Government Gazette
Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

| Vol. 473 | Pretoria, 2 November 2004 | No. 26928 |

PART 2 OF 5

26928

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1. **TITLE:** Demonstrate an understanding of advertising production

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:** 5

4. **TOTAL CREDIT VALUE:** 8

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

   Sub-field: Marketing

6. **ISSUE DATE**

7. **REVIEW DATE:**

8. **PURPOSE:**

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

The qualifying learners are competent of:

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

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

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

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

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

Assessment Criteria:

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

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

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

Assessment Criteria:

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

2.2   Printing processes are described in line with company printing standards

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

2.4   Colour processes are explained in line with current technology

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

Assessment Criteria:

3.1   Reproduction processes are described for print production using correct terminology

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

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

3.4   Direct mail advertising is described in accordance with industry practices

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

Assessment Criteria:

4.1   Production processes are described in line with company parameters

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

4.3   Material requirements are explained in line with desired outcome

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

Assessment Criteria:

5.1   Outdoor types are listed in required format

5.2   Outdoor sizes and described in line with company standards

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

11.   **ACCREDITATION AND MODERATION:**

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

12.   **RANGE STATEMENT:**

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

13. **NOTES**

- **EMBEDDED KNOWLEDGE**

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

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

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

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

2. UNIT STANDARD NUMBER:

3. NQF LEVEL: 5

4. TOTAL CREDIT VALUE: 6

5. FIELD: Business, Commerce and Management

    Sub-field: Marketing

6. ISSUE DATE

7. REVIEW DATE:

8. PURPOSE:

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

The qualifying learners are competent of:

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

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

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

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

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

Assessment Criteria:

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

1.2   Communication is clear and concise and required format

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

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

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

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

Assessment Criteria:

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

2.2   Behaviours are inline with established behaviours of a team member

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

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

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

Assessment Criteria:

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

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

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

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

3.5   Conflict between team members is resolved using collaborative facilitation methods

11.   ACCREDITATION AND MODERATION:

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- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA

- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA

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

12.   RANGE STATEMENT:

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

13. NOTES

EMBEDDED KNOWLEDGE

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

CRITICAL CROSS FILED AND DEVELOPMENTAL OUTCOMES:

The ability to:

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

1.   TITLE: Lead a marketing communications campaign team

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2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 5

4.   CREDITS: 6

5.   FIELD: Business, Commerce and Management Studies

     Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

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

The qualifying learner is capable of:

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

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

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

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

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

Assessment Criteria

1.1   Marketing communications campaign members set objectives within the organisational framework

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

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

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

Assessment Criteria

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

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

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

2.4   Coaching is linked to the workplace skills plan

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

Specific Outcome 3:   **Monitor performance of marketing staff against targets**

Assessment Criteria

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

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

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

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

3.5   Performance is recorded in the agreed format

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

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

Assessment Criteria

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

4.2   Opportunities for improvement are identified and recorded in required format

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

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

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

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

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

Assessment Criteria

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

5.2   Remedial activities are implemented in accordance with plan

5.3   Corrective action is taken within the agreed format and timeframe

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

11.   ACCREDITATION AND MODERATION:

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

12.   RANGE STATEMENT:

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

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

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

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

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

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:**   5

4. **TOTAL CREDIT VALUE:**   4

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

   Sub-field: Marketing

6. **ISSUE DATE**

7. **REVIEW DATE:**

8. **PURPOSE:**

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

The qualifying learners are capable of:

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

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

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

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

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

Assessment Criteria:

1.1   The principles of DeskTop Publishing are explained using correct terminology

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

        system/programme specifications

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

        procedures

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

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

Assessment Criteria:

2.1 Images are scanned following system/programme parameters

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

2.3 Layouts are created using appropriate software in required format

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

2.5 Images are prepared for reproduction according to requirements

2.6 Images are copied onto optical disc in required format

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

Assessment Criteria

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

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

3.3 Approval is obtain from required individuals in the required format

Specific Outcome 4: **Present the results**

Assessment Criteria

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

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

11. ACCREDITATION AND MODERATION:

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

12. **RANGE STATEMENT:**

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

13. **NOTES**

EMBEDDED KNOWLEDGE

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

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

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

1. **TITLE:**   **Change and improve images**

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:**   5

4. **TOTAL CREDIT VALUE:**   12

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

   Sub-field: Marketing

6. **ISSUE DATE**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to

The qualifying learners are competent of:

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

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

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

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

   Specific Outcome 1:   **Demonstrate an understanding of software packages used to alter images**

   Assessment Criteria:

   1.1   A mode and a cache are explained

   1.2   Levels and adjustments are described

   1.3   Colours and the implications are explained

   1.4   Effects and how they work are explained

`Specific Outcome 2: Implement changes to images

Assessment Criteria:

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

2.2 The image's levels are adjusted

2.3 Layers are used

2.4 Text is applied to the image

2.5 The image / document is prepared for export

2.6 Images are saved onto optical disc for printing

11. ACCREDITATION AND MODERATION:

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

12. RANGE STATEMENT:

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

13. NOTES

EMBEDDED KNOWLEDGE

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

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

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

1. TITLE: **Construct layouts to various formats**

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:**   5

4. **TOTAL CREDIT VALUE:**   12

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

    Sub-field: Marketing

6. **ISSUE DATE**

7. **REVIEW DATE:**

8. **PURPOSE:**

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

The qualifying learner is competent of:

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

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

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

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

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

Assessment Criteria:

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

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

1.3   Software package is explained according to software specifications

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

Assessment Criteria:

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

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

2.3   Layouts are created using appropriate software

2.4   Images are imported according to scamps

2.5   Images are prepared for reproduction according to requirements

2.6   Images are copied onto optical disc in required format

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

Assessment Criteria

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

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

11.   **ACCREDITATION AND MODERATION:**

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

12.   **RANGE STATEMENT:**

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

13.　NOTES

EMBEDDED KNOWLEDGE

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

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

1. TITLE: Prepare for DTP and print reproduction

2. UNIT STANDARD NUMBER:

3. NQF LEVEL: 5

4. TOTAL CREDIT VALUE: 4

5. FIELD: Business, Commerce and Management

Sub-field: Marketing

6. ISSUE DATE

7. REVIEW DATE:

8. PURPOSE:

Learners credited with this unit standard are able to

The qualifying learner is competent of:

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

9. LEARNING ASSUMED TO BE IN PLACE:

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

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1: **Demonstrate an understanding of print reproduction**

Assessment Criteria:

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

1.2 Colour and resolution aspects are identified and described

1.3 Software package is explained

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

Assessment Criteria:

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

2.2 Images are made reproduction ready according to requirements

2.3 Layouts are created using appropriate software

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

11. **ACCREDITATION AND MODERATION:**

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

12. **RANGE STATEMENT:**

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

13. **NOTES**

EMBEDDED KNOWLEDGE

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

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

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

1.   TITLE: Demonstrate an understanding of packaging design

2.   **UNIT STANDARD NUMBER:**

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

4.   **CREDITS:**   10

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

     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

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

The qualifying learners are capable of:

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

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

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

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

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

Assessment Criteria

1.1   Packaging is designed according to the brief

1.2   Packaging meets all legal and regulatory requirements

1.3   Packaging is designed within the agreed time frames

1.4   Photographic principles are applied for packaging

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

Assessment Criteria

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

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

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

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

Assessment Criteria

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

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

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

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

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

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

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

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

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

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

4.4   Paper selected is correct and contributes to job requirements

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

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

11.   **ACCREDITATION AND MODERATION:**

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

12.   **RANGE STATEMENT:**

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

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

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

2. **UNIT STANDARD NUMBER:**
3. **LEVEL ON THE NQF:**   6
4. **CREDITS:**   10
5. **FIELD:**   Business, Commerce and Management Studies

   Sub Field: Marketing
6. **ISSUE DATE:**
7. **REVIEW DATE:**
8. **PURPOSE:**

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

The qualifying learners are capable of:

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

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

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

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

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

Assessment Criteria

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

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

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

Assessment Criteria

2.1   Thoughts are analysed and organised to show lateral thinking techniques

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

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

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

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

Assessment Criteria

3.1   Research techniques for helping lateral thinking are identified and explained in line with standard practices in the industry

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

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

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

3.5   Solutions for different target markets are identified and implemented within company parameters

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

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

Assessment Criteria

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

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

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

11.   ACCREDITATION AND MODERATION:

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

12.   RANGE STATEMENT:

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

13.   NOTES:

- ### EMBEDDED KNOWLEDGE:

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

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

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

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 6

4.   CREDITS: 18

5.   FIELD: Business, Commerce and Management Studies

      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

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

The qualifying learners are capable of:

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

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

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

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

Specific Outcome 1:   **Describing marketing and advertising creative processes**

Assessment Criteria

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

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

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

Assessment Criteria

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

2.2   Creative concept is developed in required format and time frame

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

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

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

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

Specific Outcome 3:   **Implement creative process**

Assessment Criteria

3.1   Creative concept is approved by authorised individuals in required format

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

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

3.4   Production schedules are implemented in required time frame

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

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

11.   ACCREDITATION AND MODERATION:

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

12.   **RANGE STATEMENT:**

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

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

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

2.   **UNIT STANDARD NUMBER:**

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

4.   **CREDITS:**   5

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

     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

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

The qualifying learners are capable of:

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

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

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

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

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

Assessment Criteria

1.1   Proposed research objectives are assessed for compatibility against original brief

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

1.3   Research assessment is conducted within agreed format and time frames

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

Assessment Criteria

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

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

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

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

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

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

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

Assessment Criteria

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

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

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

3.4   Criteria for providers are defined in line with objective requirements

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

Assessment Criteria

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

4.2   Provider is notified of selection within agreed time frame

4.3   Provider is notified of services required with supporting information

4.4   Provider is briefed within agreed time frame

4.5   Research implications are identified and documented in required format

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

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

Assessment Criteria

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

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

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

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

11.   ACCREDITATION AND MODERATION:

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

12.   RANGE STATEMENT:

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

13.   <u>**NOTES:**</u>

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

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

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

The ability to:

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

1.	TITLE:	Demonstrate an understanding of advanced conceptual processes

2. **UNIT STANDARD NUMBER:**

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

4. **CREDITS:**   8

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

    Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

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

The qualifying learners are capable of:

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

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

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

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

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

Assessment Criteria

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

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

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

Assessment Criteria

2.1 Thoughts are analysed and organised to show lateral thinking techniques

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

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

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

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

Assessment Criteria

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

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

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

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

Assessment Criteria

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

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

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

11. **ACCREDITATION AND MODERATION:**

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

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

12.   RANGE STATEMENT:

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

13.   NOTES:

EMBEDDED KNOWLEDGE:

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

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

2.	UNIT STANDARD NUMBER:	
3.	LEVEL ON THE NQF:	5
4.	CREDITS:	15
5.	FIELD:	Business, Commerce and Management Studies
	Sub Field:	Marketing
6.	ISSUE DATE:	
7.	REVIEW DATE:	
8.	PURPOSE:	

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

The qualifying learners are capable of:

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

9.   LEARNING ASSUMED TO BE IN PLACE

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

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1:   **Describe computer software used for art direction**

Assessment Criteria

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

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

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

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

Assessment Criteria

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

2.2   Configure software to set parameters

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

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

Assessment Criteria

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

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

Specific Outcome 4:   **Manage computer files**

Assessment Criteria

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

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

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

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

11. **ACCREDITATION AND MODERATION:**

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

12. **RANGE STATEMENT:**

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

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

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

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 6

4.   CREDITS: 10

5.   FIELD: Business, Commerce and Management Studies

      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

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

The qualifying learners are capable of:

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

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

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

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

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

Assessment Criteria

1.1   History as discourse and construction is explained

1.2   South African iconography is explained

1.3   Ideology and cultural sensibility issues are identified and described

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

1.5   Principles of art direction are described

1.6   The art direction process is described

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

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

Assessment Criteria

2.1   The research process is described.

2.2   Information sources for research are identified and described.

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

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

2.5   Biases, assumptions and perspectives are exposed.

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

2.7   Global and local issues are explained.

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

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

Assessment Criteria

3.1   The role of creative service companies is explained.

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

3.3   The role of advertising agencies is explained.

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

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

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

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

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

13. NOTES:

- ### EMBEDDED KNOWLEDGE:

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

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

2.   **UNIT STANDARD NUMBER:**

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

4.   **CREDITS:**   15

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

     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

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

The qualifying learners are capable of:

- Developing the creative solutions for television
- Implementing creative process in art direction
- Describing the process for film and video production
- Identifying, evaluating and selecting production options
- Organising and conducting a shoot

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

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

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

Specific Outcome 1:   **Develop the creative solutions for television**

Assessment Criteria

1.1   Creative brief is interpreted following set company processes

1.2   Creative concept is developed in required format

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

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

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

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

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

Assessment Criteria

2.1 Creative concept is approved following company approval procedures

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

2.3 Supplier relationships are established according to company procedures

2.4 Production schedules are implemented in required time frame

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

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

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

Assessment Criteria

3.1 Television production terminology is explained according to industry norm terminology

3.2 Cinema production terminology is explained according to industry norms

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

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

Assessment Criteria

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

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

4.3 Production options are identified based on brief requirements

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

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

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

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

Assessment Criteria

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

5.2   Shoot is organised in accordance with established procedures

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

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

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

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

11.   ACCREDITATION AND MODERATION:

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

12.   RANGE STATEMENT:

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

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

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

2.   **UNIT STANDARD NUMBER:**

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

4.   **CREDITS:**   15

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

        Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

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

The qualifying learners are capable of:

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

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

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

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

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

Assessment Criteria

1.1   Creative brief is interpreted following set company procedures

1.2   Creative concept is developed in required format

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

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

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

1.6   The creative concept is crafted in accordance with company standards

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

Assessment Criteria

2.1   Creative concept is approved within the required time frame

2.2   Production is planned and scheduled according to brief objectives

2.3   Supplier relationships are established according to company standards

2.4   Production schedules are implemented within required time frames

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

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

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

Assessment Criteria

3.1   Print terminology is explained in accordance with established procedures

3.2   Printing processes are described and explained using correct terminology

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

3.4   Paper selected is correct and contributes to job requirements

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

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

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

Assessment Criteria

4.1   Staff are briefed in accordance with established procedures

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

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

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

Assessment Criteria

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

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

5.3   Production options are identified in line with company standards

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

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

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

11.   ACCREDITATION AND MODERATION:

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

- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA

- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA

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

12.   RANGE STATEMENT:

- Forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies

- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media

- Primary purpose in marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   NOTES:

- ### EMBEDDED KNOWLEDGE:

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

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

2.   **UNIT STANDARD NUMBER:**

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

4.   **CREDITS:**   15

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

    Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

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

The qualifying learners are capable of:

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

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

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

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

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

Assessment Criteria

1.1   Creative brief is interpreted following set company guidelines and processes

1.2   Creative concept is developed in required format

1.3   Message platform is evaluated and selected in line brief objectives

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

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

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

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

Assessment Criteria

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

2.2 Production is planned and scheduled in accordance with brief objectives

2.3 Supplier relationships are established in accordance with company protocol

2.4 Production schedules are implemented in required time frame

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

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

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

Assessment Criteria

3.1 Print terminology is explained in accordance with established procedures

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

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

3.4 Paper selected is correct and contributes to job requirements

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

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

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

Assessment Criteria

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

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

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

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

Assessment Criteria

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

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

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

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

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

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

11. ACCREDITATION AND MODERATION:

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

12. RANGE STATEMENT:

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

13. NOTES:

- ## EMBEDDED KNOWLEDGE:

  - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
  - Knowledge of methods and techniques for interpreting creative briefs

- Knowledge of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

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

2. **UNIT STANDARD NUMBER:**

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

4. **CREDITS:** 12

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

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

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

The qualifying learners are capable of:

- Developing the creative solutions for special applications
- Implementing creative process in art direction
- Identifying, evaluating and selecting production options

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

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

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

Specific Outcome 1: **Develop the creative solutions for special applications**

Assessment Criteria

1.1 Creative brief is interpreted following set company processes

1.2 Creative concept is developed in required format

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

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

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

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

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

Assessment Criteria

2.1 Creative concept is approved following company approval procedures

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

2.3 Supplier relationships are established according to company procedures

2.4 Production schedules are implemented in required time frame

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

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

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

Assessment Criteria

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

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

3.3 Production options are identified based on brief requirements

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

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

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

11. ACCREDITATION AND MODERATION:

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

- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA

- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA

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

12. RANGE STATEMENT:

- All forms of marketing communications include but is not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies

- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media

- Primary purpose in marketing communications include but is not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

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

2. **UNIT STANDARD NUMBER:**

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

4. **CREDITS:** 10

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

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

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

The qualifying learners are capable of:

- Developing the creative solutions for campaigns
- Implementing creative process in art direction
- Describing printing processes to enhance production
- Describing electronic processes to enhance production
- Co-ordinate the production of campaign material
- Identifying, evaluating and selecting production options for campaign materials

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

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

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

Specific Outcome 1: **Develop the creative solutions for campaigns**

Assessment Criteria

1.1 Creative brief is interpreted following set company guidelines and processes

1.2 Creative concept is developed in required format

1.3 Message platform is evaluated and selected in line brief objectives

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

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

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

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

Assessment Criteria

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

2.2   Production is planned and scheduled in accordance with brief objectives

2.3   Supplier relationships are established in accordance with company protocol

2.4   Production schedules are implemented in required time frame

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

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

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

Assessment Criteria

3.1   Print terminology is explained in accordance with established procedures

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

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

3.4   Paper selected is correct and contributes to job requirements

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

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

Specific Outcome 4   **Describe electronic processes to enhance production**

Assessment Criteria

4.1   Radio terminology and processes are described using correct terminology and explanation is in line with industry jargon

4.2   Television terminology and processes are described using correct terminology and explanation is in line with industry jargon

Specific Outcome 5:　　**Co-ordinate the production of campaign materials**

Assessment Criteria

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

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

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

Specific Outcome 6:　　**Identify, evaluate and select production options for campaign materials**

Assessment Criteria

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

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

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

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

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

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

11.　ACCREDITATION AND MODERATION:

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

12.　RANGE STATEMENT:

- All forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media

- Primary purpose in marketing communications include but are not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

| 1. | TITLE: | Explain and develop creative solutions for art direction in advocacy advertising |

2.	UNIT STANDARD NUMBER:	
3.	LEVEL ON THE NQF:	6
4.	CREDITS:	10
5.	FIELD: Sub Field:	Business, Commerce and Management Studies Marketing
6.	ISSUE DATE:	
7.	REVIEW DATE:	
8.	PURPOSE:	

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

The qualifying learners are capable of:

- Developing the creative solutions for advocacy advertising
- Implementing creative process in art direction
- Coordinating the production of marketing communications materials
- Identifying, evaluating and selecting production options

9. LEARNING ASSUMED TO BE IN PLACE

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

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

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

Assessment Criteria

1.1   Creative brief is interpreted following set company guidelines and processes

1.2   Creative concept is developed in required format

1.3   Message platform is evaluated and selected in line brief objectives

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

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

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

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

Assessment Criteria

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

2.2   Production is planned and scheduled in accordance with brief objectives

2.3   Supplier relationships are established in accordance with company protocol

2.4   Production schedules are implemented in required time frame

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

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

2.7   Different approaches are applied to meet brief objectives and within company parameters

Specific Outcome 3:   **Co-ordinate the production of marketing communications material**

Assessment Criteria

3.1   Staff are briefed in accordance with established procedures in required format and time frame

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

3.3   Supply material is coordinated to fit the requirements of the job and brief objectives

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

Assessment Criteria

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

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

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

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

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

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

11.   ACCREDITATION AND MODERATION:

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

12.   RANGE STATEMENT:

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

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that advertisement meets specifications
- Communicate effectively present final copy to clients
- Organise oneself and one's activities so that alternative creative processes exist in the event of current process being rejected
- Work effectively with others when developing the creative process

- Identify and solve problems pertaining to writing marketing communications, and copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when developing marketing communications so that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

| 1. | TITLE: | Explain and develop creative solutions for art direction in corporate advertising |

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

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

The qualifying learners are capable of:

- Developing the creative solutions for corporate advertising
- Implementing creative process in art direction
- Coordinating the production of marketing communications materials
- Identifying, evaluating and selecting production options
- Linking corporate advertisements

9.   LEARNING ASSUMED TO BE IN PLACE

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

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

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

Assessment Criteria

1.1   Creative brief is interpreted and the concept is developed in line with the brief objectives

1.2   Message platform is evaluated and selected following company selection criteria

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

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

1.5 The creative concept is crafted in the required format

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

Assessment Criteria

2.1 Creative concept is approved by authorised individuals in the required format

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

2.3 Supplier relationships are established following company standards and procedures

2.4 Production schedules are implemented in required format

2.5 Finalised creative work is inspected and approved by authorised individuals in required format and time frame

Specific Outcome 3: **Co-ordinate the production of marketing communications materials**

Assessment Criteria

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

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

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

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

Assessment Criteria

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

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

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

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

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

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

Specific Outcome 5:   **Link corporate advertisements**

Assessment Criteria

5.1   Corporate advertisements are linked to press releases, editorials and public relations opportunities in line with company standards and advertisement dead lines

5.2   Linkage is completed within agreed time frames and format

11. ACCREDITATION AND MODERATION:

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

12. RANGE STATEMENT:

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

13. NOTES:

- ### EMBEDDED KNOWLEDGE:

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

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

2.   **UNIT STANDARD NUMBER:**

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

4.   **CREDITS:**   5

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

      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

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

The qualifying learners are capable of:

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

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

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

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

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

Assessment Criteria

1.1   Creative brief is interpreted following set company guidelines and processes

1.2   Creative concept is developed in required format

1.3   Message platform is evaluated and selected in line brief objectives

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

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

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

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

Assessment Criteria

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

2.2   Production is planned and scheduled in accordance with brief objectives

2.3   Supplier relationships are established in accordance with company protocol

2.4   Production schedules are implemented in required time frame

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

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

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

Assessment Criteria

3.1   Print terminology is explained in accordance with established procedures

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

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

3.4   Paper selected is correct and contributes to job requirements

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

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

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

Assessment Criteria

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

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

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

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

Assessment Criteria

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

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

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

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

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

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

11.   ACCREDITATION AND MODERATION:

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

12.   RANGE STATEMENT:

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

13.   NOTES:

- ### EMBEDDED KNOWLEDGE:

  - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
  - Knowledge of methods and techniques for interpreting creative briefs

- Knowledge of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

1.	**TITLE:**	**Explain and develop creative solutions for art direction in World Wide Web**

2.	**UNIT STANDARD NUMBER:**	
3.	**LEVEL ON THE NQF:**	6
4.	**CREDITS:**	10
5.	**FIELD:**	Business, Commerce and Management Studies
	Sub Field:	Marketing
6.	**ISSUE DATE:**	
7.	**REVIEW DATE:**	
8.	**PURPOSE:**	

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

The qualifying learners are capable of:

- Developing creative solutions for World Wide Web
- Implementing creative process in art direction
- Identifying, evaluating and selecting production options
- Describing the requirements of Internet and Web design

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

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

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

Specific Outcome 1:   **Develop creative solutions for World Wide Web**

Assessment Criteria

1.1   Creative brief is interpreted and the concept is developed in line with the brief objectives

1.2   Message platform is evaluated and selected following company selection criteria

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

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

1.5   The creative concept is crafted in the required format

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

Assessment Criteria

2.1   Creative concept is approved by authorised individuals in the required format

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

2.3   Supplier relationships are established following company standards and procedures

2.4   Production schedules are implemented in required format

2.5   Finalised creative work is inspected and approved by authorised individuals in required format and time frame

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

Assessment Criteria

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

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

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

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

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

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

Specific Outcome 4: **Describe the requirements of Internet and Web design**

Assessment Criteria

4.1   Processes for Internet systems creation are explained using correct terminology

4.2   Processes for web designs are explained in line with system/programme requirements

4.3   Explanation is accurate, concise and is consistent with job requirements

4.4   Process chosen interprets the creative brief and meets client's needs

11.   **ACCREDITATION AND MODERATION:**

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

12.   **RANGE STATEMENT:**

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

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

sensitive across a range of social contexts when developing marketing communications so that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

1.   TITLE: **Explain and develop creative solutions for graphic design in editorial graphics**

2.   **UNIT STANDARD NUMBER:**

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

4.   **CREDITS:**   5

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

      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

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

The qualifying learners are capable of:

- Designing editorials with long and short text headings, sub-headings and fonts
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing process to enhance production

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

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

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

Specific Outcome 1:   **Design editorials with long and short text headings, sub-headings and fonts**

Assessment Criteria

1.1   Editorials are designed according to the brief

1.2   Editorials meet all legal and regulatory requirements

1.3   Editorials are designed within the agreed time frames

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

Assessment Criteria

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

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

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

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

Assessment Criteria

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

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

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

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

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

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

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

Assessment Criteria

4.1 Print terminology is explained in accordance with established procedures

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

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

4.4 Paper selected is correct and contributes to job requirements

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

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

11. ACCREDITATION AND MODERATION:

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

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

12.   RANGE STATEMENT:

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

13.   NOTES:

- ## EMBEDDED KNOWLEDGE:

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

1. . TITLE: **Explain and develop creative solutions for graphic design in documents**

2. **UNIT STANDARD NUMBER:**

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

4. **CREDITS:** 5

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

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

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

The qualifying learners are capable of:

- Design various types of documents
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing process to enhance production

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

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

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

Specific Outcome 1: **Design various types of documents**

Assessment Criteria

1.1 Documents are designed according to the brief

1.2 Documents meet all legal and regulatory requirements

1.3 Documents are designed within the agreed time frames

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

Assessment Criteria

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

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

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

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

Assessment Criteria

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

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

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

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

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

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

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

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

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

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

4.4   Paper selected is correct and contributes to job requirements

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

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

11.   **ACCREDITATION AND MODERATION:**

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

12. **RANGE STATEMENT:**

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

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

1.　　TITLE:　　Demonstrate an understanding of the graphic design process

2.　　UNIT STANDARD NUMBER:

3.　　LEVEL ON THE NQF:　　6

4.　　CREDITS:　　6

5.　　FIELD:　　Business, Commerce and Management Studies

　　　Sub Field:　　Marketing

6.　　ISSUE DATE:

7.　　REVIEW DATE:

8.　　PURPOSE:

Learners credited with this unit standard will be able to describe the phases of the graphic design process and apply each of these phases. Learners are also able to describe the role players and the functions of each role player in the graphic design process

