No. 544   **23 May 2008**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Audio-visual Media Production

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

This notice contains the title, field, sub-field, NQF level, credits, and purpose of the Qualification. The full Qualification can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification should reach SAQA at the address below and *no later than 23 June 2008.* All correspondence should be marked **Standards Setting – SGB for Audio-visual Media Production** and addressed to

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

[signature]

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
National Certificate: Radio Production

SAQA QUAL ID	QUALIFICATION TITLE		
62069	National Certificate: Radio Production		
ORIGINATOR		PROVIDER	
SGB Audio-visual Media Production			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	4 - Communication Studies and Language	Media Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	159	Level 5	Regular-Unit Stds Based

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
49125	National Certificate: Radio Production	Level 5	145	Will occur as soon as 62069 is registered

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

The purpose of this Qualification is for learners to be able to produce radio programmes. The National Certificate in Radio Production at NQF Level 5 is generic across commercial, public and community service fields. The community impact of this Qualification includes the presentation of job opportunities to which all-cultural groups have access, through community radio broadcasting. The Qualification is also wide ranging, cutting across a broad spectrum of the economy. The Qualification was designed to accommodate radio programmes relevant to all audiences. The Qualification aims at enabling learners to be employable in all three sectors (public, commercial and community). Production, packaging, journalistic, content development are competencies required across all three tiers of broadcasting and the qualification will allow the competent learners to be employable in all sectors of radio not just community radio. The Qualification will enable the learners to make value judgements; packaging calls for putting elements together in a unique and creative manner, producing calls for a process of research, conceiving ideas and actualising those ideas. This Qualification requires learners not just to make products but also to be able to develop content for radio broadcasts.

Qualifying learners are capable of:

> Operating within relevant legislative frameworks.
> Operating a variety of studio and field recording and production audio equipments.
> Building resource networks relevant to radio productions.
> Producing live and studio broadcasting.
> Generating and pitching ideas for programmes and items for transmission.
> Researching content for radio broadcasts.
> Scriptwriting a programme.
> Operating a variety of studio and field recording and production audio equipment.
> Producing live and studio programmes and items for transmission.
> Editing and mixing programmes and items for transmission.

> Presenting radio programmes/items (generate unit standard).
> Interviewing guests/panels/content providers.

Rationale:

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

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

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
The following learning is assumed to be in place before embarking on this Qualification:

> Language and communication competence at NQF Level 4.
> Mathematical literacy at NQF Level 4.
> Computer literacy at NQF Level 1.
> Record sound from a single source (e.g. radio, tape recorder).

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
All the Fundamental and Core Component Unit Standards are compulsory.

> Fundamental = 17 credits.
> Core = 132 credits.
> Elective = 10 credits.

EXIT LEVEL OUTCOMES
1. Operate within relevant legislative frameworks.

2. Research content for radio broadcasts.

3. Write scripts for radio broadcasts.
> Range: Scripts exclude drama scripts, but would include copy, advertisements, introductions to inserts, full scripts, and/or magazine programmes.

4. Build resource networks relevant for radio productions.

5. Generate and pitch ideas for programmes and items for transmission.

6. Work in teams in the radio context.
> Range: Teams may include those in the community, or shareholders.

7. Operate a variety of studio and field recording and production audio equipment.

8. Produce live and studio programs and items for transmission.

9. Edit and mix features, programs and items to meet broadcasting requirements.

10. Present radio programs/items that meet specified requirements.

11. Interview guests/panels/content providers in broadcasting context.
> Range: Guests include individuals, groups or panels.

ASSOCIATED ASSESSMENT CRITERIA
1.
> Current legislation and regulations are described and applied in radio production.
> Industry-specific regulations are followed to ensure compliance with legislation and respect for people.
> Industry-specific ethics are followed to ensure compliance with legislation and respect for people.
> Quality of content is benchmarked against specified broadcasting requirements and standards.

2.
> Relevant research methods are used for eliciting information for specific purposes.
 > Range: Research includes applied research methods only, and not academic/basic research methods or experimental research methods.
> Relevant information is selected for specific purposes.
> Credible diverse sources are accessed and verified.
> Agreed ethical requirements are adhered to and recorded.
> Recorded information is accessed and verified.
> Correct information is recorded in agreed format.
> Information is recorded and updated within agreed time frames.

3.
> Scripts are written for the ear (rather than the eye).
> Style is relevant to given formats.
> Writing interest value is relevant to specific audiences.
> Text is checked and marked for incorrect grammar usage.
> Language used is appropriate for specified contexts.
> Scripts meet specified requirements (for example, length).
> Text is presented in a correct word processing format that meets product requirements.

4.
> Quality of content is benchmarked against specified broadcasting requirements and standards.

> Research content is analysed according to requirements of radio medium and audience.
> Agreed deadlines are met.

