

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1016

2 November 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

Communication Studies

registered by Organising Field 04 – Communication Studies and Language, publishes the following Qualification for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification. The full Qualification 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, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification should reach SAQA at the address below and **no later than 3 December 2007**. All correspondence should be marked **Standards Setting - Communication Studies** addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D. Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145

or faxed to 012 – 431-5144
e-mail: dmphuthing@saqa.org.za

PP 
DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION: *National Diploma: Media Practices*

SAQA QUAL ID	QUALIFICATION TITLE		
59385	National Diploma: Media Practices		
ORIGINATOR		PROVIDER	
SGB Audio-visual Media Production			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Diploma	4 - Communication Studies and Language	Communication Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	241	Level 5	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

Learners who complete the qualification will be prepared to assume responsibilities in a selected focus area in the domain of media communications within their chosen area of specialisation, as well as be positioned to further their learning in other aspects of media from a vantage point of a solid foundational understanding of the structures, operations, and legislative framework specific of the broader media environment, the use and application of media technology, and inter-active related media disciplines in this dynamic industry.

A qualifying learner who has achieved this qualification will be able to use media specific science and technology, understand the mutual influence between culture and media and will have gained adequate knowledge and reflexive competence to assume job responsibilities at entry level in the areas of radio and broadcasting, audiovisual communication, journalism and public relations, and will be able to make a contribution to the addressing of transformation in the media environment through the application of creative thinking and a sound understanding of the operational environment.

Depending on the area of specialisation selected recipients of this qualification will be able to operate in the following environments, in particular with the view of further specialisation in the chosen area of operation:

- The printed or electronic media environment.
- The radio broadcasting environment.
- The Audiovisual environment.
- The Advertising environment.
- The Public Relations environment.

Rationale:

The media communications environment is a multi disciplinary environment relying in particular on the presentation of specific modes of communication for specific purposes, to a specific audience, in a specific format, either in writing, through sound or visual stimuli or a combination of audio, visual and written communication.

Communication within the media environment takes place through a variety of disciplines; which are often inter-related in use and application. These include:

- Journalism.

- Advertising.
- Marketing.
- Public Relations.
- Radio broadcasting.
- Audio-visual broadcasting.
- Internet journalism.

Technology and target audience maturity requires that the individual operating in the media communications environment has a good foundational understanding of not only communication, but also the inter-relatedness, use and application of the disciplines providing services in the media environment in order to function effectively within the media environment, regardless of the specific discipline selected for specialisation.

The National Diploma: Media Practices has been planned and developed as an entry level undergraduate qualification for utilisation by a wide-spread, national audience envisaging a career in the multi-faceted, inter-disciplinary sector of media communication in which additional opportunities are emerging as a result of the continuous equating and recognition of the cultural and linguistic diversity in South Africa.

The structure of the qualification enables adequate preparation of the individual to enter the media communications sector in a chosen area of interest, as it establishes the necessary knowledge, understanding, abilities and skill as a coherent set of generic competencies forming the foundation for further specialization and application in a particular discipline or area of interest, whilst ensuring a good understanding and grasp of the inter-related nature of the media communications environment.

In the main, those intending to become employed in the area of media communication would be most likely to be attracted to this qualification. It is aimed particularly at individuals interested in further specialisation and progression in the areas of audiovisual, graphics, journalism and the interdisciplinary areas of advertising and public relations, all recognised as areas where communication skills are applied extensively.

This qualification has been developed to allow both vertical and horizontal articulation and supports the NQF objectives of access, redress and a culture of lifelong learning whilst enabling the addressing of past imbalances to further equity in the media communications environment in South Africa.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

It is assumed that learners accessing this qualification are competent in:

- Communication, NQF Level 4.

Recognition of Prior Learning:

This Qualification can be achieved through the Recognition of Prior Learning associated with the occupational related experience in the field of media communications and practices.

Recognition of Prior Learning may provide the gaining of credits for components of the qualification, providing the candidate is found competent through the provision of valid, authentic, current and sufficient evidence of competence which may include the completion of relevant theoretical and practical assessments.

The Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses, providing they can demonstrate competence in both the theoretical and practical outcomes as required by the relevant exit Level.

RPL may also be used by learners, who are not in possession of an NQF Level 4 or equivalent qualification, to gain access to the Qualification.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition.

Access to the Qualification:

There is open access to any learner who complies with the learning assumed to be in place or equivalent competencies. It is required that learners are able to arrange for assessment in the relevant simulated or workplace environment applicable to the area of media operations in which they will specialise.

