graduate programs include Liberia (B.A.), Nigeria (Diploma, Higher Diploma, Postgraduate Diploma, B.A., M.A., Ph.D.), Tanzania (Diploma), Uganda (Diploma), Zambia (Diploma, Certificate, B.A.) and Zimbabwe (Diploma). In Zimbabwe, UNSCO is sponsoring a film and video training project that runs between **4** and *8* weeks, which is also a pos NQF Level **4** course,

India is said 'to be the largest film producing country in the world, with around eight hundred films in various languages being made in the country every year .Close to sixty satellite television channels are currently operating in the country. Learning programs include from 3 month to more than 3 year programs. At a level equivalent to this qualification, only short programs of 3 months each are recognised. The programs in India also combine film and television competence. Four three month programs are recognised. There are major differences between the South African qualification and the programs offered in India. Radio, music, still photography, writing/journalism, designing sets,

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developing projects, and acting and presenting are included in programs in India, but are not part of this qualification. The learning time is also much shorter than this South African qualification.

In the USA, television and radio production programs are combined, and film learning programs are separate. Most programs are at undergraduate and graduate level, and one year programs (usually not accredited) are offered by some providers, focusing more on skills than knowledge components. The one-year programs usually include entry level competence for 16mm, 35mm and digital filmmaking, acting, cinema studies, screenwriting , film production, casting, producing, sync-sound recording, cinematography, editing and sound design, pre-production, and post-production. Differences with this qualification (in addition to the level assigned to it) includes that the South African qualification does not include screenwriting and acting.

Various qualifications exist in the UK for each of the unit standards in the South African qualification. For example, learners can attain a qualification in camera assistance, or camera operations. There are three qualifications for Film, television and video production, at the equivalent of South African NQF Levels 3, **4** and **5.** The UK Level 3 qualification (South African NQF Level **4** equivalent) is very similar to this South African qualification core component and aspects of the production administration, accounting and assistant directing elective components.

New Zealand has an equivalent qualification, at an equivalent level and of equivalent duration. The National Certificate in Film and Television contains 60 credits in the elective component, for camera, delivery, foundation skills, post production, production management, script writing, technical management, production design, production lighting and production sound. The major differences between the New Zealand and the South African qualification are that compulsory unit standards in the New Zealand qualification are elective unit standards in the South African qualification, and the core of the South African qualification is not included in the New Zealand qualification (or any of the other international qualifications).

integrated assessment

Integrated assessment at the level of qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve Competence that is coherent in relation to the purpose and exit level outcomes of the qualification. Integrated assessment should show how already demonstrated Competence in individual areas can be linked and applied for the achievement of a holistic outcome. Integrated assessment must judge the quality of the observable performance, and also the quality of thinking that lies behind it. Assessment tools must encourage learners to explain the thinking and decision-making that underpin their demonstrated performance.

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

While the foundational component (communication and mathematic literacy) of this qualification on NQF level **4** can be assessed through occupational contexts and activities relating to film, television and video production, care must be taken in both the learning program and the assessment to ensure that these foundational competencies are portable. The primary aim of this qualification is to ensure that learners have a sound basis to prepare them for further learning, whatever career path they may choose.

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Recognition of prior learning (RPL)

This qualification can be achieved wholly or in part through recognition of prior learning, which includes formal, informal and non-formal learning and workplace experience, in terms of the criteria laid out. Learners who have met the requirements of any Unit Standard in this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant will. be assessed against the assessment criteria for the relevant Unit Standard or Unit Standards. A qualification will be awarded should a learner demonstrate that all the exit level outcomes have been attained.

Articulation possibilities

Vertical articulation upwards is possible with NQF Level 5 film, television and video production qualifications, for example, the National Certificate in Film, Television and Video Production, and other NQF Level 5 qualifications through the core component unit standards such as Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division (15215) in, for example, the National Certificate: Management (24493, NQF Level **5),** and Care for customers (8600) in, for exampie, the National Diploma in Event Co-ordination (20613, NQF Level **5).**

Vertical articulation downwards is possible with all Further Education and Training qualifications at NQF Level 3, through the Fundamental component of this qualification. Horizontal articulation on the NQF is possible with all Further Education and Training Certificates through the Fundamental component for mathematic literacy and communication. Also, the qualification articulates downwards through, for example, Co-ordinate meetings, minor events and travel arrangements (13929), with the National Certificate in Business Administration Services (23655, NQF Level 3).

The core component articulates horizontally with many NQF qualifications, for example:

- Negotiate an agreement or deal in an authentic work situation (13948) in the National Certificate in Public Relations and Communication Practice (36205, NQF Level 4), and the National Certificate in Local Economic Development (36436, NQF Level *4)*
- Manage time and the work process in a business environment (13918) in, for example, the National Certificate in Public Relations and Communication Practice (36205, NQF Level 4)
- Liaise with a range of customers of a business (10024) in the National Certificate in Local Employment and Skills Development Practices (23976, NQF Level 4)
- Identify expertise and resources (10026) in, for example, the National Certificate in Marketing Communications (20903, NQF Level 4)
- Contribute to the management of project risk within own field of expertise (10141) in, for example, the National Certificate in Generic Project Management (21160, NQF Level 4)

Moderation options

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 the qualification. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of 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. Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed below.

Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in Unit Standards 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.
To register as an assessor, the following are required:
- Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained (a Portfolio of Evidence)
- NQF recognised assessor credit

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 is not fixed but vanes according to the type and level of qualification.

Learning components

Component	NQF Level			Total
	3	**4**	**5**	
Fundamental	20	36		56
Core	20	46	4	70
Elective	24	117	43	11/184 to 17/184
Total	**64**	**199**	**47**	**137 minimum** **143 maximum**

Unit Standard Title	Level	Credits	Component
Engage in sustained oral communication and evaluate spoken texts (8974)	4	5	Fundamental
Read, Analyse and respond to a variety of texts (8975)	4	5	Fundamental
Write for a wide range of contexts (8976)	4	5	Fundamental
Apply comprehension skills to engage oral texts in a business environment (12154)	4	5	Fundamental
Accommodate audience and context needs in oral communication (8968)	3	5	Fundamental
Interpret and use information from texts (8969)	3	5	Fundamental
Use language and communication in occupational learning programmes (8973)	3	5	Fundamental
Write texts for a range of communicative contexts (8970)	3	5	Fundamental
Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues (7468)	4	2	Fundamental
Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems (9015)	4	5	Fundamental
Represent, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts (9016)	4	4	Fundamental
Solve problems involving sequences and series in real and simulated situations (7483)	4	2	Fundamental
Work with a wide range of patterns and transformations of functions and solve related problems (7457)	4	3	Fundamental
Negotiate an agreement or deal in an authentic work situation (13948)	4	5	core

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Unit Standard Title	Level	Credits	Component
Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division (15215)	5	4	Core
Manage time and the work process in a business environment (13918)	3	4	Core
Describe issues of compliance or non-activity that could result in civil or criminal liability in terms of business law (14979)	4	2	Core
Liaise with a range of customers of a business (10024)	4	4	Core
Care for customers (8600)	4	3	Core
Maintain health, safety and security within the internal environment (9849)	3	4	Core
Identify the structure and purpose of a limited variety of teams (8561)	4	4	Core
Co-ordinate meetings, minor events and travel arrangements (13929)	3	3	Core
Monitor and control office supplies (13937)	3	2	Core
Monitor and control the maintenance of office equipment (13931)	3	4	Core
Plan, monitor and control an information system in a business environment (13933)	3	3	Core
Identify expertise and resources (10026)	4	3	Core
Contribute to the management of project risk within own field of expertise (10141)	4	5	Core
Implement project administration processes according to requirements (10139)	4	5	Core
Select areas of specialisation in film, television and video production	4	15	Core
Elective: Film, television and video production camera operations (at least 12 credits)			
Load and unload film camera magazines (12493)	4	6	Elective
Operate a clapper board for a film shoot (12494)	4	4	Elective
Set up and operate a video assist for film camera (12492)	4	4	Elective
Rig and de-rig cameras for a video production (12505)	5	8	Elective
Elective: Film, television and video production lighting (at least 11 credits)			
Operate lights for film and video productions	4	7	Elective
Prepare lighting equipment for production (12500)	5	4	Elective
Rig lighting for locations (12507)	5	8	Elective
Elective: Film and video production grips (at least 14 credits)			
Mount and move cameras	4	14	Elective
Elective: Film, television and video production editing (at least 12 credits)			
Assemble picture and sound to specification (13793)	4	7	Elective
Conform pictures and sound to videotape (13795)	5	5	Elective
Maintain the functioning of electronic post production environments	4	4	Elective
Transfer video tape materials to broadcast and non broadcast formats	4	4	Elective
Digitise picture and sound for non-linear editing	4	4	Elective
Elective: Film, television and video production sound (at least 11 credits)			
Operate sound for film, television and video production	4	7	Elective
Capture quality sound with a handheld pole microphone (13799)	5	5	Elective
Edit sound (12499)	5	5	Elective
Record sound from a single source (12608)	4	3	Elective
Rig and de-rig sound equipment for a production (12505)	5	8	Elective
Elective: Film, television and video production administration (at least 17 credits)			

Unit Standard Title	Level	Credits	Component
Prepare and process documents for financial and banking processes (13932)	3	5	Elective
Conduct project documentation management to support project processes (10137)	4	6	Elective
Demonstrate the ability to use a database for business purposes (7576)	3	2	Elective
Produce and use spreadsheets for business (7567)	3	2	Elective
Produce word processing documents for business (7570)	3	2	Elective
Elective: Film, television and video production accounting (at least 17 credits)			
Prepare and process documents for financial and banking processes (13932)	3	5	Elective
Conduct project documentation management to support project processes (10137)	4	6	Elective
Demonstrate the ability to use a database for business purposes (7576)	3	2	Elective
Produce and use spreadsheets for business (7567)	3	2	Elective
Elective: Film, television and video production assistant directing (at least 16 credits)			
Conduct project documentation management to support project processes (10137)	4	6	Elective
Monitor, evaluate and communicate project schedules (10143)	4	4	Elective
Demonstrate the ability to use a database for business purposes (7576)	3	2	Elective
Produce word processing documents for business (7570)	3	2	Elective
Elective: Film, television and video art (at least 16 credits)			
Monitor, evaluate and communicate project schedules (10143)	4	4	Elective
Set up visual appearance for film, television and video production	4	12	Elective
Elective: Film, television and video stunts (at least 15 credits)			
Perform stunts for film, television, video and live events	4	15	Elective

New Unit Standards and Specific Outcomes

Unit Standard Title: Select areas of specialisation in film, television and video production
Specific outcome 1: Gather information regarding areas of specialisation
Specific outcome 2: Describe equipment, materials and tools relevant for specific production processes
Specific outcome 3: Describe operations in relation to film, television and video production processes
Specific outcome **4:** Identify own strengths and weaknesses for selection of areas of specialisation

Unit Standard Title: Mount and move cameras
Specific outcome 1: Rig static mounts to achieve requirements of specified shots
Specific outcome 2: Rig camera dollies to achieve requirements of shots
Specific outcome 3: Track cameras in line with camera operation specifications
Specific outcome **4:** Lay flat tracks that are safe and effective in specific contexts

Unit Standard Title: Operate lights for film and video productions
Specific outcome 1: Identify lighting design requirements for lighting equipment
Specific outcome 2: Rig lights, accessories, and associated equipment
Specific outcome 3: Assess functionality of lighting equipment
Specific outcome **4:** Operate lights for film and video productions

Unit Standard Title: Maintain the functioning of electronic post production environments

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Specific outcome **1**: Label picture and sound materials as specified
Specific outcome **2**: Monitor picture and sound materials storage and movement
Specific outcome 3: Ensure that the post production environment is clean and ready for use
Specific outcome **4**: Assess the functionality of electronic post production equipment and materials

Unit Standard Title: Transfer video tape materials to broadcast and non broadcast formats
Specific outcome **1**: Assess the transferability of source video materials
Specific outcome 2: Transfer video materials in the correct sequence
Specific outcome 3: Assess the quality of copies of video materials

Unit Standard Title: Digitise picture and sound for non-linear editing
Specific outcome 1: Identify requirements for digitisation of source materials
Specific outcome **2**: Assess the technical quality of source materials for digitisation
Specific outcome 3: Line up picture and sound during digitisation
Specific outcome **4**: Storing digitised materials according to specified requirements

Unit Standard Title: Operate sound for film, television and video production
Specific outcome 1: Identifying the sound requirements of shots
Specific outcome **2**: Set up and fit sound equipment safely
Specific outcome 3: Capture sound using appropriate sound equipment
Specific outcome **4**: Prepare and play selected supplementary material

Unit Standard Title: Set up visual appearance for film, television and video production
Specific outcome 1: Gather information regarding the visual appearance requirements for productions
Specific outcome 2: Determine tools and materials requirements and availability for production visual appearance
Specific outcome 3: Set up visual appearance for productions
Specific outcome **4**: Inform relevant persons regarding the use of visual appearance tools and materiais

Unit Standard Title: Perform Stunts for Film, Television, Video and Live Events
Specific Outcome 1: Prepare for stunt execution that meets safety, health and environment requirements
Specific Outcome **2**: Set up stunts that meet specified requirements
Specific Outcome 3: Execute stunts safely and according to plan
Specific Outcome **4**: Evaluate stunt performance for future improvement

UNIT STANDARD TITLE: SELECT AREAS OF SPECIALISATION IN FILM, TELEVISION AND VIDEO PRODUCTION

Unit Standard NLRD Number:
NQF Level: **4**
Credits: **15**
Field: NSB02 - Culture and Arts
Sub-field: Film
Issue Date:
Review Date:

Purpose:

The purpose of the unit standard is to enable learners to gain access to areas of specialisation in film, television and video by ensuring that learners are able to make informed decisions. Learners credited with this unit standard are able to gather information about the various areas of film, television and video specialisation. Credited learners are able to describe the equipment, materials and tools that are relevant for the areas of specialisation, and how these operate as part of the film, television and video production process. Learners are required to choose areas of specialisation, based on an assessment of their own strengths and weaknesses. Learners are required to attain the specific outcomes in relation to one area from film, television and video production, as well as any other two from the creative and/or technical areas of film, television and video production.

