

No. 786

31 August 2007

**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 Organising Field 04 – Communication Studies and Language, publishes the following Qualification and Unit Standard for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standard. The full Qualification and Unit Standard can be accessed via the SAQA web-site at [www.saqqa.org.za](http://www.saqqa.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standard should reach SAQA at the address below and **no later than 31 September 2007**. All correspondence should be marked **Standards Setting - Journalism** and addressed to

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:****National Certificate: Journalism**

SAQA QUAL ID	QUALIFICATION TITLE		
58978	National Certificate: Journalism		
ORIGINATOR	PROVIDER		
SGB Journalism			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	4 - Communication Studies and Language	Information Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 5	Regular-Unit Stds Based

**PURPOSE OF THE QUALIFICATION****Purpose:**

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.
- Managing news-related teams and their outputs OR.
- Reporting within specific community contexts.

#### 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 programmes 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.

#### **RECOGNIZE PREVIOUS LEARNING?**

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#### **LEARNING ASSUMED IN PLACE**

This qualification was designed and credited based on the assumption that a learner entering a programme 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 4. 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.

Recognition of Prior Learning:

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

#### **QUALIFICATION RULES**

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:

- Language and communication in a second language (at NQF Level 4) (20 credits) and 20 credits from other sectors OR.
- Sub-editing, including two specialist beats, and layout and design of print media (35 credits) and 10 credits from other sectors OR.
- Reporting, for an additional medium in a specialist beat, recording sound and interviewing for radio (33 credits) and 10 credits from other sectors OR.
- Editorial management (at least 45 credits) OR.
- Community journalism, including a specialist beat, composing photographs and desktop publishing (26 credits) and 24 credits from other sectors.

Elective Unit Standards: Community Journalism:

Learners must achieve the following:

ID; Unit Standard Title:

246511; Compose photographs for journalistic purposes.

117666; Demonstrate an understanding of the principles, tools and process of desktop publishing.

117541; Cover a specialist beat as a journalist.

117548; Design creative elements with digital photographic images.

120214; Layout pages for publication.

110059; Plan and conduct research that redress social development issues.

Learners must achieve at least 24 credits from the following:

ID; Unit Standard Title:

- 117871; Facilitate learning using a variety of given methodologies.
- 114226; Interpret and manage conflicts within the workplace.
- 117853; Conduct negotiations to deal with conflict situations.
- 117241; Develop a business plan for a small business.
- 15237; Build teams to meet set goals and objectives.
- 10029; Attend briefing and return work on deadline.
- 10031; Edit, Code and Capture data.
- 10028; Follow sampling requirements.
- 10030; Record raw data.
- 10058; Design a Measuring Instrument to gather the desired information.
- 10057; Design samples to represent the desired population.
- 10060; Organise field staff to ensure the desired data is collected.
- 10061; Plan fieldwork to meet required deadlines and budget.
- 10059; Write editing, coding and data processing instructions for the desired analysis.
- 114742; Calculate tax payable by a small business.
- 8974; Engage in sustained oral communication and evaluate spoken texts.
- 117244; Investigate the possibilities of establishing and running a small business enterprise (SMME).
- 114738; Perform financial planning and control functions for a small business.
- 8975; Read analyse and respond to a variety of texts.
- 12608; Record sound from a single source.
- 12153; Use the writing process to compose texts required in the business environment.
- 8976; Write for a wide range of contexts.
- 117539; Assess the quality of written text.
- 114481; Develop, maintain and monitor media relations to communicate government information.
- 15225; Identify and interpret related legislation and its impact on the team, department or division and ensure compliance.
- 12606; Operate studio equipment for radio production.
- 12605; Interview and lead discussion for radio broadcast purposes.
- 115020; Use standardised technical language.
- 115081; Write technical text within a specific field.
- 15234; Apply efficient time management to the work of a department/division/section.
- 15216; Create opportunities for innovation and lead projects to meet innovative ideas.
- 15229; Implement codes of conduct in the team, department or division.
- 15214; Recognise areas in need of change, make recommendations and implement change in the team, department or division.
- 8647; Apply workplace communication skill.
- 10043; Develop, implement and manage a project/activity plan.
- 14525; Present an informed argument on a current issue in a business sector.
- 114600; Apply innovative thinking to the development of a small business.
- 15231; Create and use a range of resources to effectively manage teams, sections, departments or divisions.
- 110358; Sub-edit non-specialist text.
- 15233; Harness diversity and build on strengths of a diverse working environment.
- 15219; Develop and implement a strategy and action plans for a team, department or division.
- 15238; Devise and apply strategies to establish and maintain relationships.
- 15224; Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks.

