No. 1248   **2 November 2004**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Marketing

Registered by NSB 03, Business, Commerce and Management Studies, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification 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 Marketing** and addressed to

> The Director: Standards Setting and Development
> SAQA
> *Attention: Mr. D Mphuthing*
> Postnet Suite 248
> Private Bag **X06**
> Waterkloof
> 0145
> or faxed to 012 – 431-5144
> e-mail: dmphuthing@saqa.co.za

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

National Degree: Visual Communications at NQF Level 6

Field: Business, Commerce and Management Studies

Sub-field: Marketing

Level: 6

Credit: 370 Minimum

Issue date:

Review date:

1.   Rationale of the qualification

This Qualification has been developed as a coherent set of "generic" competences in the field of visual communications **so** that it applies to a wide range of jobs in the areas of Art Direction, Graphic Design and Multimedia, in a variety of organisations. Transferable core competences for broadly defined areas of visual communications have been identified and included in the visual communications role in different types of organisations.

The National First Degree in Visual Communications: NQF Level 6 is designed to meet the needs of those learners who enter the field of Art Direction, Graphic Design and Multimedia. The entire marketing field per se is a key business function necessary for the success of any organisation, both strategically and operationally. The Visual Communications Degree at: NQF Level 6 will provide a broad knowledge and skills needed in the industry and to progress along a career path for learners who:
- Have attained an FETC and who wish to proceed on a path of life-long learning, specialising in visual communications.
- Have performed some function visual communications in their organisation for some time without a formal Qualification in this area.
- Were previously disadvantaged and who were unable to engage in learning in the Higher Education band.
- Wish to extend their range of skills and knowledge of the Marketing Communications profession **so** that they can become knowledgeable workers in the sector.
- Have recently taken up a position as a support staff member in a visual communications section of an organisation
- Could be contracted in a Learnership in the marketing and advertising sectors.

The National First Degree in Visual Communications: Level 6 is a Qualification that rewards the learner for the knowledge, skills, attitudes, values and creativeness that have been mastered through awarding them with a Nationally recognised Qualification that formally recognises those competencies. It aims to develop individuals who are informed and skilled in the Visual Communications areas of Art Direction, Graphic Design or Multimedia.

Many different roles are linked to and affected by this qualification. They include but are not limited to:

•	Advertising	•	Packaging
•	Television Advertising Production	•	Publications
•	Film Making	•	Corporate Identity
•	Event Marketing	•	Exhibitions
•	Sponsorships	•	Sales Promotions

The National Degree in Visual Communications: Level 6 will produce knowledgeable, skilled people in the areas of art direction, graphic design and multimedia, who are able to contribute to improved productivity and efficiency within the marketing industry. The qualification is structured in such a way that exposes individuals to a set of core competence to give a broad understanding of marketing and the electives, which will allow for a reflexive competence in visual communications. It will also allow for maximum flexibility and mobility for the holder to adjust to the changing needs within this dynamic industry.

2.   **Purpose of** the qualification

The purpose of this Qualification is to build the necessary knowledge, understanding, abilities, skills and attitudes necessary required for learning towards becoming a competent person in art direction, graphic design and multimedia. It also serves as the entry qualification into this creative field of marketing. In the context of the advertising, marketing and communication industries, this qualification will enable creative, feasible, innovative and exciting individual and teamwork possibilities. This qualification will be registered at: NQF Level 6 and was designed to ensure portability across all other Marketing Qualifications registered with SAQA..

Whilst it is clearly evident that the learner should be competent in using modem information technology, most of the Unit Standards contained in this Qualification avoid reference to specific methods of processing data. The knowledge, skills, values and attitudes required by the learner are defined in terms of outcomes rather than processes or procedures.

This qualification supports the objectives of the National Qualifications Framework (NQF) in that it provides learners with clear learning pathways, which provide access to, and mobility and progression within the marketing industry as a whole, and as such these improvements increase their employment opportunities. The increased knowledge and skill base therefore has a wider implication, namely the enhancement of the functional and intellectual capability of the nation at large.

3.   Rules of combination

The National Degree is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling 370 credits (minimum).

In this qualification the credits are split as follows:

Fundamental	29 credits	*8%*
Core	220 credits	60%
Elective	120 credits (minimum)	32%
Total	370 credits (minimum)	100%

FUNDAMENTAL	CORE	ELECTIVE	TOTAL CREDITS
9 Credits at Level 5 20 Credits **at** Level 6	41 Credits at Level 4 148 Credits at Level 5 31 Credits at Level 6	**35** Credits at Level 5 85 Credits at Level 6 *or* 20 Credits at Level 5 102 Credits at Level 6 *or* **14** Credits at Level 5 107 Credits at Level 6	369 Credits *or* **371** Credits *or* **370** Credits
29 credits	**220 credits**	**120 credits (minimum)**	**Total: 370 credits (minimum)**

Motivation for number of credits assigned to core and elective

Core

220 credits have been allocated to the Core Unit Standards. This **is** to ensure that the qualification has a strong visual communications focus.

The Core Unit Standards offer a broad contextual understanding and will enable the learners to gain an all rounded picture of visual communications within the marketing context.

Elective

A minimum of 120 credits have been allocated to the Elective Unit Standards. This is to ensure that the qualification has a strong focus on the 'elected' area.

4.   Access to the Qualification

There are no restrictions placed on this qualification. However any learner who can provide evidence of the learning assumed to be in place, has access to this quatification. Because of the strong stakeholder participation in the development of this qualification, where all stakeholders' interests are represented, access is enhanced.

5.   Learning assumed to be in place

It is assumed that learners wishing to enter a programme leading to this qualification will have demonstrated competence in the unit standards contained in the qualification – National Certificate in Visual Communications at NQF Level 5 or equivalent.

6.   Exit Level Outcomes and Associated Assessment Criteria

On achieving this qualification, the learner will be able to:

1.   Explain and apply professional values and ethics
     Associated Assessment Criteria
     • Values and ethics for company are determined
     • Values and ethics are applied throughout business activities

2.   Communicate workplace data to stakeholders
     Associated Assessment Criteria
     • Workplace data is communicated in required timeframe and format
     • Workplace data is communicated to all stakeholders

3.   Demonstrate an ability to work as a member of a creative team
     Associated Assessment Criteria
     • Communication is clear and barriers to understanding are dealt with and feedback is given on all communications received
     • Team progress is reported on to authorised individuals
     • Contribute to team decisions and apply behavioural and ethical practices and roles and responsibilities of team members are outlined and described
     • Conflict situations are identified and handled using collaborative facilitation methods

4.   Identify and explain target markets and product positioning within markets
     Associated Assessment Criteria
     • Target markets are identified and explained for own industry
     • Product positioning strategies are identified and explained
     • Products are positioned within required market based on target market analysis findings

5.   Demonstrate the function of an advertising agency / design company
     Associated Assessment Criteria
     • Roles and responsibilities of an advertising agency/design company are listed and explained
     • Workflow, structure and policies governing a advertising agency/design company are listed and explained
     • Relationships between suppliers and customers are explained and confidentiality criteria listed and explained

6.   Apply conceptual and lateral thinking in the copy developmental and graphic design processes
     Associated Assessment Criteria
     • Conceptual and lateral thinking techniques are identified, analysed and applied
     • Apply research practices to aid in lateral thinking
     • The difference between metaphor, concept and message are explained
     • Creative solutions for graphic design in editorial graphics and documents are described and explained

7.   Explain the production and application of marketing communications
     Associated Assessment Criteria
     • Printing processes and production categories and processes are listed and explained
     • Marketing processes, principles and communication techniques are listed and explained
     • Marketing communication campaign team is managed and objectives evaluated

8.   Apply marketing and advertising creative processes
       Associated Assessment Criteria
       - Marketing communications concepts is developed using: interpretation skills, evaluation or platform, art direction, design and pre testing techniques
       - Concept is implemented following a plan, production schedule, quality assurance of key elements during production and inspection and approval of final product
       - Graphic design, typography and art direction principles are described and applied
       - Rendering and illustration techniques are described and applied

9.   Develop campaign, media and creative strategies
       Associated Assessment Criteria
       - Marketing objectives and strategies are researched, developed and final media briefs prepared and implemented according to budget
       - Marketing communications campaign is monitored against outcomes and variances or out of line areas addressed
       - Desktop publishing principles, tools and processes are applied

10.   Develop creative solutions in art direction for a variety of mediums
       Associated Assessment Criteria
       - Art direction in television, world wide web, print, promotional: and point of sale material is described and techniques applied
       - Art direction in special applications, campaigns and advocacy advertising is described and techniques applied
       - Art direction in corporate and outdoor advertising is described and applied

11.   Develop creative solutions in graphic design for a variety of mediums
       Associated Assessment Criteria
       - Graphic design in television, web design, information graphics and print advertising is described and techniques applied
       - Graphic design in corporate identity, campaigns, packaging and events advertising is described and applied
       - Graphic design in special applications is described and applied

12.   Demonstrate an understanding of computer systems and packages and apply skills and techniques to create systems based marketing
       Associated Assessment Criteria
       - Develop a web site and interactive media strategy using creative techniques
       - Sound, motion graphics and video techniques are applied to enhance the multimedia marketing strategy
       - CD Rom based media is described and techniques applied for a strategy
       - Computer games and animations are designed and build according to system skills and techniques
       - Stills and films are edited suing systems skills and techniques

**Tables showing the spread of Critical Cross-Field Outcomes across the Unit Standards
and for both Core and Elective**

Unit Standard Title	Critical Cross-field Outcomes Supported in the Unit Standards							
National **Degree:** Visual Communications At NQF **Level 6**	Solve problems / Make decisions	Team work	Organisation	Information	Communicate	Technology	Related Systems	Personal Development
Core Level 4								
Work as a member of a creative team	√	√		√	√	√		√
Demonstrate an understanding of target markets	√			√	√		√	√
Demonstrate an understanding of product positioning	√		√	√		√		
Deal with brand, product and service promotions	√	√		√	√			√
Attend briefings and produce work on deadline	√		√		√	√		
Demonstrate an understanding of and define integrated marketing communications and its roles	√				√		√	√
Demonstrate an understanding of creative principles of marketing	√	√	√				√	√
Operate an interdepartmental traffic system	√	√	√	√	√			√
Core Level 5								
Demonstrate an understanding of the history of art, design and advertising	√	√		√	√	√		√
Demonstrate an understanding of ad agency / design company	√	√		√	√	√		√
Demonstrate an understanding of ethical, social, cultural and legal issues in marketing communication	√	√		√			√	√
Demonstrate an understanding of and define integrated marketing communication and its role	√				√		√	√
Source and apply creative ideas in visual communications	√	√		√	√	√		√
Demonstrate an understanding of graphic Design principles	√	√		√	√	√		√
Demonstrate an understanding of and apply typography principles and techniques	√	√		√	√	√		√
Demonstrate an understanding of the principles of art direction	√	√		√	√	√		√
Demonstrate an understanding of rendering techniques and apply them	√	√		√	√	√		√
Demonstrate an understanding of illustration techniques and apply them	√	√		√	√	√		√
Develop and present an integrated marketing communication campaign	√	√		√	√	√		√
Demonstrate an understanding of advertising production	√	√		√	√	√		√
Demonstrate an understanding of the composition and dynamics of a creative team	√	√		√	√	√		√
Lead a marketing communication campaign team	√	√		√	√	√		√
Demonstrate an understanding of the principles, tools and process of Desk Top Publishing	√	√		√		√		
Change and improve images	√	√	√	√		√		
Construct layouts to various formats	√	√		√			√	
Prepare for DTP and print reproduction	√			√		√	√	
Demonstrate an understanding of packaging design	√		√		√		√	
Explain and apply the principles of conceptual thinking	√	√	√	√	√			√
Con? Level 6								
Develop and implement the marketing and advertising creative process	√	√	√	√	√			√
Manage the advertising research process	√	√	√	√	√			√
Demonstrate an understanding of advanced conceptual processes			√	√	√		√	

Electives Art Direction								
Elective Level 5								
Explain and utilise computer software applicable to art direction	√		√	√		√	√	√
Demonstrate an understanding of the art direction process	√	√		√	√	√		√
Elective Level 6								
Explain and develop creative solutions for art direction in television	√	√		√	√	√		√
Explain and develop creative solutions for art direction in print	√	√		√	√	√		√
Explain and develop creative solution for art direction in promotional and point of sale material	√	√		√	√	√		√
Explain and develop creative solutions for art direction in special applications	√	√		√	√	√		√
Explain and develop creative solutions for art direction in campaigns	√	√		√	√	√		√
Explain and develop creative solutions for art direction in advocacy advertising	√	√		√	√	√		√
Explain and develop creative solution for art direction in corporate advertising	√	√		√	√	√		√
Explain and develop creative solutions for art direction in outdoor advertising	√	√		√	√	√		√
Explain and develop creative solutions for art direction in World Wide Web	√	√		√	√	√		√
Electives Graphic Design								
Elective Level 5								
Explain and apply the principles of conceptual thinking	√	√		√	√	√		√
Explain and develop creative solutions for Graphic Design in documents	√	√		√	√	√	√	√
Elective Level 6								
Demonstrate an understanding of the graphic design process	√	√	√		√	√		
Explain and develop creative solutions for graphic design in television	√	√		√	√	√		√
Explain and develop creative solutions for graphic design in print advertising	√	√		√	√	√		√
Explain and develop creative solution for graphic design in information graphics	√	√		√	√	√		√
Explain and develop creative solutions for graphic design in corporate identity	√	√		√	√	√		√
Explain an develop creative solutions for graphic design in promotional and point of sale material	√	√		√	√	√		√
Explain and develop creative solutions for graphic design in campaigns	√	√		√	√	√		√
Explain and develop creative solution for graphic design in packaging	√	√		√	√	√		√
Explain and develop creative solutions for graphic design in event	√	√		√	√	√		√
Explain and develop creative solution for graphic design in web design	√	√		√	√	√		√
Explain and develop creative solutions for graphic design in special applications	√	√		√	√	√		√

Electives Multimedia								
Elective Level 5								
Demonstrate an understanding of computer software used in web sites	√		√	√		√	√	
Elective Level 6								
Develop a portfolio on CD Rom	√	√	√	√	√	√	√	√
Demonstrate an understanding of the internet and elements of a website	√			√		√		√
Develop a web site	√	√		√	√	√	√	√
Create and mix sound to enhance the interactive multimedia experience	√				√	√		√
Create a motion graphics and video for multimedia	√	√	√	√	√	√		√
Demonstrate an understanding of CD Rom basic multimedia		√		√				√
Design interactive media	√			√		√		√
Design and build computer games	√				√	√		√
Create animation and edit still and films	√	√		√	√	√	√	√

13.   International Comparability

Benchmarking was done by comparing this qualification to unit standards, outcomes of learning, levels, credits and performance criteria found in the:

New Zealand Qualifications Authority
There are two qualifications namely: a National Certificate in Marketing and a National Diploma in Marketing with 8 domains:
Advertising, Direct Marketing, Generic Marketing, International Marketing, Marketing – Import and Export Services, Marketing Research, Public Relations and Sales Organisation and Management
The credits awarded here are 52 compulsory and *68* electives.

Australian Qualification Authority - no direct comparison could be made due to limited access to their Qualifications.

International Advertising Association (USA)
There is a Diploma in Marketing Communications – IAA Creative / Production Model with a minimum of 300 hours. The subjects included:
Basic Marketing, Principles of Advertising / Promotion, Advertising / Marketing Research, Consumer Behaviour, Creative Fundamentals, Art and / or Design, Graphics / Print Production Graphics / Electronic Media, International marketing / Advertising, Integrated Marketing Communications – Campaign, Advanced International Advertising Creative Topic and Internship – Related to Advertising Creativity

Guildford College – United Kingdom
The following courses ere considered:
Art and Design FNQ Foundation course – 1 year fulltime NVQ Level 1
Art and Design FNUQ Foundation course – 1 year 4 days per week – NVQ Level 2
Art and Design: Graphics A5 / A2 course – 2 years – NVQ level 3
Art and Design: National Diploma – 2 years – NVQ Level 3
Graphic design : National Diploma – 2 years – NVQ Level 3
Media Communication and Production course – 1 year – NVQ Level 2
Media Studies A5 / A2 course – 2 years – NQV Level 3
Media Studies National Diploma – 2 years – NQV Level 3
Printing and Graphic Communications (city and curds) 1 year – NQV Level 3

In general this qualification and its component unit standards compared well with their international counterparts. The only major differences are in formatting, scope of coverage or focus.   The differences identified in the level structures did however make direct equivalation difficult in some cases.

14. 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 grounded and coherent in relation to the purpose of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome.

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). This means that 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 disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-fields outcomes. During integrated assessment the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

15. Recognition of prior learning

The structure of this Unit Standard - based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification. This qualification may be achieved in part or whole through the recognition of prior learning

This Recognition of Prior Learning may allow:
- For accelerated access to further learning
- Gaining of credits towards a unit standard

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education Training Quality Assurance (ETQA) Body and is conducted by a registered workplace assessor.

16.   Articulation possibilities

Horizontal articulation possibilities lies with other NQF level 6 Qualifications and Unit Standards in the Learning areas:
- National First Degree: Marketing Communications – NQF Level 6 – NLRD 20905
- Bachelor of Arts: Generic (Communication Studies) – NQF Level **6** – NLRD 23375

Vertical progression can be achieved by embarking on the study of related NQF Level 7 or higher Qualifications:
- National Diploma: Marketing Communication – NQF Level 7 – NLRD 22873

17. Moderation Options

Accredited providers should establish or refine moderation procedures and systems in line with the requirements of the relevant ETQA.

Results of the assessment should be moderated by one or more external moderators. External moderators should provide reports not only on the farness and consistency, but also on the validity of the assessment in terms of the specified outcomes.

Note for Assessors

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

- 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. The aim is to declare the person competent against the qualification purpose. Where assessment across titles or at title level is unmanageable, then focus assessments 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. 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 that the learner is able to perform in the real situation.
- 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, sufficient, systematic, open and consistent.

UNIT STANDARDS IN NATIONAL DEGREE VISUAL COMMUNICATIONS
NQF LEVEL 6

UNIT STANDARDS TITLES

Core – Level 4

1.	Title	Work as a member of a creative team
•	Title	Demonstrate an understanding of target markets (ID 10019)
*	Title	Demonstrate an understanding of product positioning (ID 10016)
*	Title	Deal with brand, product and service promotions (ID 10018)
•	Title	Attend briefings and produce work on deadline (ID 10029)
*	Title	Demonstrate an understanding of and define integrated marketing communications and its role (ID 10034)
*	Title	Demonstrate an understanding of creative principles of marketing communications (ID 10035)
*	Title	Operate an inter-departmental traffic system (ID 10036)

Core – Level 5

2.	Title	Demonstrate an understanding of the history of art, design and advertising
3.	Title	Demonstrate an understanding of how an ad agency / design company
4.	Title	Demonstrate an understanding of and define integrated marketing communication and its role
5.	Title	Source and apply creative ideas in visual communications
6.	Title	Demonstrate an understanding of graphic design principles
7.	Title	Demonstrate an understanding of and apply typography principles and techniques
8.	Title	Demonstrate an understanding of the principles of art direction
9.	Title	Demonstrate an understanding of rendering techniques and apply them
10.	Title	Demonstrate an understanding of illustration techniques and apply them
11.	Title	Develop and present an integrated Marketing Communication campaign
12.	Title	Demonstrate an understanding of advertising production
13.	Title	Demonstrate an understanding of the composition and dynamics of a creative team
14.	Title	Lead a marketing communication campaign team
15.	Title	Demonstrate an understanding of the principles, tools and process of Desk Top Publishing
16.	Title	Change and improve images
17.	Title	Construct layouts to various formats
18.	Title	Prepare for DTP and print reproduction
19.	Title	Demonstrate an understanding of packaging design
*	Title	Demonstrate an understanding of ethical, social, cultural and legal issues in marketing communication (ID 10033)
20.	Title	Explain and apply the principles of conceptual thinking

Core – Level 6

21.	Title	Develop and implement the marketing and advertising creative process
22.	Title	Manage the advertising research process
23.	Title	Demonstrate an understanding of advanced conceptual processes

ART DIRECTION

Elective Level 5

24.	Title	Explain and utilize computer software applicable to art direction
25.	Title	Demonstrate an understanding of the art direction process

Elective Level 6

26.	Title	Explain and develop creative solutions for art direction in television
27.	Title	Explain and develop creative solutions for art direction in print
28.	Title	Explain and develop creative solution for art direction in promotional and pointy of sales material
29	Title	Explain and develop creative solutions for art direction in special applications
30	Title	Explain and develop creative solutions for art direction in campaigns
31.	Title	Explain and develop creative solutions for art direction in advocacy advertising
32.	Title	Explain and develop creative solution for art direction in corporate advertising
33.	Title	Explain.and develop creative solutions for art direction in outdoor advertising
34.	Title	Explain and develop creative solutions for art direction in World Wide Web

GRAPHIC DESIGN

Elective Level 5

35.	Title	Explain and develop creative solutions for Graphic Design in editorial graphics
36.	Title	Explain and develop creative solutions for Graphic Design in documents

Elective Level 6

37.	Title	Demonstrate an understanding of the graphic design process
38	Title	Explain and develop creative solutions for Graphic Design in television
39.	Title	Explain and develop creative solutions for Graphic Design in print advertising
40.	Title	Explain and develop creative solutions for Graphic Design in information graphics
41.	Title	Explain and develop creative solutions for Graphic Design in corporate identity
42.	Title	Explain and develop creative solutions for Graphic Design in promotional and point of-sale material
43.	Title	Explain and develop creative solutions for graphic design in campaigns
44.	Title	Explain and develop creative solutions for graphic design in packaging
45.	Title	Explain and develop creative solutions for Graphic Design in events
46.	Title	Explain and develop creative solutions for graphic design in web design
47.	Title	Explain and develop creative solutions for graphic design in special applications

MULTIMEDIA

Elective Level 5

48.	Title	Demonstrate an understanding of computer software used in web sites

Elective Level 6

49.	Title	Develop a portfolio on CD Rom
50.	Title	Demonstrate an understanding of the Internet and elements *of* a web site
51.	Title	Develop a web site
52.	Title	Create and mix sound to enhance the interactive multimedia experience
53.	Title	Create motion graphics and video for multimedia
54.	Title	Demonstrate an understanding *of* CD ROM based multimedia
55.	Title	Design interactive media
56.	Title	Design and build computer games
57.	Title	Create animation and edit stills and films

UNIT STANDARDS AND SPECIFIC OUTCOMES IN
.   **THE NATIONAL DEGREE IN VISUAL COMMUNICATIONS - NQF LEVEL 6**

UNIT STANDARDS   ·

1.	Title		**Work as a member of a creative team**
Specific Outcome	1.1	Communicate with all relevant stakeholders' to enhance teamwork
Specific Outcome	1.2	Report on team progress to appropriate authority and team
Specific Outcome	1.3	Display tendencies to work with others as a member of a creative team
Specific Outcome	1.4	Handle and resolve areas of conflict

2.	Title		**Demonstrate an understanding of the history of art, design and advertising**
Specific Outcome	2.1	Demonstrate an understanding of the history of advertising
Specific Outcome of	2.2	Operate convention and communicative devices in the presentation visual communication
Specific Outcome	2.3	Explain the history, development and functions of the advertising industry

3. .	Title		**Demonstrate an understanding of advertising agency / design company**
Specific Outcome	3.1	Identify and explain the structure of an ad agency / design company
Specific Outcome	3.2	Demonstrate an understanding of the workflow within an ad agency / design company
Specific Outcome	3.3	Explain the relationship between ad agency / design company and suppliers

4.	Title		**Demonstrate an understanding of and define integrated marketing communication and its role**
Specific Outcome	4.1	Define integrated marketing communications
Specific Outcome	4.2	Define and explain the objectives of integrated marketing communications
Specific Outcome	4.3	Describe integrated marketing communication tools

5.	Title		**Source and apply creative ideas in visual communications**
Specific Outcome	5.1	Describe and explain the nature and role of the various creative elements available
Specific Outcome	5.2	Describe and explain the creative philosophies of leading advertising agencies
Specific Outcome	5.3	Describe and explain conceptual thinking techniques
Specific Outcome	5.4	Describe and explain the principles of brainstorming techniques

6.	Title		**Demonstrate an understanding of graphic design principles**
Specific Outcome	6.1	Define the essence and scope of graphic design
Specific Outcome	6.2	Explain the principles of graphic design

7. Title **Demonstrate an understanding of and apply typography principles and techniques**

Specific Outcome	7.1	Explain the history of typography
Specific Outcome	7.2	Explain the terminology and classification of typography
Specific Outcome	7.3	Explain the principles of typography as a design element
Specific Outcome	7.4	Apply typography in design

8. Title **Demonstrate an understanding of the principles of art direction**

Specific Outcome	8.1	Demonstrate an understanding of the principles of art direction
Specific Outcome	8.2	Produce and present creative work
Specific Outcome	8.3	Develop scamps, drawings, renderings and storyboards

9. Title **Demonstrate an understanding of rendering techniques and apply them**

Specific Outcome	9.1	Demonstrate an understanding of rendering principles, methods and techniques
Specific Outcome	9.2	Demonstrate a competency in rendering
Specific Outcome	9.3	Understand the relevance and application of rendering to graphic design and advertising

10. Title **Demonstrate an understanding of illustration techniques and apply them**

Specific Outcome	10.1	Demonstrate an understanding of illustration principles
Specific Outcome	10.2	Demonstrate an understanding of illustration methods and techniques
Specific Outcome	10.3	Demonstrate a competency in illustration in various mediums
Specific Outcome	10.4	Understand the relevance and application of illustration in graphic design and advertising

11. Title **Develop and present an Integrated Marketing Communication campaign**

Specific Outcome	11.1	Demonstrate understanding of an IMC strategy
Specific Outcome	11.2	Develop and present an IMC strategy
Specific Outcome	11.3	Describe preparation and presentation techniques

12. Title **Demonstrate an understanding of advertising production**

Specific Outcome	12.1	Demonstrate an understanding of the organisation and the functionality of the production department
Specific Outcome	12.2	Demonstrate an understanding of printing issues and processes
Specific Outcome	12.3	Demonstrate an understanding of setting up for print reproduction
Specific Outcome	12.4	Demonstrate an understanding of production for radio and television
Specific Outcome	12.5	Demonstrate an understanding of production for outdoor

13.	Title		**Demonstrate an understanding of the composition and dynamics of a creative team**

Specific Outcome	13.1	Communicate with all relevant stakeholders to enhance teamwork
Specific Outcome	13.2	Display tendencies to work with others as a member of a creative team
Specific Outcome	13.3	Handle and resolve areas of conflict

14.	Title		**Lead a marketing communication campaign team**

Specific Outcome	14.1	Set objectives for marketing communications campaign team
Specific Outcome	14.2	Coach marketing communications campaign team to be able to achieve Objectives
Specific Outcome	14.3	Monitor performance of marketing communications campaign team against targets
Specific Outcome	14.4	provide feedback on performance
Specific Outcome	14.5	Take corrective action as needed

15.	Title		**Demonstrate an understanding of the principles, tools and process of Desk Top Publishing**

Specific Outcome	15.1	Demonstrate an understanding of Desk Top Publishing
Specific Outcome	15.2	Apply Desk Top Publishing processes
Specific Outcome	15.3	Evaluate the completed work against objectives
Specific Outcome	15.4	Present the results

16.	Title		**Change and improve images**

Specific Outcome	16.1	Demonstrate an understanding of software packages used to alter images
Specific Outcome	16.2	Implement changes to images

17.	Title		**Construct layouts to various formats**

Specific Outcome	17.1	Demonstrate an understanding of layout and design principles
Specific Outcome	17.2	Use appropriate software to lay out and design images
Specific Outcome	17.3	Present end result

18.	Title		**Prepare for DTP and print reproduction**

Specific Outcome	18.1	Demonstrate an understanding of print reproduction
Specific Outcome	18.2	Use appropriate peripherals to produce page / document

19.	Title		**Demonstrate an understanding of packaging design**

Specific Outcome	19.1	Design packaging for various applications
Specific Outcome	19.2	Co-ordinate the production of materials
Specific Outcome	19.3	Identify, evaluate and select production options
Specific Outcome	19.4	Describe printing processes to enhance production

20.	. Title	**Explain and apply the principles of conceptual thinking**
Specific Outcome	20.1	Demonstrate an understanding of conceptual thinking
Specific Outcome	20.2	Apply and practice conceptual and lateral thinking skills
Specific Outcome	20.3	Identify and apply research techniques to help lateral thinking
Specific Outcome	20.4	Implement conceptual thinking processes

21.	Title	**Develop and implement the marketing and advertising creative process**
Specific Outcome	21.1	Describe marketing and advertising creative processes
Specific Outcome	21.2	Develop the marketing communications concept
Specific Outcome	21.3	Implement creative process

22.	Title	**Manage the advertising research process**
Specific Outcome	22.1	Assess the need for advertising research
Specific Outcome	22.2	Establish and settle research objectives
Specific Outcome	22.3	Evaluate research providers and services
Specific Outcome	22.4	Select and brief providers and determine research methods
Specific Outcome	22.5	Analyse, interpret, present and apply research findings and results

23.	Title	**Demonstrate an understanding of advanced conceptual processes**
Specific Outcome	23.1	Identify and explain the relation between metaphor, concept and message
Specific Outcome	23.2	Apply and practice conceptual and lateral thinking skills
Specific Outcome	23.3	Implement conceptual thinking processes
Specific Outcome	23.4	Describe and explain concepts

24.	Title	**Explain and utilise computer software applicable to art direction**
Specific Outcome	24.1	Describe computer software used in art direction
Specific Outcome	24.2	Use computer software applicable to art direction
Specific Outcome	24.3	Demonstrate an understanding of computer data storage
Specific Outcome	24.4	Manage computer files

25.	Title	**Demonstrate an understanding of the art direction process**
Specific Outcome	25.1	Demonstrate an understanding of art direction principles and methods
Specific Outcome	25.2	Integrate and develop scientific research methodology principles

26.	Title		**Explain and develop creative solutions for art direction in . television**

Specific Outcome	**26.1**	Develop the creative solutions for television
Specific Outcome	**26.2**	Implement creative process in art direction
Specific Outcome	**26.3**	Describe the process for film and video production
Specific Outcome	**26.4**	Identify, evaluate and select production options
Specific Outcome	**26.5**	Organise and conduct a shoot

27.	Title		**Explain and develop creative solutions for art direction in print**

Specific Outcome	**27.1**	Develop the creative solutions for print advertising
Specific Outcome	**27.2**	Implement creative process in art direction
Specific Outcome	**27.3**	Describe printing processes to enhance production
Specific Outcome	**27.4**	Co-ordinate the production of marketing communications materials
Specific Outcome	**27.5**	Identify, evaluate and select production options

28.	Title		**Explain and develop creative solutions for art direction in promotional and point-of-sale material**

Specific Outcome	**28.1**	Develop the creative solutions for promotional and point-of-sale material
Specific Outcome	**28.2**	Implement creative process in art direction
Specific Outcome	**28.3**	Describe printing processes to enhance production
Specific Outcome	**28.4**	Co-ordinate the production of marketing communications materials
Specific Outcome	**28.5**	identify, evaluate and select production options

29.	Title		**Explain and develop creative solutions for Art Direction in special applications**

Specific Outcome	**29.1**	Develop the creative solutions for special applications
Specific Outcome	29.2	Implement creative processes in art direction
Specific Outcome	**29.3**	Identify, evaluate and select production options

30.	Title		**Explain and develop creative solutions for art direction in campaigns**

Specific Outcome	**30.1**	Develop the creative solutions for campaigns
Specific Outcome	**30.2**	Implement creative process in art direction
Specific Outcome	**30.3**	Describe printing processes to enhance production
Specific Outcome	**30.4**	Describe electronic processes to enhance production
Specific Outcome	**30.5**	Co-ordinate the production of campaign material
Specific Outcome	**30.6**	Identify, evaluate and select production options for campaign materials

31.	Title		**Explain and develop creative solutions for art direction in advocacy advertising**

Specific Outcome	**31.1**	Develop the creative solutions for advocacy advertising
Specific Outcome	**31.2**	Implement creative process in art direction
Specific Outcome	**31.3**	Co-ordinate the production of marketing communications materials
Specific Outcome	**31.4**	Identify, evaluate and select production options

32.	Title		**Explain and develop creative solutions for art direction in corporate advertising**

Specific Outcome	32. ▌	Develop the creative solutions for corporate advertising
Specific Outcome	32.4	Implement creative process in art direction
Specific Outcome	32.2	Coordinate the production of marketing communications materials
Specific Outcome	32.3	Identify, evaluate and select production options
Specific Outcome	32.5	Link corporate advertisements

33.	Title		**Explain and develop creative solutions for art direction in outdoor advertising**

Specific Outcome	33.1	Develop the creative solutions for outdoor advertising
Specific Outcome	33.2	Implement creative process in art direction
Specific Outcome	33.3	Describe printing and other processes to enhance production
Specific Outcome	33.4	Co-ordinate the production of marketing communications materials
Specific Outcome	33.5	Identify, evaluate and select production options

34.	Title		**Explain and develop creative solutions for art direction in World Wide Web**

Specific Outcome	34.1	Develop creative solutions for World Wide Web
Specific Outcome	34.2	Implement creative process in art direction
Specific Outcome	34.3	Identify, evaluate and select production options
Specific Outcome	34.4	Describe the requirements of internet and Web design

35.	Title		**Explain and develop creative solutions for Graphic Design in editorial graphics**

Specific Outcome	35.1	Design editorials with long and short text headings, sub-headings and fonts
Specific Outcome	35.2	Co-ordinate the production of materials
Specific Outcome	35.3	Identify, evaluate and select production options
Specific Outcome	35.4	Describe printing process to enhance production

36.	Title		**Explain and develop creative solutions for Graphic Design in documents**

Specific Outcome	36.1	Design various types of documents
Specific Outcome	36.2	Co-ordinate the production of materials
Specific Outcome	36.3	Identify, evaluate and select production options
Specific Outcome	36.4	Describe printing and other processes to enhance production

37.	Title		**Demonstrate an understanding of the graphic design process**

Specific Outcome	37.1	Identify and explain the graphic design process
Specific Outcome	37.2	Implement the graphic design process
Specific Outcome	37.3	Define the essence and scope of graphic design
Specific Outcome	37.4	Explain the principles of graphic design
Specific Outcome	37.5	Explain the functions of role players in graphic design

38.	Title		**Explain and develop creative solutions for Graphic Design in television**
Specific Outcome	**38.1**	Design the graphic elements used in the production of television commercials
Specific Outcome	**38.2**	Identify, evaluate and select production options
Specific Outcome	**38.3**	Describe the process for production of films and videos
Specific Outcome	**38.4**	Organise and conduct a shoot

39.	Title		**Explain and develop creative solutions for Graphic Design in print advertising**
Specific Outcome	**39.1**	Design newspaper and magazine advertisements and direct mail pieces
Specific Outcome	**39.2**	Co-ordinate the production of materials
Specific Outcome	**39.3**	Identify, evaluate and select production options
Specific Outcome	**39.4**	Describe printing process to enhance production

40.	Title		**Explain and develop creative solutions for Graphic Design in information graphics**
Specific Outcome	**40.1**	Design flyers / leaflets, brochures and posters
Specific Outcome	**40.2**	Co-ordinate the production of materials
Specific Outcome	**40.3**	Identify, evaluate and select production options
Specific Outcome	**40.4**	Describe printing process to enhance production

41.	Title		**Explain and develop creative solutions for Graphic Design in corporate identity**
Specific Outcome	**41.1**	Design logos, symbols, corporate stationary and signage
Specific Outcome	**41.2**	Co-ordinate the production of materials
Specific Outcome	**41.3**	Identify, evaluate and select production options
Specific Outcome	**41.4**	Describe printing processes to enhance production

42.	Title		**Explain and develop creative solutions for Graphic Design in promotional and point-of-sale material**
Specific Outcome	**42.1**	Design promotional and point-of-sale materials
Specific Outcome	**42.2**	Co-ordinate the production of materials
Specific Outcome	**42.3**	Identify, evaluate and select production options
Specific Outcome	**42.4**	Describe printing processes to enhance production

43.	Title		**Explain and develop creative solutions for Graphic Design in campaigns**
Specific Outcome	**43.1**	Design campaign elements
Specific Outcome	**43.2**	Co-ordinate the production of materials
Specific Outcome	**43.3**	Identify, evaluate production options
Specific Outcome	**43.4**	Select production options to meet brief objectives

44. . Title **Explain and develop creative solutions for graphic design in packaging.**

Specific Outcome	44.1	Design packaging for various applications
Specific Outcome	44.2	Co-ordinate the production of materials
Specific Outcome	44.3	Identify, evaluate and select production options
Specific Outcome	44.4	Describe printing processes to enhance production

45. Title **Explain and develop creative solutions for Graphic Design in events**

Specific Outcome	45.1	Design event materials requiring different themes, formats and approaches
Specific Outcome	45.2	Co-ordinate the production of materials
Specific Outcome	45.3	Identify, evaluate and select production options
Specific Outcome	45.4	Describe printing process to enhance production

46. Title **Explain and develop creative solutions for Graphic Design in Web design**

Specific Outcome	46.1	Design web graphics
Specific Outcome	46.2	Co-ordinate the production of materials
Specific Outcome	46.3	Identify, evaluate and select production options
Specific Outcome	46.4	Describe printing process to enhance production

47. Title **Explain and develop creative solutions for Graphic Design in special applications**

Specific Outcome	47.1	Design CD, tape and book covers, restaurant graphics
Specific Outcome	47.2	Co-ordinate the production of materials
Specific Outcome	47.3	Identify, evaluate and select production options
Specific Outcome	47.4	Select production options to meet brief objectives

48. Title **Demonstrate an understanding of computer software used in web sites**

Specific Outcome	48.1	Describe computer software used for web site design
Specific Outcome	48.2	Describe and operate a computer operating system, applicable to web site design and development
Specific Outcome	48.3	Use computer software applicable to web sites and the Internet