The qualifying learners are capable of:

- Identifying and explaining the graphic design process
- Defining the essence and scope of graphic design
- Explaining the principles of graphic design
- Implementing the graphic design process
- Explaining the functions of role players in graphic design

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

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

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

Specific Outcome 1:　　**Identify and explain the graphic design process**

Assessment Criteria

1.1　　The process to create layouts and artwork are explained in line with company standards and practices

1.2　　Conceptualising, planning and realising final artwork is described in line with company policies and procedures

1.3　　The process for creating thumbnails, scamps, and comprehensives through to finished art is described in line with company process and practices

Specific Outcome 2:   **Define the essence and scope of graphic design**

Assessment Criteria:

2.1   Essence and scope of identity graphics is defined using correct terminology and description

2.2   Essence and scope of information design is defined using correct terminology and description

2.3   Essence and scope of packaging is defined using correct terminology and description

2.4   Essence and scope of print advertising is defined using correct terminology and description

2.5   Essence and scope of event marketing is defined using correct terminology and description

2.6   Essence and scope of web design is defined using correct terminology and description

Specific Outcome 3:   **Explain the principles of graphic design**

Assessment Criteria:

3.1   The characteristics of the principles are listed and explained in line with industry practices and company practices

3.2   Practical application of techniques are demonstrated following required format and procedures

Specific Outcome 4:   **Implement the graphic design process**

Assessment Criteria

4.1   Thumbnails, camps, comprehensives through to finished art are created in required format

4.2   Various layouts and design formats to specifications are developed and created in required format and time frame

4.3   Planning of graphic design process is implemented in required time frame and in line with brief objectives

4.4   Computer skills to design and execute solutions are applied following system and programme requirements

4.5   Finished art is prepared for production in required time frame and format

Specific Outcome 5:   **Explain the functions of role players in graphic design**

Assessment Criteria

5.1   Role players are identified for graphic design in line with own company organogram

5.2   Functions of creative services are identified and explained in line with job descriptions for own company

5.3   Functions of production houses are identified and explained in line with industry norms and practices

5.4   Functions of production services are identified and explained in line with industry norms and practices

5.5   Functions of advertising agencies are identified and explained using correct terminology

11.   ACCREDITATION AND MODERATION:

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

12.   RANGE STATEMENT:

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

  Format / Layout: size and shape, paper size, poster size, paper folds, balance between shapes

  Line: expressive use of line, line to create a mood, variety of lines, perspective

  Colour: physics of light, colour basics, pigment, saturation, hue and value:

  Contrast: positive and negative elements, contrasts, shapes texture and colour, typography

  Unity: achieving unity, breaking the mould, different mediums, focal points

  Texture: use of texture in design, communicate a mood, creating appropriate textures

  Design: basics of making a creatively executed design, psychology of design:

  Drawing: technical drawing, still life, product drawing and or rendering (markers)

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

- Knowledge of the graphic design process

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems pertaining to the graphic design process
- Work effectively with others in the group as part of the creative team
- Organise and manage oneself and one's activities in order to develop a strong personal identity in one's work
- Communicate effectively using interpersonal communication skills in order to implement a graphic design project to meet an objective
- Use science and technology in the pursuit of graphic design objectives

1.   **TITLE:**   **Explain and develop creative solutions for graphic design in television**

2.   **UNIT STANDARD NUMBER:**

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

4.   **CREDITS:**   8

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

      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

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

The qualifying learners are capable of:

- Designing the graphic elements used in the production of television commercials
- Identifying, evaluating and select production options
- Describing process for the production of films and videos
- Organising and conducting a shoot

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

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

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

Specific Outcome 1:   **Design the graphic elements used in the production of television commercials**

Assessment Criteria

1.1   Graphic design staff are briefed in accordance with established procedures

1.2   Briefing is documented accurately, concisely and is legible and in required format and time frame

1.3   Supply material is co-ordinated to fit the requirements of the job

Specific Outcome 2: **Identify, evaluate and select production options**

Assessment Criteria

2.1 Research on the production of commercial is conducted and documented following company research standards and procedures

2:2 Pre-production issues and requirements are identified in line with brief project objectives

2.3 The best production option is selected and reasons for selection are explained in line with company standards and brief objectives

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

Specific Outcome 3: **Describe process for the production of films and videos**

Assessment Criteria

3.1 Television production terminology is explained using industry terminology

3.2 Cinema production terminology is explained using industry terminology

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

Specific Outcome 4: **Organise and conduct a shoot**

Assessment Criteria

4.1 Resource and graphic design requirements for the shoot are identified and created in line with brief project objectives

4.2 Shoot is organised in accordance with established procedures

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

4.4 Shoot activities / plans are implemented in accordance with plan and pre-continuously monitored to ensure shoot milestones are being met

4.5 Post production activities and processes are carried out within required time frame and formats

4.6 Final material is submitted for approval within agreed time frames

11. ACCREDITATION AND MODERATION:

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

12.   **RANGE STATEMENT:**

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

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

    - An understanding of print, film, radio, video and web production processes and procedures
    - Knowledge of the industry, the product and the industry role players
      Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

1. **TITLE: Explain and develop creative solutions for graphic design in print advertising**

2. **UNIT STANDARD NUMBER:**

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

4. **CREDITS:**   14

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

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

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

The qualifying learners are capable of:

- Designing newspaper and magazine advertisements and direct mail pieces
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing process to enhance production

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

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

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

Specific Outcome 1:   **Design newspaper and magazine advertisements and direct mail pieces**

Assessment Criteria

1.1   Newspaper advertisements are designed according to the brief

1.2   Magazine advertisements are designed according to the brief

1.3   Direct mail pieces are designed according to the brief

1.4   Advertisements meet all legal and regulatory requirements

1.5   Advertisements are designed within the agreed time frames

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

Assessment Criteria

2.1   Staff are briefed in accordance with established procedures

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

2.3   Supply material is co-ordinated to fit the requirements of the job

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

Assessment Criteria

3.1   Research on the production of commercial is conducted and documented in line with company standards and procedures

3.2   Pre-production issues and requirements are identified in line with brief objectives

3.3   The best production option is selected and reasons for selection are explained in line with brief requirements

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

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

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

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

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

4.4   Paper selected is correct and contributes to job requirements

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

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

11.   ACCREDITATION AND MODERATION:

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

12.   **RANGE STATEMENT:**

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

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of print, film, radio, video and web production processes and procedures
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

1.   TITLE: **Explain and develop creative solutions for graphic design in information graphics**

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 6

4.   CREDITS: 10

5.   FIELD: Business, Commerce and Management Studies

      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

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

The qualifying learners are capable of:

- Designing flyers / leaflets, brochures and posters
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing process to enhance production

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

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

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

Specific Outcome 1:   **Design flyers / leaflets, brochures and posters**

Assessment Criteria

1.1   Flyers / leaflets are designed according to the brief

1.2   Brochures are designed according to the brief

1.3   Posters are designed according to the brief

1.4   Posters, flyers / leaflets and brochures meet all legal and regulatory requirements

1.5   Posters, flyers / leaflets and brochures are designed within the agreed time frames

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

Assessment Criteria

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

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

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

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

Assessment Criteria

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

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

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

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

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

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

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

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

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

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

4.4   Paper selected is correct and contributes to job requirements

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

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

11.   **ACCREDITATION AND MODERATION:**

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

12.   RANGE STATEMENT:

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

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

1.   TITLE: **Explain and develop creative solutions for graphic design in corporate identity**

2.   **UNIT STANDARD NUMBER:**

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

4.   **CREDITS:**   10

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

     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

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

The qualifying learners are capable of:

- Design logos, symbols, corporate stationary and signage
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing process to enhance production

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

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

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

Specific Outcome 1:   **Design logos, symbols, corporate stationary and signage**

Assessment Criteria

1.1   Logos are designed, according to the brief

1.2   Symbols are designed according to the brief

1.3   Corporate stationary is designed according to the brief

1.4   Signage is designed according to the brief

1.5   Corporate identity solutions meet all legal and regulatory requirements

1.6   Corporate identity solutions are designed within the agreed time frames

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

Assessment Criteria

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

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

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

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

Assessment Criteria

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

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

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

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

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

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

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

Assessment Criteria

4.1 Print terminology is explained in accordance with established procedures

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

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

4.4 Paper selected is correct and contributes to job requirements

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

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

11. ACCREDITATION AND MODERATION:

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

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

12.   RANGE STATEMENT:

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

13.   NOTES:

- ### EMBEDDED KNOWLEDGE:

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

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

2.   **UNIT STANDARD NUMBER:**

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

4.   **CREDITS:**   8

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

      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

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

The qualifying learners are capable of:

- Designing promotional and point-of-sale materials
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing process to enhance production

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

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

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

Specific Outcome 1:   **Design promotional and point-of-sale materials**

Assessment Criteria

1.1   Promotional materials are designed according to the brief

1.2   Point-of-sale materials are designed according to the brief

1.3   Material meet all legal and regulatory requirements

1.4   Materials are designed within the agreed time frames

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

Assessment Criteria

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

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

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

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

Assessment Criteria

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

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

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

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

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

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

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

Assessment Criteria

4.1 Print terminology is explained in accordance with established procedures

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

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

4.4 Paper selected is correct and contributes to job requirements

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

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

11. ACCREDITATION AND MODERATION:

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

12. RANGE STATEMENT:

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

13. NOTES:

- ## EMBEDDED KNOWLEDGE:

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

1.   TITLE: Explain and develop creative solutions for graphic design in campaigns

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 6

4.   CREDITS: 12

5.   FIELD: Business, Commerce and Management Studies

      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to evaluate a brief and design a campaign based on the brief requirements. Learners are also able to co-ordinate, identify, evaluate and select production materials and options to meet the brief requirements and ensure customer satisfaction with the outcome

The qualifying learners are capable of:

- Designing campaign elements
- Co-ordinating the production of materials
- Identifying and evaluating production options
- Selecting production options to meet brief objective

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

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

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

Specific Outcome 1:   **Design campaign elements**

Assessment Criteria

1.1   Various campaign elements are created and integrated in line with company processes and procedures

1.2   Design elements are integrated into the campaign following set integration procedures

1.3   Campaign elements are presented to client required format and applying set presentation techniques

1.4   Campaign elements are designed within resource restraints and required time frame

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

Assessment Criteria

2.1   Staff is briefed in accordance with established procedures

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

2.3   Supply material is co-ordinated to fit the requirements of the job and in line with company standards and procedures

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

Assessment Criteria

3.1   Research on the production of commercial is conducted and documented following company research standards and practices

3.2   Pre-production issues and requirements are identified and recorded in required format and meet the objectives of the brief

Specific Outcome 4:   **Select production options to meet brief objective**

Assessment Criteria

4.1   Production options are identified in line with brief objectives and budget constraints

4.2   The best production option is selected and reasons for selection are explained in line with brief objectives

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

11.   **ACCREDITATION AND MODERATION:**

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

12.   **RANGE STATEMENT:**

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

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of print, film, radio, video and web production processes and procedures
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

1.   TITLE: **Explain and develop creative solutions for graphic design in packaging**

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 6

4.   CREDITS: 14

5.   FIELD: Business, Commerce and Management Studies

     Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to evaluate requirements from a packaging brief, design the packaging for a variety of applications. Learners are also able to identify the best the printing and production option based on the outcome required and co-ordinate the production of the materials towards meeting the packaging objective

The qualifying learners are capable of:

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

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

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

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

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

Assessment Criteria

1.1   Packaging is designed according to the brief

1.2   Packaging meets all legal and regulatory requirements

1.3   Packaging is designed within the agreed time frames

1.4   Photographic principles are applied for packaging in required format

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

Assessment Criteria

2.1   Staff are briefed in accordance with established procedures

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

2.3   Supply material is co-ordinated to fit the requirements of the job

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

Assessment Criteria

3.1   Research on the production of commercial is conducted and documented in required format and contains industry related content

3.2   Pre-production issues and requirements are identified in line with packaging brief and project plan objectives

3.3   Production options are identified in line with packaging brief and project plan objectives

3.4   The best production option is selected and reasons for selection are explained in line with meeting packaging objectives

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

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

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

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

4.3   Printing process selected is correct and will enhance the printing process towards meeting the packaging requirements and clients wishes

4.4   Paper selected is correct and contributes to job requirements and is in line with budget constraints

4.5   Colour separations, process colour and Pantone systems are explained

4.6   Printing jobs are set up on the computer and meet the requirements of the job and are in line with system/programme requirements

11.   ACCREDITATION AND MODERATION:

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

12.   **RANGE STATEMENT:**

- Forms of marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media will include but is not limited to; all electronic , print, outdoor, digital media, e media and direct media
- The role of marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stablising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff
- Packaging will include but is not limited to; FMCG products, 2D and 3D packs, different sizes, different materials

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

- An understanding of print, film, radio and video production processes and procedures
- Knowledge of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

1. **TITLE: Explain and develop creative solutions for graphic design in events**

2. **UNIT STANDARD NUMBER:**

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

4. **CREDITS:** 5

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

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

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

The qualifying learners are capable of:

- Designing event materials requiring different themes, formats and approaches
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing process to enhance production

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

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

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

Specific Outcome 1: **Design event materials requiring different themes, formats and approaches**

Assessment Criteria

1.1 Event materials are designed according to the brief

1.2 Event materials meet all legal and regulatory requirements

1.3 Event materials are designed within the agreed time frames

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

Assessment Criteria

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

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

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

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

Assessment Criteria

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

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

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

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

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

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

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

Assessment Criteria

4.1 Print terminology is explained in accordance with established procedures

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

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

4.4 Paper selected is correct and contributes to job requirements

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

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

11. **ACCREDITATION AND MODERATION:**

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

12.   **RANGE STATEMENT:**

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

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

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

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

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

1.   TITLE: **Explain and develop creative solutions for graphic design in web design**

2.   **UNIT STANDARD NUMBER:**

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

4.   **CREDITS:**   10

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

      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

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

The qualifying learners are capable of:

- Designing web graphics
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Describing printing process to enhance production

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

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

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

Specific Outcome 1:   **Design web graphics**

Assessment Criteria

1.1   Web pages are designed in required format and in line with system requirements

1.2   Portals are designed according to system/programme requirements/parameters

1.3   Banners are designed according to system/programme requirements/parameters

1.4   Buttons are designed according to system/programme requirements/parameters

1.5   Linked pages are designed according to system/programme requirements/parameters

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

Assessment Criteria

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

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

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

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

Assessment Criteria

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

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

3.3   Production options are identified and listed in required format and in accordance with brief objectives

3.4   Best production option is selected and reasons for selection are explained in relation to brief requirements and customer specifications

3.5   Production option selected meets requirements and is made within agreed time frame

3.6   Post production issues and requirements are identified in line with brief objectives

Specific Outcome 4:   **Describe printing and other processes to enhance production**

Assessment Criteria

4.1   Print terminology is explained in accordance with established procedures

4.2   Printing processes are described and explained in line with company printing procedures

4.3   Printing process selected is correct and will enhance the printing process

4.4   Paper selected is correct and contributes to job requirements

4.5   Colour separations, process colour and Pantone systems are explained using correct terminology

4.6   Printing jobs are set up on the computer and meet the requirements of the job

11.   **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- All forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications include but are not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   NOTES:

- ### EMBEDDED KNOWLEDGE:

  - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications
  - Knowledge of methods and techniques for interpreting creative briefs
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related systems where ongoing production processes selected and used lead to the overall success of the marketing production
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when producing the marketing communication, so that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1. **TITLE:** **Explain and develop creative solutions for graphic design in special applications**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 6

4. **CREDITS:** 5

5. **FIELD:** Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to develop, implement the creative processes for graphic design for special applications. Learners are also able to describe the process for graphic design in advertising. They are also able to identify, evaluate and select the best production option to meet the requirements of the brief to meet the client's needs

The qualifying learners are capable of:

- Designing CD, tape and book covers, restaurant graphics
- Co-ordinating the production of materials
- Identifying, evaluating and select production options
- Selecting production options to meet brief objective

9. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Design CD, tape and book covers, restaurant graphics**

Assessment Criteria

1.1 Special applications are designed according to the brief

1.2 Special applications meet all legal and regulatory requirements

1.3 Special applications are designed within the agreed time frames

Specific Outcome 2:   **Co-ordinate the production of materials**

Assessment Criteria

2.1   Staff are briefed in accordance with established procedures

2.2   Briefing is documented accurately, concisely and is legible and in required format

2.3   Supply material is co-ordinated to fit the requirements of the job

Specific Outcome 3:   **Identify, evaluate and select production options**

Assessment Criteria

3.1   Research on the production of commercial is conducted and documented in required format

3.2   Pre-production issues and requirements are identified in line with brief requirements

3.3   Production options are identified in line with brief project objectives

3.4   Production option selected meets requirements and is made within agreed time frame

Specific Outcome 4:   **Select production options to meet brief objective**

Assessment Criteria

4.1   Production options are identified in line with brief objectives and budget constraints

4.2   The best production option is selected and reasons for selection are explained in line with brief objectives

4.3   Production option selected meets requirements and is made within agreed time frame

11.   **ACCREDITATION AND MODERATION:**

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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- Forms of marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media will include but is not limited to all electronic , print, outdoor, digital media, e media and direct media
- The role of marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stablising demand, differentiating product

features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff

13. NOTES:

● EMBEDDED KNOWLEDGE:

- An understanding of print, film, radio, video and web production processes and procedures
- Knowledge of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that communication production processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related systems where ongoing production processes selected and used lead to the overall success of the marketing production
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of being culturally sensitive across a range of social contexts when producing the marketing communication, so that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.   TITLE: Demonstrate an understanding of computer software used in web sites

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   5

4.   **CREDITS:**   4

5.   **FIELD:**   Business, Commerce and Management Studies

      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to list and describe the available software packages used for web site design as well being able to use the packages in web site designing

The qualifying learner is capable of:

- Describing computer software used for web site design
- Describing and operating a computer operating system, applicable to web site design and development
- Using computer software applicable to web sites and the Internet

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Describe computer software used for web site design**

Assessment Criteria

1.1   The purpose of system software and application software is identified and described in terms of their relationship

1.2   Copyright of computer software programmes is explained in line with relevant legislation

1.3   The purpose of common applications are identified in terms of the material produced

Specific Outcome 2: **Describe and operate a computer operating system, applicable to web site design and development**

Assessment Criteria

2.1 The functions of the operating system are identified in terms of their purpose and in line with system requirements and parameters

2.2 The operating system is described in terms of its uses and applications

2.3 System configurations are performed and altered in terms of settings

2.4 Diskettes are identified by type and their handling and care described in line with manufacturers specifications and guidelines

2.5 Security and precautions against virus infection are actioned and carried out in required format and time frame

Specific Outcome 3: **Use computer software applicable to web sites and the Internet**

Assessment Criteria

3.1 A menu driven programme is opened, installed, run and closed in accordance with standard system operating procedures

3.2 Configure software to set parameters in line with system/programme parameters

3.3 Configure workstation in order to customise software programmes to link to available peripherals. In line with system/programme parameters

11. ACCREDITATION AND MODERATION:

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- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Components of a personal computer will include but is not limited to; central processing unit (CPU), keyboard, mouse, monitor / visual display unit, 3,5" stiffy drive, CD Rom, tape-streamer, hard drive, scanner, printer, plotter, network server, file server, tablet, maths co-processor, speakers

- Storage disks will include but are not limited to; 35" Floppy, CD Rom and tape streamer

13. <u>NOTES:</u>

- <u>EMBEDDED KNOWLEDGE:</u>

  - An understanding of personal computer hardware, software and peripherals
  - Knowledge of basic computer handling and maintenance techniques
  - Knowledge of computer data storage methods and techniques

<u>CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES</u>

The ability to:

- Organise oneself and one's activities to ensure computer hardware and software are available for use
- Understand the world as a set of related systems in that one error in a computer can lead to further data and operational problems
- Collect, analyse, organise and critically evaluate information, which will enable the effective understanding and use of computers
- Identify and solve problems pertaining to the operational issues when working with computers
- Use science and technology as part of the learning progress

1.   TITLE: Develop a portfolio on CD Rom

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   6

4.   **CREDITS:**   10

5.   **FIELD:**   Business, Commerce and Management Studies
      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to

The qualifying learners are capable of:

- Preparing a portfolio on CD
- Creating a portfolio on CD

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Prepare a portfolio on CD**

Assessment Criteria

1.1   The methods and techniques for developing a portfolio on CD are explained

1.2   The look of the portfolio is designed

1.3   Evidence of good work is gathered, evaluated and sorted

1.4   Old portfolio evidence is omitted

Specific Outcome 2:   **Create a portfolio on CD**

Assessment Criteria

2.1   A browser is designed for the portfolio

2.2   Ease of use is demonstrated and explained

2.3   Evidence of good work is incorporated and included

2.4   The portfolio is checked and finalised

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Good work will include all evidence of past work related to multimedia or visual communications

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the methods and techniques for developing a portfolio on CD Rom
  - An understanding of the term "good work" and the standards required

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems, pertaining to the preparation and development of a portfolio on CD Rom
- Work effectively with others in ascertaining the evidence of good work
- Organise and manage oneself and one's activities responsibly and effectively so that evidence is available on demand
- Collect, analyse, organise and critically evaluate information required for the portfolio of evidence
- Communicate effectively with stakeholders in obtaining feedback on the evidence of good work
- Use science and technology effectively and critically in the design and creation of a portfolio on CD Rom
- Demonstrate the world as a set of related systems where poor portfolios impact on the overall success of the learners
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of exploring education and career opportunities with the creation of world class portfolios on CD Rom

1.   **TITLE: Demonstrate an understanding of the Internet and elements of a web site**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   6

4.   **CREDITS:**   8

5.   **FIELD:**   Business, Commerce and Management Studies

      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to list and explain the elements of the internet and explain what is required and involved in developing a web site. Learners are also able to explain the graphics for design on the web site as well as how these are put onto the internet

The qualifying learners are capable of:

- Identifying and explaining the Internet and elements involved in a web site
- Explaining the graphics for the web site
- Explaining and describing how web sites are built
- Describing and explaining the putting of web sites up on the Internet

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Identify and explain the Internet and elements involved in a web site**

Assessment Criteria

1.1   The elements involved in a web site are listed and described using correct terminology

1.2   The use of multimedia in a web site is explained in line with organisational procedures

1.3   The multimedia tools to use in web site development are listed in line with system/programme requirements

1.4   The multimedia tools to use in web site development are explained using correct terminology

Specific Outcome 2:   **Explain the graphics for the web site**

Assessment Criteria

2.1   Size and bytes and kilobytes are explained using correct terminology

2.2   Web site sizes and their monitoring is explained using correct terminology

2.3   .jpg and .gif are identified and explained using correct terminology

Specific Outcome 3:   **Explain and describe how web sites are built**

Assessment Criteria

3.1   HTML tags are identified, explained and described using correct terminology

3.2   Web development applications are explained using correct terminology

3.3   Tables uses and how they work are explained using correct terminology

3.4   HTML and how it is used is explained using correct terminology

Specific Outcome 4:   **Describe and explain the putting of web sites up on the Internet**

Assessment Criteria

4.1   A URL is described and explained using correct terminology

4.2   A FTP is described and explained using correct terminology

4.3   Software for putting a web site up on the Internet is identified and explained using correct terminology

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. **RANGE STATEMENT:**

- Multimedia tools will include but are not limited to; HTML, Abode PhotoShop, MacroMedia Freehand, MacroMedia Fireworks, MacroMedia Dreamweaver, MacroMedia Flash, Go Live and Java Script
- Uses of HTML will includes but is not limited to title sizes, layout coding, images, backgrounds, font display, links and tables for layout

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

- An understanding of the Internet and web sites
- An understanding of the principles, methods and techniques for developing a web site
- An understanding of using HTML

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems pertaining to setting up a web site on the Internet
- Collect, analyse, organise and critically evaluate information in relation to data required for a web site
- Use science and technology effectively and critically in understanding the Internet and web sites
- Demonstrate the world as a set of related systems by recognising that the underpinning knowledge of the Internet impacts on the final result
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts as part of understanding the Internet and web sites

1. **TITLE:** Develop a web site

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 6

4. **CREDITS:** 13

5. **FIELD:** Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to plan a web site for implementation onto the internet using HTML and other appropriate multimedia tools. Learners are also able to present the web site and place it onto the internet once approval is obtained from the client

The qualifying learners are capable of:

- Planning the web site
- Using HTML in developing the web site
- Using appropriate multimedia tools to develop the web site
- Presenting web site to client
- Putting up the web site on the Internet

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Plan the web site**

Assessment Criteria

1.1 The web site scheme is planned and laid out in required format

1.2 The web site structure is planned in accordance with set criteria

1.3 The web site target market is defined based on facts and research findings

1.4 A web site strategy is set-up in line with system and company standards

1.5 The netizen is identified and explained using correct terminology

1.6 The information required is identified, listed and explained using correct terminology and web site plan objectives

Specific Outcome 2: **Use HTML in developing the web site**

Assessment Criteria

2.1 A structure is drawn up using HTML according to set criteria
2.2 The main pages are defined in line with company and programme standards
2.3 The main information is set up in required format
2.4 Title sizes are decided and text layout coding is done according to job specifications
2.5 Images and backgrounds are added in required format and in line with specifications
2.6 Links are created in accordance with system/programme requirements
2.7 Tables are used for layout in line with system/programme requirements

Specific Outcome 3: **Use appropriate multimedia tools to develop the web site**

Assessment Criteria

3.1 Images are compressed using multimedia tools in accordance with system/programme requirements
3.2 The whole web pages are laid out for presentation in accordance with system/programme requirements
3.3 Background patterns are created in accordance with system/programme requirements
3.4 Thumbnails are created and made in accordance with system/programme requirements

Specific Outcome 4: **Present web site to client**

Assessment Criteria

4.1 Techniques for presenting web sites are explained using correct terminology and company standards and procedures
4.2 Web site is presented on computer or on hard copy
4.3 Web site presentation meets client requirements
4.4 Client gives authorisation / approval in required format and time frame

