

No. 1257

2 November 2004

Established in terms of Act 58 of 1995**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

Journalism

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications and unit standards. The qualifications and unit standards can be accessed via the SAQA web-site at www.saga.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 Journalism 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: dmpthuting@saga.co.za

JOE SAMUELS**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**Qualification Title: National Certificate in Journalism**

NQF Level:	5
Credits:	120 (minimum)
	Fundamental Component: 6 credits
	Core Component: 74 credits
	Elective Component: 40+ credits
Field:	NSB04: Communication Studies and Language
Sub-field:	Journalism

Rationale

This qualification has been developed for professional practice across the media industry and is intended to professionalise junior journalists, ensuring the upliftment of the standards in general and the image of journalism. It is applicable to small and large organisations alike. The qualification is aimed at aspirant journalists. Generally, learners have already attained a first qualification, such as a diploma or degree (NQF Level 5 or 6) in any area of specialisation prior to attempting this qualification, and experience as a journalist should be evaluated for recognition of prior learning. Qualified learners will be employable as junior journalists, in print, radio, television, etc.

Media organisations require a diversity of journalists but past legacies have prevented this from occurring. Sub-editing skills are currently not given sufficient emphasis or focus in existing journalism qualifications. There is a need for a qualification that recognises this skill area of journalism. It will encourage learners to pursue this particular career path in journalism and give recognition to people who are currently working as journalists and sub-editors but do not have formal qualifications recognising their competence.

In recent times, the media have been accused of racism and recommendations were made to address the issue through formal and non-formal training, and recruitment of black staff, especially subeditors and journalists who have an understanding of democratic institutions and human rights (SAHRC: Faultlines, August 2000). There is a need for establishing entry-level programs for aspirant journalists, including addressing issues of professional standards and ethics, and understanding of the Constitution and human rights.

Qualified learners can progress to specialist journalism beats and higher levels of journalistic competence and editorial management. In addition, the inclusion of transferable competence in this qualification allows them to pursue other careers such as academia, graphic design, HTML editing, general management, human resource management, media law, and policy-making. This qualification is aimed at enhancing employability, effective operation in a business or operational environment, producing usable content and products for specific outlets. Improved journalistic competence will result in increased accuracy of information, improved informed public opinion, an improved educated public, and more reliable information, so that people can make a contribution to the South African democracy as citizens. The competencies attained to qualify will contribute towards responsible journalism, freedom of expression, access to information, credibility for the

profession, and ethical journalism. Competent journalists can encourage investment, improve economic literacy, and information flow about business and investments, and can improve the saleability of media products to improve the success of the sector. After the King III report, journalists also play an important role in corporate governance, through non-financial reporting.

Purpose of the qualification

This qualification has been developed for people who work or intend to work as junior journalists and who seek recognition for essential competence. Recipients of this qualification are able to write a variety of journalism texts and report at entry level. The qualification is designed to be flexible and accessible to all in journalism and wishing to enter journalism after undergraduate study or equivalent experience. It allows people to write and report in accordance with the requirements of a specific media news enterprise. The core competencies lay the foundation for a person to develop a career in sub-editing, writing and/or reporting. The **elective** category makes provision for specialisation in a particular medium or section of a medium and entry into sub-editing, and in doing so, increases the learner's employment possibilities.

The qualification aims to provide a bridge into the industry. Learners who qualify can be employed as junior journalists. They gather information from all media such as television, radio and newspapers, generate story ideas to present to news editors, receive and interact with story briefs, organise themselves going after stories, research backgrounds, make appointments and see people, observe, interview, judge news value, evaluate information, communicate, keep to strict deadlines, debrief, inform others, conduct follow-up meetings, develop story plans, write stories, check contexts and gaps in information, send stories to news editors, and follow-up their stories with the news editor, and plan. Competent junior journalists must be able to interact with other reporters, respect roles, have newsgathering instincts, and an insatiable curiosity.

On achieving this qualification learners are capable of:

- Collecting information for journalistic purposes
- Reporting for a variety of general journalistic purposes
- Writing stories for a variety of journalistic purposes
- Interviewing for a variety of general journalistic purposes
- Performing journalism related tasks in an editorial environment
- Employing work-related stress management strategies
- Improving their own performance
- Presenting story ideas
- Describing the implications of democracy for a diverse society
- Contributing to information distribution regarding HIV/AIDS

In addition, qualified learners choose to become capable of:

- Sub-editing, for two specialist beats OR
- Reporting, for a specialist beat, in two mediums OR
- Communicating proficiently in a second language as a junior journalist

Access to the qualification

Access is open to all who are not visually impaired. It is essential that learners should have communication and language competence at NQF Level 5 before embarking on learning towards this qualification.