QUALIFICATION RULES

The qualification will be awarded to learners who have met competence requirements as detailed in the exit level outcomes and associated assessment criteria. Learners are required to:

- Complete all fundamental components (62 Credits).
- Complete all core components (124 Credits).
- Select a specific focus area from the elective components of the qualification to the minimum value of 55 Credits to make up the overall minimum of 241 credits for the qualification.

Fundamental component consisting of:

- Communication literacy (Verbal, written, reading): 15 Credits.
- Creativity and creative thinking: 8 Credits.
- Creative writing: 8 Credits.
- Computer Literacy: 6 Credits.
- Media Operations and management: 10 Credits.
- Entrepreneurship: 10 Credits.
- Basic research: 5 Credits.

Total credits for Fundamental component: 62 Credits.

Core component consisting of:

- Media Communication:
 - Advertising: 10 Credits.
 - Public Relations: 10 Credits.
 - Journalism: 10 Credits.
 - Marketing: 10 Credits.
 - Radio: 10 Credits.
 - Audiovisual: 10 Credits.
- Media Law: 15 Credits.
- Media and Culture: 10 Credits.
- Media Research: 15 Credits.
- Media Technology:
 - Specialist Hardware: 12 Credits.
 - Specialist Software: 12 Credits.

Total credits for Core component: 124 Credits.

Elective component:

Learners are required to select one of the following specialisation areas:

Specialisation-Public Relations:

- Brand Management: 10 Credits.
 - Copy Writing: 10 Credits.
 - Media Planning: 10 Credits.
 - Media Management: 10 Credits.
 - Strategic Public Relations: 15 Credits.
- Total Credits for specialisation area: 55 Credits.

Specialisation-Advertising:

- Creative Advertising: 8 Credits.
 - Strategic Advertising: 8 Credits.
 - Brand Management: 10 Credits.
 - Copy Writing: 10 Credits.
 - Media Planning: 10 Credits.
 - Media Management: 10 Credits.
- Total Credits for specialisation area: 56 Credits.

Specialisation-Journalism:

- Copy writing: 10 Credits.
 - Feature Journalism: 8 Credits.
 - Beat Journalism: 8 Credits.
 - Electronic Journalism: 10 Credits.
 - Photo Journalism: 10 Credits.
 - Sub-editing: 10 Credits.
- Total Credits for specialisation area: 56 Credits.

Specialisation-Audiovisual:

- Pre-production:
 - Planning: 5 Credits.
 - Budgeting: 5 Credits.
 - Production:
 - Production/directing: 10 Credits.
 - Filming: 10 Credits.
 - Animation: 10 Credits.
 - Post-production:
 - Editing: 8 Credits.
 - Marketing: 5 Credits.
 - Distribution: 5 Credits.
- Total Credits for specialisation area: 58 Credits.

Specialisation-Radio:

- Station formatting: 8 Credits.
- Programming: 5 Credits.
- Production:
 - Recorded: 8 Credits.
 - Live: 8 Credits.

- Broadcast technology: 8 Credits.
 - Scripting: 5 Credits.
 - Presenting: 5 Credits.
 - Editing: 8 Credits.
 - Directing: 5 Credits.
- Total Credits for specialisation area: 60 Credits.

EXIT LEVEL OUTCOMES

1. Maintain communication.
2. Operate a personal computer system.
3. Operate in the business environment.
4. Demonstrate an understanding of the specific disciplines in the media environment.
5. Apply the legislative requirements regulating the media environment.
6. Analyse the impact of culture and society on the media environment and visa versa.

Depending on the area of specialisation selected, one of the following Exit Level Outcomes will be applicable:

7. Operate in the radio broadcast production environment.

Or

8. Operate in the audio-visual environment.

Or

9. Operate in the printed and published media environment.

Or

10. Operate in the Public Relations environment.

Or

11. Operate in the Advertising environment.

ASSOCIATED ASSESSMENT CRITERIA

Associated assessment criteria for Exit Level Outcome 1:

- 1.1 Language and communication skills are maintained in order to meet operational requirements.
- 1.2 Creative writing techniques are used to meet the requirements specific to the area of application.
- 1.3 A variety of media texts are read, analysed and evaluated to assess fitness for purpose.

Associated assessment criteria for Exit Level Outcome 2:

- 2.1 Basic computer literacy is applied through the use of computer hardware and application software for the production, retaining and printing of documentation according to operational requirements.

