

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**BROADCAST JOURNALISM**

**LEVEL 6**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement Kenya’s development blue print and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the media sector’s growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 on Reforming Education and Training in Kenya, emphasized the need toreform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Journalism Sector Skills Advisory Committee (SSAC) have developed Occupational Standards for Broadcast Journalist. These standards will be the basis for development of competency-based curriculum for Broadcast Journalism Level 6.

This curriculum has been developed following the CBET framework policy; the CBETA Standards and guidelines provided by the TVET Authority and the Kenya National Qualification framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Journalism SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON, TVET CDACC**

# ACKNOWLEDGEMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I recognize with appreciation the role of the Journalism Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the media sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in Media Sector acquire competencies that will enable them to perform their work more efficiently.

**CEO/ COUNCIL SECRETARY**

**TVET CDACC**

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# ABBREVIATIONS AND ACRONYMS

A Control version

AIDS Acquired Immunodeficiency Syndrome

BC Basic Unit

BJ Broadcast Journalism

CBET Competency Based Education and Training

CC Common unit

CDACC Curriculum Development Assessment Certification Council

CEO Council Secretary

CR Core Unit

CU Curriculum

HIVAcquired Immunodeficiency Virus

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

LCD Liquid Crystal Display

ME Media

OSH Occupational Safety and Health

PESTEL Political Environmental Social Technological Economic Legal

PPE Personal Protective Equipment

Q&A Questions and Answer

SSAC Sector Skills Advisory Committee

SWOT Strength Weakness Opportunity Threat

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

ME/CU/BJ/BC/01/6/A

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Version Control

# **COURSE OVERVIEW**

Broadcast Journalism level 6 consist of competencies that an individual must achieve to enable him/her produce broadcast programs, produce broadcast news, edit broadcast program, present broadcast news , determine broadcast equipment and studio operations, write and report news, produce feature stories, carry out investigative journalism , practice photojournalism, apply media convergence, plan and manage journalism project, conduct research in mass communication, demonstrate the understanding of mass communication and apply fundamentals of digital journalism.

The course consists of the following basic, common and core units of learning:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| ME/CU/BJ/BC/01/6/A | Communication skills | 40 | 4.0 |
| ME/CU/BJ/BC/02/6/A | Numeracy skills | 60 | 6.0 |
| ME/CU/BJ/BC/03/6/A | Digital literacy | 60 | 6.0 |
| ME/CU/BJ/BC/04/6/A | Entrepreneurial skills | 100 | 10.0 |
| ME/CU/BJ/BC/05/6/A | Employability skills | 80 | 8.0 |
| ME/CU/BJ/BC/06/6/A | Environmental literacy | 40 | 4.0 |
| ME/CU/BJ/BC/07/6/A | Occupational safety and health practices | 40 | 4.0 |
| **Subtotal 1** | | **420** | **42**.0 |

**Common Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| ME/CU/BJ/CC/01/6/A | Media Law | 140 | 14.0 |
| ME/CU/BJ/CC/02/6/A | Media Ethics | 100 | 10.0 |
| **Subtotal 2** | | **240** | **24**.0 |

**Core Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| ME/CU/BJ/CR/01/6/A | Broadcast program production | 100 | 10.0 |
| ME/CU/BJ/CR/02/6/A | News Production | 120 | 12.0 |
| ME/CU/BJ/CR/03/6/A | Broadcast programs editing | 120 | 12.0 |
| ME/CU/BJ/CR/04/6/A | Broadcast news | 130 | 13.0 |
| ME/CU/BJ/CR/05/6/A | Broadcast equipment and studio operations | 120 | 12.0 |
| ME/CU/BJ/CR/06/6/A | Writing and reporting news | 100 | 10.0 |
| ME/CU/BJ/CR/07/6/A | Feature stories | 90 | 9.0 |
| ME/CU/BJ/CR/08/6/A | Investigative journalism | 120 | 12.0 |
| ME/CU/BJ/CR/09/6/A | Photojournalism | 130 | 13.0 |
| ME/CU/BJ/CR/10/6/A | Media convergence | 120 | 12.0 |
| ME/CU/BJ/CR/11/6/A | Project management | 100 | 10.0 |
| ME/CU/BJ/CR/12/6/A | Mass communication research | 120 | 12.0 |
| ME/CU/BJ/CR/13/6/A | Mass communication | 130 | 13.0 |
| ME/CU/BJ/CR/14/6/A | Fundamentals of digital journalism | 120 | 12.0 |
| ME/CU/BJ/CR/15/6/A | Industrial Attachment | 480 | 48.0 |
| **Subtotal 3** | | 2100 | 210.0 |
| **Grand total** | | **2760** | **276**.0 |

The total duration of the course is 2760 hours

**Industrial Attachment**

It is envisaged that the trainee will have undergone a field training and assessment with a recognized broadcast journalism farm. At least 480 hours (12 weeks) will be spent on a supervised and assessed field attachment.

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Attained KCSE Mean Grade of C-(minus)

**Or**

1. Broadcast journalism Level 5

**Or**

1. Equivalent qualifications in the related field as determined by Kenya National Qualifications Authority (KNQA)

**Trainer qualification**

The trainer for this course must have a qualification higher than these course

**Assessment**

The course will be assessed at two levels: internally and externally. Internal assessment is continuous and is conducted by the trainer who is monitored by an accredited internal verifier while external assessment is conducted by accredited external assessors appointed by TVET CDACC.

**Certification**

A candidate will be issued with a Certificate of competency on demonstration of competence in a unit of competency. To attain the broadcast journalism Level 6 Qualification, the candidate must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provider.

