****

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**BROADCAST JOURNALIST**

**LEVEL 6**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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**Council Secretary/CEO**

**TVET Curriculum Development, Assessment and Certification Council**

**P.O. Box 15745–00100**

**Nairobi, Kenya**

**Email:** [**info@tvetcdacc.go.ke**](mailto:info@tvetcdacc.go.ke)

# 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 in 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 these Occupational Standards were developed for the purpose of developing a competency-based curriculum for Broadcast Journalism Level 6. These Occupational Standards will also be the basis for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards 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 and Sessional Paper No. 14 of 2012 on Reforming Education and Training in Kenya, emphasized the need toreform curriculum development, assessment and certification. This called for 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 these Occupational Standards for a Broadcast Journalist. These occupational standards will be the basis for development of competency-based curriculum for Broadcast Journalism Level 6. These Standards will also be the basis for assessment of an individual for competence certification.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to the Council Members, Council Secretariat, journalism SSAC, expert workers and all those who participated in the development of these occupational standards.

**CHAIRPERSON, TVET CDACC**

# ACKNOWLEDGMENT

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am sincerely thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to the journalism Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards.

I acknowledge all other institutions which in one way or another contributed to the development of these Standards.

**CHAIRPERSON**

**JOURNALISM SECTOR SKILLS ADVISORY COMMITTEE**

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# ABBREVIATIONS AND ACRONYMS

A Control version

AIDS Acquired Immunodeficiency Syndrome

BC Basic Competency

BJ Broadcast Journalism

CBET Competency Based Education and Training

CC Common Competency

CDACC Curriculum Development Assessment Certification Council

CEO Council Secretary

CPU Central Processing Unit

CR Core Unit

HIV Acquired Immunodeficiency Virus

ICT Information Communication Technology

ME Media

OS Occupational Standard

OSH Occupational Safety and Health

PESTEL Political Environmental Social Technological Economic Legal

PPE Personal Protective Equipment

SOPStandard Operating Procedure

SSAC Sector Skills Advisory Committee

SWOT Strength Weakness Opportunity Threat

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

ME/OS/BJ/BC/01/6/A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version Control

# 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.

This qualification consists of the following basic, common and core competencies:

**Basic Units of Competency**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| ME/CU/BJ/BC/01/6/A | Demonstrate communication skills |
| ME/CU/BJ/BC/02/6/A | Demonstrate numeracy skills |
| ME/CU/BJ/BC/03/6/A | Demonstrate digital literacy |
| ME/CU/BJ/BC/04/6/A | Demonstrate entrepreneurial skills |
| ME/CU/BJ/BC/05/6/A | Demonstrate employability skills |
| ME/CU/BJ/BC/06/6/A | Demonstrate environmental literacy |
| ME/CU/BJ/BC/07/6/A | Demonstrate occupational safety and health practices |

**Common Units of Competency**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| ME/CU/ BJ /CC/01/6/A | Apply Media Law |
| ME/CU/ BJ /CC/02/6/A | Demonstrate Media Ethics |

**Core Units of Competency**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| ME/CU/BJ/CR/01/6/A | Produce broadcast programs |
| ME/CU/BJ/CR/02/6/A | Produce broadcast news |
| ME/CU/BJ/CR/03/6/A | Edit broadcast program |
| ME/CU/BJ/CR/04/6/A | Present broadcast news |
| ME/CU/BJ/CR/05/6/A | Determine broadcast equipment and studio operations |
| ME/CU/BJ/CR/06/6/A | Write and report news |
| ME/CU/BJ/CR/07/6/A | Produce feature stories |
| ME/CU/BJ/CR/08/6/A | Carry out investigative journalism |
| ME/CU/BJ/CR/09/6/A | Practice photojournalism |
| ME/CU/BJ/CR/10/6/A | Apply media convergence |
| ME/CU/BJ/CR/11/6/A | Plan and manage journalism project |
| ME/CU/BJ/CR/12/6/A | Conduct research in mass communication |
| ME/CU/BJ/CR/13/6/A | Demonstrate the understanding of mass communication |
| ME/CU/BJ/CR/14/6/A | Apply fundamentals of digital journalism |

# BASIC UNITS OF COMPETENCY

# DEMONSTRATE COMMUNICATION SKILLS

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

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Meet communication needs of clients and colleagues | 1. Specific communication needs of clients and colleagues are identified and met based on workplace requirements 2. Different communication approaches are identified and applied according to clients’ needs 3. Conflict is identified and addressed as per the standards of the organization |
| 1. Develop communication strategies | * 1. Strategies for effective internal and external dissemination of information are developed as per organization’s requirements   2. Special communication needs are considered in developing strategies according workplace procedures   3. ***Communication strategies*** are analyzed, evaluated and revised based the workplace needs |
| 1. Establish and maintain communication pathways | * 1. Pathways of communication are established as per organization policy   2. Pathways are maintained and reviewed according to organization procedures |
| 1. Promote use of communication strategies | * 1. Information is provided to all areas of the organization as per strategy requirements   2. Effective communication techniques are articulated and modeled according work requirements   3. Personnel are given guidance about adapting communication strategies as per organization procedures |
| 1. Conduct interview | 1. A range of appropriate communication strategies are employed in ***interview situations*** based on the workplace requirements 2. Records of interviews are made and maintained in accordance with organizational procedures 3. Effective questioning, listening and nonverbal communication techniques are used as per needs |
| 1. Facilitate group discussion | 1. Mechanisms to enhance ***effective group interaction*** are identified and implemented according to workplace requirements 2. Strategies to encourage group participation are identified and used as per organizations’ procedures 3. Meetings objectives and agenda are set and followed based on workplace requirements 4. Relevant information is provided and feedback obtained according to set protocols 5. Evaluation of group communication strategies is undertaken in accordance with workplace guidelines 6. Specific communication needs of individuals are identified and addressed as per individual needs |
| 1. Represent the organization | 1. 7Relevant presentation are researched and presented based on internal or external communication forums requirements 2. Presentation is delivered in a clear and sequential manner as per the predetermined time 3. Presentation is made as per appropriate media 4. Difference views are respected based on workplace procedures 5. Written communication is done as per organizational standards 6. Inquiries are responded according to organizational standard |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Communication strategies may include but not limited to: | * Language switch * Comprehension check * Repetition * Asking confirmation * Paraphrase * Clarification request * Translation * Restructuring * Approximation * Generalization |
| 1. Effective group interaction may include but not limited to: | * Identifying and evaluating what is occurring within an interaction in a nonjudgmental way * Using active listening * Making decision about appropriate words, behavior * Putting together response which is culturally appropriate * Expressing an individual perspective * Expressing own philosophy, ideology and background and exploring impact with relevance to communication |
| 1. Situations may include but not limited to: | * Establishing rapport * Eliciting facts and information * Facilitating resolution of issues * Developing action plans * Diffusing potentially difficult situations |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Active listening
* Interpretation
* Negotiation
* Writing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Communication process
* Dynamics of groups
* Styles of group leadership
* Key elements of communications strategy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Developed communication strategies to meet the organization requirements and applied in the workplace 2. Established and maintained communication pathways for effective communication in the workplace 3. Used communication strategies involving exchanges of complex oral information |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Direct observation 2. Oral questioning 3. Written texts |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE NUMERACY SKILLS