49. Title **Develop a portfolio on CD Rom**

Specific Outcome	49.1	Prepare a portfolio on CD
Specific Outcome	49.2	Create a portfolio on CD

50.   . Title   **Demonstrate an understanding of the Internet and elements of a web site**

Specific Outcome	50.1	Identify and explain the Internet and elements involved in a web site
Specific Outcome	50.2	Explain the graphics for the web site
Specific Outcome	50.3	Explain and describe how web sites are built
Specific Outcome	50.4	Describe and explain the putting of web sites up on the Internet

51.   Title   **Develop a web site**

Specific Outcome	51.1	Plan the web site
Specific Outcome	51.2	Use HTML in developing the web site
Specific Outcome	51.3	Use appropriate multimedia tools to develop the web site
Specific Outcome	51.4	Present web site to client
Specific Outcome	51.5	Put up the web site on the Internet

52.   Title   **Create and mix sound to enhance the interactive multimedia experience**

Specific Outcome	52.1	Demonstrate an understanding of sound and sound mixing
Specific Outcome	52.2	Explain equipment and venue requirements for recording and mixing sound
Specific Outcome	52.3	Record, mix and apply sounds to multimedia projects
Specific Outcome	52.4	Explain recording, mixing and editing techniques

53.   Title   **Create motion graphics and video for multimedia**

Specific Outcome	53.1	Demonstrate an understanding of motion graphics and video
Specific Outcome	53.2	Develop and produce motion graphics and video for multimedia
Specific Outcome	53.3	Test the motion graphics and video
Specific Outcome	53.4	Present the motion graphics and video

54.   Title   **Demonstrate an understanding of CD Rom based multimedia**

Specific Outcome	54.1	Demonstrate an understanding of CD Rom based multimedia design and tools
Specific Outcome	**54.2**	Demonstrate an understanding on how to design CD Rom based multimedia

55.   Title   **Design interactive media**

Specific Outcome	55.1	Create and develop interactive media
Specific Outcome	55.2	use Director for interactive CD ROMs
Specific Outcome	55.3	Test the interactive medium
Specific Outcome	55.4	Present the interactive medium

56. . Title **Design and build computer games**

Specific Outcome 56.1 preparing to build computer games
Specific Outcome 56.2 Design and develop computer games
Specific Outcome 56.3 Test the computer game
Specific Outcome 56.4 Present the computer game

57. Title **Create animation and edit stills and films**

Specific Outcome 57.1 Demonstrate an understanding of animation processing
Specific Outcome 57.2 Demonstrate and understanding of the editing process
Specific Outcome 57.3 Creating animation
Specific Outcome 57.4 Editing stills and films

National Degree: Visual Communications at NQF level 6

	NQF Level 4	ID No	Credits	NQF Level 5	ID No	Credits	NQF Level 6	ID No	Credits	Total
Fundametal				Demonstrate an understanding of professional values and ethics	8648	4	Communicating at an advanced level and maintaining interpersonal relations	8046	20	
				Analyse an communicate workplace data	8662	5				
Total						9			20	29
Core	Work as a member of a creative team		4	Demonstrate an understanding of the history of art, design and advertising		3	Develop and implement the marketing and advertising creative process		18	
	Demonstrate an understanding of target markets	10019	4	Demonstrate an understanding of how an ad agency / design company works		8	Manage the advertising research process		5	
	Demonstrate an understanding of product positioning	10016	4	Demonstrate an understanding of ethical, social, cultural and legal issues in marketing communication	10033	3	Demonstrate an understanding of advanced conceptual processes		8	
	Deal with brand, product and service promotions	10018	4	Demonstrate an understanding of and define integrated marketing communication and its role		6				
	Attend briefings an produce work on deadline	10029	7	Source and apply creative ideas in visual communications		8				
	Demonstrate an understanding of and define integrated marketing communications and its role	10034	6	Demonstrate an understanding of graphic design principles		10				
	Demonstrate an understanding of creative principles of marketing	10035	4	Demonstrate an understanding of and apply typography principles and techniques		10				
	Operate an interdepartmental traffic system	10036	8	Demonstrate an understanding of the principles of art direction		10				
				Demonstrate an understanding of rendering techniques and apply them		10				
				Demonstrate an understanding of illustration techniques and apply them		10				
				Develop and present an integrated marketing communication campaign		10				
				Demonstrate an understanding of advertising production		8				
				Demonstrate an understanding of the composition and dynamics of a creative team		6				
				Lead a marketing communication campaign team		6				
				Demonstrate an understanding of the principles, tools and process of Desk Top Publishing		4				
				Change and improve images		12				
				Construct layouts to various formats		12				
				Prepare for DTP and print reproduction		4				
				Demonstrate an understanding of packaging design		8				
Total										220

| | NQF Level 4 | | NQF Level 5 | | NQF Level 6 | | Total |
	ID No	Credits	NQF Level 5	Credits	NQF Level 6	Credits	ID No	ID No	Credits
			Explain and apply the principles of conceptual thinking	10	Explain and develop creative solutions for art direction in television		12	
			Explain and utilise computer software applicable to art direction	15	Explain and develop creative solutions of art direction in print		12	
			Demonstrate an understanding of the art direction process	10	Explain and develop creative solution for art direction in promotional and point of sale material		11	
					Explain and develop creative solutions for art direction in special applications		12	
Electives Art Direction					Explain and develop creative solutions for art direction in campaigns		10	
					Explain and develop creative solutions for art direction in advocacy advertising		10	
					Explain and develop creative solution for art direction in corporate advertising		5	
					Explain and develop creative solutions for art direction in outdoor advertising		5	
					Explain and develop creative solutions for art direction in World Wide Web		10	

National Diploma: Visual communications at NQF Level 6

NQF Level 4	ID No	Credits	NQF Level 5	ID No	Credits	NQF Level 6	ID No	Credits	Total
			Explain and apply the principles of conceptual thinking			Demonstrate an understanding of the graphic design process		10	6
						Explain and develop creative solution for graphic design in television		5	8
			Explain and develop creative solutions for Graphic Design in editorial graphics			Explain and develop creative solutions for graphic design in print advertising		5	14
			Explain and develop creative solutions for Graphic Design in documents			Explain and develop creative solutions of graphic design in information graphics			10
						Explain and develop creative solutions of graphic design in corporate identity			10
						Explain and develop creative solutions for graphic design in promotional and point of sale material			8
						Explain and develop creative solutions for graphic design in campaigns			12
						Explain and develop creative solutions for graphic design in packaging			14
						Explain and develop creative solutions of graphic design in events			.
						Explain and develop creative solution for graphic design in web design			5
						Explain and develop creative solution for graphic design in web design			10
						Explain and develop creative solutions for graphic design in special applications			5

Electives
Grafic Design

National Degree: Visual Communications at NQF Level 6

	NQF Level 4	ID No	Credits	NQF Level 5	ID No	Credits	NQF Level 6	ID No	Credits	Total
				Demonstrate an understanding of computer software used in web sites		4	Develop a portfolio on CD Rom		10	
				Explain and apply the principles of conceptual thinking		10	Demonstrate an understanding of the internet and elements of a web site		8	
							Develop a web site		15	
							Create and mix sound to enhance the interactive multimedia experience		12	
Electives Multi - media							Create a motion graphics and video for multimedia		12	
							Demonstrate an understanding of CD Rom based multimedia		13	
							Design interactive media		10	
							Design and build computer games		13	
							Create animation and edit still and films		13	
Total						14			107	121

1. **TITLE:** **Work as a member of a creative team**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 4

4. **CREDITS:** 4

5. **FIELD:** Business, Commerce and Management Studies
   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to apply communication skills and techniques when communicating with stakeholders and team members. Learners are also able to give feedback to team members and work with team members towards achieving common goals. They are also able to identify, handle and resolve conflict within their working teams

The qualifying learners are capable of:

- Communicating with all relevant stakeholders to enhance teamwork
- Reporting on team progress to appropriate authority and team
- Displaying a willingness to work with others as a member of a creative team
- Handling and resolving conflict

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level **4** or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Communicate with all relevant stakeholders to enhance teamwork**

Assessment Criteria

1.1 Communication methods are identified and demonstrated in a clear and understandable manner according to company standards

1.2 Views of other team members are acknowledged through application of communication skills and techniques

1.3 Feedback is given on all communication received within required timeframe and format

1.4 Communication bamers are identified and dealt with as they arise in line with company standards

Specific Outcome 2: **Report on team progress to appropriate authority and team**

Assessment Criteria

2.1 Frequency of progress report is established from company policy and procedures
2.2 Progress report is constructed using facts and in required format
2.3 Progress report is fit for purpose in accordance with organisational requirements
2.4 Report is presented verbally or in writing and is clear and concise according to company standards
2.5 Progress report is presented within agreed time frames and format

Specific Outcome 3: **Display a willingness to work with others as a member of a creative team**

Assessment Criteria

3.1 A range of characteristics for team work are identified and described according to best practice
3.2 Behaviours are inline with established behaviours of a team member
3.3 Team members are consulted on all creative related issues within agreed timeframes
3.4 Decisions are based on team consensus and are within company parameters

Specific Outcome 4: **Handle and resolve confiict**

Assessment Criteria

4.1 Areas of possible conflict are identified through questioning and analysis techniques
4.2 Achievable options to resolve the conflict are developed and agreed in line with company policies and procedures
4.3 Options or combination of options that will resolve the conflict are jointly selected in line with company standards
4.4 The needs and expectations of all team members are taken into account by allowing questions and providing feedback
4.5 Conflict between team members is resolved using collaborative facilitation methods

11.   **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT**

- Communication methods include but are not limited to; oral, written, visual, sign, telephonic and electronic
- Teamwork tendencies include but are not limited to; leadership tendencies, collaborative tendencies, facilitative tendencies, questioning tendencies and expertise tendencies
- Forms of marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e-media and direct media
- Frequency **of** progress include but is not limited to; permanent (weekly, fortnightly, monthly, quarterly, annually), occasionally, on request, single reports, customised reports
- Communication barriers include but are not limited to; language, literacy level, personality differences, ambiguity, competency, timing, misunderstanding, jargon, bias and prejudice, lack of feedback, poor listening, emotions, experiences and lack of credibility

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

- An understanding of communication principles and techniques, methods **and barriers** to communication
- Knowledge of teamwork principles and techniques
- An understanding of methods and techniques for reporting using organisational requirements
- Knowledge of conflict resolution methods and technique

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information when constructing team progress reports
- Communicate effectively when presenting reports **so** that all stakeholders understand and when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team

- In order to contribute to the full personal development of each learner and the social and economic .development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts **so** that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and / or reports

1. **TITLE:**   **Demonstrate an understanding of the history of art, design and advertising.**

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:**   **5**

4. **TOTAL CREDIT VALUE:**   3

5. **FIELD:**   Business, Commerce and Management

    Sub-field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard are able to describe the history of advertising and the evolution of advertising within the industry. Learners are able to explain the changes and describe the outcomes of the changes on the industry

The qualifying learners are competent of:

- Demonstrating an understanding of the history of advertising
- Operating convention and communicative devices in the presentation of visual communication
- Explaining the history, development and functions of the advertising industry

9. **LEARNING ASSUMED TO BE IN PLACE:**

Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 3 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1:   **Demonstrate an understanding of the history of advertising**

Assessment Criteria:

1.1   Evolution of art and its influence on advertising is explained in terms of text book explanations

1.2   Various periods of art and advertising are explained using correct terminology

1.3   Evolution of design and its influence on advertising is explained using correct terminology

1.4   Creative approaches over time are identified and explained based on historical data and facts

Specific Outcome 2:   Operate convention and communicative devices in the presentation of visual communication

Assessment Criteria:

2.1   Communication devices are identified and uses explained in line with device specifications

2.2   Convention equipment is identified and uses explained in line with equipment specifications

2.3   Presentation techniques are demonstrated in required format and in line with company standards and procedures

Specific Outcome 3:   Explain the history, development and functions of the advertising industry

Assessment Criteria:

3.1   Historical methods of advertising are contrasted with current techniques and the historical development of advertising is reviewed and explained using correct terminology

3.2   The structure of the industry and its involvement with various industry bodies is explained and described in required format

3.3   The functions of the advertising industry are established and interpreted in line with own company and industry

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12.   RANGE STATEMENT:

- Communication devices include but are not limited to; computer technology, computer programmes, various industry devices
- History of advertising includes but is not limited to.; cultural, economic and other relevant phenomena

13. <u>NOTES</u>

- ### <u>EMBEDDED KNOWLEDGE:</u>

  - An understanding of advertising principles and techniques, methods and barriers

<u>CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:</u>

The ability to:

  - *o* Collect, evaluate, organise and critically evaluate information when understanding historical data
  - Communicate effectively when presenting reports to that all stakeholders understand when communicating with others to enhance teamwork
  - Work effectively with others as a member of a creative team to improve output
  - Identify and solve problems pertaining to working together as a member of a team
  - In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts **so** that all actions and decisions are acceptable to I stakeholders with broad cultural backgrounds
  - Use science and technology in the preparation and presentation of communications and / or reports

1. **TITLE: Demonstrate an understanding of an advertising agency / design company**

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:**   **5**

4. **TOTAL CREDIT VALUE:**   *8*

5. **FIELD:**   Business, Commerce and Management

   Sub-field: Marketing

6. *ISSUE DATE:*

7. *REVIEW DATE:*

8. **PURPOSE:**

   Learners credited with this unit standard will be able to describe with structure of an advertising agency/design company, learners are able to explain the workflow within these companies as well as explain the relationship between them and their suppliers

   The qualifying learners are capable of:

   - Identifying and explaining the structure of an advertising agency / design company
   - Demonstrating an understanding of the workflow within an advertising agency / design company
   - Explaining the relationship between advertising agency / design company and suppliers

9. **LEARNING ASSUMED TO BE IN PLACE:**

   Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 3 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

    Specific Outcome 1:   **Identity and explain the structure of an advertising agency / design company**

    Assessment Criteria:

    1.1   Structure of an advertising agency / design company is listed and explained in line with own organisation

    1.2   Roles and responsibilities are listed and explained for all'departmentand occupational categories

    1.3   Role of the creative director is explained in line.with organisations job description

    1.4   Role of the creative teams are listed and explained according to job descriptions

Specific Outcome 2:   **Demonstrate an understanding of the workflow within an advertising agency / design company**

Assessment Criteria:

2.1   Work flow procedure is listed, detailed and explained based on own organisation workflow

2.2   Authority structure, processes and procedures are described in line with company policies and procedures

2.3   Security procedures and protocol are described based on own organisations procedures

Specific Outcome 3:   **Explain the relationship between advertising agency / design company and suppliers**

Assessment Criteria:

3.1   Suppliers role is explained in line with industry practices

3.2   Importance of supplier and advertising agency / design company relations are explained in terms of best practice

3.3   Communication techniques between the supplier and the advertising agency / design company are demonstrated and explained in line with organisational practices

3.4   Confidentiality procedures are described in line with company policy and procedure

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard **or** assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Communication devices include but are not limited to; computer technology, computer programmes, verbal and written communications, telecommunications
- Confidentiality includes but is not limited to; documents, verbal and written communications, security of documentation

13. NOTES

- **EMBEDDED KNOWLEDGE:**

  - Knowledge of supplier categories and types

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports to that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and / or reports

1.   **TITLE:**   Demonstrate an understanding **of** and define integrated marketing communications and its role

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   5

4.   **CREDITS:**   6

5.   **FIELD:**   Business, Commerce and Management Studies

     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to describe integrated marketing communications processes and history. Learners are able to describe the objectives of integrated marketing communications and the tools used in integrated marketing

The qualifying learner is capable o f

- Defining integrated marketing communications
- Defining and explaining the objectives *of* integrated marketing communications
- Describing integrated marketing communications tools

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1:   Define integrated marketing communications.

Assessment Criteria

1.1   The definition is complete, concise and contains all the relevant information and correct terminology

1.2   Integrated marketing communication's evolution is explained in line with text book data

1.3   Integrated marketing communication's use is described in line with current company practices

1.4   Steps in using integrated marketing communication are listed and explained using correct industry related terminology

Specific Outcome **2**:   Define and explain the objectives *of* integrated
                                 marketing communications

Assessment Criteria

2.1   Marketing communications definition is complete, concise and contains all the relevant
        objectives in line with company practices

2.2   The objective's role in the process of communication is explained in line with company
        objectives

2.3   Methods of communicating integrated marketing communications objectives are
        explained using standard industry specific terminology

Specific Outcome 3:   Describe integrated marketing communications **tools**

Assessment Criteria

3.1   **A** list of integrated marketing communication's tools is drawn up and the contents
        explained in line with tool specification descriptions

3.2   How and when the tools are used, is described in line with standard operating company
        procedures

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may
  apply to an assessment agency, assessor or provider institution accredited by the relevant
  ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor
  with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or
  assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Forms of marketing communication include but are not limited to; advertising, direct
  marketing and relationship marketing, sponsorship, event marketing, sales promotion,
  public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media
  and direct media
- The role of marketing communications includes but is not limited to; promoting image,
  providing information, creating, increasing and stablising demand, differentiating product

features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff

13.   <u>NOTES:</u>

o   <u>EMBEDDED KNOWLEDGE:</u>

- An understanding of the principles of integrated marketing communication practice, tools and its role
- Knowledge of methods and techniques of communicating in a marketing environment
- An all rounded and generic understanding of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Communicate effectively when presenting the integrated marketing communications definition
- Understand the world as a set of related systems and how each part of the integrated marketing communication system fits into the whole process
- Identify and solve problems pertaining to integrated marketing communications and its role in marketing
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when describing integrated marketing communications so that they are appropriate and acceptable to a range of people with varying cultural backgrounds

1. **TITLE:** **Source and apply creative ideas in visual communications**

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:** **5**

4. **TOTAL CREDIT VALUE:** **8**

5. **FIELD:** Business, Commerce and Management

   Sub-field: ,Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to describe the creative elements and explain the nature, role and creative philosophies of advertising activities within advertising agencies. Learners are also able to describe and explain conceptual thinking and brain storming techniques for activities related to advertising and visual communications

The qualifying learner is competent of:

- Describing and explaining the nature and role of the various creative elements available
- Describing and explaining the creative philosophies of leading advertising agencies
- Describing and explaining conceptual thinking techniques
- Describing and explaining the principles of brainstorming techniques

9. **LEARNING ASSUMED TO BE IN PLACE:**

Learners accessing this qualification will have demonstrated competence in communication skills and working effectively within a team

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1: **Describe and explain the nature and role of the various creative elements available**

Assessment Criteria

1.1 The nature and role of the various creative elements are listed and explained in line with industry best practice

1.2 The characteristics of various creative elements are listed and explained using correct terminology

1.3 The strengths and limitations of each are listed and explained with examples from own industry

Specific Outcome 2: **Describe and explain the creative philosophies of leading advertising agencies**

Assessment Criteria:

2.1 The different philosophies are listed and interpreted in line with industry best practice
2.2 The description is clear, concise and in detail and in required format
2.3 The philosophies are compared and contrasted to how they can be used separately and/or in combination within own industry
2.4 Most viable philosophy is chosen, depending on target market and communication objectives '

Specific Outcome 3: **Describe and explain conceptual thinking techniques**

Assessment Criteria:

3.1 The different techniques are listed and explained in accordance with best practice
3.2 The different techniques are practically demonstrated in required format

Specific Outcome 4: **Describe and explain the principles of brainstorming techniques**

Assessment Criteria:

4.1 The different techniques are listed and explained in accordance with best practice
4.2 The different techniques are practically demonstrated in required format

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited **by** the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning'that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

Techniques include but are not limited to; company standards regarding processes, industry norms, experiences of others

13. **NOTES**

- **EMBEDDED KNOWLEDGE:**

- Knowledge of team work and its principles
- Knowledge of conceptual thinking techniques

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports to that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to I stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and / or reports

1. **TITLE:** **Demonstrate an understanding of graphic design principles**

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:** 5

4. **TOTAL CREDIT VALUE:** 10

5. **FIELD:** Business, Commerce and Management

   Sub-field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE;**

8. *PURPOSE:*

   Learners credited with this unit standard will be able to

   The qualifying learner is competent o f

   - Defining the essence and scope of graphic design
   - Explaining the principles of graphic design

9. **LEARNING ASSUMED TO BE IN PLACE:**

   Learners accessing this qualification will have demonstrated competence in communication skills, computer technology and presentation skills at NQF Level **4** or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

    Specific Outcome 1: **Define the essence and scope of graphic design**

    Assessment Criteria:

    1.1 Essence and scope of identity graphics *is* defined.

    1.2 Essence and scope of information design is defined.

    1.3 Essence and scope of packaging is defined.

    1.4 Essence and scope of print advertising is defined.

    1.5 Essence and scope of event marketing *is* defined.

    1.6 Essence and scope of web design is defined.

. **Specific Outcome 2:** **Explain the principles of graphic design**

Assessment Criteria:

2.1 The characteristics of the principles are listed and explained.

2.2 The strengths and limitations of each are listed and explained.

2.3 Practical application of techniques are demonstrated.

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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12. RANGE STATEMENT:

- Characteristics include:

Format / Layout:	size and shape, paper size, poster size, paper folds, balance between shapes
Line:	expressive use of line, line to create a mood, variety of lines, perspective
Colour:	physics of light, colour basics, pigment, saturation, hue and value
Contrast:	positive and negative elements, contrasts, shapes texture and colour, typography
Unity:	achieving unity, breaking the mould, different mediums, focal points
Texture:	use of texture in design, communicate a mood, creating appropriate textures
Design:	basics of making a creatively executed design, psychology of design:
Drawing:	technical drawing, still life, product drawing and or rendering (markers)

13. NOTES

EMBEDDED KNOWLEDGE

- An understanding of colour and its application
- Knowledge of methods and techniques for drawing

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data

- Communicate effectively when presenting reports **so** that all stakeholders understand
. when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts **so** that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and /or reports

1. TITLE: Demonstrate an understanding of and apply typography principles and techniques

2. UNIT STANDARD NUMBER:

3. NQF LEVEL: 5

4. TOTAL CREDIT VALUE: 10

5. FIELD: Business, Commerce and Management

Sub-field: Marketing

6. ISSUE DATE:

7. REVIEW DATE:

8. PURPOSE:

Learners credited with this unit standard will be able to describe the changes in typography and explain the classification and principles of typography and apply these skills and techniques

The qualifying learner is competent of:

- Explaining the history of typography
- Explaining the terminology and classification of typography
- Explaining the principles of typography as a design element
- Applying typography in design

9. LEARNING ASSUMED TO BE IN PLACE:

Learners accessing this qualification will have demonstrated competence in data collection and analysis skills at NQF Level 3 or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1: **Explain the history of typography**

Assessment Criteria

1.1 Evolution of typography is explained using correct terminology

1.2 Evolution of typography and its influence on advertising is explained using correct terminology

1.3 Creative approaches over time are identified and listed based on actual historical data

Specific Outcome 2:   **Explain the terminology and classification of typography**

Assessment Criteria:

2.1   Terms used for typography are listed and explained using correct terminology

2.2   Classification types are listed and explained in line with industry classification types

2.3   Typefaces are identified in line with technology

2.4   Type personalities and listed, described and explained in line with current technology

Specific Outcome 3:   **Explain the principles of typography as a design element**

Assessment Criteria:

3.1   Type is incorporated as **a** design element in required format

3.2   Type as a design element is explained using correct terminology

Specific Outcome **4:**   **Applying typography in design**

Assessment Criteria:

4.1   Typography is applied in a design and advertising presentation in required format

4.2   Type styles and elements used are explained using correct terminology

11.   <u>ACCREDITATION AND MODERATION</u>:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   <u>RANGE STATEMENT</u>:

- Typography in all print advertising

13. . NOTES

- **EMBEDDED KNOWLEDGE:**

- An understanding of type and its application
- Knowledge of methods and techniques for print

 CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports to that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to I stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and / or reports

1. **TITLE: Demonstrate an understanding of the principles of art direction**

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:** 5

4. **TOTAL CREDIT VALUE:** 10

5. **FIELD:** Business, Commerce and Management

   Sub-field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE;**

8. **PURPOSE:**

Learners credited with this unit standard will be able to describe the principles of art direction and are able to produce the creative work. Learners are also able to develop **scamps,** drawings, rendering and storyboards in line with objectives

The qualifying learner is competent of:

- Demonstrating an understanding of the principles of art direction
- Producing and presenting creative work
- Developing scamps, drawings, renderings and storyboards

9.. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification **will** have demonstrated competence in communication skills, computer technology and presentation skills at **NQF** Level **4** or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1: **Demonstrate an understanding of the principles of art direction**

Assessment Criteria:

1.1 Principles of art direction are explained using correct terminology

1.2 Crafting layout techniques are listed and described in required format

1.3 Scamps, drawings and renderings are developed and applied principles are identified and explained in required format

1.4 Media sizes and types are identified and described in line with company standards

. Specific Outcome **2:** **Produce and present creative work**

Assessment Criteria:

2.1 Logos and icons are used according to requirements and system/programme specifications

2.2 Creative work is mounted in required format

2.3 Creative work is presented in required format and time frame

2.4 Print and television production issues are considered and applied in required format

Specific Outcome **3:** **Develop scamps, drawings, renderings and storyboards**

Assessment Criteria:

3.1 Crafting layout techniques are used in accordance with brief

3.2 Scamps are developed according to instructions and time frames

3.3 Drawings are developed according to instructions and time frames

3.4 Renderings are developed according to instructions and time frames

3.5 Storyboard is developed according to requirements, format and within agreed time frames

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

Advertising material will include but is not limited to; print advertising, television advertising, and web pages

13.   <u>NOTES</u>

- <u>**EMBEDDED KNOWLEDGE**</u>

- An understanding of art direction and its application
- Knowledge of methods and techniques of advertising

<u>**CRITICAL CROSS FILED AND DEVELOPMENTAL OUTCOMES:**</u>

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports **so** that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts **so** that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and /or reports

1. **TITLE:** Demonstrate an understanding of rendering techniques and apply them

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 5

4. **CREDITS:** 15

5. FIELD: Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard are able to describe and apply rendering principles, methods and techniques to meet the objectives and requirements of the brief

The qualifying learners are capable of:

- Demonstrating an understanding of rendering principles, methods and techniques
- Demonstrating a competency in rendering
- Understanding the relevance and application of rendering to graphic design and advertising

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: Demonstrate an understanding **of** rendering principles, methods and techniques

Assessment Criteria

1.1 Rendering principles are explained in line industry standards

1.2 Rendering methods and techniques are explained according to operating procedures and practices

1.3 Various styles and mediums are explored in line with company objectives and within budget constraints

Specific Outcome **2:**   Demonstrate **a** competency in rendering

Assessment Criteria

2.1   Pack shot renderings are done in accordance with brief

2.2   People are rendered in line with company procedures

2.3   Objects with various textures and surfaces with various lighting scenarios are rendered in line with equipment specifications

2.4   Food is rendered in accordance with brief

2.5   Storyboards are rendered in accordance with brief

Specific Outcome **3:**   Understand the relevance and application **of** rendering to graphic design and advertising

Assessment Criteria

3.1   Rendering uses are identified and explained using correct terminology

3.2   Different styles are identified, discussed and applied in line with company procedures and processes

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT

- Original renderings include but are not limited to; from life and reference material in marker supported by various mediums

13. NOTES:

- EMBEDDED KNOWLEDGE:

  - An understanding of applications of rendering in graphic design and advertising

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports **so** that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development **of** society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts **so** that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and /or reports

1.   TITLE: Demonstrate an understanding **of** illustration techniques and apply **them**

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 5

4.   CREDITS: 15

5.   FIELD: Business, Commerce and Management Studies

      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

      Learners credited with this unit standard will be able to describe and apply the principles, methods and techniques for illustrations. Learners are able to apply these techniques **of** illustration in graphic design as well as advertising to meet objectives

      The qualifying learner is capable of:

      - Demonstrating an understanding of illustration principles
      - Demonstrating an understanding of illustration methods and techniques
      - Demonstrating a competency in illustration in various mediums
      - Understanding the relevance and application of illustration in graphic design and advertising

9.   LEARNING ASSUMED TO **BE** IN PLACE

      - Learners accessing this qualification will have demonstrated competence in communication skills, computer technology and presentation skills at NQF Level **4** or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

      Specific Outcome 1:   Demonstrate an understanding of illustration principles

      Assessment Criteria

      1.1   Illustration principles are explained in line with industry practices

      Specific Outcome 2:   Demonstrate an understanding of illustration methods **and** techniques

      Assessment Criteria

2.1   Illustration methods and techniques are explained using correct terminology

2.2   Various styles and mediums are explored within company parameters

Specific Outcome 2:   Demonstrate an ability to competently **work** in various mediums

Assessment Criteria

2.1   Illustrations are done using Watercolour in required format

2.2   Illustrations are done using Gouache in required format

2.3   Illustrations are done using Paper illustration in required format

2.4   Illustrations are done using collage and Montage in required format

2.5   Illustrations are done using Pencil crayon, Pastels and Chalk in required format

2.6   Illustrations are done using Scraperboard in required format

2.7   Illustrations are done using Oil or Acrylic paint in required format

2.8   Figure drawing are streamlined for Graphic Design in required format

2.9   Illustrations are done using Monoprint in required format

Specific Outcome 3:   Understand the relevance of illustration in graphic design and advertising

Assessment Criteria

3.1   Illustration uses are identified and explained in line with company standards

3.2   Different styles are identified, discussed and applied in required format

11.   <u>ACCREDITATION AND MODERATION:</u>

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant **ETQA**
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant **ETQA**
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- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12.   <u>RANGE STATEMENT:</u>

- Original illustrations include but are not limited to; various print mediums (e.g. advertisements, **books,** magazines, labels, logos, annual reports, flyers, cd's)

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - Knowledge of applications of illustration in graphic design and advertising

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports **so** that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts **so** that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and /or reports

1. TITLE: Develop and present an Integrated Marketing Communication **(IMC)** campaign.

2.   UNIT STANDARD NUMBER:

3.   NQF LEVEL: **6**

4.   TOTAL CREDIT VALUE: 10

5.   FIELD: Business, Commerce and Management

Sub-fieid: Marketing

6.   ISSUE DATE

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to

The qualifying learner is competent of:

● Demonstrating an understanding of a strategy
● Developing and presenting a strategy
● Describing preparation and presentation techniques

9.   LEARNING ASSUMED TO BE IN PLACE:

Learners accessing this qualification will have demonstrated competence in communicating verbally, presentation skills

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1:   Demonstrate an understanding **of** a strategy

Assessment Criteria:

1.1   Process of campaign development **is** explained in line with standard company practices

1.2   Creative development process is listed and explained in line with company development process procedures and practices

1.3   Components of a clients brief is explained using correct terminology

. Specific Outcome **2:**   Develop and present a strategy

Assessment Criteria:

2.1   Advertising strategy is developed in accordance with company criteria

2.2   Integrated Marketing Communications strategy is developed in accordance with company criteria

2.3   Strategy is presented in accordance with company criteria

Specific Outcome **3:**   Describe preparation and presentation techniques

Assessment Criteria:

3.1   Approaches are explored and explained for each strategy in accordance with past strategic approaches and company standards and procedures

3.2   Preparation techniques are listed and explained in accordance with company preparation procedures

3.3   Presentation is in line with company presentation standards

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered **as** an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation *of* assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Marketing strategies include but are not limited to; research, sales, market share, profit, communications strategy, media exposure, processing and target audience

13. NOTES

EMBEDDED KNOWLEDGE

- Knowledge of the industry
- An understanding *of* presentation techniques and skills
- Knowledge *of* the implementation of a strategy

CRITICAL CROSS FILED AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports **so** that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a marketing team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts **so** that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and /or reports

Government Gazette

PART 2 OF 5

AIDS HELPLINE: 0800-0123-22 Prevention is the cure

1. TITLE: Demonstrate an understanding of advertising production

2. UNIT STANDARD NUMBER:

3. NQF LEVEL: 5

4. TOTAL CREDIT VALUE: 8

5. FIELD: Business, Commerce and Management

Sub-field: Marketing

6. ISSUE DATE

7. REVIEW DATE:

8. PURPOSE:

Learners credited with this unit standard will be able to describe and explain the functionality of the production department of a company as well as explain the printing issues and processes. Learners are also able to describe how the print reproduction is set up and the production for radio, television and outdoor advertising processes

The qualifying learners are competent of:

- Demonstrating an understanding of the organisation and the functionality of the production department
- Demonstrating an understanding of printing issues and processes
- Demonstrating an understanding of setting up for print reproduction
- Demonstrating an understanding of production for radio and television
- Demonstrating an understanding of production for outdoor

9. LEARNING ASSUMED TO BE IN PLACE:

- Learners accessing this qualification will have demonstrated competence in communicating verbally .and in writing and computer technology at NQF Level **3** or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1: **Demonstrate an understanding of the organisation and the functionality of the production department**

Assessment Criteria:

1.1 The structure of the production department is explained in line with company
organogram

1.2 The functions of the production department are identified, listed and described inline
with the company job descriptions

Specific Outcome **2:**   **Demonstrate an understanding of the printing' processes**

Assessment Criteria:

2.1   Paper sizes, ink, binding methods and printing terminology is explained in line with current technology

2.2   Printing processes are described in line with company printing standards

2.3   Various methods used for printing are identified and described in line with industry norms and practices

2.4   Colour processes are explained in line with current technology

Specific Outcome **3:**   **Demonstrate an understanding of setting up for print reproduction**

Assessment Criteria:

3.1   Reproduction processes are described for print production using correct terminology

3.2   Cutting, foiling, folding and folding methods and techniques are described using correct terminology

3.3   Binding and stitching methods are explained in line with company procedures

3.4   Direct mail advertising *is* described in accordance with industry practices

Specific Outcome 4:   **Demonstrate an understanding of radio and television production**

Assessment Criteria:

4.1   Production processes are described in line with company parameters

4.2   Post production is explained according to company standards and production procedures

4.3   Material requirements are explained in line with desired outcome

Specific Outcome **5:**   **Demonstrate an understanding of production for outdoor**

Assessment Criteria:

5.1   Outdoor types are listed in required format

5.2   Outdoor sizes and described in line with company standards

5.3   Unique requirements of each outdoor type are listed and explained in line with industry standards

11.   ACCREDITATION AND MODERATION:

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Software will include but is not limited to; Adobe Photoshop, Quark X Press, Adobe Indesign, Freehand, Adobe Illustrator and Adobe Acrobat
- Direct mail advertising will include but is not limited to; envelope sizes, envelope manufacture, Post Office requirements, printing methods, letters, mailing lists, reply cards, posting and methods
- Electronic media will include but is not limited to; radio and television

13.   NOTES

- **EMBEDDED KNOWLEDGE**

  - An understanding of the production process in advertising agencies
  - Knowledge of the functions of a production department
  - An understanding of issues involved in print production

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to the production of print
- Work effectively with others in order to enhance the print production process
- Identify and solve problems regarding print production
- Use science and technology effectively during the production and monitoring of print
- Understand the world as a set of related systems, where lack of knowledge regarding print production will lead to downtime and lost production
- Understand the world of radio production
- Understand the world of television production on video and on film

1. TITLE: Demonstrate an understanding of the composition and dynamics of a creative team

2. UNIT STANDARD NUMBER:

3. **NQF** LEVEL: 5

4. TOTAL CREDIT VALUE: **6**

5. FIELD: Business, Commerce and Management

Sub-field: Marketing

6. **ISSUE** DATE

7. **REVIEW** DATE:

8. PURPOSE:

Learners credited with this unit standard will be able to describe a team and the communication processes within the team. Learners are able to describe best working team practices, apply these and handle conflict situations within the team

The qualifying learners are competent of:

- Communicating with all relevant stakeholders to enhance teamwork
- Displaying tendencies to work with others as a member of a creative team
- Handling and resolving areas of conflict

9. <u>LEARNING ASSUMED TO **BE** IN PLACE</u>:

Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at Level 3 on the **NQF** or equivalent

10. <u>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</u>

Specific Outcome **1:**   Communicate with all relevant stakeholders to enhance teamwork

Assessment Criteria:

1.1   Communication methods are identified and demonstrated in line with company communication processes and procedures

1.2   Communication is clear and concise and required format

1.3   Views of other team members is listened to and results recorded and actioned within required time frame

1.4   Feedback is given on all communication received within required time frame

1.5   ·   Communication barriers are identified and dealt with as they arise in line with company standards and practices

· **Specific Outcome 2:**   **Display tendencies** to **work with others as a member of a creative team**

Assessment Criteria:

2.1   A range of tendencies for team work are identified and described in line with company team dynamics and processes

2.2   Behaviours are inline with established behaviours of a team member

2.3   Team members are consulted on all marketing related issues within required time frame and format

2.4   Decisions are based on team consensus and are in line with business or project objectives

Specific Outcome 3:   **Handle and resolve areas of conflict**

Assessment Criteria:

3.1   Areas of possible conflict are identified within required time frame and actioned in line with company standards

3.2   Achievable options to resolve the conflict are generated in accordance with company policies and procedures

3.3   Options or combination of options that will resolve the conflict are jointly selected within required time frame and in line with company standards

3.4   The needs and expectations of all team members are taken into account and in line with business objectives

3.5   Conflict between team members is resolved using collaborative facilitation methods

11.   **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- Feedback includes but is not limited to; verbal and written
- Conflict includes but is not limited to; personal conflict issues, team conflict, manager and subordinates conflict

13. **NOTES**

EMBEDDED **KNOWLEDGE**

- Knowledge of organisational structures and team compilations
- Knowledge *of* the industry
- Knowledge of conflict resolution processes and practices

CRITICAL CROSS FILED **AND DEVELOPMENTAL OUTCOMES:**

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting **reports so** that all stakeholders understand when communicating **with** others to enhance teamwork
- Work effectively with **others** as *a* member **of** *a* marketing team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to **the ful** personal development of each learner and *the* social and economic development **of society** at large, it must be the intention underlying any programme **of** learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts **so** that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and /or reports