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** ME/CU/BJ/BC/01/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills. It involves, meeting communication needs of clients and colleagues; developing communication strategies, establishing and maintaining communication pathways, conducting interviews, facilitating group discussion and representing the organization.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. Represent the organization

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Meet communication needs of clients and colleagues | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Organizational policies * Organization requirements for written and electronic communication methods * Report writing * Effective questioning techniques (clarifying and probing) * Workplace etiquette * Ethical work practices in handling communication * Active listening * Feedback * Interpretation * Flexibility in communication * Types of communication strategies * Elements of communication strategy | * Interview * Written texts |
| 1. Develop communication strategies | * Dynamics of groups * Styles of group leadership * Openness and flexibility in communication * Communication skills relevant to client groups | * Interview * Written texts |
| 1. Establish and maintain communication pathways | * Types of communication pathways | * Interview * Written texts |
| 1. Promote use of communication strategies | * Application of elements of communication strategies * Effective communication techniques | * Interview * Written texts |
| 1. Conduct interview | * Types of interview * Establishing rapport * Facilitating resolution of issues * Developing action plans | * Interview * Written texts |
| 1. Facilitate group discussion | * Identification of communication needs * Dynamics of groups * Styles of group leadership * Presentation of information * Encouraging group members participation * Evaluating group communication strategies | * Interview * Written texts |
| 1. Represent the organization | * Presentation techniques * Development of a presentation * Multi-media utilization in presentation * Communication skills relevant to client groups | * Interview * Written texts |

**Suggested Methods of Instruction**

* Discussion
* Role playing
* Simulation
* Direct instruction

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone

# NUMERACY SKILLS

**UNIT CODE:** ME/CU/BJ/BC/02/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills.

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes the competencies required to demonstrate numeracy skills. It involves applying a wide range of mathematical calculations for work; applying ratios, rates and proportions to solve problems; estimating, measuring and calculating measurement for work; using detailed maps to plan travel routes for work; using geometry to draw and construct 2D and 3D shapes for work; collecting, organizing and interpreting statistical data; using routine formula and algebraic expressions for work and using common functions of a scientific calculator.

**Summary of Learning Outcomes**

1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply a wide range of mathematical calculations for work | * Fundamentals of mathematics * Addition, subtraction, multiplication and division of positive and negative numbers * Algebraic expressions manipulation * Forms of fractions, decimals and percentages * Expression of numbers as powers and roots | * Written tests * Assignments * Supervised exercises |
| 1. Apply ratios, rates and proportions to solve problems | * Rates, ratios and proportions * Meaning * Conversions into percentages * Direct and inverse proportions determination * Performing calculations * Construction of graphs, charts and tables * Recording of information | * Written tests * Assignments * Supervised exercises |
| 1. Estimate, measure and calculate measurement for work | * Units of measurements and their symbols * Identification and selection of measuring equipment * Conversion of units of measurement * Perimeters of regular figures * Areas of regular figures * Volumes of regular figures * Carrying out measurements * Recording of information | * Assignments * Supervised exercises * Written tests |
| 1. Use detailed maps to plan travel routes for work | * Identification of features in routine maps and plans * Symbols and keys used in routine maps and plans * Identification and interpretation of orientation of map to North * Demonstrate understanding of direction and location * Apply simple scale to estimate length of objects, or distance to location or object * Give and receive directions using both formal and informal language * Planning of routes * Calculation of distance, speed and time | * Written * Practical test |
| 1. Use geometry to draw and construct 2D and 3D shapes for work | * Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations * Explain the use and application of shapes * Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes * Identify common angles * Estimate common angles in everyday objects * Evaluation of unknown angles * Use formal and informal mathematical language to describe and compare common angles * Symmetry and similarity * Use common geometric instruments to draw two dimensional shapes * Construct routine three dimensional objects from given nets |  |
| 1. Collect, organize and interpret statistical data | * + Classification of data * Grouped data * Ungrouped data   + Data collection * Observation * Recording   + Distinguishing between sampling and census   + Importance of sampling   + Errors in sampling   + Types of sampling and their limitations e.g. * Stratified random * Cluster * Judgmental   + Tabulation of data * Class intervals * Class boundaries * Frequency tables * Cumulative frequency   + Diagrammatic and graphical presentation of data e.g. * Histograms * Frequency polygons * Bar charts * Pie charts * Cumulative frequency curves * Interpretation of data | * Assignments * Supervised exercises * Written tests |
| 1. Use routine formula and algebraic expressions for work | * + Solving linear equations   + Linear graphs * Plotting * Interpretation * Applications of linear graphs * Curves of first and second degree * Plotting * Interpretation | * Assignments * Supervised exercises * Written tests |
| 8. Use common functions of a scientific calculator | * Identify and use keys for common functions on a calculator * Calculate using whole numbers, money and routine decimals and percentages * Calculate with routine fractions and percentages * Apply order of operations to solve multi-step calculations * Interpret display and record result | * Written * Practical test |

**Suggested Methods of Instruction**

* Group discussions
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Calculators
* Rulers, pencils, erasers
* Charts with presentations of data
* Graph books
* Dice

# DIGITAL LITERACY

**UNIT CODE:** ME/CU/BJ/BC/03/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes competencies required to demonstrate digital literacy. It involves in identifying computer software and hardware, applying security measures to data, hardware, software in automated environment, computer software in solving task, internet and email in communication at workplace, desktop publishing in official assignments and preparing presentation packages.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software | * Concepts of ICT * Functions of ICT * History of computers * Components of a computer * Classification of computers | * Written tests * Oral presentation |
| 1. Apply security measures to data, hardware, software in automated environment | * Data security and control * Security threats and control measures * Types of computer crimes * Detection and protection against computer crimes * Laws governing protection of ICT | * Written tests * Oral presentation * Project |
| 1. Apply computer software in solving tasks | * Operating system * Word processing * Spread sheets * Data base design and manipulation * Data manipulation, storage and retrieval | * Oral questioning * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Network configurations * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Written report |
| 1. Apply desktop publishing in official assignments | * Concept of desktop publishing * Opening publication window * Identifying different tools and tool bars * Determining page layout * Opening, saving and closing files * Drawing various shapes using DTP * Using colour pellets to enhance a document * Inserting text frames * Importing and exporting text * Object linking and embedding * Designing of various publications * Printing of various publications | * Oral questioning * Written report * Project |
| 1. Prepare presentation packages | * Types of presentation packages * Procedure of creating slides * Formatting slides * Presentation of slides * Procedure for editing objects | * Oral questioning * Written report * Project |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