Learning assumed to be in place

This qualification was designed and credited based on the assumption that a learner entering a program leading to this qualification has achieved a Certificate or Diploma at NQF level 5 for a baseline of general knowledge in a particular area of interest to the learner, such as politics, sport, or education, or equivalent and has communication and language competence in one language at

NQF Level 5. In addition, it is assumed that learners understand sexuality and sexually transmitted infections including HIV/AIDS (NLRD ID Nr 14656). Assumed to be in place are communication and language competencies in one language at NQF level 5, and another language at NQF level 3, and mathematic literacy at NQF Level 4. It also assumes that the following computer literacy competencies have been attained:

- Demonstrate the ability to use electronic mail software to send and receive messages (NLRD ID Nr 7571)
- Demonstrate knowledge of and produce word processing documents using basic functions (NLRD ID Nr 7568)
- Demonstrate ability to use the World Wide Web (NLRD ID Nr 7573)

This qualification will not be awarded if these computer literacy competencies are not in place.

Rules of combination

The Fundamental Component Unit Standards are compulsory (6 credits). All the Core Component Unit Standards are compulsory (74 credits). For the Elective Component learners are required to attain between 40 and 50 credits. The following options are available for the Elective Component:

1. Language and communication in a second language (at NQF Level 4) (20 credits) and 20 credits from other sectors OR
2. Sub-editing, including two specialist beats, and layout and design of print media (35 credits) and 10 credits from other sectors OR
3. Reporting, for an additional medium in a specialist beat, recording sound and interviewing for radio (33 credits) and 10 credits from other sectors

Exit level outcomes and associated assessment criteria

Range: *Legal* requirements include media law

Exit Level Outcomes	Associated Assessment Criteria
Fundamental and Core	
1. Communicate effectively with interview subjects, sources, the public, and teams	<ul style="list-style-type: none"> • Information produced is relevant for specified contexts • Communication is clear, unambiguous, understandable, focused, direct and complete • Communication is regular • Communication format is relevant for contexts and purpose • Communication allows for feedback • Questions are appropriate for contexts to require and clarify information • Identification of criteria for relevance of information is correct
2. Work in a team to meet given time frames and contribute to effective working relations in teams	<ul style="list-style-type: none"> • Information sharing is continuous and appropriate for given goals, objectives, and roles of specific teams • Description of team roles is accurate • Input from others is sought and encouraged • Assistance offered is appropriate for specific needs, and in a manner appropriate for the working style of specific teams
3. Research a variety of topics, events and issues to produce relevant information and verify sources for facts used	<ul style="list-style-type: none"> • Legal requirements are adhered to • Sources used are credible • <i>Range: sources include primary and verification sources</i> • Sources are relevant for information needs • Research processes used meet agreed principles of fairness and diversity • Information gathering methodologies are relevant for information needs • Information gathered is verifiable and contributes to story and reporting planning and contexts • Records kept are accessible and meet specified requirements and

Exit Level Outcomes	Associated Assessment Criteria
	conventions
4. Report ethically and professionally to record and produce facts and descriptions	<ul style="list-style-type: none"> Facts and descriptions are accurate, reveals information and contributes to the public's understanding of stories covered Reporting plans are informed by research findings Preparation is appropriate for specified contexts Reporting is factually accurate Observations are noted as such in forms appropriate for specified contexts Reporting meets specified criteria for relevance within specific contexts Agreed ethical and professional requirements are adhered to at all times Legal requirements are adhered to
5. Produce final form output that uses language and idiom correctly and appropriately for specified contexts	<ul style="list-style-type: none"> Legal requirements are adhered to Final form outputs are justified in terms of appeal to intended recipients Final form outputs enhance public understanding of events, issues or topics Language and idiom meets specified style and format requirements Form and format meet specified style and format requirements Facts are verified where relevant and/or required Final form outputs meet specified criteria for relevance within specific contexts
6. Time and other resources are managed to consistently meet given production deadlines	<ul style="list-style-type: none"> Planning is feasible in terms of given time requirements Methods selected are justified in terms of time and resource constraints All relevant deadlines are identified Communication is timeous Own contributions to teams are scheduled to meet given deadlines, and do not impact negatively on other team members Reporting meets given deadlines Technology is used appropriately and securely Relevant safety, health, environment, security and operational requirements are adhered to
7. Evaluate journalistic conduct and output <i>Range: this does not include writing analysis pieces</i>	<ul style="list-style-type: none"> Legal, professional and ethical requirements are adhered to Criteria used for evaluation of journalistic conduct and output are relevant for specific contexts Evaluation findings and choices are justified in terms of specified legal, professional and ethical requirements
Elective (one is required to qualify)	
8. Sub-edit general text that cover two specialist beats	<ul style="list-style-type: none"> Relevant protocols of two specialist beats are adhered to Writing for two specialist beats is accurate Writing for two specialist beats is comprehensive in terms of specified requirements and contexts <i>Range: people, events, proceeding, findings, topics and issues related to the specialist beats are included</i> Sub-editing reflects specified requirements of given contexts <i>Range: requirements can include, style, length of text, language use, structure, headlines, layout, etc.</i> Content of text is accurate and verified Interpretation of design messages is justified in terms of agreed design elements and principles Assessment of the quality of own and others' writing is justified in terms of specified requirements