This level of informed decision ensures distribution of credited learners across the areas of specialisation, and is set to improve the quality of film, television and video production specialisation by ensuring a good fit between those that choose a specific career, and performance expected of those following the specific career path. By attaining the required competencies, learner employability is improved by ensuring that they are able to contribute to film, television and video productions within the context of overall production processes, thus preparing the learner for related and subsequent learning regarding film, television and video production.

Credited learners are capable of
- Gathering information regarding areas of specialisation within the film, television and video production process
- Describing equipment, materials and tools relevant for specialisation areas in film, television and video production
- Describing operations in relation to film, television and video production processes
- Identifying their own strengths and weaknesses in order to make an informed decision regarding specialisation

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Communicating (reading, writing, speaking and presenting) at NQF Level 3
- Working in a team

Specific outcomes and assessment criteria:

Specific outcome 1: Gather information regarding areas of specialisation
Range: information about tasks, roles and responsibilities, suppliers of products and services,. reporting, etc. are included
Assessment criteria
- Sources used for information gathering are appropriate for specified purposes of information gathering
- Identified sources of information are appropriate for specific types of information sought

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- Sharing of information is with the right people and is in collaboration with other team members
- Information is treated as confidential where appropriate
- Specified information security requirements are adhered to at all times
- Information collection is efficient in terms of achieving agreed, specified deadlines
- Information collected is correct and verifiable
- Information collected is complete in terms of specified information requirements
- Storage of information ensures accessibility for future use
- Selected modes of interaction and communication with sources are appropriate for specific contexts and source requirements

Specific outcome 2: Describe equipment, materials and tools relevant for specific production processes
Range: description of equipment, materials and tools should include at least their uses and characteristics; equipment includes technical, communication, and support equipment
Assessment criteria
- Relevant equipment, materials and tools are identified correctly
- Distinctions between specific equipment, materials and tools based on purpose are correct
- Reasons for selecting specific equipment, materials and tools over other are relevant for specified contexts
- Selection of specific equipment, materials and tools is appropriate based on identified advantages and disadvantages
- Uses and purpose described are appropriate and fit for purpose in specific contexts
- Links between equipment, materials and tools are correct
- Policies and procedures regarding equipment, materials and tools are adhered to at all times
- Use of equipment, materials and tools is correct, and adheres to specified safety, health and environment requirements

Specific outcome 3: Describe operations in relation to film, television and video production processes
Assessment criteria
- Identified demand for, goals and purposes of film, television and video productions are justifiable in terms of verifiable evidence
- Identified requirements for delivery towards production goals are efficient in terms of specified context requirements
  Range: Requirements should include schedules, resources, production content, procedures, sysfems, etc.
- Identified and described roles and responsibilities are relevant for specific contexts
- Description of film, television and video production process is accurate for specified contexts
  Range: pre production relate to scripts/ideas/notions, crews, requirements (technical and equipment, creative, artists, locations, placement and context, and production requirements), and resources; production processes refer to the use of resources; posf production refers to editing, and producing against delivery requirements
- Description of codes of conduct and ethics, industry standards, jargon, etc. are appropriate for specific contexts

Specific outcome **4:** Identify own strengths and weaknesses for selection of areas of specialisation
Assessment criteria
- Identified strengths and weaknesses are verifiable
- Selection of specialisation areas **is** justified in terms of own strengths and weaknesses
- Selection of specialisation areas is justified in terms of employment demand for own strengths and weaknesses

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA **(RSA,** 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- o The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and. again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

Learners are required to attain the specific outcomes in relation to one area from film, television and video production, as well as any other two from the creative and/or technical areas **of film,** television and video production.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions regarding areas of specialisation
2. Work effectively with others as a member of a team, group, organisation or community **to** share information with the right people and in collaboration with other team members

3. Organise and manage oneself and one's activities responsibly and effectively to collect information efficiently in terms of achieving agreed, specified deadlines, and adhering to policies and procedures regarding equipment, materials and tools
4. Collect, analyse, organise and critically evaluate information regarding areas of specialisation, and own strengths and weaknesses, to select appropriate areas of specialisation
5. Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when selecting modes of interaction and communication with sources that are appropriate for specific contexts and source requirements
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others when using equipment, materials and tools correctly, and adhering to specified safety, health and environment requirements
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, to identify requirements for delivery towards goal efficiently in terms of specified context requirements

Essential embedded knowledge

Credited learners understand and can explain:
- tasks, roles and responsibilities, suppliers of products and services, and reporting within the context of film, television and video production
- sources used for information gathering that are appropriate for specified purposes of information gathering
- types of information required regarding specialisation areas
- confidentiality of information where appropriate
- information security requirements
- information collection
- storage of information that ensures accessibility for future use
- modes of interaction and communication with sources
- technical, communication, and support equipment, materials and tools, their uses and their characteristics
- distinctions between specific equipment, materials and tools based on purpose
- reasons for selecting specific equipment, materials and tools over other
- advantages and disadvantages of specific equipment, materials and tools
- uses and purpose of equipment, materials and tools
- links between equipment, materials and tools
- policies and procedures regarding equipment, materials and tools
- specified safety, health and environment requirements for the use of equipment, materials and tools
- film, television and video production processes
- demand for, goals and purposes of film, television and video productions
- requirements for delivery towards production goals
- roles and responsibilities relevant for specific contexts
- codes of conduct and ethics, industry standards, jargon, etc. appropriate for specific contexts

UNIT STANDARD TITLE: MOUNT AND' MOVE CAMERAS

Unit Standard NLRD Number:
NQF Level: **4**
Credits: **14**
Field: NSB02 - Culture and **Arts**
Sub-field: Film
Issue Date:
Review Date:

Purpose:

The purpose of the unit standard is to enable learners to specialise in grips assisting by ensuring that learners are able to mount and move cameras and cameramen. This unit standard requires learners to select correct camera mounts for the weight and balance of specific cameras and for the production needs of specific shots, laying track for camera dollies, and moving cameras along static tracks or on suitable surfaces to achieve the artistic, operational and technical requirements of shots.

Credited learners take into consideration the dimensions and weights of cameras and any additional camera accessories. They can assess the suitability of surface on which tracks are used, and the types of track relative to the sizes and weights of the equipment carried, specify, assemble, operate and maintain camera dollies or tracking platforms (not cranes), and understand the weight loadings and any special balances involved. Learners can maintain any required power supplies, and understand and show an active response to, the hazards accompanying the handling, moving and fixing of heavy equipment. Improved competence to mount and move cameras improves safety during film, television and video production, as well as the quality of film, television and video productions by achieving the requirements of shots. By attaining the required competencies, learner employability is improved by ensuring that they are able to contribute to film, television and video productions by means of competent grips assisting.

Credited learners are capable of:
• Rigging static mounts for film and video cameras to achieve the requirements of specified shots
• Rigging film and video camera dollies to achieve the requirements of specified shots
• Tracking film and video cameras
• Laying flat tracks for film and video cameras

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
• Using different number bases and measurement units and an awareness of error in the context of relevant calculations (Mathematic Literacy at NQF Level 3)
• Describing, applying, analysing and calculating shapes and motion in 2- and 3-dimensional space in different contexts (Mathematic Literacy at NQF Level 3)

Specific outcomes and assessment criteria:

Specific outcome 1: Rig static mounts to achieve requirements of specified shots
Range: Mounts include tripods, pedesfals *or* elevated support and accessories
Assessment criteria
• Weight and balance of cameras are assessed accurately
• Provisions are made for deficient surfaces on which mountings are placed
• Mounts are placed in the required positions and levelled through 360°
• All locking devices are functional and in place

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- Mounts are assembled in a way which does not endanger others or cause damage
- Reporting of anything that hinders correct safe assembly **is** to appropriate persons
- Cameras are secured when working at heights or in unstable conditions using appropriate materials
  Range: Materials can include additional ropes or wires
- Mountings are secure when left unattended or in adverse weather conditions
- Environmental protection is adequate and secure
- Specified occupational health, safety and environment requirements are adhered to at all times
  Range: requirements include regulations pertaining to safe lifting and handling, and correct prescribed procedures
- Safe working loads are observe where gas or hydraulics pressures are used
- Time available for construction is adhered to

Specific outcome 2: Rig camera dollies to achieve requirements of shots
Assessment criteria
- Manufacturers' weight specifications are adhered to
- Combined weight of all mounted equipment, and operators conveyed is calculated correctly
- Weight loadings do not exceed specified manufacturers' safe working loads
- Order of assembly is safe and does not endanger others or cause any damage
- Any pieces of equipment that requires special handling are accurately identified
- The suitability of supporting surfaces or tracks are accurately assessed
- Pressures and pressure safety devices incorporated in equipment are functional
- All the locking devices are functional and in place
- Unauthorised movement is prevented using locking devices correctly
- Any occurrences that might damage equipment or make it unsafe are prevented
- Environmental protection is safe and secure
- Assembly is safe for intended use and free of any obstructions
- Cables are not damaged and of adequate length
- Appropriate assistance is sought when maintenance and electrical equipment is required
- Time available for construction is adhered to

Specific outcome **3:** Track cameras in line with camera operation specifications
Assessment criteria
- Cameras are moved smoothly
- Camera operator requirements are followed
- Movements are timed to suit production requirements
- Moves which are outside the capabilities of equipment or persons available are reported to relevant persons (e.g. camera operators)
- Solutions sought for moves which are outside the capabilities of equipment or persons available are effective
- Notification of intended routes is given explicitly to all relevant persons
- Routes are free from non-essential persons, cables and other obstructions

Specific outcome **4:** Lay flat tracks that are safe and effective in specific contexts
Assessment criteria
- Supporting surfaces for the entire length of the track and to the side of the length of the track are clear of obstructions or dangers
- The probability, and nature, of any circumstances that might affect the stability of the surface are accurately assessed   .
- Types of floor, frames and boards specified are correct for supporting specific weight
- Tracks are level
- Types of track are used according to supplier recommendations
- Provision is made to prevent accidental tripping
- Tracks are safe from damage by falling objects or moving vehicles
- Cables do not restrict movement

- Track end stops are fitted when required
- Time available for construction is adhered to

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA **(RSA,** 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level **is** unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence *to* be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is *to* gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance **is** reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

Learners are required to attain the specific outcomes in relation to standard static mounts only.