Specific Outcome 5: **Put up the web site on the Internet**

Assessment Criteria

5.1   Appropriate software is uploaded in accordance with system/programme requirements

5.2   URL or FTP are used to put the web site on the Internet in accordance with system/programme requirements

5.3   Password control is used in accordance with system/programme requirements

5.4   The site is checked and approved in accordance with system/programme requirements

5.5   Web site is fully operational within agreed time frames

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Multimedia tools will include but are not limited to; HTML, Abode PhotoShop, MacroMedia Freehand, MacroMedia Fireworks, MacroMedia Dreamweaver, MacroMedia Flash, Go Live and Java Script
- Uses of HTML will include but are not limited to; title sizes, layout coding, images, backgrounds, font display, links and tables for layout

13.   NOTES:

EMBEDDED KNOWLEDGE:

- Knowledge of the Internet and web sites
- An understanding of the principles, methods and techniques for developing a web site
- Knowledge of the use of HTML

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems relating to the planning, creation and putting up a web site
- Work effectively with all stakeholders in the development of the site
- Collect, analyse, organise and critically evaluate information during the development of the web site
- Communicate effectively when presenting the web site to clients
- Use science and technology effectively and critically throughout the web site development process

- Demonstrate the world as a set of related systems by recognising a well planned and created web site leads to good hit rate
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts when developing web sites

1.   TITLE: Create and mix sound to enhance the interactive multimedia experience

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 6

4.   CREDITS: 12

5.   FIELD: Business, Commerce and Management Studies
      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to describe the process and techniques for recording, mixing and applying sounds and sound mixes. Learners are also able to explain the equipment and venue requirements for the mixing and editing of sound

The qualifying learner is capable of:

- Demonstrating an understanding of sound and sound mixing
- Explaining equipment and venue requirements for recording and mixing sound
- Recording, mixing and applying sounds to multimedia projects
- Explaining recording, mixing and editing techniques

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Demonstrate an understanding of sound and sound mixing**

Assessment Criteria

1.1   The principles of sound in an interactive multimedia experience are explained in line with company practices and industry norms

1.2   The uses of sound in an interactive multimedia experience are described in line with company uses and practices

1.3   Sound files are identified and explained using correct terminology and industry standards

Specific Outcome 2:   **Explain equipment and venue requirements for recording and mixing sound**

Assessment Criteria

2.1   Sound recording equipment is described in line with equipment uses and parameters/specifications

2.2   Sound mixing equipment is described in line with equipment uses and parameters/specifications

2.3   Sound recording venue is described in terms of output requirements and company standard venue guidelines

Specific Outcome 3:   **Record, mix and apply sound to multimedia projects**

Assessment Criteria

3.1   Sound is recorded using appropriate equipment in line with equipment specifications

3.2   Sound is mixed using appropriate equipment and venue in line with equipment specifications

3.3   Recording and mixing of sounds meet client requirements and objectives

3.4   Recording and mixing of sounds is completed within agree time frames

Specific Outcome 4:   **Explain recording, mixing and editing techniques**

Assessment Criteria

4.1   Recording techniques are described in line with company and industry best practices

4.2   Mixing techniques are described in line with company and industry best practices

4.3   Editing techniques are described in line with company and industry best practices

11.   **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA

- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Multimedia will include but is not limited to; cinema, television, CD Rom and internet
- Multimedia tools will include but are not limited to; SoundEdit 16 and WaveLab
- Uses of the above applications will include but are not limited to; recording, mixing and applying sounds to multimedia projects

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

- An understanding of the principles of sound
- An understanding of recording equipment
- Knowledge of mixing / editing techniques

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems pertaining to the recording, mixing and editing of sound for multimedia
- Communicate effectively when creating and mixing sound
- Use science and technology effectively and critically showing responsibility towards recording practices
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts during the recording and mixing of sound

| 1. | TITLE: | Create motion graphics and video for multimedia |

2.	UNIT STANDARD NUMBER:	
3.	LEVEL ON THE NQF:	6
4.	CREDITS:	13
5.	FIELD:	Business, Commerce and Management Studies
	Sub Field:	Marketing
6.	ISSUE DATE:	
7.	REVIEW DATE:	
8.	PURPOSE:	

Learners credited with this unit standard will be able to describe and develop motion graphics and video for multimedia using all available resources and system applications. Learners are able to test the applications to ensure it meets with original objectives and present the final product to relevant stakeholders

The qualifying learner is capable of:

- Demonstrating an understanding of motion graphics and video
- Developing and producing motion graphics and video for multimedia
- Testing the motion graphics and video
- Presenting the motion graphics and video for multimedia

9.   LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level 5 or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1:   **Demonstrate an understanding of motion graphics and video**

Assessment Criteria

1.1   The principles of motion graphics and video are identified and explained using correct terminology

1.2   Relevant terminology for motion graphics is described in line with business standards and practices

1.3   Techniques for planning and producing motion graphics and video are identified and explained in line with company standards

Specific Outcome 2:   **Develop and produce motion graphics and video for multimedia**

Assessment Criteria

2.1   Appropriate tools and equipment are used to produce motion graphics and video projects in required format

2.2   Motion graphics and video concepts are presented to clients and amended where necessary within the required time frame

2.3   Motion graphics and video are produced in accordance with client brief

2.4   Final product is presented to clients for approval within required time frame

Specific Outcome 3:   **Test the motion graphics and video**

Assessment Criteria

3.1   Computer game is submitted for product testing in line with company testing requirements

3.2   Test results are analysed and errors identified and rectified within required time frame and system specifications

3.3   Repaired game is re-submitted for testing within required time frame

3.4   Approval is obtain from required individuals in the required format for the game release

Specific Outcome 4:   **Present the motion graphics and video for multimedia**

Assessment Criteria

4.1   Tested, approved game is presented to stakeholders in required format and time frame

4.2   Feedback is noted and actioned where required within the required time frame

11.   **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Multimedia will include but is not limited to; cinema, television, CD Rom and internet
- Multimedia tools will include but is not limited to; Adobe Premier, Avid Videoshop, iMovie, Adobe Aftereffects, Macromedia Flash and Adobe LiveMotion

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the principles of motion graphics and video for multimedia
  - An understanding of the relevant motion graphics and video terminology for motion graphics and video
  - Knowledge of planning principles and techniques
  - Knowledge of the equipment used in producing motion graphics
  - Knowledge of presentation methods and techniques

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems pertaining to the creation of motion graphics and video for multimedia
- Work effectively with others as a member of an art direction team
- Organise and manage oneself and one's activities to ensure the creation of motion graphics and video are effective
- Collect, analyse, organise and critically evaluate information relating to the creation of motion graphics and video
- Communicate effectively when making a presentation
- Use science and technology to create motion graphics and video
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts in the creation of motion graphics and video

1.   **TITLE: Demonstrate an understanding of CD ROM based multimedia**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   6

4.   **CREDITS:**   13

5.   **FIELD:**   Business, Commerce and Management Studies
     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to

The qualifying learner is capable of:

- Demonstrating an understanding of CD Rom based multimedia design and tools
- Demonstrating an understanding on how to design CD Rom based multimedia

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Demonstrate an understanding of CD Rom based multimedia design and tools**

Assessment Criteria

1.1   The principles of CD Rom based multimedia are explained

1.2   Interactive media is identified and explained

1.3   Methods and techniques for designing interactive media are described

1.4   Multimedia tools are identified and described

Specific Outcome 2:   **Demonstrate an understanding on how to design CD Rom based multimedia**

Assessment Criteria

2.1   The principles of designing CD Rom based multimedia are described

2.2   The process of designing a CD Rom is explained

2.3   The methods and techniques for editing are described

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA

- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Multimedia tools will include but are not limited to; Macromedia, Freehand, Adobe Illustrator, Adobe Photoshop, Macromedia Flash, Macromedia Director, Adobe LiveMotion, Adobe Premier and Adobe Aftereffects

13.   NOTES:

- ### EMBEDDED KNOWLEDGE:

- An understanding of the principles, methods and techniques for CD Rom based multimedia
- An understanding of storyboarding methods for film and computer based formats

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Organise and manage oneself and one's activities responsibly and effectively in order to reach an understanding in the shortest possible time
- Collect, analyse, organise and critically evaluate information, which will lead to understanding of CD Rom based multimedia
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of reflecting on and exploring a variety of strategies to learn more effectively

1.   **TITLE: Design interactive media**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   6

4.   **CREDITS:**   10

5.   **FIELD:**   Business, Commerce and Management Studies

      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to creative and develop an interactive medium using available systems, directors, CD Roms and resources, test the application and present the final product in line with original objectives

The qualifying learner is capable of:

- Creating and developing interactive media
- Using Director for interactive CD Roms
- Testing the interactive medium
- Presenting the interactive medium

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Creating and developing interactive media**

Assessment Criteria

1.1   Storyboard is drawn and video is planned in required format

1.2   Sound for interactive media is recorded in required format and in line with system/programme specifications

1.3   Video and sound is edited in line with company editing procedures

1.4   Graphics and animation are created and developed in required system format

1.5   Video is checked, rechecked and tested against requirements

1.6   Master disc is created in required format and time frame

Specific Outcome 2:   **Use Director for interactive CD Roms**

Assessment Criteria

2.1   Sprites for interactive CD Rom is created in line with system/programme requirements

2.2   A cast is used in required format and process

2.3   Films, texts and stills are imported in line with system/programme requirements and specifications

2.4   After effects are added to CD Rom in required format

2.5   Final projector is created in required time frame

Specific Outcome 3:   **Test the interactive medium**

Assessment Criteria

3.1   Interactive medium is submitted for product testing in line with company testing requirements

3.2   Test results are analysed and errors identified and rectified within required time frame and system specifications

3.3   Repaired medium is re-submitted for testing within required time frame

3.4   Approval is obtain from required individuals in the required format for the interactive mediums release

Specific Outcome 4:   **Present the interactive medium**

Assessment Criteria

4.1   Tested, approved interactive medium is presented to stakeholders in required format and time frame

4.2   Feedback is noted and actioned where required within the required time frame

11.   <u>**ACCREDITATION AND MODERATION:**</u>

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA

- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. **RANGE STATEMENT:**

- Multimedia tools will include but are not limited to; Macromedia Freehand, Adobe Illustrator, Adobe Photoshop, Macromedia Flash, Macromedia Director, Adobe LiveMotion, Adobe Premier and Adobe Aftereffects
- Interactive media include but are not limited to; CDRom and Internet

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

    - Knowledge of the principles of CD Rom based multimedia design
    - Knowledge of the relevant graphics and video design methods
    - Knowledge of using Director

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems, which are related to the design and development of interactive media
- Collect, analyse, organise and critically evaluate information pertaining to the creation of interactive multimedia
- Use science and technology effectively and critically throughout the process of designing interactive multimedia
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts in the creation of interactive media

1.	TITLE:	Design and build computer games

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 6

4. **CREDITS:** 13

5. **FIELD:** Business, Commerce and Management Studies

    Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to research and build a computer game using all available resources and system applications. Learners are able to test the game to ensure it meets with original objectives and present the final game to relevant stakeholders

The qualifying learners are capable of:

- Preparing to build computer games
- Designing and developing computer games
- Testing the computer games
- Presenting the computer games

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Prepare to build computer games**

Assessment Criteria

1.1 The storyline is researched and evaluated following company research processes and procedures

1.2 The story is mapped in required format

1.3 The main characteristics, strengths and weaknesses of the storyline are described in required terminology and in line with original objectives

Specific Outcome 2:   **Design and develop computer games**

Assessment Criteria

2.1   The storyboards are designed and drawn up in required format

2.2   The animations are created within set parameters and system guidelines

2.3   Buttons are inserted in line with system/programme requirements

2.4   The logo is redesigned in line with customer requirements and system/programme guidelines

2.5   The look is completed to meet requirements

Specific Outcome 3:   **Test the computer games**

Assessment Criteria

3.1   Computer game is submitted for product testing in line with company testing requirements

3.2   Test results are analysed and errors identified and rectified within required time frame and system specifications

3.3   Repaired game is re-submitted for testing within required time frame

3.4   Approval is obtain from required individuals in the required format for the game release

Specific Outcome 4:   **Present the computer games**

Assessment Criteria

4.1   Tested, approved game is presented to stakeholders in required format and time frame

4.2   Feedback is noted and actioned where required within the required time frame

11.   **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.　**RANGE STATEMENT:**

- Multimedia tools will include but is not limited to; Adobe Photoshop, various 3D modeling applications, various animation applications, Adobe Premier, Macromedia Director, Adobe Aftereffects

13.　**NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - Knowledge of the methods and techniques for building computer games

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems, where responses display an understanding of the creation of computer games
- Communicate effectively using visual and language skills to create computer games
- Use science and technology to assist in the creation of computer games
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of developing entrepreneurial opportunities for computer games

1.   TITLE: Create animation and edit stills and films

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 6

4.   CREDITS: 13

5.   FIELD: Business, Commerce and Management Studies

      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to describe and demonstrate the animation process and the editing processes. Learners are also able to creative an animation and edit both stills and films to meet objectives and have smooth running creations

The qualifying learners are capable of:

- Demonstrating an understanding of animation processing
- Demonstrating an understanding of the editing process
- Creating animation
- Editing stills and films

9.   LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification will have demonstrated competency against the unit standards in the qualification, National Diploma in Visual Communications –Multimedia at NQF Level 5 or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1:   Demonstrate an understanding of animation processing

Assessment Criteria

1.1   Multimedia tools for animation are identified and described in line with system/programme application capabilities

1.2   The principles of 2D and 3D are explained using correct terminology

1.3   The techniques for creating animation are explained in line with company procedures and industry norms

Specific Outcome 2: **Demonstrate an understanding of the editing process**

Assessment Criteria

2.1 The principles and process used for editing still and film are explained in line with company editing practices

2.2 Old and new films are used for comparison and edification purposes in accordance with company practices and with available resources and equipment

Specific Outcome 3: **Create animation**

Assessment Criteria

3.1 Landscapes are made using the required software programmes/packages

3.2 3D objects are created using the required software applications

3.3 DXF files are used for inter application, import and export purposes in line with system/programme requirements

3.4 Motion and computer animation is produced using required software applications

Specific Outcome 4: **Edit stills and films**

Assessment Criteria

4.1 Appropriate software applications are identified and described for editing in line with programme requirements

4.2 Films are dumped and blended together in required format and using required equipment

4.3 Special effects are added to stills and films in required format and using required equipment

4.4 Sound effects are added to films using required equipment

4.5 Text is added to film in required format and using required equipment

11. ACCREDITATION AND MODERATION:

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- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Applicable software for animation will include but is not limited to; Correl Bryce, Strata Studio Prom Macromedia Flash, Adobe LiveMotion, Inspirer 3D and 3D Sudio Max
- Applicable software for editing stills and films include but is not limited to; Adobe premier, Avid Videoshop and Adobe Photoshop

13.   NOTES:

• EMBEDDED KNOWLEDGE:

- An understanding of the principles of 3D animation
- Knowledge of editing processes and procedures
- Knowledge of software applications for animation

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems, which impact on animation or editing processes
- Work effectively with others in the acquisition of knowledge and expert input and advice
- Collect, analyse, organise and critically evaluate information pertaining to editing and animation requirements
- Communicate effectively with others in the pursuit of knowledge and expertise
- Use science and technology effectively and critically throughout the processes of animation and editing
- Understand the world as a set of related systems where poor editing impacts directly on the success of the still or film
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of reflecting on and exploring a variety of strategies to learn more effectively in improving the quality of one's own work in animation and editing

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

National Diploma: Copywriting at NQF Level 5

Field:	Business, Commerce and Management Studies
Sub-field:	Marketing
Level:	5
Credit:	251 Minimum
Issue date:	
Review date:	

Rationale of the Qualification

This National Diploma Qualification will provide the qualifying learner with the competencies needed to function in the broad copywriting industry. The National Diploma in Copywriting: Level 5 has been designed to meet the needs of those learners who enter the field of Copywriting. Copywriting activities within the entire marketing field are a key business function necessary for compliance with relevant legislative requirements. The Qualification is inextricably linked to the definition of Marketing. "Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfy individual and organisational objectives in an accountable and socially responsible manner" In doing that, Copywriting activities are an essential business requirement to guard against unlawful transgressions against and by the company. The Copywriting National Diploma at NQF Level 5 will provide a broad knowledge and skills needed in the industry to promote products and to progress along a career path for learners who:

- Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training
- Have worked in the advertising and communication industry for many years, but have no formal Qualification in Copywriting
- Wish to extend their range of skills and knowledge of the industry so that they can become knowledgeable workers in Copywriting
- Have recently taken up a position as a support staff member in a Copywriting section of organisation

The National Diploma in Copywriting, Level 5 allows the learner to work towards a nationally recognised Qualification that is flexible and will allow both those in formal education and those already employed in copywriting positions access. It aims to develop individuals who are informed and skilled in copywriting.

The Qualification has building blocks that can be developed further and will lead to a more defined Visual Communications Qualification career path at NQF Level 6. It also focuses on the skills, knowledge, values and attitudes required to progress further.

The intention is:
- To promote the development of knowledge and skills that is required in all sub-sectors of marketing.
- To reveal the potential of people.
- To provide opportunities for people to move up the value chain.

Many different roles are linked to and affected by this Qualification. They include but are not limited to:

- Publishing
- Advertising
- Public Relations
- Corporate Image
- Promotions
- Competitions
- Events
- Exhibitions
- Slogans

The National Diploma in Copywriting: Level 5 will produce knowledgeable, skilled creative people who are able to contribute to improved productivity and efficiency within the marketing industry. It will provide the means for current individuals in the advertising, publishing and communication copywriting field to receive recognition of prior learning and to upgrade their skills and knowledge base. The Qualification is structured in a way that it exposes individuals to a set of core competence to give a broad understanding of marketing communication and the electives, which will allow for a specific competence in copywriting. It promotes the notion of life-long learning.

The standard writing process was approached from a "whole" perspective. The process began off by identifying the 2 levels. The SGB then developed the framework and built the standards from there. The Qualifications are "zero based", representing best practice and standards that will lift the profession and support transformation.

Purpose of the Qualification

Copywriting is a discipline and profession that serves the needs of many industries. In the context of the advertising and communication industry, this Qualification will enable creative, feasible, innovative and exciting individual and teamwork possibilities.

The purpose of this qualification is to build the necessary knowledge, understanding, abilities and skills required for further learning towards becoming a competent practicing copywriter. This Qualification will be registered at NQF Level 5. This Qualification is also related to other Qualifications such as the National Diploma in Marketing Communications level 5 and the National Diploma in Marketing level 5 where all of these Qualifications will ensure portability across all of these National Diplomas and other marketing Qualifications registered with SAQA.

This Qualification supports the objectives of the National Qualifications Framework (NQF) in that it provides learners with clear learning pathways, which provide access to, and mobility and progression within the marketing industry as a whole, and as such improvements increase their employment opportunities. The increased knowledge and skill base therefore has a wider implication, namely the enhancement of the functional and intellectual capability of the nation at large.

Access to the Qualification

There is no access restrictions placed on this Qualification, however any learner who can provide evidence of the learning assumed to be in place, has open access to this Qualification. Because of the strong stakeholder participation in the development of this Qualification, during which all stakeholders' interests are represented, access is enhanced. Vertical articulation is possible where learners can gain access via the National Certificate in Copywriting level 5.

Rules to Combinations

The qualification is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totaling 251 credits (minimum).

Fundamental	23 credits	9%
Core	193 credits	77%
Elective	Minimum 35 credits	14%
Total	241 credits (Minimum)	100%

FUNDAMENTAL	CORE	ELECTIVE	TOTAL CREDITS
23 credits at Level 5	41 credits at Level 4 120 credits at Level 5 32 credits at Level 6	Learners must select a Minimum of 35 credits from the Elective Unit Standards to make up the 241 credits required	251 credits Minimum 23 credits Fundamental at Level 5 41 credits in Core at Level 4 120 credits in Core at Level 5 32 credits in Core at Level 6 35 credits Minimum Electives
23 credits	**193 credits**	**35 Credits (Minimum)**	**Total: 251 credits (Minimum)**

Motivation for number of credits assigned to fundamental, core and elective

Fundamental Credits

At level 5, SAQA does not stipulates the minimum number of credits allocated to Communication Studies and Languages and Physical, Computer Mathematical and Life Sciences; However the SGB felt that the 23 credits in the fundamental unit standards chosen will add value to the qualification as a whole.

Core

193 credits have been allocated to the Core Unit Standards. This is to ensure that the qualification has a strong focus for copywriting.

The Core Unit Standards offer a broad contextual understanding and will enable the learners to gain an all round picture of the Industry.

Electives

A minimum of 35 credits must be selected by the learner from the Elective Unit Standards. There are a total of 57 credits for the Elective area. They also allow for progression to the next level of learning.

Learning assumed to be in place

It is assumed that learners wishing to enter a programme leading to this Qualification will have demonstrated competence against the "learning assumed to be in place" as contained in the unit standards for this Qualification.

Exit level Outcomes and their Associated Assessment Criteria

On achieving this qualification, the learner will be able to:

1. Explain and apply professional values and ethics
    Associated Assessment Criteria
    - Values and ethics for company are determined
    - Values and ethics are applied throughout business activities

2. Explain and implement various types of workplace processes to enhance the relationship of people at work
    Associated Assessment Criteria
    - HIV/AIDS policies are implemented in the workplace
    - Professional values and ethics are described pertaining to the workplace
    - Social issues are examined pertaining to the workplace

3. Communicate workplace data to stakeholders
    Associated Assessment Criteria
    - Workplace data is communicated in required timeframe and format
    - Workplace data is communicated to all stakeholders

4. Demonstrate an ability to work as a member of a creative team
    Associated Assessment Criteria
    - Communication is clear and barriers to understanding are dealt with
    - Feedback is given on all communications received
    - Team progress is reported on to authorised individuals
    - Contribute to team decisions and apply behavioural and ethical practices
    - Conflict situations are identified and handled using collaborative facilitation methods
    - Roles and responsibilities of team members are outlined and described

5. Identify and explain target markets and product positioning within markets
    Associated Assessment Criteria
    - Target markets are identified and explained for own industry
    - Product positioning strategies are identified and explained
    - Products are positioned within required market based on target market analysis findings

6. Attend briefings and handle promotions
    Associated Assessment Criteria
    - Brief details are obtained and recorded
    - Brief is developed and submitted within required timeframe
    - Brand, product and service promotion is implemented according to the brief
    - Promotion is handled within required timeframe

7. Demonstrate the function of an advertising agency / design company
   Associated Assessment Criteria
   - Roles and responsibilities of an advertising agency/design company are listed and explained
   - Workflow, structure and policies governing a advertising agency/design company are listed and explained
   - Relationships between suppliers and customers are explained and confidentiality criteria listed and explained

8. Explain and apply creative writing skills and techniques
   Associated Assessment Criteria
   - Philosophies and creative writing processes are identified and various styles described
   - Fundamentals, elements, techniques, characteristics, constraints and blocks are listed and described

9. Apply conceptual and lateral thinking in the developmental process
   Associated Assessment Criteria
   - Conceptual and lateral thinking techniques are identified, analysed and applied
   - Apply research practices to aid in lateral thinking
   - The difference between metaphor, concept and message are explained

10. Develop and present creative work and compile a portfolio
    Associated Assessment Criteria
    - Presentation is developed in required timeframe and user friendly format
    - Presentation is clear and completed in required timeframe and customer satisfaction evaluated
    - Portfolio is developed in required timeframe and user friendly format
    - Portfolio presentation is clear and completed in required timeframe and customer satisfaction evaluated

11. Explain concepts of copy, copywriting and copywriter and these are applied professionally
    Associated Assessment Criteria
    - Concepts, terminology, history and fundamentals of copy and copywriting are identified and explained
    - Copywriting styles, current trends and terminology are identified and explained and applied
    - Skills, techniques and benefits of applying a professional approach are explained and implemented

12. Explain the creative principles of copywriting in marketing communications
    Associated Assessment Criteria
    - History and nature of copywriting is described
    - Building blocks, elements and methods used in copywriting are explained and how these are implemented/applied by the copywriter
    - Characteristics, constraints, strengths and limitations for various media are identified and explained
    - Creative elements are listed and strengths and weaknesses explained
    - Creative philosophies of leading agencies are listed and effectiveness explained

13. Produce copy in marketing communications
    Associated Assessment Criteria
    - Copy concept is developed based on trends and brief
    - Copy is written using correct terminology, various styles and within required timeframe

14. Explain the principles of persuasive copy
    Associated Assessment Criteria
    - Copy is outlined for a variety of media (outdoor, television, radio, newspaper, magazines, editorials – below-the-line and internet)
    - Campaign for a single concept is developed and explained and submitted for approval

15. Explain the production of marketing communications
    Associated Assessment Criteria
    - Printing process is described
    - Requirements of internet and web design are described
    - Production categories and processes are listed and explained

16. Conduct media evaluations
    Associated Assessment Criteria
    - Media plans and objectives are analysed and objectives listed
    - Media type is analysed and evaluated against campaign objectives

17. Develop and write persuasive copy for a variety of categories
    Associated Assessment Criteria
    - Persuasive copy is conceptualised and written for categories using above –the- line – media
    - Persuasive copy is conceptualised and written for categories using alternative media, below-the-line and the internet

18. Apply marketing and advertising creative processes
    Associated Assessment Criteria
    - Marketing communications concepts is developed using: interpretation skills, evaluation of platform, art direction, design and pre testing techniques
    - Concept is implemented following a plan, production schedule, quality assurance of key elements during production and inspection and approval of final product

19. Develop campaign, media and creative strategies
    Associated Assessment Criteria
    - Marketing objectives and strategies are researched, developed and final media briefs prepared
    - Marketing objectives and strategies are implemented according to budget
    - Marketing communications campaign is monitored against outcomes and variances or out of line areas addressed.