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

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range.*** |
| 1. Apply a wide range of mathematical calculations for work | * 1. Mathematical information embedded in a range of workplace tasks and texts is extracted as per workplace procedures.   2. Mathematical information is interpreted and comprehended as per job specifications   3. A range of mathematical and problem solving processes are selected and used as per job specification   4. Different forms of fractions, decimals and percentages are flexibly used as per SOPs   5. Calculation performed with positive and negative numbers as per SOPs   6. Numbers are expressed as powers and roots and are used in calculations as per SOPs   7. Calculations done using routine formulas as per SOPs   8. Estimation and assessment processes are used to check outcome as per workplace procedures   9. Mathematical language is used to discuss and explain the processes, results and implications of the task as per workplace procedures |
| 1. Use and apply ratios, rates and proportions for work | * 1. Information regarding ratios, rates and proportions extracted from a range of workplace tasks and texts as per SOPs   2. Mathematical information related to ratios, rate and proportions is analysed as per SOPs   3. Problem solving processes are used to undertake the task as per workplace procedures   4. Equivalent ratios and rates are simplified as per SOPs   5. Quantities are calculated using ratios, rates and proportions as per SOPS   6. Graphs, charts or tables are constructed to represent ratios, rates and proportions as per SOPs   7. The outcomes reviewed and checked as per job specifications   8. Information is record using mathematical language and symbols as per workplace procedures |
| 1. Estimate, measure and calculate measurement for work | * 1. Measurement information embedded in workplace texts and tasks are extracted and interpreted as per job specifications   2. Appropriate workplace measuring equipment are identified and selected as per job specifications   3. Accurate measurements are estimated and made as per SOPs   4. The area of ***2D shapes*** including compound shapes are calculated as per SOPs   5. The volume of 3D shapes is calculated using relevant formulas as per SOPs   6. Sides of right angled triangles are calculated using Pythagoras’ theorem as per SOPs   7. conversions are perform between units of measurement as per job specification   8. Problem solving processes are used to undertake the task as per workplace Procedures   9. The measurement outcomes are reviewed and checked as per workplace procedures   10. Information is recorded using mathematical language and symbols appropriate for the task as per workplace procedures |
| 1. Use detailed maps to plan travel routes for work | * 1. Different types of maps are identified and interpreted as per job requirements   2. Key features of maps are identified as per job requirements   3. Scales are identified and interpreted as per job requirements   4. Scales are applied to calculate actual distances   5. Positions or locations are determined using directional information as per job requirements   6. Routes are planned by determining directions and calculating distances, speeds and times as per job requirements   7. Information is gathered and identified and relevant factors related to planning a route checked as per job requirements   8. Relevant equipment is select and checked for accuracy and operational effectiveness as per job requirements   9. Task is planned and recorded using specialized mathematical language and symbols appropriate for the task as per job requirements |
| 1. Use geometry to draw 2D shapes and construct 3D shapes for work | * 1. A range of 2D shapes and 3D shapes and their uses in work contexts is identified as per job specifications   2. Features of 2D and 3D shapes are named and described as per job specifications   3. Types of angles in 2D and 3D shapes are identified as per job specifications   4. Angles are drawn, estimated and measured using geometric instruments as per job requirements   5. Angle properties of 2D shapes are named and identified as per SOPs   6. Angle properties are used to evaluate unknown angles in shapes as per SOPs   7. Properties of perpendicular and parallel lines are applied to shapes as per SOPs   8. Understanding and use of symmetry is demonstrated as per SOPs   9. Understanding and use of similarity is demonstrated as per SOPs   10. The workplace tasks and mathematical processes required are identified as per workplace procedures   11. 2D shapes is drawn for work as per job specification   12. 3D shapes is constructed for work as per job specification   13. The outcomes are reviewed and checked as per workplace procedures   14. Specialized mathematical language and symbols appropriate for the task are used as per SOPs |
| 1. Collect, organize, and interpret statistical data for work | * 1. Workplace issue requiring investigation are identified as per workplace procedures   2. Audience / population / sample unit is determined as per workplace procedures as per workplace procedures   3. Data to be collected is identified as per workplace procedures   4. Data collection method is selected as per workplace procedures   5. Appropriate statistical data is collected and organized as per SOPs   6. Data is illustrated in appropriate formats as per SOPs   7. The effectiveness of different types of graphs are compared as per SOPs   8. The summary statistics for collected data is calculated as per SOPs   9. The results / findings are interpreted as per SOPs   10. Data is checked to ensure that it meets the expected results and content as per workplace procedures   11. Information from the results including tables, graphs and summary statistics is extracted and interpreted as per workplace procedure   12. Mathematical language and symbols are used to report results of investigation as per workplace procedure |
| 1. Use routine formula and algebraic expressions for work | * 1. Understanding of informal and symbolic notation, representation and conventions of algebraic expressions is demonstrated as per SOPs   2. Simple algebraic expressions and equations are developed as per job specification   3. Operate on algebraic expressions as per job requirement   4. Algebraic expressions are simplified as per job requirement   5. Substitution into simple routine equations is done as per SOPs   6. Routine formulas used for work tasks are identified and comprehended as per SOPs   7. Routine formulas are evaluate by substitution as per SOPs   8. Routine formulas transposed as per SOPs   9. Appropriate formulas are identified and used for work related tasks as per workplace procedures   10. Outcomes are checked and result of calculation used as per workplace procedures |
| 1. Use common functions of a scientific calculator for work | * 1. Required numerical information to perform tasks is located as per job specification   2. The order of operations and function keys necessary to solve mathematical calculation are determined as per job specification   3. Function keys on a scientific calculator are identified and used as per SOPs   4. Estimations are referred to check reasonableness of problem solving process as per workplace procedures   5. Appropriate mathematical language, symbols and conventions are used to report results as per workplace procedures |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. 2D shapes may include but not limited may include but not limited to: | * Triangles * Square * Rectangle * Triangle |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Measuring
* Logical thinking
* Computing
* Drawing of graphs
* Applying mathematical formulas
* Analytical

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Types of common shapes
* Differentiation between two dimensional shapes / objects
* Formulae for calculating area and volume
* Types and purpose of measuring instruments
* Units of measurement and abbreviations
* Fundamental operations (addition, subtraction, division, multiplication)
* Rounding techniques
* Types of fractions
* Different types of tables and graphs
* Meaning of graphs, such as increasing, decreasing, and constant value
* Preparation of basic data, tables & graphs

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Developed communication strategies to meet the organization requirements and applied in the workplace 2. Established and maintained communication pathways for effective communication in the workplace 3. Used communication strategies involving exchanges of complex oral information |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE DIGITAL LITERACY

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Identify appropriate computer software and hardware | * 1. Concepts of ICT are determined in accordance with computer equipment   2. Classifications of computers are determined in accordance with manufacturers specification   3. Appropriate computer software is identified according to manufacturer’s specification   4. Appropriate computer hardware is identified according to manufacturer’s specification   5. Functions and commands of operating system are determined in accordance with manufacturer’s specification |
| 1. Apply security measures to data, hardware, software in automated environment | * 1. ***Data security and privacy are classified*** in accordance with the prevailing technology   2. ***Security threats*** reidentified ***and control measures*** are applied in accordance with laws governing protection of ICT   3. Computer threats and crimes are detected in accordance to Information Management security guidelines   4. Protection against computer crimes is undertaken in accordance with laws governing protection of ICT |
| 1. Apply computer software in solving tasks | * 1. ***Word processing concepts*** are applied in resolving workplace tasks, report writing and documentation as per the job requirements   2. ***Word processing utilities*** are applied in accordance with workplace procedures   3. Worksheet layout is prepared in accordance with work procedures   4. Worksheet is built and data manipulated in the worksheet in accordance with workplace procedures   5. Continuous data manipulated on worksheet is undertaken in accordance with work requirements   6. Database design and manipulation is undertaken in accordance with office procedures   7. Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures |
| 1. Apply internet and email in communication at workplace | * 1. Electronic mail addresses are opened and applied in workplace communication in accordance with office policy   2. Office internet functions are defined and executed in accordance with office procedures   3. ***Network configuration*** is determined in accordance with office operations procedures   4. Official World Wide Web is installed and managed according to workplace procedures |
| 1. Apply Desktop publishing in official assignments | * 1. Desktop publishing functions and tools are identified in accordance with manufactures specifications   2. Desktop publishing tools are developed in accordance with work requirements   3. Desktop publishing tools are applied in accordance with workplace requirements   4. Typeset work is enhanced in accordance with workplace standards |
| 1. Prepare presentation packages | * 1. Types of presentation packages are identified in accordance with office requirements   2. Slides are created and formulated in accordance with workplace procedures   3. Slides are edited and run-in accordance with work procedures   4. Slides and handouts are printed according to work requirements |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Appropriate computer hardware may include but not limited to: | Collection of physical parts of a computer system such as:   * Computer case, monitor, keyboard, and mouse * All the parts inside the computer case, such as the hard disk drive, motherboard and video card |
| 1. Data security and privacy may include but not limited to: | * Confidentiality of data * Cloud computing * Integrity -but-curious data surfing |
| 1. Security and control measures may include but not limited to: | * Counter measures against cyber terrorism * Risk reduction * Cyber threat issues * Risk management * Pass-wording |
| 1. Security threats may include but not limited to: | * Cyber terrorism * Hacking |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical skills
* Interpretation
* Typing
* Communication
* Computing (applying fundamental operations such as addition, subtraction, division and multiplication)
* Using calculator
* Basic ICT skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Software concept
* Functions of computer software and hardware
* Data security and privacy
* Computer security threats and control measures
* Technology underlying cyber-attacks and networks
* Cyber terrorism
* Computer crimes
* Detection and protection of computer crimes
* Laws governing protection of ICT
* Word processing;
* Functions and concepts of word processing.
* Documents and tables creation and manipulations
* Mail merging
* Word processing utilities
* Spread sheets;
* Meaning, formulae, function and charts, uses and layout
* Data formulation, manipulation and application to cells
* Database;
* Database design, data manipulation, sorting, indexing, storage retrieval and security
* Desktop publishing;
* Designing and developing desktop publishing tools
* Manipulation of desktop publishing tools
* Enhancement of typeset work and printing documents
* Presentation Packages;
* Types of presentation Packages
* Creating, formulating, running, editing, printing and presenting slides and handouts
* Networking and Internet;
* Computer networking and internet.
* Electronic mail and world wide web
* Emerging trends and issues in ICT;
* Identify and integrate emerging trends and issues in ICT
* Challenges posed by emerging trends and issues

**EVIDENCE** **GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Identified and controlled security threats   2. Detected and protected computer crimes   3. Applied word processing in office tasks   4. Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures   5. Opened electronic mail for office communication as per workplace procedure   6. Installed internet and World Wide Web for office tasks in accordance with office procedures   7. Integrated emerging issues in computer ICT applications   8. Applied laws governing protection of ICT |
| 1. Resource Implications | The following resources should be provided:   * 1. Access to relevant workplace where assessment can take place   2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written test   4. Portfolio of Evidence   5. Interview   6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE ENTREPRENEURIAL SKILLS**