Notes:

Critical cross-field **outcomes**

Credited learners have attained the generic ability to:
1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions regarding areas of specialisation

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2. Work effectively with others as a member of a team, group, organisation or community to share information with the right people and in collaboration with other team members
3. Organise and manage oneself and one's activities responsibly and effectively to collect information efficiently in terms of achieving agreed, specified deadlines, and adhering to policies and procedures regarding equipment, materials and tools
4. Collect, analyse, organise and critically evaluate information regarding areas of specialisation, and own strengths and weaknesses, to select appropriate areas of specialisation
5. Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when selecting modes of interaction and communication with sources that are appropriate for specific contexts and source requirements
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others when using equipment, materials and tools correctly, and adhering to specified safety, health and environment requirements
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, to identify requirements for delivery towards goal efficiently in terms of specified context requirements

Essential embedded knowledge

Credited learners understand and can explain:
- the right sequence in which to assemble equipment and to avoid damage
- positioning and levelling of mounts
- locking device functionality and operation
- equipment defects, and the correct reporting procedures
- ongoing maintenance procedures required
- causes of damage to equipment and how to avoid them
- environmental protection required for equipment and operators
- when to apply relevant health and safety legislation
- equipment's safe working loads and purpose
- use of Personal Protective Equipment (PPE)
- assembly, camera, accessories and rigs securing when storing, working at heights, in unstable conditions, or in adverse weather conditions
- braking or harnesses to prevent *overrun*
- track positioning and length required
- the *correct* type of track for specific dollies
- risk assessment
- weight of tracking devices, all equipment to be mounted, and all persons expected to be conveyed on equipment
- the suitability of the surface or track used to support equipment
- whether any part of equipment or mounts operates on gas or hydraulic pressure, and the manufacturer's specifications for use
- when to seek specialist advice, and who to seek it from
- principles of operating tracking equipment
- intended movement and positional limitations of equipment
- the direction and angle of shots and the path of any action

UNIT STANDARD TITLE: OPERATE **LIGHTS FOR FILM** *AND* **VIDEO PRODUCTION**

Unit Standard NLRD Number:
NQF Level: **4**
Credits: **7**
Field: NSB02 - Culture and Arts
Sub-field: Film
issue Date:
Review Date:

Purpose:

The purpose of the unit standard is to enable learners to specialise in lighting by ensuring that learners are able to set up and operate lights for film and video productions, in both inside and outside environments. This unit standard requires learners to identify the requirements for lighting contained in lighting designs, set up lights, accessories and associated equipment, determine whether lighting equipment is functioning properly, and safely operate lighting equipment to meet specified requirements for film, television and video productions.

Improved lighting equipment operations improves safety during film and video production, as well as the quality of film and video productions by achieving the lighting requirements of **shots.** By attaining the required competencies, learner employability is improved by ensuring that they are able to contribute to film and video productions by means of assisting competently with the lighting equipment used in film, television and video production.

Credited learners are capable of:
o   Identifying lighting design requirements for lighting equipment
●   Setting up lights, accessories and associated equipment to specification
o   Assessing whether lighting equipment is functional
o   Operating lights for film and video productions

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
●   Communicating (reading, writing, speaking and presenting) at **NQF** Level **3**
●   Working in a team
●   Electrical operations

Specific outcomes and assessment criteria:

Specific outcome 1: Identify lighting design requirements for lighting equipment
Assessment criteria
o   Agreement is reached with relevant persons regarding equipment, effects and associated equipment
●   Communication regarding lighting equipment requirements is aimed at relevant persons for specific contexts (those that need to know)
o   Lighting requirements identified are appropriate for given targets
o   Instructions or lighting equipment requirements are clarified if appropriate

Specific outcome 2: Rig lights, accessories, and associated equipment
Range: accessories and associafed equipment include filters, and scrims (white, *blackout,* doors and frames)
Assessment criteria
●   Given lighting design requirements and instructions are adhered to

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- Instructions or equipment required are clarified with relevant decision-makers
- Lighting equipment is positioned for specified desired effects
- Structural support is adequate and balanced
- Health, safety and environment requirements are adhered to
- Balance/centre of gravity is sufficient to prevent accidents
- Deadlines and agreed industry standards are confirmed and adhered to
- Changes in schedules are confirmed, reviewed and clarified if appropriate for specific contexts
- Relevant persons are accounted to

Specific outcome 3: Assess functionality of lighting equipment
Assessment criteria
1. Assessment is against required functioning specifications and instructions
   Range: Instructions can include manufacturing or person instructions
2. Reporting procedures are adhered to
3. Functionality reporting is to relevant persons
4. Solutions to functionality problems are feasible for specific contexts
5. Solutions meet specified requirements for promptness, speed and efficiency
6. Assessment of functionality ensures minimum disruption to productions
7. Health, safety and environment requirements are adhered to

Specific outcome **4:** Operate lights for film and video productions
Assessment criteria
o Operating lights is in accordance with manufacturers' instructions
- Operating lights meets requirements of instructions and cues
- Health, safety and environment requirements are adhered to
- Lights are properly fixed and secured
- Balance is attained taking into account centre of gravity

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant **ETQA.**
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes *to* assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner *is* able to perform in the real situation.

- *o* Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

Learners are required to attain the specific outcomes in both inside or outside environments.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions regarding the functionality of lighting equipment
2. Work effectively with others as a member of a team, group, organisation or community to share information with the right people and in collaboration with other team members to reach agreement regarding equipment, effects and associated equipment
3. Organise and manage oneself and one's activities responsibly and effectively to clarify instructions or lighting equipment requirements if appropriate, to adhere to given lighting design requirements and instructions, and to meet specified requirements for promptness, speed and efficiency
4. Collect, analyse, organise and critically evaluate information regarding functioning of lighting equipment, and selecting solutions to functionality problems that are feasible for specific contexts
5. Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when instructions or equipment required are clarified with relevant decision-makers, deadlines and agreed industry standards are confirmed, and changes in schedules are confirmed, reviewed and clarified if appropriate for specific contexts
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others to position lighting equipment for specified desired effects, ensuring that structural support is adequate and balanced, and adhering to health, safety and environment requirements
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, by ensuring minimum disruption as a result of assessment of functionality

Essential embedded knowledge

Credited learners understand and can explain:
- Principles of electricity and power supply
- Types of lighting effects, equipment, accessories and associated equipment
- *o* Use of filters, and scrims (white, blackout, doors and frames)
- Lighting equipment positioning for specified desired effects

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- Structural support adequacy and balance/centre of gravity
- Health, safety and environment requirements
- Agreed industry standards
- Manufacturer instructions
- Reporting procedures as specified for specific contexts
- Solutions to functionality problems

UNIT STANDARD TITLE: MAINTAIN THE FUNCTIONING OF ELECTRONIC POST PRODUCTION ENVIRONMENTS

Unit Standard NLRD Number:
NQF Level: 4
Credits: 4
Field: NSB02 - Culture and Arts
Sub-field: Film
Issue Date:
Review Date:

Purpose:

The purpose of the unit standard is to enable learners to ensure that learners can prepare, monitor and maintain electronic post production environments. This unit standard requires learners to label, store and monitor the movements of picture and sound materials for post production, checking what supplies and equipment are needed, making sure that the post production environment is clean and safe for use and checking that equipment and controls are working.

Improved post-production administration ensures the effective use and management of resources. By attaining the required competencies, learner employability is improved by ensuring that they are able to contribute to film, television and video productions by means of assisting competently with the maintenance of post-production environments.

Credited learners are capable of
- Labelling of picture and sound materials
- Monitoring and keeping records of picture and sound materials storage and movement
- Ensuring that the post production environment is clean and ready for use
- Assessing the functionality of electronic post production equipment and materials

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Communicating (reading, writing, speaking and presenting) at NQF Level 3

Specific outcomes and assessment criteria:

Specific outcome 1: Label picture and sound materials as specified
Assessment criteria
- Picture and sound material labels are clear
- Labelling is accurate
- Labelling is legible
- Labelling is up-to-date
- Labelling is unambiguous
- Labelling is meets agreed format standards

Specific outcome 2: Monitor picture and sound materials storage and movement
Assessment criteria
- Storage of picture and sound materials is safe and secure
- Storage of picture and sound materials is in appropriate storage conditions
- Storage enables easy location and retrieval during editing
- Placement of completed materials is appropriate in terms of place for storage, dispatch or use
- Source materials are returned to appropriate places
- Requirements for supplies and equipment are accurately identified from appropriate information sources

- The movement of materials to and from the post-production environment is noted accurately
- The movement of materials to and from the post-production environment is noted in agreed ways and places
- Records of all materials in use are complete and accurate
- Records are stored in agreed ways and places

Specific outcome 3: Ensure that the post production environment is clean and ready for use
Assessment criteria
- Equipment plug-ins and user settings are confirmed as correct
- Post-production environments are cleaned and tidied prior to use
- Safety, health and environment requirements are adhered to
- Post-production equipment and environments are clean and tidy after use
- Settings and levels are returned to normal operating conditions after use

Specific outcome **4:** Assess the functionality of electronic post production equipment and materials
Assessment criteria
- Equipment and supplies are handled correctly and safely in order to minimise risks to people, equipment and supplies
- Assessment of equipment and controls functioning is accurate
- Assessment of monitoring equipment functionality is accurate
- Assessment of monitoring equipment functionality takes place prior to line-up
- Appropriate action is taken promptly if equipment is not functional
  Range: equipment that is not functional can include faults *or* problems in equipment, broken, dangerous and unusable equipment, etc.; appropriate action can include withdrawing equipment from use, notify appropriate persons, etc.

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and *is* responsible for 'moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in , mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed ,in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner **is** able to perform in the real situation.
- **Do** not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.

- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- **All** assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

Relevant range statements are contained in the body of the unit standard.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to take appropriate action promptly if equipment is not functional
2. Work effectively with others as a member of a team, group, organisation or community by ensuring that post-production equipment and environments are clean and tidy after use
3. Organise and manage oneself and one's activities responsibly and effectively to store picture and sound materials safely and securely
4. Collect, analyse, organise and critically evaluate information when requirements for supplies and equipment are accurately identified from appropriate information sources
5. Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation to label picture and sound materials as specified, and keep records of all materials in use
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others so that storage of picture and sound materials is in appropriate storage conditions
7. Demonstrate an understanding of the world **as** a set of related systems by recognising that problem-solving contexts do not exist in isolation, by ensuring that storage of picture and sound materials enables easy location and retrieval during editing

Essential embedded knowledge

Credited learners understand and can explain:
- the nature and purpose of different types of materials and equipment which are needed for post production
- the different aspect ratios of source materials and their implications for the equipment
- what the normal operating conditions are for post production
- equipment settings and levels, and how to return the equipment to these conditions
- what types of equipment faults can be tackled by the operator, and how these are resolved
- to whom to report equipment faults, and what information they will need
- the factors to consider when storing materials, such as the type of material, when or how it is to be used, the storage space available
- the nature and purpose of library and storage systems, and labelling conventions, and how to use them
- what information to include on labels
- how to monitor and record the movement of materials to, from, and within the post production environment

UNIT STANDARD TITLE: TRANSFER VIDEO TAPE MATERIALS TO BROADCAST AND NON - BROADCAST *FORMATS*

Unit Standard NLRD Number:
NQF Level: **4**
Credits: **4**
Field: **NSB02 -** Culture and Arts
Sub-field: Film
Issue Date:
Review Date:

Purpose:

The purpose of the unit standard is to enable learners to ensure that learners can transfer video tape materials into specific formats used for broadcasting and other purposes. This unit standard requires learners to assess and prepare video tapes and equipment for copying, and use transfer information for transferring materials to meet time code requirements. Credited learners are also able to select appropriate visual and sound sources, and transfer materials in specified sequences, recording and testing completed copies.

Video tape materials are required in broadcasting and non-broadcasting formats, and the competencies attained for this unit standard will improve the quality of materials in broadcasting and non-broadcasting formats. By attaining the required competencies, learner employability is improved by ensuring that they are able to contribute to film, television and video productions by means of assisting competently with the transfer of video materials, and keeping to set deadlines.

Credited learners are capable of
- Assessing the transferability of source video materials
- Transferring video materials in the correct sequence
- Assessing the quality of copies of video materials
- Storing source and formatted materials

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Communicating (reading, writing, speaking and presenting) at NQF Level 3
- Using different number bases and measurement units and an awareness of error in the context of relevant calculations (Mathematic Literacy at **NQF** Level 3)

Specific outcomes and assessment criteria:

Specific outcome 1: Assess the transferability of source video materials
Assessment criteria
- Source tapes are checked for usability of format before attempting transfer
- Assessment of usability of format is against specific transfer requirements
- Supplies for transfers are secured before transfer commences
- Selected vision and sound sources are appropriate for specified requirements
- Transfer information and time code requirements are accurately identified

Specific outcome **2:** Transfer video materials in the correct sequence
Assessment criteria
- Preparation of transfer equipment, and source and record tapes for transfer meets specified requirements
- Signal monitoring and time code calculation are accurate

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- Transfer equipment preparation, cabling and patching are correct and appropriate for specific contexts
- Specified materials are transferred to specific broadcast and non broadcast formats
- Transfers are completed within given deadlines

Specific outcome 3: Assess the quality of copies of video materials
Assessment criteria
- Correct source materials are recorded
- Quality of completed copies is assessed against identified quality criteria
- Source and formatted materials storage meets specified requirements
- Tapes are handled safely

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation **of** learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, **as** specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the Performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

Relevant range statements are contained in the body of the unit standard. Signals can include audio, video and time code signals. Cabling and patching can include audio cables, video cables, power cables, time code cables, *converters,* connectors (audio & video), adapters, fire wire, bridges, etc. Recording devices can include tape recording machines, (including broadcast and non broadcast formats), external computer drives, (both SCSI and fire wire), internal computer drives, CD Rom, stiffy disks, DVD Rom, DVD, zip disks, servers, other back up and storage mechanisms, etc.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to take appropriate action by selecting visual and sound sources that are appropriate for specified requirements
2. Work effectively with others as **a** member of a team, group, organisation or community to identify *specific transfer* requirements
3. Organise and manage oneself and one's activities responsibly and effectively to transfer video materials within given deadlines, and securing supplies for transfers before commencing with a transfer
4. Collect, analyse, organise and critically evaluate information to assess the usability of format against specific transfer requirements, and assessing the quality of completed copies against identified quality criteria
5. Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation to label picture and sound materials as specified, and keep records of all materials in use
6. **Use** science and technology effectively and critically, showing responsibility towards the environment and health of others to accurately monitor signals and calculate time code, and safely handle tapes
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, by ensuring that source and formatted materials storage meets specified requirements

Essential embedded knowledge

Credited learners understand and can explain:
- Types of monitoring signals
- Professional video formats
- Use of recording storage devices
- Offline and online editing processes
- Linear and non-linear editing
- The importance of time code
- Calculation of time code
- How time code affects edit decision lists
- Locating time code breaks
- Cabling and patching
- Recording and storage devices

UNIT STANDARD TITLE: DIGITISE PICTURE AND SOUND FOR NON-LINEAR EDITING

Unit Standard NLRD Number:
NQF Level: **4**
Credits: **3**
Field: NSB02 - Culture and Arts
Sub-field: Film
Issue Date:
Review Date:

Purpose:

The purpose of the unit standard is to enable learners to ensure that learners can digitise specified picture and sound materials for non-linear editing. This unit standard requires learners to select appropriate source materials and determine what has to be digitised, assess the quality of source materials, line up picture and sound, monitor technical quality and store digitised materials.