20. Evaluate creative solutions for a variety of electronic advertising mediums and non-electronic advertising mediums.
    Associated Assessment Criteria
    - Creative data is extracted for electronic and non-electronic mediums
    - Solutions are developed and evaluated for effectiveness for each medium
    - Preparation and presentation techniques are explained and applied for each medium

Tables showing the spread of Critical Cross-Field Outcomes across the Unit Standards and for both Core and Elective

Unit Standard Title National Diploma: Copywriting At NQF Level 5	Critical Cross-field Outcomes Supported in the Unit Standards							
	Solve problems / Make decisions	Team work	Organisation	Information	Communicate	Technology	Related Systems	Personal Development
Core Level 4								
Work as a member of a creative team	√	√	√		√		√	√
Demonstrate an understanding of target markets (ID 10019)	√		√	√	√	√		
Demonstrate an understanding of product positioning (ID 10016)	√			√	√		√	√
Deal with brand, product and service promotions (ID 10018)	√		√		√	√	√	
Attend briefing and produce work on deadline (ID 10029)	√		√	√	√	√	√	√
Demonstrate an understanding of an define integrated marketing communications and its role (ID 10034)	√	√	√		√		√	√
Demonstrate an understanding of creative principles of marketing (ID 10035)	√		√	√	√	√		√
Operate an interdepartmental traffic system (ID 10036)	√	√		√	√		√	
Core Level 5								
Demonstrate an understanding of and define the nature, role and history of marketing communication (ID 10032)			√	√			√	√
Demonstrate an understanding of ethical, social, cultural and legal issues in marketing communication (ID10033)		√					√	√
Demonstrate an understanding of how an ad. Agency / Design Company works		√	√	√	√	√	√	
Demonstrate an understanding of the creative writing process	√				√	√		√
Recognise and apply conceptual and lateral thinking in the copy developmental process	√			√	√			√
Develop and present creative work	√	√		√	√	√		√
Demonstrate an understanding of copy, copywriting and the copy writer	√			√	√	√	√	
Demonstrate an understanding of creative principles of copywriting in marketing communication	√			√	√	√		
Produce and write copy in marketing communication	√	√		√	√	√		
Demonstrate an understanding of the principles of persuasive copy	√			√	√	√		
Demonstrate an understanding of the roles of creative team members		√	√		√		√	
Demonstrate an understanding of marketing communications production		√	√		√	√		√
Evaluate media	√	√		√	√	√	√	
Develop and write persuasive copy for fast moving consumer goods		√		√	√	√		√

Core Level 6								
Develop and implement the marketing and advertising creative process	√	√		√	√	√		√
Manage a communication project	√	√			√		√	
Develop campaign, media and creative strategies	√	√		√	√	√		√
Elective Level 5								
Develop and write persuasive copy for the services industry	√	√		√	√	√	√	
Develop and write persuasive copy for corporate clients	√	√		√	√	√	√	
Develop and write persuasive copy for retail and wholesale clients	√	√		√	√	√	√	
Develop and write persuasive copy for business to business clients	√	√		√	√	√	√	
Develop and write persuasive copy for social causes	√	√		√	√	√	√	
Develop and write persuasive copy for political issues / parties	√	√		√	√	√	√	
Develop and write persuasive copy for pharmaceutical industry	√	√		√	√	√	√	
Develop and write persuasive copy for agricultural industry	√	√		√	√	√	√	
Develop and evaluate creative solutions for a variety of advertising mediums	√	√	√	√	√	√		√

International comparability

Benchmarking was done by comparing this Qualification to unit standards, outcomes of learning, levels, credits and performance criteria found in the:

New Zealand Qualifications Authority
There are two Qualifications namely: a National Certificate in Marketing and a National Diploma in Marketing with 8 domains: Advertising, Direct Marketing, Generic Marketing, International Marketing, Marketing – Import and Export Services, Marketing Research, Public Relations, Sales Organisation and Management   The credits awarded here are 52 compulsory and 68 electives.

Australian Qualification Authority

International Advertising Association (USA) Here there is a Diploma in Marketing Communication – IAA Standard Model with a minimum of 300 hours. The subjects included: Basic marketing, Consumer behaviour, Communication theory, Marketing / Advertising Research, .Principles of Advertising / Promotion, Advertising / Promotion: Strategy and Management (Cases) Creative Fundamentals – Copy, layout and Production, Media Fundamentals – Planning and Buying, Advertising and Society – Social, Economic and Regulatory, International marketing / Advertising, Integrated Marketing Communications – Campaign, Advanced International marketing Communication Topic.

RDI Germany – Charted institute of Marketing programmes
This is a certificate, advanced certificate and diploma in Charted Institute of Marketing (CIM) programmes. The Diploma in Marketing consists of four subjects namely: planning and control, Integrated Marketing Communications, International Marketing Strategy, Analysis and Decision

In general this Qualification and its component unit standards compare well with their international counterparts. The only major differences are in formatting, scope of coverage or focus. The differences identified in the level structures did however make direct equivalation difficult in all cases.

Integrated Assessment

Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated.
Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic Hiring contexts wherever possible.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credits for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

Recognition of prior learning

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Recognition of Prior Learning will be done by means of Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow:
- For accelerated access to further learning
- Gaining of credits towards a qualification

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education and Training, Quality Assurance Body and is conducted by a registered assessor.

Articulation possibilities

A learner could follow a career in:

- Advertising copywriters
- Direct Marketing copywriters
- Corporate image copywriters
- Event marketers
- Media copywriters

Note: The above is an indication rather than an exhaustive listing.

Moderation Options

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must register as an assessor with the relevant Education and Training Quality Assurance (ETQA) Body.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies); and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should encompass achievement of the competence described in the Qualification.

Criteria for registration of assessors

For an applicant to register as an assessor, the applicant should:

- Be competent in all the outcomes of the National Assessor Unit Standard as stipulated by the South African Qualifications Authority (SAQA)
- Be registered as an assessor with the relevant ETQA or an ETQA that has a memorandum of understanding with the relevant ETQA

NOTES:

Exit point for learners who do not complete the Qualification:

- Learners will be credited with Unit Standards in which they have proved competence.
- Learners who complete individual Unit Standards but do not complete this Qualification retain their credits. However, should the substance of the Unit Standard change, the validity of the credits towards the Qualification may be reviewed
- Learners who change their provider or learning site before completing the Qualification may transfer their credits to the new learning site.

UNIT STANDARDS IN NATIONAL DIPLOMA IN COPYWRITING
NQF LEVEL 5

UNIT STANDARDS TITLES

Core – Level 4

1.	Title	Work as a member of a creative team
*.	Title	Demonstrate an understanding of target markets (ID 10019)
*.	Title	Demonstrate an understanding of product positioning (ID 10016)
*.	Title	Deal with brand, product and service promotions (ID 10018)
*.	Title	Attend briefing and produce work on deadline (ID 10029)
*.	Title	Demonstrate an understanding of an define integrated marketing communications and its role (ID 10034)
*.	Title	Demonstrate an understanding of creative principles of marketing (ID 10035)
*.	Title	Operate an interdepartmental traffic system (ID 10036)

Core – Level 5

*.	Title	Demonstrate an understanding of and define the nature, role and history of marketing communication (ID 10032)
*.	Title	Demonstrate an understanding of ethical, social, cultural and legal issues in marketing communications (ID 10033)
2.	Title	Demonstrate an understanding of how an ad. Agency / Design Company works
3.	Title	Demonstrate an understanding of the creative writing process
4.	Title	Recognise and apply conceptual and lateral thinking in the copy developmental process
5.	Title	Develop and present creative work and compile a portfolio
6.	Title	Demonstrate an understanding of copy, copywriting and the copy writer
7.	Title	Demonstrate an understanding of creative principles of copywriting in marketing communication
8.	Title	Produce and write copy in marketing communication
9.	Title	Demonstrate an understanding of the principles of persuasive copy
10.	Title	Demonstrate an understanding of the roles of creative team members
11.	Title	Demonstrate an understanding of marketing communications production
12.	Title	Evaluate media
13.	Title	Develop and write persuasive copy for fast moving consumer goods

Core – Level 6

14.	Title	Develop and implement the marketing and advertising creative process
15.	Title	Manage a communication project
16.	Title	Develop campaign, media and creative strategies

Elective – Level 5

17.	Title	Develop and write persuasive copy for the services industry
18.	Title	Develop and write persuasive copy for corporate clients
19.	Title	Develop and write persuasive copy for retail and wholesale clients
20.	Title	Develop and write persuasive copy for business to business clients
21.	Title	Develop and write persuasive copy for social causes
22.	Title	Develop and write persuasive copy for political issues / parties
23.	Title	Develop and write persuasive copy for pharmaceutical industry
24.	Title	Develop and write persuasive copy for agricultural industry
25.	Title	Develop and evaluate creative solutions for a variety of advertising mediums

UNIT STANDARDS AND SPECIFIC OUTCOMES IN
THE NATIONAL DIPLOMA IN COPYWRITING - NQF LEVEL 5

UNIT STANDARDS

1.	Title		**Work as a member of a creative team**
Specific Outcome	1.1		Communicate with all relevant stakeholders to enhance teamwork
Specific Outcome	1.2		Report on team progress to appropriate authority and team
Specific Outcome	1.3		Display tendencies to work with others as a member of a creative team
Specific Outcome	1.4		Handle and resolve conflict

2.	Title		**Demonstrate an understanding of how an advertising agency / design company works**
Specific Outcome	2.1		Identify and explain the structure of an ad agency / design company
Specific Outcome	2.2		Demonstrate an understanding of the workflow within an ad agency / design company
Specific Outcome	2.3		Explain the relationship between ad agency / design company and suppliers

3.	Title		**Demonstrate an understanding of the creative writing process**
Specific Outcome	3.1		Describe and explain creative philosophies and approaches
Specific Outcome	3.2		Describe creative writing techniques
Specific Outcome	3.3		Demonstrate an understanding of the creative process

4.	Title		**Recognise and apply conceptual and lateral thinking in the copy developmental process**
Specific Outcome	4.1		Apply and practice conceptual and lateral thinking skills
Specific Outcome	4.2		Identify and apply research techniques to help lateral thinking
Specific Outcome	4.3		Identify and explain the relation between metaphor, concept and message
Specific Outcome	4.4		Describe and explain concepts
Specific Outcome	4.5		Explain, apply thinking skills in the copy development process

5.	Title		**Develop and present creative work and compile work portfolio**
Specific Outcome	5.1		Develop the creative work presentations
Specific Outcome	5.2		Present creative work
Specific Outcome	5.3		Evaluating the presentation
Specific Outcome	5.4		Identify and gather evidence for the portfolio
Specific Outcome	5.5		Compile portfolio of evidence
Specific Outcome	5.6		Present portfolio

6.	Title		**Demonstrate an understanding of copy, copywriting and the copywriter**
Specific Outcome		6.1	Define and explain concepts of copy and copywriting
Specific Outcome		6.2	Explain the role of the copywriter
Specific Outcome		6.3	Identify and define a professional approach in copywriting
Specific Outcome		6.4	Persuade others of the benefits of a professional approach in copywriting
Specific Outcome		6.5	Apply copywriting styles and write copy

7.	Title		**Demonstrate an understanding of creative principles of copywriting in marketing communications**
Specific Outcome		7.1	Describe and explain the history and nature of copywriting
Specific Outcome		7.2	Describe and explain the practice of copywriting
Specific Outcome		7.3	Describe and interpret the characteristics and constraints of the various media
Specific Outcome		7.4	Describe and explain the nature and role of the various creative elements available
Specific Outcome		7.5	Describe and explain the creative philosophies of leading advertising agencies

8.	Title		**Produce and write copy in marketing communications**
Specific Outcome		8.1	Develop copy concept
Specific Outcome		8.2	Write copy for marketing communication

9.	Title		**Demonstrate an understanding of the principles of persuasive copy**
Specific Outcome		9.1	Describe the term persuasive copy
Specific Outcome		9.2	Conceptualise copy for the various media
Specific Outcome		9.3	Conceptualise copy for alternative media, below-the-line and internet
Specific Outcome		9.4	Develop a campaign around a single concept

10.	Title		**Demonstrate an understanding of the roles of creative team members**
Specific Outcome		10.1	Explain the principles and roles of art direction
Specific Outcome		10.2	Explain the role of the art director, copywriter and graphic designer
Specific Outcome		10.3	Describe the roles of desktop publishing
Specific Outcome		10.4	Describe ad explain marketing communications research

11.	Title		**Demonstrate an understanding of marketing communications production**

Specific Outcome	11.1	Describe printing processes to enhance production
Specific Outcome	11.2	Describe the requirements of internet and web design
Specific Outcome	11.3	Describe the process for the production of films and videos
Specific Outcome	11.4	Identify, evaluate and select production options
Specific Outcome	11.5	Describe the process of radio production

12.	Title		**Evaluate media**

Specific Outcome	12.1	Describe the role of media in copywriting
Specific Outcome	12.2	Interpret media plan and objectives
Specific Outcome	12.3	Analyse and evaluate media

13.	Title		**Develop and write persuasive copy for fast moving consumer goods**

Specific Outcome	13.1	Describe the fast moving consumer goods industry
Specific Outcome	13.2	Conceptualise, develop and write persuasive copy for fast moving consumer goods using above-the-line media
Specific Outcome	13.3	Conceptualise, develop and write persuasive copy for fast moving consumer goods using alternative media, below-the-line and the internet
Specific Outcome	13.4	Evaluate the impact/effectiveness of the persuasive copy

14.	Title		**Develop and implement the marketing and advertising creative process**

Specific Outcome	14.1	Describing marketing and advertising creative processes
Specific Outcome	14.2	Develop the marketing communications concept
Specific Outcome	14.3	Implement creative process

15.	Title		**Manage a communication project**

Specific Outcome	15.1	Identify, evaluate and select the communications methods and format
Specific Outcome	15.2	Implementing the communications project
Specific Outcome	15.3	Manage the communications project implementation
Specific Outcome	15.4	Review the communications project effectiveness

16.	Title		**Develop campaign, media and creative strategies**

Specific Outcome	16.1	Develop marketing communications objectives and strategies
Specific Outcome	16.2	Implement marketing communications objectives and strategies
Specific Outcome	16.3	Monitor and review marketing communications campaign
Specific Outcome	16.4	Evaluating the effectiveness of the strategy

17. Title **Develop and write persuasive copy for the services industry**

Specific Outcome 17.1 Describe the service industry
Specific Outcome 17.2 Conceptualise, developing and writing persuasive copy for the services industry using above-the-line media
Specific Outcome 17.3 Conceptualise, developing and writing persuasive copy for the services industry using alternative media, below-the-line and the internet
Specific Outcome 17.4 Evaluate the impact/effectiveness of the persuasive copy

18. Title **Develop and write persuasive copy for corporate clients**

Specific Outcome 18.1 Describe the corporate industry
Specific Outcome 18.2 Conceptualise, developing and writing persuasive copy corporate clients using above-the-line media
Specific Outcome 18.3 Conceptualise, developing and writing persuasive copy corporate clients using alternative media, below-the-line and the internet
Specific Outcome 18.4 Evaluate the impact/effectiveness of the persuasive copy

19. Title **Develop and write persuasive copy for retail and wholesale clients**

Specific Outcome 19.1 Describe the retail and wholesale industry
Specific Outcome 19.2 Conceptualise, developing and writing persuasive copy for retail and wholesale clients using above-the-line media
Specific Outcome 19.3 Conceptualise, developing and writing persuasive copy for retail and wholesale clients using alternative media, below-the-line and the internet
Specific Outcome 19.4 Evaluate the impact/effectiveness of the persuasive copy

20. Title **Develop and write persuasive copy for business to business clients**

Specific Outcome 20.1 Describe the business to business industry
Specific Outcome 20.2 Conceptualise, developing and writing persuasive copy for business to business using above-the-line media
Specific Outcome 20.3 Conceptualise, developing and writing persuasive copy for business to business clients using alternative media, below-the-line and the internet
Specific Outcome 20.4 Evaluate the impact/effectiveness of the persuasive copy

21. Title **Develop and write persuasive copy for social causes**

Specific Outcome 21.1 Describe the requirements for persuasive copy for social causes
Specific Outcome 21.2 Conceptualise, developing and writing persuasive copy for social causes using above-the-line media
Specific Outcome 21.3 Conceptualise, developing and writing persuasive copy for social causes using alternative media, below-the-line and the internet
Specific Outcome 21.4 Evaluate the impact/effectiveness of the persuasive copy

22.	Title		**Develop and write persuasive copy for political issues / parties**

Specific Outcome	22.1	Describe the requirements for political issues and parties
Specific Outcome	22.2	Conceptualise, developing and writing persuasive copy for political / parties using above-the-line media
Specific Outcome	22.3	Conceptualise, developing and writing persuasive copy for political / parties using alternative media, below-the-line and the internet
Specific Outcome	22.4	Evaluate the impact/effectiveness of the persuasive copy

23.	Title		**Develop and write persuasive copy for pharmaceutical industry**

Specific Outcome	23.1	Describe the pharmaceutical industry
Specific Outcome	23.2	Conceptualise, developing and writing persuasive copy for pharmaceutical industry using above-the-line media
Specific Outcome	23.3	Conceptualise, developing and writing persuasive copy for pharmaceutical industry using alternative media, below-the-line and the internet
Specific Outcome	23.4	Evaluate the impact/effectiveness of the persuasive copy

24.	Title		**Develop and write persuasive copy for agricultural industry**

Specific Outcome	24.1	Describe the agricultural industry
Specific Outcome	24.2	Conceptualise, developing and writing persuasive copy for agricultural industry using above-the-line media
Specific Outcome	24.3	Conceptualise, developing and writing persuasive copy for agricultural industry using alternative media, below-the-line and the internet
Specific Outcome	24.4	Evaluate the impact/effectiveness of the persuasive copy

25.	Title		**Develop and evaluate creative solutions for a variety of electronic mediums**

Specific Outcome	25.1	Extract creative data for electronic and non-electronic mediums
Specific Outcome	25.2	Develop creative solutions for electronic and non-electronic mediums
Specific Outcome	25.3	Evaluate creative solutions for electronic and non-electronic mediums
Specific Outcome	25.4	Describe preparation and presentation techniques

National Diploma: Copywriting at NQF Level 5

	Unit Standards at Level 4	NLRD ID	Credits	Unit Standards at Level 5	NLRD ID	Credits	Unit Standards at Level 6	NLRD ID	Credits	Total
Funda-mental				• Demonstrate an understanding of professional values and ethics	8648	4	•			
				• Implement policies regarding HIV/AIDS in the workplace	9224	4				
				• Analyse and communicate workplace data	8662	5				
				• Apply communication skills in the workplace	8647	10				
TOTAL						23				23
Core	• Work as a member of a creative team		4	• Demonstrate an understanding of and define the nature, role and history of marketing communication	10032	3	• Develop and implement the marketing and advertising creative process		10	
	• Demonstrate an understanding of target markets	10019	4	• Demonstrate an understanding of ethical, social, cultural and legal issues in marketing communications	10033	3			10	
	• Demonstrate an understanding of product positioning	10016	4	• Demonstrate an understanding of how an ad. Agency / design company works		8	• Manage a communications project		12	
	• Deal with brand, product and service promotions	10018	4	• Demonstrate an understanding of the creative writing process		8	• Develop campaign, media and creative strategies			
	• Attend briefings and produce work on deadline	10029	7	• Recognise and apply conceptual and lateral thinking in the developmental process		18				
	• Demonstrate an understanding of and define integrated marketing communications and its role	10034	6	• Develop and present creative work and compile a work portfolio		14				
	• Demonstrate an understanding of creative principles of marketing communications	10035	4	• Demonstrate an understanding of copy, copywriting and the copywriter		14				
	• Operate an inter-departmental traffic system	10036	8	• Demonstrate an understanding of creative principles of copywriting in marketing communication		10				
				• Produce and write copy in marketing communication		10				
				• Demonstrate an understanding of the principles of persuasive copy		11				
				• Demonstrate an understanding of the roles of creative team members		3				
				• Demonstrate an understanding of marketing communications production		5				
				• Evaluate media		3				
				• Develop and write persuasive copy for fast moving consumer goods		15				
TOTAL			41			120			32	193

	Unit Standards at Level 4	NLRD ID	Credits	Unit Standards at Level 5	NLRD ID	Credits	Unit Standards at Level 6	NLRD ID	Credits	Total
Elective	·			• Develop and write persuasive copy for the services industry		10				
				• Develop and write persuasive copy for corporate clients		3				
				• Develop and write persuasive copy for retail and wholesale clients		4				
				• Develop and write persuasive copy for business to business clients		6				
				• Develop and write persuasive copy for social causes		3				
				• Develop and write persuasive copy for political issues / parties		3				
				• Develop and write persuasive copy for pharmaceutical industry		5				
				• Develop and write persuasive copy for agricultural industry		3				
				• Develop and evaluate creative solutions for a variety of advertising mediums		20				
TOTAL						57				251

Learners must select a minimum of 35 credits from the 57 credits in the Elective Unit Standards to make up the 251 credits required for the Qualification

1.	**TITLE:**	**Work as a member of a creative team**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   4

4.   **CREDITS:**   4

5.   **FIELD:**   Business, Commerce and Management Studies
     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to apply communication skills and techniques when communicating with stakeholders and team members. Learners are also able to give feedback to team members and work with team members towards achieving common goals. They are also able to identify, handle and resolve conflict within their working teams

The qualifying learners are capable of:

- Communicating with all relevant stakeholders to enhance teamwork
- Reporting on team progress to appropriate authority and team
- Displaying a willingness to work with others as a member of a creative team
- Handling and resolving conflict

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Communicate with all relevant stakeholders to enhance teamwork**

Assessment Criteria

1.1   Communication methods are identified and demonstrated in a clear and understandable manner according to company standards

1.2   Views of other team members are acknowledged through application of communication skills and techniques

1.3   Feedback is given on all communication received within required timeframe and format

1.4   Communication barriers are identified and dealt with as they arise in line with company standards

Specific Outcome 2:   **Report on team progress to appropriate authority and team**

Assessment Criteria

2.1   Frequency of progress report is established from company policy and procedures

2.2   Progress report is constructed using facts and in required format

2.3   Progress report is fit for purpose in accordance with organisational requirements

2.4   Report is presented verbally or in writing and is clear and concise according to company standards

2.5   Progress report is presented within agreed time frames and format

Specific Outcome 3:   **Display a willingness to work with others as a member of a creative team**

Assessment Criteria

3.1   A range of characteristics for team work are identified and described according to best practice

3.2   Behaviours are inline with established behaviours of a team member

3.3   Team members are consulted on all creative related issues within agreed timeframes

3.4   Decisions are based on team consensus and are within company parameters

Specific Outcome 4:   **Handle and resolve conflict**

Assessment Criteria

4.1   Areas of possible conflict are identified through questioning and analysis techniques

4.2   Achievable options to resolve the conflict are developed and agreed in line with company policies and procedures

4.3   Options or combination of options that will resolve the conflict are jointly selected in line with company standards

4.4   The needs and expectations of all team members are taken into account by allowing questions and providing feedback

4.5   Conflict between team members is resolved using collaborative facilitation methods

11.   **ACCREDITATION AND MODERATION:**

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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- Communication methods include but are not limited to; oral, written, visual, sign, telephonic and electronic
- Teamwork tendencies include but are not limited to; leadership tendencies, collaborative tendencies, facilitative tendencies, questioning tendencies and expertise tendencies
- Forms of marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e-media and direct media
- Frequency of progress include but is not limited to; permanent (weekly, fortnightly, monthly, quarterly, annually), occasionally, on request, single reports, customised reports
- Communication barriers include but are not limited to; language, literacy level, personality differences, ambiguity, competency, timing, misunderstanding, jargon, bias and prejudice, lack of feedback, poor listening, emotions, experiences and lack of credibility

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

- An understanding of communication principles and techniques, methods and barriers to communication
- Knowledge of teamwork principles and techniques
- An understanding of methods and techniques for reporting using organisational requirements
- Knowledge of conflict resolution methods and technique

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information when constructing team progress reports
- Communicate effectively when presenting reports so that all stakeholders understand and when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team

- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and / or reports

1. **TITLE: Demonstrate an understanding of an advertising agency / design company**

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:**   5

4. **TOTAL CREDIT VALUE:**   8

5. **FIELD:**   Business, Commerce and Management

    Sub-field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to describe with structure of an advertising agency/design company, learners are able to explain the workflow within these companies as well as explain the relationship between them and their suppliers

The qualifying learners are capable of:

*   Identifying and explaining the structure of an advertising agency / design company
*   Demonstrating an understanding of the workflow within an advertising agency / design company
*   Explaining the relationship between advertising agency / design company and suppliers

9. **LEARNING ASSUMED TO BE IN PLACE:**

Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 3 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1:   **Identity and explain the structure of an advertising agency / design company**

Assessment Criteria:

1.1   Structure of an advertising agency / design company is listed and explained in line with own organisation

1.2   Roles and responsibilities are listed and explained for all department and occupational categories

1.3   Role of the creative director is explained in line with organisations job description

1.4   Role of the creative teams are listed and explained according to job descriptions

Specific Outcome 2:　　Demonstrate an understanding of the workflow within an advertising agency / design company

Assessment Criteria:

2.1　Work flow procedure is listed, detailed and explained based on own organisation workflow

2.2　Authority structure, processes and procedures are described in line with company policies and procedures

2.3　Security procedures and protocol are described based on own organisations procedures

Specific Outcome 3:　　Explain the relationship between advertising agency / design company and suppliers

Assessment Criteria:

3.1　Suppliers role is explained in line with industry practices

3.2　Importance of supplier and advertising agency / design company relations are explained in terms of best practice

3.3　Communication techniques between the supplier and the advertising agency / design company are demonstrated and explained in line with organisational practices

3.4　Confidentiality procedures are described in line with company policy and procedure

11.　ACCREDITATION AND MODERATION:

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12.　RANGE STATEMENT:

- Communication devices include but are not limited to; computer technology, computer programmes, verbal and written communications, telecommunications
- Confidentiality includes but is not limited to; documents, verbal and written communications, security of documentation

13. **NOTES**

- **EMBEDDED KNOWLEDGE:**

  - Knowledge of supplier categories and types

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports to that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and / or reports

1.	TITLE:	**Demonstrate an understanding of the creative writing process**

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 5

4.   CREDITS: 8

5.   FIELD: Business, Commerce and Management Studies
      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to describe the creative writing processes, philosophies and techniques towards being able to apply these in the creative writing process