5.
> Style is relevant to given formats (including running order).
> Language is appropriate for specified contexts.
> Style is appropriate for creating specified audience rapport.
> Range: Style includes - fluency, pace, tone, inflection, modulation, mood, projection.
> Context includes - time of day.
> Techniques for creating rapport could include: interaction with fellow contributors/listeners.

6.
> Knowledge of group dynamics is applied to build teams.
> Team functions are identified, explained and managed.
> Teambuilding and enhancement principles and processes are explained and applied.

7.
> Language is adjusted and made appropriate for specified contexts.
> Ideas are generated according to style and format of given context.
> Specifications that include required components are used.
> Range: Components include: purposes, objectives, duration, audience, time of day.
> Given technical quality requirements and standards are sourced and adhered to.
> Editing decisions are justified in terms of context requirements.
> Range: Edition decisions include those regarding: Flow, balance, interest, value, spec relevance.

8.
> Audio levels are set and adjusted within production requirements.
> Sound sources are managed and directed as required by programme sequence.
> Microphone placement are set to achieve best voice quality.
> Studio and field equipment are operated with fluency and without operational error.
> Recording devices are used efficiently to obtain broadcast quality.
> Audio output is monitored and evaluated within given criteria.

9.
> Produce live and recorded studio items and programmes for broadcast.
> Appropriate Sources are identified and selected to fit programme purpose.
> Programme formats are observed and adhered to.
> Storyline is formulated and scripted within programme requirements.
> Programme elements are assembled in coherent and logical sequence.
> Production activities falls within time constraints and deadlines.
> Contributors and briefed to fit in programme requirements.
> Content, timings and durations are monitored to fit within scripted requirements.

10.
> Edits are technically correct.
> Essence/message is retained without repetition.
> All errors are removed (including superfluous information).
> Time and duration requirements are met.
> Equipment and editing software are used efficiently in terms of content and context requirements, and purpose.
> Final mixes are tight (no gaps/dead air, smooth), clean, without technical abnormalities and meets broadcasting requirements and standards.
> Range: Mixes include levels, phasing, distortion, dropout.

11.
> Questions are formulated to elicit responses relevant for purpose of interview.
> Research is conducted to identify questions for broadcasting.
> Fit for purpose question types are identified and managed according to agreed procedures.
> Guests expectations are confirmed prior to interviews (their and of them).
> Style and language are made relevant to given formats and contexts.
> Management of procedures and processes is done in accordance with time frames and instructions.
> Correct equipment is used according to given specifications.
> Equipment is used unobtrusively.
> Agreed interviewing standards are adhered to.
> Panel moderation is conducted fairly and ensures compatibility with the original plan.

12.
> Radio content is adapted to accommodate other media.
> Content requirements are sourced.
> Existing information is edited for use with other media.
> Sound is selected and assembled to support visual images.

13.
> Technological solutions are continually updated.
> Sources of technological solutions are identified, approached and assessed for delivery capacity and quality.
> Required equipment is appropriately secured and is in accordance with predetermined specifications.
> Technological solutions are tested for efficacy.

14.
> Equipment is selected and prepared for transmissions.
> Material for transmission is secured timorously.
> Transmission schedules are adhered to.
> Resolution of disparities between schedule and elements meet specific context requirements.

Integrated Assessment:

The assessment criteria in the unit standards are performance-based, assessing applied competence, rather than only underpinning knowledge, or only skills. The critical cross-field outcomes are also achieved in the unit standards. In addition to the competence assessed to achieve the unit standards, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to occupational and learning contexts, to qualify, and assessment approaches used should be appropriate for assessing applied competence. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this qualification.

Learners who qualify must be able to integrate concepts, ideas and behaviours across unit standards to achieve the purpose of the qualification. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and in an integrated way, and thus its purpose, at the time of the award of the qualification.

Learners when being assessed against the unit standards may present evidence of integration, and separate assessment for integration may not be necessary. Workplace experience can be recognised when assessing towards this qualification. Integrated assessment should include observable performance as well as the quality of thinking behind such performance. Formative assessment can be employed during learning towards the unit standards and during integration

to achieve exit level outcomes, to ensure that integration takes place when summarise assessment is employed.

INTERNATIONAL COMPARABILITY
A comprehensive search for similar qualifications in other countries in Africa yielded no results. The Australian National Training Authority (ANTA) has two certificates in broadcasting:

> Certificate II in Broadcasting.
> Certificate III in Broadcasting.

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

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

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

> Radio: Making a programme.