15230; Monitor team members and measure effectiveness of performance.  
 11649; Describe ethical procedures and practice for social justice.  
 11649; Explain the ethical principles for equality of opportunity.  
 10146; Supervise a project team of a developmental project to deliver project objectives.  
 110063; Plan advocacy campaigns and workshops in development practice.  
 14020; Monitor budgets related to community projects.  
 117156; Interpret basic financial statements.  
 117515; Tender for projects.  
 119766; Deploy community development workers.  
 119763; Design learning events.

Elective Unit Standards: Editorial Management:

The following unit standards must also be added to the Elective component for Editorial Management:

ID; Unit Standard Title:

10029; Attend briefing and return work on deadline.  
 10031; Edit, Code and Capture data.  
 10028; Follow sampling requirements.  
 10030; Record raw data.  
 10058; Design a Measuring Instrument to gather the desired information.  
 10057; Design samples to represent the desired population.  
 10060; Organise field staff to ensure the desired data is collected.  
 10061; Plan fieldwork to meet required deadlines and budget.  
 10059; Write editing, coding and data processing instructions for the desired analysis.  
 11005; Plan and conduct research that redress social development issues.  
 13808; Edit and prepare audio, video and 3D content for multimedia.  
 115375; Create digitized video for a multimedia/web-based computer application.

### **EXIT LEVEL OUTCOMES**

Fundamental and Core:

1. Communicate effectively with interview subjects, sources, the public, and teams.
2. Work in a team to meet given time frames and contribute to effective working relations in teams.
3. Research a variety of topics, events and issues to produce relevant information and verify sources for facts used.
4. Report ethically and professionally to record and produce facts and descriptions.
5. Produce final form output that uses language and idiom correctly and appropriately for specified contexts.
6. Time and other resources are managed to consistently meet given production deadlines.
7. Evaluate journalistic conduct and output.
  - Range: This does not include writing analysis pieces.
8. Report within specific community contexts.

Elective (one is required to qualify):

1. Sub-edit general text that cover two specialist beats.
2. Report regarding a specialist beat and in a second medium.
3. Communicate effectively using language skills in the mode of written presentation in a second language.
4. Manage news-related teams and their outputs.

**ASSOCIATED ASSESSMENT CRITERIA**

Fundamental and Core:

Associated Assessment Criteria for Exit Level Outcome 1:

- 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.

Associated Assessment Criteria for Exit Level Outcome 2:

- 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.

Associated Assessment Criteria for Exit Level Outcome 3:

- Legal requirements are adhered to.
- Sources used are credible.
  - Range: sources include primary and verification sources.
- 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 conventions.

Associated Assessment Criteria for Exit Level Outcome 4:

- 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.

## Associated Assessment Criteria for Exit Level Outcome 5:

- 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.

## Associated Assessment Criteria for Exit Level Outcome 6:

- 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.

## Associated Assessment Criteria for Exit Level Outcome 7:

- 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.

## Associated Assessment Criteria for Exit Level Outcome 8:

- Photograph composition and desktop publishing meets specified context requirements.
- Relevant protocols of a specialist beat are adhered to.
- Writing for a specialist beat is accurate and comprehensive in terms of specified requirements and contexts.

## Elective (one is required to qualify):

## Associated Assessment Criteria for Exit Level Outcome 1:

- 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.
  - Range: People, events, proceeding, findings, topics and issues related to the specialist beats are included.
- Sub-editing reflects specified requirements of given contexts.
  - Range: Requirements can include, style, length of text, language use, structure, headlines, layout, etc.
- 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 other's writing is justified in terms of specified requirements.
- Feedback to and coaching of others meets specified requirements.