Exit Level Outcomes	Associated Assessment Criteria
9. Report regarding a specialist beat and in a second medium	<ul style="list-style-type: none"> • Feedback to and coaching of others meets specified requirements • Relevant protocols of a specialist beat are adhered to • Writing for a specialist beat is accurate • Writing for a specialist beat is comprehensive in terms of specified requirements and contexts Range: people, events, proceeding, findings, topics and issues related to the specialist beat are included • Recorded sound quality during interviews is sufficient for reference purposes afterwards • Preparation meets specified context requirements Range: requirements can include specifications for stories, resources, sources, etc. • Information selected is appropriate for purpose and context • Reporting and recording of information meets specified context and legal requirements Range: <i>requirements can</i> include various methods and techniques for information gathering, accurate information, principles of balance, diversity and fairness, etc.
10. Communicate effectively using language skills in the mode of written presentation in a second language	<ul style="list-style-type: none"> • Text types, text features and text functions are correctly identified, selected and verified in relation to parallel texts • Texts are design based on context-specific requirements • The writing process is planned effectively • Errors in text are accurately identified and analysed • Feedback regarding text is obtained and provided • Linguistic or textual features are accurately assessed • Text assessment findings are justified • Strategies selected to improve and transform text are context-appropriate and justified • Comparison of own composition with similar text types is relevant • Text quality is improved where relevant • Adaptations of text for different readerships is appropriate for specific readership profiles • The conceptual level of text is adjusted to correct readership level

International comparability

Journalists can receive their entry-level training in-service (while employed), and most training happens after a learner attains a first qualification. In Uganda, journalists attain a degree in mass communication/journalism, or a degree in another discipline followed by a journalism diploma. Requirements in Sierra-Leone are that a university degree and four years' experience in journalism is equivalent of a qualification in journalism. Similarly, in Yemen, entry-level journalists are required to have a qualification from a college or institute, or have journalistic experience of not less than three years.

In New Zealand, Journalism is classified as part of the community and social services field. Three qualifications exist, including the National Diploma in Journalism with strands in Magazine, Newspaper, Radio, and Television. Notably, the biggest differences between this qualification and the South African one is the presence of streams for each medium in the New Zealand qualification, and the fact that it is at a level lower. Credits are comparable, and the following competencies are addressed in the New Zealand qualification, but not in the South African qualification: reporting the local government sector; using shorthand for journalism; reporting Treaty of Waitangi issues; investigating how different cultural viewpoints are expressed in the media; and taking and selecting news photos. There is only a three-year Diploma in New Zealand that is at a level equivalent to South African NQF Level 5.

The qualifications in Pakistan do not achieve what this South African qualification achieves. Most of the training in Pakistan does not include the use of the Internet for information gathering, or web-based publishing, as most institutions do not have Internet facilities. Most learning takes place informally with the competence of most journalists based also on the willingness (and competence) of senior employees in the media organisations. There is little cooperation between institutions, resulting in an undefined and variable national standard.

In Holland, journalism qualifications are generally much longer than this South African qualification (up to four years for an entry-level journalism qualification) and start at degree level. However, an exit point is generally available after one year, and is slightly less complex than the South African qualification. Included are typically the following learning components:

- e introduction to the professional practice, including current affairs, meetings and discussion with professional journalists, and introduction to the various professions
- e Mass communication
- e Geography, town and country planning, environment
- e Contemporary history
- e Statistics
- e Economics
- e Political science and constitutional history
- e Communication and of language
- e Development of English writing skills (news items, press releases)
- e Development of editorial skills (selecting and ordering)
- e Word processing techniques

In the United Kingdom, the only qualification registered on the framework is that of Broadcast Journalism. The qualification is more complex than the South African certificate, and addresses primarily editorial management competence. Nonetheless, various programs are available for journalism. The closest equivalent for this South African qualification is the Higher National Certificate (National Council for the Training of Journalists), considered to be a pre-entry qualification, based on the assumption that a learner has already attained a degree in another discipline. This qualification includes:

- Writing skills
- Research and interview techniques
- Law
- Shorthand
- Public affairs/administration
- Word processing
- Production and design
- Sub-editing

Electives include feature writing, radio news journalism, desktop publishing techniques, editorial graphic art, editing, and proof reading. Programs are generally context-specific (e.g. newspaper journalism, magazine journalism, or graphics journalism) and duration varies from 20 weeks (6 months) to a year.

Most employers in the United States of America prefer individuals with a bachelor's degree in journalism. However, journalism training starts at high school (South African Further Education and Training level equivalent), with mentorship options at some schools. Most qualifications in Journalism are graduate programs (a level above this South African certificate), with specialisations. There are no competencies in the American qualifications that are not addressed here albeit probably at a lower level of complexity.