* Computers
* Printers
* Storage devices
* Internet access

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** ME/CU/BJ/BC/04/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 100 hours

**Unit Description**

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

**Summary of Learning Outcomes**

* 1. Demonstrate understanding of who an entrepreneur
  2. Demonstrate knowledge of entrepreneurship and self-employment
  3. Identify entrepreneurship opportunities
  4. Create entrepreneurial awareness
  5. Apply entrepreneurial motivation
  6. Develop business innovative strategies
  7. Develop Business plan

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Demonstrate knowledge of entrepreneurship and self-employment | * Importance of self-employment * Requirements for entry into self-employment * Role of an Entrepreneur in business * Contributions of Entrepreneurs to National development * Entrepreneurship culture in Kenya * Born or made entrepreneurs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report |
| 1. Identify entrepreneurship opportunities | * Business ideas and opportunities * Sources of business ideas * Business life cycle * Legal aspects of business * Assessment of product demand * Business environment * Factors to consider when evaluating business environment * Technology in business | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Create entrepreneurial awareness | * Forms of businesses * Sources of business finance * Factors in selecting source of business finance * Governing policies on Small Scale Enterprises (SSEs) * Problems of starting and operating SSEs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Apply entrepreneurial motivation | * Internal and external motivation * Motivational theories * Self-assessment * Entrepreneurial orientation * Effective communications in entrepreneurship * Principles of communication * Entrepreneurial motivation | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop business innovative strategies | * Innovation in business * Small business Strategic Plan * Creativity in business development * Linkages with other entrepreneurs * ICT in business growth and development | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop Business Plan | * Business description * Marketing plan * Organizational/Management * plan * Production/operation plan * Financial plan * Executive summary * Presentation of Business Plan | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training

**Recommended Resources**

* Case studies
* Business plan templates
* Computers
* Overhead projectors
* Internet
* Mobile phone
* Video clips
* Films
* Newspapers and Handouts
* Business Journals
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** ME/CU/BJ/BC/05/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 80 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Managing emotions * Emotional intelligence * Assertiveness versus aggressiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Setting performance targets * Monitoring and evaluating performance * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Values and beliefs * Self-development * Financial literacy * Healthy lifestyle practices * Adopting safety practices | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate interpersonal communication | * Meaning of interpersonal communication * Listening skills * Types of audience * Public speaking * Writing skills * Negotiation skills * Reading skills * Meaning of empathy * Understanding customers’ needs * Establishing communication networks * Assertiveness * Sharing information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Time concept * Punctuality and time consciousness * Leisure * Integratingpersonal objectives into organizational objectives * Resources mobilization * Resources utilization * Setting work priorities * Developing healthy relationships * HIV and AIDS * Drug and substance abuse * Managing emerging issues | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Lead a workplace team | * Leadership qualities * Power and authority * Team building * Determination of team roles and objectives * Team parameters and relationships * Individual responsibilities in a team * Forms of communication * Complementing team activities * Gender and gender mainstreaming * Human rights * Developing healthy relationships * Maintaining relationships * Conflicts and conflict resolution * Coaching and mentoring skills | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Plan and organize work | * Functions of management * Planning * Organizing * Time management * Decision making concept * Task allocation * Developing work plans * Developing work goals/objectives and deliverables * Monitoring work activities * Evaluating work activities * Resource mobilization * Resource allocation * Resource utilization * Proactive planning * Risk evaluation * Problem solving * Collecting, analysing and organising information * Negotiation | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Maintain professional growth and development | * Avenues for professional growth * Training and career opportunities * Assessing training needs * Mobilizing training resources * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Managing work priorities and commitments * Recognizing career advancement | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Managing own learning * Mentoring * Coaching * Contributing to the learning community at the workplace * Cultural aspects of work * Networking * Variety of learning context * Application of learning * Safe use of technology * Taking initiative/proactivity * Flexibility * Identifying opportunities * Generating new ideas * Workplace innovation * Performance improvement * Managing emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate problem solving skills | * Critical thinking process * Data analysis tools * Decision making * Creative thinking * Development of creative, innovative and practical solutions * Independence in identifying and solving problems * Solving problems in teams * Application of problem-solving strategies * Testing assumptions * Resolving customer concerns | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Manage ethical performance | * Meaning of ethics * Ethical perspectives * Principles of ethics * Ethical standards * Organization code of ethics * Common ethical dilemmas * Organization culture * Corruption, bribery and conflict of interest * Privacy and data protection * Diversity, harassment and mutual respect * Financial responsibility/accountability * Etiquette * Personal and professional integrity * Commitment to jurisdictional laws * Emerging issues in ethics | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Demonstrations
* Simulation/Role play
* Group Discussion
* Presentations
* Assignments
* Q&A

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

# ENVIRONMENTAL LITERACY

**UNIT CODE**:ME/CU/BJ/BC/06/6/A

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes the competencies required demonstrate environmental literacy.it involves controlling environmental hazard, controlling environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs, monitoring activities on environmental protection/programs, analysing resource use and developing resource conservation plans.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs
8. Analyze resource use
9. Develop resource conservation plans