1.   TITLE: Lead a marketing communications campaign team

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 5

4.   CREDITS: 6

5.   **FIELD:**   Business, Commerce and Management Studies

        Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard are able to lead a team in a marketing communications campaign. Learners are able to set measurable objectives for the team members and monitor their achievements of the objectives, they are also able to implement steps to develop team members towards meeting and achieving the campaign requirements and objectives

The qualifying learner is capable of:

- Setting objectives for marketing communications campaign team
- Coaching marketing communications campaign team to be able to achieve objectives
- Monitoring performance of marketing communications campaign team against targets
- Providing feedback on performance
- Taking corrective action as needed

9.   LEARNING ASSUMED TO BE IN PLACE:

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level *5* or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1:   **Set objectives for marketing communications campaign team**

Assessment Criteria

1.1   Marketing communications campaign members set objectives within the organisational framework

1.2   Marketing communications campaign members set objectives, which are specific, measurable, and achievable within the organisational framework

1.3   All stakeholders are consulted within the process of setting objectives within the required time frame

Specific Outcome *2:*   Coach marketing communications team to be able to achieve objectives

Assessment Criteria

2.1   Coaching plans are developed and selected in consultation with relevant individuals

2.2   Coaching initiatives are planned and in the required format and within scheduled timeframe

2.3   Coaching is matched to the individual's goals, needs and objectives and in line with company training and development parameters and guidelines

2.4   Coaching is linked to the workplace skills plan

2.5   Coaching is implemented in an environment conducive to learning and performance improvement

Specific Outcome 3:   Monitor performance of marketing staff against targets

Assessment Criteria

3.1   Competence of individuals and teams is assessed against agreed standards and objectives and within agreed procedures and timeframes

3.2   Selected evaluation methods are relevant, fair and known to the individual or team being assessed

3.3   Monitoring of performance is done in a manner which is based on establish methods

3.4   Collected information is complete, accurate, current and agreed with the individual or team in the required format

3.5   Performance is recorded in the agreed format

3.6   Monitoring and assessment of individuals and teams is provided on an on-going basis within agreed timeframes

Specific Outcome **4:**   Provide feedback on performance

Assessment Criteria

4.1   Feedback provided to individuals and teams is factual, concise and relevant to agreed standards

4.2   Opportunities for improvement are identified and recorded in required format

4.3   Feedback is provided in a manner, time and place appropriate to all stakeholders

4.4   Opportunities are provided for individuals and teams to comment on the evaluation and procedures

4.5   Details of action to be taken as a result of the feedback are accurate and comply with requirements

4.6   Records of feedback are factual, current and are maintained in a secure environment and are available to authorised uses

Specific Outcome *5:*   **Take corrective action *as* needed**

Assessment Criteria

5.1   Standards and objectives are altered in accordance with the required timeframe and format

5.2   Remedial activities are implemented in accordance with plan

5.3   Corrective action is taken within the agreed format and timeframe

5.4   Individual involved in the implementation of corrective action are consulted with, and feedback sought on the effectiveness of the remedial activities

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant **ETQA**
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- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12.   RANGE STATEMENT

- Forms of marketing communications include but are not limited to; adverting, direct marketing and relationship marketing, sponsorship, event marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e-media and direct media
- Coaching includes but is not limited **to;** training, development, mentorship, skills training, knowledge, enhancement and attitude development
- Marketing objectives include but are not limited to; research, sales, market share, profit, communications strategy, media exposure, processing and target audience

13.   NOTES:

- ## EMBEDDED KNOWLEDGE:

  - An understanding of principles, methods and techniques for leading individuals and teams
  - Knowledge of performance evaluation methods and procedures

- An understanding of organisational policies and procedures pertaining to the assessment/review of performance
- Knowledge of coaching methods and techniques

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

- The ability to:

  - Collect, evaluate, organise and critically evaluate information to ensure information is accurate and evaluated in line with organisational strategy
  - Communicate effectively when reviewing and presenting individuals with a synopsis of their performance
  - Understand the world as a set of related systems where correct performance assessment, coaching and feedback lead to the overall growth and success of the individual or team
  - **Work** effectively with others when providing coaching on performance
  - Identify and solve problems related to poor performance of individuals or teams
  - In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance *of:* being culturally sensitive across a range of social contexts when analysing and coaching individuals and 'teams, **so** that these actions are appropriate and acceptable to people with varying cultural backgrounds
  - Contribute to the full personal development of each learner and the social economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of meeting performance standards

1. TITLE: **Demonstrate an understanding of the principles, tools and process of Desk Top Publishing**

2. UNIT STANDARD NUMBER:

3. NQF LEVEL: 5

4. TOTAL CREDIT VALUE: 4

5. **FIELD:** Business, Commerce and Management

Sub-field: Marketing

6. ISSUE DATE

7. REVIEW DATE:

8. PURPOSE:

Learners credited with this unit standard will be able to explain and apply desk top publishing using all available resources and system applications. Learners are able to test the product to ensure it meets with original objectives and present the final product to relevant stakeholders

The qualifying learners are capable of:

- Demonstrating an understanding of Desk Top Publishing
- Applying Desk Top Publishing processes
- Evaluating the completed work against objectives
- Presenting the results

9. LEARNING ASSUMED TO BE IN PLACE:

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at **NQF** Level **3** or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1: **Demonstrate an understanding of Desk Top Publishing**

Assessment Criteria:

1.1 The principles of DeskTop Publishing are explained using correct terminology

1.2 DeskTop Publishing tools are identified, listed and described in line with systemlprogramme specifications

1.3 The DeskTop Publishing process is explained in line with company programme procedures

1.4 Scanners are identified and their uses explained in line with equipment specifications

Specific Outcome **2:**   **Apply** DeskTop Publishing processes

Assessment Criteria:

2.1   Images are scanned following system/programme parameters

2.2   Images are changed and improved using appropriate software in line with system/programme specifications

2.3   Layouts are created using appropriate software in required format

2.4   Images are imported according to scamps in line with system requirements

2.5   Images are prepared for reproduction according to requirements

2.6   Images are copied onto optical disc in required format

Specific Outcome 3:   Test the completed **work** against objectives

Assessment Criteria

3.1   Completed work is submitted for product testing in line with company testing requirements

3.2   Test results are analysed and errors identified and rectified within required time frame and system specifications

3.3   Approval is obtain from required individuals in the required format

Specific Outcome **4:**   Present the results

Assessment Criteria

4.1   Tested, approved results are presented to stakeholders in required format and time frame

4.2   Feedback is noted and actioned where required within the required time frame

11.   <u>ACCREDITATION AND MODERATION</u>:

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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. ' **RANGE STATEMENT:**

- Software will include but is not limited to; Adobe Photoshop, Quark **X** Press, Adobe Indesign, Freehand, Adobe Illustrator and Adobe Acrobat

13. NOTES

EMBEDDED KNOWLEDGE

- An understanding of the Desk Top Publishing process
- Knowledge of Scanners, their uses and application
- An understanding of the use of computer peripherals
- Knowledge of Desk Top Publishing software
- Knowledge of Scanner software

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to the processing of images on a scanner
- Work effectively with others in the process of applying DTP tools
- Identify and solve problems pertaining to the use of DeskTop Publishing tools and scanners
- Use science and technology throughout the process of DeskTop Publishing

1. TITLE: Change and improve images

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:**   5

4. **TOTAL CREDIT VALUE:**   12

5. **FIELD:**   Business, Commerce and Management

   Sub-field: Marketing

6. **ISSUE DATE**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to

The qualifying learners are competent of:

- Demonstrating an understanding **of** software packages used to alter images
- Implementing changes to images

9. LEARNING ASSUMED TO BE IN PLACE:

Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level **3 or** equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome ▮ :   ' **Demonstrate an understanding of software packages used to alter images**

Assessment Criteria:

1.1   A mode and a cache are explained

1.2   Levels and adjustments are described

1.3   Colours and the implications are explained

1.4   Effects and how they work are explained

Specific Outcome **2:** Implement changes to images

Assessment Criteria:

2.1 An image / document is opened and the resolution is checked

2.2 The image's levels are adjusted

2.3 Layers are used

2.4 Text is applied to the image

2.5 The image / document is prepared for export

2.6 Images are saved onto optical disc for printing

11. ACCREDITATION AND MODERATION:

o An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant **ETQA**

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- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12. RANGE STATEMENT:

o Software will include but is not limited to; Adobe PhotoShop, Quark **X** Press, Adobe Indesign, Freehand, Adobe Illustrator and Adobe Acrobat

13. NOTES

EMBEDDED KNOWLEDGE

- An understanding of the Desk Top Publishing process
- Knowledge of Scanners, their uses and application ,
- An understanding of the use of computer peripherals
- Knowledge of Desk Top Publishing software
- Knowledge of Scanner software

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to the processing of images on a scanner
- Work effectively with others in the process of applying DTP tools
- Identify and solve problems pertaining to the use of Desk Top Publishing tools and scanners
- Use science and technology throughout the process of Desk Top Publishing
- Organise and manage oneself and one's activities responsibly and effectively **so** that changes are made with minimal disruption

I TITLE:　　　　Construct layouts to various formats

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:**　　　　　　　5

4. **TOTAL CREDIT VALUE:**　　　12

5. **FIELD:**　　　　　　　　Business, Commerce and Management

　　Sub-field:　　　　　　　Marketing

6. **ISSUE DATE**

7. *REVIEW DATE:*

8. **PURPOSE:**

Learners credited with this unit standard will be able to layout and design images using all available resources and system applications. Learners are able to present the final product to relevant stakeholders

The qualifying learner is competent of:

- Demonstrating an understanding of layout and design principles
- Using appropriate software to lay out and design images
- Presenting the end result

9. **LEARNING ASSUMED TO BE IN PLACE:**

o Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at **NQF Level** 3 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1:　　　　Demonstrate an understanding **of** layout and design principles

Assessment Criteria:

1.1　　The principles of layout and design are explained in line with company standards and procedures

1.2　　Layers are identified and described in line with industry best practice

1.3　　Software package is explained according to software specifications

Specific Outcome 2:   **Use appropriate software to lay out and design images**

Assessment Criteria:

2.1   **A** new document is opened and different page sizes are worked with within programme parameters

2.2   Logo's are designed and redrawn using appropriate software in line with the software application guidelines

2.3   Layouts are created using appropriate software

2.4   Images are imported according to scamps

2.5   Images are prepared for reproduction according to requirements

2.6   Images are copied onto optical disc in required format

Specific Outcome **3:**   **Present the computer games**

Assessment Criteria

3.1   Tested, approved design is presented to stakeholders in required format and time frame

3.2   Feedback is noted and actioned where required within the required time frame

11.   **ACCREDITATION AND MODERATION:**

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- **Any** institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- Software will include but is not limited to; Adobe PhotoShop, Quark **X** Press, Adobe Indesign, Freehand, Adobe Illustrator and Adobe Acrobat

13. NOTES

EMBEDDED KNOWLEDGE

- An understanding of the Desk Top Publishing process
- Knowledge of Scanners, their uses and application
- An understanding of the use of computer peripherals
- Knowledge of Desk Top Publishing software
- Knowledge of Scanner software

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining *to* the processing of images on a scanner
- Work effectively with others in the process of applying DTP tools
- Identify and solve problems pertaining to the use of DeskTop Publishing tools and scanners
- Use science and technology throughout **the** process of DeskTop Publishing

1. TITLE: **Prepare for DTP and print reproduction**

2. UNIT STANDARD NUMBER:

3. NQF LEVEL: 5

4. TOTAL CREDIT VALUE: 4

5. FIELD: Business, Commerce and Management

 Sub-field: Marketing

6. ISSUE DATE

7. REVIEW DATE:

0. PURPOSE:

Learners credited with this unit standard are able to

The qualifying learner is competent of

- Demonstrating an understanding *of* print reproduction
- Using appropriate peripherals to produce page / document

9. LEARNING ASSUMED TO BE IN PLACE:

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 3 or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1: Demonstrate an understanding of print reproduction

Assessment Criteria:

1.1 The principles of layout, design and page make-up are explained

1.2 Colour and resolution aspects are identified and described

1.3 Software package is explained

Specific Outcome 2: Use appropriate peripherals to produce page / document

Assessment Criteria:

2.1 Printer is selected and orientation, paper size and scale are checked

2.2 Images are made reproduction ready according to requirements

2.3 Layouts are created using appropriate software

2.4 Images are saved onto optical disc using correct disc and driver

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation *of* assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Software will include but is not limited to; Adobe PhotoShop, Quark **X** Press, Adobe Indesign, Freehand, Adobe Illustrator and Adobe Acrobat

13. *NOTES*

EMBEDDED KNOWLEDGE

- *o* An understanding of the print production processes
- Knowledge *of* printers, their uses and application
- An understanding *of* the use *of* computer peripherals
- Knowledge *of* paper sizes, colour separation and colour versus black-and-white images

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information pertaining to the preparation and printing of images / documents
- Identify and solve problems relating to printing of images and the use of computer peripherals
- Use science and technology throughout the process of preparing and printing images / documents
- Demonstrate the world as a set *of* related systems where the reproduction *of* quality documents / images has an impact on the **success** *of* the project

1. TITLE: Demonstrate an understanding of packaging design

2. UNIT STANDARD NUMBER:

3. LEVEL ON THE NQF: **6**

4. CREDITS: **10**

5. FIELD: Business, Commerce and Management Studies

Sub Field: Marketing

6. ISSUE DATE:

7. REVIEW DATE:

8. PURPOSE:

Learners credited with this unit standard will be able to develop, implement the creative processes for graphic design in packaging. Learners are also able to describe the process for graphic design in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of

- Design packaging for various applications
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing processes to enhance production

9. LEARNING ASSUMED TO BE IN PLACE:

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at NQF Level 5 or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1: **Design packaging *for* various applications**

Assessment Criteria

1.1 Packaging is designed according to the brief

1.2 Packaging meets all legal and regulatory requirements

1.3 Packaging is designed within the agreed time frames

1.4 Photographic principles are applied for packaging

Specific Outcome 2: **Co-ordinate the production of materials**

Assessment Criteria

2.1 Staff are briefed in accordance with established procedures within required time frame

2.2 Briefing is documented accurately, concisely and is legible and in required format

2.3 Supply material is coordinated to fit the requirements of the job and within required time frame

Specific Outcome 3:   **Identify, evaluate and select production options**

Assessment Criteria

3.1 Research on the production options is conducted and documented following company guidelines and procedures

3.2 Pre-production issues and requirements are identified and listed in line with objectives and in required format

3.3 Production options are identified and listed in required format and in accordance with brief objectives

3.4 Best production option is selected and reasons for selection are explained in relation to brief requirements and customer specifications

3.5 Production option selected meets requirements and **is** made within agreed time frame

3.6 Post production issues and requirements are identified in line with brief objectives

Specific Outcome **4:**   **Describe printing and other processes to enhance production**

Assessment Criteria

4.1 Print terminology is explained in accordance with established procedures

4.2 Printing processes are described and explained in line with company printing procedures

4.3 Printing process selected is correct and will enhance the printing process

4.4 Paper selected is correct and contributes to job requirements

4.5 Colour separations, process colour and Pantone systems are explained using correct terminology

4.6 Printing jobs are set up on the computer and meet the requirements of the **job**

11. <u>ACCREDITATION AND MODERATION:</u>

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant **ETQA**
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- All forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications include but are not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of methods and techniques for designing print, radio, television *(N)* and cinema marketing communications
  - Knowledge of methods and techniques for interpreting creative briefs
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related systems where ongoing production processes selected and used lead to the overall success of the marketing production
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of being culturally sensitive across **a** range of social contexts when producing the marketing communication, **so** that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.   **TITLE:**   **Explain and apply the principles of conceptual thinking**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   **6**

4.   **CREDITS:**   **10**

5.   **FIELD:**   Business, Commerce and Management Studies

       Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to describe the importance **of** conceptual thinking techniques in the development process and will be able to apply these techniques in their own activities.   Learners are also able to explain the relationship between metaphor, concept and message in terms of industry practices and norms

The qualifying learners are capable of:

- Demonstrating an understanding of conceptual thinking
- Applying and practicing conceptual and lateral thinking skills
- Identifying and applying research techniques to help lateral thinking
- Implementing conceptual thinking processes

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – Art Direction at **NQF** Level **5** or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome **1**:   **Demonstrate an understanding of conceptual thinking**

Assessment Criteria

1.1   A metaphor, concept and message principles are identified and explained in terms **of** current practice and textbook definitions

1.2   The relationship between a metaphor, concept and message is described in terms of their application within the marketing communication context

Specific Outcome 2: **Apply and practice conceptual and lateral thinking ils**

Assessment Criteria

2.1 Thoughts are analysed and organised to show lateral thinking techniques

2.2 Conceptual thinking processes and techniques are identified to create cop! required formal

2.3 Informal, logical and critical thinking skills are applied to copy in required f o r

2.4 Adverts, projects and campaigns are created by applying conceptual and late thinking techniques

Specific Outcome **3:** **Identify and apply research techniques to help later thinking**

Assessment Criteria

3.1 Research techniques for helping lateral thinking are identified and explaineo -ne with standard practices in the industry

3.2 Market and product research are conducted according to company stans and procedures

3.3 Target market expectations, need and problems are identified, described ant olained using company standards and in line with industry best practice

3.4 Cultural practices, traditions and beliefs are identified and implemented acing *to* company standards

3.5 Solutions for different target markets are identified and implemented withi mpany parameters

3.6 Differences between product and consumer benefits are explained usr correct terminology

Specific Outcome **4:** **Implement conceptual thinking processes**

Assessment Criteria

4.1 Solutions to problems / challenges set in graphic design brief are provide rough applying conceptual thinking skills and techniques in accordance with standar mpany practices and processes

4.2 The process of elimination **is** employed to reach faster, more effective utions following set company procedures

4.3   Apply conceptual thinking problem solving to practical, technical and aesthetical issues towards meeting the objectives of the brief

11.   <u>ACCREDITATION AND MODERATION:</u>

- An individual wishing to be assessed (including through **RPL)** against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   <u>RANGE STATEMENT</u>

- **.Forms of** marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stablising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   <u>NOTES:</u>

- **<u>EMBEDDED KNOWLEDGE:</u>**

  - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
  - Knowledge of methods and techniques for interpreting creative briefs
  - Knowledge of the industry, the product and the industry role players
    Range: this knowledge will apply to the particular economic sector in which the learner is learning. Moderation **of** this aspect will therefore need to **be** carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

<u>CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES</u>

The ability to:

- Collect, analyse, organise and critically evaluate information **so** that advertisement meets specifications
- Communicate effectively and present to clients
- Organise oneself and one's activities **so** that alternative creative .processes exist in the event of current process being rejected

- Work effectively with others when developing the creative process
- Identify and solve problems pertaining to writing marketing communications, and copy surrounding issues of graphic design briefs
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning **to** make an individual aware of the importance of being culturally sensitive across a range of social contexts when developing marketing communications **so** that these are appropriate an acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

1.   TITLE: Develop and implement the marketing and advertising creative process

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 6

4.   CREDITS: **18**

5.   FIELD: Business, Commerce and Management Studies

      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to describe the creative processes in marketing and advertising. Learners are also able to develop the communications concept, implement it and monitor it against objectives

The qualifying learners'are capable of:

- Describing marketing and advertising creative processes
- Developing the marketing communications concept
- Implementing creative process

9.   LEARNING ASSUMED TO BE IN PLACE:

- Learners accessing this qualification will have demonstrated competency against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1:   Describing marketing and advertising creative processes

Assessment Criteria

1.1   Marketing and advertising creative processes are described in line with industry best practice

1.2   Marketing and advertising creative processes are described in line with company creative process procedures

Specific Outcome 2:   **Develop the marketing communications concept**

Assessment Criteria

2.1   Creative brief is interpreted and objectives identified as per the brief

2.2   Creative concept is developed in required format and time frame

2.3   Message platform is evaluated and selected to meet requirements of brief

2.4   Art direction, design and copy are created using available resources and in line with company standards and practices

2.5   Pre-testing of creative concepts is initiated and completed in required format and time frame

2.6   The creative concept is crafted using available resources and within required format

Specific Outcome 3:   **Implement creative process**

Assessment Criteria

3.1   Creative concept is approved by authorised individuals in required format

3.2   Production is planned and scheduled in line with project plan and objectives

3.3   Supplier relationships are established in accordance with company standards and procedures

3.4   Production schedules are implemented in required time frame

3.5   Key phases of production are quality checked in accordance with project plan and objectives

3.6   Finalised creative work is inspected, approved and implemented in required format and time frame

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- *o*   All forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- •   Media includes but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- •   Primary purpose in marketing communications includes but is not limited to; promoting image; providing information; creating, increasing and stabilising demand; differentiating product features and benefits; providing competitive differentiation; lead generation; customer retention, motivating staff

13.   NOTES:

- •   EMBEDDED KNOWLEDGE:

  - •   An understanding of methods and techniques for designing print, radio, television (*TV*) and cinema marketing communications.
  - •   An understanding of methods and techniques for interpreting creative briefs.
  - *o*   Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- *o*   Collect, evaluate, organise and critically evaluate information **so** that advertisement meets specifications
- *o*   Communicate and effectively present final copy to clients
- *o*   Organise oneself and one's activities **so** that alternative creative processes exist in the event of current process being rejected
- •   Work effectively with others when developing the creative process
- •   Identify and solve problems pertaining to writing marketing communications, and copy
- •   In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive **across** a range of social contexts when developing marketing communications **so** that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

1.	**TITLE:**	Manage the advertising research process

2.	**UNIT STANDARD NUMBER:**	
3.	**LEVEL ON THE NQF:**	6
4.	**CREDITS:**	5
5.	**FIELD:**	Business, Commerce and Management Studies
	Sub Field:	Marketing
6.	**ISSUE DATE:**	
7.	**REVIEW DATE:**	
8.	**PURPOSE:**	

Learners credited with this unit standard will be able to determine the need for advertising research, assess the need and establish and set research objectives. Learners are also able to evaluate and research providers and services for the process as well as select a provider or service based on project objectives. They are also able to analyse, interpret, present and apply research findings in a manner that is understandable and objectives clear

The qualifying learners are capable of:

- Assessing the need for advertising research
- Establishing and setting research objectives
- Evaluating research providers and services
- Selecting and briefing providers and determining research methods
- Analysing, interpreting, presenting and applying research findings and results

9.   **LEARNING ASSUMED TO BE IN PLACE:**

- Learners, accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome **1:**   *Assess* the need **for** advertising research

Assessment Criteria

1.1   Proposed research objectives are assessed for compatibility against original brief

1.2   Provision is made for monitoring, evaluating and assessing data in according to project brief and time frame

1.3   Research assessment is conducted within agreed format and time frames

Specific Outcome **2:**   Establish and set advertising research objectives

Assessment Criteria

2.1   Objectives that achieve the required effects of the research are developed and integrated within the required format

2.2   Proposed objectives are assessed for their compatibility with research needs using set company assessment procedures

2.3   Provision is made for monitoring, evaluating and adjusting research objectives to meet overall strategy

2.4   Proposed objectives take into consideration factors, which may influence research responses in line with company practices

2.5   Objectives are established and set within agreed time frames and presented in the required format

2.6   Research objectives are communicated for approval in accordance with the advertising agency's requirements

Specific Outcome 3:   **Evaluate research providers and services**

Assessment Criteria

3.1   Evaluation methods are used to identify suitability and capacity of potential in line with objective requirements

3.2   Evaluation of information from potential providers is matched with provider assessments following the correct procedure

3.3   Internal and / or external providers and services are identified an short-listed in required format and following company short listing procedures

3.4   Criteria for providers are defined in line with objective requirements

Specific Outcome 4:   **Select and brief providers and determine research methods**

Assessment Criteria

4.1   Provider is selected based on requirements and in line with company selection criteria

4.2   Provider is notified of selection within agreed time frame

4.3   Provider is notified of services required with supporting information

4.4   Provider is briefed within agreed time frame

4.5   Research implications are identified and documented in required format

4.6   Concept, pre-testing, post testing and on-going tracking research methods are established and communicated within required format and time frame

Specific Outcome 5:   **Analyse,** interpret, present and apply research findings and results

Assessment Criteria

5.1 Findings and results are documented in the required format and within agreed time frames

5.2 Research findings are received and analysed in accordance with company standards and procedures

5.3 Research implications are identified, analysed and recommendations are discussed with approved individuals/stakeholders within the required timeframe

5.4 Findings and recommendations are implemented into accepted strategy plan according to the original objectives

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant **ETQA**
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. **RANGE** STATEMENT:

- Forms of marketing communications include but are not limited to; adverting, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media includes but is not limited to; all electronic, print, outdoor, digital media, e-media and direct media
- Primary purpose in marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stabilising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff
- Advertising research includes but is not limited to: internal evaluation, concept testing, pre-testing, post testing, on-going tracking

13.　**NOTES:**

- **EMBEDDED KNOWLEDGE:**

- Knowledge of methods and techniques for conducting advertising research
- An understanding of the methods, technology and analytical skills required for analysis and interpretation
- An understanding of methods and techniques for setting objectives
- An understanding of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that the analysis and interpretation is accurate and in line with objectives
- Communicate effectively when presenting findings and results of the research, **so** that stakeholders correctly interpret information
- Organise oneself and one's activities **so** that alternative objectives exist in the event of current objectives being rejected or failing
- Work effectively with others when managing the advertising research process
- Identify and solve problems related to the research process **so** that requirements are pre achieved
- In order to contribute to the full personal development **of** each learner and the social and economic development of society at large, it must be the intention underlying any programme **of** learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when researching **so** that the results are acceptable to all stakeholders

1.   TITLE: Demonstrate an understanding *of* advanced conceptual processes

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 5

4.   CREDITS: *8*

5.   FIELD: Business, Commerce and Management Studies

      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to describe the importance of conceptual thinking techniques in the development process and will be able to apply these techniques in their own activities.   Learners are also able to explain the relationship between metaphor, concept and message in terms of industry practices and norms

The qualifying learners are capable of:

- Identifying and explaining the relation between metaphor, concept and message
- Applying and practicing conceptual and lateral thinking skills
- implementing conceptual thinking processes
- Describing and explaining concepts

9.   LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1:   Identify and explain the relation **between** metaphor, concept **and** message.

Assessment Criteria

1.1   **A** metaphor, concept and message principles are identified and explained in terms *of*

       current practice and textbook definitions

1.2   The relationship between a metaphor, concept and message is described in terms *of*

       their application within the marketing communication context

Specific Outcome **2:**   Apply and practice conceptual and lateral thinking skills

Assessment Criteria

2.1   Thoughts are analysed and organised to show lateral thinking techniques

2.2   Conceptual thinking processes and techniques are identified to create copy in required formal

2.3   Informal, logical and critical thinking skills are applied *to* copy in required format

2.4   Adverts, projects and campaigns are created by applying conceptual and lateral thinking techniques

Specific Outcome **3:**   Implement conceptual thinking processes

Assessment Criteria

3.1   Solutions to problems / challenges set in graphic design brief are provided through applying conceptual thinking skills and techniques in accordance with standard company practices and processes

3.2   The process of elimination is employed to reach faster, more effective solutions following set company procedures

3.3   Apply conceptual thinking problem solving to practical, technical and aesthetical issues towards meeting the objectives of the brief

Specific Outcome **4:**   Describe and explain concepts

Assessment Criteria

4.1   The methods and techniques for developing concepts are described and explained in line with company practices and procedures

4.2   The methods and techniques for testing concepts are described and explained in line with company practices and procedures

4.3   The methods and techniques for crafting concepts are described and explained in line with company practices and procedures

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA

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- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- **Forms** of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stablising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   NOTES:

EMBEDDED KNOWLEDGE:

- An understanding of the principles, methods and techniques of advanced conceptual processes
- Knowledge of the methods and techniques for developing concepts
- Knowledge of the methods and techniques for testing concepts
- Knowledge of the methods and techniques for crafting concepts

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems pertaining to the development, testing and crafting of concepts
- Collect, analyse, organise and critically evaluate information directly related to developing, testing and crafting concepts
- Demonstrate the world as a set of related systems by recognising that the conceptual process does not exist in isolation
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts when developing, testing and crafting concepts

1.　　TITLE:　　　　Explain and utilize computer software **applicable** to art direction

2.　UNIT STANDARD NUMBER:

3.　LEVEL ON THE NQF:　　　　**5**

4.　CREDITS:　　　　15

5.　FIELD:　　　　Business, Commerce and Management Studies

　　Sub Field:　　　　Marketing

6.　ISSUE DATE:

7.　REVIEW DATE:

8.　PURPOSE:

Learners credited with this unit standard will be able to list and describe the available software packages used for art direction as well being able to use the packages in art direction. Learners are also able to describe data storage systems as well as demonstrate **how** to **use** these systems by managing their computer files to ensure safe keeping and recording of work

The qualifying learners are capable of:

- Describing computer software used for art direction
- Using computer software applicable in art direction
- Demonstrating an understanding of computer data storage systems
- Managing computer files

9.　LEARNING ASSUMED **TO** BE IN PLACE

　　o　Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – Art Direction at NQF Level 5 or equivalent

10.　SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1:　　　　Describe computer software used for art direction

Assessment Criteria

1.1　The purpose of system software and application software is identified and described in terms of their relationship

1.2　Copyright of computer software programmes is explained in line with relevant legislation

1.3　The purpose of common applications are identified in terms of the material produced

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Specific Outcome 2:   Using computer software applications **in** art direction

Assessment Criteria

2.1   A menu driven programme is opened, installed, run and closed in line with system requirements

2.2   Configure software to set parameters

2.3   Configure workstation in order to customise software programmes to link to available peripherals in line with company system operating parameters

Specific Outcome 3:   Demonstrate an understanding **of** computer data storage systems

Assessment Criteria

3.1   The purpose of memory and disk storage is identified and explained in line with system/programme requirements

3.2   Storage functionality and type of stage technology is identified and explained in line with system/programme requirements

Specific Outcome 4:   Manage computer **files**

Assessment Criteria

4.1   Directories and sub-directories are created, located and contents displayed to enable file management in line with systeml/programme parameters

4.2   Files are located, copied, renamed, displayed, moved to a different directory and deleted in line with system/programme parameters

4.3   Files are backed up to different storage facility or disk drive to facilitate file management in accordance with company back up procedures and time frames

4.4   Storage disks are handled, maintained and stored according to company requirements

11.   **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- Components of a personal computer will include but is not limited to; central processing unit (CPU), keyboard, mouse, monitor / visual display unit, 3,5" stiffy drive, CD Rom, tape-streamer, hard drive, scanner, printer, plotter, network server, file server, tablet, maths co-processor, speakers
- Storage disks will include but are not limited to; 35" Floppy, CD Rom and tape streamer
- Software will include but is not limited to; Freehand, Adobe Photoshop, Quark **X** Press, Adobe Indesign, Adobe Illustrator, Flash and Adobe Acrobat

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of personal computer hardware, software and peripherals
  - Knowledge of basic computer handling and maintenance techniques
  - Knowledge of computer data storage methods and techniques

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Organise oneself and one's activities to ensure computer hardware and software are available for use to assist with art direction
- Understand the world as a set of related systems in that one error in a computer can lead to further data and operational problems when performing art direction
- Collect, evaluate, organise and critically evaluate information, which will enable the effective understanding and use of computers to enhance art direction
- Identify and solve problems pertaining to the operational issues when working with computers and art direction
- Use science and technology as part of the learning process to ensure art direction is of the highest world class standard
- Contribute to the full personal development of each learner and the social and economic, development of society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of: reflecting on and exploring a variety of strategies to learn more effectively

1. **TITLE:** **Demonstrate an understanding of the art direction process**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 6

4. **CREDITS:** 10

5. **FIELD:** Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

   Learners credited with this unit standard are able to describe the art direction principles, methods and processes in their current environment. Learners are also able to develop and implement scientific research methodologies in art direction, they are also able to describe and explain the function and roles of the player in art direction

   The qualifying learners are capable of:

   - o Demonstrating an understanding of art direction principles and methods
   - • Integrating and developing scientific research methodology principles
   - o Demonstrating an understanding of the functions of the role players in art direction

9. **LEARNING ASSUMED TO BE IN PLACE**

   - • Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – Art Direction at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

    Specific Outcome **1:** **Demonstrate an understanding of art direction principles and methods**

    Assessment Criteria

    1.1 History as discourse and construction is explained

    1.2 South African iconography is explained

    1.3 Ideology and cultural sensibility issues are identified and described

    1.4 Philosophical issues of all narrative, fiction, construction and aesthetics are explained

    1.5 Principles of art direction are described

    1.6 The art direction process is described

1.7 Good, bad, short term and long term ideas / concepts are identified

Specific Outcome **2:** Integrate and develop scientific research methodology principles

Assessment Criteria

2.1 The research process is described.

2.2 Information sources for research are identified and described.

2.3 Relevant industry based competencies are integrated with scientific research methodology.

2.4 Information is dealt with in a critical manner to extract key issues.

2.5 Biases, assumptions and perspectives are exposed.

2.6 A macro vision is developed through on-going research.

2.7 Global and local issues are explained.

2.8 Conceptual, aesthetic and technical solutions are substantiated through scientific research.

Specific Outcome 3: Demonstrate an understanding of the functions of the role players **in** art direction.