Digitisation of materials is increasingly required, and the competencies attained for this unit standard will improve the quality of digitised materials, and storage and accessibility of such materials. By attaining the required competencies, learner employability is improved by ensuring that they are able to contribute to film, television and video productions by means of digitising materials competently and ensuring technical quality of digitised materials, resulting in improved re-usability and quality of edited digitised materials.

Credited learners are capable of:
• Identifying requirements for digitisation of source materials
• Assessing source material technical quality for digitisation
• Lining up picture and sound during digitisation
• Storing digitised materials according to specified requirements

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
• Communicating (reading, writing, speaking and presenting) at NQF Level 3
• Using different number bases and measurement units and an awareness of error in the context of relevant calculations (Mathematic Literacy at **NQF** Level 3)

Specific outcomes and assessment criteria:

Specific outcome 1: Identify requirements for digitisation of source materials
Assessment criteria
• Requirements are accurately identified
• The implications of requirements for source material selection are accurately explained
• The implications of source material characteristics and quality for digitisation are explained in terms of the impact on digitisation processes

Specific outcome 2: Assess the technical quality of source materials for digitisation
Assessment criteria
• Source materials are checked for usability before attempting digitisation
• Assessment of usability is against specific digitisation requirements
• Materials for digitisation are secured before digitisation commences
• Selected sources are appropriate for specified requirements
• Action taken regarding technical quality problems meet specified requirements

Specific outcome **3:** Line up picture and sound during digitisation
Assessment criteria
- Equipment and systems are checked for functionality
- Preparation of digitisation equipment, and source materials meets specified requirements
- Signal monitoring and time code calculation are accurate
- Equipment preparation, cabling and patching are correct and appropriate for specific contexts
- Digitised materials are meet specified requirements in terms of lined up picture and sound
- Digitisation is completed within given deadlines
- Monitoring of technical quality accurately identifies problems against identified quality criteria

Specific outcome **4:** Storing digitised materials according to specified requirements
Assessment criteria
- Titling of digitised materials meets requirements for specific contexts
- Storage of digitised materials meets specified requirements
- Materials are handled safely

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA **(RSA,** 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- **Do** not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

• **All** assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

Relevant range statements are contained in the body of the unit standard. Signals can include audio, video and time code signals. Cabling and patching can include audio cables, video cables, power cables, time code cables, converters, connectors (audio & video), adapters, fire wire, bridges, etc. Recording devices can include tape recording machines, (including broadcast and non broadcast formats), external computer drives, (both **SCSI** and fire wire), internal computer drives, CD Rom, stiffy disks, DVD Rom, DVD, zip disks, servers, other back up and storage mechanisms, etc.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to take appropriate action when source material quality problems are encountered
2. **Work** effectively with others as a member of a team, group, organisation or community to identify specific digitisation requirements
3. Organise and manage oneself and one's activities responsibly and effectively to digitise materials within given deadlines, and securing materials before commencing with digitisation
4. Collect, analyse, organise and critically evaluate information to assess the technical quality of source materials and to monitor technical quality of digitisation
5. Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation to title digitised materials
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others to accurately monitor signals and calculate time code, and safely handle digitised materials
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, by explaining the implications of source material characteristics and quality for digitisation in terms of the impact on digitisation processes

Essential embedded knowledge

Credited learners understand and can explain:
• Types of monitoring signals
• Offline and online editing processes
• Linear and non-linear editing
• The importance of time code
• Calculation of time code
• How time code affects edit decision lists
• Locating time code breaks
• Cabling and patching

UNIT STANDARD TITLE: OPERATE SOUND FOR FILM, TELEVISION AND VIDEO PRODUCTION

Unit Standard NLRD Number:
NQF Level: 4
Credits: 7
Field: NSB02 - Culture and Arts
Sub-field: Film
Issue Date:
Review Date:

Purpose:

The purpose of the unit standard is to enable learners to specialise in production sound by ensuring that learners are able to set up and operate sound for film, television and video productions, in both inside or outside environments. This unit standard requires learners to identify the requirements for sound, set up sound equipment, determining whether sound equipment is functioning properly, capture sound, prepare and play supplementary materials, and safely operate sound equipment to meet specified requirements for film, television and video productions.

Improved sound equipment operations improves safety during film, television and video production, as well as the quality of film, television and video productions by achieving the sound requirements of shots. By attaining the required competencies, learner employability is improved by ensuring that they are able to contribute to film, television and video productions by means of assisting competently with the sound equipment used in film, television and video production.

Credited learners are capable of:
- Identifying the sound requirements of shots
- Setting up and fitting sound equipment safely
- Capturing sound using appropriate sound equipment
- Prepare and play selected supplementary material

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Communicating (reading, writing, speaking and presenting) at **NQF** Level 3
- Working in a team
- Electrical operations

Specific outcomes and assessment criteria:

Specific outcome **1:** Identifying the sound requirements of shots
Assessment criteria
- Assessment of feasibility of specifications against the operational constraints is accurate
- Agreement is reached with relevant persons regarding equipment, effects and associated equipment
- Communication regarding sound equipment requirements is aimed at relevant persons for specific contexts (those that need to know)
- Sound requirements identified are appropriate for given targets
- Instructions or sound equipment requirements are clarified if appropriate
- Deadlines and agreed industry standards are confirmed

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Specific outcome 2: Set up and fit sound equipment safely
Range: equipment includes wireless equipment and fitting equipment to performers
Assessment criteria
- All the necessary directly supplied and hired-in equipment is obtained and checked
- Equipment meets specifications
- All equipment used is safe and in working order
- Defective, damaged or lost equipment is dealt with according to specified requirements
- Equipment is set up as specified
- Set up is completed in specified deadlines
- Specified documentation is completed accurately
- The environment is clean and tidy after setting up and de-rigging
- Interference is minirnised
- Equipment, batteries and transmitters operate effectively once set up is completed
- Information given to performers meets specified requirements, including what is to be done
- Solutions to functionality problems are feasible for specific contexts
- Structural support is adequate and balanced
- Concealment of equipment, for example, in hair and clothing, is effective
- Evaluation of and response to requests from performers and others is positive
- Hazards are identified and addressed according to specified requirements

Specific outcome 3: Capture sound using appropriate sound equipment
*Range: equipment can include wireless equipment, handheld poles, mechanical **booms**, and handheld microphones*
- Assessment of the probability of co-channel interference is accurate
- Positioning of equipment is effective in terms of optimising sound pick-up and discriminating against unwanted sound sources and noise
- Positioning meets safety requirements
- Positioning is unobtrusive
- Positioning causes the minimum disruption to performance
- Positioning enables best quality sound, given specific contexts and constraints
- Capturing meets perspective, dynamic range and stereo information requirements
- Balance between sound sources is appropriate for specified requirements
- Response to cues is immediate
- Response to cues is in a co-ordinated way
- Equipment is moved smoothly, fluidly and unobtrusively, and minimising unwanted sound
- Equipment is secure and safe when not in use
- Calculation of timing is accurate and meets specified requirements
- Communication with others is discreet and minimise disruption
- Unwanted noise and plosives are eliminated
- Handling noises are minimised
- Moving microphones is smooth and without unwanted noise
- Booms and poles operation, and moving and positioning microphones and supports are unobtrusive, and minimise disruption and impediment to others
- Effects of personal items that may affect transmission are removed or minimised
- Performers and others are treated tactfully, courteously, sensitively and politely

Specific outcome **4:** Prepare and play selected supplementary material
- Requirements for supplementary materials are accurately identified
- Preparation and playing meet production requirements
- Selection of material meets production requirements
- Materials selected are in suitable formats and media to meet requirements
- Timing of played-in material meets requirements
- Response to cues is accurate
- The environment is clean and tidy after use
- Content, length, quality and creative effect are judged against given pragmatic and artistic criteria

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed **ETQA** procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following' principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, **as** specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

Learners are required to attain the specific outcomes in both inside or outside environments.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions regarding the functionality of sound equipment
2. Work effectively with others as a member of a team, group, organisation or community to share information with the right people and in collaboration with other team members to reach agreement regarding equipment, and supplementary materials

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3. Organise and manage oneself and one's activities responsibly and effectively to ensure safety and health, leave the environment clean and tidy, and keep to deadlines
4. Collect, analyse, organise and critically evaluate information regarding functioning of sound equipment, and selecting solutions to functionality problems that are feasible for specific contexts
5. Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when equipment needs are clarified with relevant persons, and deadlines and agreed industry standards are confirmed
6. Use science and technology effectively and critically, showing responsibility towards fhe environment and health of others to position sound equipment according to specification, ensuring that structural support is adequate and balanced, and adhering to health, safety and environment requirements
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, by positioning equipment to enable best quality sound, given specific contexts and constraints

Essential embedded knowledge

Credited learners understand and can explain:
1. Compatibility issues between mono, stereo, multi-channel and surround sound
2. Acceptable compromises in the quality of the sound captured
3. Documentation and format requirements
4. Levels for playing materials
5. Principles and techniques of lighting, which techniques are in use in the production (and why) and their implications for positioning and operating equipment
6. Principles and techniques of picture and sound post-production
7. Principles of phantom powering
8. Principles of picture composition and how they apply to specific shoots
9. Principles of transmission (e.g., RF, induction, infra-red) and how they apply
10. How to optimise transmission system operation for performers
11. Boom tracking and how to track to meet production requirements
12. Characteristics of microphones and accessories and applications
13. Characteristics of required sound, what the sound sources are, and what changes or movements in source(s) are planned
14. Cleaning materials and procedures to use them efficiently
15. Common defects, how to identify them and to whom to report them
16. Copyright requirements
17. Criteria and methods for evaluating and, when necessary, agreeing changes to positions
18. Criteria for judging acceptability of sound set up
19. Criteria for selecting options when material is not available
20. Criteria for selecting or checking appropriate formats
21. Current safety checking procedures for mains operated equipment, including portable appliance testing
22. Expectations of clients or producers
23. Hygiene requirements and how to check and maintain the cleanliness and hygiene of personal equipment items
24. Indicators of defects and malfunctions, how to recognise them, what remedial action to take, and how to minimise disruption to performances
25. Indicators of errors, faults, failures and breakdowns, and how to contain and correct them with minimum disruption
26. Looping
27. Properties of reflective sound surfaces and how to recognise and compensate for them
28. Relevant acoustic principles, particularly the methods of control
29. Requirements for reproducing and handling old formats and media (e.g. 78 rpm disc)
30. Requirements of safety legislation and procedures and how to meet them
31. Safe disposal of batteries and current waste disposal regulations

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32. Safety regulations and procedures as they apply to de-rigging, storing and transport and to making working environments safe after work
33. Supplementary power systems, IFP, IEM
34. Types of wireless systems
35. Mechanics of boom and microphone suspension, including cabling, stringing and tyre pressures
36. Potential for parallax errors by operators, and how to avoid or correct them
37. Relevant electrical safety regulations, and how they apply
38. Requirements or expectations of performers and clients or productions
39. Technical specifications and production requirements
40. Timescales and deadlines of the production
41. Compromises in the quality of sound captured
42. Camera angles and lenses in use, and their implications for positioning and operating booms, poles and microphones
43. Cleaning materials and processes, and how to use them economically
44. What cues mean, how to recognise them, and how to respond to them correctly
45. Documentation needed for hired equipment and how to process it
46. Labelling procedures
47. Particular sensitivities that performers have to wearing radio equipment and how to adapt the use of equipment to them
48. Sources of information concerning legal requirements (power, frequency, deviation, licensing), and how to access them
49. What the cues are, and how to move booms and poles smoothly in response to them

UNIT STANDARD TITLE: SET UP VISUAL APPEARANCE FOR FILM, TELEVISION AND VIDEO PRODUCTION

Unit Standard NLRD Number:
NQF Level: **4**
Credits: 12
Field: NSB02 - Culture and **Arts**
Sub-field: Film
Issue Date:
Review Date:

Purpose:

The purpose of the unit standard is to enable learners to specialise in production art by ensuring that learners are able to set up appropriate production and performer visual appearance for film, television and video productions, in both inside and outside environments. This unit standard requires learners to identify the requirements for production and performer visual appearance, determining materials requirements and availability, creating production and performer visual appearance, and ensuring the safety and health of the production and performers in terms of creating visual appearance to meet specified requirements for film, television and video productions.