## Associated Assessment Criteria for Exit Level Outcome 2:

- 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: Requirements can include various methods and techniques for information gathering, accurate information, principles of balance, diversity and fairness, etc.

## Associated Assessment Criteria for Exit Level Outcome 3:

- 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.

## Associated Assessment Criteria for Exit Level Outcome 4:

- Time, resource, project and change management meet the requirements of specific management and editorial processes and projects, and legal requirements and agreed ethical codes are adhered to.
- Team building, team empowerment, diversity management, conduct management and performance management meet requirements of goals and objectives of specific management and editorial processes and projects, and legal requirements and agreed ethical codes are adhered to.
- Opportunities created for innovation are justified in terms of the strategy and action plans for specific management and editorial processes and projects.
- Strategies to establish and maintain relationships and communication in the workplace are justified for specific management and editorial processes.
- Presentation of arguments on a current issue in a business sector are informed by research.

## 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.

### **INTERNATIONAL COMPARABILITY**

This international comparability is done on the basis of the competencies outlined in the unit standards of this qualification. It must be borne in mind that an exact mapping of this qualification to another internationally is not possible. However, the search for similar levels and competencies yielded the following information. The courses and the institutions offering them have been selected on the basis of the extent to which the competencies overlap. The qualification has been compared to others in East and West Africa, India, New Zealand and the United Kingdom.

In Africa the following survey was undertaken to gauge the nature and types of journalism qualifications. They range from university degrees to certificates to short courses. Generally, information on several journalism institutes in Africa is sparse.

As a matter of interest several African universities surveyed - in Kenya, Tanzania and Ghana - offer degree programmes in journalism. The School of Journalism at the University of Nairobi in Kenya offers a BA: Journalism and Media Studies and the United States International University - Africa now offers a Bachelor of Arts degree in Journalism, both of which cover aspects of journalism extensively and deeply. Makerere University in Uganda offers postgraduate programmes in Journalism.

More pertinent to this qualification are the certificate and diploma courses offered by other institutions. One such institution is the Kenya Institute of Mass Communication (KIMC). The following are some of the courses on offer at KIMC, some of which have a resemblance to this qualification: Information technology, News Reporting and News Writing, Features and specialised writing, Radio News Production, Television News Production, Photography, Communication Research, Advertising and Media Laws and Ethics.

The Institute of Business Management and Journalism in Ghana offers a two-year Diploma in Journalism. The following courses are offered: Journalism, Advertising, Public Relations, Mass Communication, Communication Studies, Special English and Current Affairs in the first year, with specialisation in Journalism and Advertising in the second year.

The Ghana Institute of Journalism - attached to the University of Ghana - offers a two-year Diploma Programme in Communication Studies over four semesters. The following courses constitute the programme: Print Journalism, Broadcast Journalism, Public Relations, Advertising, Mass Communication, Communication Research Methods, Social Sciences (Political Science, Philosophy and Psychology), Photo-Journalism, Media Law, Marketing.

The Institute of Journalism and Mass Communication - attached to the University of Dar es Salaam in Tanzania offers a one year Certificate: Journalism course, intensive and effective enough to produce competent reporters for the print and electronic media. The course will be offered to cater for the demand and needs of those who do not have the qualifications for the degree programme. The certificate will fulfill a requirement for those interested in pursuing degree programmes. The following subjects - pertinent to this qualification - partly constitute the programme: Introduction to Mass Communication, Computer Application for Journalism, Introduction to Journalism and its history, Reporting and Editing for Print Media, Media Law, Journalism Ethics and practical work.

The Liberian Institute of Journalism (LIJ) is a non-profit, non-partisan journalism training organization based in Monrovia, Liberia. It is an offshoot of the Africa Institute of Journalism and Communications (AIJC) based in Ghana. The institute trains Liberians and other international students in prospective courses like journalism, advertising, public relations in the Sub-Region. However, the course details are sketchy.