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard | * Purposes and content of Environmental Management and Coordination Act 1999 * Storage methods for environmentally hazardous materials * Disposal methods of hazardous wastes * Types and uses of PPE in line with environmental regulations * Occupational Safety and Health Standards (OSHS) | * Written questions * Oral questions |
| 1. Control environmental Pollution control | * Types of pollution * Environmental pollution control measures * Types of solid wastes * Procedures for solid waste management * Different types of noise pollution * Methods for minimizing noise pollution | * Written questions * Oral questions * Role play |
| 1. Demonstrate sustainable resource use | * Types of resources * Techniques in measuring current usage of resources * Calculating current usage of resources * Methods for minimizing wastage * Waste management procedures * Principles of 3Rs (Reduce, Reuse, Recycle) * Methods for economizing or reducing resource consumption | * Written questions * Oral questions * Role play |
| 1. Evaluate current practices in relation to resource usage | * Collection of information on environmental and resource efficiency systems and procedures, * Measurement and recording of current resource usage * Analysis and recording of current purchasing strategies. * Analysis of current work processes to access information and data * Identification of areas for improvement | * Written questions * Oral questions * Role play |
| 1. Identify Environmental legislations/conventions for environmental concerns | * Environmental issues/concerns * Environmental legislations /conventions and local ordinances * Industrial standard /environmental practices * International Environmental Protocols (Montreal, Kyoto) * Features of an environmental strategy | * Written questions * Oral questions |
| 1. Implement specific environmental programs | * Community needs and expectations * Resource availability * 5s of good housekeeping * Identification of programs/Activities * Setting of individual roles /responsibilities * Resolving problems /constraints encountered * Consultation with stakeholders | * Written questions * Oral questions * Role play |
| 1. Monitor activities on Environmental protection/Programs | * Periodic monitoring and Evaluation of activities * Gathering feedback from stakeholders * Analyzing data gathered * Documentation of recommendations and submission * Setting of management support systems to sustain and enhance the program * Monitoring and reporting of environmental incidents to concerned /proper authorities | * Oral questions * Written tests * Practical test |
| 1. Analyze resource use | * Identification of resource consuming processes * Determination of quantity and nature of resource consumed * Analysis of resource flow through different parts of the process. * Classification of wastes for possible source of resources. | * Written tests * Oral questions * Practical test |
| 1. Develop resource Conservation plans | * Determination of efficiency of use/conversion of resources * Causes of low efficiency of use of resources * Plans for increasing the efficiency of resource use | * Written tests * Oral questions * Practical test |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees
* Observations and comments and corrections by trainers

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)
* ISO standards
* Company environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** ME/CU/BJ/BC/07/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risk, identifying and implementing appropriate control measures to hazards and risks and implementing OSH programs, procedures and policies/guidelines.

**Summary of Learning Outcomes**

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify workplace hazards and risks | * Identification of hazards in the workplace and/or the indicators of their presence * Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace * Gathering of OSH issues and/or concerns | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Control OSH hazards | * Prevention and control measures e.g. use of PPE * Risk assessment * Contingency measures | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Implement OSH   programs | * Company OSH program, evaluation and review * Implementation of OSH programs * Training of team members and advice on OSH standards and procedures * Implementation of procedures for maintaining OSH-related records | * Oral questions * Written tests * Portfolio of evidence * Third party report |

**Suggested Methods of instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety boots
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# COMMON UNITS OF LEARNING

# MEDIA LAW

**UNIT CODE:** ME/CU/BJ/CC/01/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate Media Law

**Duration of Unit:**  140 hours

**Unit Description**

This unit specifies the competencies required to demonstrate media law. It involves demonstrating media law, determining human rights, applying law of defamation, determining contempt of court, determining invasion of privacy, applying copyright laws and determining laws governing media practice.

**Summary of Learning Outcomes**

1. Demonstrate media law
2. Determine human rights
3. Apply law of defamation
4. Determine contempt of court
5. Determine invasion of privacy
6. Apply copyright laws
7. Apply Laws Governing Media practice

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Demonstrate media law | * Meaning of Law * Introduction to media law * Media law and its sources * Principles of media law * Classification of media laws * Constitutional rights, freedom of media & limits * Media act Kenya, 2013 | * Observation * Written tests * Group Assignments |
| 1. Determine human rights | * General principles of International Law * Human Rights Law * Freedom of expression | * Written tests * Group Assignments * exercises |
| 1. Apply law of defamation | * Meaning of defamation * Types of defamation * Elements of defamation * Defamation and the law * Libel and Slander * Hate speech and defamation * Concept of public interest | * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine contempt of court | * Judicial process and systems in Kenya * Introduction to Contempt of court * Circumstances of contempt of court * Restrictions on reporting of court proceedings * Subjudice rule * Defenses against contempt of court | * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine invasion of privacy | * Introduction to privacy law * Confidential Information * Description of areas of private law | * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Apply copyright laws | * Understanding Intellectual Property Rights * Difference between general property and IP * Forms of IP Rights (copyright, patent and trademarks) * Ways to protect ideas * Plagiarism | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Tablets
* Smart phones
* Laptops
* The Constitution Of Kenya 2010
* Media Council of Kenya Handbook

# MEDIA ETHICS

**UNIT CODE:** ME/CU/BJ/CC/02/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate media Ethics

**Duration of Unit:** 100 hours

**Unit Description**

This unit specifies the competencies required to **demonstrate Media Ethics.** It involves determining ethical principles, applying media ethics, evaluating code of ethics, determining ethical issues in entertainment, determining media censorship, determining conflict of interest, determining media plagiarism and applying digital media ethics

**Summary of Learning Outcomes**

1. Determine Ethical Principles
2. Apply Media Ethics
3. Evaluate Code of Ethics
4. Determine ethical issues in entertainment in Media
5. Determine Media Censorship
6. Determine conflict of interest
7. Determine media Plagiarism
8. Applied Digital media Ethics

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine ethical principles | * Meaning of ethics * Ethical perspectives * Classical frameworks/theories * Modern ethical frameworks | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Apply media ethics | * Meaning of media ethics * Ethical standards of media * Principles of ethical journalism * Media ethics theories and frameworks * Print media ethics * Broadcast media ethics | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Evaluate code of ethics | * Meaning of code of ethics * Media code of ethics * Analysing media code of ethics * Media Code of ethics case studies | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine ethical issues in entertainment in media | * Meaning of entertainment media * Categories of ethical issues in entertainment media * Ethical guidelines in entertainment media * Case studies of ethics in entertainment media | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine media censorship | * Meaning of censorship * Types of censorship * Media censorship * Self-regulation and media censorship * Effects of censorship on media | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine conflict of interest | * Meaning of conflict of interest * Types of conflict of interest * Conflict of interest in media * Conflict of interest policy in media * Case studies of conflict of interest in media | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine media plagiarism | * Meaning of plagiarism * Types of plagiarism * Plagiarism in Media * Citing and avoiding plagiarism in media * Case studies of plagiarism in media | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Apply digital media ethics | * Meaning of digital media ethics * Issues in the ethics of digital media * Ethical standards in digital media * Principles of ethical digital journalism * Digital Media ethics frameworks * Emerging information technologies and ethical challenges | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Books
* Journals
* Computers/Laptops
* Projectors