Improved artistic operations improves health and safety during film, television and video production, as well as the quality of film, television and video productions by contributing to the visual requirements of shots. By attaining the required competencies, learner employability is improved by ensuring that they are able to contribute to film, television and video productions by means of assisting competently with the visual components in film, television and video production, taking into account the scale, production type, and visual style of such productions.

Credited learners are capable of:
- Gathering information regarding the visual appearance requirements for productions
- Determining tools and materials requirements and availability for production visual appearance
- Setting up visual appearance for productions
- Informing relevant persons regarding the use of visual appearance tools and materials

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Communicating (reading, writing, speaking and presenting) at NQF Level **3**
- Working in a team

Specific outcomes and assessment criteria:

Range: Visual appearance can include performer appearance, or set appearance. Performer appearance can include hair, make-up, costumes, special effects, etc. Set appearance can include props, special effects, etc.

Specific outcome 1: Gather information regarding the visual appearance requirements for productions
Assessment criteria
- Sources accessed are comprehensive and relevant for specified contexts
- Methods used for gathering information regarding requirements are appropriate for specified contexts
- Information gathered regarding requirements is accurate and sufficient to make required decisions
- Information gathered is recorded in specified formats and sites

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- Identified requirements are based on an analysis of explanations of relevant persons regarding visual appearance requirements
  Range: creative preferences of performers and directors must be taken into account

Specific outcome 2: Determine tools and materials requirements and availability for production visual appearance
Range: Tools and materials can include props, sets, make-up and hair, special effects, etc.

Assessment criteria
- Visual appearance requirements are accurately identified
- Priorities and implications of visual appearance requirements are agreed with relevant persons
- Alternatives identified for tools and materials are feasible for specific contexts
- Tools and materials are appropriate for specific visual appearance requirements and the scale, production type, and visual style of the production
- Tools and material limitations that warrant design changes are agreed with relevant persons
- Tools and material quality and quantity assessment is accurate
- Actions taken to ensure sufficient tools and material quality and quantity meets specified requirements

Specific outcome 3: Set up visual appearance for productions
- Information technology is used where appropriate, and in a manner that improves effectiveness of set up
- Preparation of materials and tools meets specified requirements
- Given schedules are adhered to
- Performers are assisted with materials and tools if required
- Changes required during set up are verified with relevant persons
- Assistance given to performers meets specified requirements
- Damage and delays are not incurred
- Materials and tools security requirements are met
- Health and safety requirements are adhered to
- Storage requirements are adhered to
- Servicing and repair requirements are reported to relevant persons in specified formats
- Continuity requirements are met

Specific outcome 4: Inform relevant persons regarding the use of visual appearance tools and materials
Range: Relevant persons can include performers, directors, crew, etc.
- Requirements are discussed with relevant persons
- Agreement is reached with relevant persons regarding dealing with difficulties with tools and materials
  Range: Difficulties can include performer discomfort
- Recording of changes to materials and tools meets specified requirements
- Changes are communicated to relevant persons

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.

- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of fhis unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms *of* the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria **to** specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance **is** reproducible.
- **All** assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

Learners are required to attain the specific outcomes in both inside or outside environments. Competence is required in one area, for example, hair and make-up, costumes, props, sets, etc.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions regarding the functionality of sound equipment
2. Work effectively with others as a member of a team, group, organisation or community to share information with the right people and in collaboration with other team members to reach agreement regarding equipment, and supplementary materials
3. Organise and manage oneself and one's activities responsibly and effectively to ensure safety and health, leave the environment clean and tidy, and keep to deadlines
4. Collect, analyse, organise and critically evaluate information regarding functioning of sound equipment, and selecting solutions to functionality problems that are feasible for specific contexts
5. Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when equipment needs are clarified with relevant persons, and deadlines and agreed industry standards are confirmed

6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others to position sound equipment according to specification, ensuring that structural support is adequate and balanced, and adhering to health, safety and environment requirements
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, by positioning equipment to enable best quality sound, given specific contexts and constraints

Essential embedded knowledge

Credited learners understand and can explain:
- Visual appearance requirements for productions
- Priorities and implications of visual appearance requirements
- Sources containing visual appearance requirements
- Methods used for gathering information regarding visual appearance requirements
- Information recording formats and sites
- Creative preferences of performers and directors
- Use of tools and materials, their characteristics, and their quality and quantities
- Scale, production type, and visual style
- Tools and material limitations
- Information technology for visual appearance set-up
- Preparation of materials and tools
- Production schedules
- Causes of materials and tools damage
- Materials and tools security requirements
- Health and safety requirements
- Storage requirements
- Servicing and repair requirements
- Continuity requirements
- Strategies for dealing with difficulties with tools and materials
- Recording of changes to materials and tools

UNIT STANDARD TITLE: PERFORM STUNTS FOR FILM, TELEVISION, VIDEO AND LIVE EVENTS

Unit Standard NLRD Number:
NQF Level: 4
Credits: 15
Field: NSB 02: Culture and Arts
Sub-field: Film, Television and Video
Issue Date:
Review Date:

Purpose:

The purpose of this unit standard is to ensure that learners are able to execute entry-level stunts for film, video, television and live events. Credited learners can engage in activities such as tumbling, falls, abseiling, water stunts, firearm stunts, fire burns, climbing and fight choreography during film, television, video or live event production. These activities would normally cause serious injury. Credited learners are required to execute stunts in a convincing way and in line with stunt coordinator, choreographer and director creative requirements. Improved stunt performance competence will enhance the professionalism of the sector, and result in a decrease in injuries and resulting quality of life impairment and socio-economic costs.

Credited learners are capable of:
- Preparing for stunt execution that meet safety, health and environment requirements
- Setting up stunts that meet specified requirements to minimise risk
- Executing stunts safely and as planned to control potential hazards
- Evaluating stunt performance for future improvement

Learning assumed to be in place:

Competencies that would decrease time required for learning include, for example, horseback riding, martial arts, wrestling, abseiling, rock climbing, boxing, dancing, firearm use, swimming, etc.

Specific outcomes and assessment criteria:

Specific Outcome 1: Prepare for stunt execution that meets safety, health and environment requirements
Assessment Criteria:
- Planning meets all requirements of given instructions and specifications
- Planned resources are adequate for safe stunt performance
  Range: Resources can include time, equipment, etc.
- Assessment of own capability to perform specific stunts is justified in terms of own level of experience, competence and fitness
- Description of the potential impact of identified hazards is justified in terms of risks associated with specific hazards
- Planning is communicated for approval and permission to all relevant persons
- Planning includes all relevant specified risk control measures
  Range: Control measures can include safe distances; heat, noise, blast, debris and fragmentation particle control; cueing arrangements; personal protective equipment; emergency arrangements; exclusion zones; specialist advice and support; etc.
- Legal requirements are met at all times
- Relevant risk management, health, safety and environment requirements are adhered to at all times
- Suitable medical advice is sought where required
- Acting techniques for stunts and stunt techniques selected are appropriate for specific contexts
- Communication meets specified requirements

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Range: specified requirements can include what should be communicated to whom at what time and in what way, including warning others of danger

Specific Outcome 2: Set up stunts that meet specified requirements
Assessment Criteria:
- Setting up meets all requirements of given instructions and specifications
  Range: Setting up can include rigging
- All relevant specified risk control measures are implemented
  Range: Control measures can include safe distances; heat, noise, blast, debris and fragmentation particle control; cueing arrangements; personal protective equipment; emergency arrangements; exclusion zones; specialist advice and support; etc.
- Identified risks are described in terms of risk control requirements for specific stunts
- Legal requirements are met at all times
- Relevant risk management, health, safety and environment requirements are adhered to at all times
- Communication meets specified requirements
  Range: specified requirements can include what should be communicated to whom at what time and in what way, including warning others of danger
- Specified communication systems and codes are adhered to
- Given on-set behaviour and etiquette requirements are met at all times
- Acting techniques for stunts and stunt techniques selected are appropriate for specific contexts
- All aspects of stunt performance are checked according to given specifications
  Range: Checking can include rehearsal, and aspects of stunt performance can include functionality of equipment, emergency procedures, etc.

Specific Outcome 3: Execute stunts safely and according to plan
Assessment Criteria:
- Execution meets all requirements of given instructions and specifications
- All relevant specified risk control measures are implemented
  Range: Control measures can include safe distances; heat, noise, blast, debris and fragmentation particle control; cueing arrangements; personal protective equipment; emergency arrangements; exclusion zones; specialist advice and support; etc.
- Stunt performance adheres to all relevant specified risk control measures
- Legal requirements are met at all times
- Relevant risk management, health, safety and environment requirements are adhered to at all times
- Communication meets specified requirements
  Range: specified requirements can include what should be communicated to whom at what time and in what way, including warning others of danger
- Specified communication systems and codes are adhered to
- Stunt performance meets requirements set for team work
  Range: requirements include planning and setting up as a team
- Given on-set behaviour and etiquette requirements are met at all times
- Acting techniques for stunts and stunt techniques performed meet specific context requirements

Specific Outcome **4:** Evaluate stunt performance for future improvement
Assessment Criteria:
- Own roles and responsibilities are accurately identified
- Identification of own strengths and weaknesses is justified in terms of actual performance
  Range: Strengths and weaknesses can include those related to acting techniques for stunts, stunt techniques, and stunt acting and special effects
- Planning to improve on weaknesses is feasible for specific contexts
- Evaluation of stunt performance is based on identified criteria
- Evaluation results are recorded in a manner that allows access to the information in future

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- Improvements are assessed against planned improvements objectives within specific time frames

Accreditation process and moderation:

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Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:

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- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed **type** and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of competence addressed in this unit standard includes simple action sequences such as:

- Stunt falls of maximum 2 storey (3 metres) tumbles and falls, mini tramps and landings
- Traditional, martial arts and group fights
- Stunts while using weapons such as blades, clubs and other
- Stunts while interacting with firearms, explosives and burn (fire) techniques, including action, rhythm, reaction and timing
- Stunts while interacting with water
- Stunts that include abseiling and climbing

- Minor and partial fire burns only

Credited learners are able to, and should at all times, work under supervision and should not perform more complex stunts.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions by seeking suitable technical and/or medical advice where required
2. Work effectively with others as a member of a team, group, organisation or community to ensure that stunt performance meets requirements set for team work, planning in a way that meets all requirements of given instructions and specifications, and adhering to given on-set behaviour and etiquette requirements at all times
3. Organise and manage oneself and one's activities responsibly and effectively to meet legal, safety, health and environment requirements, checking all aspects of stunt performance according to given specifications, accurately identifying own roles and responsibilities, strengths and weaknesses, and assessing improvements against planned improvements objectives within specific time frames
4. Collect, analyse, organise and critically evaluate information regarding own capability to perform specific stunts in terms of own level of experience, competence and fitness, and for evaluation of stunt performance based on identified criteria, recorded in a manner that allows access to the information in future
5. Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when specified communication systems and codes are adhered to
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others when acting techniques for stunts and stunt techniques performed meet specific context requirements
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when implementing all relevant specified risk control measures, describing identified risks in terms of risk control requirements for specific stunts, and planning to improve on weaknesses is feasible for specific contexts

Essential embedded knowledge

Credited learners understand and can explain:
- Roles and responsibilities of stunt persons
- Acting techniques for stunts
- Stunt techniques
- Stunt acting and special effects
- Relevant occupational health, safety and environment requirements (including legislation)
- Methods and techniques to ensure health and safety
- On-set behaviour and etiquette
- Principles of team work
- Hazards and risks relevant for film, television, video and live event stunts

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Qualification Title:	National Certificate in Radio Production (NQF Level **5**)
NQF Level:	5
Credits:	167 (minimum)
	Fundamental Component: 19 credits
	Core Component: 133 credits
	Elective Component: 15 credits
Field:	NSB **04:** Communication Studies and Language
Sub-field:	Communication Studies

Rationale

There is currently no recognised qualification for Radio production competence, and most of the learning required takes place in service. A qualification in radio production not only allows learners to access the field of radio, but also recognises the competence that current workers in the sector have, thus adding value to their employability and competence, and redressing the lack of access to qualifications. Typical learners have attained an NQF Level **4** Further Education and Training Certificate, and are in all probability working in the field of broadcasting or entertainment.