Assessment Criteria

3.1 The role of creative service companies is explained.

3.2 The role of production houses and production services is explained.

3.3 The role of advertising agencies is explained.

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation **of** assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Global and local issues will include but are not limited to; ecological imperatives, cultural diversity and aesthetic dynamics
- Creative services will include but are not limited to; design studios, photographic studios and illustrators

- Production houses and production services will include but are not limited to; print, animation, television, video and special effects production houses and bureaus, printers and web programmers
- Advertising agencies will include but are not limited to; full service, limited service, specialist and in-house advertising agencies and design companies

13. NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of scientific research methodology
  - An understanding of ideology and cultural sensibility issues
  - Knowledge of how macro visions are developed
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to **be** carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems pertaining to scientific research methodology
- **Work** effectively with others in order to obtain the best world class results for research'
- Collect, analyse, organise and critically evaluate information as part of the scientific research methodology
- Communicate effectively with all stakeholders
- Use science and technology effectively and critically to enhance the research results
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range *of* social contexts while conducting research

1. **TITLE:** Explain and develop creative solutions for art direction in television

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** **6**

4. **CREDITS:** 15

5. **FIELD:** Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

   Learners credited with this unit standard will be able to develop, implement the creative processes for television and art direction within television. Learners are also able to describe the process for making of films and videos. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief and organise and conduct a shoot to meet the client's needs

   The qualifying learners are capable of:
   - Developing the creative solutions for television
   - Implementing creative process in art direction
   - Describing the process for film and video production
   - Identifying, evaluating and selecting production options
   - Organising and conducting a shoot

9. **LEARNING ASSUMED TO BE IN PLACE**

   - Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – Art Direction at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

    Specific Outcome 1: Develop the creative solutions for television

    Assessment Criteria

    1.1 Creative brief is interpreted following set company processes

    1.2 Creative concept is developed in required format

    1.3 Message platform is evaluated and selected in line with brief requirements

1.4   **Art** direction, design and copy are created in required format and in line with company procedures

1.5   Pre-testing of creative concepts is initiated and completed within required timeframe and format

1.6   The creative concept **is** crafted in required format and within required time frame

Specific Outcome 2:   **Implement creative process in art direction**

Assessment Criteria

2.1   Creative concept is approved following company approval procedures

2.2   Production is planned and scheduled in line with brief project objectives

2.3   Supplier relationships are established according to company procedures

2.4   Production schedules are implemented in required time frame

2.5   Key phases of production are quality checked at required intervals and using set checklist

2.6   Finalised creative work is inspected and approved by appropriate stakeholders within the required time frame

Specific Outcome **3:**   **Describe the process for film and video production**

Assessment Criteria

3.1   Television production terminology is explained according to industry norm terminology

3.2   Cinema production terminology is explained according to industry norms

3.3   Film and video production processes are identified and explained in line with company practices and processes

Specific Outcome 4:   **identify, evaluate and select production options**

Assessment Criteria

4.1   Research on the production options is conducted and documented in required format

4.2   Pre-production issues and requirements are identified and listed in required format

4.3   Production options are identified based on brief requirements

4.4   Best production option **is** selected and reasons for selection are explained in line with brief objectives

4.5   Production option selected meets requirements and is made within agreed time frame

4.6   Post production issues and requirements are identified and listed in required format

Specific Outcome 5:   Organise and conduct **a shoot**

Assessment Criteria

5.1   Resource requirements for the shoot are identified and sourced within required time frame

5.2   Shoot is organised in accordance with established procedures

5.3   Shoot project teams are briefed and meet shoot plan and role requirements

5.4   Shoot activities / plans are implemented in accordance with plan and creative solutions for graphic design are developed in line with plan objectives

5.5   Pre and postproduction activities and processes are carried out in accordance with company policies and procedures

5.6   Marketing communications production material is submitted for approval within agreed time frames

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant **ETQA**
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant **ETQA**
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12.   RANGE STATEMENT:

- All forms of marketing communications include but is not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications include but is not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

    - Knowledge of methods and techniques for designing print, radio, television (*TV*) and cinema marketing communications
    - An understanding of methods and techniques for interpreting creative briefs
    - Knowledge of the industry, the product and the industry role players
      Range: This knowledge will apply *to* the particular economic sector in which **the** learner is learning. Moderation of this aspect will therefore need to be carried out **by** the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so'** that advertisement meets specifications
- Communicate effectively present final copy to clients
- Organise oneself and one's activities **so** that alternative creative processes exist in the event **of** current process being rejected
- Work effectively with others when developing the creative process
- Identify and solve problems pertaining to writing marketing communications, and copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of: being culturally
- sensitive across a range of social contexts when developing marketing communications **so** that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

1.   **TITLE:** Explain and develop creative solutions for art direction in print

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   6

4.   **CREDITS:**   15

5.   **FIELD:**   Business, Commerce and Management Studies

      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to develop, implement the creative processes for television and art direction within print advertising. Learners are also able to describe the printing processes that enhance production. They are also able *to* co-ordinate the production of marketing communications materials to meet the requirements of the brief and meet the client's needs

The qualifying learners are capable of:

- Developing the creative solutions for print advertising
- Implementing creative process in art direction
- Describing printing processes to enhance production
- Coordinating the production of marketing communications materials
- Identifying, evaluating and selecting production options

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – Art Direction at NQF Level *5* or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   Develop the creative solutions **for** print advertising

Assessment Criteria

1.1   Creative brief is interpreted following set company procedures

1.2   Creative concept is developed in required format

1.3   Message platform is evaluated and selected to meet objectives of the brief

1.4   Art direction, design and copy are created in required format

1.5   Pre-testing of creative concepts is initiated and completed within required time frame and in required format

1.6   The creative concept is crafted in accordance with company standards

Specific Outcome 2:   Implement creative process in art direction

Assessment Criteria

2.1   Creative concept is approved within the required time frame

2.2   Production is planned and scheduled according to brief objectives

2.3   Supplier relationships are established according to company standards

2.4   Production schedules are implemented within required time frames

2.5   Key phases of production are quality checked within required time frames

2.6   Finalised creative work is inspected and approved by appropriate stakeholders within the required time frame

Specific Outcome 3:   **Describe printing process to enhance production**

Assessment Criteria

3.1   Print terminology is explained in accordance with established procedures

3.2   Printing processes are described and explained using correct terminology

3.3   Printing process selected is correct and will enhance the printing process

3.4   Paper selected is correct and contributes to job requirements

3.5   Colour separations, process colour and Pantone systems are explained according to set standards and using correct terminology

3.6   Printing jobs are set up on the computer and meet the requirements of the job

Specific Outcome **4:**   Co-ordinate the production **of** marketing communications material

Assessment Criteria

4.1   Staff are briefed in accordance with established procedures

4.2   Briefing is documented accurately, concisely and is legible and in the required format

4.3   Supply material is coordinated to fit the requirements of the job within the required time frame

Specific Outcome *5:*   Identify, evaluate and select production options

Assessment Criteria

5.1 Research on the production of options is conducted and documented in required format

5.2 Pre-production issues and requirements are identified based on brief objectives

5.3 Production options are identified in line with company standards

5.4 Best production option is selected and reasons for selection are explained and are in line with brief requirements

5.5 . Production option selected meets requirements and is made within agreed time frame

5.6 Post production issues and requirements are identified and noted in required format

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT

- Forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13. NOTES:

- ## EMBEDDED KNOWLEDGE:

  - Knowledge of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
  - An understanding of methods and techniques for interpreting creative briefs
  - Knowledge *of* the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that advertisement meets specifications
- Communicate effectively present final copy to clients
- Organise oneself and one's activities so that alternative creative processes exist in the event of current process being rejected
- Work effectively with others when developing the creative process
- Identify and solve problems pertaining to writing marketing communications, and copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when developing marketing communications **so** that these are appropriate and acceptable to a range **of** consumers with varying incomes, buying needs and cultural backgrounds

1. **TITLE: Explain and develop creative solutions for art direction in promotional and point-of-sale material**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** **6**

4. **CREDITS:** 15

5. **FIELD:** Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

   Learners credited with this unit standard will be able to develop, implement the creative processes for art direction in promotional and point of sale material advertising. Learners are also able to describe the process for art direction in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

   The qualifying learners are capable *of:*

   - Developing the creative solutions for promotional and point-of-sale material
   - Implementing creative process in art direction
   o Describing printing processes to enhance production
   - Coordinating the production of marketing communications materials
   - Identifying, evaluating and selecting production options

9. **LEARNING ASSUMED TO BE IN PLACE**

   - Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – Art Direction at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

    Specific Outcome 1: **Develop the creative solutions for point of sale material**

    Assessment Criteria

    1.1 Creative brief is interpreted following set company guidelines and processes

    1.2 Creative concept is developed in required format

    1.3 Message platform is evaluated and selected in line brief objectives

    1.4 Art direction, design and copy are created in required format and time frame

1.5   Pre-testing of creative concepts is initiated and completed within required time frame

1.6   The creative concept is crafted in required format and within required time frame

Specific Outcome 2:   Implement creative process in art direction

Assessment Criteria

2.1   Creative concept is approved by appropriate stakeholders within required time frame

2.2   Production is planned and scheduled in accordance with brief objectives

2.3   Supplier relationships are established in accordance with company protocol

2.4   Production schedules are implemented in required time frame

2.5   Key phases of production are quality checked in required time frames and according to brief or project objectives

2.6   Finalised creative work is inspected and approved by appropriate stakeholders and in required format

Specific Outcome 3:   Describe printing and other processes to enhance production

Assessment Criteria

3.1   Print terminology is explained in accordance with established procedures

3.2   Printing processes are described and explained in line with company printing procedures

3.3   Printing process selected is correct and **will** enhance the printing process

3.4   Paper selected is correct and contributes to job requirements

3.5   Colour separations, process colour and Pantone systems are explained using correct terminology

3.6   Printing jobs are set up on the computer and meet the requirements of the job

Specific Outcome 4:   Co-ordinate the production **of** marketing communications materials

Assessment Criteria

4.1   Staff are briefed in accordance with established procedures within required time frame

4.2   Briefing is documented accurately, concisely and is legible and in required format

4.3   Supply material is coordinated to fit the requirements of the job and within required time frame

Specific Outcome **5:**   **Identify, evaluate and select production options**

Assessment Criteria

5.1   Research on the production options is conducted and documented following company guidelines and procedures

5.2   Pre-production issues and requirements are identified and listed in line with objectives and in required format

5.3   Production options are identified and listed in required format and in accordance with brief objectives

5.4   Best production option is selected and reasons for selection are explained in relation to brief requirements and customer specifications

5.5   Production option selected meets requirements and is made within agreed time frame

5.6   Post production issues and requirements are identified in line with brief objectives

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- All forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications include but are not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
  - Knowledge of methods and techniques for interpreting creative briefs

- Knowledge of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that advertisement meets specifications
- Communicate effectively present final copy to clients
- Organise oneself and one's activities so that alternative creative processes exist in the event of current process being rejected
- Work effectively with others when developing the creative process
- Identify and solve problems pertaining to writing marketing communications, and copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when developing marketing communications **so** that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

1. **TITLE:** Explain and develop creative solutions for art direction in special applications

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 6

4. **CREDITS:** **12**

5. **FIELD:** Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

   Learners credited with this unit standard will be able to develop, implement the creative processes for art direction for special applications. Learners are also able to describe the process for art direction in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

   The qualifying learners are capable of:
   - Developing the creative solutions for special applications
   - Implementing creative process in art direction
   - Identifying, evaluating and selecting production options

9. **LEARNING ASSUMED TO BE IN PLACE**

   - Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – **Art** Direction at NQF Level **5** or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

    Specific Outcome 1: Develop the creative solutions for special applications

    Assessment Criteria

    1.1 Creative brief is interpreted following set company processes

    1.2 Creative concept is developed in required format

    1.3 Message platform is evaluated and selected in line with brief requirements

    1.4 Art direction, design and copy are created in required format and in line with company procedures

    1.5 Pre-testing of creative concepts is initiated and completed within required timeframe and format

    1.6 The creative concept is crafted in required format and within required time frame

Specific Outcome 2:   **Implement creative process in art direction**

Assessment Criteria

2.1   Creative concept is approved following company approval procedures

2.2   Production is planned and scheduled in line with brief project objectives

2.3   Supplier relationships are established according to company procedures

2.4   Production schedules are implemented in required time frame

2.5   Key phases of production are quality checked at required intervals and using set checklist

2.6   Finalised creative work is inspected and approved by appropriate stakeholders within the required time frame

Specific Outcome **3:**   **Identify, evaluate and select production options**

Assessment Criteria

3.1   Research on the production options is conducted and documented in required format

3.2   Pre-production issues and requirements are identified and listed in required format

3.3   Production options are identified based on brief requirements

3.4   Best production option is selected and reasons for selection are explained in line with brief objectives

3.5   Production option selected meets requirements and is made within agreed time frame

3.6   Post production issues and requirements are identified and listed in required format

11. **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant **ETQA**
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12. **RANGE STATEMENT:**

- All forms of marketing communications include but is not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media

- Primary purpose in marketing communications include but is not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating
  . product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13. **NOTES:**

- ### **EMBEDDED KNOWLEDGE:**

  - Knowledge of methods and techniques for designing art direction for special applications
  - An understanding of methods and techniques for interpreting creative briefs
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that advertisement meets specifications
- Communicate effectively present final copy to clients
- Organise oneself and one's activities **so** that alternative creative processes exist in the event of current process being rejected
- Work effectively with others when developing the creative process
- Identify and solve problems pertaining to writing marketing communications, and copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when developing marketing communications **so** that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

1. **TITLE:** Explain and develop creative solutions for art direction in campaigns

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:**   **6**

4. **CREDITS:**   10

5. **FIELD:**   Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to develop, implement the creative processes for art direction in campaigns advertising. Learners are also able to describe the process for art direction in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of:

- Developing the creative solutions for campaigns
- Implementing creative process in art direction
- Describing printing processes to enhance production
- Describing electronic processes to enhance production
- Co-ordinate the production of campaign material
- Identifying, evaluating and selecting production options for campaign materials

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – Art Direction at **NQF** Level **5** or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1:   Develop the creative solutions **for** campaigns

Assessment Criteria

1.1   Creative brief is interpreted following set company guidelines and processes

1.2   Creative concept is developed in required format

1.3   Message platform is evaluated and selected in line brief objectives

1.4   Art direction, design and copy are created in required format and time frame

1.5 Pre-testing of creative concepts is initiated and completed within required time frame

1.6 The creative concept is crafted in required format and within required time frame

Specific Outcome 2: Implement creative process in art direction

Assessment Criteria

2.1 Creative concept is approved by appropriate stakeholders within required time frame

2.2 Production is planned and scheduled in accordance with brief objectives

2.3 Supplier relationships are established in accordance with company protocol

2.4 Production schedules are implemented in required time frame

2.5 Key phases of production are quality checked in required time frames and according to brief or project objectives

2.6 Finalised creative work is inspected and approved by appropriate stakeholders and in required format

Specific Outcome 3: Describe printing and other processes to enhance production

Assessment Criteria

3.1 Print terminology is explained in accordance with established procedures

3.2 Printing processes are described and explained in line with company printing procedures

3.3 Printing process selected is correct and will enhance the printing process

3.4 Paper selected is correct and contributes to job requirements

3.5 Colour separations, process colour and Pantone systems are explained using correct terminology

3.6 Printing jobs are set up on the computer and meet the requirements of the job

Specific Outcome **4** Describe electronic processes to enhance production

Assessment Criteria

4.1 Radio terminology and processes are described using correct terminology and explanation is in line with industry jargon

4.2 Television terminology and processes are described using correct terminology and explanation is in line with industry jargon

Specific Outcome 5:   Co-ordinate the production **of** campaign materials

Assessment Criteria

5.1   Staff are briefed in accordance with established procedures within required time frame

5.2   Briefing is documented accurately, concisely and is legible and in required format

5.3   Supply material is coordinated to fit the requirements of the job and within required time frame

Specific Outcome 6:   Identify, evaluate and select production options **for** campaign materials

Assessment Criteria

6.1   Research on the production options is conducted and documented following company guidelines and procedures

6.2   Pre-production issues and requirements are identified and listed in line with objectives and in required format

6.3   Production options are identified and listed in required format and in accordance with brief objectives

6.4   Best production option is selected and reasons for selection are explained in relation to brief requirements and customer specifications

6.5   Production option selected meets requirements and is made within agreed time frame

6.6   Post production issues and requirements are identified in line with brief objectives

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant **ETQA**
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant **ETQA**
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12.   RANGE STATEMENT:

- All forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media

- Primary purpose in marketing communications include but are not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
  - Knowledge of methods and techniques for interpreting creative briefs
  - Knowledge **of** the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that advertisement meets specifications
- Communicate effectively present final copy to clients
- Organise oneself and one's activities **so** that alternative creative processes exist in the event of current process being rejected
- Work effectively with others when developing the creative process
- Identify and solve problems pertaining to writing marketing communications, and copy
- In order to contribute to the full personal development **of** each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when developing marketing communications **so** that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

1.   TITLE: Explain and develop creative solutions for art direction in advocacy advertising

2.   UNIT STANDARD NUMBER:

3.   LEVEL **ON** THE NQF: **6**

4.   CREDITS: **10**

5.   FIELD: Business, Commerce and Management Studies
        Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to develop, implement the creative processes for advocacy advertising. Learners are also able to describe the process for art direction in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of:

o   Developing the creative solutions for advocacy advertising
●   Implementing creative process in art direction
●   Coordinating the production of marketing communications materials
●   Identifying, evaluating and selecting production options

9.   LEARNING ASSUMED TO BE IN PLACE

●   Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – Art Direction at NQF Level **5** or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1:   Develop the creative solutions for advocacy advertising

Assessment Criteria

1.1   Creative brief is interpreted following set company guidelines and processes

1.2   Creative concept is developed in required format

1.3   Message platform is evaluated and selected in line brief objectives

1.4   Art direction, design and copy are created in required format and time frame

1.5   Pre-testing of creative concepts is initiated and completed within required time frame

1.6   The creative concept is crafted in required format and within required time frame

Specific Outcome *2:*   **Implement creative process in *art* direction**

Assessment Criteria

2.1   Creative concept is approved by appropriate stakeholders within required time frame

2.2   Production is planned and scheduled in accordance with brief objectives

2.3   Supplier relationships are established in accordance with company protocol

2.4   Production schedules are implemented in required time frame

2.5   Key phases of production are quality checked in required time frames and according to brief or project objectives

2.6   Finalised creative work is inspected and approved by appropriate stakeholders and in required format

2.7   Different approaches are applied to meet brief objectives and within company parameters

Specific Outcome **3:**   **Co-ordinate the production of marketing communications material**

Assessment Criteria

3.1   Staff are briefed in accordance with established procedures in required format and time frame

3.2   Briefing is documented accurately, concisely and is legible and in required format

3.3   Supply material is coordinated to fit the requirements of the job and brief objectives

Specific Outcome 4:   **Identify, evaluate and select production options**

Assessment Criteria

4.1   Research on the production options is conducted and documented following company guidelines and procedures

4.2   Pre-production issues and requirements are identified and listed in line with objectives and in required format

4.3   Production options are identified and listed in required format and in accordance with brief objectives

4.4   Best production option is selected and reasons for selection are explained in relation to brief requirements and customer specifications

4.5   Production option selected meets requirements and is made within agreed time frame

4.6   Post production issues and requirements are identified in line with brief objectives

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- All forms of marketing communications include but are not limited to: advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications include but are not limited to: promoting image, providing information, creating, increasing and stabilizing demand, differentiating product .features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   NOTES:

- ## EMBEDDED KNOWLEDGE:

  - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
  - Knowledge of methods and techniques for interpreting creative briefs
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that advertisement meets specifications
- Communicate effectively present final copy to clients
- Organise oneself and one's activities so that alternative creative processes exist in the event of current process being rejected
- Work effectively with others when developing the creative process

- Identify and solve problems pertaining to writing marketing communications, and copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when developing marketing communications so that these are appropriate and acceptable to a range *of* consumers with varying incomes, buying needs and cultural backgrounds

1.   **TITLE:**   **Explain and develop creative solutions for art direction in corporate advertising**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   **6**

4.   **CREDITS:**   5

5.   **FIELD:**   Business, Commerce and Management Studies

        Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   *PURPOSE:*

Learners credited with this unit standard will be able to develop, implement the creative processes for art direction in corporate advertising. Learners are also able to describe the process for art direction in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of:

- Developing the creative solutions for corporate advertising
- Implementing creative process in art direction
- Coordinating the production of marketing communications materials
- Identifying, evaluating and selecting production options
- Linking corporate advertisements

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – Art Direction at NQF Level **5** or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Develop the creative solutions for corporate advertising**

Assessment Criteria

1.1   Creative brief is interpreted and the concept is developed in line with the brief objectives

1.2   Message platform is evaluated and selected following company selection criteria

1.3   Art direction, design and copy are created in required format and time frame

1.4   Pre-testing of creative concepts is initiated and completed within required time frame

1.5   The creative concept is crafted in the required format

Specific Outcome 2:   Implement creative process in art direction

Assessment Criteria

2.1   Creative concept is approved by authorised individuals in the required format
2.2   Production is planned and scheduled in line with brief project objectives
2.3   Supplier relationships are established following company standards and procedures
2.4   Production schedules are implemented in required format
2.5   Finalised creative work is inspected and approved by authorised individuals in required format and time frame

Specific Outcome 3:   Co-ordinate the production **of** marketing communications materials

Assessment Criteria

3.1   Staff are briefed in accordance with established procedures within required time frame
3.2   Briefing is documented accurately, concisely and is legible and in required format
3.3   Supply material is coordinated to fit the requirements of the job and within required time frame

Specific Outcome **4:**   Identify, evaluate and select production options

Assessment Criteria

4.1   Research on the production options is conducted and documented following company guidelines and procedures
4.2   Pre-production issues and requirements are identified and listed in line with objectives and in required format
4.3   Production options are identified and listed in required format and in accordance with brief objectives
4.4   Best production option is selected and reasons for selection are explained in relation to brief requirements and customer specifications
4.5   Production option selected meets requirements and is made within agreed time frame
4.6   Post production issues and requirements are identified in line with brief objectives

Specific Outcome 5:   Link corporate advertisements

Assessment Criteria

5.1   Corporate advertisements are linked to press releases, editorials and public relations opportunities in line with company standards and advertisement dead lines

5.2   Linkage is completed within agreed time frames and format

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a leamer against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement **of** this unit standard **or** assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Forms of marketing communications include but are not limited **to;** advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   NOTES:

- ## EMBEDDED KNOWLEDGE:

  - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
  - Knowledge of methods and techniques for interpreting creative briefs
  - An understanding of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the leamer is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that advertisement meets specifications
- Communicate effectively present final copy to clients
- Organise oneself and one's activities so that alternative creative processes exist in the event of current process being rejected
- Work effectively with others when developing the creative process
- Identify and solve problems pertaining to writing marketing communications, and copy
- **In** order to contribute to the full personal development of each learner and the social and economic development of society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when developing marketing communications so that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

1.   **TITLE:** Explain and develop creative solutions for art direction in outdoor advertising

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   6

4.   **CREDITS:**   5

5.   **FIELD:**   Business, Commerce and Management Studies

       Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will **be** able to develop, implement the creative processes for art direction in outdoor advertising. Learners are also able to describe the process for art direction in advertising. They are also able to identify, evaluate and select the *best* production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of:
- Developing the creative solutions for outdoor advertising
- Implementing creative process in art direction
- Describing printing and other processes to enhance production
- Coordinating the production of marketing communications materials
- Identifying, evaluating and selecting production options

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communication − **Art** Direction at **NQF** Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   Develop the creative solutions for advocacy advertising

Assessment Criteria

1.1   Creative brief is interpreted following set company guidelines and processes

12   Creative concept **is** developed in required format

1.3   Message platform **is** evaluated and selected in line brief objectives

1.4   Art direction, design and copy are created in required format and time frame

1.5   Pre-testing of creative concepts is initiated and completed within required time frame

1.6   The creative concept is crafted in required format and within required time frame

Specific Outcome **2:**   implement creative process in art direction

Assessment Criteria

2.1   Creative concept is approved by appropriate stakeholders within required time frame

2.2   Production is planned and scheduled in accordance with brief objectives

2.3   Supplier relationships are established in accordance with company protocol

2.4   Production schedules are implemented in required time frame

2.5   Key phases of production are quality checked in required time frames and according to brief or project objectives

2.6   Finalised creative work is inspected and approved by appropriate stakeholders and in required format

Specific Outcome **3:**   Describe printing and other processes to enhance production

Assessment Criteria

3.1   Print terminology is explained in accordance with established procedures

3.2   Printing processes are described and explained in line with company printing procedures

3.3   Printing process selected is correct and will enhance the printing process

3.4   Paper selected is correct and contributes to job requirements

3.5   Colour separations, process colour and Pantone systems are explained using correct terminology

3.6   Printing jobs are set up on the computer and meet the requirements of the job

Specific Outcome **4:**   Co-ordinate the production of marketing communications materials

Assessment Criteria

4.1   Staff are briefed in accordance with established procedures within required time frame

4.2   Briefing is documented accurately, concisely and is legible and in required format

4.3   Supply material is coordinated to fit the requirements of the job and within required time frame

Specific Outcome **5:**   **Identify, evaluate and select production options**

Assessment Criteria

5.1   Research on the production options is conducted and documented following company guidelines and procedures

5.2   Pre-production issues and requirements are identified and listed in line with objectives and in required format

5.3   Production options are identified and listed in required format and in accordance with brief objectives

5.4   Best production option *is* selected and reasons for selection are explained in relation to brief requirements and customer specifications

5.5   Production option selected meets requirements and is made within agreed time frame

5.6   Post production issues and requirements are identified in line with brief objectives

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through **RPL**) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- All forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications include but are not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   NOTES:

- ### EMBEDDED KNOWLEDGE:

- An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
- Knowledge of methods and techniques for interpreting creative briefs

- Knowledge of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that advertisement meets specifications
- Communicate effectively present final copy to clients
- Organise oneself and one's activities so that alternative creative processes exist in the event of current process being rejected
- Work effectively with others when developing the creative process
- Identify and solve problems pertaining to writing marketing communications, and copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when developing marketing communications so that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

1. **TITLE:**   **Explain and develop creative solutions for art direction in World Wide Web**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:**   **6**

4. **CREDITS:**   10

5. **FIELD:**   Business, Commerce and Management Studies

     Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to develop, implement the creative processes for art direction in World Wide Web. Learners are also able to describe the process for art direction in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of:

- Developing creative solutions for World Wide Web
- Implementing creative process in art direction
- Identifying, evaluating and selecting production options
- Describing the requirements of Internet and Web design

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – Art Direction at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Develop creative solutions *for* World Wide Web**

Assessment Criteria

1.1   Creative brief is interpreted and the concept is developed in line with the brief objectives

1.2   Message platform is evaluated and selected following company selection criteria

1.3   Art direction, design and copy are created in required format and time frame

1.4   Pre-testing of creative concepts is initiated and completed within required time frame

1.5   The creative concept is crafted in the required format

Specific Outcome 2:   **implement creative process in art direction**

Assessment Criteria

2.1   Creative concept is approved by authorised individuals in the required format
2.2   Production is planned and scheduled in line with brief project objectives
2.3   Supplier relationships are established following company standards and procedures
2.4   Production schedules are implemented in required format
2.5   Finalised creative work is inspected and approved by authorised individuals in required format and time frame

Specific Outcome 3:   **identify, evaluate and select production options**

Assessment Criteria

3.1   Research on the production options is conducted and documented following company guidelines and procedures
3.2   Pre-production issues and requirements are identified and listed in line with objectives and in required format
3.3   Production options are identified and listed in required format and in accordance with brief objectives
3.4   Best production option is selected and reasons for selection are explained in relation to brief requirements and customer specifications
3.5   Production option selected meets requirements and is made within agreed time frame
3.6   Post production issues and requirements are identified in line with brief objectives

Specific Outcome 4:   **Describe the requirements of internet and Web design**

Assessment Criteria

4.1   Processes for Internet systems creation are' explained using correct terminology
4.2   Processes for web designs are explained in line with system/programme requirements
4.3   Explanation is accurate, concise and is consistent with job requirements
4.4   Process chosen interprets the creative brief and meets client's needs

11. **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- *o* Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. **RANGE STATEMENT**

- Forms of marketing communications includes but is not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- *o* Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- *o* Primary purpose in marketing communications includes but is not limited to; promoting image; providing information; creating, increasing and stabilising demand; differentiating product features and benefits; providing competitive differentiation; lead generation; customer retention, motivating staff
- *o* WWW will include but is not limited to; web pages, banners, buttons, eye-catchers and any future developments

13. **NOTES:**

   o **EMBEDDED KNOWLEDGE:**

- An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
- Knowledge of methods and techniques for interpreting creative briefs
- An understanding of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that advertisement meets specifications
- *o* Communicate effectively present final copy to clients
- Organise oneself and one's activities *so* that alternative creative processes exist in the event of current process being rejected
- Work effectively with others when developing the creative process
- *o* Identify and solve problems pertaining to writing marketing communications, and copy
- *o* In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally

sensitive across a range of social contexts when developing marketing communications so that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

1.   **TITLE: Explain and develop creative solutions for graphic design in editorial graphics**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   .6

4.   **CREDITS:**   5

5.   **FIELD:**   Business, Commerce and Management Studies

      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

      Learners credited with this unit standard will be able to develop, implement the creative processes for graphic design in editorial graphics. Learners are also able to describe the process for graphic design in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

      The qualifying learners are capable **of:**

      - Designing editorials with long and short text headings, sub-headings and fonts
      - Co-ordinating the production of materials
      - Identifying, evaluating and select production options
      - Describing printing process to enhance production

9.   **LEARNING ASSUMED TO BE IN PLACE:**

      - Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

      Specific Outcome 1:   **Design editorials with long and short text headings, sub-headings and fonts**

      Assessment Criteria

      1.1   Editorials are designed according to the brief

      1.2   Editorials meet all legal and regulatory requirements

      1.3 . Editorials are designed within the agreed time frames

Specific Outcome 2:   **Co-ordinate the production of materials**

Assessment Criteria

2.1   Staff are briefed in accordance with established procedures within required time frame

2.2   Briefing is documented accurately, concisely and is legible and in required format

2.3   Supply material is coordinated to fit the requirements of the job and within required time frame

Specific Outcome 3:   **Identify, evaluate and select production options**

Assessment Criteria

3.1   Research on the production options is conducted and documented following company guidelines and procedures

3.2   Pre-production issues and requirements are identified and listed in line with objectives and in required format

3.3   Production options are identified and listed in required format and in accordance with brief objectives

3.4   Best production option is selected and reasons for selection are explained in relation to brief requirements and customer specifications

3.5   Production option selected meets requirements and is made within agreed time frame

3.6   Post production issues and requirements are identified in line with brief objectives

Specific Outcome 4:   **Describe printing and other processes to enhance production**

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

4.2   Printing processes are described and explained in line with company printing procedures

4.3   Printing process selected is correct and will enhance the printing process

4.4   Paper selected is correct and contributes to job requirements

4.5   Colour separations, process colour and Pantone systems are explained using correct terminology

4.6   Printing jobs are set up on the computer and meet the requirements of the job

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA

- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- All forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications include but are not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   NOTES:

o   EMBEDDED KNOWLEDGE:

- An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
- o Knowledge of methods and techniques for interpreting creative briefs
- Knowledge of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related systems where ongoing production processes selected and used lead to the overall success of the marketing production
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when producing the marketing communication, so that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.   . **TITLE: Explain and develop creative solutions for graphic design in documents**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   *6*

4.   **CREDITS:**   5

5.   **FIELD:**   Business, Commerce and Management Studies

          Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to develop, implement the creative processes for graphic design in documents. Learners are also able to describe the process for graphic design in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of

- Design various types of documents
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing process to enhance production

9.   **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Design various types of documents**

Assessment Criteria

1.1   Documents are designed according to the brief

1.2   Documents meet all legal and regulatory requirements

1.3   Documents are designed within the agreed time frames

Specific Outcome 2:   **Coordinate the production of materials**

Assessment Criteria

2.1   Staff are briefed in accordance with established procedures within required time frame

2.2   Briefing is documented accurately, concisely and is legible and in required format

2.3   Supply material is coordinated to fit the requirements of the job and within required time frame

Specific Outcome 3:   **identify, evaluate and select production options**

Assessment Criteria

3.1   Research on the production options is conducted and documented following company guidelines and procedures

3.2   Pre-production issues and requirements are identified and listed in line with objectives and in required format

3.3   Production options are identified and listed in required format and in accordance with brief objectives

3.4   Best production option is selected and reasons for selection are explained in relation to brief requirements and customer specifications

3.5   Production option selected meets requirements and is made within agreed time frame

3.6   Post production issues and requirements are identified in line with brief objectives

Specific Outcome 4:   **Describe printing and other processes to enhance production**

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

4.2   Printing processes are described and explained in line with company printing procedures

4.3   Printing process selected is correct and will enhance the printing process

4.4   Paper selected is correct and contributes to job requirements

4.5   Colour separations, process colour and Pantone systems are explained using correct terminology

4.6   Printing jobs are set up on the computer and meet the requirements of the job

11.   <u>ACCREDITATION AND MODERATION:</u>

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- All forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications include but are not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
  - Knowledge of methods and techniques for interpreting creative briefs
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related systems where ongoing production processes selected and used lead to the overall success of the marketing production
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products.
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when producing the marketing communication, **so** that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.   TITLE: Demonstrate an understanding of the graphic design process

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 6

4.   CREDITS: 6

5.   FIELD: Business, Commerce and Management Studies

       Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to describe the phases of the graphic design process and apply each of these phases. Learners are also able to describe the role players and the functions of each role player in the graphic design process

The qualifying learners are capable of:

- Identifying and explaining the graphic design process
- Defining the essence and scope of graphic design
- Explaining the principles of graphic design
- Implementing the graphic design process
- Explaining the functions of role players in graphic design

9.   LEARNING ASSUMED TO BE IN PLACE:.

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at **NQF** Level **5** or equivalent ,

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome **1:**   **Identify and explain the graphic design process**

Assessment Criteria

1.1   The process to create layouts and artwork are explained in line with company standards and practices

1.2   Conceptualising, planning and realising final artwork is described in line with company policies and procedures

1.3   The process for creating thumbnails, scamps, and comprehensives through to finished art is described in line with company process and practices

Specific Outcome **2:**   **Define the essence and scope of graphic design**

Assessment Criteria:

2.1   Essence and scope of identity graphics is defined using correct terminology and description

2.2   Essence and scope of information design is defined using correct terminology and description

2.3   Essence and scope of packaging is defined using correct terminology and description

2.4   Essence and scope of print advertising is defined using correct terminology and description

2.5   Essence and scope of event marketing is defined using correct terminology and description

2.6   Essence and scope of web design is defined using correct terminology and description

Specific Outcome 3:   **Explain the principles of graphic design**

Assessment Criteria:

3.1 .   The characteristics of the principles are listed and explained in line with industry practices and company practices

3.2   Practical application of techniques are demonstrated following required format and procedures

Specific Outcome **4:**   **Implement the graphic design process**

Assessment Criteria

4.1   Thumbnails, camps, comprehensives through to finished art are created in required format

4.2   Various layouts and design formats 'to specifications are developed and created in required format and time frame

4.3   Planning of graphic design process is implemented in required time frame and in line with brief objectives

4.4   Computer skills to design and execute solutions are applied following system and programme requirements

4.5   Finished art is prepared for production in required time frame and format

Specific Outcome 5:   Explain the functions of role players in graphic design

Assessment Criteria

5.1   Role players are identified for graphic design in line with own company organogram

5.2   Functions of creative services are identified and explained in line with job descriptions for own company

5.3   Functions of production houses are identified and explained in line with industry norms and practices

5.4   Functions of production services are identified and explained in line with industry norms and practices

5.5   Functions of advertising agencies are identified and explained using correct terminology

11.   <u>ACCREDITATION AND MODERATION:</u>

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   <u>RANGE STATEMENT:</u>

- Creative services will include but are not limited to; design studios, photographic studios and illustrators
- Production houses will include but are not limited to; print, animation, television, video and special effects
- Production services will include but are not limited to; bureaus, printers and web programmers
- Advertising agencies will include but are not limited to; full service, specialist and in-house advertising agencies and design houses
- Characteristics include

Format / Layout:	size and shape, paper size, poster size, paper folds, balance between shapes
Line:	expressive use of line, line to create a mood, variety of lines, perspective
Colour:	physics of light, colour basics, pigment, saturation, hue and value:
Contrast:	positive and negative elements, contrasts, shapes texture and colour, typography
Unity:	achieving unity, breaking the mould, different mediums, focal points
Texture:	use of texture in design, communicate a mood, creating appropriate textures
Design:	basics of making a creatively executed design, psychology of design:
Drawing:	technical drawing, still life, product drawing and or rendering (markers)

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

- Knowledge *of* the graphic design process

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability **to:**

- Identify and solve problems pertaining to the graphic design process
- Work effectively with others in the group **as** part of the creative team
- Organise and manage oneself and one's activities in order to develop a strong personal identity in one's work
- Communicate effectively using interpersonal communication skills in order to implement a graphic design project to meet an objective
- Use science and technology in the pursuit *of* graphic design objectives

1.   TITLE: Explain and develop creative solutions for graphic design in television

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 6

4.   CREDITS: **8**

5.   FIELD: Business, Commerce and Management Studies

      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to develop, implement the creative processes for graphic design in television. Learners are also able to describe the process for graphic design in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of:

- Designing the graphic elements used in the production of television commercials
- Identifying, evaluating and select production options
- Describing process for the production of films and videos
- Organising and conducting a shoot

9.   <u>LEARNING ASSUMED TO **BE** IN PLACE:</u>

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at NQF Level **5** or equivalent

10.   <u>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:</u>

Specific Outcome 1:   Design the graphic elements used in the production of television commercials

Assessment Criteria   .

1.1   Graphic design staff are briefed in accordance with established procedures

1.2   Briefing is documented accurately, concisely and is legible and in required format and time frame

1.3   Supply material is co-ordinated to fit the requirements of the **job**

Specific Outcome 2: **Identify, evaluate and select production options**

Assessment Criteria

2.1 Research on the production of commercial is conducted and documented following company research standards and procedures

2.2 Pre-production issues and requirements are identified in line with brief project objectives

2.3 The best production option is selected and reasons for selection are explained in line with company standards and brief objectives

2.4 Production option selected meets requirements and is made within agreed time frame

Specific Outcome 3: **Describe process for the production of films and videos**

Assessment Criteria

3.1 Television production terminology is explained using industry terminology

3.2 Cinema production terminology is explained using industry terminology

3.3 Film and video production processes are identified and explained in line with company practices and industry norms and practices

Specific Outcome **4:** **Organise and conduct a shoot**

Assessment Criteria

4.1 Resource and graphic design requirements for the shoot are identified and created in line with brief project objectives

4.2 Shoot is organised in accordance with established procedures

4.3 Shoot project teams are briefed and meet shoot plan and role requirements

4.4 Shoot activities / plans are implemented in accordance with plan and pre-continuously monitored to ensure shoot milestones are being met

4.5 Post production activities and processes are carried out within required time frame and formats

4.6 Final material is submitted for approval within agreed time frames

11. **ACCREDITATION AND MODERATION:**

   o An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
   • Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
   o Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
   • Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. **RANGE STATEMENT:**

- Forms of marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media will include but is not limited to; all'electronic, print, outdoor, digital media, e media and direct media
- The role of marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stablising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of print, film, radio, video and web production processes and procedures
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to **be** carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a television production
- Understand the world as a set of related systems where ongoing production processes selected and used lead to the overall success of the production
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when producing the marketing communication, so that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.   TITLE: Explain and develop creative solutions for graphic design in print advertising

2.   UNIT STANDARD NUMBER:

3.   . LEVEL ON THE **NQF:**   6

4.   CREDITS: **14**

5.   FIELD: Business, Commerce and Management Studies

         Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to develop, implement the creative processes for graphic design in print advertising. Learners are also able to describe the process for graphic design in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of:

- Designing newspaper and magazine advertisements and direct mail pieces
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing process to enhance production

9.   LEARNING ASSUMED TO BE IN PLACE:

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at NQF Level 5 or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome **1:**   Design newspaper and magazine advertisements and direct mail pieces

Assessment Criteria

1.1   Newspaper advertisements are designed according to the brief

1.2   .Magazine advertisements are designed according to the brief

1.3   Direct mail pieces are designed according to the brief

1.4   Advertisements meet all legal and regulatory requirements

1.5   Advertisements are designed within the agreed time frames

Specific Outcome 2:   Co-ordinate the production *of* materials

Assessment Criteria

2.1   Staff are briefed in accordance with established procedures

2.2   Briefing is documented accurately, concisely and is legible and in required format

2.3   Supply material is co-ordinated to fit the requirements of the job

Specific Outcome 3:   Identify, evaluate and select production options

Assessment Criteria

3.1   Research on the production of commercial is conducted and documented in line with company standards and procedures

3.2   Pre-production issues and requirements are identified in line with brief objectives

3.3   The best production option is selected and reasons for selection are explained in line with brief requirements

3.4   Production option selected meets requirements and is made within agreed time frame

Specific Outcome 4:   Describe printing processes to enhance production

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

4.2   Printing processes are described and explained in line with company or industry printing procedures

4.3   Printing process selected is correct and will enhance the printing process

4.4   Paper selected is correct and contributes to job requirements

4.5   Colour separations, process colour and Pantone systems are explained using correct terminology

4.6   Printing jobs are set up on the computer and meet the requirements of the brief

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- *o* Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- **Forms** of marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- The role of marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stablising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating **staff**

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of print, film, radio, video and web production processes and procedures
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related systems where ongoing production processes selected and used lead to the overall success of the marketing production
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when producing the marketing communication, **so** that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.   **TITLE: Explain and develop creative solutions for graphic design in information graphics**

2.   . **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   6

4.   **CREDITS:**   10

5.   **FIELD:**   Business, Commerce and Management Studies

       Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**   .