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** | **PERFORMANCE CRITERIA** |
| 1. Demonstrate understanding of an Entrepreneur | 1. Entrepreneurs and Business persons are distinguished as per principles of entrepreneurship 2. ***Types of entrepreneurs*** are identified as per principles of entrepreneurship 3. Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship 4. ***Characteristics of Entrepreneurs*** are identified as per principles of Entrepreneurship 5. Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship |
| 1. Demonstrate understanding of Entrepreneurship and self-employment | 1. Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship 2. Importance of self-employment is analysed based on business procedures and strategies 3. ***Requirements for entry into self-employment*** are identified according to business procedures and strategies 4. Role of an Entrepreneur in business is determined according to business procedures and strategies 5. Contributions of Entrepreneurs to National development are identified as per business procedures and strategies 6. Entrepreneurship culture in Kenya is explored as per business procedures and strategies 7. Born or made Entrepreneurs are distinguished as per entrepreneurial traits |
| 1. Identify Entrepreneurship opportunities | 1. Sources of business ideas are identified as per business procedures and strategies 2. Business ideas and opportunities are generated as per business procedures and strategies 3. Business life cycle is analysed as per business procedures and strategies 4. Legal aspects of business are identified as per procedures and strategies 5. Product demand is assessed as per market strategies 6. Types of ***business environment*** are identified and evaluated as per business procedures 7. Factors to consider when evaluating business environment are explored based on business procedure and strategies 8. Technology in business is incorporated as per best practice |
| 1. Create entrepreneurial awareness | 1. ***Forms of businesses*** are explored as per business procedures and strategies 2. Sources of business finance are identified as per business procedures and strategies 3. Factors in selecting source of business finance are identified as per business procedures and strategies 4. ***Governing policies*** on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies 5. Problems of starting and operating SSEs are explored as per business procedures and strategies |
| 1. Apply entrepreneurial motivation | 1. ***Internal and external motivation*** factors are determined in accordance with motivational theories 2. Self-assessment is carried out as per entrepreneurial orientation 3. Effective communications are carried out in accordance with communication principles 4. Entrepreneurial motivation is applied as per motivational theories |
| 1. Develop innovative business strategies | 1. Business innovation strategies are determined in accordance with the organization strategies 2. Creativity in business development is demonstrated in accordance with business strategies 3. ***Innovative business strategies*** are developed as per business principles 4. Linkages with other entrepreneurs are created as per best practice 5. ICT is incorporated in business growth and development as per best practice |
| 1. Develop Business Plan | 1. Identified Business is described as per business procedures and strategies 2. Marketing plan is developed as per business plan format 3. Organizational/Management plan is prepared in accordance with business plan format 4. Production/operation plan in accordance with business plan format 5. Financial plan is prepared in accordance with the business plan format 6. Executive summary is prepared in accordance with business plan format 7. Business plan is presented as per best practice |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Types of entrepreneurs may include but not limited to: | * Innovators * Imitators * Craft * Opportunistic * Speculators |
| 1. Characteristics of Entrepreneurs may include but not limited to: | * Creative * Innovative * Planner * Risk taker * Networker * Confident * Flexible * Persistent * Patient * Independent * Future oriented * Goal oriented |
| 1. Requirements for entry into self-employment may include but not limited to | * Technical skills * Management skills * Entrepreneurial skills * Resources * Infrastructure |
| 1. Internal and external motivation may include but not limited to: | * Interest * Passion * Freedom * Prestige * Rewards * Punishment * Enabling environment * Government policies |
| 1. Business environment may include but not limited to: | * External * Internal * Intermediate |
| 1. Forms of businesses may include but not limited to: | * Sole proprietorship * Partnership * Limited companies * Cooperatives |
| 1. Governing policies may include but not limited to: | * Increasing scope for finance * Promoting cooperation between entrepreneurs and private sector * Reducing regulatory burden on entrepreneurs * Developing IT tools for entrepreneurs |
| 1. Innovative business strategies may include but not limited to: | * New products * New methods of production * New markets * New sources of supplies * Change in industrialization |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical
* Management
* Problem-solving
* Root-cause analysis
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Decision making
* Business communication
* Change management
* Competition
* Risk
* Net working
* Time management
* Leadership
* Factors affecting entrepreneurship development
* Principles of Entrepreneurship
* Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
* Conflict resolution
* Health, safety and environment (HSE) principles and requirements
* Customer care strategies
* Basic financial management
* Business strategic planning
* Impact of change on individuals, groups and industries
* Government and regulatory processes
* Local and international market trends
* Product promotion strategies
* Market and feasibility studies
* Government and regulatory processes
* Local and international business environment
* Relevant developments in other industries
* Regional/ County business expansion strategies

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | 1. Assessment requires evidence that the candidate: 2. Distinguished entrepreneurs and businesspersons correctly 3. Identified ways of becoming an entrepreneur appropriately 4. Explored factors affecting entrepreneurship development appropriately 5. Analysed importance of self-employment accurately 6. Identified requirements for entry into self-employment correctly 7. Identified sources of business ideas correctly 8. GeneratedBusiness ideas and opportunities correctly 9. Analysed business life cycle accurately 10. Identified legal aspects of business correctly 11. Assessed product demand accurately 12. Determined Internal and external motivation factors appropriately 13. Carried out communications effectively 14. Identified sources of business finance correctly 15. Determined Governing policy on small scale enterprise appropriately 16. Explored problems of starting and operating SSEs effectively 17. Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly 18. Prepared executive summary correctly 19. Determined business innovative strategies appropriately 20. Presented business plan effectively |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | 1. Written tests 2. Oral questions 3. Third party report 4. Interviews 5. Portfolio of Evidence |
| 1. Context of Assessment | Competency may be assessed   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

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# DEMONSTRATE EMPLOYABILITY SKILLS

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

**UNIT DESCRIPTON**

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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Conduct self-management | 1. Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 2. Emotional intelligence is demonstrated as per workplace requirements. 3. Individual performance is evaluated and monitored according to the agreed targets. 4. Assertiveness is developed and maintained based on the requirements of the job. 5. Accountability and responsibility for own actions are demonstrated based on workplace instructions. 6. Self-esteem and a positive self-image are developed and maintained based on values. 7. Time management, attendance and punctuality are observed as per the organization policy. 8. Goals are managed as per the organization’s objective 9. Self-strengths and weaknesses are identified based on personal objectives |
| 1. Demonstrate interpersonal communication | 1. Writing skills are demonstrated as per communication policy 2. Negotiation and persuasion skills are demonstrated as per communication policy 3. Internal and external stakeholders’ needs are identified and interpreted as per the communication policy 4. Communication networks are established based on workplace policy 5. Information is shared as per communication policy |
| 1. Demonstrate critical safe work habits | * 1. Stress is managed in accordance with workplace policy.   2. Punctuality and time consciousness is demonstrated in line with workplace policy.   3. Personal objectives are integrated with organization goals based on organization’s strategic plan.   4. ***Resources*** are utilized in accordance with workplace policy.   5. Work priorities are set in accordance to workplace goals and objectives.   6. Leisure time is recognized and utilized in line with personal objectives.   7. ***Drugs and substances of abuse*** are identified and avoided based on workplace policy.   8. HIV and AIDS prevention awareness is demonstrated in line with workplace policy.   9. Safety consciousness is demonstrated in the workplace based on organization safety policy.   10. ***Emerging issues*** are identified and dealt with in accordance with organization policy. |
| 1. Lead a workplace team | 1. Performance targets for the ***team*** are set based on organization’s objectives 2. Duties are assigned in accordance with the organization policy. 3. ***Forms of communication*** in a team are established according to organization’s policy. 4. Team performance is evaluated based on set targets as per workplace policy. 5. Conflicts are resolved between team members in line with organization policy. 6. Gender related issues are identified and mainstreamed in accordance workplace policy. 7. Human rights and fundamental freedoms are identified and respected as Constitution of Kenya 2010. 8. Healthy relationships are developed and maintained in line with workplace. |
| 1. Plan and organize work | 1. Work plans are prepared based on activities and budget. 2. Assigned tasks are interpreted and expectations identified as per the workplace instructions. 3. Task occupational safety and health requirements are identified and observed regulations. 4. Work resources are identified, mobilized, allocated and utilized based on organization work plans. 5. Work activities are monitored and evaluated in line with work plans and workplace policy. 6. Work plans are reviewed based on target and available resources. |
| 1. Maintain professional growth and development | * 1. Personal training needs are identified and assessed in line with the requirements of the job.   2. ***Training and career opportunities*** are identified and utilized based on job requirements.   3. Resources for training are mobilized and allocated based organizations and individual skills needs.   4. Licensees and certifications relevant to job and career are obtained and renewed as per policy.   5. Work priorities and personal commitments are balanced and managed based on requirements of the job and personal objectives.   6. Recognitions are sought as proof of career advancement in line with professional requirements. |
| 1. Demonstrate workplace learning | * 1. Learning opportunities are sought and managed based on job requirement and organization policy.   2. Improvement in performance is demonstrated based on courses attended.   3. Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job   4. Time and effort is invested in learning new skills based on job requirements   5. Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.   6. New systems are developed and maintained in accordance with the requirements of the job.   7. Awareness of personal role in workplace ***innovation*** is demonstrated based on requirements of the job. |
| 1. Demonstrate problem solving skills | * 1. Creative, innovative and practical solutions are developed based on the problem   2. Independence and initiative in identifying and solving problems is demonstrated based on requirements of the job.   3. Team problems are solved as per the workplace guidelines   4. Problem solving strategies are applied as per the workplace guidelines   5. Problems are analyzed and assumptions tested as per the context of data and circumstances |
| 1. Manage ethical performance | * 1. Policies and guidelines are observed as per the workplace requirements   2. Self-worth and professionalism is exercised in line with personal goals and organizational policies   3. Code of conduct is observed as per the workplace requirements   4. Integrity is demonstrated as per legal requirement |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