Canadian education and training of journalists include pre-graduate modules from second year (NQF 5 and 6 equivalent), as well as post graduate diplomas aimed at learners with degrees in other disciplines, that are equivalent to components of this South African qualification. Aspects that differ most from the South African qualification include Broadcast Public Affairs (3 credits), and the

fact that ethics is covered much later in the program, falling outside the equivalent for the South African qualification.

In Australia, a Graduate Certificate of Journalism (6 months) exists. However, the Graduate Diploma of Journalism (one year) is the equivalent of this qualification. The qualification requires a first degree at entry. Competence included in the core is the equivalent of this South African qualification, and electives in the Australian qualification include professional writing, literary studies, children's literature, media and communication, public relations, etc.

In Tanzania various professional and 'sub professional' qualifications in journalism offered. There is an equivalent of this South African qualification, namely, a one-year certificate program. Tanzania also has post-graduate diploma courses (generally two years), intermediate certificate courses, advanced certificate courses, and advanced diploma courses (up to 3 years of learning) with some overlap with the South African qualification. Also, short courses offered include courses about news writing, public relations, mass communication, and broadcasting, a 1 to 3 month basic certificate in journalism and short courses in social ethics, press law, gender issues and development studies.

Integrated assessment

The assessment criteria in the unit standards are performance-based, assessing applied competence rather than only knowledge, or skills. In addition, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to the environmental conditions in occupational contexts, to qualify. Evidence is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and thus its purpose, at the time of the award of the qualification. Workplace experience can be recognised when assessing towards this qualification.

Integrated assessment provides learners with an opportunity to display an ability to integrate practical performance, actions, concepts and theory across unit standards to achieve competence in relation to the purpose of this qualification. Before qualifying, the learner will be expected to demonstrate competence that integrates all specific outcomes, for all Unit Standards, for example, applying competence in a practical scenario. In addition, during the learning process to attain the outcomes of each Unit Standard, learners will be expected to give evidence that they have attained the embedded knowledge and specific skills contained in specific outcomes for the relevant Unit Standard.

Recognition of prior learning (RPL)

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A qualification will be awarded should a learner demonstrate that the exit level outcomes of the qualification have been attained.

Articulation possibilities

The qualification builds on other certificates, diplomas and degrees at NQF Level 5 and 6, from a range of sub-sectors and provides articulation with a range of qualifications in communications, media studies and journalism, such as:

- First degrees in Journalism, at NQF Level 6
- First degree in Design, at NQF Level 6

- National Diploma in Translation, at NQF Level 5
- National Certificate in Television Operations, at NQF Level 5
- National Certificate in Radio Production, at NQF Level 5

Moderation options

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

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

Criteria for assessors

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

To register as an assessor, the following are required:

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

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

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

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

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

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

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

Learning components

Component	Level 4			Level 5			Level 6		
	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits
Fundamental				Collect information for journalistic use	5	6			
Core	Contribute to information distribution regarding HIV/AIDS in the workplace (8555)	4	4	Report for a variety of general journalistic purposes (110357)	5	12	Write stories for a variety of journalistic purposes (110361)	6	12
				Interview for a variety of general journalistic purposes (110360)	5	8			
				Perform journalism related tasks in an editorial environment (110359)	5	20			
				Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations (15096)	5	5			
				Monitor, reflect and improve on own performance (11994)	5	3			
				Present journalistic story ideas	5	5			
				Demonstrate insight into democracy as a form of governance and its implications for a diverse society (15093)	5	5			
Elective: Language	Engage in sustained oral communication and evaluate spoken texts (8974) (2 nd language)	4	5						
	Write for a wide range of contexts (8976) (2 nd language)	4	5						
	Use the writing process to compose texts required in the business environment (12153) (2 nd language)	4	5						
	Read analyse and respond to a variety of texts (8975) (2 nd language)	4	5						
Elective: Sub-editing				Sub-edit non-specialist text (110358)	5	10			

Component	Level 4			Level 5			Level 6		
	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits
				Identify elements and principles of design messages (draft in public comment - SGB for Arts, Craft and Design)	5	8			
				Assess the quality of written text	5	5			
				Cover a specialist beat as a journalist (1 st beat)	5	6			
				Cover a specialist beat as a journalist (2 nd beat)	5	6			
Elective: Reporting	Record sound from a single source (12608)	4	3	Cover a specialist beat as a journalist (1 st beat)	5	6	Interview and lead discussion for radio broadcast purposes (12605)	6	12
				Report for a variety of general journalistic purposes (110357) (additional medium)	5	12			
Elective: Other sectors	Apply innovative thinking to the development of a small business (114600)	4	4	Develop, maintain and monitor media relations to communicate government information (114481)	5	5	Write technical text within a specific field (115081)	6	10
	Calculate tax payable by a small business (114742)	4	6	Operate studio equipment for radio production (12606)	5	5	Use standardised technical language (115020)	6	10
	Develop a business plan for a small business (10385)	4	5	Devise and apply strategies to establish and maintain relationships (15238)	5	3			
	Investigate the possibilities of establishing and running a small business enterprise (SMME) (10386)	4	3	Harness diversity and build on strengths of a diverse working environment (15233)	5	3			
	Perform financial planning and control functions for a small business (114738)	4	6	Identify and interpret related legislation and its impact on the team, department or division and ensure compliance (15225)	5	4			