The qualifying learners are capable of:

- Describing and explaining creative writing philosophies
- Describing creative writing techniques
- Demonstrating an understanding of the creative writing process

9.   LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10.   SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1:   **Describe and explain creative writing philosophies and approaches**

Assessment Criteria

1.1   Philosophies and approaches through the history of advertising are identified and described based on facts

1.2   Philosophies of the creative process are explained in terms of text book description

1.3   Creative writing principles are explained based on industry standards

1.4   Reasons of the importance of creativity in advertising are identified and described within own industry

1.5   The roles of the explorer, artist, judge and warrior are explained in line with text book recordings

1.6   Various creative styles are described in terms of industry norms

Specific Outcome 2:   **Describe creative writing techniques**

Assessment Criteria

2.1 Creative writing techniques identified and described

2.2 Creative writing techniques are used according to format

2.3 Usage of creative writing techniques is evaluated

Specific Outcome 3:   **Demonstrate an understanding of the creative writing process**

Assessment Criteria

3.1   Creative writing fundamentals are explained using correct terminology

3.2   Creative writing elements are listed and explained as per industry teaching

3.3   Creative writing techniques, characteristics and constraints are described in line with teaching and best practice

3.4   Blocks to creativity are outlined and described based on factual findings

11.   ACCREDITATION AND MODERATION:

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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Creative approaches and styles will include but are not limited to;, Bill Bernbach, David Ogilvy, Rosser Reeves, Leo Burnett, Philip Dusenberry and Lee Chow

13.   <u>**NOTES:**</u>

- <u>**EMBEDDED KNOWLEDGE:**</u>

- An understanding of creative philosophies and approaches in marketing communications
- Knowledge of the creative process

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Organise and manage one's self and one's activities responsibly and effectively to enhance understanding of the creative process
- Collect, analyse, organise and critically evaluate information pertaining to the creative process
- Demonstrate an understanding of the world as a set of related systems by recognising how creativity impacts on the final product that is produced
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: reflecting on an exploring a variety of strategies to learn more effectively to improve creativity

1.   **TITLE:**   **Recognise and apply conceptual and lateral thinking in the developmental process**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   5

4.   **CREDITS:**   16

5.   **FIELD:**   Business, Commerce and Management Studies
      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to describe the importance of conceptual and lateral thinking techniques in the development process and will be able to apply these techniques in their own activities. Learners are also able to explain the relationship between metaphor, concept and message in terms of industry practices and norms

The qualifying learners are capable of:

- Applying and practicing conceptual and lateral thinking skills
- Identifying and applying research techniques to help lateral thinking
- Identifying and explaining the relation between metaphor, concept and message
- Describing and explaining concepts
- Explaining and applying thinking skills in the copy developmental process

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Apply and practice conceptual and lateral thinking skills**

Assessment Criteria

1.1   Thoughts are analysed and organised to show lateral thinking techniques

1.2   Conceptual thinking processes and techniques are identified to create copy in required format

1.3   Informal, logical and critical thinking skills are applied to copy in required format

1.4   Adverts, projects and campaigns are created by applying conceptual and lateral thinking techniques

Specific Outcome 2:   **Identify and apply research techniques to help lateral thinking**

Assessment Criteria

2.1   Research techniques for helping lateral thinking are identified and explained in line with standard practices in the industry

2.2   Market and product research are conducted according to company standards and procedures

2.3   Target market expectations, need and problems are identified, described and explained using company standards and in line with industry best practice

2.4   Cultural practices, traditions and beliefs are identified and implemented according to company standards

2.5   Solutions for different target markets are identified and implemented within company parameters

2.6   Differences between product and consumer benefits are explained using correct terminology

Specific Outcome 3:   **Identify and explain the relation between metaphor, concept and message**

Assessment Criteria

3.1   A metaphor, concept and message principles are identified and explained in terms of current practice and textbook definitions

3.2   The relationship between a metaphor, concept and message is described in terms of their application within the marketing communication context

Specific Outcome 4:   **Describe, develop and explain concepts**

Assessment Criteria

4.1   The methods and techniques for developing concepts are described, developed and explained in line with company standards and practices

4.2   The methods and techniques for testing concepts are described and explained as per company testing processes

4.3 The methods and techniques for crafting concepts are described and explained using correct terminology

Specific Outcome 5: **Explain and apply thinking skills in the copy developmental process**

Assessment Criteria

5.1 Thinking techniques for the copy development process are identified and explained in line with standard practices in the industry

5.2 Thinking skills are applied in the copy development process in line with best practice

11. ACCREDITATION AND MODERATION:

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12. RANGE STATEMENT:

- Conceptual techniques will include right and left brain processes
- Concepts will include but are not limited to; above-the-line, below-the-line, through-the-line advertising

13. NOTES:

- **EMBEDDED KNOWLEDGE:**

- Knowledge of conceptual thinking, processes and techniques
- An understanding of lateral thinking processes and techniques
- An understanding of the differences of product and consumer benefits
- Knowledge of marketing research principles
- An understanding of the principles, methods and techniques of advanced conceptual processes
- Knowledge of the methods and techniques for developing concepts
- Knowledge of methods and techniques for testing concepts
- Knowledge of the methods and techniques for crafting concepts

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Identify and solve problems pertaining to the application of conceptual and lateral thinking skills
- Work effectively with others to ensure thinking processes are enhanced
- Organise and manage oneself and one's activities so that all aspects of the thinking process are in place
- Collect, analyse, organise and critically evaluate information when applying thinking processes to develop copy
- Communicate effectively with others throughout the thinking process so that all stakeholders contribute to it
- Understand the world as a set of related systems where recognising and applying the correct thinking impacts on the results of the copy written
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing copy and during the thinking processes

1. **TITLE:** Develop and present creative work and compile work portfolio

2. **UNIT STANDARD NUMBER:**
3. LEVEL ON THE NQF: 5
4. CREDITS: 11
5. FIELD: Business, Commerce and Management Studies
   Sub Field: Marketing
6. **ISSUE DATE:**
7. **REVIEW DATE:**
8. **PURPOSE:**

Learners credited with this unit standard will be able to prepare and develop creative work presentations, present the work within the required time frame and format, and evaluate the effectiveness and appropriateness of the work with relevant stakeholder. Learners are also able to correct the work based on the feedback of the stakeholders to ensure their satisfaction. The learner will be able to compile and present a portfolio of their best work including samples of the creative work they have done or participated in

The qualifying learners are capable of:

- Developing the creative work presentations
- Presenting creative work
- Evaluating the presentation
- Identifying and gathering evidence for the portfolio
- Compiling a portfolio of evidence
- Presenting a portfolio

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Develop the creative work presentations**

Assessment Criteria

1.1   Presentation options are developed and assessed in terms of the ability to meet needs and objectives

1.2   Presentation is completed within the agreed time frame and in line with agreed requirements

1.3   The presentation is developed in a way that demonstrates an understanding of the information required

1.4   The creative work is developed in such a way that they are user friendly

Specific Outcome 2:   **Present creative work**

Assessment Criteria

2.1   Creative work is presented clearly, logically and comprehensively in required format

2.2   The presentation is completed within the agreed time frame and other resource constraints.

Specific Outcome 3:   **Evaluate the presentation**

Assessment Criteria

3.1   The recipients are able to take the appropriate action as a direct result of the information presented

3.2   The recipients are questioned to determine satisfaction with the outcome of the presentation in line with company standards

3.3   Feedback is recorded and actioned within required timeframe

Specific Outcome 4:   **Identify and gather evidence for the portfolio**

Assessment Criteria

4.1   Portfolio objective is determined based on purpose and objectives

4.2   Portfolio requirements are obtained and evaluated against objective

4.3   Portfolio content is identified to meet requirements of the purpose or objective listed

Specific Outcome 5:   **Compile a portfolio of evidence**

Assessment Criteria

5.1   Portfolio options are developed and assessed in terms of the ability to meet needs and objectives

5.2   Portfolio is completed within the agreed time frame and in line with agreed requirements

5.3   The portfolio is compiled in a way that demonstrates an understanding of the information required

Specific Outcome 6:   **Present a portfolio**

Assessment Criteria

6.1   Portfolio is presented clearly, logically and comprehensively in the required format

6.2   The recipients are able to take the appropriate action as a direct result of the information presented

6.3   The presentation is completed within the agreed time frame and other resource constraints

11.   ACCREDITATION AND MODERATION:

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12.   RANGE STATEMENT:

- Presentation techniques include but are not limited to; signs, visual, written, printed, overhead projection and electronic.

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

- An understanding of methods and techniques for developing and presenting creative work and portfolios
- Knowledge of methods and techniques for making presentations both verbally, visually and in writing to various stakeholders

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information relating to the presentation of creative work
- Communicate effectively using visual and language skills in the mode of oral, visual or written presentations
- Work effectively with others as a member of a team, group or organisation or community in the presentation of creative work
- Identify and solve problems in which responses display, that responsible decisions using critical and creative thinking have been made pertaining to the presentation of creative work
- Use science and technology in the presentation of the creative work
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts during the development and presentation of creative work

1. **TITLE: Demonstrate an understanding of copy, copywriting and the copywriter**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 5

4. **CREDITS:** 14

5. **FIELD:** Business, Commerce and Management Studies
   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to explain the concepts that underpin copy and copywriting, they are also able to describe the role and responsibilities of the copywriter and explain and apply a professional approach to copywriting. Learners are also able to apply the copywriting styles and techniques when writing a copy in their own working environment

The qualifying learners are capable of:

- Defining and explaining the concepts of copy and copywriting
- Explaining the role of the copywriter
- Identifying and defining a professional approach in copywriting
- Persuading others of the benefits of a professional approach in copywriting
- Applying copywriting styles and write copy

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Define and explain the concepts of copy and copywriting**

Assessment Criteria

1.1 The definitions of copy and copywriting are explained in line with text book definitions

1.2 The concepts of copy and copywriting are described and explained in terms of industry norms and practices

1.3 The jargon and terminology used in copy and copywriting are listed and explained in line with industry and company understanding of the jargon and terminology

1.4   The history of copy is described based on text book examples

1.5   Trends in copywriting are identified and explained in line with actual evidence

1.6   Types of copy are identified and explained in line with company copy activities

1.7   Fundamentals and styles of persuasive writing are described using correct terminology

Specific Outcome 2:   **Explain the role of the copywriter**

Assessment Criteria

2.1   The role of the copywriter is explained in line with company job description and industry
        standards

2.2   Copywriter functions are listed and described in line with company standards and
        requirements

2.3   Characteristics of a copywriter are identified and explained in terms of best practice

Specific Outcome 3:   **Identify and define a professional approach in
                             copywriting**

Assessment Criteria

3.1   The principles of a professional approach are explained in terms of industry best practices
        for professionalism

3.2   All elements of a professional approach are identified and applied in line with ethical and
        professional practices of the organisation

3.3   Personal approach issues are put into context with copywriting functions

Specific Outcome 4:   **Persuade others of the benefits of a professional
                             approach in copywriting**

Assessment Criteria

4.1   The benefits are explained to others in order to obtain buy-in into the professional
        approach principles and concepts

4.2   A commitment by others is obtained through setting measurable achievable objectives

Specific Outcome 5:   **Apply copywriting styles and write copy**

Assessment Criteria

5.1   Current copy trends are determined based on industry and company requirements

5.2   Persuasive copy is conceptualized following company standards

5.3   Write copy according to requirements and in required format

5.4   Terminology is used correctly in correct sequence and in line with company standards

5.5   Various styles are applied to different applications in the required format

11. ACCREDITATION AND MODERATION:

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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Creative approaches and styles will include but are not limited to; Bill Bernbach, David Ogilvy, Rosser Reeves, Leo Burnett, Philip Dusenberry and Lee Chow
- Types of copy will include but are limited to; headlines, bodycopy, pay-off lines, slogans and sayings
- Self-knowledge will include personality, capabilities, talents and limitations
- Others will include peers, employees, other learners and management

13. NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of concepts and definitions of copy and copywriting
  - Knowledge of history, jargon and terminology used in copywriting
  - An understanding of the methods and techniques for determining copy trends
  - Knowledge of creative philosophies and approaches in marketing communications
  - An understanding of the creative process
  - An understanding of various styles applicable to different applications
  - An ability to apply communication principles, techniques and methods
  - Knowledge of markets, product categories and cultural differences
  - An understanding of ethics of a professional approach

1.	TITLE:	Demonstrate an understanding of the creative principles of copywriting in marketing communications

2.	UNIT STANDARD NUMBER:	
3.	LEVEL ON THE NQF:	5
4.	CREDITS:	10
5.	FIELD: Sub Field:	Business, Commerce and Management Studies Marketing
6.	ISSUE DATE:	
7.	REVIEW DATE:	
8.	PURPOSE:	

Learners credited with this unit standard will be able to describe the history and growth of the copywriting industry. They are also able to interpret the characteristics and constraints of the various media as well as able to explain the nature and role of the various elements within the media. Learners are able to explain the creative philosophies of leading advertising agencies to identify the strengths and weaknesses of each

The qualifying learners are capable of:

- Describing the history and nature of copywriting
- Identifying and explaining the practice of copywriting
- Describing and interpreting the characteristics and constraints of the various media
- Describing the nature and role of the various creative elements available
- Explaining the creative philosophies of leading advertising agencies

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Describe the history and nature of copywriting**

Assessment Criteria

1.1 The description is complete, concise and covers all the salient points in the history of copywriting

1.2 Historical methods of copywriting are contrasted with current techniques

1.3 The historical development of copywriting is reviewed and explained based on development patterns

1.4   The nature of copywriting is described within own working environment

Specific Outcome 2:   **Identify and explain the practice of copywriting**

Assessment Criteria

2.1   The building blocks and elements of copywriting are listed and explained using correct terminology

2.2   Methods used by masters of copywriting are reviewed, interpreted and explained in line with text book explanations

2.3   The role of the copywriter in the marketing mix is explained based on company organogram

2.4   The role of the copywriter in contributing to the success of marketing is described in line with own company practices

Specific Outcome 3:   **Describe and interpret the characteristics and constraints of the various media**

Assessment Criteria

3.1   The characteristics of various media are listed and explained based on industry practices

3.2   The constraints of various media are described and explained based on industry standards

3.3   The nature of the constraints is explained with reference to its use

3.4   The strengths and limitations of each are listed and explained in a format that is easy to read and understand

Specific Outcome 4:   **Describe the nature and role of the various creative elements available**

Assessment Criteria

4.1   The characteristics of various creative elements are listed and explained using correct terminology

4.2   The strengths and limitations of each are listed and explained in a format that is easy to read and understand

Specific Outcome 5:　**Explain the creative philosophies of leading advertising agencies**

Assessment Criteria

5.1　The different philosophies are listed and explain in line with industry practices

5.2　The philosophies are compared and contrasted to how they can be used separately and/or in combination

5.3　Most viable philosophy is chosen to meet set target market and communication objectives

11.　ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.　RANGE STATEMENT:

- All forms of marketing communication including advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media will include all electronic, print, outdoor, digital media, e media and direct media
- The role of marketing communications including promoting image, providing information, creating, increasing and stabilising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff

13.　NOTES:

- ### EMBEDDED KNOWLEDGE:

  - An understanding of the history and nature of copy writing
  - An understanding of principles of various media used in marketing communications
  - Knowledge of creative thinking principles
  - An understanding of elements of the creative mix
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Understand the world as a set of related systems where an understanding of the creative principles of marketing communications is in place
- Organise oneself and one's activities so that all aspects of the creative principles of marketing communications are in place
- Work effectively with others to ensure that acquisition of knowledge is unimpeded
- Identify and solve problems pertaining to the principles of marketing communications
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when describing and explaining the principles of marketing communications

1.   TITLE: Produce and write copy in marketing communications

2.   UNIT STANDARD NUMBER:

3.   LEVEL ON THE NQF: 5

4.   CREDITS: 10

5.   FIELD: Business, Commerce and Management Studies

      Sub Field: Marketing

6.   ISSUE DATE:

7.   REVIEW DATE:

8.   PURPOSE:

Learners credited with this unit standard will be able to identify and develop the content of a written copy, present the copy and evaluate the effectiveness against the required objectives and take correct action where necessary

The qualifying learners are capable of:

- Developing copy concept
- Developing and writing copy for marketing communication
- Presenting written copy for evaluation
- Evaluating the impact/effectiveness of the copy

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Develop copy concept**

Assessment Criteria

1.1   The creative brief is read and interpreted and the creative concept is developed in the required format

1.2   Current copy trends are determined based on objectives

1.3   Persuasive copy is conceptualized in required format and timeframe

Specific Outcome 2: **Write copy for marketing communications**

Assessment Criteria

2.1 Correct terminology is used in copy in line with industry standards and practices

2.2 Various styles are applied to different applications in accordance with best known practices and brief objectives

2.3 Copy is written according to requirements and within agreed format and time frames

2.4 Short stories and poems are written according to instructions and in required format

Specific Outcome 3: **Present written copy for evaluation**

Assessment Criteria

3.1 Copy is developed in required format

3.2 Copy is presented following company standards and procedures and within required timeframe

Specific Outcome 4: **Evaluate the impact/effectiveness of the copy**

Assessment Criteria

4.1 The copy is evaluated for impact/effectiveness against required objectives

4.2 Corrective action is implemented to meet objectives in line with company standard operating procedures

11. **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA

- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA

- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA

- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- All forms of marketing communications include; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stablising demand: differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention, motivating staff

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

- An understanding of methods and techniques for designing print radio, television (TV) and cinema marketing communications
- An understanding of methods and techniques for interpreting creative briefs
- Knowledge of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information so that advertisement meets specifications
- Communicate effectively; present final copy to clients
- Organise oneself and one's activities so that alternative creative processes exist in the event of current process being rejected
- Work effectively with others when developing the creative process
- Identify and solve problems pertaining to writing marketing communications and copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when developing marketing communications so that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

1.   TITLE: **Demonstrate an understanding of the principles of persuasive copy**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   5

4.   **CREDITS:**   11

5.   **FIELD:**   Business, Commerce and Management Studies

      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to describe the what a persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within various industries. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the term persuasive copy
- Conceptualising copy for the various media.
- Conceptualising copy for alternative media, below-the-line and Internet.
- Developing a campaign around a single concept.

9.   **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Describe the term persuasive copy**

Assessment Criteria

1.1   The term persuasive copy is described using correct terminology and description is in

       line with industry norms and practices

Specific Outcome 2:   **Conceptualise copy for various media**

Assessment Criteria

2.1   Copy for outdoor media is conceptualized following set criteria

2.2   Copy for television / cinema is conceptualized following set criteria

2.3   Copy for radio is conceptualized following set criteria

2.4   Copy for newspapers is conceptualized following set criteria

2.5   Copy for magazines is conceptualized following set criteria

2.6   Copy for editorials / advertisements is conceptualized following set criteria

2.7   Brand names are created according to brief following set criteria and in line with standard company practices

2.8   Copy for alternative media is conceptualised following set criteria

2.9   Copy for below-the-line solutions is conceptualised following set criteria

Specific Outcome 3:   **Conceptualise copy for alternative media, below-the-line and Internet**

Assessment Criteria

3.1   Copy for alternative media is conceptualized following set criteria

3.2   Copy for below-the-line media is conceptualized following set criteria

3.3   Copy for web pages and specific applications are conceptualized following set criteria

3.4   Copy for labels and packs is written according to requirements

Specific Outcome 4:   **Develop a campaign around a single concept**

Assessment Criteria

4.1   Reasons for choice of campaign are explained in accordance with brief

4.2   Campaign is documented accurately, concisely and is legible in line with company standards

4.3   The process required for the campaign is explained according to the brief

4.4   Resources for the campaign are organised within budget constraints

4.5   Campaign is developed within agreed time frames

4.6   Campaign material is submitted for approval within agreed time frames

11. <u>**ACCREDITATION AND MODERATION:**</u>

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. <u>**RANGE STATEMENT:**</u>

- Media will include outdoor media, television, cinema, radio, newspapers, magazines, brands and packaging
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative or Internet

13. <u>**NOTES:**</u>

- <u>**EMBEDDED KNOWLEDGE:**</u>

  - An understanding of the processes for developing a campaign

<u>**CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES**</u>

The ability to:

- Collect, analyse, organise and critically evaluate information so that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy so that it is acceptable to a range of people with varying cultural backgrounds

1.   **TITLE: Demonstrate an understanding of the roles of creative team members**

2.   **UNIT STANDARD NUMBER:**
3.   **LEVEL ON THE NQF:**   5
4.   **CREDITS:**   3
5.   **FIELD:**   Business, Commerce and Management Studies
      Sub Field: Marketing
6.   **ISSUE DATE:**
7.   **REVIEW DATE:**
8.   **PURPOSE:**

Learners credited with this unit standard will be able to list and describe the roles and responsibilities of the art director, copywriter and graphic designer, they are able to explain how these work and support each other. Learners are also able to describe the principles of art direction and the roles of desktop publishing within the industry. They are also able to explain the importance and benefits of research in the field of marking communications towards the improvement of services within this industry

The qualifying learners are capable of:

- Explaining the principles and roles of art direction
- Explaining the role of the art director, copywriter and graphic designer
- Describing the roles of desktop publishing
- Describing and explaining research in marketing communications

9.   **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Explain the principles and roles of art direction**

Assessment Criteria

1.1   Art direction principles are identified and explained in line with standard industry practices

1.2   Roles of the art director are explained in line with company job description/job function

1.3   The principles of "the big idea" are described based on text book examples and own interpretation

Specific Outcome 2:   **Explain the role of the art director, copywriter and graphic designer**

Assessment Criteria

2.1   The role of the art director, copywriter and graphic designer is explained in line with the brief and company activities

2.2   The role of the art director, copywriter and graphic designer in the conceptualisation phase of a project is explained in line with standard company practices, roles and responsibilities

2.3   The role of the team members in research is explained according to company practices

2.4   The role of the team members in application is explained according to company practices

2.5   The role of the team members in production is explained according to company practices

Specific Outcome 3:   **Describe the role of desktop publishing**

Assessment Criteria

3.1   The principles of desktop publishing are explained in terms of industry practices and new development initiatives

3.2   Methods of using desktop publishing are explained within system/programme parameters

Specific Outcome 4:   **Describe and explain research in marketing communications**

Assessment Criteria

4.1   Concept and pre-testing principles and techniques are identified and explained using correct terminology

4.2   Media research techniques are described according to company standards and procedures

4.3   Brand tracking principles are identified and described according to company procedures and practices

4.4   Competitor analysis is interpreted and described using known analytical skills and techniques

4.5   Post testing and continuous evaluation techniques are explained in line with company standards

4.6   Consumer/Buyer behaviours are identified and linked to marketing communications

4.7   Brand positioning principles are explained according to company branding practices

11.   **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- Forms of marketing communication include but are not limited to; advetising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media includes but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- The role of marketing communications include but is not limited to; promoting image, providing information, creating, increasing and stabilising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

- Knowledge of research methodologies
- An understanding of brand tracking and positioning principles
- An understanding of methods and techniques for competitor analysis
- Knowledge of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that research analysis is accurate and inline with research norms
- Communicate effectively when presenting findings of research conducted
- Understand the world as a set of related systems where marketing communications roles play an important part in the marketing communications success
- Work effectively with others when implementing and initiating marketing communications roles
- Identify and solve problems pertaining to the roles of marketing communications in the marketing communications structure
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when analysing data from research so that it is acceptable to a range of people

1. **TITLE: Demonstrate an understanding of marketing communications production**

2. **UNIT STANDARD NUMBER:**
3. **LEVEL ON THE NQF:** 5
4. **CREDITS:** 5
5. **FIELD:** Business, Commerce and Management Studies

   Sub Field: Marketing
6. **ISSUE DATE:**
7. **REVIEW DATE:**
8. **PURPOSE:**

Learners credited with this unit standard will be able to describe the printing processes and identify areas that will enhance the production of printing. Learners are also able to list and explain the requirements and processes for internet, web design, films, video and radio production, they are able to evaluate the best option for a project and explain why they have selected it

The qualifying learners are capable of:

- Describing printing processes to enhance production
- Describing the requirements of internet and web design
- Describing the process for the production of films and videos
- Identifying, evaluating and selecting production options
- Describing the process of radio production

9. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Describe printing processes to enhance production**

Assessment Criteria

1.1 Print terminology is explained in accordance with established procedures

1.2 Printing processes are described and explained according to printing process requirements

1.3 Printing process selected is correct and will enhance the printing process

1.4 Paper selected is correct and contributes to job requirements

1.5   Colour separations, process colour and Pantone systems are explained in line with industry standards and specifications

1.6   Printing jobs are set up on the computer and meet the requirements of the job

Specific Outcome 2:   **Describe the requirements of internet and web design**

Assessment Criteria

2.1   Processes for internet systems creation are explained in line with system/programme requirements

2.2   Processes for web designed are explained according to web design specifications

2.3   Process chosen interprets the creative brief and meets client's needs

Specific Outcome 3:   **Describe the process for the production of films and videos**

Assessment Criteria

3.1   Television production terminology is explained using industry terminology and standards of practice

3.2   Cinema production terminology is explained using industry terminology and standards of practices

3.3   Film and video production processes are identified and explained using industry terminology

Specific Outcome 4:   **Identify, evaluate and select production options**

Assessment Criteria

4.1   Research on the production of commercial is conducted and documented in required format

4.2   Pre-production issues and requirements are identified and listed according to project specifications

4.3   Production options are identified and selected and reasons for selection are explained to meet requirements of project specifications

4.5   Production option selected meets requirements and is made within agreed time frame

Specific Outcome 5: **Describe the process of radio production**

Assessment Criteria

5.1 Radio production terminology and processes are identified and explained in line with industry standards

5.3 Radio pre-production issues and requirements are identified in line with project specifications

5.4 Radio production is carried out according to company standards and within required time frame

5.5 Post production activities and processes are carried out in line with company standards and within required time frame

5.6 Radio production material is submitted in required format and time frame

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Forms of marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- The role of marketing communications include but is not limited to; promoting image, providing information, creating, increasing and stabilizing demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff
- Marketing communications materials include but is not limited to; newsprint, leaflets, brochures, posters, banners, outdoor and arena

13. NOTES:

- ### EMBEDDED KNOWLEDGE:

  - An all rounded and general understanding of print, film, radio and video production processes and procedures.
  - A broad understanding of commercial shoot principles and procedures.