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| --- | --- |
| **Variable** | **Range** |
| 1. Drug and substance abuse may include but not limited to: | Commonly abused   * Alcohol * Tobacco * Miraa * Over-the-counter drugs * Cocaine * Bhang * Glue |
| 1. Feedback may include but not limited to: | * Verbal * Written * Informal * Formal |
| 1. Relationships may include but not limited to: | * Man/Woman * Trainer/trainee * Employee/employer * Client/service provider * Husband/wife * Boy/girl * Parent/child * Sibling relationships |
| 1. Forms of communication may include but not limited to: | * Written * Visual * Verbal * Non verbal * Formal and informal |
| 1. Team may include but not limited to: | * Small work group * Staff in a section/department * Inter-agency group |
| 1. Personal growth may include but not limited to: | * Growth in the job * Career mobility * Gains and exposure the job gives * Net workings * Benefits that accrue to the individual as a result of noteworthy performance |
| 1. Personal objectives may include but not limited to: | * Long term * Short term * Broad * Specific |
| 1. Trainings and career opportunities may includes but not limited to | * Participation in training programs * Serving as Resource Persons in conferences and workshops |
| 1. Resource may include may but not limited to: | * Human * Financial * Technology |
| 1. Innovation may include but not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |
| 1. Emerging issues may include but not limited to: | * Terrorism * Social media * National cohesion * Open offices |
| 1. Range of media for learning may include but not limited to: | * Mentoring * peer support and networking * IT and courses |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Interpersonal
* Communication
* Critical thinking
* Organizational
* Negotiation
* Monitoring
* Evaluation
* Record keeping
* Problem solving
* Decision Making
* Resource utilization
* Resource mobilization

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Work values and ethics
* Company policies
* Company operations, procedures and standards
* Occupational Health and safety procedures
* Fundamental rights at work
* Workplace communication
* Concept of time
* Time management
* Decision making
* Types of resources
* Work planning
* Organizing work
* Monitoring and evaluation
* Record keeping
* Gender mainstreaming
* HIV and AIDS
* Drug and substance abuse
* Professional growth and development
* Technology in the workplace
* Innovation
* Emerging issues

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   * 1. Conducted self-management   2. Demonstrated interpersonal communication   3. Demonstrated critical safe work habits   4. Demonstrated the ability to lead a workplace team   5. Planned and organized work   6. Maintained professional growth and development   7. Demonstrated workplace learning   8. Demonstrated problem solving skills   9. Demonstrated the ability to manage performance ethically |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE ENVIRONMENTAL LITERACY

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

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate environmental literacy. It involves, controlling environmental hazard and environmental pollution, demonstrating 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 , analyzing resource use and developing resource conservation plans

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Control environmental hazard | 1. Storage methods for environmentally hazardous materials are strictly followed according to environmental regulations and OSHS. 2. Disposal methods of hazardous wastes are followed according to environmental regulations and OSHS. 3. ***PPE*** is used according to OSHS. |
| 1. Control environmental Pollution | * 1. Environmental pollution ***control measures*** are implemented in accordance with international protocols.   2. Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999   3. Methods for minimizing noise pollution is complied with based on Noise and Excessive Vibration Pollution and Control Regulations, 2009 |
| 1. Demonstrate sustainable resource use | * 1. Methods for minimizing wastage are complied with based on organizational waste management guide   2. Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle)   3. Methods for economizing and reducing resource consumption are practiced as per the Constitution of Kenya 2010 Article 69 . |
| 1. Evaluate current practices in relation to resource usage | * 1. Information on resource efficiency systems and procedures are collected and provided as per work groups/sector   2. Current resource usage is measured and recorded as per work group   3. Current purchasing strategies are analyzed and recorded according to industry procedures.   4. Current work processes to access information and data is analyzed following enterprise protocol. |
| 1. Identify environmental legislations/conventions for environmental concerns | 1. Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact 2. Industrial standard/environmental practices are described according to the different environmental concerns |
| 1. Implement specific environmental programs | 1. Programs/Activities are identified according to organizations policies and guidelines. 2. Individual roles/responsibilities are determined and performed based on the activities identified. 3. Problems/constraints encountered are resolved in accordance with organizations’ policies and guidelines 4. Stakeholders are consulted based on company guidelines |
| 1. Monitor activities on Environmental protection/Programs | 1. Activities are periodically monitored and Evaluated according to the objectives of the environmental program 2. Feedback from stakeholders are gathered and considered in Proposing enhancements to the program based on consultations 3. Data gathered are analyzed based on Evaluation requirements 4. Recommendations are submitted based on the findings 5. Management support systems are set/established to sustain and enhance the program 6. Environmental incidents are monitored and reported to 7. concerned/proper authorities |
| 1. Analyze resource use | 1. All resource consuming processes are Identified as per the organizational work plan 2. Quantity and nature of resource consumed is determined based on processes 3. Resource flow is analyzed as per different parts of the process. 4. Wastes are classified according to NEMA regulations on waste management. |
| 1. Develop resource Conservation plans | 9.1. Efficiency of use/conversion of resources is determined according to industry protocol.  9.2. Causes of low efficiency of use of resources are Determined based on industry protocol.  9.3. Plans for increasing the efficiency of resource use are developed based on findings. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
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| **Variable** | **Range** |
| 1. PPE may include but not limited to | * + Mask   + Gloves   + Goggles   + Safety hat   + Overall * Hearing protector |
| 1. Control measures may include but not limited to | * Methods for minimizing or stopping spread and ingestion of airborne particles * Methods for minimizing or stopping spread and ingestion of gases and fumes * Methods for minimizing or stopping spread and ingestion of liquid wastes |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Measuring
* Recording
* Analytical
* Monitoring
* Communication
* Writing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* PPEs
* Environmental regulations
* OSHS
* Pollution
* Waste management
* Principle of 3Rs
* Types of resources
* Techniques in measuring current usage of resources
* Environmental hazards
* Regulatory requirements

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Controlled environmental hazard   2. Controlled environmental pollution   3. Demonstrated sustainable resource use   4. Evaluated current practices in relation to resource usage   5. Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns.   6. Described industrial standard environmental practices according to the different environmental issues/concerns.   7. Resolved problems/ constraints encountered based on management standard procedures   8. Implemented and monitored environmental practices on a periodic basis as per company guidelines   9. Recommended solutions for the improvement of the program   10. Monitored and reported to proper authorities any environmental incidents |
| 1. Resource Implications | The following resources should be provided:   * 1. Workplace with storage facilities   2. Tools, materials and equipment relevant to the tasks (e.g. Cleaning tools, cleaning materials, trash bags)   3. PPE, manuals and references   4. Legislation, policies, procedures, protocols and local ordinances relating to environmental protection   5. Case studies/scenarios relating to environmental Protection |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Observation   2. Oral questioning   3. Written test   4. Portfolio of Evidence   5. Interview   6. Third party report |
| 1. Context of Assessment | Competency may be assessed   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Identify workplace hazards and risk | 1.1 ***Hazards*** in the workplace are identified ***based their indicators***  1.2 Risks and hazards are evaluated based on legal requirements.  1.3 ***OSH concerns*** raised by workers are addressed as per legal requirements. |
| 1. Control OSH hazards | 2.1 Hazard prevention ***and control measures*** are implemented as per legal requirement.  2.2 Risk assessment is conductedand a risk matrix developed based on likely impact.  2.3 ***Contingency measures***, including ***emergency procedures*** during workplace ***incidents and emergencies*** are recognized and established in accordance with organization procedures. |
| 1. Implement OSH programs | 3.1 Company OSH program are identified, evaluated and reviewed based on legal requirements.  3.2 Company OSH programs are implemented as per legal requirements.  3.3 Workers are capacity built on OSH standards and procedures as per legal requirements  3.4 ***OSH-related records*** are maintained as per legal requirements. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Hazards may include but not limited to: | * Physical hazards – impact, illumination, pressure, noise, * vibration, extreme temperature, radiation * Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects * Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors * Ergonomics * Psychological factors – over exertion/ excessive force,   awkward/static positions, fatigue, direct pressure,   * varying metabolic cycles * Physiological factors – monotony, personal relationship, work out cycle * Safety hazards (unsafe workplace condition) –confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris * Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work) |
| 1. Indicators may include but not limited to: | * Increased of incidents of accidents, injuries * Increased occurrence of sickness or health complaints/ symptoms * Common complaints of workers related to OSH * High absenteeism for work-related reasons |
| 1. OSH concerns may include but not limited to: | * Workers’ experience/observance on presence of work hazards * Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) * Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines |
| 1. Safety gears /PPE (Personal Protective Equipment) may include but not limited to: | * 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 |
| 1. Appropriate risk controls   may include but not limited to: | * Appropriate risk controls in order of impact are as follows: * Eliminate the hazard altogether (i.e., get rid of the dangerous machine) * Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) * Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) * Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) * Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) * Use personal protective equipment (i.e., wear * gloves and goggles when using the machine) |
| 1. Contingency measures may include but not limited to: | * Evacuation * Isolation * Decontamination * (Calling designed) emergency personnel |
| 1. Incidents and emergencies may include but not limited to: | * Chemical spills * Equipment/vehicle accidents * Explosion * Fire * Gas leak * Injury to personnel * Structural collapse * Toxic and/or flammable vapors emission. |
| 1. OSH-related Records may include but not limited to: | * Medical/Health records * Incident/accident reports * Sickness notifications/sick leave application * OSH-related trainings obtained |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Interpersonal
* Presentation
* Risk assessment
* Evaluation
* Critical thinking
* Problem solving
* Negotiation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* General OSH Principles
* Occupational hazards/risks recognition
* OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
* National OSH regulations; company OSH policies and protocols
* Systematic gathering of OSH issues and concerns
* General OSH principles
* National OSH regulations
* Company OSH and recording protocols, procedures and policies/guidelines
* Training and/or counseling methodologies and strategies

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Identified hazards in the workplace based their indicators 2. Evaluated workplace hazards based on legal requirements. 3. Addressed OSH concerns raised by workers as per legal requirements. 4. Implemented hazard prevention and control measures as per legal requirement. 5. Conducted risk assessment as per legal requirement. 6. Developed risk matrix based on likely impact. 7. Recognized and established contingency measures in accordance with organization procedures. 8. Identified, evaluated and reviewed company OSH program based on legal requirements. 9. Implemented company OSH programs as per legal requirements. 10. Capacity built workers on OSH standards and procedures as per legal requirements 11. Maintained OSH-related records as per legal requirements. |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# COMMON UNITS OF COMPETENCY