# CORE UNITS OF LEARNING

# BROADCAST PROGRAMS PRODUCTION

**UNIT CODE:** ME/CU/BJ/CR/01/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **produce broadcast programs**

**Duration of Unit:** 100 hours

**Unit Description**

This unit specifies the competencies required to produce broadcast programs. Itinvolvesdetermining broadcast equipment, recording audio programs, producing audio programs, recording video programs; produce video programs and directing broadcast programs

**Summary of Learning Outcomes**

1. Determine broadcast equipment
2. Record audio programs
3. Produce audio programs
4. Record video programs
5. Produce video programs
6. Direct broadcast programs

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine broadcast equipment | * Meaning of audio production * Types of audio productions * Scope of audio production * Importance of audio production in broadcasting * Mixing audio for radio * Audio recorders * Digital recorders | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Record audio programs | * Audio production and recording equipment * Sound mixers * Sound speakers * Audio editing software | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Produce audio programs | * Audio processing * Purpose of sound effects * Audio mixing transitions * Mixing sound effects | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Record video programs | * Studio acoustics * Sound recording environment * Conventions in audio control * Recording sound from different sources | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Produce video programs | * Process of video editing * Various types of video editing software * Types of video effects * Video storage and back-ups * Video commercials presentation * Audio and video production policies and regulations * Challenges of digitalization * Audio and video production * Emerging issues and trends in audio and video production | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Direct broadcast programs | * Introduction to video production * Types of video production * Scope of video production * Video camera set-up * Micro-phone set up * Lights set-up * Process of directing a video production * Art of directing video production | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders

# NEWS PRODUCTION

**UNIT CODE:** ME/CU/BJ/CR/02/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Produce Broadcast News

**Duration of Unit:** 120 hours

**Unit Description**

This unit specifies the competencies required to produce broadcast news**.** It involvespreparing broadcast news script, establishing broadcast team, recording broadcast news stories, conducting news production process, determining newscast structure, producing radio news and producing television news.

**Summary of Learning Outcomes**

1. Prepare Broadcast news Script
2. Establish Broadcast team
3. Record Broadcast news stories
4. Conduct news production process
5. Determine newscast structure
6. Produce radio news
7. Produce television news

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare Broadcast news Script | * Meaning of broadcast news production * Importance of broadcast news production * Types of broadcast news * Basic elements of broadcast production * Meaning of scripting | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Establish Broadcast team | * The production team * The importance of the production team role of the production team | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Record Broadcast news stories | * Elements of broadcast news story * News stories structure * Types of broadcast stories | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Conduct news production process | * Pre-production of broadcast news production * Production stage of broadcast of broadcast news of production * Post- production stage of broadcast news production | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine newscast structure | * Elements of broadcast news stories * News stories structure * Types of broadcast stories * New judgment | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Produce radio news | * Types of radio news * Importance of radio news production * Activities of location of recording * Process of gathering radio news * Function radio news room | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Produce television news | * Types of television news * Importance of television news * Process of gathering television news * Activities of location news * Function of a television news room * Anchoring television news production | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* TV studio
* Radio studio
* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders

# BROADCAST PROGRAM EDITING

**UNIT CODE:** ME/CU/BJ/CR/03/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Edit Broadcast Program

**Duration of Unit:** 120 hours

**Unit Description**

This unit specifies the competencies required to edit broadcast program**.** It involves

determining broadcast editing hardware and software, determining audio and video formats, editing audio files, editing video files, packaging audio stories, packaging video stories, editing multi-media programs and archiving broadcast content.

**Summary of Learning Outcomes**

1. Determine broadcast editing hardware and software
2. Determine audio and video formats
3. Edit audio files
4. Edit video files
5. Package audio stories
6. Package video stories
7. Edit multi-media programs
8. Archive broadcast content

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine broadcast editing hardware and software | * Meaning of terms * Types of broadcast editing * Broadcast editing hardware and software | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Determine audio and video formats | * Define and distinguish audio and videos formats * Types of audio formats * Compatibility of file formats and hardware * Compatibility of file formats and software | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Edit audio files | * Types of audio programs * Scripts for audio programs * Importing audio * Audio editing process * Editing imported audio files * Exporting process for edited audio programs | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Edit video files | * Types of video programs * Scripts for video programs * Importing video files * Video editing process * Rendering/exporting edited video programs | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Package audio stories | * Types of broadcast platforms for audio transmission * Storage devices and their capacity * Process of packaging audio files | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Package video stories | * Types of broadcast platforms for video transmission * Story selection for broadcast programming * Storage devices and their capacity * Process of packaging video files * Coaching for newscasters | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Edit multi-media programs | * Meaning of terms * Types of multi-media content and the different platforms * Preparation of scripts for multi-media programs * Multimedia research * Multimedia processes and tools * Multimedia editing processes * Multimedia packaging and archiving | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Archive broadcast content | * Determining broadcast content * Storage facilities * Digitization of broadcast content * Cataloguing of digitized content * Encryption process | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* TV studio
* Radio studio
* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders

# BROADCAST NEWS

**UNIT CODE:** ME/CU/BJ/CR/04/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Present Broadcast News

**Duration of Unit:** 130 hours

**Unit Description**

This unit specifies the competencies required to present broadcast news. It involves preparing news presentations, determining presentation styles, preparing presentation interviews, determining presentation technique, undergoing voice training and streaming broadcast news.