Associated assessment criteria for Exit Level Outcome 3:

Competence is evident when:

- 3.1 The management structures and operational requirements, systems and business functioning are explained as they relate to the media environment.
- 3.2 Business and entrepreneurial principles are applied to contribute to effective self-management according to the requirements of the operational environment.
- 3.3 The use and application of creativity and creative thinking is investigated, explored and applied to solve problems in the operational environment.
- 3.4 Basic research in the form of information gathering is conducted and information obtained is evaluated in order to facilitate effective problem solving.

Associated assessment criteria for Exit Level Outcome 4:

- 4.1 The role and function of communication in the production environment for radio are analysed in terms of their nature, techniques and application thereof in the media.
- 4.2 The role and function of journalism and the printed media are analysed according to their nature, techniques and application thereof in the media environment.
- 4.3 Communication is analysed according to its nature, techniques and application in the audiovisual media environment.
- 4.4 The role and function of advertising and marketing is analysed and defined within the media communication environment.
- 4.5 The nature, techniques and application of public relations as communication mechanisms are understood and explained within the media environment.

Associated assessment criteria for Exit Level Outcome 5:

Competence is evident when:

- 5.1 Non-compliance of legislative requirements in the media environment are identified and explained as it relates to the impact and repercussions on the operational environment.
- 5.2 Relevant legislation is considered for specific scenarios from a legislative compliance perspective.

Associated assessment criteria for Exit Level Outcome 6:

Competence is evident when:

- 6.1 The critical linkages between society, culture and media are described in terms of their inter-related impact and effect.
- 6.2 The study of media and communication is analysed as it relates to the social, cultural and historical environments in which media communication takes place.

Depending on the area of specialisation selected, one of the following Exit Level Outcomes will be applicable:

Associated assessment criteria for Exit Level Outcome 7:

- 7.1 Station formatting and scheduling are conducted according to operational requirements.
- 7.2 Broadcast production technology for live and recorded production is conducted according to operational requirements.
- 7.3 Programming production is maintained according to operational requirements.
- 7.4 Presenting, editing and directing in the radio broadcast production environment are conducted according to operational requirements.

7.5 Scripting for specific genres, programmes or items is conducted according to operational requirements.

Associated assessment criteria for Exit Level Outcome 8:

8.1 Audiovisual production is conducted according to operational requirements.

8.2 Pre-production functions are concluded to enable effective audiovisual communication according to operational requirements.

8.3 Production implementation and management are conducted in the audio-visual media environment in accordance with production requirements.

8.4 Post-production are conducted according to operational requirements in the audio-visual media environment.

• Note: The competencies gained can be applied to television, video and/or film production environments.

Associated assessment criteria for Exit Level Outcome 9:

9.1 Written communication for a variety of genres is prepared according to the requirements for newspaper and magazine environments.

9.2 Electronic communication is prepared according to the requirements of the Internet journalism environment.

9.3 Visual communication is prepared according to the requirements of the photojournalism environment.

9.4 Sub-editing of newsletters and articles is conducted according to the requirements of the printed and published media environment.

• Note: The competencies gained can be applied in printed, photo and Internet journalism environments.

Associated assessment criteria for Exit Level Outcome 10:

10.1 Media communication is conducted for Public Relations according to operational requirements and standards.

10.2 Media planning for strategic public relations activities is conducted according to operational requirements and briefs.

10.3 A public relations campaign is planned according to operational requirements and briefs.

10.4 A public relations campaign is implemented in accordance with operational requirements.

10.5 Public relations functions are conducted to meet branding and brand management requirements in the operational environment.

Associated assessment criteria for Exit Level Outcome 11:

11.1 The principles of branding and brand management are applied as it relates to advertising in the operational environment.

11.2 Copy writing is conducted for a variety of advertising media according to operational requirements.

11.3 Art direction for the design of advertising is conducted according to operational requirements.

11.4 Media planning and management is conducted for purposes of advertising in accordance with organisational requirements and briefs.

11.5 An advertising campaign is planned, prepared and implemented according to organisational requirements and briefs.

Integrated Assessment:

Assessment will require evidence of integration within the context of the operational environment in which the foundational, practical and reflexive competencies will be applied.

Well designed assessments and the use of a selection of assessment methods should make it possible to gain evidence against the exit level outcomes and associated assessment criteria while at the same time gain evidence of the integration of knowledge and skill. They must therefore judge the quality of observable performance and the quality of the knowledge underpinning demonstrated competency.

The use and application of communication skills as well as creative thinking, the gathering of information, research and creative output forms an integral part of the application of any of the selected functional focus areas, as does the comprehension of the operational environments in which activities take place.