New Unit Standards and their Specific Outcomes

Unit Standard Title: Assess the quality of written text, NQF Level 5, 5 credits

Specific outcome 1: Identify errors in own or other text

Specific outcome 2: Analyse text errors critically

Specific outcome 3: Obtain feedback regarding text

Specific outcome 4: Assess linguistic or textual features of text at word and sentence level

Specific outcome 5: Give feedback of text assessment results

Specific outcome 6: Justify text assessment findings

Unit Standard Title: Cover a specialist beat as a journalist, NQF Level 5, 6 credits

Specific outcome 1: Adhere to relevant specialist beat protocols and interaction requirements

Specific outcome 2: Report for a specialist beat

Specific outcome 3: Contribute to public understanding of a specialist beat

Specific outcome 4: Build networks of contacts relevant for a specialist beat

Unit Standard Title: Present journalistic story ideas, NQF Level 5, 5 credits

Specific outcome 1: Originate story ideas for specific contexts

Specific outcome 2: Select story ideas according to given criteria

Specific outcome 3: Present story ideas to obtain feedback

Specific outcome 4: Justify story idea revisions in terms of given feedback

Unit Standard Title: Collect information for journalistic use, NQF Level 5, 6 credits

Specific outcome 1: Select appropriate research methodologies

Specific outcome 2: Gather information from relevant sources

Specific outcome 3: Select information that is relevant for information collection purpose and objectives

Specific outcome 4: Deliver researched information according to given requirements

Unit Standard Title: Assess the Quality of Written Text**Unit Standard NLRD Number:****NQF Level:** 5**Credits:** 5**Field:** NSB 04: Communication Studies and Language**Sub-field:** Language**Issue Date:****Review Date:****Purpose:**

This unit standard requires learners to be able to assess text that is written in one language, as a means of improving their ability to evaluate the quality of text, in order to improve it. Competent writers must assess their own and others' text to ensure quality. Text must be relevant, credible, and readable to the group for which it is written. By improving this competence, the quality of journalism will be improved. Credited learners can edit, proofread, rewrite for specific contexts, etc.

Credited learners are capable of:

- Identifying errors in their own or other texts
- Analysing text errors critically
- Obtaining feedback regarding texts
- Assessing linguistic or textual features of texts at word and sentence level
- Giving feedback regarding text assessment results
- Justifying text assessment findings

Learning assumed to be in place:

The credits assigned to this unit standard is based on the assumption that the following competencies have already been attained:

- Engage in sustained oral communication and evaluate spoken texts in *two* languages
- Read, analyse and respond to a variety of texts in two languages
- Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Specific outcome 1: Identify errors in own or other text

Assessment criteria:

- Description of common errors on word level is accurate in relation to recognised grammar rules
- Description of common errors at sentence level is accurate in relation to recognised grammar rules
- Description of common errors on textual level (style, structure, cohesion, register, *etc.*) is accurate in relation to recognised writing principles
- Description of relevant punctuation errors is accurate in relation to recognised grammar rules
- Description of typographical/presentational errors is accurate in relation to recognised reader involvement strategies
- Description of legibility errors is accurate in terms of recognised reader involvement strategies
- Specific content is considered in terms of reader profile and context
- Identification of legal implications of errors are justified in terms of Specific legal requirements

Specific outcome 2: Analyse text errors critically

Assessment criteria:

- Common errors on word level are considered
- Common errors at sentence level are considered
- Common errors on textual level (style, structure, cohesion, register, *etc.*) are considered
- Effective punctuation is considered

- Typographical/presentational errors are considered
 - Legibility of text is considered
- Specific content is rendered appropriately in terms of the readership profile
- Specific content is rendered consistently and truthfully in terms of the given communicative context
- Summative and formative methods of assessment are considered in the writing process

Specific outcome 3: Obtain feedback regarding text

Assessment criteria:

- Reports on common errors identified are regarded positively
- Suggestions made on errors are critically addressed/ discussed in terms of recognised grammar rules and reader involvement strategies
- Listening skills are appropriate in terms of interpersonal relations

Specific outcome 4: Assess linguistic or textual features of text at word and sentence level

Assessment criteria:

- High frequency words are considered
- Words used are correct in terms of given context
- Word order is accurate in terms of recognised grammatical patterns of the language
- Sentence parts and types are accurate in terms of recognised grammatical rules of language
- **Ideas/Statements** conveyed on sentence level are complete in terms of recognised syntax structures of language
- **Ideas/Statements** conveyed on sentence level are correct in terms of recognised gender and number rules of language
- References (anaphoric expressions) in the text are clear in accordance with recognised reader involvement strategies
- Coherence in text is adhered to
- Fonts, type size, typefaces, etc. are legible
- Punctuation features reflect pace, mood, intention of sender
- Other conventions (abbreviations, **capitalisation**) are in accordance with recognised reader involvement strategies
- Specific content rendered is appropriate in terms of the readership profile
- Specific content rendered is consistent and truthful in terms of the given communicative context

Specific outcome 5: Give feedback of text assessment results

Assessment criteria:

- Explanations of assessment is accurate in terms of recognised assessment criteria and models
- Discussion of specific criteria that text should embody is in accordance with recognised assessment criteria and models
- Relevant communicative skills are considered to convey assessment results

Specific outcome 6: Justify text assessment findings

Assessment criteria:

- Assessment findings identified correspond to recognised language grammar rules, text type, text function, writing principles and reader profile
- All relevant assessment criteria and **models** selected are considered
- Solutions provided for assessment findings are accurate in terms of recognised language grammar rules, text type, text function, writing principles and reader profile

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.

- Anyone assessing a learner against this unit standard must be registered as an **assessor** with a relevant **ETQA**.
- Any institution offering learning that will enable achievement of this unit standard **must be** accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed **ETQA procedures** will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

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

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

Range statements:

The typical scope of this unit standard is competence relating to the assessment of text for general readership, rather than specialised readership and technical text. Text includes mixed genres, and can be self-generated, or someone else's text.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:

1. Identifying errors where responses to problems show that such critical and creative thinking has been used to make responsible decisions regarding giving feedback.
2. Working effectively with others as a member of a team, group, organisation or community to assess the quality of text.
3. Organising and managing oneself and one's activities responsibly and effectively to justify text assessment findings, and to justify identified legal implications of errors.
4. Collecting, analysing, organising and critically evaluating information regarding text quality.
5. Communicating effectively using language skills in the mode of oral and written presentation to obtain and give feedback.

6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. **N/A**
7. Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. **N/A**

Essential embedded knowledge

Credited learners understand and can explain:

- Readership profile/requirements/needs
- Linguistic or textual features
- Errors in text
- General text and function type
- Grammar rules
- Writing principles
- Reader involvement strategies
- Maxims of communication
- Genre-specific language/register
- Quality criteria
- Ethical conduct
- Summative and formative methods of assessment
- Legal implications of errors in text

Unit Standard Title: Cover a Specialist Beat as a Journalist**Unit Standard NLRD Number:****NQF Level:** 5**Credits:** 6**Field:** NSB 04: Communication Studies and Language**Sub-field:** Language**Issue Date:****Review Date:****Purpose:**

This unit standard requires learners to be able to cover a specialist beat in a specific medium with journalistic integrity and professionalism. Learners credited against this unit standard are able to write accurately and comprehensively regarding a specific beat (area), network with relevant persons who play various roles in the area, and ultimately add to the public's understanding of the beat.

Credited learners are capable of:

- Adhering to relevant stakeholders and role players protocols and interaction requirements for a specialist beat
- Reporting accurately and comprehensively for a specialist beat
- Contributing to public understanding of a specialist beat
- Building networks of contacts relevant for a specialist beat

Learning assumed to be in place:

The credits assigned to this unit standard is based on the assumption that the following competencies have already been attained:

- Engage in sustained oral communication and evaluate spoken texts (NQF Level 4)
- Read, analyse and respond to a variety of texts (NQF Level 4)
- Write for a wide variety of texts (NQF Level 4)
- Report for general journalistic purposes (NQF Level 5)
- Present journalistic story ideas (NQF Level 5)

Specific outcomes and assessment criteria:

Specific outcome 1: Adhere to relevant specialist beat protocols and interaction requirements

Assessment criteria:

- Contacts and sources represent all role players/stakeholders in a specialist beat area
- Dress is in accordance with the norms of a specialist beat
- Conduct encourages cooperation and produces information relevant to a specialist beat
- Behaviour and interaction with role-players and stakeholders are in accordance with the norms of a specialist beat area

Specific outcome 2: Report for a specialist beat

Assessment criteria:

- Relevant persons are consistently informed of news implications and news possibilities arising from current and historic actions or statements, or events, developments, plans, topics or issues in the area covered by a specialist beat
- Advice, reports and stories delivered are accurate, and comprehensive in terms of the content of a specialist beat being covered
- Advice, reports and stories delivered are appropriate for specific contexts and background
- A range of reports and stories relating to a specialist beat is delivered
- Opportunities to enhance understanding and knowledge of a specialist beat area are identified and utilised as resources, operations and specific context requirements allow