In India, about 45,000 newspapers, journals and periodicals are now brought out in 105 languages and dialects. There are over 4000 daily newspapers and magazines. India also produces the largest number of feature films and newsreels in the world. All India Radio is known as the largest radio network in the world. It runs 195 radio stations.

At present some 60 Universities, 25 agricultural universities and 100 private institutions annually train about 2000 students in various aspects of Mass Communication and Journalism including reporting, editing, photography, videography, printing, designing, advertising, public relations and so on.

The Savio Da Silva Institute of Management Studies (SDIMS) offers one year Diploma courses in Mass Communication & Journalism including Mass Media. There is a special emphasis placed on practical training, case studies, best training methods and highly skilled trainers in mass media management. Some of the aspects covered are: mass media management, journalism, public relations management, event management, advertising, sales, brand management, etc.

The important part of this course at SDIMS is the field training that students get during the course in Journalism for 2 months. This includes, among other aspects, writing over 50 articles as part of journalism project work. The project work also includes conducting interviews, writing assignments, internet assignments, etc.

The syllabus for the Mass Communication and Journalism Diploma Course includes Report writing, article writing, biography writing, review writing, headline writing, column writing, sports journalism, TV journalism, rights and responsibilities of a reporter, political, developmental & commercial reporting, editing as a concept, structure, functions, editorial set up of a daily newspaper, layout of a daily newspaper, news values & ethics, how to research topics and conducting press interviews.

The India Institute of Mass Communication (IIMC) started a major international training programme, the Post-Graduate Diploma Course in Journalism for Developing Countries, for middle level working journalists from Afro-Asian countries. To meet further requirements of the Third World Non-Aligned countries, the Institute organises two five-month agency journalism courses in a year. The name of the course is the Diploma in Development Journalism courses for Non-Aligned and other developing countries. This course offers training in a number of competencies that are part of the Certificate: Journalism. The following is a description of the courses offered.

Note that (b) is of particular significance to this qualification:

- a. Introduction to Communication.
- b. Reporting and Editing - This includes: Reporting I and Reporting II practical; Editing - Concepts and Process and Editing - Practical; Interviews, feature, opinions and other forms of journalistic writings; Layout, Design and Production.
- c. Economic Journalism.
- d. Media Freedom, Laws and Ethics - This includes Media freedom; Media Laws; Media Ethics and Human Rights.

A one -year Diploma in Journalism is offered by the India Institute of Journalism and New Media (IIJNM), based in Bangalore. Core courses introduce students to reporting and writing, and provide a foundation from which much of the subsequent program work is done. The emphasis is on developing their reporting and writing skills. Students also learn the techniques and tools available to them, and understand the ethical and legal issues involved in professional journalism. Elective courses allow students to specialize in one or more subject areas such as political reporting, international news coverage, investigative reporting, business reporting, digital photojournalism and others. Some of the core courses-pertinent to the Certificate: Journalism - are the following:

- Reporting and Writing-The course has three principal components: Beat reporting, deadline writing, and seminars.
- Reporting and Writing for Television-In this course student conduct television interviews, write, and narrate stories in a variety of formats, including: breaking news, news feature, documentary, and news magazine.
- Tools of Radio Journalism-An additional requirement only for those concentrating in Radio, this course introduces students to the basics of sound and sound effects; recording and microphone techniques; and digital audio mixing and editing aesthetics.
- Ethical and Legal Issues in Journalism-This course explores the social role of journalism and the journalist from legal, ethical and economic perspectives. The course examines issues such as libel, privacy, prior restraint against publishing the news, protection of sources, the right to gather news and national security.

The Manipal Institute of Communication (MIC) attached to Manipal University is a college that provides undergraduate, postgraduate and doctorate degrees in media, communication and journalism. An undergraduate program was started in 2001 to train competent skilful professionals who are equally sensitive to social values.