- An all rounded and generic understanding of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out jointly by the relevant educating and training quality assurance body (ETQA) and the services ETQA

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that communication production processes are in line with client and organisational requirements
- Communicate effectively with all stakeholders when managing a marketing communications production
- Understand the world as a set of related where ongoing production processes selected and used lead to the overall success of the marketing communications production
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure production processes run smoothly
- Identify and solve problems pertaining to the production of marketing communication products
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when producing the marketing communication, so that it is acceptable and appropriate to a range of people with varying cultural backgrounds

1.	TITLE:	Evaluate media

2.　**UNIT STANDARD NUMBER:**

3.　**LEVEL ON THE NQF:**　　　5

4.　**CREDITS:**　　　3

5.　**FIELD:**　　　Business, Commerce and Management Studies

　　Sub Field:　　　Marketing

6.　**ISSUE DATE:**

7.　**REVIEW DATE:**

8.　**PURPOSE:**

Learners credited with this unit standard are able to describe how the media is incorporated into copywriting, able to interpret media plans and objectives and evaluate and analyse the effectives of the selected media chosen

The qualifying learners are capable of:

- Describing the role of media in copywriting
- Interpreting media plans and objectives
- Analysing and evaluating selected media

9.　**LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10.　**SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:　　　**Describe the role of media in copywriting**

Assessment Criteria

1.1　The role is described in line with industry standards and best practice

1.2　The role is described in accordance with company standards and procedures

Specific Outcome 2:   **Interpret media plans and objectives**

Assessment Criteria

2.1   Media plan objectives are identified and explained against original brief

2.2   Media plan characteristics and uses are defined in terms of industry standards and company standards

2.3   Image and benefit characteristics are defined in relation to products or services to be advertised

Specific Outcome 3:   **Analyse and evaluate selected media**

Assessment Criteria

3.1   Target audience media preferences are analysed and media options that meet preferences are defined in line with original brief

3.2   Qualitative and quantitative media requirements are noted that are relevant for campaign

11. ACCREDITATION AND MODERATION:

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Marketing includes but is not limited to; all forms of marketing communication, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media included but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- The role of marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stabilising demand, differentiating product features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff
- Media documentation include but is not limited to; invoicing, reports, computer printouts

13. **NOTES:**

• **EMBEDDED KNOWLEDGE:**

- Knowledge of the principles of choosing a media campaign
- Knowledge of marketing communication briefs and their purpose
- Knowledge of negotiation techniques and methods
- An understanding of the industry, the product and the industry role players
  Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that analysis conducted and decisions made are accurate and inline with requirements
- Communicate effectively when liaising with media bodies so those incumbents correctly interpret and apply instructions
- Understand the world as a set of related systems where media choice has an impact on target audience
- Organise oneself and one's activities so that alternative media options are available should current choice fail or are rejected
- Work effectively with others in managing media
- Work effectively with other in accounting
- Identify and solve problems pertaining to the management of media
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when choosing a media so that these are appropriate and acceptable to a range of target audiences with varying cultural backgrounds

1.	**TITLE:**	**Develop and write persuasive copy for fast moving consumer goods**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   5

4.   **CREDITS:**   15

5.   **FIELD:**   Business, Commerce and Management Studies

     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within the fast moving consumer goods industry. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the fast moving consumer goods industry
- Conceptualising, developing and writing persuasive copy for fast moving consumer goods using above-the-line media
- Conceptualising, developing and writing persuasive copy for fast moving consumer goods using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive copy

9.   **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Describe the fast moving consumer goods industry**

Assessment Criteria

1.1   The fast moving consumer goods industry is described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2:   **Conceptualise, develop and write persuasive copy for fast moving consumer goods using above-the-line-media**

Assessment Criteria

2.1   Persuasive copy for fast moving consumer goods using outdoor media is conceptualised and written in the required format

2.2   Persuasive copy for fast moving consumer goods using television / cinema is conceptualised and written in the required format

2.3   Persuasive copy for fast moving consumer goods using radio conceptualised and written in the required format

2.4   Persuasive copy for fast moving consumer goods using newspapers is conceptualised and written in the required format

2.5   Persuasive copy for fast moving consumer goods using magazines is conceptualised and written in the required format

2.6   Persuasive copy for fast moving consumer goods using editorials / advertorials is conceptualised and written in the required format

Specific Outcome 3:   **Conceptualise, develop and write persuasive copy for fast moving consumer goods using alternative media, below-the-line and the internet**

Assessment Criteria

3.1   Persuasive copy for fast moving consumer goods using alternative media is conceptualised and developed in the required format

3.2   Persuasive copy for fast moving consumer goods using labels and packages is conceptualised and developed in the required format

3.3   Brand names are conceptualised and developed for fast moving consumer goods in the required format

3.4   Persuasive copy for fast moving consumer goods using below-the-line media is conceptualised and developed in the required format

3.5   Persuasive copy for fast moving consumer goods using the internet and web pages is conceptualised and developed in the required format

Specific Outcome 4:   **Evaluate the impact/effectiveness of the persuasive copy**

Assessment Criteria

4.1   The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet brands or packaging

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the processes for developing fast moving consumer goods

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information so that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy so that it is acceptable to a range of people with varying cultural backgrounds

1.   **TITLE:**   **Develop and implement the marketing and advertising creative process**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   6

4.   **CREDITS:**   18

5.   **FIELD:**   Business, Commerce and Management Studies

      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to describe the creative processes in marketing and advertising. Learners are also able to develop the communications concept, implement it and monitor it against objectives

The qualifying learners are capable of:

- Describing marketing and advertising creative processes
- Developing the marketing communications concept
- Implementing creative process

9.   **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competency against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Describing marketing and advertising creative processes**

Assessment Criteria

1.1   Marketing and advertising creative processes are described in line with industry best practice

1.2   Marketing and advertising creative processes are described in line with company creative process procedures

Specific Outcome 2: **Develop the marketing communications concept**

Assessment Criteria

2.1 Creative brief is interpreted and objectives identified as per the brief

2.2 Creative concept is developed in required format and time frame

2.3 Message platform is evaluated and selected to meet requirements of brief

2.4 Art direction, design and copy are created using available resources and in line with company standards and practices

2.5 Pre-testing of creative concepts is initiated and completed in required format and time frame

2.6 The creative concept is crafted using available resources and within required format

Specific Outcome 3: **Implement creative process**

Assessment Criteria

3.1 Creative concept is approved by authorised individuals in required format

3.2 Production is planned and scheduled in line with project plan and objectives

3.3 Supplier relationships are established in accordance with company standards and procedures

3.4 Production schedules are implemented in required time frame

3.5 Key phases of production are quality checked in accordance with project plan and objectives

3.6 Finalised creative work is inspected, approved and implemented in required format and time frame

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA

- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA

- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA

- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- All forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sales promotions, public relations and alternative strategies
- Media includes but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- Primary purpose in marketing communications includes but is not limited to; promoting image; providing information; creating, increasing and stabilising demand; differentiating product features and benefits; providing competitive differentiation; lead generation; customer retention, motivating staff

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of methods and techniques for designing print, radio, television (TV) and cinema marketing communications.
  - An understanding of methods and techniques for interpreting creative briefs.
  - Knowledge of the industry, the product and the industry role players
    Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information so that advertisement meets specifications
- Communicate and effectively present final copy to clients
- Organise oneself and one's activities so that alternative creative processes exist in the event of current process being rejected
- Work effectively with others when developing the creative process
- Identify and solve problems pertaining to writing marketing communications, and copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when developing marketing communications so that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Organise and manage one's self and one's activities responsibly and effectively to enhance understanding of copy and copywriting
- Collect, analyse, organise and critically evaluate information pertaining to the copy and copywriting
- Demonstrate an understanding of the world as a set of related systems by recognising how creativity impacts on the final copywriting produced
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of being culturally and aesthetically sensitive across a range of social contexts when writing copy

1.   **TITLE:**   **Manage a communications project**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   6

4.   **CREDITS:**   10

5.   **FIELD:**   Business, Commerce and Management Studies

      Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to identify and select the best communication method and format for a communications project. Learners will be able to implement and management the communications project and identify areas that need improvement and take the necessary action towards meeting the project objectives

The qualifying learners are capable of:

- Identifying, evaluating and selecting the communications methods and format
- Implementing the communications project
- Managing the communications project
- Reviewing the communications project effectiveness

9.   **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Identify, evaluate and select the communications methods and format**

Assessment Criteria

1.1   Objectives are defined in relation to the communication purpose and level and communications situation.

1.2   The target audience is identified and communication methods are evaluated and selected for their suitability for the communication situation.

1.3   The format for the specific communication is analysed and approved to meet the intended communications objectives.

Specific Outcome 2:　　　**Implement the communications project**

Assessment Criteria

2.1　Communication projects are implemented on time, within budget, work and resource allocation and to the required quality and satisfaction of the customer and the organisation

Specific Outcome 3:　　　**Manage the communications project**

Assessment Criteria

3.1　Communication projects are completed on time, within budget, work and resource allocation and to the required quality and satisfaction of the customer and the organisation

3.2　Communications project is reviewed at determined intervals against plan, and contingency actions are implemented to realign plan when current project status differs from project plan

3.3　The status of the communications project is current, with parties affected by the implementation or outcomes of the project being kept informed of progress at appropriate intervals

3.4　Communications project team members are authorised, and have required resources to complete project plan

3.5　Documentation relating to directing the communications project is complete, concise, and in the required format and location

Specific Outcome 4:　　　**Review the communications project effectiveness**

Assessment Criteria

4.1　Actual communications project outcomes are evaluated, reviewed for achievement, and compared against current work plan, objectives and resources, with variances against plan being identified

4.2　Identified variances against plan are recorded, and reasons for discrepancy are found and analysed and submitted in the required format

4.3　Identified strengths and weaknesses in the communications projects or communications project plan and suggestions for their improvements are disseminated to the appropriate individuals

4.4　Communications project report and review records are complete, concise, and in the required format and location

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Forms of marketing communications include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotions, public relations and alternative strategies
- Standard applies to marketing management, customer management, marketing communications and marketing research
- Media will includes but is not limited to; all electronic, print, outdoor, digital media, e media and direct media

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

  - Knowledge of methods and techniques for managing communications projects
  - Knowledge of various types of target audience and best methods and processes for reaching them
  - An understanding of methods and techniques for dealing with and managing people

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information to enable accurate decisions to be made regarding communications methods, format and target audience
- Communicate effectively with project team to encourage implementation and for monitoring purposes
- Work effectively with others in the managing of the communications project to assist with its successful implementation
- Identify and solve problems pertaining to the selection and implementation of the communications project
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that the communication processes and formats chosen will be acceptable to a range of individuals with varying cultural backgrounds
- Use science and technology in the implementation of the communications project

1.	TITLE:	**Develop campaign, media and creative strategies**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 6

4. **CREDITS:** 10

5. **FIELD:** Business, Commerce and Management Studies

 Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to develop and implement a marketing communication strategy, they will also be able to monitor and review the campaigns progress as well as evaluate the effectiveness of the campaign against the original objective

The qualifying learners are capable of:

- Developing marketing communications objectives and strategies
- Implementing marketing communications objectives and strategies
- Monitoring and reviewing marketing communications campaign
- Evaluating the effectiveness of the strategy

9. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Develop marketing communications objectives and strategies**

Assessment Criteria

1.1 Environmental analysis is conducted in required format and timeframe

1.2 Marketing communications brief is prepared and interpreted within time frame

1.3 Marketing communications objectives are developed, evaluated and defined in line with original strategy

1.4 Target audiences are identified using set company standards and procedures

1.5 Competitive strategies are evaluated and best strategy is determined based on objective

1.6 Marketing communications objectives and strategies are formulated in line with the marketing objective

1.7   Marketing communications budgets are established and confirmed following set company standards and procedures

1.8   Creative and media briefs are prepared in the required format, with agreed time frames

Specific Outcome 2:   **Implement marketing communications objectives and strategies**

Assessment Criteria

2.1   Marketing communications campaign is implemented within agreed time frame

2.2   Pre-testing is conducted in required format and timeframe

2.3   Quotes to implement the marketing communications campaign are obtained in line with company standards and quotation procedures

2.4   Marketing communications materials are produced in required format

2.5   Media is bought to match strategy within budget constraints

Specific Outcome 3:   **Monitor and review marketing communications campaign**

Assessment Criteria

3.1   Marketing communications campaign is monitored at pre-determined intervals in required format

3.2   Campaign outcomes are evaluated, reviewed for achievement and compared against current plan, objectives and resources

3.3   Identified variances are recorded and reasons for discrepancy found and analysed according to agreed company/customer standards and procedures

3.4   Marketing communications campaign strengths and weaknesses are disseminated to the appropriate individuals

3.5   Marketing communications campaign report is completed in a concise manner and in the required format

3.6   Opportunities to improve the marketing communications campaign are identified and initiated following company policies and procedures

Specific Outcome 4:   **Evaluate the effectiveness of the campaign**

Assessment Criteria

4.1   The campaign is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11.   ACCREDITATION AND MODERATION:

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   • Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA

   • Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA

   • Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

   • All forms of marketing communication include but are not limited to; advertising, direct marketing, relationship marketing, sponsorship and event marketing, sales promotions, public relations and alternative strategies

   • Media will include; all electronic, print, outdoor, digital media, e media and direct media

   • Primary purpose in marketing communications include but is not limited to; promoting image; providing information; creating, increasing and stabilising demand; differentiating product features and benefits; providing competitive differentiation; lead generation; customer retention, motivating staff

13.   NOTES:

   • EMBEDDED KNOWLEDGE:

      • An understanding of principles, methods and techniques for developing marketing communications campaigns

      • Knowledge of the methods and techniques required to develop and craft marketing communications strategies

      • An understanding of the industry, the product and the industry role players
      Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

   • Collect, organise and critically evaluate information to ensure campaign direction is accurate and inline with organisational strategy

   • Communicate effectively when presenting clients with the marketing communications campaign proposal

   • Organise oneself and one's activities so that alternative plans, objectives and strategies exist in the event of current ones being rejected, failing or there being insufficient resources available to implement the plans, objectives or strategies

   • Identify and solve problems pertaining to the development of strategies

   • In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across

a range of social contexts when developing campaign, media and creative strategies, so that these are appropriate and acceptable to a range of consumers with varying incomes, buying needs and cultural backgrounds

| 1. | TITLE: | **Develop and write persuasive copy for the services industry** |

2.	UNIT STANDARD NUMBER:	
3.	LEVEL ON THE NQF:	5
4.	CREDITS:	10
5.	FIELD:	Business, Commerce and Management Studies
	Sub Field:	Marketing
6.	ISSUE DATE:	
7.	REVIEW DATE:	
8.	PURPOSE:	

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within the service industry. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the services industry
- Conceptualising, developing and writing persuasive copy for the services industry using above-the-line media
- Conceptualising, developing and writing persuasive copy for the services industry using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive copy

9. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Describe the service industry**

Assessment Criteria

1.1 Service industry is described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2:   **Conceptualise, develop and write persuasive copy for the services industry using above-the-line media**

Assessment Criteria

2.1   Persuasive copy for the services industry using outdoor media is conceptualised and written in required format

2.2   Persuasive copy for the services industry using television / cinema is conceptualised and written in required format

2.3   Persuasive copy for the services industry using radio conceptualised and written in required format

2.4   Persuasive copy for the services industry using newspapers is conceptualised and written in required format

2.5   Persuasive copy for the services industry using magazines is conceptualised and written in required format

2.6   Persuasive copy for the services industry using editorials / advertorials is conceptualised and written in required format

Specific Outcome 3:   **Conceptualise, develop and write persuasive copy for the services industry using alternative media, below-the-line and the internet**

Assessment Criteria

3.1   Persuasive copy for the services industry using alternative media is conceptualised and developed in the required format

3.2   Brand names are conceptualised and developed for the services industry in line with company standards and in the required format

3.3   Persuasive copy for the services industry using below-the-line media is conceptualised and developed in the required format

3.4   Persuasive copy for the services industry using the internet and web pages is conceptualised and developed in the required format

Specific Outcome 4:   **Evaluate the impact/effectiveness of the persuasive copy**

Assessment Criteria

4.1   The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11. **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. **RANGE STATEMENT:**

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet, brands and packaging

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

    - An understanding of the processes for developing the services industry

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information so that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy so that it is acceptable to a range of people with varying cultural backgrounds

1.   **TITLE:**   **Develop and write persuasive copy for corporate clients**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   5

4.   **CREDITS:**   3

5.   **FIELD:**   Business, Commerce and Management Studies

     Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within the corporate industry. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the corporate industry
- Conceptualising, developing and writing persuasive copy for corporate clients using above-the-line media
- Conceptualising, developing and writing persuasive copy for corporate clients using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive copy

9.   **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Describe the corporate industry**

Assessment Criteria

1.1   The corporate industry is described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2:   **Conceptualise, develop and write persuasive copy for corporate clients using above-the-line media**

Assessment Criteria

2.1   Persuasive copy for corporate clients using outdoor media is conceptualised and written in the required format

2.2   Persuasive copy for corporate clients using television / cinema is conceptualised and written in the required format

2.3   Persuasive copy for corporate clients using radio conceptualised and written in the required format

2.4   Persuasive copy for corporate clients using newspapers is conceptualised and written in the required format

2.5   Persuasive copy for corporate clients using magazines is conceptualised and written in the required format

2.6   Persuasive copy for corporate clients using editorials / advertorials is conceptualised and written in the required format

Specific Outcome 3:   **Conceptualise, develop and write persuasive copy for corporate clients using alternative media, below-the-line and the internet**

Assessment Criteria

3.1   Persuasive copy for corporate clients using alternative media is conceptualised and developed in the required format

3.2   Persuasive copy for corporate clients using labels and packages is conceptualised and developed in the required format

3.3   Brand names are conceptualised and developed for corporate clients in the required format

3.4   Persuasive copy for corporate clients using below-the-line media is conceptualised and developed in the required format

3.5   Persuasive copy for corporate clients using the internet and web pages is conceptualised and developed in the required format

Specific Outcome 4:   **Evaluate the impact/effectiveness of the persuasive copy**

Assessment Criteria

4.1   The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11.   **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet brands and packaging

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An all rounded understanding of the processes for developing corporate clients

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information so that campaign development processes are in line with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy so that it is acceptable to a range of people with varying cultural backgrounds

1.	**TITLE:**	**Develop and write persuasive copy for retail and wholesale clients**

2.	**UNIT STANDARD NUMBER:**	
3.	**LEVEL ON THE NQF:**	5
4.	**CREDITS:**	4
5.	**FIELD:**	Business, Commerce and Management Studies
	Sub Field:	Marketing
6.	**ISSUE DATE:**	
7.	**REVIEW DATE:**	
8.	**PURPOSE:**	

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within the retail and wholesale industry. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the retail and wholesale industry
- Conceptualising, developing and writing persuasive copy for retail and wholesale using above-the-line media
- Conceptualising, developing and writing persuasive copy for retail and wholesale using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive copy

9.　**LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10.　**SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:　　　**Describe the retail and wholesale industry**

Assessment Criteria

1.1　The retail and wholesale industry is described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2: **Conceptualise, develop and write persuasive copy for retail and wholesale using above-the-line media**

Assessment Criteria

2.1 Persuasive copy for retail and wholesale using outdoor media is conceptualised and written in the required format

2.2 Persuasive copy for retail and wholesale using television / cinema is conceptualised and written in the required format

2.3 Persuasive copy for retail and wholesale using radio conceptualised and written in the required format

2.4 Persuasive copy for retail and wholesale using newspapers is conceptualised and written in the required format

2.5 Persuasive copy for retail and wholesale using magazines is conceptualised and written in the required format

2.6 Persuasive copy for retail and wholesale using editorials / advertorials is conceptualised and written in the required format

Specific Outcome 3: **Conceptualise, develop and write persuasive copy for retail and wholesale using alternative media, below-the-line and the internet**

Assessment Criteria

3.1 Persuasive copy for retail and wholesale using alternative media is conceptualised and developed in the required format

3.2 Persuasive copy for retail and wholesale using labels and packages is conceptualised and developed in the required format

3.3 Brand names are conceptualised and developed for retail and wholesale in the required format

3.4 Persuasive copy for retail and wholesale using below-the-line media is conceptualised and developed in the required format

3.5 Persuasive copy for retail and wholesale using the internet and web pages is conceptualised and developed in the required format

Specific Outcome 4:   **Evaluate the impact/effectiveness of the persuasive copy**

Assessment Criteria

4.1   The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11.   **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- Above-the-line-media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet brands and packaging

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the processes for developing retail and wholesale

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information so that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy so that it is acceptable to a range of people with varying cultural backgrounds

1. **TITLE:** Develop and write persuasive copy for business to business clients

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 5

4. **CREDITS:** 6

5. **FIELD:** Business, Commerce and Management Studies

   Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within the business to business industry. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the business to business industry
- Conceptualising, developing and writing persuasive copy for business to business using above-the-line media
- Conceptualising, developing and writing persuasive copy for business to business using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive copy

9. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Describe the business to business industry**

Assessment Criteria

1.1 The business to business industry is described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2: **Conceptualise, develop and write persuasive copy for business to business using above-the-line media**

Assessment Criteria

2.1 Persuasive copy for business to business using outdoor media is conceptualised and written in the required format

2.2 Persuasive copy for business to business using television / cinema is conceptualised and written in the required format

2.3 Persuasive copy for business to business using radio conceptualised and written in the required format

2.4 Persuasive copy for business to business using newspapers is conceptualised and written in the required format

2.5 Persuasive copy for business to business using magazines is conceptualised and written in the required format

2.6 Persuasive copy for business to business using editorials / advertorials is conceptualised and written in the required format

Specific Outcome 3: **Conceptualise, develop and write persuasive copy for business to business using alternative media, below-the-line and the internet**

Assessment Criteria

3.1 Persuasive copy for business to business using alternative media is conceptualised and developed in the required format

3.2 Persuasive copy for business to business using labels and packages is conceptualised and developed in the required format

3.3 Brand names are conceptualised and developed for business to business in the required format

3.4 Persuasive copy for business to business using below-the-line media is conceptualised and developed in the required format

3.5 Persuasive copy for business to business using the internet and web pages is conceptualised and developed in the required format

Specific Outcome 4:   **Evaluate the impact/effectiveness of the persuasive copy**

Assessment Criteria

4.1   The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11. **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. **RANGE STATEMENT:**

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet brands and packaging

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the processes for developing business to business

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information so that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy so that it is acceptable to a range of people with varying cultural backgrounds

1.	**TITLE:**	**Develop and write persuasive copy for social causes**

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:**   5

4. **CREDITS:**   3

5. **FIELD:**   Business, Commerce and Management Studies

    Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media for social causes. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the requirements for persuasive copy for social causes
- Conceptualising, developing and writing persuasive copy for social causes using above-the-line media
- Conceptualising, developing and writing persuasive copy for social causes using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive copy

9. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Describe the requirements for persuasive copy for social causes**

Assessment Criteria

1.1   The social requirements are described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2:   **Conceptualise, develop and write persuasive copy for social causes using above-the-line media**

Assessment Criteria

2.1   Persuasive copy for social causes using outdoor media is conceptualised and written in the required format

2.2   Persuasive copy for social causes using television / cinema is conceptualised and written in the required format

2.3   Persuasive copy for social causes using radio conceptualised and written in the required format

2.4   Persuasive copy for social causes using newspapers is conceptualised and written in the required format

2.5   Persuasive copy for social causes using magazines is conceptualised and written in the required format

2.6   Persuasive copy for social causes using editorials / advertorials is conceptualised and written in the required format

Specific Outcome 3:   **Conceptualise, develop and write persuasive copy for social causes using alternative media, below-the-line and the internet**

Assessment Criteria

3.1   Persuasive copy for social causes using alternative media is conceptualised and developed in the required format

3.2   Persuasive copy for social causes using below-the-line media is conceptualised and developed in the required format

3.3   Persuasive copy for social causes using the internet and web pages is conceptualised and developed in the required format

Specific Outcome 4:   **Evaluate the impact/effectiveness of the persuasive copy**

Assessment Criteria

4.1   The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11.   **ACCREDITATION AND MODERATION:**

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative or internet

13.   **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the processes for developing social causes.