# APPLY MEDIA LAW

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

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Demonstrate media Law | 1. Media laws are identified as per the SOPs. 2. Nature of law is determined as per the Constitution of Kenya 2010 (COK, 2010) 3. The sources of law are identified as per COK, 2010 4. The purpose the law is identified as per COK, 2010 5. Laws are classified as per COK, 2010. |
| 1. Determine Human Rights | 1. Human rights are identified as per the ***Universal Declaration of Human Rights*** 2. Effects of Human rights are determined as per the Universal Declaration of Human Rights 3. Context of human rights in media is established as per the Universal Declaration of Human Rights 4. Human rights are evaluated and reviewed as per SOPs. 5. Human rights are reviewed and approved as per SOPs |
| 1. Apply law of defamation | 1. Features of defamationare identified as per media law 2. Methods of discharging defamation are determined as per media law 3. Impacts of defamation are established as per the media law 4. Remedies to defamation are determined as per media law |
| 1. Determine Contempt of court | 1. Contempt of court is identified as per the penal code of conduct 2. Validity of court order is determined as per the penal code of conduct 3. Knowledge of court order is established based on the respondent 4. Impacts of contempt of court are determined as per the penal code of conduct |
| 1. Determine Invasion of Privacy | 1. Intrusion of solitude is determined as per the SOPs 2. Appropriation of names or likeness is established as per SOPs 3. Public disclosure of private facts is identified as per SOPs 4. False light is determined as per the SOPs |
| 1. Apply Copyright laws | 1. Categories of copyright laws are identified as per the Copyright laws 2. ***Infringement*** of copyright laws is established as per the Copyright laws |
| 1. Apply Laws Governing Media practice | 1. Access to information is determined as per the Kenya Data protection is established Information Communication Act 2. Accreditationof professional practitioners is determined as per Media Council of Kenya Act 3. Internal code of ethics are promoted as per Media Houses Internal Code of Conduct |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Universal declaration of human rights mayinclude but not limited to: | * Freedom of expression * Right to access of information * Freedom of the media |
| 1. Infringement may include but not limited to: | * Actively break the terms of law * Act so as to undermine the law * Limit someone’s rights or freedom |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Public relations
* Planning

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Human rights
* Current affairs

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrated media law 2. Demonstrated the ability to determine human rights 3. Demonstrated the ability to apply law of defamation 4. Demonstrated the ability to determine contempt of court 5. Demonstrated the ability to determine invasion of privacy 6. Demonstrated the ability to apply copyright laws 7. Demonstrated the ability to apply laws governing media practice |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Interview   2. Written tests   3. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# DEMONSTRATE MEDIA ETHICS

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

**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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Determine ethical principles | 1. ***Ethical Principles*** are identified as per standard operating procedures (SOPs) 2. Ethical Principles are analysed as per the SOPs. 3. Ethical Principles are applied as per the SOPs. |
| 1. Apply media ethics | 1. Media Ethics are identified as per standard operating procedures (SOPs) 2. Media ethics are analysed as per the SOPs. 3. Media ethics theories are determined as per the SOPs 4. Media ethics are applied as per the SOPs |
| 1. Evaluate code of ethics | 1. ***Code of ethics*** are identified as per SOPs 2. Code of ethics are classified as per SOPs 3. Code of ethics are applied in media as per the Journalism code of ethics |
| 1. Determine ethical issues in entertainment in media | 1. Ethical issues in entertainment in Media are identified as per Kenya Information and Communication Act 2015 2. Ethical issues in entertainment in Media issues are classified as per the Media Council Act 2013 3. Ethical issues in entertainment in Media are analysed as per the Media Council Act 2013 |
| 1. Determine media censorship | 1. Media censorship contexts are identified as per SOPs 2. Media censorship is applied in the identified contexts as per SOPs |
| 1. Determine conflict of interest | 1. **Conflict of interest** categories are identified 2. Conflict of interest in media are analysed as per the SOPs |
| 1. Determine media plagiarism | 1. Categories of ***plagiarism*** are identified as per the APA publication manual 2. Plagiarism in Media are analyses as per the SOPs |
| 1. Apply digital media ethics | 1. Digital Media ethics are identified as per the Journalism code of ethics 2. Digital Media ethics models are analysed as per the Journalism code of ethics 3. Digital Media ethics are applied as per the SOPs |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Ethical principles may include but not limited to | * Respect for Persons * Beneficence * Justice * Non-Malfeasance |
| 1. Journalism code of ethics may include but not limited to | * SPJ Code of Ethics * American Society of News Editors * Media Council Act 2013 |
| 1. Conflict of interest may include but not limited to | * Nepotism * Self-dealing * Actual conflict of interest * Potential conflict of interest * Perceived conflict of interest * Conflict of duty |
| 1. Plagiarism may include but not limited | * Self-plagiarism * Accidental Plagiarism * Mosaic Plagiarism * Direct Plagiarism |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Creativity
* Innovation
* Multi-media

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Current affairs
* Technological savvy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Determined ethical principles 2. Applied media ethics 3. Evaluated code of ethics 4. Determined ethical issues in entertainment in media 5. Determined media censorship 6. Determined conflict of interest 7. Determined media plagiarism 8. Applied digital media Ethics |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Interview   2. Observation   3. Written tests   4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# CORE UNITS OF COMPETENCY

# PRODUCE BROADCAST PROGRAMS

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Determine broadcast equipment | 1. Broadcast environment is identified based on the organizational objectives. 2. Broadcast equipment is identified as per the organization ‘activities. 3. Bbroadcast equipment is established as per standard operating procedures (SOPs). |
| 1. Record audio programs | 1. Audio program is identified as per the editorial policies. 2. Audio recording environment is established as per the SOPs. 3. Audio recording equipment is selected as per work place needs. 4. Audio recording equipment is set up as per the SOPs. 5. Audio program is captured as per organization guidelines. |
| 1. Produce audio programs | * 1. ***Audio program***s are identified as per the organization policies.   2. ***Resource***s required are established and their availability secured as per organization policies.   3. Audio programs are scripted as per the organizational objectives.   4. Audio programs are directed and recorded as per the script. |
| 1. Record video programs | 1. Video programs are identified as per the editorial policies. 2. Video recording environment is established as per the SOPs. 3. Video ***recording equipment*** is selected as per work place needs. 4. Video recording equipment is set up as per the SOPs. 5. Video program is captured as per organization guidelines. |
| 1. Produce video programs | * 1. Video program are identified as per the organization policies.   2. Resource required is established and their availability secured as per organization policies.   3. Video programs are scripted as per the organizational objectives.   4. ***Video programs*** are directed and recorded as per the script. |
| 1. Direct broadcast programs | 1. ***Broadcast programs*** are selected as per the organizational objectives. 2. Broadcast programs scripts are identified as per the programming schedule. 3. Broadcast programs scripts are analysed as per the organizational guidelines. 4. Broadcast programs are planned based on the script 5. Broadcast programs are produced as per the organizational policy |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| * 1. Audio programs may include but not limited to: | * Interviews * Music * Commercials * Dramas * news |
| * 1. Resource may include but not limited to: | * human * financial * technical * physical |
| * 1. Video programs may include but not limited to: | * documentaries * talk- shows * music * commercials * drama * news |
| * 1. Broadcast programs may include but not limited to: | * video * audio |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Creativity
* Innovation
* Multi-media

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Security and safety
* Current affairs

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrated the ability to use broadcast equipment 2. Demonstrated the ability to record audio programs 3. Demonstrated the ability to reduce audio programs 4. Demonstrated the ability to record video programs 5. Demonstrated the ability to produce video programs 6. Demonstrated the ability to direct broadcast programs |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Interview 2. Observation 3. Written tests |
| 1. Context of Assessment | Competency may be assessed on:   * 1. On the job   2. Off the job   3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# PRODUCE BROADCAST NEWS

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Prepare broadcast news script | * 1. ***News script*** is identified based on the programming schedule.   2. News scripts are drafted based on type of news.   3. Drafted news script is reviewed based on the programming schedule. |
| 1. Establish broadcast team | * 1. News program is identified based on the programming schedule.   2. Competent personnel are identified based on the type of news.   3. Broadcast team is established per the competencies. |
| 1. Record broadcast news stories | * 1. News production styles and techniques are determined.   2. Broadcast news stories sources are identified based on the news values.   3. News stories are gathered based on the news values.   4. News story are recorded as per organizational requirement. |
| 1. Conduct news production process | * 1. News stories are evaluated based on the news values.   2. News stories voice-overs are scripted.   3. Newscaster’s scripts and lead-ins are scripted according to news copy format.   4. News script is voiced.   5. News bulletin structure is determined.   6. News bulletin is consolidated based on the news values. |
| 1. Determine newscast structure | * 1. Stories are evaluated based on content and length.   2. News stories are developed based on accuracy and immediacy.   3. Newscasters are coached based on story value.   4. Stories are stacked into autocue according to its importance. |
| 1. Produce radio news | * 1. Radio news story is identified as per the organization policies.   2. Resources required are established and their availability secured as per organization policies.   3. Radio news is scripted as per the organizational objectives.   4. Radio news is directed and recorded as per the script. |
| 1. Produce television news | * 1. Television news is identified as per the organization policies.   2. ***Television news production resources*** are established and their availability secured as per organization policies   3. Television news is scripted as per the organizational objectives.   4. Television news is directed and recorded as per the script. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| * 1. News script may include but not limited to: | * Mini documentary * Reader copy * Voice-overs * Lead-ins * Nuts-up |
| * 1. Television news production resources may include but not limited to: | * human * financial * technical * physical |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Creativity
* Innovation
* Multi-media
* Analytical
* Good judgement
* Poise