The courses in MIC aim at providing students with high-level knowledge of the media and communication infrastructure in current industry in India, and to enable professionals entering into the field with favourable experience and expertise in their area of specialisation. The current, predominant emphasis is on print and broadcast media, with additional significance given to new media and the internet.

At the Asian College of Journalism students are initially given instruction in computer-assisted reporting and research, and in photojournalism, and all are required to familiarise themselves with commonly used computer programmes and software packages.

During the first term, all students study the five required courses Reporting, Writing, and Editing; Tools of the Modern Journalist (included in this course are segments on photojournalism, interviewing skills, the art of developing sources, computer-assisted reporting and research, new media resources, the use and abuse of statistics, and graphics, layout, and design); Key Issues in Journalism (subjects include the role of journalists in society, the ethical decisions they are called upon to make, the value of media diversity and pluralism, the effects of concentration of media ownership, and the impact of technological change); History of the Media; and The Media, Law and Society and many of the critical and contemporary economic, political, social and environmental issues.

Critical analysis of the existing news media is another important element of the curriculum in the first term. In the second term, students begin to specialise. They learn to select, report, edit, and produce pieces in the form required by the particular stream they have chosen. Under the guidance of professionals, they develop their skills in interviewing, researching and news-gathering, and sharpen their ability to recognise and develop stories.

In New Zealand most of the ten tertiary schools recognised by the news media industry teach qualifications for print, radio, television and new media. Almost all of the schools teach to the unit standards registered on the National Qualifications Framework. The National Diploma in

Journalism which is endorsed by the Journalists Training Organisation (JTO), resembles this qualification to a large extent. It is usually taught as a one year course, although it may be incorporated within degrees as well. The programme is offered on-line by Western Institute of Technology.

The National Diploma in Journalism is the initial qualification for a professional journalist. People who have gained this award are recognised by industry as having the skills necessary to work in their chosen area of specialisation, whether it be magazine, newspaper, radio or television journalism. The qualification consists of a mandatory core which is designed to recognise the broad range of skills required of the working journalist. There is an elective section designed to give providers some flexibility in the programmes that they offer and strands to cater for the specialist knowledge required by particular sectors.

#### Core Compulsory:

All the unit standards listed below are required.

Unit No; Unit Standard Title; Level; Credit:

- 10355; Identify and advocate news for publication or broadcast; Level 5; 8 Credits.
- 10356; Research print and electronic sources for journalism; Level 5; 3 Credits.
- 10359; Report the local government sector; Level 5; 4 Credits.
- 10372; Use shorthand for journalism; Level 5; 15 Credits.
- 10373; Use a word-processor for writing news stories; Level 5; 3 Credits.
- 10374; Use mathematical skills for journalism; Level 5; 4 Credits.
- 10375; Work in a newsroom; Level 5; 2 Credits.
- 10376; Demonstrate knowledge of media ethics; Level 5; 4 Credits.
- 10377; Apply media law in journalism; Level 5; 4 Credits.
- 10378; Report Treaty of Waitangi issues; Level 5; 4 Credits.
- 10379; Investigate how different cultural viewpoints are expressed in the media; Level 5; 4 Credits.
- 10380; Report court and police proceedings; Level 5; 8 Credits.

#### Core Elective 1:

One of the following unit standards is required.

Unit No; Unit Standard Title; Level; Credit:

- 10367; Write a variety of news bulletin stories for broadcast; Level 5; 25 Credits.
- 10368; Write a variety of news stories for print publication and for broadcast; Level 5; 25 Credits.

In England, there are many institutions (including universities) that offer courses in journalism. The National Council for the Training of Journalists (NCTJ) delivers the premier journalism training scheme in the UK. Their range of journalism training products and services includes inter alia: accredited courses; qualifications and examinations; distance learning; short courses and continuing professional development. They play an influential role in all areas of journalism education and training.

Each year journalists take the National Certificate Examination, the professional qualification for senior newspaper journalists, press photographers and photo-journalists. Even more sit the preliminary qualifications in newspaper and magazine journalism, press photography and photojournalism, media law, public affairs and shorthand.