The community impact of this qualification includes the presentation of job opportunities to which all cultural groups have access, through community radio broadcasting. The qualification is also wide ranging, cutting across a broad spectrum of the economy. The qualification was designed to accommodate programs relevant to all audiences.

A qualification for radio production is required to ensure responsible delivery of messages through a powerful medium with influence. Furthermore, improved radio products will increase listener numbers, thereby increasing advertising revenue for radio stations, and the economy at large. The throughput of learners is sustainable in that a bigger competence pool will feed into commercial endeavours, causing a ripple effect. The qualification will create larger pool of competent people, as the need for the competence is growing.

Purpose of the qualification

The purpose of this qualification is for learners to be able to produce radio programs. The National Certificate in Radio Production (NQF Level **5**) is generic across commercial, public and community service fields. Qualifying learners are capable of:
- Building resource networks relevant to radio productions
- Researching content for radio broadcasts
- Presenting radio programs/items
- Creating broadcasting features, programs and items
- Editing and mixing features, programs and items
- Interviewing guests/panels/content providers

Qualifying learners are also required to elect to be capable of:
- Preparing content for other media OR
- Developing technology solutions for multimedia OR
- Managing radio transmissions

Access to the qualification

Access to this qualification is open.

Learning assumed to be in place

The following learning is assumed to be in place upon commencement of the qualification:
- Language and communication competence at NQF Level **4**

e   Mathematic literacy at NQF Level **4**

Rules of combination

All the Fundamental Component Unit Standards are compulsory (**19** credits).
All the Core Component Unit Standards are compulsory (131 credits).
For the Elective Component learners are required to attain 15 credits out of **46** credits.

Exit level outcomes and associated assessment criteria

Exit Level Outcomes	Associated Assessment Criteria
Fundamental and Core	
Build resource networks relevant for radio productions	• Relevant research methods used are effective for eliciting information for specific purposes Range: research includes applied research methods only, and nof *academic/basic* research methods or experimental research methods e Selected information is relevant for specific purposes e Sources accessed are verified credible e Sources accessed fit purpose of specified requirements e Diversity of sources are appropriate for specified requirements e Agreed ethical requirements are adhered to e Recorded information is accessible • Recorded information is in agreed format • Recorded information is correct • Information is recorded and updated within agreed time frames
Research content for radio broadcasts	• Quality of content meets specified broadcasting requirements and standards e . Research content meets requirements of radio medium and audience • Use of computers for research improves content quality • Agreed deadlines are met
Write scripts for radio broadcasts Range: Scripts exclude drama scripts	e Scripts are written for the ear (rather than the eye) • Style is relevant to given formats e Writing interest value is relevant to specific audiences • Grammar use is correct • Language used is appropriate for specified contexts • Scripts meet specified requirements (for example, length) • Computerised word processing is correct e Word processing is effective for meeting product requirements
Present radio programs/items that meet specified requirements	• Style is relevant to given formats (including running order) e Language is appropriate for specified contexts • Style is appropriate for creating specified audience rapport Range: Style includes - fluency, pace, tone, inflection, modulation, mood, projection *Context* includes – time of day Techniques for creating rapport could include: interaction with fellow *contributors/listeners* ˙
Create broadcasting features, programs and items according to predetermined specifications	• Language is appropriate for specified contexts e Ideas generated are in style and format of given context • Specifications used include required components • Delivery meets requirements of given specifications Range: Components include: *purposes,* objectives, duration, audience, time *of* day • Given technical quality requirements and standards are met

Exit Level Outcomes	Associated Assessment Criteria
	• Editing decisions are justified in terms of context requirements • *Range: Edition decisions include those regarding: Flow, balance, interest, value, spec relevance*
Edit and mix features, programs and items to meet broadcasting requirements	• Edits are technically correct • Essence/message is retained without repetition • All errors are removed (including superfluous information) • Time and duration requirements are met • Equipment and editing software are used efficiently in terms of content and context requirements, and purpose • Final mixes are tight (no gaps/dead air, smooth), clean, without technical abnormalities and meets broadcasting requirements and standards *Range – Mixes include levels, phasing, distortion, drop-out*
Interview guests/ panels/content providers in broadcasting context *Range: Guests include individuals, groups or panels*	• Questions are formulated to elicit responses relevant for purpose of interview • Questions are informed by research • All relevant questions are asked • Question types selected are relevant for purpose • Guests' expectations are confirmed prior to interviews (their and of them) • Style and language are relevant to given formats and contexts • Time allocation is adhered to • Correct equipment is used according to given specifications • Equipment is used unobtrusively • Agreed interviewing standards are met • Panel moderation is fair
Work in teams in the radio context *Range: Teams may include those in the community, or shareholders*	• Team problem solving is contributed to • Team functions are contributed to • Functioning in team is consistent and to the benefit of the teams • Behaviour accommodates team dynamics
Elective (15 credits requiⁱed to qualify)	
Prepare content for other media appropriate to the broadcasting context	• Radio content is adapted to accommodate other media • Content requirements are sourced • Existing information is edited for use with other media • Sound is selected and assembled to support visual images
Develop technology solutions for multimedia o enhance efficiency in broadcasting	• Technological solutions' are continually updated • Sources of technological solutions are identified, approached and assessed for delivery capacity and quality • Required equipment is appropriately secured and is in accordance with predetermined specifications • Technological solutions are tested for efficacy
Manage transmissions in radio stations	• Equipment is selected and prepared for transmissions • Material for transmission is secured timeously • Transmission schedules are adhered to • Disparities between schedule and elements are appropriately resolved

International comparability

A comprehensive search for similar qualifications in other countries in Africa yielded no results. The Australian National Training Authority (ANTA) has two certificates in broadcasting:
• Certificate II in Broadcasting and

- Certificate III in Broadcasting

The latter qualification corresponds with closely with the National Certificate in Radio Production (NQF Level 5) in that it includes the following Units:

- Collect and organise information
- Compile material for broadcast transmission
- Conduct an interview
- Edit sound
- Mix sound sources
- Plan and prepare a program
- Produce a pre-recorded program segment
- Record sound
- Write content and/or copy
- Write presentation material.

On Scottish Qualifications Authority framework is' registered the following module that correlates closely with the present qualification:

- Radio: Making a programme
  Outcomes
  - Describe features associated with broadcasting radio programmes
  - Set up and operate equipment to make recordings that the requirement of a brief
  - Edit recordings to produce a coherent feature that the requirement of a brief
  - Mix edited recording with other sources to make a complete program that the requirement of a brief

The present qualification contains Unit Standards that is comparable to those in used in other areas of the world, for a similar qualification. Furthermore, this qualification is at NQF Level 5 (below degree level), which further aligns it with international standards.

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.

Recognition of prior learning (RPL)

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.

Articulation possibilities

Vertical articulation upwards is possible with various first degrees. Vertical articulation downwards is possible with various National Certificates, for example the National Certificate: Tourism: Event Support (NQF Level **4).** Horizontal articulation on the NQF is possible with various NQF Level 5 Certificates and Diplomas, especially those relevant to Broadcasting and Technical Production Services, for example the National Certificate in Radio Station Management (NQF Level 5).

Moderation options

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Particular moderation and accreditation requirements are:

- *o* 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.
- *o* 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.
- *o* 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.
- *o* 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 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 level above the level of this qualification.
- NQF recognised assessor credit.

Assessors should keep the following general principles in mind when designing and conducting assessments:
- Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. Remember that the learner needs to be declared competent in terms of the qualification purpose and exit level outcomes.
- Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Make sure evidence is gathered across the entire range, wherever it applies.

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

Learning components

Component	Level 4			Level 5			Level 6		
	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits
Fundamental	Plan and conduct research (8559)	4	6						
	Participate in groups and/or teams to recommend solutions to problems (14920)	4	3						
	Network locally (14549)	4	6						
	Contribute to effective working relationships (12609)	4	4						
Total		4	19						
Core	Record sound from a single source (12608)	4	3	Record a radio drama (13810)	5	6	Interview and lead discussion for radio broadcast purposes (12605)	6	12
				Analyse scripts for production	5	15			
				Edit sound (12499)	5	5			
				Package a radio programme using digital sound equipment (13812)	5	6			
				Package a radio programme using analogue sound equipment (13813)	5	6			
				Propose ideas for radio programs and items	5	6			
				Write scripts for an audio visual medium	5	10			
				Obtain and transfer sound	5	8			
				Final mix sound tracks for a production (12603)	5	10			
				Produce studio recorded programs	5	15			
				Operate studio equipment for broadcast	5	15			
				Operate studio equipment for radio production (12606)	5	5			

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Component	Level 4	Level 5			Level 6	
		Produce a live radio broadcast (12607)	5	6		
		Prepare and operate sound equipment from a location for a radio broadcast (14365)	5	5		
Total	3	4	**Total**	5	118	6	12
Electives		Adapt radio content for other media	5	8		
		Select and assemble sound to support visual images (13805)	5	7		
		Run a transmission on-air (12599)	5	10		
		Rig and de-rig sound equipment for a production (12506)	5	8		
		Identify and set up technology solutions for multimedia (13809)	5	5		
		Interview for a variety of journalistic purposes (110360)	5	8		
		Total	5	46		

New Unit Standards and their Specific Outcomes: National Certificate in Radio Production (NQF **Level 5)**

Unit Standard Title: Analyse scripts for production, NQF Level 5, 15 credits
Specific outcome 1: Analyse scripts for radio
Specific outcome 2: Obtain elements relating to a script
Specific outcome 3: Co-ordinate resources for a radio production
Specific outcome **4:** Direct productions from scripts for radio
Specific outcome **5:** Edit productions from scripts for radio

Unit Standard Title: Propose ideas for radio programs and items, NQF Level **5, 6** credits
Specific Outcome 1: Develop ideas that fit strategic program objectives
Specific outcome 2: Evaluate ideas against strategic program objectives
Specific outcome 3: Develop ideas for presentation to decision makers (how will it work on air)
Specific outcome **4:** Present ideas to obtain feedback

Unit Standard Title: Write scripts for an audio visual medium, NQF Level **5,** 10 credits
Specific Outcome 1: Select specific script genres
Specific Outcome 2: Assess audience requirements for scripts
Specific Outcome 3: Shape scripts to achieve first drafts
Specific Outcome **4:** Finalise scripts for an audio-visual medium
Specific Outcome **5:** Pitch stories to relevant role players
Specific Outcome 6: Operate as a scriptwriter in the audio-visual media industry

Unit Standard Title: Obtain and transfer sound, NQF Level **5, 8** credits
Specific outcome 1: Select sound from sources for use in radio
Specific outcome 2: Record sound for radio
Specific outcome 3: Transfer sound for editing radio recordings
Specific outcome **4:** Select equipment and materials for sound recording and transfer

Unit Standard Title: Produce studio recorded programs, NQF Level **5, 15** credits
Specific outcome 1: Select content for a radio program
Specific outcome 2: interpret specifications for radio programs
Specific outcome 3: Formulate story line structures and sequences for a radio program
Specific outcome **4:** Assemble elements for a radio program
Specific outcome **5:** Co-ordinate activities to produce a radio production

Unit Standard Title: Operate studio equipment for broadcast, NQF Level *5,* **15** credits
Specific Outcome 1: Monitor equipment functionality
Specific Outcome 2: Select broadcast equipment settings
Specific Outcome 3: Evaluate output quality
Specific Outcome **4:** Direct inputs and outputs

Unit Standard Title: Adapt radio content for other media, NQF Level **5, 8** credits
Specific Outcome 1: Determine the purpose of reconfigurations of radio content
Specific Outcome 2: Adapt content format of radio sound
Specific Outcome 3: Edit existing content of radio sound
Specific Outcome **4:** Source content requirements for radio products

UNIT STANDARD TITLE: ANALYSE SCRIPTS FOR RADIO

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: NSB **04:** Communication Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of the learning is to enable learners to analyse scripts for radio. The production of radio programs must suit the target audience and radio station's genre. As such, credited learners acquire the competencies to analyse scripts and evaluate the elements of scripts for suitability.

The standard will contribute to the effectiveness of the radio industry and qualified learners are able to increase their earning capacity, thereby contributing towards the upliftment of their communities.