These competencies are thus by necessity integrated in the demonstration of competence requirements for selected areas of specialisation, in particular as it applies to practical components and product evidence associated with the exit level outcomes of the qualification.

Integrated assessment should be considered for both formative and summative assessments and a range of applicable assessment methods should be used to ensure that the principles supporting good assessment practices are upheld.

INTERNATIONAL COMPARABILITY

The international comparability was carried out by comparing the envisaged National Diploma: Media Practices NQF Level 5 with undergraduate programmes, outcomes of learning and performance criteria found in:

- The Media Qualifications Framework in England and Wales.
- Diploma in Mass Communication from the Ngee Ann Polytechnic in Singapore.
- The undergraduate Media Studies Course of the University of San Francisco.

The comparison with qualifications in England and Wales was selected to enable comparison of the envisaged qualification with similar qualifications on an established qualifications framework whilst Singapore was selected in particular for the similar approach in focussing on a broader operational foundation rather than qualifications earmarked for a singular initial focus area such as advertising of public relations. In this instance the similarity in approach was quite interesting and provided for effective comparison.

A qualification from the United States of America was chosen in particular due to the fact that the movie industry or audiovisual production associated with Hollywood is internationally recognised as is evident also from the number of South African actors attempting a breakthrough in this environment as well as their role as international leader in particular in the development of marketing and advertising.

Media Qualifications Framework England and Wales:

The Framework provides opportunities to compare qualifications between the WJEC (Qualifications authority for Wales) the CCEA which offers qualifications in Ireland (It does not currently offer Media studies) and the OCR (which is the result of a merger between the Oxford and Cambridge Examination Boards/MEG) and the Qualification and Curriculum Authority in the UK.

BTech qualifications were earmarked for replacement by GNVQ's, but in several instances, colleges refused to give up National diplomas, which currently remain, as in the case of Media.

When comparing the structures of qualifications it appears as if awarding bodies are following similar vocational guidelines. A basic assessment structure maintaining 40% coursework

(practical components) is shared. In some instances a bigger emphasis is placed on production whilst the WJEC seems to concentrate more on texts and textual analysis.

An evaluation of the Media communication and Production GNVA and B Tech National Diploma in Media Production indicates the following core units:

- Understanding the Media.
- Research techniques.
- Interview and presentation techniques.
- Media Management.
- Media Production.
- Professional Practice in the Media.

Different programme combinations in audio, moving image and information design are provided and in addition to the above, electives can be selected in areas including Critical Reading, Journalism, Radio, Media Law, Print Media, Audio-visual (Television and Video), Print reporting and production, Radio reporting and production. The National Diploma: Media Practices focuses on a broad media foundation in similar fashion but provides additional skills in the area of communication and the application of written communication skills, the influence of society and culture on the Media environment and visa versa and adds advertising as a media communications discipline and specialisation area. In addition the legislative framework in which Media communication takes place forms a core component of the envisaged qualification whilst the latter is provided as an elective in the qualification evaluated. The requirement of a good practical application of knowledge and skill is shared when a comparison is made.

Ngee Ann Polytechnic:

The learning components identified in the Diploma in Mass Communication indicates that the envisaged National Diploma: Media Practices follows a very similar approach to the ensuring of a sound media foundation and orientation to the various media communications disciplines whilst providing access to areas of specialisation.

The following components compared provide a similar approach to the envisaged qualification:

- Media orientation:
 - Media Management.
 - Media in Society.
 - Mass Media.
 - Media Research.
 - Media Law.
 - International Perspectives.
- Communication:
 - Written and verbal Communication.
 - Feature writing.
 - News writing.
- Creativity and applied thinking skills.
- Introduction to media disciplines:
 - Marketing communication.
 - Radio Production.
 - Public Relations.
 - Advertising.
 - Journalism (Print, radio, photo and audiovisual).
 - Studio Production.
 - Digital media.

When comparing the two qualifications, the Diploma in Mass Communication is offered over a period of three years enabling additional electives including:

- Advanced Advertising.
- Advanced Public Relations.
- Advanced Radio Production.
- Documentary Production.
- Print Journalism.
- Radio Journalism.
- Television Journalism.
- Integrated Marketing Communications.

As the purpose of the National Diploma: Media Practices is to enable further specialisation in a selected focus area additional studies should compare well with the level of competence attained in the additional specialisation year as identified in the Diploma in Mass Communication.

University of San Francisco:

Due to the recognised best practices in America in term of the film and advertising industries a number of qualifications from Universities and Colleges in America were perused. The undergraduate Media Studies Course of the University of San Francisco was selected for the comparison due to the different focus on social issues, which was clearly absent from Diploma in Mass Communication from the Ngee Ann Polytechnic.