**Summary of Learning Outcomes**

1. Prepare news presentations
2. Determine presentation styles
3. Prepare presentation interviews
4. Determine presentation technique
5. Manage/train voice-overs
6. Stream Broadcast news

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare news presentations | * Meaning of terms * News presenter as a communicator * News script * Types of news scripts * Research on the news content * Make-up and costumes | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Determine presentation styles | * Types of news presenters * Familiarize with broadcast Content * Types of broadcast news * Broadcast presentation styles * Tying broadcast style with broadcast news | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Prepare presentation interviews | * Types of news interviews * Scheduling In-news interviews * Research on the interviewee(s) * Drafting interview script * Preparing interviewees TV news presentation * Radio news presentation * Live interviews * Out-side broadcasting | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine presentation technique | * Guidelines for news presenters * News presentation style in-house guidelines. * Correct diction. * Body language and posture * Script customization. * Foreign pronunciations. | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Undergo voice training | * Resonance test. * Pitch and intonation * Voice projection | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Stream Broadcast news | * Types of news studio * Familiarizing with Studio set-up * Technical set-up * Establishing broadcast range * News stories * Airing broadcast news | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* TV studio
* Radio studio
* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders

# BROADCAST EQUIPMENT AND STUDIO OPERATIONS

**UNIT CODE:** ME/CU/BJ/CR/05/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Determine Broadcast Equipment and StudioOperations

**Duration of Unit:** 120 hours

**Unit Description**

This unit specifies the competencies required to determine broadcast equipment and studio operations. It involvesdetermining studio equipment and arrangements, preparing studio operation room, managing broadcast studio operations, determining editing equipment and operations and demonstrating the use of broadcast technologies

**Summary of Learning Outcomes**

1. Determine studio equipment and arrangements
2. Prepare studio operation room
3. Manage Broadcast studio operations
4. Determine editing equipment and operations
5. Demonstrate the use of broadcast technologies

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine studio equipment and arrangements | * Meaning of terms * History of broadcasting * Development of broadcast studios * Development of broadcast equipment * Purpose of studio equipment * Arrangement of studio equipment | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Prepare studio operation room | * Types of studio operation rooms * Crew for studio operation rooms * Purpose of studio operation rooms * Design of studio operation rooms | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Manage Broadcast studio operations | * Studio operators * Studio operation rules and regulations * Studio operations health and safety * Broadcast Studio equipment service and maintenance * Studio operation schedule * Handling studio operation equipment | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine Editing equipment’s and operations | * Meaning of terms * Types of broadcast editing tools and equipment * Purpose of broadcast editing equipment * Methods of Broadcast editing * Qualities of good broadcast editing personnel * Using broadcast editing tools and equipment | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Demonstrate the understanding of broadcast technologies | * Meaning of terms * Types of broadcast technologies * Functions of broadcast technologies * Application of broadcast technologies | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders

# WRITING AND REPORTING NEWS

**UNIT CODE:** ME/CU/BJ/CR/06/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Write and Report News

**Duration of Unit:** 100 hours

**Unit Description**

This unit specifies the competencies required to write and report news. It involves determining structure and organization of news, gathering news story, determining news writing styles, preparing newspaper copy, preparing digital news copy, edit news story, determining parliament and political reporting practice establishing court reporting practice, determining sports reporting practice, establishing business reporting practice and establish science and technology reporting practice.

**Summary of Learning Outcomes**

1. Determine structure and organization of news
2. Gather news story
3. Determine news writing styles
4. Prepare broadcast news copy
5. Prepare newspaper copy
6. Prepare digital news copy
7. Edit news story
8. Determine Parliament and political reporting practice
9. Establish court reporting practice
10. Determine sports reporting practice
11. Establish business reporting practice
12. Establish science and technology reporting practice

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine structure and organization of news | * Meaning of news * Nature of news story * Roles of news * Role of journalist in society * Sources of news * Techniques of writing news * Meaning of element/values of news * News values/elements * Principles of news writing * Purpose of news story structure * Construction of news story * Nature and use of 5 Ws and H | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Gather news story | * Tools of journalistic trade * Art of journalism in news gathering * Process of finding, verifying, clarifying news * Risks in news gathering * Safety and protection of journalist | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Determine news writing styles | * Importance of news writing styles * News writing styles for different media * Inverted pyramid * Language of media | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Prepare broadcast news copy | * Factors influencing copy preparation * Criteria for selecting broadcast stories * Types of broadcast scripts * Purpose and the use of style book in copy preparation * Style book in copy preparation * Legal considerations in copy preparation | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Prepare newspaper copy | * Factors determining the style of writing * Differences between hard and soft news * news headline * news lead * News body * Stories from speeches, emails or press releases * Qualities of a good news story * Reporter’s checklist | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Prepare digital news copy | * Factors determining digital platform choice * Characteristics of the digital content * The Internet * social media * challenges in writing social media content * qualities of a good digital copy * data presentation | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Edit news story | * Factors to consider when editing news copy * Reasons for editing * The newsroom * Broadcast copy editing * Print copy editing * Digital copy editing | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine Parliament and political reporting practice | * Important political players and developments * Parliamentary rules and standing orders * Government processes, organs, branches and offices * Privileges of a reporter in parliament | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Establish court reporting practice | * Constitution * Court rules and regulations * Titles of court officials * Types of cases * Legal jargons * Sources of court stories * Contempt of court * Trial process | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Establish sports reporting t practice | * Rules and regulations governing different games/sports * History and development of the sport(s) * Player(s) and officials of a game/sport | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Establish business reporting practice | * Business and economic policies * Business and economic indexes and jargons * Stock markets and exchange rates and operations * Numeracy and currencies * Inflation and related issues | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders

# FEATURE STORIES

**UNIT CODE:** ME/CU/BJ/CR/07/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Produce Feature Stories

**Duration of Unit:** 90 hours

**Unit Description**

This unit specifies the competencies required to produce feature stories**.** It involves determining feature story ideas, determining feature article style, researching feature stories, interviewing for feature stories, writing feature story and marketing feature story.

