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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:**

Propose ideas for radio programmes and items

SAQA US ID	UNIT STANDARD TITLE			
117560	Propose ideas for radio programmes and items			
ORIGINATOR				
SGB Audio-visual Media Production				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 04 - Communication Studies and Language			Communication Studies	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	Level TBA: Pre-2009 was L5	6
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2018-07-01	2023-06-30	SAQA 06120/18
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

The purpose of the learning is to provide learners with the competencies, as well as the associated confidence, to propose ideas for radio programs and items. Credited learners are able to both receive and provide feedback in a constructive manner, as well as present ideas in way that facilitates the understanding of others and promotes the idea.

The standard will aid industry in selecting competencies relevant to their requirements. Credited learners are able to increase their earning capacity, thereby contributing towards the upliftment of their communities.

Credited learners are capable of:

- Developing ideas that fit strategic program objectives.
- Evaluating ideas against strategic program objectives.
- Formulating ideas for presentation to decision makers.
- Presenting ideas to obtain feedback.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

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

- Language and communication: NQF 4.

UNIT STANDARD RANGE

The range of this Unit Standard is reflected in the Specific Outcomes and Assessment Criteria of the Unit Standard.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Develop ideas that fit strategic program objectives.

OUTCOME RANGE

Ideas can be generated by the learner or by others.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Ideas are developed that meet audience requirements.

ASSESSMENT CRITERION 2

Ideas are developed that meet specified requirements of given style and contexts.

ASSESSMENT CRITERION 3

Ideas are developed that are in line with given station policies.

ASSESSMENT CRITERION 4

Development of ideas is based on information from identified sources.

SPECIFIC OUTCOME 2

Evaluate ideas against strategic program objectives.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Ideas are evaluated against given criteria.

ASSESSMENT CRITERION RANGE

Criteria can include fit for program content, duration, audience needs, etc.

ASSESSMENT CRITERION 2

Ideas are ranked in terms of specified requirements.

ASSESSMENT CRITERION 3

Results are evaluated and justified in terms of context requirements.

ASSESSMENT CRITERION 4

Evaluation of results includes comparison with previous evaluation results.

ASSESSMENT CRITERION 5

Ideas are compared and evaluated for uniqueness.

ASSESSMENT CRITERION 6

Feedback and implications for idea development are evaluated and justified in terms of given specifications.

SPECIFIC OUTCOME 3

Develop ideas for presentation to decision makers (how will it work on air).

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Presentation is formulated is structured to meet specified requirements.

ASSESSMENT CRITERION 2

Presentation is developed that contains an amount of detail that meets specified requirements.

ASSESSMENT CRITERION 3

Idea implementation is projected showing that suggested working, technicalities and procedures of implementing ideas are workable against specifications and in specified formats.

ASSESSMENT CRITERION 4

Idea implementation is projected to be feasible for specific contexts.

ASSESSMENT CRITERION 5

Costs are estimated realistically in terms of specified requirements.

ASSESSMENT CRITERION 6

Strategies are developed for the presentation, that meet specified context requirements.

ASSESSMENT CRITERION 7

Others' ideas are developed in line with station policies.

SPECIFIC OUTCOME 4

Present ideas to obtain feedback.

ASSESSMENT CRITERIA**ASSESSMENT CRITERION 1**

Strategies are developed for the presentation, that meet specified context requirements.

ASSESSMENT CRITERION 2

Information is presented with the appropriate amount of information for specified contexts.

ASSESSMENT CRITERION 3

Presentation is delivered in a format, and style that is clear and appropriate for the decision making audiences.

ASSESSMENT CRITERION 4

Decision making audience characteristics are accurately described.

ASSESSMENT CRITERION 5

Presentation tools are used which are appropriate for decision making audience.

ASSESSMENT CRITERION 6

Presentations meet specified objectives and requirements.

ASSESSMENT CRITERION 7

Feedback is verified for accuracy with decision making audiences.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

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

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

Credited learners understand and can explain:

- Specified procedures relevant to production and broadcasting (includes editing and directing).
- Script interpretation.
- Time management for broadcasting.
- Idea generation techniques.
- Presentation styles.
- Communication styles.

- Strategy and target audience.
- Industry characteristics, trends and developments.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when feedback and implications for idea development are evaluated in terms of given specifications.

UNIT STANDARD CCFO WORKING

Work effectively with others as a member of a team, group, organisation or community when presenting ideas to obtain feedback.

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively when presentation is delivered in a format, and style that is clear and appropriate for the decision making audiences.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information when idea implementation is projected to be feasible for specific contexts.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation when presenting ideas to obtain feedback.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically, showing responsibility towards the environment and health of others when presentation is delivered in a format, and style that is clear and appropriate for the decision making audiences.

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when strategies are developed for the presentation, that meet specified context requirements.

UNIT STANDARD ASSESSOR CRITERIA

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

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

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

N/A

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	62069	National Certificate: Radio Production	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	MICTS
Core	49125	National Certificate: Radio Production	Level 5	Level TBA: Pre-2009 was L5	Passed the End Date - Status was "Registered"	2007-12-02	Was MICTS until Last Date for Achievement

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. Davest Trading 36 Pty Ltd
2. NEMISA
3. South African Film Institute

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