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Security and safety
* Current affairs

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Demonstrated the ability to write news Broadcast script.   2. Demonstrated the ability to establish news broadcast team.   3. Determined news production styles and techniques   4. Demonstrated the ability to produce news broadcast stories   5. Demonstrated the ability to determine newscast structure   6. Demonstrated the ability to produce radio news   7. Demonstrated the ability to produce television news |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Interview 2. Observation 3. Written tests 4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   * 1. On the job   2. Off the job   3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# EDIT BROADCAST PROGRAM

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

**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 programs, editing video programs, packaging audio stories, packaging video stories, editing multi-media programs and archiving broadcast content.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Determine broadcast editing hardware and software | * 1. Broadcast editing tools are identified as per the SOPs.   2. Scope of the editing task is determined based on workplace requirements.   3. Broadcast editing hhardware is selected.   4. Broadcast editing software is selected. |
| 1. Determine audio and video formats | * 1. Compatibility of file formats and hardware are established as per the SOPs.   2. Compatibility of file formats and software are established as per the SOP.   3. Audio and videos formats are established as per the SOPs. |
| 1. Edit audio files | 1. ***Aaudio programs*** are identified. 2. Scripts for audio programs are analyzed according to organizational guidelines. 3. Audio files are imported from the source as per the SOPs. 4. Imported audio files are edited on the selected software as per the SOPs. 5. Edited audio programs are exported in a compatible format as per the SOPs. |
| 1. Edit video files | 1. ***Video programs*** are identified. 2. Scripts for video programs are analyzed. 3. Video file are imported from the source as per the SOPs. 4. Imported video files are edited as per the SOPs. 5. Edited video programs are rendered/exported as per the SOPs. |
| 1. Package audio stories | 1. Broadcast platforms are established based organizational structure. 2. Storage devices and their capacity are established. 3. Audio files are packaged based on the channel. |
| 1. Package video stories | * 1. Broadcast platforms are established based organizational structure.   2. Storage devices and their capacity are established.   3. Video files are packaged based on the channel. |
| 1. Edit multi-media programs | 1. ***Multi-media content*** are identified. 2. Scripts for multi-media programs are prepared as per the SOPs. 3. Multimedia processes and tools are established as per the SOPs. 4. Multimedia editing processes are executed as per the SOPs. |
| 1. Archive broadcast content | 1. Broadcast content is established based on the organizational objectives. 2. ***Storage facilities*** are established based on the organizational structure. 3. Broadcast content is digitized based on the format. 4. Digitized content is catalogued as per work place guideline. 5. Digitized content is encrypted as per work place guideline. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Audio programs may include but not limited to: | * News * Interviews * Music * Commercials * Dramas * Documentaries |
| 1. Video programs may include but not limited to: | * News * interviews * music * Commercials |
| 1. Multi-media content may include but not limited to: | * Graphics * Audio * Video * Text |
| 1. Storage facilities may include but not limited to: | * (SD cards * Hard-disk * Servers * Cloud * DV-CAMS |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Creativity
* Innovation
* Multi-media
* Good judgement
* Analytical

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Security and safety
* Current affairs
* Technological savvy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrated the ability to 2. Determined multimedia editing hardware and software. 3. Determined multimedia formats 4. Demonstrated the ability to edit audio files 5. Demonstrated the ability to edit video files 6. Demonstrated the ability to edit text and graphics files 7. Archived multimedia content |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Interview 2. Observation 3. Written tests 4. Produced package |
| 1. Context of Assessment | Competency may be assessed on:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# PRESENT BROADCAST NEWS

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Prepare news presentations | * 1. News script is analyzed based on the content.   2. Research on the news content is conducted   3. News presentations are rehearsed based on the content.   4. Make-up is done as per the SOPs. |
| 1. Determine presentation styles | * 1. Types of broadcast news are determined.   2. Broadcast presentation methods are established. |
| 1. Prepare presentation Interviews | * 1. Research on the interviewee(s) is conducted based on topic.   2. Interview script is drafted according to organization guidelines.   3. In-news interviews are scheduled as per the news bulletin. |
| 1. Determine presentation technique | 1. News presentation style is established based on the in-house guidelines. 2. Correct diction is established 3. Body language and posture 4. Script is customized |
| 1. Undergo voice training | 1. Resonance test is conducted as per the SOPs. 2. Pitch and intonation is managed as per the SOPs. 3. Voice projection is tested as per the SOPs. |
| 1. Stream broadcast news | 1. ***Technical setup*** is conducted as per the organization guidelines. 2. Broadcast range is established as per the SOPs. 3. News stories are linked based on the sequence. 4. News broadcast is presented. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Technical set-up may include but not limited to: | * Lighting * Camera * audio devices |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Creativity
* Innovation
* Multi-media
* Eloquence
* Photogenic
* Listening
* Networking
* Problem solving
* Analytical
* poise

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Security and safety
* Current affairs
* Technological savvy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Determine presentation styles and techniques 2. Managed news Interviews 3. Applied correct language in broadcasting 4. Demonstrated the ability to voice broadcast stories 5. Demonstrated the ability to customize broadcast news script 6. Demonstrated the ability to prepare for news presentations. 7. Demonstrated the ability to present news on air |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Interview 2. Observation 3. Written tests 4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# DETERMINE BROADCAST EQUIPMENT AND STUDIO OPERATIONS

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

**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’s and operations and demonstrating the use of broadcast technologies.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Determine studio equipment and arrangements | 1. Broadcast environment is identified based on the organizational objectives. 2. Studio equipment is determined as per the organization ‘activities. 3. Studio set-up is established as per organizational activities. |
| 1. Prepare studio operation room | 1. Scope of studio operations is determined based on organizational objectives. 2. ***Studio operation resources*** are determined as per organizational objectives. 3. Studio operation room is set up based on the SOPs. |
| 1. Manage Broadcast studio operations | 1. Studio operators are trained as per the SOPs. 2. Studio operation rules and regulations are established based on SOPs. 3. Broadcast Studio equipment service and maintenance schedule is established as per the SOPs. 4. Studio operation schedule is established based on organizational objectives. |
| 1. Determine Editing equipment and operations | 1. ***Broadcast editing tools*** are determined as per the organization ‘activities. 2. Studio equipment and tools are established as per SOPs |
| 1. Demonstrate the understanding of broadcast technologies | 1. Broadcast technologies are determined based on organizational objectives. 2. Broadcast technologies are applied as per the SOPs |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Studio operation resources may include but not limited to: | * Human * Financial * Physical location * Technical |
| 1. Broadcast editing tools may include but not limited to: | * Editing Suites, * Editing Hardware * Editing Software |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Planning
* Budgeting
* Technical know-how
* Innovation
* Multi-media

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Security and safety
* Current affairs
* Technological savvy
* Maintenance and repair

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Determined studio equipment and arrangements 2. Demonstrated ability to prepare a studio operation room 3. Demonstrated ability to manage broadcast studio operations 4. Determined editing equipment’s and operations 5. Demonstrated ability to use broadcast technologies |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Interview   2. Observation   3. Written tests   4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# WRITE AND REPORT NEWS

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

**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. .

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Determine structure and organization of news | 1. News stories are identified as per the organizational structure, 2. News writing techniques are determined as per the organization guidelines. 3. Components of a news story are established as per the SOPs. 4. Elements/values of news are determined as per the SOPs. |
| 1. Gather news story | 1. News story sources are determined as per the work place requirements. 2. ***News story source*** is selected based on the work place objectives. 3. ***News gathering techniques*** are determined based on the source. 4. News stories are gathered based on the work place requirement. |
| 1. Determine news writing styles | 1. News story is identified based on in- house guidelines. 2. Writing styles are established based on in-house guidelines. 3. News broadcast platform is determined based on organizational structure. 4. News writing language is selected based on editorial guidelines |
| 1. Prepare broadcast news copy | 1. Broadcast news stories are determined as per the SOPs. 2. Components of broadcast news stories are determined as per the SOPs. 3. Broadcast news copy is drafted in line with in-house guidelines. |
| 1. Prepare newspaper copy | 1. Newspaper stories are determined as per the SOPs 2. Components of newspaper stories are determined as per the SOPs 3. Newspaper copy is drafted in line with in-house guidelines |
| 1. Prepare digital news copy | 1. Online news stories are determined as per the SOPs 2. Components of online news stories are determined as per the SOPs. 3. Online news copy is drafted in line with in-house guidelines. |
| 1. Edit news story | 1. Drafted copy is edited for grammar as per the SOPs. 2. Drafted copy is edited for spelling and punctuation as per the SOPs 3. Drafted copy is edited for facts as per the SOPs 4. Drafted copy is edited for legal issues as per the SOPs 5. Drafted copy is edited for language based on in-house guidelines. |
| 1. Determine Parliament and political reporting practice | * 1. Knowledge on political players and development is determined based on trends.   2. Parliamentary rules are establish based on SOPs.   3. Government processes and organs are established based on SOPs.   4. Parliamentary privileges and immunities are established based on SOPs. |
| 1. Establish court reporting practice | * 1. Constitution knowledge is established as per SOPs.   2. Court rules and regulations established as peer SOPs.   3. Accurate titles of court officials are established as per SOPs.   4. Legal jargons are established as per SOPs.   5. Sources of court stories are established as per SOPs.   6. Contempt of court is established as per SOPs.   7. Trial process is established as per SOPs. |
| 1. Determine sports reporting practice | * 1. Rules and regulations governing the game are established based on the sport type.   2. History and development of the sport is established based on research   3. Knowledge of player(s) is established based on sport rules and regulations |
| 1. Establish business reporting practice | * 1. Business and economic policies are established based on SOPs.   2. Business and economy indexes and jargons are established as per the SOPs.   3. Stock market and exchange rates are established as per SOPs.   4. Numeracy and currency are established as per SOPs. |
| 1. Establish science and technology reporting practice | 1. Mechanical accuracy is established based on facts 2. Technical accuracy is established based on facts 3. Internal consistency is attained based on editorial policy 4. Fact and objectivity is determines as per the research findings |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. News sources may include but not limited to: | * Human * Written |
| 1. News gathering techniques may include but not limited to: | * Recording * Interviewing * Participation * Observation |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Creativity
* Innovation
* Multi-media
* Good judgement
* Research