There are 40 journalism schools across the UK, accredited by the NCTJ, to offer approved journalism training courses leading to the prelims. These include the BA, BA(Hons), MA/Postgraduate Diploma in Journalism. The NCTJ also offers Preliminary Certificates in Journalism which have competencies in this qualification.

Below is a brief description of some of the examinations and assessments which make up the Preliminary Certificates in Journalism offered by NCTJ. Some of the competencies are reflected in this qualification.

For Newspaper reporters: News Writing; Public Affairs Parts 1 & 2; Media Law Parts 1 & 2, Shorthand, Portfolio and Subbing. For Photojournalists: General Photographic Knowledge, Newspaper Practice and Law for photographers and News Writing for Photojournalists.

The Diploma in Newspaper Journalism at Cardiff University has the competencies included in this qualification and is widely recognized by editors as providing the ideal transition between undergraduate life and the pressures of journalism. The course concentrates on the fundamental skills of journalism:

- How to obtain the facts through interview skills.
- How to present the story through writing skills.
- How to project the news through an appreciation of news values.

Some aspects that are taught include sub-editing, layout and design skills in page make-up using the most up-to-date Quark publishing technology. In the second term, through operating bi-weekly production days, candidates create their own full colour newspaper. The candidate undertakes all the main newsroom tasks, tackling real stories in the heart of a busy capital city.

Cardonald College in Glasgow offers a Higher National Certificate/Diploma in Practical Journalism that allows candidates to develop the skills appropriate for employment in the industry. For graduates with degrees in other disciplines, this provides relevant core skills. Competencies include practical news writing skills, research and interview techniques for journalists, law, shorthand, public affairs and word processing skills. Options include feature writing, radio news, introduction to desktop publishing techniques, editing and proof reading. Students produce a newspaper and a number have won national awards during their course.

In conclusion, this qualification compares well with similar qualifications in other parts of the world, even though the context and emphases elsewhere are quite different. There is a need for good quality journalism and this qualification compares favourably with others and will provide the right kind of journalistic training in South Africa.

#### **ARTICULATION OPTIONS**

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 THE REGISTRATION OF ASSESSORS**

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

To register as an assessor, the following are required:

- Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained, at a 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.
- **Manageable:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- **Integrate into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- **Valid:** The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- **Direct:** The activities in the assessment mirror the conditions of actual performance as close as possible.
- **Authentic:** The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- **Open:** Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.
- **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

#### NOTES

This qualification replaces qualification 49123, "National Certificate: Journalism", Level 5, 120 credits.

#### UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	8555	Contribute to information distribution regarding HIV/AIDS in the workplace	Level 4	4
Core	242868	Demonstrate and apply knowledge of role and responsibility of local government in South Africa	Level 4	6
Core	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5
Core	110360	Interview for a variety of journalistic purposes	Level 5	8
Core	11994	Monitor, reflect and improve on own performance	Level 5	3
Core	110359	Perform journalism-related tasks and generate journalistic material in an editorial environment	Level 5	20
Core	117545	Present journalistic story ideas	Level 5	5
Core	110357	Report for a variety of journalistic purposes	Level 5	12
Core	110361	Write stories for a variety of journalistic purpose in print	Level 6	12
Elective	114600	Apply innovative thinking to the development of a small business	Level 4	4
Elective	10029	Attend briefing and return work on deadline	Level 4	7
Elective	114742	Calculate tax payable by a small business	Level 4	6
Elective	117241	Develop a business plan for a small business	Level 4	5
Elective	10031	Edit, Code and Capture data	Level 4	5
Elective	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Elective	10028	Follow sampling requirements	Level 4	9
Elective	117156	Interpret basic financial statements	Level 4	4
Elective	117244	Investigate the possibilities of establishing and running a	Level 4	3