Learners credited with this unit standard **will** be able to develop, implement the creative processes for graphic design in information graphics. Learners are also able to describe the process for graphic design in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of:

- Designing flyers / leaflets, brochures and posters
- Cosrdinating the production **of** materials
- Identifying, evaluating and select production options
- Describing printing process to enhance production

9.   **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at **NQF** Level **5** or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome **1:**   **Design flyers / leaflets, brochures and posters**

Assessment Criteria

1.1   Flyers / leaflets are designed according to the brief

1.2   Brochures are designed according to the brief

1.3   Posters are designed according to the brief

1.4   Posters, flyers / leaflets and brochures meet all legal and regulatory requirements

1.5   Posters, flyers / leaflets and brochures are designed within the agreed time frames

Specific Outcome 2:   Co-ordinate the production **of** materials

Assessment Criteria

2.1   Staff are briefed in accordance with established procedures within required time frame

2.2   Briefing *is* documented accurately, concisely and **is** legible and in required format

2.3   Supply material is coordinated to fit the requirements of the job and within required time frame

Specific Outcome 3:   Identify, evaluate and select production options

Assessment Criteria

3.1   Research on the production **options** is conducted and documented following company guidelines and procedures

3.2   Pre-production issues and requirements are identified and listed in line with objectives and in required format

3.3   Production options are identified and listed in required format and in accordance with brief objectives

3.4   Best production option **is** selected and reasons for selection are explained in relation to brief requirements and customer specifications

3.5   Production option selected meets requirements and is made within agreed time frame

3.6   **Post** production issues and requirements are identified in line with brief objectives

Specific Outcome 4:   Describe   printing   and   other   processes. to   enhance production

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

4.2   Printing processes are described and explained in line with company printing procedures

4.3   Printing process selected is correct and will enhance the printing process

4.4   Pager selected is correct and contributes to job requirements

4.5   Colour separations, process colour and Pantone systems are explained using correct terminology

4.6   Printing jobs are set up on the computer and meet the requirements **of** the job

11.   <u>ACCREDITATION AND MODERATION:</u>

*   An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. . **RANGE** STATEMENT:

- All forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- *o* Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- *o* Primary purpose in marketing communications include but are not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13. NOTES:

o EMBEDDED KNOWLEDGE:

- An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
- Knowledge of methods and techniques for interpreting creative briefs
- Knowledge of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out. **by** the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related systems where ongoing production processes selected and used lead to the overall success of the marketing production
- *o* Organise oneself and one's activities **so** that alternative strategies exist in the event **of** current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, by making **it** the underlying intention of any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when producing the marketing communication, **so** that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1. **TITLE:** Explain and develop creative solutions for graphic design in corporate identity

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 6

4. **CREDITS:** 10

5. **FIELD:** Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard. will be able to develop, implement the creative processes for graphic design in corporate identify. Learners are also able to describe the process for graphic design in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of:

- Design logos, symbols, corporate stationary and signage
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing process to enhance production

9. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome **1:** Design **logos, symbols,** corporate stationary and signage

Assessment Criteria

1.1 Logos are designed, according to the brief

1.2 Symbols are designed according to the brief

1.3 Corporate stationary is designed according to the brief

1.4 Signage is designed according to the brief

1.5 Corporate identity solutions meet all legal and regulatory requirements

1.6 Corporate identity solutions are designed within the agreed time frames

Specific Outcome **2:**   **Co-ordinate the production of materials**

Assessment Criteria

2.1   Staff are briefed in accordance with established procedures within required time frame

2.2   Briefing is documented accurately, concisely and is legible and in required format

2.3   Supply material is coordinated to fit the requirements of the job and within required time frame

Specific Outcome **3:**   **Identify, evaluate and select production options**

Assessment Criteria

3.1   Research on the production options is conducted and documented following company guidelines and procedures

3.2   Pre-production issues and requirements are identified and listed in line with objectives and in required format

3.3   Production options are identified and listed in required format and in accordance with brief objectives

3.4   Best production option is selected and reasons for selection are explained in relation to brief requirements and customer specifications

3.5   Production option selected meets requirements and is made within agreed time frame

3.6   Post production issues and requirements are identified in line with brief objectives

Specific Outcome **4:**   **Describe printing and other processes to enhance production**

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

4.2   Printing processes are described and explained in line with company printing procedures

4.3   Printing process selected is correct and will enhance the printing process

4.4   Paper selected is correct and contributes to job requirements

4.5   Colour separations, process colour and Pantone systems are explained using correct terminology

4.6   Printing jobs are set up on the computer and meet the requirements of the job

11.   ACCREDITATION AND MODERATION:

• An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA

- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- All forms of marketing communications include but are not limited to;, advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications include but are not limited to: promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13. NOTES:

- ## EMBEDDED KNOWLEDGE:

    - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
    - Knowledge of methods and techniques for interpreting creative briefs
    - Knowledge of the industry, the product and the industry role players
      Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related systems where ongoing production processes selected and used lead to the overall success of the marketing production
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products.
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when producing the marketing communication, so that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.   TITLE: Explain and develop creative solutions for graphic design in promotional
              and point-of-sale material

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 6

4.   CREDITS: .   8

5.   FIELD: Business, Commerce and Management Studies

     Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to develop, implement the creative
processes for graphic design in promotional and point of sale materials. Learners are also
able to describe the process **for** graphic design in advertising. They are also able to identify,
evaluate and select the best production option **to** meet the requirements of the brief to meet
the client's needs

The qualifying learners are capable **of:**

- Designing promotional and pointof-sale materials
- Cosrdinating the production of materials
- Identifying, evaluating and select production options
- Describing printing process **to** enhance production

9.   <u>LEARNING ASSUMED **TO** BE IN PLACE:</u>

- Learners accessing this qualification will have demonstrated competency against the unit
  standards in the qualification, National Diploma in Visual Communications at NQF Level **5**
  or equivalent

10. <u>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</u>

Specific Outcome 1:   Design promotional and point-of-sale materials

Assessment Criteria

1.1   Promotional materials are designed according to the brief

1.2   Point-of-sale materials are designed according to the brief

1.3   Material meet all legal and regulatory requirements

1.4   Materials are designed within the agreed time frames

Specific Outcome **2:**   Co-ordinate the production of materials

Assessment Criteria

2.1 Staff are briefed in accordance with established procedures within required time frame

2.2 Briefing is documented accurately, concisely and is legible and in required format

2.3 Supply material is coordinated to fit the requirements of the job and within required time frame

Specific Outcome 3: **Identify, evaluate and select production options**

Assessment Criteria

3.1 Research on the production options is conducted and documented following company guidelines and procedures

3.2 Pre-production issues and requirements are identified and listed in line with objectives and in required format

3.3 Production options are identified and listed in required format and in accordance with brief objectives

3.4 Best production option is selected and reasons for selection are explained in relation to brief requirements and customer specifications

3.5 Production option selected meets requirements and is made within agreed time frame

3.6 Post production issues and requirements are identified in line with brief objectives

Specific Outcome 4: **Describe printing and other processes to enhance production**

Assessment Criteria

4.❙ Print terminology is explained in accordance with established procedures

4.2 Printing processes are described and explained in line with company printing procedures

4.3 Printing process selected is correct and will enhance the printing process

4.4 Paper selected is correct and contributes to job requirements

4.5 Colour separations, process colour and Pantone systems are explained using correct terminology

4.6 Printing jobs are set up on the computer and meet the requirements of the job

11. **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA

- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA

- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. **RANGE STATEMENT:**

- **All** forms of marketing communications include but are not limited to: advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications include but are not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
  - Knowledge of methods and techniques for interpreting creative briefs
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body **(ETQA)**

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related systems where ongoing production processes selected and used lead to the overall success of the marketing production
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products.
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention *of* any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when producing the marketing communication, **so** that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.   TITLE: Explain and develop creative solutions for graphic design in campaigns

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: *6*

4.   CREDITS: 12

5.   **FIELD:**   Business, Commerce and Management Studies

        Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to evaluate a brief and design a campaign based on the brief requirements. Learners are also able to co-ordinate, identify, evaluate and select production materials and options to meet the brief requirements and ensure customer satisfaction with the outcome

The qualifying learners are capable of:

- Designing campaign elements
- Co-ordinating the production of materials
- Identifying and evaluating production options
- Selecting production options to meet brief objective

9.   LEARNING ASSUMED TO BE IN PLACE:

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at **NQF** Level *5* or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1:   Design campaign elements

Assessment Criteria

1.1   Various campaign elements are created and integrated in line with company processes and procedures

1.2   Design elements are integrated into the campaign following set integration procedures

1.3   Campaign elements are presented to client required format and applying set presentation techniques

1.4   Campaign elements are designed within resource restraints and required time frame

Specific Outcome 2:   Co-ordinate the production of materials

Assessment Criteria

2.1   Staff is briefed in accordance with established procedures

2.2   Briefing is documented accurately, concisely and is legible and in required format

2.3   Supply material is co-ordinated to fit the requirements of the job and in line with company standards and procedures

Specific Outcome 3:   Identify and evaluate production options

Assessment Criteria

3.1   Research on the production of commercial is conducted and documented following company research standards and practices

3.2   Pre-production issues and requirements are identified and recorded in required format and meet the objectives of the brief

Specific Outcome **4**:   Select production options **to** meet brief objective

Assessment Criteria

4.1   Production options are identified in line with brief objectives and budget constraints

4.2   The best production option is selected and reasons for selection are explained in line with brief objectives   .

4.3   Production option selected meets requirements and is made within agreed time frame

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through **RPL)** against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12.   RANGE STATEMENT:

- Forms of marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media will include but is not limited to all electronic , print, outdoor, digital media, e media and direct media
- The role of marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stablising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff   .

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of print, film, radio, video and web production processes and procedures
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related systems where ongoing production processes selected and used lead to the overall success of the marketing production
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when producing the marketing communication, **so** that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1. **TITLE:** Explain and develop creative solutions for graphic design in packaging

2. UNIT STANDARD NUMBER:

3. **LEVEL ON** THE **NQF:** 6

4. CREDITS: 14

5. **FIELD:** Business, Commerce and Management Studies

   Sub Field: Marketing

6. *ISSUE* DATE:

7. *REVIEW* DATE:

8. **PURPOSE:**

Learners credited with this unit standard will be able to evaluate requirements from **a** packaging brief, design the packaging for a variety of applications. Learners are also able **to** identify the best the printing and production option based on the outcome required and co-ordinate the production of the materials towards meeting the packaging objective .

The qualifying learners are capable **of:**

- Designing packaging for various applications
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing processes to enhance production

9. LEARNING **ASSUMED TO** BE IN PLACE:

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at **NQF** Level **5** or equivalent

10. **SPECIFIC OUTCOMES** AND ASSESSMENT CRITERIA:

Specific Outcome 1: Design packaging for various applications

Assessment Criteria

1.1 Packaging is designed according to the brief

1.2 Packaging meets all legal and regulatory requirements

1.3 Packaging is designed within the agreed time frames

1.4 Photographic principles are applied for packaging in required format

Specific Outcome 2: Co-ordinate the production **of** materials

Assessment Criteria

2.1 Staff are briefed in accordance with established procedures

2.2   Briefing is documented accurately, concisely and is legible and in required format

2.3   Supply material is co-ordinated to fit the requirements of the job

Specific Outcome **3:**   **Identify, evaluate and select production options**

Assessment Criteria

3.1   Research on the production of commercial is conducted and documented in required format and contains industry related content

3.2   Pre-production issues and requirements are identified in line with packaging brief and project plan objectives

3.3   Production options are identified in line with packaging brief and project plan objectives

3.4   The best production option is selected and reasons for selection are explained in line with meeting packaging objectives

3.5   Production option selected meets requirements and is made within agreed time frame

Specific Outcome **4:**   **Describe printing processes *to* enhance production**

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

4.2   Printing processes are described and explained in line with company printing procedures

4.3   Printing process selected is correct and will enhance the printing process towards meeting the packaging requirements and clients wishes

4.4   Paper selected is correct and contributes to job requirements and is in line with budget constraints

4.5   Colour separations, process colour and Pantone systems are explained

4.6   Printing jobs are set up on the computer and meet the requirements of the job and are in line with system/programme requirements

11.   <u>ACCREDITATION AND MODERATION:</u>

- An individual wishing to be assessed (including through **RPL)** against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   <u>RANGE STATEMENT:</u>

- Forms of marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media will include but is not limited to; all electronic , print, outdoor, digital media, **e** media and direct media
- The role of marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stablising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff
- Packaging will include but is not limited to; FMCG products, **2D** and **3D** packs, different sizes, different materials

13.   <u>NOTES</u>

- <u>EMBEDDED KNOWLEDGE:</u>

- An understanding of print, film, radio and video production processes and procedures
- Knowledge of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

<u>CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES</u>

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related systems where ongoing production processes selected and used lead to the overall success of the marketing production
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute to the full. personal development **of** each learner and the social and economic development of the society at large, by making it the underlying intention **of** any programme **of** learning **to** make .an individual aware of the importance **of** being culturally sensitive across a range of social contexts when producing the marketing communication, **so** that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.   TITLE: Explain and develop creative solutions for graphic design in events

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: **6**

4.   CREDITS: **5**

5.   FIELD: Business, Commerce and Management Studies

        Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to develop, implement the creative processes for graphic design in events. Learners are also able to describe the process for graphic design in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of:

- Designing event materials requiring different themes, formats and approaches
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing process to enhance production

9.   <u>LEARNING ASSUMED TO BE IN PLACE:</u>

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at **NQF** Level 5 or equivalent

10.   <u>SPECIFIC OUTCOMES **AND** ASSESSMENT CRITERIA</u>

Specific Outcome 1:   Design event materials requiring different themes, formats and approaches

Assessment Criteria

1.1   Event materials are designed according to the brief

1.2   Event materials meet all legal and regulatory requirements

1.3   Event materials are designed within the agreed time frames

Specific Outcome 2:   Co-ordinate the production **of** materials

Assessment Criteria

2.1   Staff are briefed in accordance with established procedures within required time frame

2.2   Briefing is documented accurately, concisely and is legible and in required format

2.3   Supply material is coordinated to fit the requirements of the job and within required time frame

Specific Outcome **3:**   Identify, evaluate and select production options

Assessment Criteria

3.1   Research on the production options is conducted and documented following company guidelines and procedures

3.2   Pre-production issues and requirements are identified and listed in line with objectives and in required format

3.3   Production options are identified and listed in required format and in accordance with brief objectives

3.4   Best production option is selected and reasons for selection are explained in relation to brief requirements and customer specifications

3.5   Production option selected meets requirements and is made within agreed time frame

3.6   Post production issues and requirements are identified in line with brief objectives

Specific Outcome **4:**   Describe printing and other processes to enhance production

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

4.2   Printing processes are described and explained in line with company printing procedures

4.3   Printing process selected is correct and will enhance the printing process

4.4   Paper selected is correct and contributes to job requirements

4.5   Colour separations, process colour and Pantone systems are explained using correct terminology

4.6   Printing jobs are set up on the computer and meet the requirements of the job

11.   <u>ACCREDITATION AND MODERATION:</u>

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● Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA

o Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA

● Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- All forms of marketing communications include but are not limited to; advertising, direct. marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- . Primary purpose in marketing communications include but are not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13. NOTES:

- **EMBEDDED KNOWLEDGE:**

    - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
    - Knowledge of methods and techniques for interpreting creative briefs
    - Knowledge of the industry, the product and the industry role players
      Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing cominunications production
- Understand the world as a set of related systems where ongoing production 'processes selected and used lead to the overall success of the marketing production
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when producing the marketing communication, so that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.   TITLE: Explain and develop creative solutions for graphic design **in** web design

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: *6*

4.   CREDITS: 10

5.   FIELD: Business, Commerce and Management Studies

      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to develop, implement the creative processes for graphic design in web design. Learners are also able to describe the process for graphic design in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of:

o   Designing web graphics
o   Co-ordinating the production of materials
o   Identifying, evaluating and select production options
o   Describing printing process to enhance production

9.   LEARNING ASSUMED TO BE IN PLACE:

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at NQF Level 5 or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1:   Design web graphics

Assessment Criteria

1.1   Web pages are designed in required format and in line with system requirements

1.2   Portals are designed according to system/programme requirements/parameters

1.3   Banners are designed according to system/programme requirements/parameters

1.4   Buttons are designed according to system/programme requirements/parameters

1.5   Linked pages are designed according to system/programme requirements/parameters

Specific Outcome **2:**   Co-ordinate the production **of** materials

Assessment Criteria

2.1   Staff are briefed in accordance with established procedures within required time frame

2.2   Briefing is documented accurately, concisely and is legible and in required format

2.3   Supply material is coordinated to fit the requirements of the job and within required time frame

Specific Outcome **3:**   **Identify, evaluate and select.production options**

Assessment Criteria

3.1   Research on the production options is conducted and documented following company guidelines and procedures

3.2   Pre-production issues and requirements are identified and listed in line with objectives and in required format

3.3   Production options are identified and listed in required format and in accordance with brief objectives

3.4   Best production option is selected and reasons for selection are explained in relation to brief requirements and customer specifications

3.5   Production option selected meets requirements and is made within agreed time frame

3.6   Post production issues and requirements are identified in line with brief objectives

Specific Outcome **4:**   **Describe printing and other processes to enhance production**

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

4.2   Printing processes are described and explained, in line with company printing procedures

4.3   Printing process selected is correct and will enhance the printing process

4.4   Paper selected **is** correct and contributes to job requirements

4.5   Colour separations, process colour and Pantone systems are explained using correct terminology

4.6   Printing jobs are set up on the computer and meet the requirements of the job

11.   ACCREDITATION AND MODERATION:

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- All forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications include but are not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13. NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
  - Knowledge of methods and techniques for interpreting creative briefs
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner **is** learning. Moderation of this aspect **will** therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related systems where ongoing production processes selected and used lead to the overall success of the marketing production
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute **to** the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when producing the marketing communication, **so** that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.   **TITLE:**   **Explain and develop creative solutions for graphic design** in **special applications**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   **6**

4.   **CREDITS:**   **5**

5.   **FIELD:**   Business, Commerce and Management Studies

      Sub' Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to develop, implement the creative processes for graphic design for special applications. Learners are also able to describe the process for graphic design in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief **to** meet the client's needs

The qualifying learners are capable **of:**

- Designing CD, tape and book covers, restaurant graphics
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Selecting production options to meet brief objective

9.   **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Design CD, tape and book covers, restaurant graphics**

Assessment Criteria

1.1   Special applications are designed according to the brief.

1.2   Special applications meet all legal and regulatory requirements

1.3   Special applications are designed within the agreed time frames

Specific Outcome **2:**   **Co-ordinate the production of materials**

Assessment Criteria

2.1   Staff are briefed in accordance with established procedures

2.2   Briefing is documented accurately, concisely and is legible and in required format

2.3   Supply material is co-ordinated to fit the requirements of the job

Specific Outcome 3:   **identify, evaluate and select production options**

Assessment Criteria

3.1   Research on the production of commercial is conducted and documented in required format

3.2   Pre-production issues and requirements are identified in line with brief requirements

3.3   Production options are identified in line with brief project objectives

3.4   Production option selected meets requirements and is made within agreed time frame

Specific Outcome **4:**   **Select production options to meet brief objective**

Assessment Criteria

4.1   Production options are identified in line with brief objectives and budget constraints

4.2   The best production option is selected and reasons for selection are explained in line with brief objectives

4.3   Production option selected meets requirements and is made within agreed time frame

11.   ACCREDITATION AND MODERATION:

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Forms of marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media will include but is not limited to all electronic , print, outdoor, digital media, e media and direct media
- The role of marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stablising demand, differeritiating product

features and' benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff

13. **<u>NOTES:</u>**

- **<u>EMBEDDED KNOWLEDGE:</u>**

  - . An understanding of print, film, radio, video and web production processes and procedures
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

<u>CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES</u>

The ability to:

- *o* Collect, evaluate, organise and critically evaluate information **so** that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set **of** related systems where ongoing production processes selected and used lead to the overall success of the marketing production
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when producing the marketing communication, **so** that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.　　TITLE:　Demonstrate an understanding of computer software used in web sites

2.　　UNIT STANDARD NUMBER:

3.　　LEVEL ON THE NQF:　　　　　**5**

4.　　CREDITS:　　　　　　　　　　**4**

5.　　FIELD:　　　　　　　　　　　　Business, Commerce and Management Studies

　　　Sub Field:　　　　　　　　　　Marketing

6.　　ISSUE DATE:

7.　　REVIEW DATE:

8.　　PURPOSE:

Learners credited with this unit standard will be able to list and describe the available software packages used for web site design as well being able to use the packages in web site designing

The qualifying learner is capable of:

- Describing computer software used for web site design
- Describing and operating a computer operating system, applicable to web site design and development
- Using computer software applicable to web sites and the Internet

9.　　<u>LEARNING ASSUMED TO BE IN PLACE</u>

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level **5** or equivalent

10.　<u>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</u>

Specific Outcome 1:　　　　Describe computer software used for web site design

Assessment Criteria

1.1　　The purpose of system software and application software is identified and described in terms of their relationship

1.2　　Copyright of computer software programmes is explained in line with relevant legislation

1.3　　The purpose of common applications are identified in terms of the material produced

Specific Outcome 2:   Describe and operate a computer operating system, applicable to web site design and development

Assessment Criteria

2.1 The functions of the operating system are identified in terms of their purpose and in line with system requirements and parameters

2.2 The operating system is described in terms of its uses and applications

2.3 System configurations are performed and altered in terms **of** settings

2.4 Diskettes are identified by type and their handling and care described in line with manufacturers specifications and guidelines

2.5 Security and precautions against virus infection are actioned and carried out in required format and time frame

Specific Outcome 3:   **Use** computer software applicable to **web** sites and the **Internet**

Assessment Criteria

3.1 A menu driven programme is opened, installed, run and closed in accordance with standard system operating procedures

3.2 Configure software to set parameters in line with system/programme parameters

3.3 Configure workstation in order to customise **software** programmes to link to available peripherals. In line with system/programme parameters

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT

- Components of a personal computer will include but is not limited to; central processing unit (CPU), keyboard, mouse, monitor / visual display unit, 3,5" stiffy drive, CD Rom, tape-streamer, hard drive, scanner, printer, plotter, network server, file server, tablet, maths co-processor, speakers .

- Storage disks will include but are not limited to; **35"** Floppy, CD Rom and tape streamer

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of personal computer hardware, software and peripherals
  - Knowledge of basic computer handling and maintenance techniques
  - Knowledge of computer data storage methods and techniques

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Organise oneself and one's activities to ensure computer hardware and software are available for use
- Understand the world as a set of related systems in that one error in **a** computer can lead to further data and operational problems
- Collect, analyse, organise and critically evaluate information, which will enable the effective understanding and use of computers
- Identify and solve problems pertaining to 'the operational issues when working with computers
- Use science and technology as part of the learning progress

1. TITLE: Develop a portfolio on CD Rom

2. UNIT STANDARD NUMBER:

3. LEVEL ON THE NQF: **6**

4. CREDITS: 10

5. FIELD: Business, Commerce and Management Studies
     Sub Field: Marketing

6. ISSUE DATE:

7. REVIEW DATE:

8. PURPOSE:

Learners credited with this unit standard will be able to

The qualifying learners are capable of:

- Preparing a portfolio on CD
- Creating a portfolio on CD

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level 5 or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1:   **Prepare a portfolio on CD**

Assessment Criteria

1.1   The methods and techniques for developing a portfolio on CD are explained

1.2   The look of the portfolio is designed

1.3   Evidence of good work is gathered, evaluated and sorted

1.4   Old portfolio evidence is omitted

Specific Outcome 2:   **Create a portfolio on CD**

Assessment Criteria

2.1   **A** browser is designed for the portfolio

2.2   Ease of use is demonstrated and explained

2.3   Evidence of good work is incorporated and included

2.4   The portfolio **is** checked and finalised

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Good work will include all evidence of past work related to multimedia or visual communications

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the methods and techniques for developing a portfolio on CD Rom
  - An understanding of the term "good work" and the standards required

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems, pertaining to the preparation and development **of** a portfolio on CD Rom
- Work effectively with others in ascertaining the evidence of good work
- Organise and manage oneself and one's activities responsibly and effectively **so** that evidence is available on demand
- Collect, analyse, organise and critically evaluate information required for the portfolio of evidence
- Communicate effectively with stakeholders in obtaining feedback on the evidence of good work
- Use science and technology effectively and critically in the design and creation of a porlfolio on CD Rom
- Demonstrate the world as a set of related systems where poor portfolios impact **on the** overall success of the learners
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance **of** exploring education and career opportunities with the creation of world class portfolios on CD Rom

▌_ TITLE: Demonstrate an understanding of the Internet and elements **of** a web site

2. UNIT STANDARD NUMBER:

3. LEVEL ON **THE** NQF: *6*

4. CREDITS: **8**

5. FIELD: Business, Commerce and Management Studies

· Sub Field: Marketing

6. ISSUE DATE:

7. REVIEW DATE:

8. PURPOSE:

Learners credited with this unit standard will be able to list and explain the elements of the internet and explain what is required and involved in developing a web site. Learners are also able to explain the graphics for design on the web site as well as how these are.put onto the internet

The qualifying learners are capable of:

- Identifying and explaining the Internet and elements involved in a web site
- Explaining the graphics for the web site
- Explaining and describing how web sites are built
- Describing and explaining the putting of web sites up on the Internet

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level **5** or equivalent

10. . SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome **1:** Identify and explain the Internet and elements involved in a web site

Assessment Criteria

1.1 The elements involved in a web site are listed and described using correct terminology

1.2 The use of multimedia in a web site is explained in line with organisational procedures

1.3 The multimedia tools to use in web site development are listed in line with system programme requirements

1.4 The multimedia tools to use in web site development are explained using correct terminology

Specific Outcome 2: Explain the graphics for the web site

Assessment Criteria

2.1 Size and bytes and kilobytes are explained using correct terminology
2.2 Web site sizes and their monitoring is explained using correct terminology
2.3 .jpg and .gif are identified and explained using correct terminology

Specific Outcome **3:** Explain and describe how web sites are built

Assessment Criteria

3.1 HTML tags are identified, explained and described using correct terminology
3.2 Web development applications are explained using correct terminology
3.3 Tables uses and how they work are explained using correct terminology
3.4 HTML and how it is used is explained using correct terminology

Specific Outcome **4:** Describe and explain the putting *of* web sites **up** on the Internet

Assessment Criteria

4.1 A URL is described and explained using correct terminology
4.2 A FTP is described and explained using correct terminology
4.3 Software for putting a web site **up** on the Internet **is** identified and explained using correct terminology

11. <u>ACCREDITATION AND MODERATION:</u>

- An individual wishing to be assessed (including through RPL) against this unit standard **may** apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered **as** an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at **its** discretion

12.   **RANGE STATEMENT:**

- Multimedia tools will include but are not limited to; **HTML,** Abode Photoshop, MacroMedia Freehand, MacroMedia Fireworks, MacroMedia Dreamweaver, MacroMedia Flash, Go Live and Java Script
- Uses of HTML will includes but is not limited to title sizes, layout coding, images, backgrounds, font display, links and tables for layout

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

- An understanding of the Internet and web sites
- An understanding **of** the principles, methods and techniques for developing a web site
- An understanding of using HTML

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems pertaining to setting **up** a web site on the Internet
- Collect, analyse, organise and critically evaluate information in relation to data required for a web site
- Use science and technology effectively and critically in understanding the Internet and web sites
- Demonstrate the world as a set **of** related systems by recognising that the underpinning knowledge of the Internet impacts on the final result
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of **the** importance *of* being culturally and aesthetically sensitive across a range of social contexts as part of understanding the Internet and web sites

1.   TITLE: **Develop *a* web site**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   6

4.   **CREDITS:**   13

5.   **FIELD:**   Business, Commerce and Management Studies

        Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to plan a web site for implementation onto the internet using HTML and other appropriate multimedia tools. Learners are also able to present the web site and place it onto the internet once approval is obtained from the client

The qualifying learners are capable of:

- Planning the web site
- Using HTML in developing the web site
- Using appropriate multimedia tools to develop the web site
- Presenting web site to client
- Putting up the web site on the Internet

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – Multimedia at NQF Level **5** or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome **1:**   **Plan the web site**

Assessment Criteria

1.1   The web site scheme is planned and laid out in required format

1.2   The web site structure is planned in accordance with set criteria

1.3   The web site target market is defined based on facts and research findings

1.4   **A** web site strategy is set-up in line with system and company standards

1.5   The netizen is identified and explained using correct terminology

1.6   The information required is identified, listed and explained using correct terminology and web site plan objectives

Specific Outcome 2:   Use **HTML** in developing the web site

Assessment Criteria

2.1   **A** structure is drawn up using HTML according to set criteria
2.2   The main pages are defined in line with company and programme standards
2.3   The main information is set up in required format,
2.4   Title **sizes** are decided and text layout coding is done according to job specifications
2.5   Images and backgrounds are added in required format and in line with specifications
2.6   Links are created in accordance with system/programme requirements
2.7   'Tables are used for layout in line with systemlprogramme requirements

Specific Outcome **3:**   Use appropriate multimedia tools to develop **the web** site

Assessment Criteria

3.1   Images are compressed using multimedia tools in accordance with system/programme requirements
3.2   The whole web pages are laid out for presentation in accordance with systemlprogramme requirements
3.3   Background patterns are created in accordance with system/programme requirements
3.4   Thumbnails are created and made in accordance with system/programme requirements

Specific Outcome **4:**   Present web site to client

Assessment Criteria

4.1   Techniques for presenting web sites are explained using correct terminology and company standards and procedures
4.2   Web site is presented on computer or on hard copy
4.3   Web site presentation meets client requirements
4.4   Client gives authorisation / approval in required format and time frame

Specific Outcome 5:   Put up the web site on the Internet

Assessment Criteria

5.1　　Appropriate software is uploaded in accordance with system/programme requirements

5.2　　**URL** or FTP are used to put the web site on the Internet in accordance with system/programme requirements

5.3　　Password control is used in accordance with systemlprogramme requirements

5.4　　The site is checked and approved in accordance with system/programme requirements

5.5　　Web site is fully operational within agreed time frames

11.　ACCREDITATION AND MODERATION:

- *o* An individual wishing to be assessed (including through **RPL**) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant **ETQA**
- Anyone assessing a learner against this unit standard must **be** registered as an assessor with the relevant **ETQA**
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must **be** accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant ETQA at *its* discretion

12.　RANGE STATEMENT:

- *o* Multimedia tools will include but are not limited to; HTML, Abode Photoshop, MacroMedia Freehand, MacroMedia Fireworks, MacroMedia Dreamweaver, MacroMedia Flash, *Go* Live and Java Script
- *o* Uses of **HTML** will include but are not limited to; tile sizes, layout coding, images, backgrounds, font display, links and tables for layout

13.　NOTES:

- *o* **EMBEDDED KNOWLEDGE:**

- *o* Knowledge *of* the Internet and web sites
- *o* An understanding of the principles, methods and techniques for developing a web site
- *o* Knowledge of the use of **HTML**

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- *o* Identify and solve problems relating to the planning, creation and putting up a web site
- *o* **Work** effectively with all stakeholders in the development of the site
- Collect, analyse, organise and critically evaluate information during the development of the web site
- Communicate effectively when presenting the web site to clients
- Use science and technology effectively and critically throughout the web site development process

- Demonstrate the world as a set of related systems by recognising a well planned and created web site leads to good hit rate
- In order to contribute to the full personal development of each learner and the social and
- economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts when developing web sites

1.   **TITLE: Create** and **mix sound to enhance the interactive multimedia experience**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   *6*

4.   **CREDITS:**   12 .

5.   **FIELD:**   Business, Commerce and Management Studies
       Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to describe the process and techniques for recording, mixing and applying sounds and'sound mixes. Learners are also able to explain the equipment and venue requirements for the mixing and editing of sound

The qualifying learner is capable of:

- Demonstrating an understanding of sound and sound mixing
- Explaining equipment and venue requirements for recording and mixing sound
- Recording, mixing and applying sounds to multimedia projects
- *o* Explaining recording, mixing and editing techniques

9.   <u>**LEARNING ASSUMED TO BE IN PLACE**</u>

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level 5 or equivalent

10.   <u>**SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA.**</u>

Specific Outcome 1:   **Demonstrate an understanding of sound and sound mixing**

Assessment Criteria

1.1   The principles of sound in an interactive multimedia experience are explained in line with company practices and industry norms

1.2   The uses of sound in an interactive multimedia experience are described in line with company uses and practices

1.3   Sound files are identified and explained using correct terminology and industry standards

Specific Outcome 2   Explain equipment and venue requirements for 'recording and mixing sound

Assessment Criteria

2.1   Sound recording equipment is described in line with equipment uses and **parameters/specifications**.

2.2   Sound mixing equipment is described in line with equipment uses and **parameterdspecifications**

2.3   Sound recording venue is described in terms of output requirements and company standard venue guidelines

Specific Outcome **3:**   Record, mix and apply sound to multimedia projects

Assessment Criteria

3.1   Sound is recorded using appropriate equipment in line with equipment specifications

3.2   Sound is mixed using appropriate equipment and venue in line with equipment specifications

3.3   Recording and mixing of sounds meet client requirements and objectives

3.4   Recording and mixing of sounds is completed within agree time frames

Specific Outcome 4   Explain recording, mixing and editing techniques

Assessment Criteria

4.1   Recording techniques are described in'line with company and industry best practices

4.2   Mixing techniques are described in line with company and industry best practices

4.3   Editing techniques are described in line with company and industry best practices

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant **ETQA**
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- Any institution offering learning that will enable achievement of this unit standard **or** assessing this unit standard must be accredited as a provider with the relevant **ETQA**

- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Multimedia will include but is not limited to; cinema, television, CD Rom and internet
- Multimedia tools will include but are not limited to; SoundEdit 16 and WaveLab
- Uses of the above applications will include but are not limited to; recording, mixing and applying sounds to multimedia projects

13.   NOTES:

EMBEDDED KNOWLEDGE:

- An understanding of the principles of sound
- An understanding of recording equipment
- Knowledge of mixing / editing techniques

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems pertaining to the recording, mixing and editing of sound for multimedia
- Communicate effectively when creating and mixing sound
- Use science and technology effectively and critically showing responsibility towards recording practices
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts during the recording and mixing of sound

| 1. | **TITLE:** | Create motion graphics and video for multimedia |

2.	**UNIT STANDARD NUMBER:**	
3.	**LEVEL ON THE NQF:**	6
4.	**CREDITS:**	13
5.	**FIELD:**	Business, Commerce and Management Studies
	Sub Field:	Marketing
6.	**ISSUE DATE:**	
7.	**REVIEW DATE:**	
8.	**PURPOSE:**	

Learners credited with this unit standard will be able to describe and develop motion graphics and video for multimedia using all available resources and system applications. Learners are able to test the applications to ensure it meets with original objectives and present the final product to relevant stakeholders

The qualifying learner is capable of:

- Demonstrating an understanding of motion graphics and video
- Developing and producing motion graphics and video for multimedia
- Testing the motion graphics and video
- Presenting the motion graphics and video for multimedia

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – Multimedia at **NQF** Level **5** or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1:   Demonstrate an understanding **of** motion graphics and video

Assessment Criteria

1.1   The principles of motion graphics and video are identified and explained using correct terminology

1.2   Relevant terminology for motion graphics is described in line with business standards and practices

1.3   Techniques for planning and producing motion graphics and video are identified and explained in line with company standards

Specific Outcome 2:   Develop and produce motion graphics and video for multimedia

Assessment Criteria

2.1   Appropriate tools and equipment are used to produce motion graphics and video projects in required format

2.2   Motion graphics and video concepts are presented to clients and amended where necessary within the required time frame

2.3   Motion graphics and video are produced in accordance with client brief

2.4   Final product is presented to clients for approval within required time frame

Specific Outcome **3:**   **Test** the motion graphics and video

Assessment Criteria

3.1   Computer game is submitted for product testing in line with company testing requirements

3.2   Test results are analysed and errors identified and rectified within required time frame and system specifications

3.3   Repaired game is re-submitted for testing within required time frame

3.4   Approval is obtain from required individuals in the required format for the game release

Specific Outcome *4:*   Present the motion graphics *and* video for multimedia

Assessment Criteria

4.1   Tested, approved game is presented to stakeholders in required format and time frame

4.2   Feedback is noted and actioned where required within the required time frame

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through **RPL**) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant **ETQA**
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT

- Multimedia will include but is not limited to; cinema, television, CD Rom and internet
- Multimedia tools will include but is not limited to; Adobe Premier, Avid Videoshop, iMovie, Adobe Aftereffects, Macromedia Flash and Adobe LiveMotion

. 13. NOTES:

• EMBEDDED KNOWLEDGE:

- An understanding of the principles of motion graphics and video for multimedia
- An understanding of the relevant motion graphics and video terminology for motion graphics and video
- Knowledge of planning principles and techniques
- Knowledge of the equipment used in producing motion graphics
- Knowledge of presentation methods and techniques

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems pertaining to the creation of motion graphics and video for multimedia
- Work effectively with others as a member of an art direction team
- Organise and manage oneself and one's activities to ensure the creation of motion graphics and video are effective
- Collect, analyse, organise and critically evaluate information relating to the creation of motion graphics and video
- Communicate effectively when making a presentation
- Use science and technology to create motion graphics and video
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts in the creation of motion graphics and video

1.   **TITLE: Demonstrate an understanding of CD ROM based multimedia**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   **6**

4.   **CREDITS:**   **13**

5.   **FIELD:**   Business, Commerce and Management Studies
       Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

       Learners credited with this unit standard will be able to

       The qualifying learner is capable *of:*

       - Demonstrating an understanding *of* CD Rom based multimedia design and tools
       - Demonstrating an understanding on how *to* design CD Rom based multimedia

9.   **LEARNING ASSUMED TO BE IN PLACE**

       - Learners accessing this qualification will have demonstrated competency against the **unit** standards in the qualification, National Diploma in Visual Communications -Multimedia at NQF Level **5** or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

       Specific Outcome **1**:   **Demonstrate an understanding of CD Rom based multimedia design and tools**

       Assessment Criteria

       1.1   The principles **of CD Rom** based multimedia are explained

       1.2   Interactive media is identified and explained

       1.3   Methods and techniques for designing interactive media are described

       1.4   Multimedia tools are identified and described

Specific Outcome 2: Demonstrate an understanding on **how** to design **CD** Rom based multimedia

Assessment Criteria

2.1 The principles of designing CD Rom based multimedia are described

2.2 The process of designing a **CD** Rom is explained

2.3 The methods and techniques for editing are described

11. ACCREDITATION AND MODERATION:

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT

- Multimedia tools will include but are not limited to; Macromedia, Freehand, Adobe Illustrator, Adobe Photoshop, Macromedia Flash, Macromedia Director, Adobe LiveMotion, Adobe Premier and Adobe Aftereffects

13. NOTES:

- **EMBEDDED KNOWLEDGE:**

- An understanding of the principles, methods and techniques for **CD** Rom based multimedia
- An understanding of storyboarding methods for film and computer based formats

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Organise and manage oneself and one's activities responsibly and effectively in order to reach an understanding in the shortest possible time
- Collect, analyse, organise and critically evaluate information, which will lead to understanding of **CD** Rom based multimedia
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of reflecting on and exploring a variety of strategies to learn more effectively

1.   **TITLE: Design interactive media**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   **6**

4.   **CREDITS:**   10

5.   **FIELD:**   Business, Commerce and Management Studies

     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard wll be able to creative and develop an interactive medium using available systems, directors, CD Roms and resources, test the application and present the final product in line with original objectives

The qualifying learner is capable of:

- Creating and developing interactive media
- Using Director for interactive CD Roms
- Testing the interactive medium
- Presenting the interactive medium

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications – Multimedia at NQF Level **5** or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1:   **Creating and developing interactive media**

Assessment Criteria

1.1   Storyboard is drawn and video is planned in required format

1.2   Sound for interactive media is recorded in required format and in line with systemlprogramme specifications

1.3   Video and sound is edited in line with company editing procedures

1.4   Graphics and animation are created and developed in required system format

1.5   Video is checked, rechecked and tested against requirements

1.6   Master disc is created in required format and time frame

Specific Outcome **2:**   **Use Director for interactive CD Roms**

Assessment Criteria

2.1   Sprites for interactive CD Rom is created in line with system/programme requirements

2.2   A cast is used in required format and process

2.3   Films, texts and stills are imported in line with system/programme requirements and specifications

2.4   After effects are added to **CD** Rom in required format

2.5   Final projector is created in required time frame

Specific Outcome 3:   **Test the interactive medium**

Assessment Criteria

3.1   Interactive medium is submitted for product testing in line with company testing requirements

3.2   Test results are analysed and **errors** identified and rectified within required time frame and system specifications

3.3   Repaired medium is re-submitted for testing within required time frame

3.4   Approval is obtain from required individuals in the required format for the interactive mediums release

Specific Outcome **4:**   **Present the interactive medium**

Assessment Criteria

4.1   Tested, approved interactive medium is presented to stakeholders in required format and time frame

4.2   Feedback is noted and actioned where required within the required time frame

11.   <u>ACCREDITATION AND MODERATION:</u>

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- Anyone assessing a learner against this unit standard must be registered **as** an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA

- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Multimedia tools will include but are not limited to; Macromedia Freehand, Adobe Illustrator, Adobe Photoshop, Macromedia Flash, Macromedia Director, Adobe LiveMotion, Adobe Premier and Adobe Aftereffects
- Interactive media include but are not limited to; CDRom and Internet

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

  - Knowledge of the 'principles of CD Rom based multimedia design
  - Knowledge of the relevant graphics and video design methods
  - Knowledge of using Director

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems, which are related to the design and development of interactive media
- Collect, analyse, organise and critically evaluate information pertaining to the creation of interactive multimedia
- Use science and technology effectively and critically throughout the process of designing interactive multimedia
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts in the creation of interactive media

| 1. | **TITLE:** | **Design and build computer games** |

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   **6**

4.   **CREDITS:**   **13**

5.   **FIELD:**   Business, Commerce and Management Studies

     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard wil be able to research and build a computer game using all available resources and system applications. Learners are able to test the game to ensure it meets with original objectives and present the final game to relevant stakeholders

The qualifying learners are capable of:

- Preparing to build computer games
- Designing and developing computer games
- Testing the computer games
- Presenting the computer games

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1:   **Prepare *to* build computer games**

Assessment Criteria

1.1   The storyline is researched and evaluated following company research processes and procedures

1.2   The story is mapped in required *format*

1.3   The main characteristics, strengths and weaknesses *of* the storyline are described in required terminology and in line with original objectives

Specific Outcome 2:   Design and develop computer games

. Assessment Criteria

2.1   The storyboards are designed and drawn **up** in required format

2.2   The animations are created within set parameters and system guidelines

2.3   Buttons are inserted in line with system/programme requirements

2.4   The logo is redesigned in line with customer requirements and system/programme guidelines

2.5   The look is completed to meet requirements

Specific Outcome 3:   Test the computer games

Assessment Criteria

3.1   Computer game **is** submitted for product testing in line with company testing requirements

3.2   Test results are analysed and errors identified and rectified within required time frame and system specifications

3.3   Repaired game is re-submitted for testing within required time frame

3.4   Approval is obtain from required individuals in the required format for the game release

Specific Outcome **4:**   Present the computer games

Assessment Criteria

4.1   Tested, approved game is presented to stakeholders in required format and time frame

4.2   Feedback is noted and actioned where required within the required time frame

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited 'by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement *of* this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Multimedia tools will include but is not limited to; Adobe Photoshop, various **3D** modeling applications, various animation applications, Adobe Premier, Macromedia Director, Adobe Aftereffects

13.   NOTES:

- EMBEDDED KNOWLEDGE:

  - Knowledge *of* the methods and techniques for building computer games

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems, where responses display an understanding of the creation of computer games
- Communicate effectively using visual and language skills to create computer games
- Use science and technology to assist in the creation *of* computer games
- In order to contribute to the full personal development of each learner and the social and economic development of society **at** large, it must be the intention underlying any programme *of* learning to make an individual aware of the importance of developing entrepreneurial opportunities for computer games

1.   TITLE: Create animation and edit stills and films

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: **6**

4.   CREDITS: 13

5.   FIELD: Business, Commerce and Management Studies

      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

a.   PURPOSE:

Learners credited with this unit standard will be able to describe and demonstrate the animation process and the editing processes. Learners are also able *to* creative an animation and edit both stills and films to meet objectives and have smooth running creations

The qualifying learners are capable of

- Demonstrating an understanding of animation processing
- Demonstrating an understanding of the editing process
- Creating animation
- Editing stills and films

9.   <u>LEARNING ASSUMED TO BE IN PLACE</u>

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level **5** or equivalent

10.   <u>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</u>:

Specific Outcome 1:   Demonstrate an understanding of animation processing

Assessment Criteria

1.1   Multimedia tools for animation are identified and described in line with system/programme application capabilities

1.2   The principles of 2D and 3D are explained using correct terminology

1.3   The techniques for creating animation are explained in line with company procedures and industry norms

Specific Outcome **2:**   Demonstrate an understanding of the editing process

Assessment Criteria

2.1   The principles and process used for editing still and film are explained in line with company editing practices

2.2   Old and new films are used for comparison and edification purposes in accordance with company practices and with available resources and equipment

Specific Outcome 3:   Create animation

Assessment Criteria

3.1   Landscapes are made using the required software programmes/packages

3.2   **3D** objects are created using the required software applications

3.3   **DXF** files are used for inter application, import and export purposes in line with system/programme requirements

3.4   Motion and computer animation is produced using required software applications

Specific Outcome **4:**   Edit stills and **films**

Assessment Criteria

4.1   Appropriate software applications are identified and described for editing in line with programme requirements

4.2   Films are dumped and blended together in required format and using required equipment

4.3   Special effects are added to stills and films in required format and using required equipment

4.4   Sound effects are added to films using required equipment

4.5   Text is added to film in required format and using required equipment

11.   <u>ACCREDITATION AND MODERATION:</u>

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an .assessment agency, assessor or provider institution accredited by the relevant ETQA

- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12.   RANGE STATEMENT:

- Applicable software for animation will include but is not limited to; Correl **Bryce,** Strata Studio Prom Macromedia Flash, Adobe LiveMotion, Inspirer **3D** and **3D** Sudio Max
- Applicable software for editing **stills** and films include but is not limited to; Adobe premier, Avid Videoshop and Adobe Photoshop

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the principles of **3D** animation
  - Knowledge of editing processes and procedures
  - Knowledge of software applications for animation

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems, which impact on animation or editing processes
- **Work** effectively with others in the acquisition of knowledge and expert input and advice
- Collect, analyse, organise and critically evaluate information pertaining to editing and animation requirements
- Communicate effectively with others in the pursuit of knowledge and expertise
- Use science and technology effectively and critically throughout the processes of animation and editing
- Understand the world as **a** set of related systems where poor editing impacts directly on the success of the still or film
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of reflecting on and exploring a variety of strategies to learn more effectively in improving the quality of one's own work in animation and editing

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

National Diploma: Copywriting at NQF Level **5**

Field:	Business, Commerce and Management Studies
Sub-field:	Marketing
Level:	**5**
Credit:	**251** Minimum
Issue date:	
Review date:	

Rationale **of** the Qualification

This National Diploma Qualification will provide the qualifying learner with the competencies needed to function in the broad copywriting industry. The National Diploma in Copywriting: Level 5 has been designed to meet the needs of those learners who enter the field of Copywriting. Copywriting activities within the entire marketing field are a key business function necessary for compliance with relevant legislative requirements. The Qualification is inextricably linked to the definition of Marketing. "Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfy individual and organisational objectives in an accountable and socially responsible manner" In '.doing that, Copywriting activities are an essential business requirement to guard against unlawful transgressions against and by the company. The Copywriting National Diploma at NQF Level **5** will provide a broad knowledge and skills needed in the industry to promote products and to progress along a career path for learners who:

* Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training
* Have worked in the advertising and communication industry for many years, but have no formal Qualification in Copywriting
* Wish to extend their range of skills and knowledge **of** the industry **so** that they can become knowledgeable workers in Copywriting
* Have recently taken up a position as a support staff member in a Copywriting section of organisation

The National Diploma in Copywriting, Level 5 allows the learner to work towards a nationally recognised Qualification that is flexible and will allow both those in formal education and those already employed in copywriting positions access. It aims to develop individuals who are informed and skilled in copywriting.

The Qualification has building blocks that can be developed further and will lead to a more defined Visual Communications Qualification career path at NQF Level *6.* It also focuses on the skills, knowledge, values and attitudes required to progress further.

The intention is:
- To promote the development of knowledge and skills that is required in all sub-sectors of marketing.
- To reveal the potential of people.
- To provide opportunities for people to move up the value chain.

Many different roles are linked to and affected by this Qualification. They include but are not limited to:

- Publishing
- Advertising
- Public Relations
- Corporate image
- Promotions
- Competitions
- Events
- Exhibitions
- Slogans

The National Diploma in Copywriting: Level *5* will produce knowledgeable, skilled creative people who are able to contribute to improved productivity and efficiency within the marketing industry. It will provide the means for current individuals in the advertising, publishing and communication copywriting field to receive recognition of prior learning and to upgrade their skills and knowledge base. The Qualification is structured in a way that it exposes individuals to a set of core competence to give a broad understanding of marketing communication and the electives, which will allow for a specific competence in copywriting. It promotes the notion of life-long learning.

The standard writing process was approached from a "whole" perspective. The process began off by identifying the 2 levels. The **SGB** then developed the framework and built the standards from there. The Qualifications are "zero based", representing best practice and standards that will lift the profession and support transformation.

Purpose of the Qualification

Copywriting is a discipline and profession that serves the needs of many industries. In the context of the advertising and communication industry, this Qualification will enable creative, feasible, innovative and exciting individual and teamwork possibilities.

The purpose of this qualification is to build the necessary knowledge, understanding, abilities and skills required for further learning towards becoming a competent practicing copywriter. This Qualification will be registered at **NQF** Level *5.* This Qualification is also related to other Qualifications such as the National Diploma in Marketing Communications level **5** and the National Diploma in Marketing level 5 where all of these Qualifications will ensure portability across all of these National Diplomas and other marketing Qualifications registered with SAQA.

This Qualification supports the objectives of the National Qualifications Framework (NQF) in that it provides learners with clear learning pathways, which provide access to, and mobility and progression within the marketing industry as a whole, and as such improvements increase their employment opportunities. The increased knowledge and skill base therefore has a wider implication, namely the enhancement of the functional and intellectual capability of the nation at large.

Access to the Qualification

There is no access restrictions placed on this Qualification, however any learner who can provide evidence of the learning assumed to be in place, has open access to this Qualification. Because of the strong stakeholder participation in the development of this Qualification, during which all stakeholders' interests are represented, access is enhanced. Vertical articulation is possible where learners can gain access via the National Certificate in Copywriting level 5.

Rules to Combinations

The qualification is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totaling 251 credits (minimum).

Fundamental	23 credits	9%
Core	193 credits	77%
Elective	Minimum 35 credits	14%
Total	241 credits (Minimum)	100%

FUNDAMENTAL	CORE	ELECTIVE	TOTAL CREDITS
23 credits at Level 5 .	41 credits at Level 4 120 credits at Level 5 32 credits at Level 6	Learners must select a Minimum of 35 credits from the Elective Unit Standards to make up the 241 credits required	251 credits Minimum 23 credits Fundamental at Level 5 41 credits in Core at Level 4 120 credits in Core at Level 5 32 credits in Core at Level 6 35 credits Minimum Electives
23 credits	**193 credits**	**35 Credits (Minimum)**	**Total: 251 credits (Minimum)**

Motivation for number of credits assigned to fundamental, core and elective

Fundamental Credits

At level 5, SAQA does not stipulates the minimum number of credits allocated to Communication Studies and Languages and Physical, Computer Mathematical and Life Sciences: However the SGB felt that the 23 credits in the fundamental unit standards chosen will add value to the qualification as a whole.

Core

193 credits have been allocated to the Core Unit Standards. This is to ensure that the qualification has a strong focus for copywriting.

The Core Unit Standards offer a broad contextual understanding and will enable the learners **to** gain an all round picture of the Industry.

Electives

A minimum of 35 credits must be selected by the learner from the Elective Unit Standards. There are a total of 57 credits for the Elective area. They also allow for progression to the next level of learning.

Learning assumed to be in place

It is assumed that learners wishing to enter a programme leading to this Qualification will have demonstrated competence against the "learning assumed to be in place" as contained **in** the unit standards for this Qualification.

Exit tevel Outcomes and their Associated Assessment Criteria

On achieving this qualification, the learner will be able to:

1. Explain and apply professional values and ethics
   Associated Assessment Criteria
   - Values and ethics for company are determined
   - Values and ethics are applied throughout business activities

2. Explain and implement various types of workplace processes to enhance the relationship of people at work
   Associated Assessment Criteria
   - HIV/AIDS policies are implemented in the workplace
   - Professional values and ethics are described pertaining to the workplace
   - Social issues are examined pertaining to the workplace

3. Communicate workplace data to stakeholders
   Associated Assessment Criteria
   - Workplace data is communicated in required timeframe and format
   - Workplace data is Communicated to all stakeholders

4. Demonstrate an ability to work as a member of a creative team
   Associated Assessment Criteria
   - Communication is clear and barriers to understanding are dealt with
   - Feedback is given on all communications received
   - Team progress is reported on to authorised individuals
   - Contribute to team decisions and apply behavioural and ethical practices
   - Conflict situations are identified and handled using collaborative facilitation methods
   - Roles and responsibilities of team members are outlined and described

5. Identify and explain target markets and product positioning within markets
   Associated Assessment Criteria
   - Target markets are identified and explained for own industry
   - Product positioning strategies are identified and explained
   - Products are positioned within required market based on target market analysis findings

6. Attend briefings and handle promotions
   Associated Assessment Criteria
   - Brief details are obtained and recorded
   - Brief is developed and submitted within required timeframe
   - Brand, product and service promotion is implemented according to the brief
   - Promotion is handled within required timeframe

7. Demonstrate the function of an advertising agency / design company
   Associated Assessment Criteria
   - Roles and responsibilities of an advertising agency/design company are listed and explained
   - Workflow, structure and policies governing a advertising agency/design company are listed and explained
   - Relationships between suppliers and customers are explained and confidentiality criteria listed and explained

8. Explain and apply creative writing skills and techniques
   Associated Assessment Criteria
   - Philosophies and creative writing processes are identified and various styles described
   - Fundamentals, elements, techniques, characteristics, constraints and blocks are listed and described

9. Apply conceptual and lateral thinking in the developmental process
   Associated Assessment Criteria
   - Conceptual and lateral thinking techniques are identified, analysed and applied
   - Apply research practices to aid in lateral thinking
   - The difference between metaphor, concept and message are explained

10. Develop and present creative work and compile a portfolio
   Associated Assessment Criteria
   - Presentation is developed in required timeframe and user friendly format
   - Presentation is clear and completed in required timeframe and customer satisfaction evaluated
   - Portfolio is developed in required timeframe and user friendly format
   - Portfolio presentation is clear and completed in required timeframe and customer satisfaction evaluated

11. Explain concepts of copy, copywriting and copywriter and these are applied professionally
   Associated Assessment Criteria
   - Concepts, terminology, history and fundamentals of copy and copywriting are identified and explained
   - Copywriting styles, current trends and terminology are identified and explained and applied
   - Skills, techniques and benefits of applying a professional approach are explained and implemented

12. Explain the creative principles of copywriting in marketing communications
   Associated Assessment Criteria
   - History and nature of copywriting is described
   - Building blocks, elements and methods used in copywriting are explained and how these are implemented/applied by the copywriter
   - Characteristics, constraints, strengths and limitations for various media are identified and explained
   - Creative elements are listed and strengths and weaknesses explained
   - Creative philosophies of leading agencies are listed and effectiveness explained

13. Produce copy in marketing communications
   Associated Assessment Criteria
   - Copy concept is developed based on trends and brief
   - Copy is written using correct terminology, various styles and within required timeframe

14. Explain the principles **of** persuasive copy
   Associated Assessment Criteria
   - Copy is outlined for a variety of media (outdoor, television, radio, newspaper, magazines, editorials — below-the-line and internet)
   - Campaign for a single concept is developed and explained and submitted for approval

15. Explain the production of marketing communications
   Associated Assessment Criteria
   - Printing process **is** described
   - Requirements of internet and web design are described
   - Production categories and processes are listed and explained

16. Conduct media evaluations
   Associated Assessment Criteria
   - Media plans and objectives are analysed and objectives listed
   - Media type is analysed and evaluated against campaign objectives

17. Develop and write persuasive copy for a variety of categories
   Associated Assessment Criteria
   - Persuasive copy is conceptualised and written for categories using above -the- line — media
   - Persuasive copy is conceptualised and written for categories using alternative media, below-the-line and the internet

18. Apply marketing and advertising creative processes
   Associated Assessment Criteria
   - Marketing communications concepts is developed using: interpretation skills, evaluation **of** platform, art direction, design and pre testing techniques
   - Concept is implemented following a plan, production schedule, quality assurance of key elements during production and inspection and approval of final product

19. Develop campaign, media and creative strategies
   Associated Assessment Criteria
   - Marketing objectives and strategies are researched, developed and final media briefs prepared
   - Marketing objectives and strategies are implemented according to budget
   - Marketing communications campaign is monitored against outcomes and variances or out of line areas addressed.

20. Evaluate creative solutions for a variety of electronic advertising mediums and nonelectronic advertising mediums.
   Associated Assessment Criteria
   - Creative data is extracted for electronic and non-electronic mediums
   - Solutions are developed and evaluated for effectiveness for each medium
   - Preparation and presentation techniques are explained and applied for each medium

Tables showing the spread of Critical Cross-Field Outcomes across the Unit Standards and for both Core and Elective

Unit Standard Title	Critical Cross-field Outcomes Supported in the Unit Standards							
National Diploma: Copywriting At NQF Level 5	Solve problems / Make decisions	Team work	Organi-sation	Infor-mation	Com muni ca te	Techno logy	Relate Syste ms	Person al Develo p ment
Core Level 4								
. Work as a member of a creative team	√	√	√		√		√	√
Demonstrate an understanding of target markets (ID 10019)	√		√	√	√	√		
Demonstrate an understanding of product positioning (ID 10016)	√			√	√		√	√
Deal with brand, product and service promotions (ID 10018)	√		√		√	√	√	
Attend briefing and produce work on deadline (ID 10029)	√		√	√	√	√	√	√
Demonstrate an understanding of an define integrated marketing communications and its role (ID 10034)	√	√	√		√		√	√
Demonstrate an understanding of creative principles of marketing (ID 10035)	√		√	√	√	√		√
Operate an interdepartmental traffic system (ID 10036)	√	√		√	√		√	
Core Level 5								
Demonstrate an understanding of and define the nature, role and history of marketing communication (ID 10032)			√	√			√	√
Demonstrate an understanding of ethical, social, cultural and legal issues in marketing communication (1010033)		√					√	√
Demonstrate an understanding of how an ad. Agency / Design Company works		√	√	√	√	√	√	
Demonstrate an understanding of the creative writing process	√				√	√		√
Recognise and apply conceptual and lateral thinking in the copy developmental process	√			√	√			√
Develop and present creative work	√	√		√	√	√		√
Demonstrate an understanding of copy, copywriting and the copy writer	√			√	√	√	√	
Demonstrate an understanding of creative principles of copywriting in marketing communication	√			√	√	√		
Produce and write copy in marketing communication	√	√		√	√	√		
Demonstrate an understanding of the principles of persuasive copy	√			√	√	√		
Demonstrate an understanding of the roles of creative team members		√	√		√		√	
Demonstrate an understanding of marketing communications production		√	√		√	√		√
Evaluate media	√	√		√	√	√	√	
Develop and write persuasive copy for fast moving consumer goods		√		√	√	√		√

Core Level **6**								
Develop and implement the marketing and advertising creative process	√	√		√	√	√		√
Manage a communication project	√	√			√		√	
Develop campaign, media and creative strategies	√	√		√	√	√		4
Elective Level **5**								
Develop and write persuasive copy for the services industry	√	√		√	√	√	√	
Develop and write persuasive copy for corporate clients	√	√		√	√	√	√	
Develop and write persuasive copy for retail and wholesale clients	√	√		√	√	√	√	
Develop and write persuasive copy for business to business clients	√	√		√	√	√	√	
Develop and write persuasive copy for social **causes**	√	√		√	√	√	√	
Develop and write persuasive copy for political issues / parties	√	√		√	√	√	√	
Develop and write persuasive copy for pharmaceutical industry	√	√		√	√	√	√	
Develop and write persuasive copy for agricultural industry	√	√		√	√	√	√	
Develop and evaluate creative solutions for a variety of advertising mediums	√	√	√	√	√	√		√

International comparability

Benchmarking was done by comparing this Qualification to unit standards, outcomes of learning, levels, credits and performance criteria found in the:

New Zealand Qualifications Authority
There are two Qualifications namely: a National Certificate in Marketing and a National Diploma in Marketing with **8** domains: Advertising, Direct Marketing, Generic Marketing, International Marketing, Marketing – Import and Export Services, Marketing Research, Public Relations, Sales Organisation and Management   The credits awarded here are **52** compulsory and **68** electives.

Australian Qualification Authority

International Advertising Association **(USA)** Here there is a Diploma in Marketing Communication – IAA Standard Model with a minimum of 300 hours. The subjects included: Basic marketing, Consumer behaviour, Communication theory, Marketing / Advertising Research, .Principles **of** Advertising / Promotion, Advertising / Promotion: Strategy and Management (Cases) Creative Fundamentals – Copy, layout and Production, Media Fundamentals – Planning and Buying, Advertising and Society – Social, Economic and Regulatory, International marketing / Advertising, Integrated Marketing Communications – Campaign, Advanced International marketing Communication Topic.

RDI Germany – Charted institute of Marketing programmes
This is a certificate, advanced certificate and diploma in Charted Institute **of** Marketing (CIM) programmes. The Diploma in Marketing consists of four subjects namely: planning and control, Integrated Marketing Communications, International Marketing Strategy, Analysis and Decision

In general this Qualification and its component unit standards compare well with their international counterparts. The only major differences are in formatting, scope **of** coverage or focus.   The differences identified in the level structures did however make direct equivalation difficult in all cases.

Integrated Assessment

Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated. Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic Hiring contexts wherever possible.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credits for the evidence **of** learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

Recognition of prior learning

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Recognition of Prior Learning will be done by means of Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow:
- For accelerated access to further learning
- Gaining of credits towards a qualification

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education and Training, Quality Assurance Body and is conducted by a registered assessor.

Articulation possibilities

A learner could follow a career in:

- Advertising copywriters
- Direct Marketing copywriters
- Corporate image copywriters
- Event marketers
- Media copywriters

Note: The above is an indication rather than an exhaustive listing.

Moderation Options

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must register as an assessor with the relevant Education and Training Quality Assurance (ETQA) Body.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies); and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should encompass achievement of the competence described in the Qualification.

Criteria for registration of assessors

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

- Be competent in all the outcomes of the National Assessor Unit Standard as stipulated by the South African Qualifications Authority (SAQA)
- Be registered as an assessor with the relevant ETQA or an ETQA that has a memorandum of understanding with the relevant ETQA

NOTES:

Exit point for learners who do not complete the Qualification:

- Learners will be credited with Unit Standards in which they have proved competence.
- Learners who complete individual Unit Standards but do not complete this Qualification retain their credits. However, should the substance **of** the Unit Standard change, the validity of the credits towards the Qualification may be reviewed
- Learners who change their provider or learning site before completing the Qualification may transfer their credits to the new learning site.

UNIT STANDARDS IN NATIONAL DIPLOMA IN COPYWRITING
NQF LEVEL 5

UNIT STANDARDS TITLES

Core – Level 4

1.	Title	Work as a member of a creative team
*.	Title	Demonstrate an understanding of target markets (ID 10019)
*.	Title	Demonstrate an understanding of product positioning (ID 10016)
*.	Title	Deal with brand, product and service promotions (ID 10018)
*.	Title	Attend briefing and produce work on deadline (ID 10029)
*.	Title	Demonstrate an understanding of an define integrated marketing communications and its role (ID 10034)
*.	Title	Demonstrate an understanding of creative principles of marketing (ID 10035)
*.	Title	Operate an interdepartmental traffic system (ID 10036)

Core – Level 5

*.	Title	Demonstrate an understanding of and define the nature, role and history of marketing communication (ID 10032)
*.	Title	Demonstrate an understanding of ethical, social, cultural and legal issues in marketing communications (ID 10033)
2.	Title	Demonstrate an understanding of how an ad. Agency / Design Company works
3.	Title	Demonstrate an understanding of the creative writing process
4.	Title	Recognise and apply conceptual and lateral thinking in the copy developmental process
5.	Title	Develop and present creative work and compile a portfolio
6.	Title	Demonstrate an understanding of copy, copywriting and the copy writer
7.	Title	Demonstrate an understanding of creative principles of copywriting in marketing communication
8.	Title	Produce and write copy in marketing communication
9.	Title	Demonstrate an understanding of the principles of persuasive copy
10.	Title	Demonstrate an understanding of the roles of creative team members
11.	Title	Demonstrate an understanding of marketing communications production
12.	Title	Evaluate media
13.	Title	Develop and write persuasive copy for fast moving consumer goods

Core – Level 6

14.	Title	Develop and implement the marketing and advertising creative process
15.	Title	Manage a communication project
16.	Title	Develop campaign, media and creative strategies

Elective – Level 5

17.	Title	Develop and write persuasive copy for the services industry
18.	Title	Develop and write persuasive copy for corporate clients
19.	Title	Develop and write persuasive copy for retail and wholesale clients
20.	Title	Develop and write persuasive copy for business to business clients
21.	Title	Develop and write persuasive copy for social causes
22.	Title	Develop and write persuasive copy for political issues / parties
23.	Title	Develop and write persuasive copy for pharmaceutical industry
24.	Title	Develop and write persuasive copy for agricultural industry
25.	Title	Develop and evaluate creative solutions for a variety of advertising mediums

UNIT STANDARDS AND SPECIFIC OUTCOMES IN

THE NATIONAL DIPLOMA IN COPYWRITING - NQF LEVEL 5

UNIT STANDARDS

1. . Title		**Work as a member of a creative team**
Specific Outcome	1.1	Communicate with all relevant stakeholders to enhance teamwork
Specific Outcome	1.2	Report on team progress to appropriate authority and team
Specific Outcome	1.3	Display tendencies to work with others as a member of a creative team
Specific Outcome	1.4	Handle and resolve conflict

2. Title		**Demonstrate an understanding of how an advertising agency / design company works**
Specific Outcome	2.1	Identify and explain the structure of an ad agency / design company
Specific Outcome	2.2	Demonstrate an understanding of the workflow within an ad agency / design company
Specific Outcome	2.3	Explain the relationship between ad agency / design company and suppliers

3. Title		**Demonstrate an understanding of the creative writing process**
Specific Outcome	3.1	Describe and explain creative philosophies and approaches
Specific Outcome	3.2	Describe creative writing techniques
Specific Outcome	3.3	Demonstrate an understanding of the creative process

4. Title		**Recognise and apply conceptual and lateral thinking in the copy developmental process**
Specific Outcome	4.1	Apply and practice conceptual and lateral thinking skills
Specific Outcome	4.2	Identify and apply research techniques to help lateral thinking
Specific Outcome	4.3	Identify and explain the relation between metaphor, concept and message
Specific Outcome	4.4	Describe and explain concepts
Specific Outcome	4.5	Explain, apply thinking skills in the copy development process

5. Title		**Develop and present creative work and compile work portfolio**
Specific Outcome	5.1	Develop the creative work presentations
Specific Outcome	5.2	Present creative work
Specific Outcome	5.3	Evaluating the presentation
Specific Outcome	5.4	Identify and gather evidence for the portfolio
Specific Outcome	5.5	Compile portfolio of evidence
Specific Outcome	5.6	Present portfolio

6.	Title		**Demonstrate an understanding of copy, copywriting and the copywriter**

Specific Outcome	6.1	Define and explain concepts of copy and copywriting
Specific Outcome	6.2	Explain the role of the copywriter
Specific Outcome	**6.3**	Identify and define a professional approach in copywriting
Specific Outcome	6.4	Persuade others of the benefits of a professional approach in copywriting
Specific Outcome	6.5	Apply copywriting styles and write copy

7.	Title		**Demonstrate an understanding of creative principles of copywriting in marketing communications**

Specific Outcome	7.1	Describe and explain the history and nature of copywriting
Specific Outcome	7.2	Describe and explain the practice of copywriting
Specific Outcome	**7.3**	Describe and interpret the characteristics and constraints of the various media
Specific Outcome	**7.4**	Describe and explain the nature and role of the various creative elements available
Specific Outcome	7.5	Describe and explain the creative philosophies of leading advertising agencies

8.	Title		**Produce and write copy in marketing communications**

Specific Outcome	8.1	Develop copy concept
Specific Outcome	8.2	Write copy for marketing communication

9.	Title		**Demonstrate an understanding of the principles of persuasive COPY**

Specific Outcome	9.1	Describe the term persuasive copy
Specific Outcome	9.2	Conceptualise copy for the various media
Specific Outcome	**9.3**	Conceptualise copy for alternative media, below-the-line and internet
Specific Outcome	9.4	Develop a campaign around a single concept

10.	Title		**Demonstrate an understanding of the roles of creative team members**

Specific Outcome	10.1	Explain the principles and roles of art direction
Specific Outcome	10.2	Explain the role of the art director, copywriter and graphic designer
Specific Outcome	**10.3**	Describe the roles of desktop publishing
Specific Outcome	**10.4**	Describe ad explain marketing communications research

	11.	Title	**Demonstrate an understanding of marketing communications production**

Specific Outcome	11.1	Describe printing processes to enhance production
Specific Outcome	11.2	Describe the requirements of internet and web design
Specific Outcome	11.3	Describe the process for the production of films and videos
Specific Outcome	11.4	Identify, evaluate and select production options
Specific Outcome	11.5	Describe the process of radio production

12.	Title	**Evaluate media**

Specific Outcome	12.1	Describe the role of media in copywriting
Specific Outcome	12.2	Interpret media plan and objectives
Specific Outcome	12.3	Analyse and evaluate media

13.	Title	**Develop and write persuasive copy for fast moving consumer goods**

Specific Outcome	13.1	Describe the fast moving consumer goods industry
Specific Outcome	13.2	Conceptualise, develop and write persuasive copy for fast moving consumer goods using above-the-line media
Specific Outcome	13.3	Conceptualise, develop and write persuasive copy for fast moving consumer goods using alternative media, below-the-line and the internet
Specific Outcome	13.4	Evaluate the impact/effectiveness of the persuasive copy

14.	Title	**Develop and implement the marketing and advertising creative process**

Specific Outcome	14.1	Describing marketing and advertising creative processes
Specific Outcome	14.2	Develop the marketing communications concept
Specific Outcome	14.3	Implement creative process

15.	Title	**Manage a communication project**

Specific Outcome	15.1	Identify, evaluate and select the communications methods **and** format
Specific Outcome	15.2	Implementing the communications project
Specific Outcome	15.3	Manage the communications project implementation
Specific Outcome	15.4	Review the communications project effectiveness

16.	Title	**Develop campaign, media and creative strategies**

Specific Outcome	16.1	Develop marketing communications objectives and strategies
Specific Outcome	16.2	Implement marketing communications objectives and strategies
Specific Outcome	16.3	Monitor and review marketing communications campaign
Specific Outcome	16.4	Evaluating the effectiveness of the strategy

17. Title **Develop and write persuasive copy for the services industry**

Specific Outcome 17.1 Describe the service industry
Specific Outcome 17.2 Conceptualise, developing and writing persuasive copy for the services industry using above-the-line media
Specific Outcome 17.3 Conceptualise, developing and writing persuasive copy for the services industry using alternative media, below-the-line and the internet
Specific Outcome 17.4 Evaluate the impactleffectiveness of the persuasive copy

18. Title **Develop and write persuasive copy for corporate clients**

Specific Outcome 18.1 Describe the corporate industry
Specific Outcome 18.2 Conceptualise, developing and writing persuasive copy corporate clients using above-the-line media
Specific Outcome 18.3 Conceptualise, developing and writing persuasive copy corporate clients using alternative media, below-the-line and the internet
Specific Outcome 18.4 Evaluate the impact/effectiveness of the persuasive copy

19. Title **Develop and write persuasive copy for retail and wholesale clients**

Specific Outcome 19.1 Describe the retail and wholesale industry
Specific Outcome 19.2 Conceptualise, developing and writing persuasive copy for retail and wholesale clients using above-the-line media
Specific Outcome 19.3 Conceptualise, developing and writing persuasive copy for retail and wholesale clients using alternative media, below-the-line and the internet
Specific Outcome 19.4 Evaluate the impact/effectiveness of the persuasive copy

20. Title **Develop and write persuasive copy for business to business clients**

Specific Outcome 20.1 Describe the business to business industry
Specific Outcome 20.2 Conceptualise, developing and writing persuasive copy for business to business using above-the-line media
Specific Outcome 20.3 Conceptualise, developing and writing persuasive copy for business to business clients using alternative media, below-the-line and the internet
Specific Outcome 20.4 Evaluate the impactleffectiveness of the persuasive copy

21. Title **Develop and write persuasive copy for social causes**

Specific Outcome 21.1 Describe the requirements for persuasive copy for social causes
Specific Outcome 21.2 Conceptualise, developing and writing persuasive copy for social causes using above-the-line media
Specific Outcome 21.3 Conceptualise, developing and writing persuasive copy for social causes using alternative media, below-the-line and the internet
Specific Outcome 21.4 Evaluate the impact/effectiveness of the persuasive copy

22.   Title   **Develop and write persuasive copy for political issues / parties**

Specific Outcome   22.1   Describe the requirements for political issues and parties
Specific Outcome   22.2   Conceptualise, developing and writing persuasive copy for political /
parties using above-the-line media
Specific Outcome   22.3   Conceptualise, developing and writing persuasive copy for political /
parties using alternative media, below-the-line and the internet
Specific Outcome   22.4   Evaluate the impact/effectiveness of the persuasive copy

23.   Title   **Develop and write persuasive copy for pharmaceutical industry**

Specific Outcome   23.1   Describe the pharmaceutical industry
Specific Outcome   23.2   Conceptualise, developing and writing persuasive copy for
pharmaceutical industry using above-the-line media
Specific Outcome   23.3   Conceptualise, developing and writing persuasive copy for
pharmaceutical industry using alternative media, below-the-line and
the internet
Specific Outcome   23.4   Evaluate the impactleffectivenessof the persuasive copy

24.   Title   **Develop and write persuasive copy for agricultural industry**

Specific Outcome   24.1   Describe the agricultural industry
Specific Outcome   24.2   Conceptualise, developing and writing persuasive copy for
agricultural industry using above-the-line media
Specific Outcome   24.3   Conceptualise, developing and writing persuasive copy for
agricultural industry using alternative media, below-the-line and the
internet
Specific Outcome   24.4   Evaluate the impactleffectivenessof the persuasive copy

25.   Title   **Develop and evaluate creative solutions for a variety of
electronic mediums**

Specific Outcome   **25.1**   Extract creative data for electronic and non-electronic mediums
Specific Outcome   25.2   Develop creative solutions for electronic and non-electronic mediums
Specific Outcome   25.3   Evaluate creative solutions for electronic and non-electronic
mediums
Specific Outcome   25.4   Describe preparation and presentation techniques

National Diploma: Copywriting at NQF Level 5

	Unit Standards at Level 4	NLRD ID	res	Unit Standards at Level 5	NLRD ID	Credits	Unit Standards at Level 6	N	Total
Funda-mental				• Demonstrate an understanding of professional values and ethics	8648	4	•		
				Implement policies regarding HIV/AIDS in the workplace	9224	4			
				Analyse and communicate workplace data	8662	5			
				Apply communication skills in the workplace	8647	10			
TOTAL						23			23
Core	• Work as a member of a creative team	10019	4	• Demonstrate an understanding of and define the nature, role and history of marketing communication	10032	3	• Develop and implement the marketing and advertising creative process		10
	• Demonstrate an understanding of target markets	10016	4	• Demonstrate an understanding of ethical, social, cultural and legal issues in marketing communications	10033	3			10
	• Demonstrate an understanding of product positioning		4	• Demonstrate an understanding of how an ad. Agency / design company works		8	■ Manage a communications project		12
	• Deal with brand, product and service promotions	10018	4	• Demonstrate an understanding of the creative writing process		8			
	• Attend briefings and produce work on deadline	10029	7	• Recognise and apply conceptual and lateral thinking in the developmental process		18	■ Develop campaign, media and creative strategies		
	• Demonstrate an understanding of and define integrated marketing communications and its role	10034	6	• Develop and present creative work and compile a work portfolio		14			
				• Demonstrate an understanding of copy, copywriting and the copywriter		14			
	• Demonstrate an understanding of creative principles of marketing communications	10035	4	• Demonstrate an understanding of creative principles of copywriting in marketing communication		10			
				• Produce and write copy in marketing communication		10			
	• Operate an inter-departmental traffic system	10036	w	• Demonstrate an understanding of the principles of persuasive copy		11			
				• Demonstrate an understanding of the roles of creative team members		3			
				• Demonstrate an understanding of marketing communications production		5			
				• Evaluate media		3			
				• Develop and write persuasive copy for fast moving consumer goods		15			
TOTAL			41			120			32
									193

	Unit Standards at Level 4	NLRD ID	Credits	Unit Standards at Level 5	NLRD ID	Credits	Unit Standards at Level 6	NLRD ID	Credits	Total
Elective				• Develop and write persuasive copy for the services industry		10				
				• Develop and write persuasive copy for corporate clients		3				
				• Develop and write persuasive copy for retail and wholesale clients		4				
				• Develop and write persuasive copy for business to business clients		6				
				• Develop and write persuasive copy for social causes		3				
				• Develop and write persuasive copy for political issues / parties		3				
				• Develop and write persuasive copy for pharmaceutical industry		5				
				• Develop and write persuasive copy for agricultural industry		3				
				• Develop and evaluate creative solutions for a variety of advertising mediums		20				
TOTAL						57				251

Learners must select a minimum of 35 credits from the 57 credits in the Elective Unit Standards to make up the 251 credits required for the Qualification

1.   **TITLE:**   **Work as a member of a creative team**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   **4**

4.   **CREDITS:**   **4**

5.   **FIELD:**   Business, Commerce and Management Studies
      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

a.   **PURPOSE:**

Learners credited with this unit standard will be able to apply communication skills and techniques when communicating with stakeholders and team members. Learners are also able to give feedback to team members and work with team members towards achieving common goals. They are also able to identify, handle and resolve conflict within their working teams

The qualifying learners are capable of:

- Communicating with all relevant stakeholders to enhance teamwork
- Reporting on team progress to appropriate authority and team
- Displaying a willingness to work with others as a member of a creative team
- Handling and resolving conflict

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level **4** or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1:   **Communicate with all relevant stakeholders to enhance teamwork**

Assessment Criteria

1.1   Communication methods are identified and demonstrated in a clear and understandable manner according to company standards

1.2   Views of other team members are acknowledged through application of communication skills and techniques

1.3   Feedback *is* given on all communication received within required timeframe and format

1.4 Communication barriers are identified and dealt with as they arise in line with company standards

Specific Outcome **2:** **Report on team progress to appropriate authority and team**

Assessment Criteria

2.1 Frequency of progress report is established from company policy and procedures
2.2 Progress report is constructed using facts and in required format
2.3 Progress report is fit for purpose in accordance with organisational requirements
2.4 Report is presented verbally or in writing and is clear and concise according to company standards
2.5 Progress report is presented within agreed time frames and format

Specific Outcome 3: **Display a willingness to work with others as a member of a creative team**

Assessment Criteria

3.1 A range of characteristics for team work are identified and described according to best practice
3.2 Behaviours are inline with established behaviours of a team member
3.3 Team members are consulted on all creative related issues within agreed timeframes
3.4 Decisions are based on team consensus and are within company parameters

Specific Outcome **4:** **Handle and resolve conflict**

Assessment Criteria

4.1 Areas of possible conflict are identified through questioning and analysis techniques
4.2 Achievable options *to* resolve *the* conflict are developed and agreed in line with company policies and procedures
4.3 Options or combination of options that will resolve the conflict are jointly selected in line with company standards
4.4 The needs and expectations of all team members are taken into account by allowing questions and providing feedback
4.5 Conflict between team members is resolved using collaborative facilitation methods

11.   **ACCREDITATION AND MODERATION:**

. • An individual wishing to **be** assessed (including through **RPL**) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
   • Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant **ETQA**
   • Any institution offering learning that **will** enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
   • Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

   • Communication methods include but are not limited to; oral, written, visual, sign, telephonic and electronic
   • Teamwork tendencies include but are not limited to; leadership tendencies, collaborative tendencies, facilitative tendencies, questioning tendencies and expertise tendencies
   • Forms **of** marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event markefing, sales promotions, public relations and alternative strategies
   • Media will include but is not limited to; all electronic, print, outdoor, digital media, e-media and direct media
   • Frequency of progress include but is not limited to; permanent (weekly, fortnightly, monthly, quarterly, annually), occasionally, on request, single reports, customised reports
   • Communication barriers include but are not limited to; language, literacy level, personality differences, ambiguity, competency, timing, misunderstanding, jargon, bias and prejudice, lack of feedback, poor listening, emotions, experiences and lack of credibility

13.   **NOTES:**

   • **EMBEDDED KNOWLEDGE:**

   • An understanding of communication principles and techniques, methods and barriers to communication
   • Knowledge of teamwork principles and techniques
   • An understanding of methods and techniques for reporting using organisational requirements
   • Knowledge **of** conflict resolution methods and technique

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

   • Collect, evaluate, organise and critically evaluate information when constructing team progress reports
   • Communicate effectively when presenting reports **so** that all stakeholders understand and when communicating with others to enhance teamwork
   • Work effectively with others as a member of a creative team to improve output
   • Identify and solve problems pertaining to working together as a member of a team

- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts **so** that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and / or reports

1. **TITLE:** Demonstrate an understanding of an advertising agency / design company

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:** 5

4. **TOTAL CREDIT VALUE:** *8*

5. **FIELD:** Business, Commerce and Management

   Sub-field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to describe with structure of an advertising agency/design company, learners are able to explain the workflow within these companies as well as explain the relationship between them and their suppliers

The qualifying learners are capable of:

- Identifying and explaining the structure of an advertising agency / design company
- Demonstrating an understanding of the workflow within an advertising agency / design company
- Explaining the relationship between advertising agency / design company and suppliers

9. **LEARNING ASSUMED TO BE IN PLACE:**

Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at **NQF** Level 3 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1: **Identity and explain the structure of an advertising agency / design company**

Assessment Criteria:

1.1 Structure of an advertising agency / design company is listed and explained in line with own organisation

1.2 Roles and responsibilities are listed and explained for all department and occupational categories

1.3 Role of the creative director is explained in line with organisations job description

1.4 Role of the creative teams are listed and explained according to job descriptions

Specific Outcome 2: **Demonstrate an understanding of the workflow within an advertising agency / design company**

Assessment Criteria:

2.1 Work flow procedure is listed, detailed and explained based on own organisation workflow

2.2 Authority structure, processes and procedures are described in line with company policies and procedures

2.3 Security procedures and protocol are described based on own organisations procedures

Specific Outcome 3: **Explain the relationship between advertising agency / design company and suppliers**

Assessment Criteria:

3.1 Suppliers role is explained in line with industry practices

3.2 Importance of supplier and advertising agency / design company relations are explained in terms of best practice

3.3 Communication techniques between the supplier and the advertising agency / design company are demonstrated and explained in line with organisational practices

3.4 Confidentiality procedures are described in line with company policy and procedure

11. ACCREDITATION AND MODERATION:

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- o Moderation **of** assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Communication devices include but are not limited to; computer technology, computer programmes, verbal and written communications, telecommunications
- o Confidentiality includes but is not limited to; documents, verbal and written communications, security of documentation

13. **NOTES**

- **EMBEDDED KNOWLEDGE:**

  - Knowledge **of** supplier categories and types

 CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports to that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member **of** a creative team to improve output
- Identify and solve problems pertaining to working together **as** a member of a team
- In order to contribute to the full personal development **of** each learner and the social and economic development **of** society at large, it must be the intention underlying any programme of learning to make an individual aware **of** the importance **of:** being culturally sensitive across a range of social contexts **so** that all actions and decisions are acceptable to stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation **of** communications and / or reports

3.   **TITLE:**   **Demonstrate an understanding of the creative writing process**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   5

4.   **CREDITS:**   **8**

5.   **FIELD:**   Business, Commerce and Management Studies
      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to describe the creative writing processes, philosophies and techniques towards being able to apply these in the creative writing process

The qualifying learners are capable of:

- Describing and explaining creative writing philosophies
- Describing creative writing techniques
- Demonstrating an understanding of the creative writing process

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome I: **Describe and explain creative writing philosophies and approaches**

Assessment Criteria

1.1   Philosophies and approaches through the history of advertising are identified and described based on facts

1.2   Philosophies of the creative process are explained in terms of **text** book description

1.3   Creative writing principles are explained based on industry standards

1.4   Reasons of the importance of creativity in advertising are identified and described within own industry

1.5 The roles of the explorer, artist, judge and warrior are explained in line with text book recordings

1.6 Various creative styles are described in terms *of* industry norms

Specific Outcome **2:** **Describe creative writing techniques**

Assessment Criteria

2.1 Creative writing techniques identified and described

2.2 Creative writing techniques are used according to format

2.3 Usage of creative writing techniques is evaluated

Specific Outcome **3: Demonstrate an understanding of the creative writing process**

Assessment Criteria

3.1 Creative writing fundamentals are explained using correct terminology

3.2 Creative writing elements are listed and explained as per industry teaching

3.3 Creatie writing techniques, characteristics and constraints are described in line with teaching and best practice

3.4 Blocks to creativity are outlined and described based on factual findings

11. ACCREDITATION AND MODERATION:

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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Creative approaches and styles will include but are not limited to;, Bill Bernbach, David Ogilvy, Rosser Reeves, Leo Burnett, Philip Dusenberry and Lee Chow

13.   <u>**NOTES:**</u>

- <u>**EMBEDDED KNOWLEDGE:**</u>

- An understanding of creative philosophies and approaches in marketing communications
- Knowledge of the creative process

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Organise and manage one's self and one's activities responsibly and effectively to enhance understanding of the creative process
- Collect, analyse, organise and critically evaluate information pertaining to the creative process
- Demonstrate an understanding of the world as a set of related systems by recognising how creativity impacts on the final product that is produced
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, **it** must **be** the intention underlying any programme *of* learning to make an individual aware of the importance of: reflecting on an exploring a variety **of** strategies to learn more effectively **to** improve creativity

1.	**TITLE:**	**Recognise and apply conceptual and lateral thinking in the developmental process**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 5

4. **CREDITS:** 16

5. **FIELD:** Business, Commerce and Management Studies
Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to describe the importance *of* conceptual and lateral thinking techniques in the development process and wil be able to apply these techniques in their own activities. Learners are also able to explain the relationship between metaphor, concept and message in terms of industry practices and norms

The qualifying learners are capable *of:*

- Applying and practicing conceptual and lateral thinking skills
- Identifying and applying research techniques to help lateral thinking
- Identifying and explaining the relation between metaphor, concept and message
- Describing and explaining concepts
- Explaining and applying thinking skills in the copy developmental process

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at **NQF** Level **4** or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome **1:** **Apply and practice conceptual and lateral thinking skills**

Assessment Criteria

1.1 Thoughts are analysed and organised to show lateral thinking techniques

1.2 Conceptual thinking processes and techniques are identified to create copy in required format

1.3 Informal, logical and critical thinking skills are applied to copy in required format

1.4   Adverts, projects and campaigns are created by applying conceptual and lateral thinking techniques

Specific Outcome **2:**   **Identify and apply research techniques to help lateral thinking**

Assessment Criteria

2.1   Research techniques for helping lateral thinking are identified and explained in line with standard practices in the industry

2.2   Market and product research are conducted according to company standards and procedures

2.3   Target market expectations, need and problems are identified, described and explained using company standards and in line with industry best practice

2.4   Cultural practices, traditions and beliefs are identified and implemented according to company standards

2.5   Solutions for different target markets are identified and implemented within company parameters

2.6   Differences between product and consumer benefits are explained using correct terminology

Specific Outcome **3:**   **Identify and explain the relation between metaphor, concept and message**

Assessment Criteria

3.1   A metaphor, concept and message principles are identified and explained in terms of current practice and textbook definitions

3.2   The relationship between a metaphor, concept and message is described in terms of their application within the marketing communication context

Specific Outcome 4:   **Describe, develop and explain concepts**

Assessment Criteria

4.1   The methods and techniques for developing concepts are described, developed and explained in line with company standards and practices

4.2   The methods and techniques for testing concepts are described and explained as per company testing processes

4.3 The methods and techniques for crafting concepts are described and explained using correct terminology

Specific Outcome 5: Explain and apply thinking skills in the copy developmental process

Assessment Criteria

5.1 Thinking techniques for the copy development process are identified and explained in line with standard practices in the industry

5.2 Thinking skills are applied in the copy development process in line with best practice

11. ACCREDITATION AND MODERATION:

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12. RANGE STATEMENT:

- Conceptual techniques will include right and left brain processes
- Concepts **will** include but are not limited to; above-the-line, below-the-line, through-the-line advertising

13. NOTES:

- EMBEDDED KNOWLEDGE:

- Knowledge of conceptual thinking, processes and techniques
- An understanding **of** lateral thinking processes and techniques
- An understanding of the differences of product and consumer benefits
- Knowledge of marketing research principles
- An understanding of the principles, methods and techniques of advanced conceptual processes
- Knowledge of the methods and techniques for developing concepts
- Knowledge of methods and techniques for testing concepts
- Knowledge of the methods and techniques for crafting concepts

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems pertaining to the application of conceptual and lateral thinking skills
- Work effectively with others to ensure thinking processes are enhanced
- Organise and manage oneself and one's activities **so** that all aspects of the thinking process are in place
- Collect, analyse, organise and critically evaluate information when applying thinking processes to develop copy
- Communicate effectively with others throughout the thinking process **so** that all stakeholders contribute to it
- Understand the world as a set **of** related systems where recognising and applying the correct thinking impacts on the results *of* the **copy** written
- In order **to** contribute to the full personal development of each learner and the social and economic development **of** society at large, it must be the intention underlying any programme of learning to make an individual aware **of** the importance **of:** being culturally and aesthetically sensitive across a range of social contexts when developing copy and during the thinking processes

1. **TITLE:** Develop and present creative work and compile work portfolio

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 5

   CREDITS: 11

   FIELD: Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

   Learners credited with this unit standard will be able to prepare and develop creative work presentations, present the **work** within the required time frame and format, and evaluate the effectiveness and appropriateness of the work with relevant stakeholder. Learners are also able to correct the work based on the feedback of the stakeholders to ensure their satisfaction. The learner will be able to compile and present a portfolio of their best work including samples of the creative work they have done or participated in

   The qualifying learners are capable of:

   - Developing the creative work presentations
   - Presenting creative work
   - Evaluating the presentation
   - Identifying and gathering evidence for the portfolio
   - Compiling a portfolio of evidence
   - Presenting a portfolio

9. **LEARNING ASSUMED TO BE IN PLACE**

   - Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level **4** *or* equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

    Specific Outcome 1: Develop the creative work presentations

    Assessment Criteria

    1.1 Presentation options are developed and assessed in terms of the ability to meet needs and objectives

1.2   Presentation is completed within the agreed time frame and in line with agreed requirements

1.3   The presentation is developed in a way that demonstrates an understanding of the information required

1.4   The creative work is developed in such a way that they are user friendly

Specific Outcome **2:**   **Present creative work**

Assessment Criteria

2.1   Creative work is presented clearly, logically and comprehensively in required format

2.2   The presentation is completed within the agreed time frame and other resource constraints.

Specific Outcome 3:   **Evaluate the Presentation**

Assessment Criteria

3.1   The recipients are able to take the appropriate action as a direct result of the information presented

3.2   The recipients are questioned to determine satisfaction with the outcome of the presentation in line with company standards

3.3   Feedback is recorded and actioned within required timeframe

Specific Outcome 4:   **Identify and gather evidence for the portfolio**

Assessment Criteria

4.1   Portfolio objective is determined based on purpose and objectives

4.2   Portfolio requirements are obtained and evaluated against objective

4.3   Portfolio content is identified to meet requirements of the purpose **or** objective listed

Specific Outcome **5:**   **Compile a portfolio of evidence**

Assessment Criteria

5.1   Portfolio options are developed and assessed in terms of the ability to meet needs and objectives

5.2   Portfolio is completed within the agreed time frame and in line with agreed requirements

5.3   The portfolio is compiled in a way that demonstrates an understanding of the information required

Specific Outcome 6:   **Present a** portfolio

Assessment Criteria

6.1   Portfolio is presented clearly, logically and comprehensively in the required format

6.2   The recipients are able to take the appropriate action as a direct result of the information presented

6.3   The presentation is completed within the agreed time frame and other resource constraints

11.   ACCREDITATION AND MODERATION:

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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Presentation techniques include but are not limited to; signs, visual, written, printed, overhead projection and electronic.

13.   **NOTES:**

- EMBEDDED KNOWLEDGE:

- An understanding of methods and techniques for developing and presenting creative work and portfolios
- Knowledge of methods and techniques for making presentations both verbally, visually and in writing to various stakeholders

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information relating to the presentation of creative work
- Communicate effectively using visual and language skills in the mode of oral, visual or written presentations
- Work effectively with others as a member of a team, group or organisation or community in the presentation of creative work
- Identify and solve problems in which responses display, that responsible decisions using critical and creative thinking have been made pertaining to the presentation of creative work
- Use science and technology in the presentation of the creative work
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts during the development and presentation of creative **work**

1. **TITLE: Demonstrate an understanding of copy, copywriting and the copywriter**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 5

4. **CREDITS:** 14

5. **FIELD:** Business, Commerce and Management Studies
   . Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to explain the concepts that underpin copy and copywriting, they are also able to describe the role and responsibilities of the copywriter and explain and apply a professional approach to copywriting. Learners are also able to apply the copywriting styles and techniques when writing a copy in their own working environment

The qualifying learners are capable *of:*

- Defining and explaining the concepts of copy and copywriting
- Explaining the role of the copywriter
- Identifying and defining a professional approach in copywriting
- Persuading others of the benefits of a professional approach in copywriting
- Applying copywriting styles and write copy

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at **NQF** Level **4** or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome **1:** **Define and explain the concepts of copy and copywriting**

Assessment Criteria

1.1 The definitions of copy and copywriting are explained in line with text book definitions

1.2 The concepts of copy and copywriting are described and explained in terms of industry norms and practices

1.3 The jargon and terminology used in copy and copywriting are listed and explained in line with industry and company understanding of the jargon and terminology

1.4   The history of copy is described based on text book examples

1.5   Trends in copywriting are identified and explained in line with actual evidence

1.6   Types of copy are identified and explained in line with company copy activities

1.7   Fundamentals and styles of persuasive writing are described using correct terminology

Specific Outcome 2:   **Explain the role of the copywriter**

Assessment Criteria

2.1   The role of the copywriter is explained in line with company job description and industry standards

2.2   Copywriter functions are listed and described in line with company standards and requirements

2.3   Characteristics of a copywriter are identified and explained in terms of best practice

Specific Outcome **3:**   **Identify and define a professional approach in copywriting**

Assessment Criteria

3.1   The principles of a professional approach are explained in terms of industry best practices for professionalism

3.2   All elements of a professional approach are identified and applied in line with ethical and professional practices of the organisation

3.3   Personal approach issues are put into context with copywriting functions

Specific Outcome 4:   **Persuade others of the benefits of a professional approach in copywriting**

Assessment Criteria

4.1   The benefits are explained to others in order to obtain buy-in into the professional approach principles and concepts

4.2   A commitment by others is obtained through setting measurable achievable objectives

Specific Outcome **5:**   **Apply copywriting styles and write copy**

Assessment Criteria

5.1   Current copy trends are determined based on industry and company requirements

5.2 Persuasive copy **is** conceptualized following company standards

5.3 Write copy according to requirements and in required format

5.4 Terminology is used correctly in correct sequence and in line with company standards

5.5 Various styles are applied to different applications in the required format

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT

- Creative approaches and styles will include but are not limited to; Bill Bembach, David Ogilvy, Rosser Reeves, Leo Burnett, Philip Dusenberry and Lee Chow
- Types of copy will include but are limited to; headlines, bodycopy, pay-off lines, slogans and sayings
- Self-knowledge will include personality, capabilities, talents and limitations
- Others will include peers, employees, other learners and management

13. NOTES:

- ### EMBEDDED KNOWLEDGE:

  - An understanding of concepts and definitions **of** copy and copywriting
  - Knowledge of history, jargon and terminology used in copywriting
  - An understanding of the methods and techniques for determining copy trends
  - Knowledge of creative philosophies and approaches in marketing communications
  - An understanding of the creative process
  - An understanding of various styles applicable to different applications
  - An ability to apply communication principles, techniques and methods
  - Knowledge of markets, product categories and cultural differences
  - An understanding of ethics of a professional approach

1.　TITLE:　　Demonstrate an understanding of the creative principles of copywriting in marketing communications

2.　UNIT STANDARD NUMBER:

3.　LEVEL ON THE NQF:　　　5

4.　CREDITS:　　　　　　10

5.　FIELD:　　　　　　　　Business, Commerce and Management Studies
　　Sub Field:　　　　　　Marketing

6.　ISSUE DATE:

7.　REVIEW DATE:

8.　**PURPOSE:**

Learners credited with this unit standard will be able to describe the history and growth of the copywriting industry. They are also able to interpret the characteristics and constraints of the various media as well as able to explain the nature and role of the various elements within the media. Learners are able to explain the creative philosophies of leading advertising agencies to identify the strengths and weaknesses of each

The qualifying learners are capable of:

- Describing the history and nature of copywriting
- Identifying and explaining the practice of copywriting
- Describing and interpreting the characteristics and constraints of the various media
- Describing the nature and role of the various creative elements available
- Explaining the creative philosophies of leading advertising agencies

9.　LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10.　SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1:　　　Describe the history and nature of copywriting

Assessment Criteria

1.1　The description is complete, concise and covers all the salient points in the **history of** copywriting

1.2　Historical methods of copywriting are contrasted with current techniques

1.3　The historical development of copywriting is reviewed and explained based on development patterns

1.4 The nature of copywriting is described within own working environment

Specific Outcome **2:** **identify and explain the practice of copywriting**

Assessment Criteria

2.1 The building blocks and elements of copywriting are listed and explained using correct terminology

2.2 Methods used by masters of copywriting are reviewed, interpreted and explained in line with text book explanations

2.3 The role of the copywriter in the marketing mix is explained based on company organogram

2.4 The role of the copywriter in contributing to the success of marketing is described in line with own company practices

Specific Outcome **3:** **Describe and interpret the characteristics and constraints of the various media**

Assessment Criteria

3.1 The characteristics of various media are listed and explained based on industry practices

3.2 The constraints of various media are described and explained based on industry standards

3.3 The nature of the constraints is explained with reference to its use

3.4 The strengths and limitations of each are listed and explained in a format that is easy to read and understand

Specific Outcome **4:** **Describe the nature and role of the various creative elements available**

Assessment Criteria

4.1 The characteristics of various creative elements are listed and explained using correct terminology

4.2 The strengths and limitations of each are listed and explained in a format that is easy to read and understand

Specific Outcome 5:   Explain the creative philosophies **of** leading advertising agencies

'Assessment Criteria

5.1   The different philosophies are listed and explain in line with industry practices

5.2   The philosophies are compared and contrasted to how they can be used separately and/or in combination

5.3   Most viable philosophy is chosen to meet set target market and communication objectives

11.   ACCREDITATION AND MODERATION:

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12.   RANGE STATEMENT

- All forms of marketing communication including advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media will include all electronic, print, outdoor, digital media, e media and direct media
- The role of marketing communications including promoting image, providing information, creating, increasing and stabilising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the history and nature of copy writing
  - An understanding of principles of various media used in marketing communications
  - Knowledge of creative thinking principles
  - An understanding of elements of the creative mix
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Understand the world as a set **of** related systems where an understanding of the creative principles **of** marketing communications is in place
- Organise oneself and one's activities **so** that all aspects **of** the creative principles of marketing communications are in place
- Work effectively with others to ensure that acquisition **of** knowledge is unimpeded
- Identify and solve problems pertaining to the principles **of** marketing communications
- In order to contribute to the full personal development **of** each learner and the social and economic development **of** society at large, it must be the intention underlying any programme **of** learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when describing and explaining the principles of marketing communications

1.   **TITLE:**   Produce and **write copy** in marketing communications

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   5

4.   **CREDITS:**   10

5.   **FIELD:**   Business, Commerce and Management Studies

     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to identify and develop the content of a written copy, present the copy and evaluate the effectiveness against the required objectives and take correct action where necessary

The qualifying learners are capable *of:*

- Developing copy concept
- Developing and writing copy for marketing communication
- Presenting written copy for evaluation
- Evaluating the impact/effectiveness of the copy

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at **NQF** Level **4** or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Develop copy** concept

Assessment Criteria

1.1   The creative brief is read and interpreted and the creative concept is developed in the required format

1.2   Current copy trends are determined based on objectives

1.3   Persuasive copy is conceptualized in required format and timeframe

Specific Outcome 2:   Write copy for marketing communications

Assessment Criteria

2.1   Correct terminology is used in copy in line with industry standards and practices
2.2   Various styles are applied to different applications in accordance with best known practices and brief objectives
2.3   Copy is written according to requirements and within agreed format and time frames
2.4   Short stones and poems are written according to instructions and in required format

Specific Outcome 3:   Present written copy **for** evaluation

Assessment Criteria

3.1   Copy is developed in required format
3.2   Copy is presented following company standards and procedures and within required timeframe

Specific Outcome 4:   Evaluate the **impact/effectiveness** of the copy

Assessment Criteria

4.1   The **copy** is evaluated for impact/effectiveness against required objectives
4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11. ACCREDITATION AND MODERATION:

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. **RANGE STATEMENT:**

- All forms of marketing communications include; advertising, direct marketing and relationship marketing,'sales promotions, public relations and alternative strategies
- o Media wil include but is not limited to; **all** electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stablising demand: differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13. **NOTES:**

o **EMBEDDED KNOWLEDGE:**

- An understanding of methods and techniques for designing print radio, television (TV) and cinema marketing communications
- o *An* understanding of methods and techniques for interpreting creative briefs
- o Knowledge of the industry, the product and the industry role players
  Range: This knowledge wil apply to the particular economic sector in which the learner is learning. Moderation of this aspect wil therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information **so** that advertisement meets specifications
- o Communicate effectively; present final copy to clients
- Organise oneself and one's activities **so** that alternative creative processes exist in the event of current process being rejected
- o Work effectively with. others when developing the creative process
- Identify and solve problems pertaining to writing marketing communications and copy
- In order to contribute **to** the full personal development of each learner and the social and economic development of society at large, it must **be** the intention underlying any programme of learning to make an individual aware of'the importance of: being culturally sensitive across a range of social contexts when developing marketing communications **so** that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

1. TITLE: Demonstrate an understanding **of** the principles of persuasive **COPY**

2. UNIT STANDARD NUMBER:

3. LEVEL ON THE NQF: 5

4. CREDITS: 11

5. FIELD: Business, Commerce and Management Studies

Sub Field: Marketing

6. ISSUE DATE:

7. REVIEW DATE:

8. PURPOSE:

Learners credited with this unit standard will be able to describe the what a persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within various industries. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the term persuasive copy
- Conceptualising copy for the various media.
- Conceptualising copy for alternative media, below-the-line and Internet.
- Developing a campaign around a single concept.

9. <u>LEARNING ASSUMED TO BE IN PLACE</u>

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level **4** or equivalent

10. <u>SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA</u>

Specific Outcome·1: . Describe the term persuasive copy

Assessment Criteria

1.1 The term persuasive copy is described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2:   **Conceptualise copy for various media**

Assessment Criteria

2.1   Copy for outdoor media is conceptualized following set criteria
2.2   Copy for television / cinema is conceptualized following set criteria
2.3   Copy for radio is conceptualized following set criteria
2.4   Copy for newspapers is conceptualized following set criteria
2.5   Copy for magazines is conceptualized following set criteria
2.6   Copy for editorials / advertisements is conceptualized following set criteria
2.7   Brand names are created according to brief following set criteria and in line with standard company practices
2.8   Copy for alternative media is conceptualised following set criteria
2.9   Copy for below-the-line solutions is conceptualised following set criteria

Specific Outcome **3:**   **Conceptualise copy for alternative media, below-the-line and Internet**

Assessment Criteria

3.1   Copy for alternative media is conceptualized following set criteria
3.2   Copy for below-the-line media is conceptualized following set criteria
3.3   Copy for web pages and specific applications are conceptualized following set criteria
3.4   Copy for labels and packs is written according to requirements

Specific Outcome 4:   **Develop a campaign around a single concept**

Assessment Criteria

4.1   Reasons for choice of campaign are explained in accordance with brief
4.2   Campaign is documented accurately, concisely and is legible in line with company standards
4.3   The process required for the campaign is explained according to the brief
4.4   Resources for the campaign are organised within budget constraints
4.5   Campaign is developed within agreed time frames
4.6   Campaign material is submitted for approval within agreed time frames

11.   <u>**ACCREDITATION AND MODERATION:**</u>

- An individual wishing to be assessed (including through **RPL)** against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Moderation of assessment will be conducted by the relevant ETQA at **its** discretion

12.   <u>**RANGE STATEMENT**</u>

- Media will include outdoor media, television, cinema, radio, newspapers, magazines, brands and packaging
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative or Internet

13.   <u>**NOTES:**</u>

- <u>**EMBEDDED KNOWLEDGE:**</u>

   - An understanding of the processes for developing a campaign

<u>**CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES**</u>

The ability to:

- Collect, analyse, organise and critically evaluate information **so** that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- **Work** effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy **so** that it is acceptable to a range of people with varying cultural backgrounds

1. TITLE: Demonstrate an understanding **of** the roles **of** creative team members

2. UNIT STANDARD NUMBER:

3. LEVEL ON THE NQF: **5**

4. CREDITS: 3

5. FIELD: Business, Commerce and Management Studies
     Sub Field: Marketing

6. ISSUE DATE:

7. REVIEW DATE:

8. PURPOSE:

Learners credited with this unit standard will be able **to** list and describe the roles and responsibilities of the art director, copywriter and graphic designer, they are able to explain **how** these work and support each other. Learners are also able to describe the principles of art direction and the roles of desktop publishing within the industry. They are also able to explain the importance and benefits of research in the field of marking communications towards the improvement *of services* within this industry

The qualifying learners are capable of:

- Explaining the principles and roles of art direction
- Explaining the role of the art director, copywriter and graphic designer
- Describing the roles of desktop publishing
- Describing and explaining research in marketing communications

9. LEARNING ASSUMED TO **BE IN** PLACE:

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level **5** or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1:   Explain the principles and roles *of* art direction

Assessment Criteria

1.1   **Art** direction principles are identified and explained in line with standard industry practices

1.2   Roles of the art director are explained in line with company job description/job function

1.3   The principles of "the big idea" are described based on text book examples and own interpretation

Specific Outcome **2:**   Explain the role **of** the art director, copywriter and graphic designer

Assessment Criteria

2.1   The role of the art director, copywriter and graphic designer is explained in line with the brief and company activities

2.2   The role of the art director, copywriter and graphic designer in the conceptualisation phase of a project is explained in line with standard company practices, roles and responsibilities

2.3   The role of the team members in research is explained according to company practices

2.4   The role of the team members in application is explained according to company practices

2.5   The role of the team members in production is explained according to company practices

Specific Outcome **3:**   Describe the role **of** desktop publishing

Assessment Criteria

3.1   The principles of desktop publishing are explained in terms **of** industry practices and new development initiatives

3.2   Methods **of** using desktop publishing are explained within system/programme parameters

Specific Outcome **4:**   Describe and explain research in marketing communications

Assessment Criteria

4.1   Concept and pre-testing principles and techniques are identified and explained using correct terminology

4.2   Media research techniques are described according to company standards and procedures

4.3   Brand tracking principles are identified and described according to company procedures and practices

4.4   Competitor analysis is interpreted and described using known analytical skills and techniques

4.5   Post testing and continuous evaluation techniques are explained in line with company standards

4.6   Consumer/Buyer behaviours are identified and linked to marketing communications

4.7   Brand positioning principles are explained according to company branding practices

11.   <u>**ACCREDITATION AND MODERATION:**</u>

- **An** individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant *ETQA*
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at **its** discretion

12.   <u>**RANGE STATEMENT**</u>

- Forms of marketing communication include but are not limited to; advetising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media includes but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- The role of marketing communications include but is not limited to; promoting image, providing information, creating, increasing and stabilising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff

13.   <u>**NOTES:**</u>

- <u>**EMBEDDED KNOWLEDGE:**</u>

- Knowledge of research methodologies
- An understanding of brand tracking and positioning principles
- An understanding of methods and techniques for competitor analysis
- Knowledge of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

<u>**CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES**</u>

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that research analysis **is** accurate and inline with research norms
- Communicate effectively when presenting findings of research conducted
- Understand the world as **a** set of related systems where marketing communications roles play an important part in the marketing communications success
- ***Work*** effectively with others when implementing and initiating marketing communications roles
- Identify and solve problems pertaining to the roles of marketing communications in the marketing communications structure
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must **be** the intention underlying any programme of learning **to** make an individual aware of the importance of being culturally sensitive across a range of social contexts when analysing data from research **so** that it is acceptable to a range **of** people

1. **TITLE: Demonstrate an understanding of marketing** communications **production**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 5

4. **CREDITS:** 5

5. **FIELD:** Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **'PURPOSE:**

Learners credited with this unit standard will be able to describe the printing processes and identify areas that will enhance the production of printing. Learners are also able to list and explain the requirements and processes for internet, web design, films, video and radio production, they are able to evaluate the best option for a project and explain why they have selected it

Tho qualifying learners are capable of:

- Describing printing processes to enhance production
- Describing the requirements of internet and web design
- Describing the process for the production of films and videos
- Identifying, evaluating and selecting production options
- Describing the process of radio production

9. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification **will** have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA.**

Specific Outcome **1:** **Describe printing processes to enhance production**

Assessment Criteria

1.1 Print terminology is explained in accordance with established procedures

1.2 Printing processes are described and explained according to printing process requirements

1.3 Printing process selected is correct and will enhance the printing process

1.4 Paper selected is correct and contributes to job requirements

1.5   Colour separations, process colour and Pantone systems are explained in line with industry standards and specifications

1.6   Printing jobs are set up on the computer and meet the requirements of the job

Specific Outcome **2:**   **Describe the requirements of internet and web design**

Assessment Criteria

2.1   Processes for internet systems creation are explained in line with system/programme requirements

2.2   Processes for web designed are explained according **to** web design specifications

2.3   Process chosen interprets the creative brief and meets client's needs

Specific Outcome **3:**   **Describe the process for the production of films and videos**

Assessment Criteria

3.1   Television production terminology is explained using industry terminology and standards of practice

3.2   Cinema production terminology is explained using industry terminology and standards of practices

3.3   Film and video production processes are identified and explained using industry terminology

Specific Outcome **4:**   **Identify, evaluate and select production options**

Assessment Criteria

4.1   Research on the production of commercial is conducted and documented in required format

4.2   Pre-production issues and requirements are identified and listed according to project specifications

4.3   Production options are identified and selected and reasons for selection are explained to meet requirements of project specifications

4.5   Production option selected meets requirements and is made within agreed time frame

Specific Outcome *5:*   **Describe the process of radio production**

Assessment Criteria

5.1 Radio production terminology and processes are identified and explained in line with industry standards

5.3 Radio pre-production issues and requirements are identified in line with project specifications

5.4 Radio production is carried out according to company standards and within required time frame

5.5 Post production activities and processes are carried out in line with company standards and within required time frame

5.6 Radio production material is submitted in required format and time frame

11. ACCREDITATION AND MODERATION:

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- **Forms** of marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- The role of marketing communications include but is not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff
- Marketing communications materials include but is not limited to; newsprint, leaflets, brochures, posters, banners, outdoor and arena

13. NOTES:

- ## EMBEDDED KNOWLEDGE:

  - An all rounded and general understanding of print, film, radio and video production processes and procedures.
  - A broad understanding of commercial shoot principles and procedures.