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Security and safety
* Current affairs
* Technological savvy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Determined structure and organization of news 2. Demonstrated ability to gather news story 3. Demonstrated ability to write news stories 4. Demonstrated ability to prepare a broadcast news copy 5. Demonstrated ability to prepare a newspaper story 6. Demonstrated ability to prepare a digital news copy |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Interview 2. Observation 3. Written tests 4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# PRODUCE FEATURE STORIES

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

**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. .

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Determine feature story ideas | * 1. Sources of feature stories are identified based on the topic.   2. Elements of feature stories are established based on SOPs.   3. Ideas of topical feature story are formulated based on organizational objectives. |
| 1. Determine feature article style | * 1. Feature stories are selected based on SOPs.   2. Feature story language is selected based on the topic.   3. Feature article style is selected as per the organizational objectives. |
| 1. Research feature stories | * 1. Feature sources are reached based on organizational structures.   2. Feature story data is gathered online based on organizational guidelines.   3. Location is visited as per the organizational guidelines.   4. Feature story sources are interviewed based on the topic. |
| 1. Interview for feature stories | 1. Interview consent is sought based on the topic. 2. Location is established based on organizational guidelines 3. Interview questions formulated based on research findings 4. ***Forms of Interview*** are established based on the topic 5. ***Interviewing techniques*** are employed based on the topic. |
| 1. Write feature story | 1. ***Lead is established*** (narrative, descriptive, question, direct address, summary, analogy, quotation, teaser, anecdotal) based on the topic 2. Feature introduction is drafted based on feature lead guidelines. 3. Feature story body is drafted according to organizational guidelines. 4. Feature story conclusion is drafted as per content. |
| 1. Market feature story | 1. Promotional videos are aired based on organizational structure. 2. Teasers, blurbs or stand firsts are created based on organizational structure. 3. Promotional talk is delivered based on feature topic. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |  |
| --- | --- | --- |
| **Variable** | | **Range** |
| 1. Forms of Interview may include but not limited to: | * Informational * Emotional * Interpretive | |
| 1. Interviewing techniquesmay include but not limited to: | * Active listening * Turn-talking * observation * Language | |
| 1. Lead is established may include but not limited to: | * Narrative * Descriptive, * Question, * Direct address * summary * Analogy * Quotation * Teaser * Anecdotal | |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Creativity
* Innovation
* Multi-media
* Intuitive
* Interviewing

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Security and safety
* Current affairs
* Technological savvy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrated the ability to determine feature story ideas 2. Demonstrated the ability to determine feature article style 3. Demonstrated the ability to research for feature stories 4. Determined the techniques to conduct feature story interviews 5. Demonstrated the ability to write feature story 6. Demonstrated the ability to market feature story |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Interview 2. Observation 3. Written tests 4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# CARRY OUT INVESTIGATIVE JOURNALISM

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

**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. .

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Determine investigative topic | * 1. Investigative issue is established based on public interest.   2. Channels of sourcing information are determined based on organizational structures.   3. Investigative topic is selected based on organizational guidelines. |
| 1. Determine investigative news sources | * 1. Investigative story sources are determined based on SOPs.   2. ***Primary investigative news*** sources are categorized based on SOPs.   3. Secondary investigative news sources are categorized based on SOPs.   4. Information is extracted from sources based on organizational guidelines. |
| 1. Apply investigative techniques | * 1. Investigative interviewing techniques are employed as per the organizational guidelines.   2. Investigative research techniques are employed organizational guidelines.   3. ***Investigative subterfuge*** techniques are employed based on organizational guidelines. |
| 1. Carry out investigative journalism | * 1. Investigative story findings are factually documented based on SOPs.   2. Investigative story findings are objectively interpreted based on SOPs.   3. Investigative story findings are systematically reviewed based on SOPs. |
| 1. Prepare in-depth copy | * 1. Lead is established based on the topic.   2. Investigative story introduction is drafted based on organizational guidelines.   3. Investigative story body is drafted according to organizational guidelines.   4. Investigative story conclusion is drafted as per content. |
| 1. Prepare promotional content | 1. Promotional videos are aired based on organizational structure 2. Teasers, blurbs or stand firsts are created based on organizational structure 3. Promotional talk is delivered based on feature topic |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Primary investigative news may include but not limited to: | * experts * victims |
| 1. Investigative subterfuge may include but not limited to: | * going undercover |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Creativity
* Innovation
* Multi-media
* Intuitive
* Interviewing

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Security and safety
* Current affairs
* Technological savvy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrated ability to determine investigative topic 2. Demonstrated ability to determine investigative news sources 3. Demonstrated ability to determine investigative techniques 4. Demonstrated ability to carry out investigative journalism 5. Demonstrated ability to prepare in-depth copy 6. Demonstrated ability to Prepare promotional content |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Interview   2. Observation   3. Written tests   4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   * 1. On the job   2. Off the job   3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# PRACTICE PHOTOJOURNALISM

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

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Determine equipment and techniques in photography | * 1. ***Forms of photography***  are established as per organizational activities   2. ***Photography equipment*** are identified as per the organization ‘activities.   3. Photography techniques are established in line with type of photography |
| 1. Determine photography for media platforms | * 1. ***Media platform*** are established based on organizational structure.   2. Photo designs are evaluated based on purpose of the shoot.   3. Shooting schedule is formulated based on organizational objectives. |
| 1. Shoot digital photography | * 1. Shoot location is established according to organizational activities   2. Shoot subjects are identified according to organizational objectives.   3. ***Photo shoot resources*** are established and their availability secured.   4. Shoot set-up is established as per the organizational guidelines.   5. Photo shoot is executed as per the SOPs.   6. Photos for different media platforms are selected based on organization structure. |
| 1. Write photo caption | * 1. Photo captionsare identified   2. Photos are analyzed based on organizational objectives.   3. Research and fact checking is conducted based on photos available.   4. Captions are written based on the type of story. |
| 1. Edit perceptive photo | * 1. Photo editing tools are determined as per the SOPs.   2. Photos are reviewed and selected based on organization objectives.   3. Photo file formats are determined as per the SOPs.   4. Photos are edited as per the organizational objectives.   5. Edited photos are placed based on the media platforms.   6. Edited photos are packaged and archived as per the organizational guidelines. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Forms of photography include but not limited to: | * Portrait * Sports * Spots * News * Landscape * Wildlife * Commercials * Fashion |
| 1. Photography equipment include but not limited to: | * Cameras * Lenses * Tripods * Diffusers * Reflector Kit |
| 1. Media platform include but not limited to: | * Magazine, * Newspaper, * Online, * Tv |
| * Photo shoot resources include but not limited to: | * Human * Financial * Technical * Physical |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Creativity
* Innovation
* Multi-media

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Security and safety
* Current affairs
* Technological savvy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. determined equipment and techniques in photography 2. determined photography for different media and platforms 3. Demonstrated ability to shoot digital photography 4. Demonstrated ability to determine photographic activities for media 5. Demonstrated ability to edit perceptive photos 6. Demonstrated ability to write captions |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Interview 2. Observation 3. Written tests 4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# APPLY MEDIA CONVERGENCE

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

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Determine technologies of media convergence | 1. ***Categories of media convergence*** *are* established as per the SOPs 2. ***Media convergence tools are*** identified as per the organization ‘activities. 3. Media convergence tools are established as per standard operating procedures as per the SOPs |
| 1. Apply digital journalism | 1. Digital journalism tools are established as per the SOPs 2. Elements of digital journalism are established 3. Digital contentto be produced are established as per the organization policies. 4. Resources required are established and their availability secured as per organization policies 5. Digital content are produced as per the script. |
| 1. Apply media convergence | 1. Tasks are determined as per the organizational policies. 2. ***Resources*** required are established and their availability secured as per organization policies 3. Media convergence processes are applied as per organizational objectives |
| 1. Regulate converged media | 1. Converged media risks are established as per the SOPs 2. Converged media rules and regulations are established as per the SOPs 3. Converged media rules and regulations are applied as per the SOPs |
| 1. Determine impact of media convergence | 1. Media channels, messages and audience in converged media are established as per organizational objectives 2. Converged media profitability are established as per organizational objectives 3. Case studies of converged media industries are conducted as per organizational objectives |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Categories of media convergence tools may include but not limited to: | * Internet, * Databases, * Social Media Platforms |
| 1. Resources may include but not limited to: | * human, * financial * physical * technical |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Creativity
* Innovation
* Multi-media

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Security and safety
* Current affairs
* Technological savvy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Determined Technologies of media convergence 2. Demonstrated ability to apply digital journalism 3. Demonstrated ability to apply media convergence in the industry 4. Demonstrated ability to regulate converged media 5. Determined impact of media convergence |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Interview 2. Observation 3. Written tests 4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# 