Source: National Learners' Records Database

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	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
		small business enterprise (SMME)		
Elective	114738	Perform financial planning and control functions for a small business	Level 4	6
Elective	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Elective	10030	Record raw data	Level 4	3
Elective	12608	Record sound from a single source	Level 4	3
Elective	12153	Use the writing process to compose texts required in the business environment	Level 4	5
Elective	119459	Write/present/sign for a wide range of contexts	Level 4	5
Elective	15234	Apply efficient time management to the work of a department/division/section	Level 5	4
Elective	8647	Apply workplace communication skills	Level 5	10
Elective	117539	Assess the quality of written text	Level 5	5
Elective	15237	Build teams to meet set goals and objectives	Level 5	3
Elective	246511	Compose a photograph for journalism	Level 5	10
Elective	117853	Conduct negotiations to deal with conflict situations	Level 5	8
Elective	117541	Cover a specialist beat as a journalist	Level 5	6
Elective	15231	Create and use a range of resources to effectively manage teams, sections, departments or divisions	Level 5	4
Elective	15216	Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4
Elective	117666	Demonstrate an understanding of the principles, tools and process of desktop publishing	Level 5	4
Elective	119766	Deploy community development workers	Level 5	8
Elective	116491	Describe ethical procedures and practices for social justice	Level 5	6
Elective	10058	Design a Measuring Instrument to gather the desired information	Level 5	10
Elective	117548	Design creative elements with digital photographic images	Level 5	6
Elective	119763	Design learning events	Level 5	8
Elective	10057	Design samples to represent the desired population	Level 5	12
Elective	15219	Develop and implement a strategy and action plans for a team, department or division	Level 5	4
Elective	10043	Develop, implement and manage a project / activity plan	Level 5	5
Elective	114481	Develop, maintain and monitor media relations to communicate government information	Level 5	5
Elective	15238	Devise and apply strategies to establish and maintain relationships	Level 5	3
Elective	15224	Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4
Elective	116494	Explain ethical principles for equality of opportunity	Level 5	6
Elective	117871	Facilitate learning using a variety of given methodologies	Level 5	10
Elective	15233	Harness diversity and build on strengths of a diverse working environment	Level 5	3
Elective	15225	Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4
Elective	15229	Implement codes of conduct in the team, department or division	Level 5	3
Elective	114226	Interpret and manage conflicts within the workplace	Level 5	8
Elective	120214	Lay out pages for publication	Level 5	10
Elective	14020	Monitor budgets related to community projects	Level 5	8
Elective	15230	Monitor team members and measure effectiveness of performance	Level 5	4
Elective	12606	Operate studio equipment for radio production	Level 5	5
Elective	10060	Organise field staff to ensure the desired data is collected	Level 5	8
Elective	110063	Plan advocacy campaigns and workshops in development practice	Level 5	8
Elective	110059	Plan and conduct research that redresses social development issues	Level 5	10
Elective	10061	Plan fieldwork to meet required deadlines and budget	Level 5	10
Elective	230070	Present an informed argument on a current issue in a business sector	Level 5	5
Elective	15214	Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level 5	3
Elective	110358	Sub-edit non-specialist text	Level 5	10

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	10146	Supervise a project team of a developmental project to deliver project objectives	Level 5	14
Elective	117515	Tender for projects	Level 5	7
Elective	10059	Write editing, coding and data processing instructions for the desired analysis	Level 5	8
Elective	12605	Interview and lead discussion for radio broadcast purposes	Level 6	12
Elective	115020	Use standardised technical language	Level 6	10
Elective	115081	Write technical text within a specific field	Level 6	10
Fundamental	117546	Collect information for journalistic use	Level 5	6



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Compose a photograph for journalism***

SAQA US ID		UNIT STANDARD TITLE	
246511		Compose a photograph for journalism	
ORIGINATOR		PROVIDER	
SGB Journalism			
FIELD		SUBFIELD	
4 - Communication Studies and Language		Media Studies	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

**SPECIFIC OUTCOME 1**

Use, operate and maintain equipment to produce a photograph.

**SPECIFIC OUTCOME 2**

Understand and apply the theoretical framework of photography.

**SPECIFIC OUTCOME 3**

Understand and apply photojournalism to tell a story.

**SPECIFIC OUTCOME 4**

Understand and apply the ethical and legal framework pertaining to photojournalism.