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information so that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy so that it is acceptable to a range of people with varying cultural backgrounds

1.	TITLE:	Develop and write persuasive copy for political issues / parties

2.	UNIT STANDARD NUMBER:	
3.	LEVEL ON THE NQF:	5
4.	CREDITS:	3
5.	FIELD: Sub Field:	Business, Commerce and Management Studies Marketing
6.	ISSUE DATE:	
7.	REVIEW DATE:	
8.	PURPOSE:	

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media for political issues/parties. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the requirements for political issues and parties
- Conceptualising, developing and writing persuasive copy for political issues / parties using above-the-line media
- Conceptualising, developing and writing persuasive copy for political issues / parties using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive copy

9. **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Describe the requirements for political issues and parties**

Assessment Criteria

1.1   The political requirements are described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2:   **Conceptualise, develop and write persuasive copy for political issues / parties using above-the-line media**

Assessment Criteria

2.1   Persuasive copy for political issues / parties using outdoor media is conceptualised and written in required format

2.2   Persuasive copy for political issues / parties using television / cinema is conceptualised and written in required format

2.3   Persuasive copy for political issues / parties using radio conceptualised and written in required format

2.4   Persuasive copy for political issues / parties using newspapers is conceptualised and written in required format

2.5   Persuasive copy for political issues / parties using magazines is conceptualised and written in required format

2.6   Persuasive copy for political issues / parties using editorials / advertorials is conceptualised and written in required format

Specific Outcome 3:   **Conceptualise, develop and write persuasive copy for political issues / parties using alternative media, below-the-line and the internet**

Assessment Criteria

3.1   Persuasive copy for political issues / parties using alternative media is conceptualised and developed in required format

3.2   Persuasive copy for political issues / parties using below-the-line media is conceptualised and developed in required format

3.3   Persuasive copy for political issues / parties using the internet and web pages is conceptualised and developed in required format

Specific Outcome 4:   **Evaluate the impact/effectiveness of the persuasive copy**

Assessment Criteria

4.1   The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11. **ACCREDITATION AND MODERATION:**

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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. **RANGE STATEMENT:**

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines, brands and packaging
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative or internet

13. **NOTES:**

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the processes for developing political issues / parties

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information so that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy so that it is acceptable to a range of people with varying cultural backgrounds

1.   **TITLE:**   **Develop and write persuasive copy for pharmaceutical industry**

2.   **UNIT STANDARD NUMBER:**

3.   **LEVEL ON THE NQF:**   5

4.   **CREDITS:**   5

5.   **FIELD:**   Business, Commerce and Management Studies

       Sub Field: Marketing

6.   **ISSUE DATE:**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within the pharmaceutical industry. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the pharmaceutical industry
- Conceptualising, developing and writing persuasive copy for pharmaceutical industry using above-the-line media
- Conceptualising, developing and writing persuasive copy for pharmaceutical industry using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive copy

9.   **LEARNING ASSUMED TO BE IN PLACE:**

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1:   **Describe the pharmaceutical industry**

Assessment Criteria

1.1   The pharmaceutical industry is described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2: **Conceptualise, develop and write persuasive copy for pharmaceutical industry using above-the-line media**

Assessment Criteria

2.1 Persuasive copy for pharmaceutical industry using outdoor media is conceptualised and written in required format

2.2 Persuasive copy for pharmaceutical industry using television / cinema is conceptualised and written in required format

2.3 Persuasive copy for pharmaceutical industry using radio conceptualised and written in required format

2.4 Persuasive copy for pharmaceutical industry using newspapers is conceptualised and written in required format

2.5 Persuasive copy for pharmaceutical industry using magazines is conceptualised and written in required format

2.6 Persuasive copy for pharmaceutical industry using editorials / advertorials is conceptualised and written in required format

2.7 Persuasive copy for pharmaceutical industry using details is conceptualized and written in required format

Specific Outcome 3: **Conceptualise, develop and write persuasive copy for pharmaceutical industry using alternative media, below-the-line and the internet**

Assessment Criteria

3.1 Persuasive copy for pharmaceutical industry using alternative media is conceptualised and developed in required format

3.2 Persuasive copy for pharmaceutical industry using labels and packages is conceptualised and developed in required format

3.3 Brand names are conceptualised and developed for pharmaceutical industry in required format

3.4 Persuasive copy for pharmaceutical industry using below-the-line media is conceptualised and developed in required format

3.5 Persuasive copy for pharmaceutical industry using the internet and web pages is conceptualised and developed in required format

Specific Outcome 4:   **Evaluate the impact/effectiveness of the persuasive copy**

Assessment Criteria

4.1   The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include details, brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet brands and packaging
- Pharmaceutical products will include but is not limited to; prescription medicines and over the counter products

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the processes for developing pharmaceutical industry.

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information so that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign

- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy so that it is acceptable to a range of people with varying cultural backgrounds

| 1. | TITLE: | **Develop and write persuasive copy for agricultural industry** |

2.	UNIT STANDARD NUMBER:	
3.	LEVEL ON THE NQF:	5
4.	CREDITS:	3
5.	FIELD: Sub Field:	Business, Commerce and Management Studies Marketing
6.	ISSUE DATE:	
7.	REVIEW DATE:	
8.	PURPOSE:	

Learners credited with this unit standard will be able to describe the industry the persuasive copy is being developed for, conceptualse, develop and write the copy for both above and below the line media within the agricultural industry. Learners are also able to evaluate the impact and effectiveness of the persuasive copy and take corrective action where necessary to meet the original objectives

The qualifying learners are capable of:

- Describing the agricultural industry
- Conceptualising, developing and writing persuasive copy for agricultural industry using above-the-line media
- Conceptualising, developing and writing persuasive copy for agricultural industry using alternative media, below-the-line and the internet
- Evaluating the impact/effectiveness of the persuasive copy

9. LEARNING ASSUMED TO BE IN PLACE:

- Learners accessing this qualification will have demonstrated competence against the standards in the qualification, National Certificate in Copywriting at NQF Level 5 or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1:   **Describe the agricultural industry**

Assessment Criteria

1.1   The agricultural industry is described using correct terminology and description is in line with industry norms and practices

Specific Outcome 2:   **Conceptualise, develop and write persuasive copy for agricultural industry using above-the-line media**

Assessment Criteria

2.1   Persuasive copy for agricultural industry using outdoor media is conceptualised and written in required format

2.2   Persuasive copy for agricultural industry using television / cinema is conceptualised and written in required format

2.3   Persuasive copy for agricultural industry using radio conceptualised and written in required format

2.4   Persuasive copy for agricultural industry using newspapers is conceptualised and written in required format

2.5   Persuasive copy for agricultural industry using magazines is conceptualised and written in required format

2.6   Persuasive copy for agricultural industry using editorials / advertorials is conceptualised and written in required format

Specific Outcome 3:   **Conceptualise, develop and write persuasive copy for agricultural industry using alternative media, below-the-line and the internet**

Assessment Criteria

3.1   Persuasive copy for agricultural industry using alternative media is conceptualised and developed in required format

3.2   Persuasive copy for agricultural industry using labels and packages is conceptualised and developed in required format

3.3   Brand names are conceptualised and developed for agricultural industry in required format

3.4   Persuasive copy for agricultural industry using below-the-line media is conceptualised and developed in required format

3.5   Persuasive copy for agricultural industry using the internet and web pages is conceptualised and developed in required format

Specific Outcome 4:   **Evaluate the impact/effectiveness of the persuasive copy**

Assessment Criteria

4.1   The persuasive copy is evaluated for impact/effectiveness against required objectives

4.2   Corrective action is implemented to meet objectives in line with company standard operating procedures

11.   ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   RANGE STATEMENT:

- Above-the-line media will include outdoor media, television, cinema, radio, newspapers and magazines
- Below-the-line media will include brochures, flyers, direct mail, annual reports and point of sale material
- Campaign will include any item in above-the-line media, below-the-line, alternative, internet, brands and packaging

13.   NOTES:

- **EMBEDDED KNOWLEDGE:**

  - An understanding of the processes for developing agricultural industry

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, analyse, organise and critically evaluate information so that campaign development processes are inline with client and organisational requirements
- Communicate effectively with all stakeholders when managing the development of a campaign around a single concept
- Understand the world as a set of related systems where ongoing campaign development processes selected and used lead to the overall success of the campaign
- Organise oneself and one's activities so that alternative strategies exist in the event of current strategies being rejected or failing and there are insufficient resources available
- Work effectively with others to ensure campaign development processes run smoothly
- Identify and solve problems pertaining to the development of persuasive copy
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally and aesthetically sensitive across a range of social contexts when developing persuasive copy so that it is acceptable to a range of people with varying cultural backgrounds

1. **TITLE:**   **Develop and evaluate creative solutions for a variety of advertising mediums**

2.   **UNIT STANDARD NUMBER:**

3.   **NQF LEVEL:**   5

4.   **TOTAL CREDIT VALUE:**   20

5.   **FIELD:**   Business, Commerce and Management

     Sub-field: Marketing

6.   **ISSUE DATE**

7.   **REVIEW DATE:**

8.   **PURPOSE:**

Learners credited with this unit standard will be able to source/obtain and analyse creative data and evaluate creative solutions for a variety of electronic and non-electronic advertising mediums to improve future communications

The qualifying learners are capable of:

- Extracting data from electronic and non-electronic mediums
- Developing solutions for electronic and non-electronic mediums
- Evaluating solutions for electronic and non-electronic mediums
- Describing preparation and presentation techniques

9.   **LEARNING ASSUMED TO BE IN PLACE:**

Learners accessing this qualification will have demonstrated competence in communicating verbally, presentation skills, analytical skills, lateral thinking skills.

10.   **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1:   **Extract data from electronic and non-electronic mediums**

Assessment Criteria:

1.1   Data collected for a variety of electronic of mediums is gathered in required format and in line company systems and procedures

1.2   Data extracted is formulated according to set electronic medium criteria

1.3   Data collected for a variety of non-electronic of mediums is gathered in required format and in line company systems and procedures

1.4   Data extracted is formulated according to set non-electronic medium criteria

Specific Outcome 2: **Develop solutions for electronic and non-electronic mediums**

Assessment Criteria:

2.1 Solutions for a variety of electronic mediums are compiled in the required format

2.2 Solutions for a variety of electronic mediums are developed and submitted for approval to the appropriate body

2.3 Solutions for a variety of non-electronic mediums are compiled in the required format

2.4 Solutions for a variety of non-electronic mediums are developed and submitted for approval to the appropriate body

2.5 Alternative options are explored and developed in line with company standards and submitted in the required format

Specific Outcome 3: **Evaluate solutions for electronic and non-electronic mediums**

Assessment Criteria:

3.1 Alternative solutions are recommended and explained for the mediums and findings recorded and submitted in the required format

3.2 Implement approved alternative solution within required timeframe and according to company standards and practices

Specific Outcome 4: **Describe preparation and presentation techniques**

Assessment Criteria:

4.1 Approaches are explored and explained for each medium according to industry standards for each medium category

4.2 Presentation processes, layout designs, colours venues are experimented with and best alternatives/solutions identified and applied in line with company standards

4.3 Preparation techniques are listed and explained in line with company guidelines and procedures

4.4 Presentation is in line with company presentation standards

4.5 Storyboards are prepared in accordance with set procedures

4.6 Storyboards are presented in line with company standards

11.   **ACCREDITATION AND MODERATION:**

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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   **RANGE STATEMENT:**

- Non-electronic mediums include but are not limited to; corporate identity, outdoor, promotions, in-store, information, editorial, packaging, product design, print advertising, event(s), campaigns, special occasions, advocacy, tactical advertising, promotional and point-of-sale material
- Electronic mediums include but are not limited to; television, internet

13.   **NOTES**

EMBEDDED KNOWLEDGE

- An understanding of analytical and synthesising thought processes
- Knowledge of creative thinking techniques and problem solving abilities
- An understanding of methods and techniques used in the electronic advertising mediums
- An understanding of the nature of non electronic mediums
- An understanding of the nature of electronic mediums
- An understanding of presentation skills

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports so that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and /or reports

No. 1249   **2 November 2004**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Office Administration

Registered by NSB 03, Business, Commerce and Management Studies, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 28 November 2004.* All correspondence should be marked **Standards Setting – SGB for Office Administration** and addressed to

> The Director: Standards Setting and Development
> SAQA
> *Attention: Mr. D Mphuthing*
> Postnet Suite 248
> Private Bag X06
> Waterkloof
> 0145
> or faxed to 012 – 431-5144
> e-mail: dmphuthing@saqa.co.za

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

FETC: GOVERNANCE AND ADMINISTRATION

1.   **Field:**   Business, Commerce & Management Studies

2.   **Sub-field:**   Office Administration

3.   **Level:**   4

4.   **Credits:**   140

5.   **Issue date:**

6.   **Review date:**

7.   **Rationale for the qualification**

The area of employment to which this FETC: Governance and Administration, would apply consists mostly of clerical and administrative workers in the financial or similar fields, who may or may not have any recognised qualification/s. This qualification addresses the need to assess the competencies of generic personnel requiring a background in governance, accounting and administration in order to provide opportunities for recognition and career advancement. Social and economic rationales for this qualification include the encouragement of redress the for previously disadvantaged, facilitation of access to a qualification, career advancement and further learning and personal development.

This qualification aims to address the need for applied numeric and communication competence in this learning area, as a fundamental component, while providing a means of recognising prior learning whereby, for example, competent financial or computer skills can be given credit.

The greatest need for competence at this level is with regard to:
- Office workers who have little or no formal qualification, and who wish to progress in their administrative or clerical career
- Learners who, for a variety of circumstances, did not access a senior certificate

The wide range of skills included in this qualification gives the learner a holistic understanding of the business environment in which governance and administration personnel operate, as well as a variety of clerical skills, and provides the industry and its clients with competent professionals.

This qualification is aimed at current employees as well as new personnel entering the field of governance and administration. The qualification provides the opportunity for such individuals to pursue a career in governance and administration by developing themselves through NQF qualifications as per the career path outlined below:

- National Certificate in Business Administration Services at NQF Level 3. At this point learners are introduced to office administration, basic business principles, human resources and information technology with options to delve into accounting and governance. They are routinely supervised.
- National Certificate in Business Administration: (Governance and Administration) at NQF Level 4. Learners at this level are developing core proficiency in a key business area as well as gaining exposure to the corresponding governance and administration areas of learning and applications while still ensuring broad understanding. They are given some responsibilities under supervision.
- National Certificate, and National Diploma in Governance Administration: Level 5, Diplomae and Advanced. These will allow for progression vertically within corporate structures or horizontally across companies and sectors.

Such a career path allows individuals to work in industries or organisations of their choosing. Business administration skills developed in this learning path would have a bias towards business governance and administration; however the training should be such that individuals can apply the learning in businesses where the solutions are based on a variety of other areas of knowledge or technologies. Personnel who are developed through this qualification also develop entrepreneurial, financial and marketing skills. Such expertise is becoming necessary in the South African economy in order to develop people who are able to create business opportunities and unlock potential value.

The FETC is designed to meet the needs of the learners who are already employed and involved in the organisational office environment. Additionally, however, it will also meet the needs and aspirations of the youth and unemployed who wish to pursue a career in business administration and associated fields, or in other fields where this learning may be useful. This includes adult learners who want to enter the sector or develop their careers in one or more of the related learning areas. Since the Certificate is part of a learning pathway, it will allow mobility to persons operating at any level in the field.

The qualification provides learners with a consolidated grounding in the field of business administration. This will enable them to understand the South African and global business governance and administration arena and will underpin their ability to use this learning in various business environments. The development of competence in this field will lead to better service delivery, company longevity, the promotion of wealth and job creation.

This qualification recognises the fact that knowledge and the application of organisational governance and administration is a business imperative, necessary for the success of any organisation, both strategically and operationally. This FETC is thus designed to enable individuals to develop their theoretical competencies and the practical skills to operate effectively in the field.

This qualification also reflects some of the needs of the business sector both now and in the future.

The impact of the qualification on society and the economy is reflected in the multiple job roles and careers that can stem from the qualification, including self-employment opportunities, job creation opportunities and the development of, or entry to, learners who are employed within the private or public sector. It can further stimulate and support skills development in the SMME sector.

This qualification is also ideal for the development of a number of learnerships leading to the attainment of the qualification and so to improved career opportunities for employed and unemployed learners.

8.   **Purpose of the Qualification**

The purpose of this qualification is to provide learners with the knowledge to further their learning in the field of Business Administration, and in order to advance their careers, as well as to qualify for entry to an appropriate Diploma qualification at NQF Level 5.

The qualification will allow entry into, or further development and expertise in, the following areas of application:

- Accounting
- Entrepreneurship
- Business communication in a first and second language
- Computer skills
- Risk and project management
- Business management and governance
- Marketing
- Corporate secretaryship
- Business calculations

Qualifying learners are capable of:
- Engaging in sustained oral communication and evaluating spoken texts
- Reading, analysing and responding to a variety of texts
- Writing for a wide range of contexts
- Using language and communication in occupational learning programs
- Representing, analysing and calculating shape and motion in 2-and 3-dimensional space in different contexts
- Applying knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems
- Using mathematics to investigate and monitor the financial aspects of personal, business, and national issues
- Accommodating audience and context needs in oral communication in a second language
- Interpreting and using information from texts in a second language
- Writing texts for a range of communicative contexts in a second language
- Interpreting a variety of literary texts in a second language
- Producing accounting reports
- Recording and processing workplace transactions
- Assessing legal contracts for business
- Complying to legal requirements in business

- Analysing people related risks in an organisation in order to control the risk
- Demonstrating knowledge and understanding of South African law and the regulation of risk management
- Determining risk exposure in order to manage the risk in a specific situation
- Explaining the nature of risk and the risk management process
- Developing administrative procedures in a selected organisation
- Managing administration records
- Applying efficient time management to the work of a department/division/section

Qualifying learners will also elect to attain competencies from among the following:
- Showing entrepreneurial competence
- Managing entrepreneurial finance
- Monitoring marketing information flow and collecting and processing marketing data
- Identifying and utilising marketing resources to meet objectives
- Liaising with a range of customers of a business
- Describing features, advantages and benefits of a range of products
- Applying basic business principles
- Describing information systems departments in business organisations
- Applying problem solving strategies
- Investigating the use of computer technology in an organisation
- Describing and installing a facsimile machine
- Describing and installing computer printers
- Describing and installing scanning systems
- Describing and installing photocopier machines
- Installing a personal computer or handheld computer and peripherals

9. **Level, credits and learning components assigned to the Qualification**

The FETC: Governance and Administration is at NQF Level 4 as the complexity of learning, as embodied by the specific outcomes of the related unit standards, conforms to the level of difficulty of learning at Level 4. The learning in turn is determined by the skills, knowledge, attitudes and values required and matched to the responsibility level of practitioners at whom it is aimed. The number of credits for this qualification consist of the following:

- Fundamental   56 credits (36 at level 4 and 20 at level 3)
- Core   64 credits (60 at level 4 and 4 at level 5)
- Elective   78 credits at level 4 from which a minimum of 20 must be selected

Fundamental component

Unit Standards to the value of twenty credits in Communication in a First Language and twenty credits in Communication in a Second Language have been included. The inclusion of the Unit Standards in Communication in a Second Language is to enhance the ability of South Africans to communicate with each other in our multi-lingual country.

The Unit Standards for Communication in the Second South African Language are to be chosen from the following official languages: English. Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, isiNdebele, isiXhosa, IsiZulu and sign language. The Second Language implies a language other than the language of instruction of, or the language taken as the First Language for this Qualification. The selection of the Second Official Language should be based on the language(s) of the people to whom the Learner is most likely to deliver a service.

Sixteen credits in Mathematical Literacy have also been included in the Fundamental Component.

These Fundamental Unit Standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy. Their inclusion means that the Qualification conforms to the requirements for a FETC so granting the learning access to qualifications in the Higher Education band, subject to the entrance requirements applied by Providers to specific qualifications.

All the Unit Standards are compulsory.

Core component

The Core component of the qualification consists of unit standards designed to equip the learner with the necessary functional skills and knowledge base required to operate competently within the Business Administration environment. These competencies relate directly to the actual work performed by employees in the sector.

All of these unit standards are compulsory.

Elective component

A wide range of Elective unit standards has been identified for inclusion in the Elective component of the qualification. They relate to the range of areas in which a person pursuing this qualification could work. The range of possibilities embodied in the list means that both individual and company choice are readily possible. This also enhances the possibility of any learnership that is registered based on this qualification being demand-led rather than supply-driven.

The learner is required to select unit standards to a total value of at least 20 credits from the unit standards listed in this component. The learner may also choose any other unit standards that are of interest to him/her or that enable him/her perform his/her work more efficiently with approval of the relevant ETQA.

Table indicating the Unit Standards contained in the Fundamental, Core and Elective components of the National Certificate in Business Administration: (Governance and Administration) NQF level 4

NLRD NUMBER	TITLE	LEVEL	CREDITS
Fundamental component			
8974	Engage in sustained oral communication and evaluate spoken texts	4	5
8976	Write for a wide range of contexts	4	5
8975	Read, analyse and respond to a variety of texts	4	5
8979	Use language and communication in Occupational Learning Programmes	4	5
9014	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	4	6
9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	4	6
9016	Represent, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	4	4
8968	Accommodate audience and context needs in oral communication using a second language	3	5
8969	Interpret and use information from texts in a second language	3	5
8970	Write texts for a range of communicative contexts in a second language	3	5
8972	Interpret a variety of literary contexts in a second language	3	5
	Total for Fundamental component		56
Core component			
	Assess legal contracts for business	4	8
	Comply to legal requirements in business	4	7
15007	Demonstrate knowledge and understanding of South African law and the regulation of risk management	4	4
15008	Determine risk exposure in order to manage the risk in a specific situation	4	2
14995	Explain the nature of risk and the risk management process	4	4
14999	Analyse people related risks in an organisation in order to control the risk	4	3
	Produce accounting reports	4	10
	Record and process workplace transactions	4	10
110003	Develop administrative procedures in a selected organisation	4	8
110009	Manage administration records	4	4
15234	Apply efficient time management to the work of a department/division/section	5	4

	Total for Core component		**64**
Elective component			
114958	Demonstrate an understanding of an entrepreneurial profile	4	5
	Manage finance in a small business	4	8
10027	Monitor marketing information flow and collect and process marketing data	4	4
10013	Identify and utilise marketing resources to meet objectives	4	4
10024	Liaise with a range of customers of a business	4	4
10324	Describe features, advantages and benefits of a range of products and services	4	6
	Apply basic business principles	4	10
14926	Describe information systems departments in business organisations	4	3
14927	Apply problem solving strategies	4	4
14963	Investigate the use of computer technology in an organisation	4	6
14952	Describe and install a facsimile machine	4	2
14945	Describe and install computer printers	4	2
14936	Describe and install scanning systems	4	3
14946	Describe and install photocopier machines	4	3
14950	Install a personal computer or handheld computer and peripherals	4	7
	Total for Elective component		**71 min 20**
	MINIMUM TO ACHIEVE QUALIFICATION		**140**

10.   Access to the Qualification

There is open access to this Qualification for all learners. It is preferable that learners first complete the National Certificate: Business Administration Services – NQF Level 3

11.   Learning assumed to be in place

It is assumed that learners are competent in:

- Communication at NQF Level 3
- Mathematical Literacy at NQF Level 3

12.   Exit Level Outcomes and Associated Assessment Criteria

Qualifying learners will be able to:

1. Communicate at an effective and appropriate level in a business environment in two languages

Associated assessment criteria:

- Sustained oral communication is engaged in and spoken texts can be evaluated and responded to as shown in a business meeting.
- Written reports are produced over a wide range of contexts.
- A variety of texts are read, analysed and responded to according to organisational requirements.

2. Use mathematics and numeracy to advantage in a commercial setting

   Associated assessment criteria:

   - Mathematics is used correctly in business calculations.
   - Mathematical computations are correctly used in personal everyday situations mentally and/or using a calculator

3. Develop an understanding of the fundamentals of governance

   Associated assessment criteria:

   - Legal contracts in the business context are interpreted and explained in a presentation on the topic.
   - Legal requirements relating to businesses are complied with.
   - People related risks are analysed in an organisation in order to control the risk.
   - Knowledge and understanding of South African law as it applies to risk management is demonstrated in a discussion with a coach/mentor.
   - Risk exposure is determined in order to manage the risk in a specific situation.
   - The nature of risk and the risk management process is explained to a group of peers.

4. Use the fundamentals of accounting correctly

   Associated assessment criteria:

   - Accurate accounting reports are produced in the accepted formats.
   - Workplace transactions are correctly and accurately recorded and processed.

5. Perform office administration tasks

   Associated assessment criteria:

   - Administrative procedures in a selected organisation are utilised according to organisational procedures.
   - The comprehensive, accurate and appropriate record keeping of a company is managed according to organisational procedure.
   - Efficient time management is applied to the work of a department/division or section.

6. Gain insight into the foundation areas of entrepreneurship

   Associated assessment criteria:

   - Entrepreneurial competence is demonstrated in the formation of a small business.

- Entrepreneurial finance and funding is managed in a business setting.
- Marketing information flow is monitored and collected in order to process marketing data for a new business venture.
- Marketing resources are identified and utilised in order to meet business objectives.

7. Apply business methods in a new venture

Associated assessment criteria:

- A range of customers can be liaised with for a series of business issues.
- Features, advantages and benefits of a range of products or services can be described to a group of peers.
- Basic business principles can be applied to a new venture.

8. The role of information technology in a small business can be explained

Associated assessment criteria:

- Information systems departments can be described as they apply to business organisations.
- Problem solving strategies can be applied.
- The use of computer technology in an organisation is investigated and applied.

13. Critical Cross-Field Outcomes

The various constituent Core parts of the qualification, namely Fundamentals of governance, Fundamentals of accounting and Office administration, as well as the Fundamental and Elective components, present numerous opportunities to develop each of the Critical Cross-Field Outcomes. It is anticipated that accredited service providers will readily be able to do so.

It is apparent that the following Critical Cross-Field Outcomes will easily be developed as an intrinsic part of any learning programme:

1. The nature of the Exit Level Outcomes and Associated Assessment Criteria is such that creative problem-solving is explicitly required.

2. Team and group work is a functional necessity and the Associated Assessment Criteria specify this.

3. The same considerations as in 2 above apply to the capacity of the individual learner in "managing and organising him/herself and his/her activities responsibly and effectively".

4. In participating in defining a solution to various related problems at hand, each learner is required to "collect, analyse, organise and critically evaluate information".

5. Communicating effectively is explicitly part of the requirements built into the Fundamental component of the qualification.

6. In Governance and Administration development within an organisational setting, a systemic approach is encouraged throughout.

More detail will be provided within each Unit Standard of how the Critical Cross-Field Outcomes need to be emphasised.

14. International Comparability

The unit standards set out in this document have been developed in line with international standards for the same level of learning and application, whilst remaining cognisant of the South African context.

This qualification compares favourably with similar offerings based abroad. Options include Certificate and Bachelor level qualifications in Business, Business Administration and Office Administration. Alternatives from Australia, America and Cyprus were reviewed and can be found at:

www.informaticsgroup.com/tbs/uol_am.htm
www.tauondi.sa.edu.au/business/
www.kes.ac.cy/college/courses/

15. Integrated Assessment

The qualification and its associated assessment criteria have been designed so that assessment is fully integrated with the learning. The learner must, in an authentic setting:

- demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards,
- illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken.

The emphasis throughout the qualification should be on continuous, formative assessment. Much of this is achieved in "sites of application" and involves a range of assessment tools, which will include a degree of self and peer assessment. A number of appropriate summative assessments should be planned at specific times, by assessor and learner jointly, throughout the learning process.