Credited learners are capable of:
- Analysing scripts for radio
- Obtaining elements relating to a script
- Co-ordinating resources for a radio production
- Directing productions for radio
- Editing productions for radio

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication: NQF **4.**

Specific outcomes and assessment criteria:

Specific outcome 1: Analyse scripts for radio
Assessment criteria
- Script requirements are assessed accurately
  Range: Requirements include resources, logistics, time, technical, etc.
- Script requirements are evaluated for feasibility
- Station format requirements are accurately determined and adhered to
- Storyline structures and sequences are evaluated based on specified quality criteria

Specific outcome 2: Obtain elements relating to a script
Range: Elements can include talent, sound effects, studio time, etc.
Assessment criteria
- Elements are selected which are relevant for script requirements
- Elements are identified which are appropriate for production requirements
- Elements are evaluated based on production requirements
- Elements are created which are relevant for script requirements
- Elements are created which are without technical abnormalities

Specific outcome 3: Co-ordinate resources for a radio production
Range: Resources can include: Studio time, libraries, i.e. physical and human resources
Assessment criteria
- Resources are arranged logistically to ensure efficient use, without compromising quality

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- *o*   Required resources are checked for availability to optimise efficiency
- Production activities are scheduled to adhered to time constraints
- Delivery for broadcasts is made according to specified requirements

Specific outcome **4:** Direct scripts for radio
Range: *Performers,* effects, etc.
Assessment criteria
- *o*   Production requirements are clearly communicated to performers
- Time constraints for production activities are adhered to
- *o*   Creative licence is used to enhance storyline if appropriate and within limitations of the script requirements
- Effects are placed appropriately in order to enhance storyline
- Recording techniques and equipment are selected which are appropriate for script requirements

Specific outcome **5:** Edit productions from scripts for radio
Assessment criteria
- Editing software is used to accomplish effective assembly in terms of content and context requirements and purpose
- *o*   Program is edited **so** that duration meets specified requirements
- Creative licence is used to enhance final product if appropriate and within limitations of the script requirements
- *o*   Editing *is* performed in a manner that is technically sound
- *o*   The final mix is performed and contains no technical abnormalities and meets broadcasting requirements and standards
- *o*   Final product is evaluated based on specified quality criteria

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- *o*   Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- *o*   The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title *to* ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.

- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- **All** assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is reflected in the Specific Outcomes and Assessment Criteria of the Unit Standard.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when resources are arranged logistically to ensure efficient use, without compromising quality.
- Work effectively with others as a member of a team, group, organisation or community when production requirements are clearly communicated to performers.
- Organise and manage oneself and one's activities responsibly and effectively when creative licence is used to enhance storyline
- Collect, analyse, organise and critically evaluate information when final product is evaluated based on specified quality criteria
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when Production requirements are clearly communicated to performers.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others when editing software is used to accomplish effective assembly in terms of content and context requirements and purpose.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when producing radio programs in general.

Essential embedded knowledge

Credited learners understand and can explain:
- Specified procedures relevant to production and broadcasting (includes editing and directing)
- Script interpretation
- Time management for broadcasting
- Directing
- Editing

UNIT STANDARD TITLE: PROPOSE IDEAS FOR RADIO PROGRAMS AND ITEMS

Unit Standard NLRD Number:
NQF Level: 5
Credits: **6**
Field: NSB 04: Communication Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of the learning is provide learners with the competencies, as well as the associated confidence, to propose ideas for radio programs and items. Credited learners are able to both 'receive and provide feedback in a constructive manner, as well as present ideas in way that facilitates the understanding of others and promotes the idea.

The standard will, aid industry in selecting competencies relevant to their requirements. Credited learners are able to increase their earning capacity, thereby contributing towards the upliftment of their communities.

Credited learners are capable of:
- Developing 'ideas that fit strategic program objectives
- Evaluating ideas against strategic program objectives
- Formulating ideas for presentation to decision makers
- Presenting ideas to obtain feedback

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication: NQF **4.**

Specific outcomes and assessment criteria:

Specific Outcome 1: Develop ideas that fit strategic program objectives
Range: ideas can be generated by the learner or by others
Assessment criteria:
- Ideas are developed that meet audience requirements
- Ideas are developed that meet specified requirements of given style and contexts
- *o* Ideas are developed that are in line with given station policies
- Development of ideas is based on information from identified sources

Specific outcome 2: Evaluate ideas against strategic program objectives
Assessment criteria
- Ideas are evaluated against given criteria
  Range: criteria can include fit for program content, duration, audience needs, etc.
- Ideas are ranked in terms of specified requirements
- Results are evaluated and justified in terms of context requirements
- *o* Evaluation of results includes comparison with previous evaluation results
- Ideas are compared and evaluated for uniqueness
- Feedback and implications for idea development are evaluated and justified in terms of given specifications

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Specific outcome 3: Develop ideas for presentation to decision makers (how will it work on air)
Assessment criteria
- Presentation is formulated is structured to meet specified requirements
- Presentation is developed that contains an amount of detail that meets specified requirements
- Idea implementation is projected showing that suggested working, technicalities and procedures of implementing ideas are workable against specifications and in specified formats
- Idea implementation is projected to be feasible for specific contexts
- Costs are estimated realistically in terms of specified requirements
- Strategies are developed for the presentation, that meet specified context requirements
- Others' ideas are developed in line with station policies

Specific outcome **4:** Present ideas to obtain feedback
Assessment criteria
- Strategies are developed for the presentation, that meet specified context requirements
- Information is presented with the appropriate amount of information for specified contexts
- Presentation is delivered in a format, and style that is clear and appropriate for the decision making audiences
- Decision making audience characteristics are accurately described
- Presentation tools are used which are appropriate for decision making audience
- Presentations meet specified objectives and requirements
- Feedback is verified for accuracy with decision making audiences

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.

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- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is reflected in the Specific Outcomes and Assessment Criteria of the Unit Standard.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when feedback and implications for idea development are evaluated in terms of given specifications
- Work effectively with others as a member of a team, group, organisation or community when presenting ideas to obtain feedback.
- Organise and manage oneself and one's activities responsibly and effectively when presentation is delivered in a format, and style that is clear and appropriate for the decision making audiences
- Collect, analyse, organise and critically evaluate information when idea implementation is projected to be feasible for specific contexts.
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when presenting ideas to obtain feedback.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others when presentation is delivered in a format, and style that is clear and appropriate for the decision making audiences
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when strategies are developed for the presentation, that meet specified context requirements.

Essential embedded knowledge

Credited learners understand and can explain:
- Specified procedures relevant to production and broadcasting (includes editing and directing)
- Script interpretation
- Time management for broadcasting
- Idea generation techniques
- Presentation styles
- Communication styles
- Strategy

UNIT STANDARD TITLE: WRITE RADIO SCRIPTS

Unit Standard NLRD Number:
NQF Level: **5**
Credits: **8**
Field: NSB **04:** Communication Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of the learning is to enable qualified learners to competently and confidently write creative radio scripts.

The standard will aid industry in selecting competencies relevant to their requirements. Credited learners are able to increase their earning capacity, thereby contributing towards the upliftment of their communities.

Credited learners are capable o f
- Structuring scripts for radio
- Formatting language and grammar for radio scripts
- Developing content for radio scripts
- Presenting content of scripts for radio

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication: NQF **4.**

Specific outcomes and assessment criteria:

Specific outcome 1: Structure scripts for radio
Assessment criteria
- Script is structured to meet format requirements
- Script is designed in a way that the duration is appropriate for time available
- Script is structured to meet given style guide requirements
- Templates are used optimally, to meet operational guidelines
- Potential content sources are identified to be appropriate for the purpose of specific scripts
- Structure is evaluated based on specified criteria

Specific outcome 2: Format language and grammar for radio scripts
Assessment criteria
- Scripts are analysed and functions/purpose are accurately described
- Language and grammar is formatted to meet requirements of identified purposes
- Language and grammar is styled to meet requirements of given formats
- Language and grammar is used in way that meet the requirements of given styles
- Language and grammar is used correctly in that specified conventions are adhered to
- Language and grammar is used which are appropriate for specified station styles

Specific outcome 3: Develop content for radio scripts
Assessment criteria:
- Content **is** developed in a volume/amount that meets specified requirements
- Content is evaluated based on specified criteria
- Scripts are contextualised with other contributions

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- Additional content is identified and considered for inclusion against specified requirements

Specific outcome **4:** Present content of scripts for radio
- *o* Presentation of content is justified in terms of audience understanding
- Content is presented that meets given style and format requirements
- Feedback is sought and recommendations reflected on, in a constructive manner
- *o* Feedback is noted in an appropriate format, if relevant

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement'of this unit standard must be accredited as a provider with a relevant **ETQA.**
- The relevant **ETQA** according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to **assessors**

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- *o* The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- **All** assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is reflected in the Specific Outcomes and Assessment Criteria of the Unit Standard

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Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when script content is evaluated based on specified criteria
- Work effectively with others as a member of a team, group, organisation or community when feedback is sought and recommendations reflected on, in a constructive manner.
- Organise and manage oneself and one's activities responsibly and effectively when additional content is identified and considered for inclusion against specified requirements
- Collect, analyse, organise and critically evaluate information when formatting script language and grammar.
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when feedback is sought and recommendations reflected on, in a constructive manner.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when language and grammar is' used correctly in that specified conventions are adhered to.

Essential embedded knowledge

Credited learners understand and can explain:
- Specified procedures relevant to production and broadcasting (includes editing and directing)
- Script writing and interpretation
- Time management for broadcasting
- Idea generation techniques
- Advanced language

UNIT STANDARD TITLE: OBTAIN AND TRANSFER SOUND

Unit Standard NLRD Number:
NQF Level: 5
Credits: 8
Field: **NSB 04:** Communication Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of the learning is for learners to be able to access and transfer various sounds for use in radio. Not only do learners become competent in selecting such sounds, but also become competent in the operation of the relevant equipment.

The standard will aid industry in selecting competencies relevant to their requirements. Credited learners are able to increase their earning capacity, thereby contributing towards the upliftment of their communities.

Credited learners are capable of:
- Selecting sound from various sources for use in radio
- Recording sound for radio
- Transferring sound for editing radio recordings
- Selecting equipment and materials for sound recording and transfer

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication: NQF **4.**

Specific outcomes and assessment criteria:

Specific outcome 1: Select sound from various sources for use in radio
Assessment criteria
- Sound is selected which is relevant for specific purpose
- Sound is selected which meets specified requirements
- Sources are identified which are appropriate for sound requirements
- Sound is evaluated based on specified quality criteria and station format requirements

Specific outcome 2: Record sound for radio
Assessment criteria
- Equipment is identified which is correct for recording purposes
- Equipment is identified which is appropriate for recording contexts
- Sound is recorded whilst adhering to agreed protocols
- Sound is recorded whilst meeting technical requirements
  Range: Technical aspects include levels, phasing, distortion, drop-out, *etc.*
- Sound is evaluated based on specified quality criteria and station format requirements

Specific outcome 3: Transfer sound for editing radio recordings
Assessment criteria
- Sources for transfer are accurately identified
- Transfer modes are selected which are appropriate for editing
- Formats of sources are transferred to editing tools, appropriately
- Transfer is evaluated based on criteria for successful transfer

Range: Technical aspects include levels, phasing, distortion, **drop-out,** etc.
- Formats are used which are appropriate for specific contexts
- Formats are used which meet broadcast requirements

Specific outcome **4:** Select equipment and materials for sound recording and transfer
Assessment criteria
- Equipment is that is identified and sourced is suitable for the specific sound recording and transfer purpose
- Equipment and materials are selected which are appropriate for specific contexts
- Equipment and materials are assessed for functionality
- Equipment is commissioned in a way that is efficient and safe

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with **a** relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance **as** possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is reflected in the Specific Outcomes and Assessment Criteria of the Unit Standard

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when sound is evaluated based on specified quality criteria and station format requirements.
- Work effectively with others as a member of a team, group, organisation or community when equipment is sourced, which is suited to the purpose
- Organise and manage oneself and one's activities responsibly and effectively when equipment and materials are assessed for functionality
- Collect, analyse, organise and critically evaluate information when when equipment and materials are assessed for functionality
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when equipment is sourced, which is suited to the purpose
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others when recording sound for radio.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when obtain and transferring sound.

Essential embedded knowledge

Credited learners understand and can explain:
- Specified procedures relevant to production and broadcasting (includes editing and directing)
- Script interpretation
- Time management for broadcasting
- Idea generation techniques
- Radio equipment

UNIT STANDARD TITLE: PRODUCE STUDIO RECORDED PROGRAMS

Unit Standard NLRD Number:
NQF Level: **5**
Credits: **15**
Field: **NSB 04:** Communication Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of the learning is to enable qualified learners to produce studio recorded programs. The production of radio programs must necessarily suit the target audience and radio station's genre. Qualified learners are thus able to select the content to suit that audience, and to co-ordinate the production.

The standard will aid industry in selecting competencies relevant to their requirements. Credited learners are able to increase their earning capacity, thereby contributing towards the upliftment of their communities.