The following components are offered:

- Introduction to Media.
- Media Institutions.
- Media Stereotyping.
- Race ethnicity and Media.
- Communication Law and Policy.
- Audio Production.
- Video Production.
- Journalism-reporting.
- Journalism-Advanced reporting.
- Media Theory and Criticism.
- Feature writing.
- Scriptwriting.
- International Media.
- Journalism Ethics.
- Film production.
- Documentary Film Production.
- Narrative Film Production.

In this comparison, the Media specific focus is very similar to that of the envisaged National Diploma: Media Practices, and the application of written communication skills, legal frameworks and an overview of international media, institutions and operational structures as well as the strong focus on social, cultural and gender issues in the media environment is a shared focus.

In this event a heavy emphasis is placed on two media communication disciplines i.e. journalism and audio-visual production, it was not clear which of these focus areas were compulsory and whether elective choices were allowed.

Other comparisons:

Difficulties were experienced for comparison to a qualification in SADC countries and accessing of most universities on the African continent via the website:

www.allyoucanlearn.com/dir/Universities/Africa. In various instances websites could not be accessed and in other instances English was not available for comparison. Regrettably no useful specific qualifications in the area of media communication or media studies were found via searches conducted for the listed African Universities, South African Universities linked to the site were not accessed as the purpose of the information gathering was international benchmarking.

Conclusion:

International comparison indicates that the fundamental and core components of the envisaged qualifications holds up well with international tendencies although emphasis might differ slightly. It furthermore offers a foundational introduction to the main disciplines associated with the Media communications environment, ensuring a good foundational understanding of the main disciplines but also ensuring an informed selection of an elective component as a main focus area for completion of the qualification.

The main foundational emphasis of the National Diploma: Media Practices in terms of social, cultural and other influences in the operational area of media communication is regarded as a necessity within the context of the changing South African society and the focus on the eradicating of discrimination in any form.

The elective components of the National Diploma: Media Practices may offer a somewhat broader scope of choice to the learner than is the case in the qualifications used for comparison, but this is seen as a benefit to the learner as it does not take away anything from the main thrust of the qualification but enables application of fundamental and core competencies over a representative range of disciplines in the media communications environment.

ARTICULATION OPTIONS

As the purpose of the qualification is to enable a communications practice foundation, provision for articulation enables progression towards specialisation within the context of career-advancement and a culture of life-long learning:

Horizontal Articulation:

The qualification articulates horizontally with the following NQF registered qualifications:

- The Diploma in Multimedia Design, NQF Level 5.
- The Advanced Diploma in Multimedia Design, NQF Level 5.
- Diploma: Graphic web development and multimedia, NQF Level 5.
- Diploma: Public Relations, NQF Level 5.
- National Diploma: Business Studies: Public Relations, NQF Level 5.
- ID 49123: National Certificate: Journalism, NQF Level 5.
- Higher Certificate: Marketing Communications: Advertising, NQF Level 5.
- National Higher Certificate: Film and Video Technology, NQF Level 5.

Vertical Articulation:

Vertical Articulation is possible with the following qualifications registered on the National Qualifications Framework:

- Bachelor of Arts: Media and Communication, NQF Level 6.
- Bachelors of Journalism and Media Studies, NQF Level 6.
- Bachelor of Social Science: Media and Communication, NQF Level 6.
- ID 49603: Bachelor of Visual Communications, NQF Level 6.

MODERATION OPTIONS

- Anyone assessing a learner, or moderating the assessment of a learner, against this Qualification must be registered as an assessor or moderator with the relevant Education and Training Quality Assurance body (ETQA), or with an ETQA that has a Memorandum of Understanding (MOU) with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be registered and accredited as a provider with the relevant ETQA, or with an ETQA that has an MOU with the relevant ETQA, in which event programme approval will be obtained from the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at all exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in the Exit Level Outcomes of the Qualification.
- The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory.

For an applicant to register as an assessor or moderator of this Qualification the applicant needs:

- To be declared competent in all the outcomes of the National Assessor or Moderator Unit Standards, depending on the role and function of the individual in the process of provision against the qualification.
- To be in possession of a relevant Qualification.
- Have a level of practical and relevant occupational experience equivalent to the minimum requirements for registration as an assessor or moderator with the relevant ETQA. A period of three years experience is recommended.

NOTES

N/A

UNIT STANDARDS

This qualification is not based on Unit Standards.