- An all rounded and generic understanding of the industry, the product and the industry role players
Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out jointly by the relevant educating and training quality assurance body (ETQA) and the services ETQA

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that communication production processes are in line with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related where ongoing production processes selected and used lead to the overall success of the marketing communications production
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- **Work** effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when producing the marketing communication, **so** that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.   **TITLE:**   *Evaluate media*

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   5

4.   **CREDITS:**   3

5.   **FIELD:**   Business, Commerce and Management Studies

     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

a.   **PURPOSE:**

   Learners credited with this unit standard are able to describe how the media is incorporated into copywriting, able to interpret media plans and objectives and evaluate and analyse the effectives of the selected media chosen

   The qualifying learners are capable of:

   o   Describing the role of media in copywriting
   •   Interpreting media plans and objectives
   •   Analysing and evaluating selected media

9.   **LEARNING ASSUMED TO BE IN PLACE:**

   o   Learners accessing this qualification will have' demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 *or* equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

   Specific Outcome 1:   **Describe the role of media in copywriting**

   Assessment Criteria

   ▌1   The role is described in line with industry standards and best practice
   1.2   The role is described in accordance with company standards and procedures

Specific Outcome **2:**   Interpret media plans and objectives

Assessment Criteria

2.1   Media plan objectives are identified and explained against original brief

2.2   Media plan characteristics and uses are defined in terms of industry standards and company standards

2.3   Image and benefit characteristics are defined in relation to products or services to **be** advertised

Specific Outcome 3:   Analyse and evaluate selected media

Assessment Criteria

3.1   Target audience media preferences are analysed and media options that meet preferences are defined in line with original brief

3.2   Qualitative and quantitative media requirements are noted that are relevant **for** campaign

11.   <u>ACCREDITATION AND MODERATION:</u>

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- *o* Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   <u>RANGE STATEMENT:</u>

- Marketing includes but is not limited to; all forms of marketing communication, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media included but is not limited to; all electronic, print, outdoor, digital media, **e** media and direct media
- *o* The role of marketing communications includes but **is** not limited to; promoting image, .providing information, creating, increasing and stabilising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff
- Media documentation include but is not limited to; invoicing, reports, computer printouts

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - Knowledge of the principles of choosing a media campaign
  - Knowledge of marketing communication briefs and their purpose
  - Knowledge of negotiation techniques and methods
  - An understanding of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that analysis conducted and decisions made are accurate and inline with requirements
- Communicate effectively when liaising with media bodies **so** those incumbents correctly interpret and apply instructions
- Understand the world as a set of related systems where media choice has an impact on target audience
- Organise oneself and one's activities **so** that alternative media options are available should current choice fail or are rejected
- **Work** effectively with others in managing media
- Work effectively with other in accounting
- Identify and solve problems pertaining to the management of media
- In order **to** contribute **to** the full personal development **of** each learner and the social and economic development of society at large, it must **be** the intention underlying any programme of learning **to** make an individual aware of the importance *of:* being culturally sensitive across a range of social contexts when choosing a media **so** that these are appropriate and acceptable to **a** range of target audiences with varying cultural backgrounds

1.   TITLE: Develop and **write** persuasive copy for fast moving consumer goods

2.   UNIT STANDARD NUMBER

3.   LEVEL ON THE NQF: **5**

4.   CREDITS: **15**

5.   FIELD: Business, Commerce and Management Studies

          Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard **wl be** able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and **below** the line media within the fast moving consumer goods industry. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable **of:**

- Describing the fast moving consumer goods industry
- Conceptualising, developing. and writing persuasive copy for fast moving consumer goods using above-the-line media
- Conceptualising, developing and writing persuasive copy for fast moving consumer goods using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness **of** the persuasive copy

9.   LEARNING ASSUMED TO BE IN PLACE:

- Learners accessing this qualification **will** have demonstrated competence against the standards **in** the qualification, National Certiicate **in** Copywriting at NQF Level 5 or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1:   **Describe** the fast moving consumer goods industry

Assessment Criteria

1.1   The fast moving consumer goods industry is described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2:   Conceptualise, develop and write persuasive copy for fast moving consumer **goods** using **above-the-line-media**

Assessment Criteria

2.1   Persuasive copy for fast moving consumer goods using outdoor media is conceptualised and written in the required format

2.2   Persuasive copy for fast moving consumer goods using television / cinema *is* conceptualised and written in the required format

2.3   Persuasive copy for fast moving consumer goods using radio conceptualised and written in the required format

2.4   Persuasive copy for fast moving consumer goods using newspapers is conceptualised and written in the required format

2.5   Persuasive copy for fast moving consumer goods using magazines is conceptualised and written in the required format

2.6   Persuasive copy for fast moving consumer goods using editorials / advertorials is conceptualised and written in the required format

Specific Outcome 3:   Conceptualise, develop and write persuasive copy for fast moving consumer **goods** using alternative media, **below-the-line and** the internet

Assessment Criteria

3.1   Persuasive copy for fast moving consumer goods using alternative media is conceptualised and developed in the required format

3.2   Persuasive copy for fast moving consumer goods using labels and packages *is* conceptualised and developed in the required format

3.3   Brand names are conceptualised and developed for fast moving consumer goods in the required format

3.4   Persuasive copy for fast moving consumer goods using below-the-line media **is** conceptualised and developed in the required format

3.5   Persuasive copy for fast moving consumer goods using the internet and web *pages* is conceptualised and developed in the required format

Specific Outcome **4:**   **Evaluate the impadeffectiveness of the persuasive copy**

Assessment Criteria

4.1 The persuasive copy is evaluated for impactleffectivenessagainst required objectives

4.2 Corrective action is implemented **to** meet objectives in line with company standard operating procedures

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant **ETQA**
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12. RANGE STATEMENT

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet brands or packaging

13. NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the processes for developing fast moving consumer goods

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information **so** that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around **a** single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead **to** the overall success of the campaign
- Organise oneself and **one's** activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- **Work** effectively with others to ensure campaign development processes run smoothly
- Identii and solve problems pertaining to the development of persuasive copy
- In order to contribute to the **full personal** development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware **of** the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy **so** that it is acceptable **to** a range **of** people with varying cultural backgrounds

1. **TITLE:** Develop and implement the marketing and advertising creative **process**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 6

4. **CREDITS:** 18

5. **FIELD:** Business, Commerce and Management Studies

   Sub Field: Marketing

6. *ISSUE* DATE:

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will **be** able to describe the creative processes in marketing and advertising. Learners are also able to develop the communications concept, implement it and monitor it against objectives

The qualifying learners are capable of:

- Describing marketing and advertising creative processes
- Developing the marketing communications concept
- Implementing creative process

9. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competency against the standards in the qualification, National Certificate in Copywriting **at** NQF Level **5** or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome **1:** Describing marketing and advertising creative processes

Assessment Criteria

1.1 Marketing and advertising creative processes are described in line with industry **best** practice

1.2 Marketing and advertising creative processes are described in line with company creative **process** procedures

Specific Outcome **2:** **Develop** the marketing communications concept

Assessment Criteria

2.1 Creative brief is interpreted and objectives identified as per the brief

2.2 Creative concept is developed in required format and time frame

2.3 Message platform is evaluated and selected to meet requirements of brief

2.4 Art direction, design and copy are created using available resources and in line **with** company standards and practices

2.5 Pre-testing of creative concepts **is** initiated and completed in required format and time frame

2.6 The creative concept is crafted using available resources and within required format

Specific Outcome 3: Implement creative process

Assessment Criteria

3.1 Creative concept **is** approved by authorised individuals in required format

3.2 Production is planned and scheduled in line with project plan and objectives

3.3 Supplier relationships are established in accordance with company standards and procedures

3.4 Production schedules are implemented in required time frame

3.5 Key phases of production are quality checked in accordance with project plan and objectives

3.6 Finalised creative work is inspected, approved and implemented in required format and time frame

11. <u>ACCREDITATION AND MODERATION:</u>

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- Any institution offering learning that will enable achievement **of** this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12.   RANGE STATEMENT

- All forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media includes but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications includes but is not limited to; promoting image; providing information; creating, increasing and stabilising demand; differentiating product features and benefits; providing competitive differentiation; lead generation; customer retention, motivating staff

13.   NOTES:

EMBEDDED KNOWLEDGE:

- An understanding of methods and techniques for designing **print,** radio, television (TV) and cinema marketing communications.
- An understanding of methods and techniques for interpreting creative briefs.
- Knowledge of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to **be carried** out by the relevant Educational and Training Quality Assurance Body **(ETQA)**

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information **so** that advertisement meets specifications
- Communicate and effectively present final copy to clients
- Organise oneself and one's activities **so** that alternative creative processes exist in the event of current process being rejected
- Work effectively with others when developing the creative process
- Identify and solve problems pertaining to writing marketing communications, and copy
- In order to contribute to the full personal development of *each* learner and the social and economic development of society at large, it must **be** the intention underlying any programme *of* learning **to** make an individual aware of the importance of: being culturally sensitive across a range of social contexts when developing marketing communications **so** that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Organise and manage one's self and one's activities responsibly and effectively to enhance understanding of copy and copywriting
- Collect, analyse, organise and critically evaluate information pertaining to the copy and copywriting
- Demonstrate an understanding of the world as a set of related systems by recognising how creativity impacts on the final copywriting produced
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts when writing copy

1.   **TITLE:**   Manage **a** communications project

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   **6**

4.   **CREDITS:**   **10**

5.   **FIELD:**   Business, Commerce and Management Studies

  Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to identify and select the best communication method and format for a communications project. Learners **will be** able **to** implement and management the communications project and identify areas that need improvement and take the necessary action towards meeting the project objectives

The qualifying learners are capable **of:**

- Identifying, evaluating and selecting the communications methods and format
- Implementing the communications project
- Managing the communications project
- Reviewing the communications project effectiveness

9.   **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification **will** have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at **NQF** Level **5** or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome **1:**   Identify, evaluate and select the communications methods and format

Assessment Criteria

1.1   Objectives are defined in relation to the communication purpose and level and communications situation.

1.2   The target audience is identified and communication methods are evaluated and selected for their suitability for the communication situation,

1.3   The format for the specific communication is analysed and approved **to** meet the intended communications objectives.

Specific Outcome 2   Implement the communications project

Assessment Criteria

2.1   Communication projects are implemented on time, within budget, work and resource allocation and to the required quality and satisfaction of the customer and the organisation

Specific Outcome 3:   Manage the communications project

Assessment Criteria

3.1   Communication projects are completed on time, within budget, work and resource allocation and to the required quality and satisfaction of the customer and the organisation

3.2   Communications project is reviewed at determined intervals against plan, and contingency actions are implemented to realign plan when current project status differs from project plan

3.3   The status of the communications project *is* current, with parties affected **by** the implementation or outcomes of the project being kept informed of progress at appropriate intervals

3.4   Communications project team members are authorised, and have required resources to complete project plan

3.5   Documentation relating to directing the communications project is complete, concise, and in the required format and location

Specific Outcome **4:**   Review the communications project effectiveness
Assessment Criteria

4.1   Actual communications project outcomes are evaluated, reviewed for achievement, and compared against current work plan, objectives and resources, with variances against plan being identified

4.2   Identified variances against plan are recorded, and reasons for discrepancy are found and analysed and submitted in the required format

4.3   Identified strengths and weaknesses in the communications projects or communications project plan and suggestions for their improvements are disseminated to the appropriate individuals

4.4   Communications project report and review records are complete, concise, and in the required format and location

11.   ACCREDITATION AND MODERATION:

- An individual wishing to **be** assessed (including through **RPL)** against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT

- Forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotions, public relations and alternative strategies
- Standard applies to marketing management, customer management, marketing communications and marketing research
- Media will includes but is not limited to; all electronic, print, outdoor, digital media, e media and direct media

13.   **NOTES:**

- EMBEDDED KNOWLEDGE:

    - Knowledge of methods and techniques for managing communications projects
    - Knowledge of various types of target audience and best methods and processes for reaching them
    - An understanding of methods and techniques for dealing with and managing people

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information to enable accurate decisions to **be** made regarding communications methods, format and target audience
- Communicate effectively with project team to encourage implementation and for monitoring purposes
- Work effectively with others in the managing of the communications project *to* assist with its successful implementation
- Identify and solve problems pertaining to the selection and implementation of the communications project
- In order to contribute to the full personal development *of* each learner and the social and economic development **of** society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts **so** that the communication processes and formats chosen will **be** acceptable to a range of individuals with varying cultural backgrounds
- Use science and technology in the implementation of the communications project

1.	TITLE:	Develop campaign, media and creative strategies

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 6

4. **CREDITS:** 10

5. **FIELD:** Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE**

8. **PURPOSE:**

Learners credited with this unit standard will be able to develop and implement a marketing communication strategy, they will also be able to monitor and review the campaigns progress as well as evaluate the effectiveness of the campaign against the original objective

The qualifying learners are capable of:

- Developing marketing communications objectives and strategies
- Implementing marketing communications objectives and strategies
- Monitoring and reviewing marketing communications campaign
- Evaluating the effectiveness of the strategy

9. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level **5** or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Develop marketing communications objectives and strategies.**

Assessment Criteria

1.1 Environmental analysis is conducted in required format and timeframe

1.2 Marketing communications brief is prepared and interpreted within time frame

1.3 Marketing communications objectives are developed, evaluated and defined in line with original strategy

1.4 Target audiences are identified using set company standards and procedures

1.5 Competitive strategies are evaluated and best strategy is determined based on objective

1.6 Marketing communications.objectives and strategies are formulated in line with the marketing objective

1.7   Marketing communications budgets are established and confirmed following set company standards and procedures

1.8   Creative and media briefs are prepared in the required format, with agreed time frames

Specific Outcome 2:   Implement marketing communications objectives and strategies

Assessment Criteria

2.1   Marketing communications campaign is implemented within agreed time frame

2.2   Pre-testing is conducted in required format and timeframe

2.3   Quotes to implement the marketing communications campaign are obtained in line with company standards and quotation procedures

2.4   Marketing communications materials are produced in required format

2.5   Media is bought to match strategy within budget constraints

Specific Outcome 3:   Monitor and review marketing communications campaign

Assessment Criteria

3.1   Marketing communications campaign is monitored at predetermined intervals in required format

3.2   Campaign outcomes are evaluated, reviewed for achievement and compared against current plan, objectives and resources

3.3   Identified variances are recorded and reasons for discrepancy found and analysed according to agreed company/customer standards and procedures

3.4   Marketing communications campaign strengths and weaknesses are disseminated to the appropriate individuals

3.5   Marketing communications campaign report is completed in a concise manner and in the required format

3.6   Opportunities to improve the marketing communications campaign are identified and initiated following company policies and procedures

Specific Outcome 4:   Evaluate the effectiveness of the campaign

Assessment Criteria

4.1   The campaign is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11.   <u>**ACCREDITATION AND MODERATION:**</u>

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   <u>**RANGE STATEMENT:**</u>

- All forms of marketing communication include but are not limited to; advertising, direct marketing, relationship marketing, sponsorship and event marketing, sales promotions, public relations and alternative strategies
- Media will include; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications include but is not limited to; promoting image; providing information; creating, increasing and stabilising demand; differentiating product features and benefits; providing competitive differentiation; lead generation; customer retention, motivating staff

13.   <u>**NOTES:**</u>

- <u>**EMBEDDED KNOWLEDGE:**</u>

  - An understanding of principles, methods and techniques for developing marketing communications campaigns
  - Knowledge of the methods and techniques required to develop and craft marketing communications strategies
  - An understanding of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

<u>**CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES**</u>

The ability to:

- Collect, organise and critically evaluate information to ensure campaign direction is accurate and inline with organisational strategy
- Communicate effectively when presenting clients with the marketing communications campaign proposal
- Organise oneself and one's activities **so** that alternative plans, objectives and strategies exist in the event of current ones being rejected, failing or there being insufficient resources available to implement the plans, objectives or strategies
- Identify and solve problems pertaining to the development of strategies
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across

a range of **social contexts when developing campaign, media and creative strategies, so that these are appropriate and acceptable to a range of consumers with varying incomes,** buying **needs and cultural backgrounds**

1.	**TITLE:**	Develop **and write persuasive copy** *for* **the services industry**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   5

4.   **CREDITS:**   10

5.   **FIELD:**   Business, Commerce and Management Studies

    Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:** .

8.   *PURPOSE:*

Learners credited with this unit standard will **be** able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within the service industry. Learners are also able to evaluate the impact and effectiveness of the persuasive copy **and** take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the services industry
- Conceptualising, developing and writing persuasive copy for the services industry using above-the-line media
- Conceptualising, developing and writing persuasive copy for the services industry using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive copy

9.   <u>**LEARNING ASSUMED TO BE IN PLACE:**</u>

- Learners accessing this qualification **will** have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at **NQF** Level 5 or equivalent

10.   <u>**SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**</u>

Specific Outcome **1:**   **Describe the service industry**

Assessment Criteria

1.1   Service industry is described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2:   Conceptualise, develop and write persuasive **copy for** the services industry using above-the–line media

Assessment Criteria

2.1   Persuasive copy for the services industry using outdoor media is conceptualised and written in required format

2.2   Persuasive copy for the services industry using television / cinema is conceptualised and written in required format

2.3   Persuasive copy for the services industry using radio conceptualised and written in required format

2.4   Persuasive copy for the services industry using newspapers is conceptualised and written in required format

2.5   Persuasive copy for the services industry using magazines is conceptualised and written in required format

2.6   Persuasive copy for the services industry using editorials / advertorials is conceptualised and written in required format

Specific Outcome 3:   Conceptualise, develop and write persuasive copy **for** the services industry using alternative media, below–the—line and the internet

Assessment Criteria

3.1   Persuasive copy for the services industry using alternative media **is** conceptualised and developed in the required format

3.2   Brand names are conceptualised and developed for the services industry in line with company standards and in the required format

3.3   Persuasive copy for the services industry using below-the-line media is conceptualised and developed in the required format

3.4   Persuasive copy for the services industry using the internet and web pages is conceptualised and developed in the required format

Specific Outcome 4:   Evaluate the impad effectiveness **of** the persuasive **copy**

Assessment Criteria

4.1   The persuasive copy is evaluated for impactleffectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11. **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant **ETQA**
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12. **RANGE STATEMENT:**

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet, brands and packaging

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the processes for developing the Services industry

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information **so** that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- **Work** effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy **so** that it is acceptable to a range **of** people with varying cultural backgrounds

1.   **TITLE:**   Develop and write persuasive copy for corporate clients

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   5

4.   **CREDITS:**   3

5.   **FIELD:**   Business, Commerce and Management Studies

v

     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to describe the industry the persuasive copy **is** being developed for, conceptualse, develop and write the copy for both above and below the line media within the corporate industry. Learners are also able to evaluate the impact and effectiveness **of** the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of

o   Describing the corporate industry
•   Conceptualising, developing and writing persuasive copy for corporate clients using above-the-line media
•   Conceptualising, developing and writing persuasive copy **for** corporate clients using alternative media, below-the-line and the internet
•   Evaluating the impact/effectiveness **of** the persuasive copy

9.   **LEARNING ASSUMED TO BE IN PLACE:**

•   Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level **5** or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Describe** the corporate industry

Assessment Criteria

1.1   The corporate industry is described using correct terminology and description is in line with industry norms and practices

Specific Outcome **2:** **Conceptualise, develop and write persuasive copy for corporate clients using above-the-line media**

Assessment Criteria

2.1 Persuasive copy for corporate clients using outdoor media is conceptualised and written in the required format

2.2 Persuasive copy for corporate clients using television / cinema is conceptualised and written in the required format

2.3 Persuasive copy for corporate clients using radio conceptualised and written in the required format

2.4 Persuasive copy for corporate clients using newspapers is conceptualised and written in the required format

2.5 Persuasive copy for corporate clients using magazines is conceptualised and written in the required format

2.6 Persuasive copy for corporate clients using editorials / advertorials is conceptualised and written in the required format

Specific Outcome **3:** **Conceptualise, develop and write persuasive copy for corporate clients using alternative media, below-the-line and the internet**

Assessment Criteria

3.1 Persuasive copy for corporate clients using alternative media is conceptualised and developed in the required format

3.2 Persuasive copy for corporate clients using labels and packages is conceptualised and developed in the required format

3.3 Brand names are conceptualised and developed for corporate clients in the required format

3.4 Persuasive copy for corporate clients using below-the-line media is conceptualised and developed in the required format

3.5 Persuasive copy for corporate clients using the internet and web pages is conceptualised and developed in the required format

Specific Outcome **4:** **Evaluate the impadeffectiveness of the persuasive copy**

.Assessment Criteria

4.1 The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2 Corrective action is implemented to meet objectives in line with company standard operating procedures

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through **RPL)** against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant **ETQA**
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant **ETQA**
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation **of** assessment will **be** conducted by the relevant **ETQA** at its discretion

12. RANGE STATEMENT

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media wil include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet brands and packaging

13. NOTES:

• EMBEDDED KNOWLEDGE:

- An all rounded understanding of the processes for developing corporate clients

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information **so** that campaign development processes are in line with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success *of* the campaign
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy **so** that it is acceptable to a range of people with varying cultural backgrounds

1. **TITLE:**   **Develop and write persuasive copy for retail** and **wholesale clients**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:**   *5*

4. **CREDITS:**   4

5. **FIELD:**   Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within the retail and wholesale industry. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the retail and wholesale industry
- Conceptualising, developing and writing persuasive copy for retail and wholesale using above-the-line media
- Conceptualising, developing and writing persuasive copy for retail and wholesale using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive copy

9. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Describe the retail** and **wholesale industry**

Assessment Criteria

1.1   The retail and wholesale industry is described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2: Conceptualise, develop and write persuasive copy for retail and wholesale using above-the-line media

Assessment Criteria

2.1 Persuasive copy for retail and wholesale using outdoor media is conceptualised and written in the required format

2.2 Persuasive copy for retail and wholesale using television / cinema is conceptualised and written in the required format

2.3 Persuasive copy for retail and wholesale using radio conceptualised and written in the required format

2.4 Persuasive copy for retail and wholesale using newspapers is conceptualised and written in the required format

2.5 Persuasive copy for retail and wholesale using magazines is conceptualised and written in the required format

2.6 Persuasive copy for retail and wholesale using editorials / advertorials is conceptualised and written in the required format

Specific Outcome 3: Conceptualise, develop and write persuasive copy **for retail** and wholesale using alternative media, below-the-line and the internet

Assessment Criteria

3.1 Persuasive copy for retail and wholesale using alternative media is conceptualised and developed in the required format

3.2 Persuasive copy for retail and wholesale using labels and packages is conceptualised and developed in the required format

3.3 Brand names are conceptualised and developed for retail and wholesale in the required format

3.4 Persuasive copy for retail and wholesale using below-the-line media is conceptualised and developed in the required format

3.5 Persuasive copy for retail and wholesale using the internet and web pages is conceptualised and developed in the required format

Specific Outcome **4:**   **Evaluate the impadeffectiveness of the persuasive copy**

Assessment Criteria

4.1   The persuasive copy is evaluated for impactleffectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through **RPL)** against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Above-the-line-media will include.outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet brands and packaging

13.   NOTES:

- ## EMBEDDED KNOWLEDGE:

  - An understanding of the processes for developing retail and wholesale

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information so that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success *of* the campaign
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware *of* the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy so that it is acceptable to a range of people with varying cultural backgrounds

1.   TITLE: Develop and write persuasive copy for business to business clients

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 5

4.   CREDITS: 6

5.   FIELD: Business, Commerce and Management Studies

     Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

a.   PURPOSE:

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within the business to business industry. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

o   Describing the business to business industry
•   Conceptualising, developing and writing persuasive copy for business to business using above-the-line media
o   Conceptualising, developing and writing persuasive copy for business to business using alternative media, below-the-line and the internet
•   Evaluating the impact/effectiveness of the persuasive copy

9.   LEARNING ASSUMED TO BE IN PLACE:

•   Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at **NQF** Level 5 or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1:   **Describe the business to business industry**

Assessment Criteria

1.1   The business to business industry is described using correct terminology and description

is in line with industry norms and practices

Specific Outcome 2: **Conceptualise, develop and write persuasive copy for business to business using above-the-line media**

Assessment Criteria

2.1 Persuasive copy for business to business using outdoor media is conceptualised and written in the required format

2.2 Persuasive copy for business to business using television / cinema is conceptualised and written in the required format

2.3 Persuasive copy for business to business using radio conceptualised and written in the required format

2.4 Persuasive copy for business to business using newspapers is conceptualised and written in the required format

2.5 Persuasive copy for business **to** business using magazines is conceptualised and written in the required format

2.6 Persuasive copy for business to business using editorials / advertorials is conceptualised and written in the required format

Specific Outcome **3:** **Conceptualise, develop and write persuasive copy for business to business using alternative media, below-the-line and the internet**

Assessment Criteria

3.1 Persuasive copy for business to business using alternative media *is* conceptualised and developed in the required format

3.2 Persuasive copy for business to business using labels and packages is conceptualised and developed in the required format

3.3 Brand names are conceptualised and developed for business **to** business in the required format

3.4 Persuasive copy for business to business using below-the-line media is conceptualised and developed in the required format

3.5 Persuasive copy for business to business using the internet and web pages is conceptualised and developed in the required format

Specific Outcome **4:** Evaluate the impactleffectiveness of the persuasive copy

.Assessment Criteria

4.1 The persuasive copy is evaluated for impactleffectiveness against required objectives

4.2 Corrective action is implemented to meet objectives in line with company standard operating procedures

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through **RPL)** against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Any institution offering learning that will enable achievement of this unit standard **or** assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet brands and packaging

13. NOTES:

- ## EMBEDDED KNOWLEDGE:

  - An understanding of the processes for developing business **to** business

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information **so** that campaign development processes are inline **with** client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- **Work** effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining **to** the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware **of** the importance **of:** being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy **so** that it **is** acceptable to **a** range of people with varying cultural backgrounds

1.   TITLE: Develop and write persuasive copy for social causes

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 5

4.   CREDITS: **3**

5.   FIELD: Business, Commerce and Management Studies

         Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media for social causes. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the requirements for persuasive copy for social causes
- Conceptualising, developing and writing persuasive copy for social causes using above-the-line media
- Conceptualising, developing and writing persuasive copy for social causes using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive copy

9.   LEARNING ASSUMED TO **BE** IN PLACE:

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at **NQF** Level **5** or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome **1:**   Describe the requirements for persuasive copy **for** social causes

Assessment Criteria

1.1   The social requirements are described using correct terminology and description is in line with industry norms and practices

Specific Outcome **2:**   **Conceptualise, develop and write persuasive copy for social causes using above-the-line media**

Assessment Criteria

2.1   Persuasive copy for social causes using outdoor media is conceptualised and written in the required format

2.2   Persuasive copy for social causes using television / cinema is conceptualised and written in the required format

2.3   Persuasive copy for social causes using radio conceptualised and written in the required format

2.4   Persuasive copy for social causes using newspapers is conceptualised and written in the required format

2.5   Persuasive copy for social causes using magazines is conceptualised and written in the required format

2.6   Persuasive copy for social causes using editorials / advertorials is conceptualised and written in the required format

Specific Outcome **3:**   **Conceptualise, develop and write persuasive copy for social causes using alternative media, below-the-line and the internet**

Assessment Criteria

3.1   Persuasive copy for social causes using alternative media is conceptualised and developed in the required format

3.2   Persuasive copy for social causes using below-the-line media is conceptualised and developed in the required format

3.3   Persuasive copy for social causes using the internet and web pages is conceptualised and developed in the required format

Specific Outcome **4:**   **Evaluate the impact/effectiveness of the persuasive copy**

Assessment Criteria

4.1   The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2   Corrective action **is** implemented to meet objectives in line with company standard operating procedures

11. **ACCREDITATION AND MODERATION:**

- An individual wishing to **be** assessed (including through **RPL)** against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement **of** this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation **of** assessment will be conducted by the relevant ETQA at its discretion

12. **RANGE STATEMENT:**

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative or internet

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the processes for developing social causes.

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information **so** that campaign development processes are inline with client and organisational requirements
- Communicate effectively with **all** stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success **of** the campaign
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- **Work** effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order **to** contribute to the full personal development **of** each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range **of** social contexts when developing persuasive copy **so** that it *is* acceptable to a range **of** people with varying cultural backgrounds

1.   **TITLE:**   Develop and write persuasive copy **for** political issues / parties

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   5

4.   **CREDITS:**   3

5.   FIELD   Business, Commerce and Management Studies
        Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media for political issues/parties. Learners are also able to evaluate the impact and effectiveness *of* the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the requirements for political issues and parties
- Conceptualising, developing and writing persuasive copy for political issues / parties using above-the-line media
- Conceptualising, developing and writing persuasive copy for political issues / parties using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness *of* the persuasive copy

9.   <u>LEARNING **ASSUMED TO BE IN PLACE:**</u>

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10.   <u>**SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**</u>

Specific Outcome 1:   Describe the requirements **for** political issues and parties

Assessment Criteria

1.1   The political requirements are described using correct terminology **and** description is in line with industry norms and practices

Specific Outcome **2:**   **Conceptualise, develop and write persuasive copy for political issues / parties using above-the-line media**

Assessment Criteria

2.1   Persuasive copy for political issues / parties using outdoor media *is* conceptualised and written in required format

2.2   Persuasive copy for political issues / parties using television / cinema is conceptualised and written in required format

2.3   Persuasive copy for political issues / parties using radio conceptualised and written in required format

2.4   Persuasive copy for political issues / parties using newspapers is conceptualised and written in required format

2.5   Persuasive copy for political issues / parties using magazines is conceptualised and written in required format

2.6   Persuasive copy for political issues / parties using editorials / advertorials is conceptualised and written in required format

Specific Outcome **3:**   **Conceptualise, develop and write persuasive copy for political issues / parties using alternative media, below-the-line and the internet**

Assessment Criteria

3.1   Persuasive copy for political issues / parties using alternative media is conceptualised and developed in required format

3.2   Persuasive copy for political issues / parties using below-the-line media is conceptualised and developed in required format

3.3   Persuasive copy for political issues / parties using the internet and web pages *is* conceptualised and developed in required format

Specific Outcome **4:**   **Evaluate the impact/effectiveness of the persuasive copy**

Assessment Criteria

4.1   The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through **RPL)** against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant **ETQA**
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- Any institution offering learning that will enable achievement of this unit standard or assessing **this** unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines, brands and packaging
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point **of** sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative or internet

13. NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding **of** the processes for developing political issues / parties

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information **so** that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- **Work** effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy **so** that it **is** acceptable to a range of people with varying cultural backgrounds

1.   TITLE: Develop and **write** persuasive copy **for** pharmaceutical industry

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: **5**

4.   CREDITS: **5**

5.   FIELD: Business, Commerce and Management Studies

          Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within the pharmaceutical industry. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable **of:**

- Describing the pharmaceutical industry
- Conceptualising, developing and writing persuasive copy for pharmaceutical industry using above-the-line media
- Conceptualising, developing and writing persuasive copy for pharmaceutical industry using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive **copy**

9.   LEARNING ASSUMED TO BE **IN** PLACE:

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level **5** or equivalent

10.   SPECIFIC OUTCOMES AMD ASSESSMENT CRITERIA

Specific Outcome **1**:   Describe the pharmaceutical industry

Assessment Criteria

1.1   The pharmaceutical industry **is** described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2:   Conceptualise, develop and write persuasive copy **for** pharmaceutical industry using above-the-line media

Assessment Criteria

2.1   Persuasive copy for pharmaceutical industry using outdoor media is conceptualised and written in required format

2.2   Persuasive **copy** for pharmaceutical industry using television / cinema is conceptualised and written in required format

2.3   Persuasive copy for pharmaceutical industry using radio conceptualised and written in required format

2.4   Persuasive copy for pharmaceutical industry using newspapers is conceptualised and written in required format

2.5   Persuasive copy for pharmaceutical industry using magazines is conceptualised and written in required format

2.6   Persuasive copy for pharmaceutical industry using editorials / advertorials is conceptualised and written in required format

2.7   Persuasive copy **for pharmaceutical** industry using details is conceptualized and written in required format

Specific Outcome 3:   Conceptualise, develop and write persuasive copy **for** pharmaceutical industry using alternative media, below-the-line and the internet

Assessment Criteria

3.1   Persuasive copy for pharmaceutical industry using alternative media is conceptualised and developed in required format

3.2   Persuasive copy **for** pharmaceutical industry using labels and packages is conceptualised and developed in required format

3.3   Brand names are conceptualised and developed for pharmaceutical industry in required format

3.4   Persuasive copy for pharmaceutical industry using below-the-line media is conceptualised and developed in required format

3.5   Persuasive copy for pharmaceutical industry using the internet and web pages is conceptualised and developed in required format

Specific Outcome **4:**   Evaluate the impactleffectiveness of the persuasive copy

Assessment Criteria

4.1   The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line .with company standard operating procedures

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12.   RANGE STATEMENT

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include details, brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet brands and packaging
- Pharmaceutical products will include but is not limited to; prescription medicines and over the counter products

13.   NOTES:

- EMBEDDED KNOWLEDGE:

   ■ An understanding of the processes for developing pharmaceutical industry.

CRITICAL CROSS-FIELD AND DEVELOPMENTAL **OUTCOMES**

The ability to:

- Collect, analyse, organise and critically evaluate. information so that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign

- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- **Work** effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy **so** that it is acceptable to a range of people with varying cultural backgrounds

1. **TITLE:** **Develop and write persuasive copy for agricultural industry**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 5

4. **CREDITS:** 3

5. **FIELD:** Business, Commerce and Management Studies
   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within the agricultural industry. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of

- Describing the agricultural industry
- Conceptualising, developing and writing persuasive copy for agricultural industry using above-the-line media
- Conceptualising, developing and writing persuasive copy for agricultural industry using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive copy

9. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level *5* or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Describe the agricultural industry**

Assessment Criteria

1.1 The agricultural industry is described using correct terminology and description is in line with industry norms and practices

Specific Outcome **2:**   Conceptualise, develop and write persuasive copy for agricultural industry using above-the-line media

Assessment Criteria

2.1   Persuasive copy for agricultural industry using outdoor media is conceptualised and written in required format

2.2   Persuasive copy for agricultural industry using television / cinema is conceptualised and written in required format

2.3   Persuasive copy for agricultural industry using radio conceptualised and written in required format

2.4   Persuasive copy for agricultural industry using newspapers is conceptualised and written in required format

2.5   Persuasive copy for agricultural industry using magazines *is* conceptualised and written in required format

2.6   Persuasive copy for agricultural industry using editorials / advertorials is conceptualised and written in required format

Specific Outcome **3:**   Conceptualise, develop and write persuasive copy for agricultural industry using alternative media, below-the-line and **the** internet

Assessment Criteria

3.1   Persuasive copy for agricultural industry using alternative media is conceptualised and developed in required format

3.2   Persuasive copy for agricultural industry using labels and packages is conceptualised and developed in required format

3.3   Brand names are conceptualised and developed for agricultural industry in required format

3.4   Persuasive copy for agricultural industry using below-the-line media *is* conceptualised and developed in required format

3.5   Persuasive copy for agricultural industry using the internet and web pages is conceptualised and developed in required format

Specific Outcome **4:**   Evaluate the impact/effectiveness of the **persuasive copy**

.Assessment Criteria

4.1   The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line **with** company standard operating procedures

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through **RPL**) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing **a** learner against this unit standard must be registered **as** an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement **of** this unit standard or assessing this unit standard must be accredited as a provider with the relevant **ETQA**
- Moderation of assessment will be conducted by the relevant **ETQA** at its discretion

12.   RANGE STATEMENT

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet, brands and packaging

13.   NOTES:

- EMBEDDED KNOWLEDGE:

  - An understanding of the processes for developing agricultural industry

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information **so** that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set **of** related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities **so** that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- **Work** effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development **of** persuasive copy
- In order to contribute to the **full** personal development of each learner and the social and economic development of society at large, **it** must be the intention underlying any programme of learning to make an individual aware **of** the importance of: being culturally and aesthetically sensitive across a range **of** social contexts when developing persuasive copy **so** that it is acceptable to a range of people with varying cultural backgrounds

1. TITLE: Develop and evaluate creative solutions for a variety of advertising mediums

2.   UNIT STANDARD NUMBER:

3.   NQF LEVEL: 5

4.   TOTAL CREDIT VALUE: 20

5.   FIELD: Business, Commerce and Management

Sub-field: Marketing

6.   **ISSUE DATE**

7.   REVIEW **DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to source/obtain and analyse creative data and evaluate creative solutions for a variety of electronic and **non-electronic'advertising** mediums to improve future communications

The qualifying learners are capable of:

*   Extracting data from electronic and non-electronic mediums
*   Developing solutions for electronic and non-electronic mediums
*   Evaluating solutions for electronic and non-electronic mediums
*   Describing preparation and presentation techniques

9.   LEARNING ASSUMED TO BE IN PLACE:

Learners accessing this qualification will have demonstrated competence in communicating verbally, presentation skills, analytical skills, lateral thinking skills

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome **1:**   Extract data **from** electronic **and** non-electronic mediums

Assessment Criteria:

1.1   Data collected for a variety of electronic of mediums is gathered in required format and in line company systems and procedures

1.2   Data extracted is formulated according *to* set electronic medium criteria

1.3   Data collected **for** a variety of non-electronic of mediums is gathered in required format and in line company systems and procedures

1.4   Data extracted is formulated according to set non-electronic medium criteria

Specific Outcome 2: **Develop solutions for electronic and non-electronic mediums**

Assessment Criteria:

2.1 Solutions for a variety of electronic mediums are compiled in the required format

2.2 Solutions for a variety of electronic mediums are developed and submitted for approval to the appropriate body

2.3 Solutions for a variety of non-electronic mediums are compiled in the required format

2.4 Solutions for a variety of non-electronic mediums are developed and submitted for approval to the appropriate body

2.5 Alternative options are explored and developed in line with company standards and submitted in the required format

Specific Outcome 3: **Evaluate solutions for electronic and non-electronic mediums**

Assessment Criteria:

3.1 Alternative solutions are recommended and explained for the mediums and findings recorded and submitted in the required format

3.2 implement approved alternative solution within required timeframe and according to company standards and practices

Specific Outcome 4: **Describe preparation and presentation techniques**

'Assessment Criteria:

4.1 Approaches are explored and explained for each medium according to industry standards for each medium category

4.2 Presentation processes, layout designs, colours venues are experimented with and best alternatives/solutions identified and applied in line with company standards

4.3 .Preparation techniques are listed and explained in line with company guidelines and procedures

4.4 Presentation is in line with company presentation standards

4.5 Storyboards are prepared in accordance with set procedures

4.6 Storyboards are presented in line with company standards

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through **RPL)** against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Non-electronic mediums include but are not limited to: corporate identity, outdoor, promotions, in-store, information, editorial, packaging, product design, print advertising, event(s), campaigns, special occasions, advocacy, tactical advertising, promotional and point-of-sale material
- Electronic mediums include but are not limited to; television, internet

13.   NOTES

EMBEDDED KNOWLEDGE

- An understanding of analytical and synthesising thought processes
- Knowledge of creative thinking techniques and problem solving abilities
- An understanding *of* methods and techniques used in the electronic advertising mediums
- An understanding of the nature of non electronic mediums
- An understanding of the nature of electronic mediums
- An understanding of presentation skills

CRITICAL **CROSS** FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports **so** that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme *of* learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation *of* communications and /or reports