**Summary of Learning Outcomes**

1. Determine feature story ideas
2. Determine feature article style
3. Research feature stories
4. Interview for feature stories
5. Write feature story
6. Market feature story

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine feature story ideas | * Meaning of features * Nature of feature stories * Characteristics of features * Sources of feature stories * Qualities of a good feature writer * Functions of features | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Determine feature article style | * Types of feature stories * Process of writing different feature * Language of features * Special features * Broadcast features * Newspaper features * Editorial opinions * Opinion columns * Reviews | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Research feature stories | * Factors to consider when researching for features * Safety measures when conducting features research * Gathering information for features * Documenting data and information gathered * Topic selection | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Interview for feature stories | * Relevance of interview * Types of feature interview * Location * Preparation for the interview * Structuring interview questions | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Write feature story | * Structure of features * Styles for the intro * Guidelines for feature leads * Feature body and conclusion * Functions of a features sub-editor | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Market feature story | * Creating teasers, blurbs and first stand * Broadcast feature promotion clips * Print feature promotion ads * Talk shows | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders

# INVESTIGATIVE JOURNALISM

**UNIT CODE:** ME/CU/BJ/CR/08/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Carry Out Investigative Journalism

**Duration of Unit:** 120 Hours

**Unit Description**

This unit specifies the competencies required to carry out investigative journalism**.** It involves determining investigative topic, determining investigative news sources, applying investigative techniques, carrying out investigative journalism, preparing in-depth copy, preparing promotional content.

**Summary of Learning Outcomes**

1. Determine investigative topic
2. Determine investigative news sources
3. Apply investigative techniques
4. Carry out investigative journalism
5. Prepare in-depth copy
6. Prepare promotional content

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine investigative topic | * Public interest on the issue is established based on topic * Channels of digging out information are determined based on organizational structures * Sources of investigative story are selected based on the topic * Investigative topic is selected based on organizational guidelines * Qualities of investigative journalist | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Determine investigative news sources | * Types of investigative sources * primary investigative news sources * secondary investigative news sources * Information extraction process | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Apply investigative techniques | * Investigative interviewing techniques * Investigative subterfuge techniques | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Carry out investigative journalism | * Nature of sources of investigative reporting * Types of sources of investigative resources * Interviewing skills for investigative reporting * Methods of protection of sources * Investigative story | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Prepare in-depth copy | * Meaning of in-depth reporting * Importance of in depth reporting * Characteristics of in depth reporting * Process of in depth reporting * Challenges of in depth reporting * Effects of in depth reporting * Paper trail in depth reporting * Type of lead Investigative | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Prepare promotional content | * Channels of promotion * Promotional videos * blurbs and teasers | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders

# PHOTOJOURNALISM

**UNIT CODE:** ME/CU/BJ/CR/09/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency in Practice Photojournalism

**Duration of Unit:** 130 hours

**Unit Description**

This unit specifies the competencies required to practice photojournalism**.** It involves determining equipment and techniques in photography, determining photography for media platforms, shooting digital photography, writing photo captions and editing perceptive photos

**Summary of Learning Outcomes**

1. Determine equipment and techniques in photography
2. Determine photography for media and platforms
3. Shoot digital photography
4. Writing photo captions
5. Edit perceptive photo

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine equipment and techniques in photography | * Introduction to photojournalism * History of photojournalism * Nature of photography for journalism * Importance of photography in journalism  |  | | --- | | * Principles of photography * Types of photography * Types of photography equipment * Functions of photography equipment * Photography techniques | | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Determine photography for media platforms | |  | | --- | | * Purpose of photography in media * Photography for different media platforms * Characteristics of photography for use in different media * Choosing photography for different media platforms | | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Shoot digital photography | * Basics of digital photography * Photo composition * Shooting techniques  |  | | --- | | * shooting logistics * Impact photography | | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Writing photo captions | * Meaning of captions * Types of captions * Purpose of captions * Principles of writing captions * Qualities of good captions | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Edit perceptive photo | * Importance of photo editing * Types of photo editing software * Choosing photo editing software * Manipulation of photos using photo editing software | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders

# MEDIA CONVERGENCE

**UNIT CODE:** ME/CU/BJ/CR/10/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Apply Media Convergence

**Duration of Unit:** 120 hours

**Unit Description**

This unit specifies the competencies required to apply media convergence. It involves determining technologies of media convergence, applying digital journalism, applying media convergence, regulating converged media and determining the impact of media convergence.

**Summary of Learning Outcomes**

1. Determine technologies of media convergence
2. Apply digital journalism
3. Apply media convergence
4. Regulate converged media
5. Determine impact of media convergence

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine Technologies of media convergence | * Introduction to media convergence * History of media convergence * Role of communication technology in Journalism * Understanding convergence technologies in media | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Apply digital journalism | * Definition of digital journalism * Types of digital journalism tools * Purpose of digital journalism * Resources needed in digital journalism * Contentfor digital Journalism * Producing content for digital journalism | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Apply media convergence | * Understanding the media industry * Effect of media convergence on content production * Effect of media convergence on content dissemination * Effect of media convergence on content consumption * Effects of convergence on the media industry * Understanding media convergence processes | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Regulate converged media | * Understanding risks in converged media * Converged media rules and regulations * Rules and regulations in converged media * Laws and ethics in converged media * Importance of regulations in converged media * Challenges of regulating converged media | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine impact of media convergence | * Understanding the role of media channels, messages and audience in media converged. * Impact of internet in journalism * Impact of mobile technology in journalism * Analysis of case studies in media convergence | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders

# PROJECT MANAGEMENT

**UNIT CODE:** ME/CU/BJ/CR/11/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Plan and Manage Project Journalism Project

**Duration of Unit:** 100 hours

**Unit Description**

This unit specifies the competencies required to plan and manage journalism project. It involves determining project plan, reviewing pertinent literature, developing project design, preparing budget, developing data collection tools, collecting project data, presenting project data, analyzing and interpretating of data, documenting project finding conclusions and recommendations and writing project report.