Specific outcome 3: Contribute to public understanding of a specialist beat

Assessment criteria:

- Interpretation of statements, actions, events, proceedings, findings, topics, and issues relating to a specialist beat are justified in terms of levels of public understanding
- Use of terminology, language and concepts specific to a specialist beat are justified in terms of levels of public understanding
- Reports and stories originated meet given requirements for coverage of a specialist beat area

Specific outcome 4: Build networks of contacts relevant for a specialist beat

Assessment criteria:

- Selected contacts are appropriate for specified contexts
- Selected methods for identifying contacts that are relevant are appropriate for the purpose of specific networks
- Information storage regarding contacts meets agreed contact management requirements

Accreditation process and moderation:

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

Notes **to assessors**

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

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

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

Range statements:

The typical scope of this unit standard is competence relating to the statements, events, people, proceedings, findings, topics and issues relating to a specialist beat (area).

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:

1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions. **N/A**
2. Work effectively with others as a member of a team, group, organisation or community to build networks of contacts in a specialist beat area.
3. Organise and manage oneself and one's activities responsibly and effectively to adhere to relevant specialist beat protocols and interaction requirements.
4. Collect, analyse, organise and critically evaluate information to report for a specialist beat and to build networks of contacts relevant for a specialist beat.
5. Communicate effectively using visual, mathematic and language skills in the modes of oral and written presentation to contribute to public understanding of a specialist beat.
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others. **N/A**
7. Demonstrate an understanding of the world as a set of related systems. by recognising that problem-solving contexts do not exist in isolation by building networks of contacts relevant for a specialist beat and justifying interpretation of statements, actions, events, proceedings, findings, topics, and issues relating to a specialist beat in terms of levels of public understanding.

Essential embedded knowledge

Credited learners understand and can explain:

- o Role-players and stakeholders in the area covered by a specialist beat
- History of a specialist beat area
- Current trends, issues, debates as well as future significant events in the area covered by a specialist beat
- o Protocols, regulations, legislation or ethics applicable to the area covered by a specialist beat
- o Terminology, slang and jargon used in the area covered by a specialist beat
- o Sources of information in the area covered by a specialist beat

Unit Standard Title: Present Journalistic Story Ideas**Unit Standard NLRD Number:****NQF Level:** 5**Credits:** 5**Field:** NSB 04: Communication Studies and Language**Sub-field:** Language**Issue Date:****Review Date:****Purpose:**

This unit standard requires learners to be able to come up with story ideas that are usable within specific contexts. Learners credited against this unit standard are able to develop ideas in line with requirements given for a specific context, and to present the ideas to obtain feedback. The unit standard also requires learners to reflect on feedback received. Credited learners are capable of:

- Originating story ideas for specific contexts
- Selecting story ideas according to given criteria
- Presenting story ideas to obtain feedback
- Justifying story idea revisions in terms of given feedback

Learning assumed to be in place:

The credits assigned to this unit standard is based on the assumption that the following competencies have already been attained:

- Engage in sustained oral communication and evaluate spoken texts (NQF Level 4)
- Read, analyse and respond to a variety of texts (NQF Level 4)
- Write for a wide variety of texts (NQF Level 4)

Specific outcomes and assessment criteria:

Specific outcome 1: Originate story ideas for specific contexts

Assessment criteria:

- Evaluation of identified recent events and actions is justified with reference to news values and in terms of their news worthiness for specific contexts
- Recent statements are identified and evaluated with reference to news values and in terms of their newsworthiness for specific contexts
- Identified sources of possible stories are contacted regularly
- Contact and other details of sources are stored securely in an easily retrievable manner
- Selected resources for ideas are relevant for specific contexts
Range: resources could include competitors, agencies, other media and own organisation stories, data and statistics, for follow-up possibilities, trends and other information that could lead to stories
- Interaction with members of the public meets agreed requirements for professionalism and does not hamper encouragement to provide information that could lead to stories

Specific outcome 2: Select story ideas according to given criteria

Assessment criteria:

- Selection of story ideas is justified in terms of given news values
- Selection of story ideas is justified in terms of appeal to target recipients
- Selection of story ideas is justified in terms of given organisational missions and strategies
- Selection of story ideas serve the public interest
- Story ideas are feasible in terms of available resources

Assessment criteria:

- Story ideas are presented in agreed forums and formats and at the agreed time
- Story ideas are presented clearly and concisely with reference to the context, new elements, news values, mission and strategies, and appeal to target recipients
- Story ideas are presented in terms of their achievability within given time frames
- Possible legal and ethical problems relating to story ideas are accurately identified

Specific outcome 4: Justify story idea revisions in terms of given feedback**Assessment criteria:**

- Interpretation of feedback is clarified if unclear
- Implications of feedback regarding story ideas are justified in terms of specific contexts
- Revision of story ideas are justified for idea improvement

Accreditation process and moderation:

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

Notes to assessors

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

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

Range statements:

This unit standard requires learners to put forward ideas for news stories, as is required in production environments in the media industry.

Notes:**Critical cross-field outcomes**

Credited learners have attained the generic ability to:

1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions. **N/A**
2. Work effectively with others as a member of a team, group, organisation or community to present and obtain feedback regarding story ideas.
3. Organise and manage oneself and one's activities responsibly and effectively to present story ideas in agreed forums and formats and at the agreed time.
4. Collect, analyse, organise and critically evaluate information to select resources for ideas that are relevant for specific contexts and to evaluate identified recent events and actions with reference to news values and in terms of their news worthiness for specific contexts.
5. Communicate effectively using visual, mathematic and language skills in the modes of oral and written presentation to present story ideas clearly and concisely with reference to the context, new elements, news values, mission and strategies, and appeal to target recipients.
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others. **N/A**
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when justifying story idea revisions in terms of given feedback.

Notes:**Essential embedded knowledge**

Credited learners understand and can explain:

- News values in specific contexts
- Target audiences in specific contexts
- Mission of a specific organisation
- Strategies in specific contexts
- Media law
- Journalism ethics
- **Interpersonal** communication skills

Unit Standard Title: Collect Information for Journalistic Use**Unit Standard NLRD Number:****NQF Level:** 5**Credits:** 6**Field:** NSB 04: Communication Studies and Language**Sub-field:** Language**Issue Date:****Review Date:****Purpose:**

This unit standard requires learners to be able to find information using appropriate methodologies. Learners credited against this unit standard are able to apply the competence attained as reporting assistants, fact-checkers, reporters, writers, sub-editors and editors. Credited learners are capable of:

- Selecting appropriate information collection methodologies
- Gathering information from relevant existing sources
- Selecting information that is relevant for information collection purpose and objectives
- Delivering researched information according to given requirements

Learning assumed to be in place:

The credits assigned to this unit standard is based on the assumption that the following competencies have already been attained:

- Engage in sustained oral communication and evaluate spoken texts (NQF Level 4)
- Read, analyse and respond to a variety of texts (NQF Level 4)
- Write for a wide variety of texts (NQF Level 4)
- Demonstrate the ability to use electronic mail software to send and receive messages (NLRD ID Nr 7571)
- Demonstrate knowledge of and produce word processing documents using basic functions (NLRD ID Nr 7568)
- Demonstrate ability to use the World Wide Web (NLRD ID Nr 7573)

Specific outcomes and assessment criteria:

Specific outcome 1: Select appropriate research methodologies

Assessment criteria:

- Methodologies selected are appropriate for specific areas, topics and available resources
- Selected methodologies are relevant for the purpose of information collection
- Agreed ethical principles are adhered to
- Agreed given processes and codes are adhered to

Specific outcome 2: Gather information from relevant sources

Assessment criteria:

- Evaluation of all available sources is justified in terms of their ability to produce relevant information
- Agreed ethical principles are adhered to
- Information gathered is relevant for the purpose of the research
- Records of sources utilised and information and material obtained are accurate, complete and meets specified requirements

Specific outcome 3: Select information that is relevant for information collection purpose and objectives

Assessment criteria:

- Given procedures for verification are adhered to
- Second sources used are relevant for verification purposes
- Verification meets requirements of available resources
- Verification failures are addressed in a way that meets given requirements
- Evaluation of information for selection is against identified criteria
- Information selected is appropriate for specific areas, topics and available resources
- Selected information is relevant for the purpose of information collection
- Agreed ethical principles are adhered to
- Agreed given processes and codes are adhered to

Specific outcome 4: Deliver researched information according to given requirements

Assessment criteria:

- Potential legal and ethical issues relating to information collection and delivery are accurately identified
- Information delivery meets specified structure, format and content requirements
- Information delivery meets agreed time requirements

Accreditation process and moderation:

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

Notes to assessors

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

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

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

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

Range statements:

This unit standard requires learners to use new and existing sources for research, and includes the use of electronic sources. Learners can gather the information for various purposes, including information for inclusion on web sites.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:

1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when addressing verification failures.
2. Work effectively with others as a member of a team, group, organisation or community by adhering to agreed given processes and codes and verification procedures.
3. Organise and manage oneself and one's activities responsibly and effectively to adhere to ethical principles.
4. Collect, analyse, organise and critically evaluate information against identified criteria, to select information that is appropriate for specific areas, topics and available resources. And relevant for the purpose of information collection.
5. Communicate effectively using visual, mathematic and language skills in the modes of oral and written presentation to deliver information gathered in specified structures and formats.
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others to access sources of information.
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when selecting methodologies that are relevant for the purpose of information collection.

Essential embedded knowledge

Credited learners understand and can explain:

- Information collection methodologies used in the profession
- Information collection methodologies used in specific contexts
- Available resources and sources in specific contexts
- Procedures for verification in specific contexts