Credited learners are capable of:
● Selecting content for a radio program
● Interpreting specifications for radio programs
● Formulating story line structures and sequences for a radio program
● Assembling elements for a radio program
● Co-ordinating activities to produce a radio production

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
● Language and communication: **NQF 4.**

Specific outcomes and assessment criteria:

Specific outcome 1: Select content for a radio program
Assessment criteria
● Sources are selected which are relevant for specific purposes
   Range: sources can include talent, materials, scripts, etc.
● Sources are selected which meet specified requirements
● Sources are identified which are appropriate for production requirements
● Sources are evaluated based on specified quality criteria and station format requirements
● Content is gathered from sources and meet specified production requirements
● Content is evaluated based on production requirements
● Content is selected which meets specified requirements
● Content is selected which is relevant for specific purposes

Specific outcome *2:* interpret specifications for radio programs
Range: Specifications are limited to radio program-specific parameters such as budget
Assessment criteria
● Specifications are interpreted against given criteria for interpretation output
● Specifications are interpreted whilst station format requirements are adhered to
● Requirements are assessed, accurately
   Range: Requirements include resources, logistics, time, technical, *etc.*
● Requirements are identified which are in line with given specifications

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- Requirements are assessed for feasibility
- Changes to are made to specifications based on value added to programs

Specific outcome 3: Formulate story line structures and sequences for a radio program
- Elements are sequenced resulting in specified effects
- Elements are sequenced in a way that enhances the story line of programs *
- Creative licence is used to enhance programs if appropriate and within the limitations of given specifications
- Story line structures and sequences are evaluated based on specified quality criteria and station format requirements

Specific outcome **4:** Assemble elements for a radio program
- Program is assembled in way that the duration meets specified requirements
- Editing software is used to accomplish effective assembly in terms of content and context requirements and purpose
- Creative licence is used to enhance programs if appropriate and within the limitations of the brief
- Edits are performed which are technically correct
- Elements are assembled in a way that the essence of messages is retained without repetition
- All superfluous information and errors are removed optimising the final product
- Final mixes are performed **so** that the final product is without technical abnormalities and meet agreed broadcasting requirements and standards
- Program is evaluated based on specified quality criteria and station format requirements

Specific outcome 5: Co-ordinate activities to produce a radio production
- Broadcast is delivered according to specified requirements
- Logistics are arranged in a manner that ensure efficient use of resources without compromising quality
- Required resources is checked for availability to optimise the production efficiency and effectiveness
- Preparation is done which ensures effective use of resources
- Production and preparation is performed within time constraints

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.'

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- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

Programs include features, promotions, commercials and public service announcements. The range of this Unit Standard is further reflected in the Specific Outcomes and Assessment Criteria of the Unit Standard

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when formulating story line structures and sequences.
- Work effectively with others as a member of a team, group, organisation or community when co-ordinating production activities.
- Organise and manage oneself and one's activities responsibly and effectively when selecting program content.
- Collect, analyse, organise and critically evaluate information when selecting program content.
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when resources are checked for availability to optimise the production efficiency and effectiveness
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others editing software is used to accomplish effective assembly in terms of content and context requirements and purpose
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when co-ordinating activities to produce a radio production

Essential embedded knowledge

Credited learners understand and can explain:
- Specified procedures relevant to production and broadcasting (includes editing and directing)
- Script interpretation
- Time management for broadcasting

o **Idea generation techniques**
● **Editing techniques**
● **Radio equipment**

UNIT STANDARD TITLE: OPERATE STUDIO EQUIPMENT FOR BROADCAST

Unit Standard NLRD Number:
NQF Level: 5
Credits: 15
Field: NSB **04:** Communication Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of the learning is to ensure that qualified learners are able to competently operate studio broadcasting equipment. Most learners entering into the field of broadcasting can consider equipment used within a broadcasting setting non-routine. This Unit Standard aims to familiarise learners with the selection, evaluation and general use of such equipment.

The standard will aid industry in selecting competencies relevant to their requirements. Credited learners are able to increase their earning capacity, thereby contributing towards the upliftment of their communities.

Credited learners are capable of:
- Monitoring equipment functionality
- Selecting broadcast equipment settings
- Evaluating output quality
- Directing inputs and outputs

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication: NQF 4.

Specific outcomes and assessment criteria:

Specific Outcome 1: Monitor equipment functionality
Assessment Criteria:
- Equipment is assessed for integrity and safety, appropriately
- Equipment in need of attention is reported according to specified procedures
- Overall functioning of equipment is monitored over time, to assess the expected functioning of the equipment
- Proactive measures are taken to ensure optimal functioning of equipment, so as to not interrupt transmissions

Specific Outcome 2: Select broadcast equipment settings
Assessment Criteria:
- Equipment settings are tested to assess level of function
- Equipment *is* set in accordance with specific broadcast purpose
- Settings are adjusted as required
- Notes are documented regarding the selection of settings for efficient future use

Specific Outcome 3: Evaluate output quality
Assessment Criteria:
- Criteria for the evaluation of quality output are accurately set
- Quality of output **is** accurately assessed
- Output quality disturbances are addressed in an appropriate manner

- Output quality is documented for efficient future use

Specific Outcome **4:** Direct inputs and outputs
Assessment Criteria:
- Directing of inputs and outputs meet specified requirements
- Quality of input and output meets identified criteria
- Communication with all relevant persons regarding input and output meets specified requirements

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they .believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:
Equipment includes: desk, inputs, outputs, monitoring equipment.
Sources include: recording, play-out equipment
The range of this Unit Standard is further reflected in the Specific Outcomes and Assessment Criteria of the Unit Standard

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Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when monitoring equipment functionality.
- Work effectively with others as a member of a team, group, organisation or community. N/A
- Organise and manage oneself and one's activities responsibly and effectively when selecting broadcast equipment settings.
- Collect, analyse, organise and critically evaluate information when evaluating output quality
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation. **N/A**
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others when directing inputs and outputs.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when proactive measures are taken to ensure optimal functioning of equipment, so as to not interrupt transmissions.

Essential embedded knowledge

Credited learners understand and can explain:
- Specified procedures relevant to production and broadcasting (includes editing and directing)
- Script interpretation
- Time management for broadcasting
- Idea generation techniques
- Broadcasting equipment
- Sound quality

UNIT STANDARD TITLE: ADAPT RADIO CONTENT FOR OTHER MEDIA

Unit Standard NLRD Number:
NQF Level: 5
Credits: 8
Field: **NSB 04:** Communication Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of the learning is to enable learners to adapt radio content for other media. Credited learners are able to assess the suitability of content to the alternative content, and effectively adapt the same, paying special attention to the final product.

The standard will aid industry in selecting competencies relevant to their requirements. Credited learners are able to increase their earning capacity, thereby contributing towards the upliftment of their communities.

Credited learners are capable of
- Determining the purpose of reconfigurations of radio content
- Adapting content format of radio sound
- Editing existing content of radio sound
- Sourcing content requirements for radio products

Learning assumed to be in place:

The credits and level assigned to this unit standard is based on the assumption that learners have already attained the following competencies:
- Language and communication: NQF **4.**

Specific outcomes and assessment criteria:

Specific Outcome 1: Determine the purpose of reconfigurations of radio content
Assessment criteria:
- Medium is selected with is appropriate for purpose
- Content of radio sound selected is relevant for purpose
- Radio sound is selected which meets specified requirements
- Identified sources are selected which is appropriate for reconfiguration requirements in terms of quality
- Sound selected is evaluated based on specified quality criteria and station format requirements

Specific Outcome 2: Adapt content format of radio sound
Assessment criteria:
- Transfer of sound selected is adapted for purpose
- Sound is selected which meets specified requirements
- Sources are identified which are appropriate for format adaptation
- Sound content is evaluated based on specified quality criteria and station format requirements

Specific Outcome 3: Edit existing content of radio sound
Assessment criteria:
- Content of sound is edited in a way that is relevant for purpose
- Sound is edited in **a** manner that the quality meets specified requirements
- Sound is edited in a manner appropriate for content requirements and purpose

- Content is edited based on specified station format requirements

Specific Outcome **4:** Source content requirements for radio products
Assessment criteria:
- Sound is identified which is relevant for purpose
- Sound is sourced to meet specified quality criteria requirements
- Content is sourced to meet purpose requirements
- Sound is sourced is based on specified station format requirements

Accreditation process and moderation:

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Notes *to assessors*

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- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
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- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work *or* learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The range of this Unit Standard is reflected in the' Specific Outcomes and Assessment Criteria of the Unit Standard

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:

- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when sound selected is evaluated based on specified quality criteria and station format requirements
- Work effectively with others as a member of a team, group, organisation or community. **N/A**
- Organise and manage oneself and one's activities responsibly and effectively when sound is selected which meets specified requirements.
- Collect, analyse, organise and critically evaluate information when sound selected is evaluated based on specified quality criteria and station format requirements
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation. **N/A**
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others when editing the existing radio content.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when adapting radio content for use with other media, in general.

Essential embedded knowledge

Credited learners understand and can explain:
- Specified procedures relevant to production and broadcasting (includes editing and directing)
- Script interpretation
- *o* Time management for broadcasting
- Idea generation techniques
- Editing an editing equipment

UNIT STANDARD TITLE: WRITE SCRIPTS FOR AN AUDIO VISUAL MEDIUM

Range: Drama scripts are not included

Unit Standard NLRD Number:
NQF Level: *5*
Credits: 10
Field: NSB04: Communication Studies and Language
Sub-field: Communication Studies
Issue Date:
Review Date:

Purpose:

The purpose of the learning is to equip learners with the competencies to write scripts for delivery via a specific audio-visual medium (excluding drama scripts). The unit standard provides learners with access to the radio, film, television and video scriptwriting industry in response to a large demand for scriptwriting competence. Qualified learners are able to increase their earning capacity, thereby contributing towards the upliftment of their organisations or communities.

Credited learners are capable of
● Selecting specific script genres
● Assessing audience requirements for specific scripts
● Shaping scripts to achieve first drafts
● Finalise scripts for an audio visual medium
● Pitching scripts to relevant role players
● Operating as an entry level scriptwriter in the audio-visual media industry

Learning assumed to be in place:

The credits and level assigned to this unit standard are based on the assumption that learners have already attained language and communication competence at NQF Level **4.**

Specific outcomes and assessment criteria:

Specific Outcome 1: Select specific script genres
Assessment Criteria:
● Stories that the writer wants to tell are identified in terms of genres
● The structure of stories is planned and is accordance with the classic shape
● The roles of characters are clearly defined in terms of central character/s, protagonist/s and antagonist/s

Specific Outcome 2: Assess audience requirements for scripts
Assessment Criteria:
● Description of audience psychographics meets specified requirements
● Description of audience demographics meets specified requirements
● The viability of scripts in terms of audience and funder appeal is accurately assess in temr sof specified criteria

Specific Outcome 3: Shape scripts to achieve first drafts
Assessment Criteria:
● The writing style is appropriate to the genre of specific scripts
● Scenes are accurately identified from treatments
● Scenes are grouped in a manner appropriate to specific genres
● Step outlines are accurately compiled
● Script lay out is compiled and is appropriate for production and for dialogue

Specific Outcome **4:** Finalise scripts for an audio-visual medium
Assessment Criteria:
- Drafts are developed into final scripts in a way that optimises final production
- Strengths and weakness of written scripts are accounted for and justified in terms of optimising final production efficiency
- Own strengths and weaknesses as a scriptwriter are identified and steps taken to utilise strengths and address weaknesses are explained in terms of scriptwriting improvements
- Reflection regarding final scripts is justified in terms of given script quality criteria and requirements
- Post-production and learning points are recorded in specified formats and are accessible for future use

Specific Outcome 5: Pitch stories to relevant role players
Assessment Criteria:
- Role players of various production contexts identified are relevant for specific contexts
- Pitches prepared for role players is suitable in terms of content and format
- Pitch delivery is suitable for particular role player requirements
- Pitches prepared and delivered contain content appropriate for specific pitching contexts and meet specified context requirements
  Range: pitches can include synopses and one-line pitches; specified requirements include deadlines and time constraints

Specific Outcome 6: Operate as a scriptwriter in the audio-visual media industry
Assessment Criteria:
- Prevailing conditions are accurately identified
  Range: Prevailing conditions can include *job* opportunities
- Legal constraints imposed on the industry are adhered to
- Networks are formed with relevant stakeholder in the industry
- Support from co-writers are given and received to an extent and in a format appropriate for specified requirements
  Range: Support format can include writers' circles

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
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- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation. of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

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- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
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- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The audio-visual medium selected can include television, radio, film or video. Drama scripts are excluded.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when writing a script for audio-visual medium
2. Work effectively with others as a member of a team, group, organisation or community when pitching a short story to a producer
3. Organise and manage oneself and one's activities responsibly and effectively when selecting a short story genre and assess audience
4. Collect, analyse, organise and critically evaluate information when shaping the short story to achieve a first draft
5. Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when pitching a short story to a producer
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when operating as a scriptwriter in the industry

Essential embedded knowledge

Credited learners understand and can explain:
- Genres
- Structure of stories
- Characters and their roles
- Characteristics of visual media
- Function of dialogue
- Audience assessment