**Summary of Learning Outcomes**

1. Determine project plan
2. Review pertinent literature
3. Develop project design
4. Prepare project budget
5. Develop data collection Tools
6. Collect project data
7. Present project data
8. Analysis and interpretation of data
9. Document project findings, conclusions and recommendations
10. Write project report

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine project plan | * Importance of research in media * The research processes * Challenges in the research process * Qualities of a good research title * Selecting a research title | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Review Pertinent Literature | * Meaning of statement of a problem * Identifying the research problem * Stating a research problem * Research problem in media * Importance of literature review * Sources of literature of review * Searching for literature * Evaluating literature * Writing the literature review * Referencing styles and citation * Plagiarism | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Develop project Design | * Types of research design * Selecting research design * Developing research design | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Prepare project budget | * Determining research population * Reviewing sampling methods * Determining sample size * Applying sampling techniques * Choosing sample size * Identifying the budget items in the research * Identifying sources of funding * Drawing research budget * Justifying the research budget * Accounting for research expenditures | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Develop data collection tools | * Types of data collection tools * Rationale of choosing research instruments * Developing research instruments * Reasons for piloting research instruments * Methods of administering research instruments | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Collect project data | * Recruiting research assistants * Training research assistants * Carrying out field work * Dealing with research subjects * Handling field work challenges * Storing and retrieving data | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Present project data | * Reviewing the data analysis process | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Analysis and interpretation of data | * Choosing appropriate qualitative data analysis tools * Choosing appropriate quantitative data analysis tools * Dealing with challenges in data analysis * Interpretation of data | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Document project findings, conclusions and recommendations | * Presenting the finding * Drawing research conclusions * Making recommendations | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Write project report | * Reviewing types of research reports * Planning the structure of research report * Writing the research report * Packaging the research report * Submitting the research report * Emerging trends in media research | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders

# MASS COMMUNICATION RESEARCH

**UNIT CODE:** ME/CU/BJ/CR/12/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Conduct Research in Mass Communication

**Duration of Unit:** 120 hours

**Unit Description**

This unit specifies the competencies required to conduct research in mass communication. it involves identifying a research problem, formulating research objectives and questions, conducting literature review, determining research design, determining data collection methods, analyzing, interpreting and presenting data, and drafting research report

**Summary of Learning Outcomes**

1. Identify a research problem
2. Formulate research objectives and questions
3. Conduct research literature review
4. Determine research design
5. Determine data collection methods
6. Analyse, interpret and present data
7. Draft research report

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify a research problem | * Definition of research * importance of research * types of research * problem of research * formulate research problem * sources of research problem * qualities of good problem statements * qualities of effective objective | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Formulate research objectives and questions | * purpose of hypothesis * characteristics of good hypothesis * types of hypothesis | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Conduct research literature review | * importance of literature review * scope of literature review * steps in carrying out literature review * conduct literature review * sources of information | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine research design | * define research design * types of research design * sampling techniques * sampling design * research instruments * validity and reliability * data analysis techniques | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine data collection methods | * purpose of data collection * sources of data * data analysis in quality and quantity * ethical issues in data collection * computerized data analysis | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Analyse, interpret and present data | * basic concepts of hypothesis testing * steps in hypothesis testing * types of errors and level of significance | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Draft research report | * definition and importance of research proposal * types of proposals * format of research proposal | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders

# MASS COMMUNICATION

**UNIT CODE:** ME/CU/BJ/CR/13/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate Understanding of MassCommunication

**Duration of Unit:** 130 hours

**Unit Description**

This unit specifies the competencies required to demonstrate understanding of mass communication. It involves determine structures of mass communication, channels of mass communication, forms and context of communication and adjuncts of the mass media.

**Summary of Learning Outcomes**

1. Determine structures of mass communication
2. Determine channels of mass communication
3. Determine forms and context of communication
4. Determine adjuncts of the mass media.

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Determine structures of mass communication | * Meaning of mass communication * Level of communication * The nature of mass communication * Function of mass communication * History of mass communication * Development of mass communication in Kenya * Impact of mass communication | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Determine channels of mass communication | * The development electronic media * Factors influencing the development of electronic media * The future of electronic media | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Determine forms and context of communication | * Print media * Electronic media * Factors influencing the development of print media * Types of print media * Uses of print media the nature of print media * The development of the internet * The future of electronic media * Uses of internet in media | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Determine adjuncts of the mass media | * Mass media supporting industries * The relationship between mass media and the marketing, advertising and public relations * The impacting of marketing, advertising and public relations on the mass media * Emerging trends and issues | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders

# FUNDAMENTALS OF DIGITAL JOURNALISM

**UNIT CODE:** ME/CU/BJ/CR/14/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **apply fundamentals of digital journalism**

**Duration of Unit:** 120 hours

**Unit Description**

This unit specifies the competencies required to Apply Fundamentals of Digital Journalism.

It involves determining digital journalism forms, determining digital journalism tools, managing digital landscape, producing digital content, and demonstrating the understanding of data journalism.

**Summary of Learning Outcomes**

1. Explore digital journalism and other forms of journalism
2. Explore digital landscape
3. Determine Digital journalism tools
4. Produce digital content
5. Professionalize digital journalism
6. Apply digital Safety and security
7. Practice data journalism

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Detemine digital journalism forms | * Meaning of digital journalism * History of digital journalism * Importance of digital journalism * Types of digital journalists * Differences between traditional and digital journalism * Integrating traditional and digital journalism | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Manage digital landscape | * Meaning of digital landscape * Types of digital landscapes * Environment influencing digital journalism * Challenges of digital journalism | * Observation * Written tests * Assignments * Supervised exercises |
| 1. Determine Digital journalism tools | * Types of digital journalism tools * Digital journalism tools functions * Functions of internet in digital journalism * Functions of mobile technologies in digital journalism * Functions of social media in digital journalism | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Produce digital content | * Meaning of digital content * Types of digital content * Factors to consider when creating digital content * Process of creating content for digital media * Process of uploading digital content | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |
| 1. Demostrating the understanding of data journalism | * Introduction to data journalism * Uses of data journalism * Data journalism tools * Sourcing data for digital journalism * Analysing data for digital journalism * Visualizing data | * Observation * Written tests * Oral questioning * Assignments * Supervised exercises |

**Suggested Methods of Instruction**

* Group discussions and presentation
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Wireless microphones
* Video cameras
* Tablets
* Smart phones
* Laptops
* SD cards and card readers
* TFT screens
* Drone cameras
* Recorders