As a result of a range of ongoing assessment approaches in terms of testing and evaluating the fundamental, practical and reflexive competence of the learner, a skills matrix should be produced. This will clearly indicate not only the knowledge gaps and skills deficits of the individual, but also highlight the learner's strengths and weaknesses related to the other elements of applied competence, namely:

- information processing and the power of analysis
- problem solving and a decision making capacity
- communication skills.

The assessment process should be capable of being applied to RPL, subject to the policy and criteria of the relevant Education and Training Quality Assurance body (ETQA).

16. **Recognition of prior learning (RPL)**

This qualification can be achieved wholly or in part through the Recognition of Prior Learning and the qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses, providing they can demonstrate competence in the outcomes of the individual unit standards as required by the Fundamental, Core and Elective areas stipulated in the qualification and by the exit level outcomes.

An RPL process may also be used to credit learners with individual unit standards in which they have developed the necessary competency as a result of workplace and experiential learning

Learners submitting themselves for RPL assessment 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. While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

The approach taken to RPL in this qualification most certainly reflects the objectives of the NQF in that it will allow access to qualifications for a large section of previously disadvantaged persons who were marginalised from mainstream education and training. RPL will also provide access for the youth and unemployed to embark on learning and career path progression. However RPL is perhaps more relevant to provide recognition of experience acquired over many years in the workplace for those already employed. RPL will allow these persons to accumulate credits for experiential learning gained. In this way, as a result of RPL, each of these groups of individuals will be able to receive portable, nationally recognised formal qualifications.

17. **Articulation Possibilities**

This qualification has been developed for mobility across industries and is intended to allow for further learning towards higher level qualifications in Business Administration, or specialisation within a component of Business Administration (for example, human resource related administration).

18. **Moderation**

- Anyone assessing a learner, or moderating the assessment of a learner, against this qualification must be registered as an assessor with the relevant 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 accredited as a provider with the relevant ETQA, or with an ETQA that has an MOU with 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 both in individual unit standards as well as the integrated competence described in the exit level outcomes of the qualification.

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, or with an ETQA that has an MOU with the relevant ETQA.

The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory. Iteration of the process, and continued review and maintenance of this qualification will ensure development of the NQF and this framework in particular.

In terms of quality assurance, the following criteria for the registration of assessors and moderators apply:

1.   TITLE : Apply basic business principles

2.   Unit Standard number:

3.   NQF level: 4

4.   Credit value: 15

5.   Field: **Business, Commerce and Management Studies**
      Sub field: Office administration

6.   Issue date:

7.   Review date:

8.   Purpose:

A person credited with this Unit Standard is able to apply various theories of economics, marketing and management. Skills obtained after successfully completing this Unit Standard will provide learners with generic business competencies.

In particular, on completion of this Unit Standard, the learner is able to:

- Apply the profit motive to a going concern
- Demonstrate an understanding of basic economics
- Undertake basic marketing activities
- Operate according to an organisational structure
- Discuss business objectives and goals

9.   Learning assumed to be in place:

Learners are competent in:

- Communication at NQF Level 3
- Mathematical Literacy at NQF Level 3

10.   Specific Outcomes and Assessment Criteria:

Specific Outcome 1:   **Apply the profit motive to a going concern**

Assessment Criteria:

1.1 The concept of a going concern is discussed with examples.
1.2 The profit motive can be applied to a selected organisation.
1.3 The advantages and limitations of a particular form of business ownership are explained with examples.

Specific Outcome 2:   **Apply production theory in a selected workplace**

Assessment Criteria:

2.1 Principles of demand and supply are utilised in decision making and related to a pricing structure for a range of products and/or services.

2.2 Break-even sales in Rand and unit terms can be determined for a range of products and/or services.

2.3 The theory of economies of scale can be explained in an essay on the topic.

2.4 The role and cost of labour and equipment, as factors of supply or delivery of products/services can be presented to a group of peers.

Specific Outcome 3: **Segment a market and undertake appropriate marketing measures**

Assessment Criteria:

3.1 Market research is conducted, data is collated and evaluated and presented to a coach/mentor.

3.2 A buying market can be segmented and a marketing mix applied to a range of products/services.

3.3 Advertising can be composed for a target market and appropriate media selected for placement.

Specific Outcome 4: **Operate within a company reporting structure**

Assessment Criteria:

4.1 An organisational chart is constructed for a particular company.

4.2 Staff and line functions are clarified, and reporting lines are identified within a selected company's hierarchical structure.

4.3 The mission, vision and values of a company are described to a relating them to function.

4.4 Supervisory and managerial roles are defined in a presentation using examples.

Specific Outcome 5: **Align business unit goals with overall business strategy and objectives**

Assessment Criteria:

5.1 Organisational objectives are interpreted and a business plan analysed for a particular company.

5.2 Action plans to meet organisational objectives are implemented efficiently.

5.3 Unworkable objectives are reported on and contingency plans constructed to ensure that business goals remain achievable.

11. **Accreditation and moderation:**

- An individual wishing to be assessed (including through RPL) against this Unit Standard may apply to an assessment agency, assessor with the relevant Education and Training Quality Assurance body (ETQA).

- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this Unit Standard or assessing this Unit Standard must be accredited as an provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.　Range statement:

- Although the learner will gain knowledge of various business principles, this Unit Standard will not prepare him/her to become responsible for the management of a company;

13.　Notes:

Embedded knowledge:

The knowledge underpinning the above specific outcomes is:

- The theories of:
  o　The profit motive;
  o　The going concern;
  o　Forms of business ownership;
  o　Demand and supply;
  o　Economies of scale;
- A business plan;
- An organizational chart.

Critical Cross-Field Outcomes:

The following critical outcomes relate to this Unit Standard and will be elaborated upon within the learning context:

1. Problem identification and solution in creative ways when aligning business strategy to business goals;
2. Working in teams throughout the work
3. Organising and managing self when applying the project motive;
4. Critically collecting, evaluating and analysing information and operating the reporting system;
5. Appropriate use of information technology equipment and systems when operating the reporting system.

1.   **Title: Assess legal contracts for business**

2.   **Unit Standard number:**

3.   **NQF Level:**   4

4.   **Credits:**   8

5.   **Field:**   **Business Commerce and Management Studies**

      Sub-field   Office Administration

6.   **Issue date:**

7.   **Review date:**

8.   **Purpose:**

The purpose of this Unit Standard is to enable learners to demonstrate the ability to apply the required legal requirements in the performance of relevant business activities. Special emphasis is drawn to contracts primarily used in the business context.

In particular, on completion of this Unit Standard, the learner is able to:

- Demonstrate an understanding of the nature, role, history and sources of South African Law
- Assess the legal rules that relate to the validity of various contracts
- Demonstrate an understanding of the rights, duties of parties to a contract. .
- Demonstrate an understanding of the relevant terms and concepts used within contracts

9.   **Learning assumed to be in place:**

Learners should be competent in:

- Communication skills at NQF Level 3
- Mathematical Literacy at NQF Level 3

10.   **Specific Outcomes and Assessment Criteria**

      Specific Outcome 1:   **Demonstrate an understanding of the nature, role, history and sources of South African Law**

      Range: South African Law will include Constitutional Law, Commercial Law, Civil Law

      Assessment Criteria

      1.1   An assessment of the concept "law" and "right" is made and a brief explanation is given in written form.

      1.2   The concepts "natural person" and "juristic person" are explained to a peer group with examples.

      1.3   The various sources of South African law are identified and a brief explanation is given on the history of each.

      1.4   A list of the various court structures relevant within the context of South African Law is presented.

1.5   The accepted conflict resolution procedures, relevant to disputes arising within the ambit of the South African legal framework, are outlined in a flow-diagram.

Specific Outcome 2:   Assess the legal rules that relate to the validity of various contracts

Range: Contracts will include contracts of sale, lease contracts, insurance contracts

Assessment Criteria

2.1   The term "contractual capacity" is explained to a peer group with examples.

2.2   The concept "breach of contract" is explained and an example is outlined of three possibilities.

2.3   The terms and conditions of a contract are identified and a brief explanation is given on the understanding thereof.

2.4   A flow-diagram is produced outlining the administrative procedure to be applied in terminating a contract.

Specific Outcome 3:   Demonstrate an understanding of the rights and duties of parties to a contract

Range: Contracts will include contracts of sale, lease contracts, insurance contracts

Assessment Criteria

3.1   The rights and duties of "buyers" and "sellers" are explained and a brief definition is given of the terms used.

3.2   The rights and duties of "lessors" and "lessees" are explained and a brief definition is given of the terms used.

3.3   The rights and duties of "insurers" and "an insured" are explained and a brief description is given of the terms used.

Specific Outcome 4:   Demonstrate an understanding of the relevant terms and concepts used within contracts

Range: Contracts will include contracts of sale, lease contracts, insurance contracts

4.1   The term "latent defects", as applied in contracts of sale/lease, is described and an example is identified with a possible and appropriate remedy.

4.2   The concept "transfer of ownership" is explained together with an outline of the procedure.

4.3   A written comparison and distinction is drawn between indemnity and non-indemnity insurance.

4.4   The duty of the insured to disclose, and an explanation of the term "disclosure", is given in a simulated environment.

11. **Accreditation and moderation**

- An individual wishing to be assessed (including through RPL) against this Unit Standard may apply to an assessment agency, assessor with the relevant Education and Training Quality Assurance body.
- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant Education and Training Quality Assurance body
- Any institution offering learning that will enable achievement of this Unit Standard or assessing this Unit Standard must be accredited as an provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. **Range Statements**

- At least three dispute resolution methods are included
- Latent defects should include warranties

13. **Notes**

Critical Cross-Field Outcomes

This Unit Standard supports the following critical cross-field outcomes:

1. Collect, organise and critically evaluate information when assessing legal rules or gathering information sources;
2. Communicate effectively in the correspondence with clients using oral and written skills;
3. Organising and managing the administrative processes responsibly and effectively;
4. Identifying and solving problems which arise during the execution of duties and tasks in ways that display critical and creative thinking;
5. Work effectively;
6. Demonstrate an understanding of the impact of the relevant legislation on the parties to a contract by recognising that problem-solving contexts do not exist in isolation;
7. Use technology effectively and critically to record, draft and present correspondence;
8. Be culturally and aesthetically sensitive to the a wide range of clients.

1.   **Title:**   **Comply to legal requirements in business**

2.   **Number:**

3.   **NQF Level:**   4

4.   **Credits:**   7

5.   **Field:** Business, Commerce and Management Studies
      Sub Field: Office Administration:

6.   **Issue Date:**

7.   **Re-issue Date:**

8.   **Purpose:**

The purpose of the learning for this Unit Standard is that learners are able to comply to legal requirements when performing their business activities. This Unit Standard does not deal with assessing contracts, but places more emphasis on labour and other aspects of law. Skills that will be acquired include performing duties within the boundaries of the South African legal framework

9.   **Learning assumed to be in place**

Learners are competent in:

- Communication at NQF Level 3
- Mathematical Literacy at NQF Level 3

Specific Outcomes and Assessment Criteria

Specific Outcome 1:   **Demonstrate an understanding of the purpose and application of labour statutes**

Range: *Labour legislation will include Labour Relations Act, Basic Conditions of Employment Act. Applications would include inclusions, exclusions and temporary employees)*

Assessment Criteria

1.1   The major purpose and application of the Basic Conditions of Employment Act are outlined with examples
1.2   The major purpose and application of the Labour Relations Act are outlined with examples
1.3   Identify the various categories of conduct dismissals and unfair labour practices that may be referred to the appropriate dispute resolution bodies in terms of the Labour Relations Act.
1.4   The salient features of an employment contract are identified with examples of correct practice
1.5   Statutory requirements, such as "pay as you earn" (PAYE), unemployment insurance (UIF), skills development levy (SKL), workmens compensation (WC) and regional services council levies (RSCL) are explained orally.

Specific Outcome 2:   Demonstrate an understanding of the Insolvency Law

Assessment Criteria

2.1   The salient features of the Insolvency Act, in particular the voluntary surrender clause, and compulsory sequestration clauses are identified and listed in written form.

2.2   The consequences of sequestration for the insolvent / sequestratee, are identified and an explanation given in an essay format.

2.3   The administrative processes required for the sequestration of an estate are outlined and explained orally.

2.4   The requirements for rehabilitation are listed and explained in a simulated environment.

Specific Outcome 3:   Demonstrate an understanding of legal security

Assessment Criteria

3.1   The concept and terms "legal security", "lien" and "tacit hypotec" are explained orally.

3.2   A comparison is drawn between "real" and "personal" security with an example of each.

3.3   The relationship existing between a "creditor" and a "principle debtor" and/or "surety", are explained orally.

Specific Outcome 4: Demonstrate an understanding of the law of partnership

Assessment Criteria

4.1   The various elements of partnerships are defined and explained orally.

4.2   The rights, duties, benefits and obligations of a partner, within a partnership relationship, are explained and presented in written form.

4.3   The termination process of a partnership relationship is explained to a peer group.

11.   Accreditation Process and Moderation

- An individual wishing to be assessed (including through RPL) against this Unit Standard may apply to an assessment agency, assessor with the relevant Education and Training Quality Assurance body (ETQA).
- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this Unit Standard or assessing this Unit Standard must be accredited as an provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12.   Range Statements

- At least three dispute resolution methods are included
- Latent defects should include warranties
- Two sequestration procedures must be included

13.   Notes:

Critical Cross-field Outcomes

Learners have acquired the generic ability to:

- Identify and solve problems
- Work effectively with others in a team

- Employ self management
- Manage information
- Communicate effectively
- Demonstrate basic technological competence
- Understand contextual world-systems

14.   Essential Embedded Knowledge

Qualified learners understand and can explain:

- Labour Relations Act
- Basic conditions of Employment Act
- Employment Equity Act
- Insolvency Act

1. **Title : Manage finance in a small business**

2. **Unit Standard number:**

3. **NQF level:** 4

4. **Credit value:** 8

5. **Field:** **Business, Commerce and Management Studies**

   Sub field: Office administration

6. **Issue date:**

7. **Review date:**

8. **Purpose:**

A person credited with this Unit Standard is able to demonstrate an understanding of entrepreneurial finance; South African legislation related to company finance; sources of finance, and financial supervision related both to start-up and operational finance.

In particular, on completion of this Unit Standard, the learner is able to:

- Apply for finance and negotiate terms of any loan
- Understand how various pieces of legislation affect the finances of a company operating in South Africa
- · Perform costing and a break-even analysis
- Supervise Debtor and Creditor control
- Ensure that accurate financial record keeping takes place
- Oversee the cash flow of an organisation

9. **Learning assumed to be in place:**

Learners should be competent in:

- Communication at NQF Level 4
- Mathematical Literacy at NQFLevel 4

10. **Specific Outcomes and Assessment Criteria:**

   Specific Outcome 1: **Raise financial support externally**

   Assessment Criteria

   1.1 Sources of funds are identified and contacted in order to compile a list of potential financiers, their requirements and possible capital injection values.

   1.2 The most suitable source of funds is followed up and any required collateral is assessed and offered against funding.

1.3   Application for the loan or funding is compiled and submitted together with a business plan and any other required documentation.

1.4   Repayments including any interest are determined, matched to the budget in the business plan; and if feasible the agreement is entered into.

Specific Outcome 2:   Calculate the break-even budget

Assessment Criteria

2.1   Fixed and variable costs are assessed, based on the business plan.

2.2   The contribution margin ratio is determined per unit of product/service offered.

2.3   Trading expenses per a revised business plan are included in order to produce a budget of all anticipated costs and expenses.

2.4   Break-even point is established in terms of rands and units of required sales per period to meet this total budget.

Specific Outcome 3:   Assess the impact of tax and other statutory expenses

Assessment Criteria

3.1   The impact of company tax is determined in accordance with the type of business ownership constructed.

3.2   Value Added Tax is managed in accordance with statutory requirements.

3.3   All monthly statutory returns are timeously completed and remitted with the appropriate payment.

3.4   Taxes and other statutory payments are estimated and included in the budget.

Specific Outcome 4:   Supervise financial record keeping and cashflow

Assessment Criteria

4.1   Source documents of all income, expense and balance sheet items are appropriately filed and stored.

4.2   Data is captured on the accounting system in use, in order for the appropriate reports to be compiled.

4.3   Debtors and creditors are controlled in order to keep the cashflow in a positive or acceptable position.

4.4   Overdraft facilities are negotiated with a financial institution.

11.   **Accreditation and moderation:**

- An individual wishing to be assessed against this Unit Standard (including through RPL) may apply to an assessment agency, assessor or provider institution accredited by the relevant Education and Training Quality Assurance body (ETQA), or one with an appropriate memorandum of understanding (MOU) with the relevant ETQA.

- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.

- Any institution offering learning that will enable achievement of this Unit Standard, or assessing this Unit Standard, must be accredited as a provider with the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.
- Moderation of assessment will be conducted by the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.

12.   **Range statement:**

- Although the learner will gain knowledge of various forms of capital injection he/she will not be expected to act as an expert in any of these methods, based solely on the achievement of this Unit Standard;

13.   **Notes:**

Embedded knowledge:

The knowledge underpinning the above specific outcomes is:

- The process of applying for financing;
- Negotiation skills;
- The ability to calculate costs in total and per unit of product or service offered;
- Break-even calculation and analysis;
- An employer's knowledge of company tax and Value Added Tax and statutory commitments such as Pay As You Earn, the Unemployment Insurance Fund, RSC Levies, Skills Development Levies and Workmen's Compensation;
- An overview of Debtors and Creditors control.

Critical Cross-Field Outcomes:

The following critical outcomes relate to this Unit Standard and will be elaborated upon within the learning context:

1. Problem identification and solution in creative ways when supervising record keeping;
2. Organising and managing self within the context of organisational transformation;
3. Critically collecting, evaluating and analysing information when determining which the best source of external financing is;
4. Appropriate use of information technology equipment and systems when keeping financial records.

1.   **Title:**   **Produce accounting reports**

2.   **Unit Standard number:**

3.   **NQF level:**   **4**

4.   **Credits:**   **10**

5.   **Field:**   **Business, Commerce and Management Studies**

      Sub field: Office Administration

6.   **Issue date:**

7.   **Review date:**

8.   **Purpose:**

A person credited with this Unit Standard is able to demonstrate an understanding of a double-entry accounting system, and will be able to input data into an appropriate accounting system, reconcile particular accounts and produce appropriate accounting reports for a company operating in South Africa.

In particular, on completion of this Unit Standard, the learner is able to:

- Operate within the context of a double-entry accounting system in a particular organisation
- Input data, including a budget, and keep accurate financial records
- Balance a general ledger and produce a trial balance
- Prepare and input journal entries
- Reconcile various accounts
- Produce or compile an income statement, a balance sheet and a cashflow statement
- Prepare supporting analyses including those for debtors and creditors

9.   **Learning assumed to be in place:**

It is assumed that learners are competent in:

- Communication at NQF Level 3
- Mathematical Literacy at NQF Level 3

10.   **Specific Outcomes and Assessment Criteria:**

      Specific Outcome 1: Understand the double-entry accounting system

      Assessment Criteria:

1.1 Accounting terminology is understood, particularly relating to the double-entry system.

1.2 All income, expense and journal items are entered into the manual or computerised accounting system in a manner that retains its balance.

1.3 A trail-balance can be produced when required.

1.4 All source documentation is retained to validate any data entered.

Specific Outcome 2: Compile the accounts of a company

Assessment Criteria:

2.1 All monthly income and expense accounts are reviewed with regard to highlighting potential errors or omissions.

2.2 All general ledger accounts, but particularly fixed assets, debtors, creditors, stock and bank are reconciled to detailed listings or analyses.

2.3 Journal entries such as accruals, prepayments and depreciation are calculated and captured into the accounting system.

Specific Outcome 3: Compile accounting reports

Assessment Criteria:

3.1 The budget is captured into the system for comparison purposes.

3.2 Regular reports are compiled showing the financial position of the business, including an income (or profit and loss) statement, a balance sheet and a cashflow statement.

3.3 Specific reports are compiled on a regular basis for control purposes, including an asset register, a stock-holding list, a debtors analysis and a creditors analysis.

3.4 The income statement, and balance sheet, is compared with budgeted expectations and material variances are investigated.

11. **Accreditation and moderation:**

- An individual wishing to be assessed against this Unit Standard (including through RPL) may apply to an assessment agency, assessor or provider institution accredited by the relevant Education and Training Quality Assurance body (ETQA), or one with an appropriate memorandum of understanding (MOU) with the relevant ETQA.

- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.

- Any institution offering learning that will enable achievement of this Unit Standard, or assessing this Unit Standard, must be accredited as a provider with the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.

- Moderation of assessment will be conducted by the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.

12. **Range statement:**

- Although the learner will produce reports relating to company finance he/she will not be expected to analyse any of these reports or to act in any capacity overseeing entrepreneurial finance, based solely on the achievement of this Unit Standard;

13.   **Notes:**

Embedded knowledge:

The knowledge underpinning the above specific outcomes is:

- Accounting skills in the South African context;
- Development of a trial-balance, income statement, balance sheet and cashflow statement;
- Creation of, and inputting into, a general ledger:
- The fundamentals of reconciling specific accounts;
- A basic knowledge of fixed assets, stock, debtors and creditors.

Critical Cross-Field Outcomes:

The following critical outcomes relate to this Unit Standard and will be elaborated upon within the learning context:

1. Problem identification and solution in creative ways;
2. Team and group work;
3. Organising and managing self within the context of organisational transformation;
4. Critically collecting, evaluating and analysing information;
5. Appropriate use of information technology equipment and systems.

Additionally, communication is established as an area of development in its own right. Also, aspects of personal development feature throughout the achievement of this Unit Standard.

1.   **Title:**   **Record and process workplace transactions**

2.   **Unit Standard number:**

3.   **NQF level:**   **4**

4.   **Credit value:**   **10**

5.   **Field:**   **Business, Commerce and Management Studies**

       Sub field: Office Administration

6.   **Issue date:**

7.   **Review date:**

8.   **Purpose:**

A person credited with this Unit Standard is able to demonstrate an understanding of various trading and bookkeeping transactions, the role they play in financial reporting and how they represent the trading results of a business; and also be able to record and process those transactions.

In particular, on completion of this Unit Standard, the learner is able to:

- Process invoices, credit-notes and debit notes on a system in place in a particular company;
- Cater for Value Added Tax and the effect on a stock system for the above transactions;
- Prepare goods received vouchers and debit notes or other proof of delivery required by the procedures in a particular organisation;
- Deal with stock transfers to endure that stock counts remain accurate;
- Create journal entries for transactions not based on invoices, credit-notes or debit notes;
- Accurately record and retain for safe-keeping any documentation required to validate any transaction;
- Compile reports accumulating totals related to numerous transactions within a particular time-frame;
- Explain how individual transactions are accumulated and eventually influence the financial reports of a selected organisation.

9.   **Learning assumed to be in place:**

Learners should be competent in:
- Communication at NQF Level 3
- Mathematical Literacy at NQF Level 3

10.   **Specific Outcomes and Assessment Criteria:**

Specific Outcome 1: Understand the processing of basic transactions

Assessment Criteria:

1.1   Source documents relating to invoices, credit-notes and debit-notes can be identified and an explanation is given of their use.
1.2   Invoices, credit-notes and debit-note transactions are processed according to the procedures of a selected company.
1.3   The allocation of Value Added Tax is correctly handled in business transactions
1.4   The effect of the transactions on stock figures are discussed with examples.
1.5   All parts of the transaction, including items such as date, quantities, amounts and discounts, are recorded and processed according to general accounting practice. accurately demonstrated.

Specific Outcome 2: Process stock transactions

Assessment Criteria:

2.1   Documentation such as goods transfer issues, goods received notes, delivery notes (or other proof of delivery documents) are used to complete transactions relating to stock.
2.2   Reports are compiled showing the accumulated totals for various transactions related to this and the previous specific outcome.
2.3   Orders can be captured, and back-orders fulfilled or cancelled.

Specific Outcome 3: Compile accounting reports

Assessment Criteria:

3.1   Journal entries can be captured from documents or journals, including all entries related to petty cash as well as all types of accounts held with financial institutions.
3.2   Value Added Tax is correctly accounted for in these transactions.
3.3   Important features such as date, value and general ledger account are accurately captured.
3.4   The impact all the transactions in this Unit Standard can have on the General Ledger, and thus the financial reporting, of a particular company can be discussed.
3.5   The role of complete and accurate record-keeping in the context of this Unit Standard can be presented to a group of peers.

11.   **Accreditation and moderation:**

- An individual wishing to be assessed against this Unit Standard (including through RPL) may apply to an assessment agency, assessor or provider institution accredited by the relevant Education and Training Quality Assurance body (ETQA), or one with an appropriate memorandum of understanding (MOU) with the relevant ETQA.
- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.

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- Any institution offering learning that will enable achievement of this Unit Standard, or assessing this Unit Standard, must be accredited as a provider with the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.
- Moderation of assessment will be conducted by the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.

12.   **Range statement:**

- Although the learner will produce reports relating to company finance he/she will not be expected to analyse any of these reports or to act in any capacity overseeing entrepreneurial finance, based solely on the achievement of this Unit Standard;
- This Unit Standard alone does not represent an introduction to company finance;
- The learner will not have to prepare any financial reports other than those totaling the appropriate transactions in terms of this Unit Standard;
- The learner should have an understanding of the accounting system in place in a particular organisation but the skills needed to use that system are not included in the achievement of this Unit Standard;
- The learner is expected to complete all transactions included in this Unit Standard in various forms.

13.   **Notes:**

Embedded knowledge:

The knowledge underpinning the above specific outcomes is:

- The business cycle and its relation to stock movement;
- Business transactions resulting in invoices, credit-notes and debit-notes;
- Documentation related to the movement of stock;
- Journal entries;
- The role and mechanics of Value Added Tax;
- Accurate record-keeping;
- The flow of financial information from source documents and transactions to the General Ledger and financial statements.

Critical Cross-Field Outcomes:

The following critical outcomes relate to this Unit Standard and will be elaborated upon within the learning context:

1. Problem identification and solution in creative ways;
2. Team and group work;
3. Organising and managing self within the context of organisational transformation;
4. Critically collecting, evaluating and analysing information;
5. Appropriate use of information technology equipment and systems.

Additionally, communication is established as an area of development in its own right. Also, aspects of personal development feature throughout the achievement of this Unit Standard.

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