Outcomes:

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

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

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

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

The Australian framework contains only one qualification, a one-year Diploma of Broadcasting, which is at a level equivalent to this South African qualification. Although the qualification is · aimed at radio and television broadcasting industry personnel who are involved in producing and

presenting programs, including on-air presenting, it addresses similar sets of competence in its elective components. The South African qualification has more of a business focus, and addresses more strategic planning competence than the Australian qualification, that focuses more on production. The qualifications compare as follows:

Australia; South Africa:

> Develop and apply industry knowledge; Integrated within the unit standards.
> Implement workplace health, safety and security procedures; Integrated within the unit standards.

Elect three from the following:

> Conduct a briefing; Formulating research objectives and interpreting and applying results to inform strategies.
> Develop and monitor a program schedule; Scheduling music for radio stations.
> Operate master control.
> Produce live-to-air programs.
> Produce pre-recorded programs.
> Supervise technical operations; Managing operations and facilities to achieve business objectives.

Elect three from the following:

> Compile a production schedule.
> Conduct an interview.
> Conduct an on-air presentation.
> Control the transmission of television material.
> Develop and maintain the general knowledge required by presenters.
> Plan and prepare a program.
> Schedule radio play lists; Selecting music for radio stations.
> Vision mix a outsource television production to tape or air.
> Write content and/or copy.
> Write narration.

Elect five from the following:

> Address copyright requirements; Integrated within the unit standards.
> Address legal and administrative requirements; Integrated within the unit standards.
> Develop a budget; Applying financial management principles in order to maximise revenue and minimise costs.
> Develop and implement an operational plan; Managing operations and facilities to achieve business objectives.
> Establish and manage contracts; Managing human resources to optimise performance in radio stations.
> Manage a budget; Applying financial management principles in order to maximise revenue and minimise costs.
> Manage a project.
> Manage physical assets; Managing operations and facilities to achieve business objectives.
> Participate in, lead and facilitate a team; Managing human resources to optimise performance in radio stations.
> Promote products and services; Maximising advertising sales to optimise financial viability and stability of radio stations, Developing and implementing marketing strategies in order to optimise brand awareness.
> Recruit and select staff; Managing human resources to optimise performance in radio stations.

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

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

USA; South Africa:

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

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

Afghanistan; South Africa:

> Coordinating radio station operations; Managing operations and facilities to achieve business objectives.

> Purchasing equipment, maintaining it and supervising repairs; Managing operations and facilities to achieve business objectives.

> Coordinating radio station personnel; Managing human resources to optimise performance in radio stations.

> Coordinating radio budgets; Applying financial management principles in order to maximise revenue and minimise costs.

> Reporting to stakeholders.

> Developing content and scheduling programs; Developing, managing and implementing program strategies that are in line with specific mandates.

> Establishing and applying standards of journalism.

> Planning and fundraising.

> Writing proposals; Compiling business plans in accordance with stakeholders requirements.

> Liaising, sharing content and collaborating with media organisations operating within Afghanistan.

> Communication and facilitation of communication.

> Driver's license.

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

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

ARTICULATION OPTIONS
Vertical articulation upwards is possible with, for example:

> ID 20909: National First Degree in Customer Management, NQF Level 6.

Vertical articulation downwards is possible with, for example:

> National Certificate in Music Industry Business and Management, NQF Level 4.

Horizontal articulation on the NQF is possible with, for example:

> National Certificate in Management, NQF Level 5.

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

> 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 Etnas 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 and have a relevant qualification or experience at a level higher than Level 5. 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.

NOTES

This qualification replaces qualification 49125, "National Certificate: Radio Production", Level 5, 145 credits.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	252037	Build teams to achieve goals and objectives	Level 5	6
Fundamental	117546	Collect information for journalistic use	Level 5	6
Fundamental	115791	Use language and communication strategies for vocational and occupational learning	Level 5	5
Core	252446	Acquire copyright permissions	Level 5	10
Core	117557	Analyse scripts for production	Level 5	15
Core	12499	Edit sound	Level 5	5
Core	12603	Final mix sound tracks for a production	Level 5	10
Core	110360	Interview for a variety of journalistic purposes	Level 5	8
Core	243970	Obtain and transfer sound	Level 5	8
Core	117563	Operate studio equipment for broadcast	Level 5	15
Core	12606	Operate studio equipment for radio production	Level 5	5
Core	13813	Package a radio programme using analogue sound equipment	Level 5	6
Core	14365	Prepare and operate sound equipment from a location for a radio broadcast	Level 5	5
Core	12607	Produce a live radio broadcast	Level 5	6
Core	117559	Produce studio recorded programmes	Level 5	15
Core	117560	Propose ideas for radio programmes and items	Level 5	6
Core	12599	Run a transmission on-air	Level 5	10
Core	117564	Write radio scripts	Level 5	8
Elective	117561	Adapt radio content	Level 5	8
Elective	13810	Record a radio drama	Level 5	6
Elective	13805	Select and assemble sound to support visual images	Level 5	7
Elective	12605	Interview and lead discussion for radio broadcast purposes	Level 6	12

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION
None