# PLAN AND MANAGE JOURNALISM PROJECT

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

**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, analysing and interpretating of data, documenting project finding conclusions and recommendations and writing project report.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Determine project plan | * 1. Research project selected based on organizational objectives   2. Problem statement formulated based on organizational objectives   3. Research projects objectives are established based on organizational objectives   4. Research project justification established as per the organizational objectives. |
| 1. Review Pertinent Literature | 1. Relevant literature sources are identified based on research objectives. 2. Pertinent literature is determined as per research objectives. 3. Pertinent literature is reviewed as per research objectives. 4. Pertinent literature is compiled as per the SOPs. |
| 1. Develop project Design | 1. Types of research designs are established based on the research objectives. 2. Research design is selected based on research objectives. 3. Research design is developed based on project objectives. |
| 1. Prepare project budget | 1. Research scope is established based on organizational objectives. 2. Sources of funding are identified based on organizational objectives. 3. Budget items are identified based on project objectives. 4. Research budget is drafted based on organizational objectives. |
| 1. Develop data collection tools | 1. Data collection tools are established based on project objectives. 2. Data collection tool are determined based on project objectives. 3. Data collection tools are designed based on project objectives. |
| 1. Collect project data | 1. Data collection methods are determined. 2. Data collection method is selected based on project objectives. 3. ***Data*** collected is compiled based on project objectives |
| 1. Present project data | 1. Data presentation tools are identified based on organizational objectives. 2. Data presentation methods are determined based on project objectives. 3. Gathered data is displayed on correct format based on project objectives. |
| 1. Analysis and interpretation of data | 1. Data analysis methods are established based on project objectives. 2. Data analysis method is selected based on project objectives. 3. Data is analyzed as per the SOPs. |
| 1. Document project findings, conclusions and recommendations | 1. Components of research project are analyzed based on project objectives. 2. Analyzed data are reviewed based on project objectives. 3. Research Conclusions are drafted based on project objectives. 4. Research recommendations are drawn based on project objectives. |
| 1. Write project l Report | 1. Research report is drafted as per the SOPs. 2. Research report is reviewed and edited as per the SOPs. 3. Research report is evaluated and implemented as per the SOPs. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. data may include but not limited to | * qualitative/categorical * quantitative/measurement |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Creativity
* Innovation
* Multi-media

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Security and safety
* Current affairs
* Technological savvy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Determined research Project 2. Reviewed pertinent Literature 3. Developed research Design 4. Prepared budget for Research 5. Developed data Collection tools 6. Collected research Data 7. Presented and displayed Data 8. Analysed and Interpreted Data 9. Documented research Findings and drew conclusions and recommendations 10. Wrote the research report |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Interview 2. Written test 3. Submitted reports/ projects |
| 1. Context of Assessment | Competency may be assessed on:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# CONDUCT RESEARCH IN MASS COMMUNICATION

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

**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, analysing, interpreting and presenting data, and drafting research report

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Identify a research problem | 1. Investigation is done based on area of study. 2. The scope of the study is defined based on the area of study. 3. A research topic is formulated based on research problem. |
| 1. Formulate research objectives and questions | 1. Research objectives are identified based on the topic. 2. Research questions are established based on the objectives. 3. Research objectives and questions are drafted |
| 1. Conduct research literature review | 1. ***Sources of information*** are identified as per the topic. 2. Information obtained from the sourced are analyzed as per the research objectives. 3. Literature review is conducted based on the research problem. |
| 1. Determine research design | 1. Types of research design are identified based on the topic 2. A ***research design*** is selected based on research objectives 3. Sampling techniques are established based on design 4. Data analysis techniques are established based on design. 5. Validity and reliability of research instruments is determined as per design |
| 1. Determine data collection methods | 1. Types of data collections methods are established based on design 2. Sources of research data are identified 3. ***Sampling techniques*** are selected based on the population 4. Data is extracted from sources based on the research objectives |
| 1. Analyse , interpret and present of data | 1. ***Types of data*** is determined as per the collected information 2. Methods of analysing data collected are established based relationship, interaction and disputes. 3. Collected data is measured based on the analysis 4. Methods of interpreting data (descriptive, inferential and evaluation) are established based on design 5. Analysed data is presented based on the design |
| 1. Draft research report | * 1. Research title is written based on SOPs   2. Reviewed literature is written based on SOPs   3. Statement of the problem Written based on SOPs   4. Research objectives and Questions are written based on SOPs   5. Research findings are documented based on SOPs   6. Analysed data is presented based on SOPs   7. Conclusion and recommendation is drafted based on results |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Sources of information may include but not limited to | * Primary * Secondary |
| 1. Research design may include but not limited to | * Descriptive * Experimental * Case study * Correlational |
| 1. Sampling techniques may include but not limited to | * Probability * Non-probability |
| 1. Types of data may include but not limited to | * qualitative/categorical * quantitative/measurement |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Evaluation
* analytical skills
* presentation
* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Management

**Required knowledge**

The individual needs to demonstrate knowledge of:

Research methods

Organizational Policy and procedures

Current affairs

Types of stakeholders in an organization

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. demonstrated ability to identify research problem 2. formulated hypothesis for research questions 3. conducted research review 4. developed research design and methodology 5. conducted data collection, analysis and presentation 6. conducted hypothesis testing 7. prepared research proposal and report |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Interview 2. Observation 3. Written tests 4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   * 1. On the job   2. Off the job   3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# DEMONSTRATE MASS COMMUNICATION

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

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| * + 1. Determine fundamentals of communication | * 1. Features of communications are demonstrated based on SOPs.   2. Nature and characteristics of mass communications are illustrated based on SOPs.   3. Functions of mass communications are demonstrated based on SOPs.   4. Process of communication is established based on SOPs   5. Elements of communication are determined based on the process.   6. Models of communication are determined based on SOPs. |
| * + 1. Determine media of communication | * 1. Channel of mass communication is determined based on organization structure   2. Forms of print communication are established based on organizational structure.   3. Forms of broadcast media are selected based on organizational structure.   4. Forms of digital media are selected based on organizational structure. |
| * + 1. Determine forms and context of communication | * 1. ***Forms*** of communication are determined based on SOPs.   2. ***Forms of oral communication*** is established based on organizational structure   3. ***Forms of non-verbal communication*** is established based on organizational structure   4. ***Forms of written communication*** is established based on organizational structure |
| * + 1. Determine adjuncts of the mass media. | * 1. Adjunct of mass media are established based on SOPs   2. Elements of mass media on public relations is determined based on organizational structure   3. Elements of mass media on advertising is determined based on organizational structure   4. Impact of mass media on society is established based on organizational structure |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Forms of mass communication: may include but not limited to | * Oral * Non-verbal * Written |
| 1. Forms of oral communication; may include but not limited to | * Speech, * Auditory, * Discussion * Conversation, |
| 1. Forms of non-verbal communication, may include but not limited to | * Vocalics/paralanguage, * Kinesics/body language, * Oculesics/eye language, * Gestures, Facial expressions |
| 1. Forms of written communication; may include but not limited to | * Newspaper * Books |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Evaluation
* analytical skills
* presentation
* Communication
* ICT
* Interpersonal
* Public relations
* Planning

**Required knowledge**

The individual needs to demonstrate knowledge of:

Research methods

Organizational Policy and procedures

Current affairs

Types of stakeholders in an organization

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. demonstrated ability to identify research problem 2. formulated hypothesis for research questions 3. conducted research review 4. developed research design and methodology 5. conducted data collection, analysis and presentation 6. conducted hypothesis testing 7. prepared research proposal and report |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through;   * 1. Interview   2. Observation   3. Written tests   4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# APPLY FUNDAMENTALS OF DIGITAL JOURNALISM

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

**UNIT DESCRIPTION**

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

It involves identifying digital journalism forms; manage digital journalism, establishing digital landscape, producing digital content and analysing data journalism.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Identify digital journalism forms | 1. Purpose of digital journalism is established based on the organizational structure 2. Other of forms of journalism are identified as per SOPs 3. Forms of digital journalism are explored as per SOPs 4. Differences between digital Journalism and other forms of journalism are established as per SOPs |
| 1. Establish digital landscape | 1. Digital landscape application in journalism is established based on organizational objectives 2. ***Types of digital landscapes (business, marketing, education, politics, Journalism)*** are established as per the SOPs 3. Integration of digital journalism and other forms of journalism established based on organizational objectives |
| 1. Manage Digital journalism | 1. .Types of digital journalism tools are identified as per the organization ‘activities. 2. Digital journalism tasks are selected as per the organizational policies. 3. Digital journalism tools functions are established as per standard operating procedures(SOPs |
| 1. Produce digital content | 1. Digital contentto be produced are established as per the organization policies. 2. Resources required are established and their availability secured as per organization policies 3. Digital content to be produced are scripted as per the organizational objectives. 4. Digital content are produced as per the script. 5. Produced digital content is uploaded |
| 1. Analyze data journalism | * 1. Types of data journalism tools are established as per the SOPs   2. Data to be used in digital journalism are identified based on organizational objectives.   3. Data to be used in digital journalism are cleaned and analyzed based on organizational objectives.   4. Cleaned and analyzed data is visualized based on organizational objectives. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Types of digital landscapes may include but not limited to: | * Business * Marketing * Education * Politics * Journalism |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* ICT
* Interpersonal
* Public relations
* Planning
* Budgeting
* Creativity
* Innovation
* Multi-media

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Media regulations and policies
* Media code of ethics
* Security and safety
* Current affairs
* Technological savvy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Explored digital journalism and other forms of journalism 2. Explored digital landscape 3. Determined Digital journalism tools 4. Demonstrated ability to produce digital content 5. Demonstrated ability to be a professional digital journalist 6. Demonstrated ability to apply digital journalism safety and security rules and regulations 7. Demonstrated ability to practice data journalism |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Interview   2. Observation   3. Written tests   4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |