



Sabido
eAcademy
Media • Knowledge • Skills • Attitude

COURSE OUTLINES: v4

The South African media industry - and broadcast in particular - is facing change as it has never experienced before. The arrival of digital technology has revolutionized all broadcast. The number of radio stations and television channels has mushroomed. Audiences have so much choice today. Audiences and broadcasters alike now also have digital internet and social media with which they can augment their entertainment experiences. The media industry needs new skills - skills that have never existed before. Learning needs a new approach, with new knowledge and new competencies. People entering, as well as those already working in this industry need an educational institution that researches change and future trends; that draws on those with the hands-on, up-to-date experience; and that can see what skills will be needed a year or more in advance. **This is the eAcademy.**

This document sets out to outline the training that is to be facilitated and coordinated through our facility. Whereas we have endeavored to continue providing you with the same courses that has been offered in the past, we have also introduces some new and very exciting workshops. We have also maintained our relationship with the various providers to offer you great discounts.

Please complete the eAcademy Booking Form to book your training with us. We will confirm attendance once the class has reached the desired numbers. Please bear in mind that workshops may be rescheduled if we do not attract a minimum number of attendees.

For any other group or in-house training requirements, please enquire with us so that we can discuss your specific needs with you.

Should you require any additional information, do not hesitate to contact us and please feel free to come and view our facilities at your leisure.

We look forward to servicing all your MEDIA training needs.

Yours in People Development,

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Managing Director

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Head of Training

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BUSINESS WRITING [SOF001]

Writing for Business Purposes

SAQA Unit Standard: Not Aligned Credits: N/A NQF level: 3

Duration: 1 day

OVERVIEW:

The Business Writing workshop is aimed at everyone who would like to improve their writing skills in the corporate environment. This course will help delegates to develop the skills necessary for successful business writing - be it reports, emails, letters, faxes, policy documents or contracts.

Written communication can impact significantly on the effectiveness of any organisation. What you write and how you write it can make all the difference. The outcome of any successful interaction can be determined by utilising effective writing skills. Creating conducive and harmonious relationships in the workplace can be significantly enhanced when we use our writing skills creatively. Information is crucial in any organisation and when this information is communicated in writing, the quality of such communications can have a enormous impact on business performance and decision making.

As individuals we need to be cognisant of the impact of our written communication with everyone we interact with. We need to write in a style and fashion that affords others the opportunity to be receptive to the message and information that we are trying to communicate.

On completion of this training, participants will be able to:

- Write business documents to a professional standard.
- Understand and conform to acceptable business formats
- Present information in an organized and structured manner.
- Write in a way so as to achieve a specific objectives.
- Make use of a business-like style and vocabulary, while displaying sensitivity to different levels of reader expertise.
- Articulate ideas with confidence and clarity, able to competently make persuasive and logical arguments.

NB. The course comprises instructor-led training with a strong focus on self-evaluations and a host of activities for participants to assess their own and their colleagues' writing skills.

There are no formal assessments (exams, tests, presentations etc.) for this course. However, to earn a certificate of attendance, delegates will be required to participate actively in the exercises and discussions.

CUSTOMER CARE [SOF002]

Care for and Liaise with a range of Customers of a Business

SAQA Unit Standard: 246740 Credits: 3 NQF level: 4

SAQA Unit Standard: 252218 Credits: 4 NQF level: 4

Duration: 1 day

OVERVIEW:

The person credited with these two unit standards will be able to explain the benefits of customer service; initiate contact with customers (internal and external); maintain contact with them and administer the contact with customers to ensure effectiveness.

The learner will be able to meet customer needs and expectations in a positive manner and recognise and resolve customer complaints that may arise. Workshop participants will be able to identify opportunities for enhancing the quality of service to customers, thereby enhancing their overall experience.

The benefits of this to the sub-sector should be very deep and widespread indeed, because it impacts on the work of every service provider. A more caring and supportive approach to clients that meets their legitimate needs, leads to satisfaction and the increases the probability of return business. Good customer service is only average, to be successful you need excellent customer service if you want to be noticed and ensure repeat business.

On completion of this training, participants will be able to:

- Know and understand one's self, (i.e. personal strengths and weaknesses)
- Identify customer needs and expectations
- Recognise customer dissatisfaction and take action to resolve the situation
- Identify and use opportunities to enhance the quality of customer service
- Communicate with all customers
- Explain the benefits of customer liaison
- Initiate contact with a range of customers
- Maintain contact with a range of customers
- Administer contact with a range of customers

NB. Each attendee will be receive a workbook.

Candidates can request to be assessed. On successful completion of this workbook, the attendees will get a Certificate of Competence from the eAcademy as well as a Statement of Results from the MICT SETA.

COMMUNICATION SKILLS [SOF003]

Communication in the Workplace

SAQA Unit Standard:	119472	Credits:	5	NQF level:	3
SAQA Unit Standard:	119466	Credits:	5	NQF level:	3
SAQA Unit Standard:	119457	Credits:	5	NQF level:	3
SAQA Unit Standard:	119465	Credits:	5	NQF level:	3
SAQA Unit Standard:	119459	Credits:	5	NQF level:	4

Duration: 1 day

OVERVIEW:

Effective Communication is an essential in any professional environment. This workshop is aimed at everyone who would like to improve on their communication skills set in the workplace.

The way we pass a message can have a direct bearing on the eventual outcome. What you say and how you say it can make all the difference. For most individuals their success often relies on what is done by others. Effective relationships at work rely on effective communication between individuals.

However communication often breaks down because what is being said is not always heard (or what is being heard is not always what is meant). There is a tendency to give and receive information in a way that makes us feel comfortable, even if it is not the most effective way.

As individuals we need to be aware of how we communicate to others. We need to use a language and an approach that allows others to be receptive to the message and information.

On completion of this training, participants would have learned:

- How to evaluate the source of communication
- Perception and reference groups
- The importance of non-verbal communication
- The effects of emotions
- Interface and noise
- How to deal with physical barriers
- Developing listening as a critical skill in communication
- Why we always hear what we expect to hear
- Why we ignore information that conflicts with what we already know

NB. Each attendee will be receive a workbook.

Candidates can request to be assessed. On successful completion of this workbook, the attendees will get a Certificate of Competence from the eAcademy as well as a Statement of Results from the MICT SETA.

MANAGING CONFLICT [SOF004]

Design and Implement Plans to Deal with Conflict Situations in the Workplace

SAQA Unit Standard: 114226 Credits: 8 NQF level: 5

SAQA Unit Standard: 117855 Credits: 15 NQF level: 5

Duration: 1 day

OVERVIEW:

What is the cost of unmanaged conflict in terms of reduced morale and productivity? Being able to effectively manage conflict can often determine the success or failure of any organization. The Conflict Management soft skills training course will assist all employees in understanding and handling conflict situations within the organization.

The Conflict Management Training is ideal for people who can participate meaningfully in analyzing conflict, and designing and implementing a plan to manage and resolve conflict.

On completion of this training, participants will be familiar with:

- Understanding the relationship between conflict and the organization
- Identifying sources and types of organizational conflict
- Appreciating different perspectives on conflict within organizations
- Identifying conflict outcomes to the organization
- Employing various conflict handling strategies and styles
- Handling conflict effectively
- Their preferred styles of handling conflict

Participants will receive printed samples of instruments that can aid them in the management of conflict in the workplace.

- **There will be a video shown in class, and also conflict role playing activities performed in the classroom environment.**

NB. Each attendee will be receive a workbook.

Candidates can request to be assessed. On successful completion of this workbook, the attendees will get a Certificate of Competence from the eAcademy as well as a Statement of Results from the MICT SETA.

INTERPERSONAL SKILLS [SOF005]

Interpersonal and Communication Skills

SAQA Unit Standard: Not aligned Credits: N/A NQF level: 3

Duration: 1 day

OVERVIEW:

How often do poor inter-personal skills damage an organization in terms of lost business, impaired customer relationships and lack of coordination of internal processes?

Interpersonal skills are the life skills we use every day to communicate and interact with other people, individually and in groups. Interpersonal skills include not only how we communicate with others, but also our confidence, and our ability to listen and understand. Problem solving, decision making and personal stress management are also considered Interpersonal skills.

The Interpersonal Skills training delivers key concepts and techniques that can be immediately applied to maximize staff interpersonal skills and to maintain competitive advantage. This training is ideal for all employees.

Within this training, participants will learn:

- Introduction to Interpersonal Skills
 - Working Together
 - Technical and Emotional Competence
- Behavioural Types
 - The Role of Behaviour
- Push Styles
 - Aggression, Assertion, Persuasion
- Pull And Moving-Away Styles
 - Questioning, Listening, Exploring, Building on Common Ground
- Emotional Intelligence
- Functional Transactional Analysis (T/A) - Our ego states
- Emotion and The Organization
- Personal and Social Competencies
- Positive and Negative Thinking

Participants will receive printed workbooks to complete in class.

TEAMWORK [SOF006]

Work as a Project Team Member

SAQA Unit Standard: 120379 Credits: 8 NQF level: 4

Duration: 1 day

OVERVIEW:

This Teamwork soft skills training course presents the factors that can make teams succeed or fail and delivers essential tools and techniques that, when applied, will facilitate effective team based activity in any organization.

Learners accessing this standard will be working as a leader in the context of a small project / sub-project involving few resources and having a limited impact on stakeholders and the environment or they will be working as a contributing team member on a medium to large project when not a leader. These projects may be technical projects, business projects or developmental projects. This standard will also add value to learners who are running their own business or business unit and recognise that project management forms an integral component of any business.

The Teamwork Training is ideal for anyone working in a Team.

On completion of this training, participants will:

- Demonstrating an understanding of the criteria for working as a member of a team.
- Collaborating with other team members to improve performance.
- Participating in building relations between team members and other stakeholders.
- Respecting personal, ethical, religious and cultural differences to enhance interaction between team members.
- Using a variety of strategies to deal with potential or actual conflict between team members.

Team games may include any of the following, where teams will compete against each other: *(The game will be pre-determined by the needs of the group.)*

Lego Building (Taking instructions)

Storytelling (Learning to share)

Creative Visualisation (Concepts)

Spellathon (Patience & Helpfulness)

Marshmallow Challenge (Planning & Communication)

Communication Strategies (Know others)

Thoughtful Drawing (Listen to others)

Treasure Hunt (Effective communication)

Charades (Methods of communication)

NB. Depending on the nature and requirements of the manager - and the design of the team session, attendees may be required to complete an assessment.

TIME MANAGEMENT [SOF007]

Management of Time: Monitor, Evaluate and Communicate Simple Project Schedules

SAQA Unit Standard: 120387 Credits: 4 NQF level: 4

SAQA Unit Standard: 15234 Credits: 4 NQF level: 5

Duration: 1 day

OVERVIEW:

How often does poor time management damage an organization in terms of lost business, impairing customer relationships and non-delivery? The Time Management training delivers key concepts and techniques that can be immediately applied to maximize how the staff manages their time in the workplace, to maintain a competitive advantage.

There will be intense self-evaluations in this workshop and after training participants will get to compare their improvement in terms of time management before and after the training.

The Time management workshop is aimed at people who have challenges managing their time in the workplace.

On completion of this training, participants will be familiar with:

- S.M.A.R.T. Goals
- Prioritizing your time
- Planning & Prioritizing tasks
- Dealing with Procrastination - and using time effectively
- Crisis Management
- To Delegate or not
- Meeting Management
- Setting Goals - and keeping them
- Analysis Paralysis: Don't let processes get in the way

NB. After completion of this workshop, the facilitator will check back with the delegates periodically to assess their effectiveness. Relevant supervisors and/or HOD's will also be required to provide feedback on employees' performance and improvement.

Each participant will be required to complete a workbook which will be assessed. On successful completion of this workbook, the attendees will get a Certificate of Competence from the eAcademy as well as a Statement of Results from the MICT SETA.



PRESENTATION SKILLS [SOF008]

Presenting with confidence

SAQA Unit Standard: Not aligned Credits: N/A NQF level: 4

Duration: 1 day

OVERVIEW:

One of the most important communication skills in the business world today is being able to present well. This can be a fundamental link between business and opportunity. Every day people and companies project their image and reputation through their presentations. How we conduct presentations will bring success to the organization on the whole. This workshop is designed specially to help participants plan, prepare and deliver their presentations effectively.

The Presentation Skills workshop is aimed at everyone who is expected to deliver presentations in the workplace.

On completion of this training, participants would have learned how to:

- Present information, thoughts & ideas confidently and convincingly to an individual or to a group
- Take a realistic approach to business communication and presentations which enhances the participants' experience
- Be flexible and adapt to a broad range of roles, objectives and audience ensuring delivery of only relevant information that will achieve desired objectives
- Develop a well-structured, timesaving and confident approach to planning, organising and delivering presentations
- Have a greater level of comfort and control over themselves and the presentation environment

NB. Attendees will be required to deliver a short presentation in class in order to receive their Certificate of Attendance. The presentation must be relative to their job or area of interest.

INTERVIEWING SKILLS [SOF009]

Conducting interviews towards recruiting and selecting the right staff

SAQA Unit Standard: Not aligned Credits: N/A NQF level: 4

Duration: 1 day

OVERVIEW:

Let's face it: great leaders are great because they surround themselves with fantastic, talented people. But most leaders are not very skilled at interviewing. Recruiting and selecting the right type of individual for a particular job is critical to the success of the business. Not developing interviewing skills geared toward improving recruitment and selection competencies in organisations amounts to millions lost by these organisations.

On completion of this training, participants would have learned how to:

- Recognize legal and policy issues related to interviewing
- Identify styles and types of interviews
- Plan an effective interview strategy
- Develop good interview questions
- Conduct successful interviews
- Take precautions to prevent discrimination
- Plan for follow ups
- Do reference checks
- Choose the right person for the job

NB. Attendees will be required to do a role play interview in the classroom environment and will be provided with a template to assist them with the interview process.

EMOTIONAL INTELLIGENCE (EQ) [SOF010]

Becoming more emotionally mature and to manage these competencies better in the workplace.

Aligned to SAQA Unit Standard: 120305

Credits: 8

NQF level: 5

Duration: 2 days

OVERVIEW:

Our ability to deal effectively with our emotions in the work place is critical to our success as managers and employees. Emotional Intelligence strategies increase our ability to successfully manage the constant challenges from customers and our business associates. Employees are required not just to have technical or specialist expertise, but also to have a range of personal attributes and abilities; team members need to be able to co-operate and to work effectively with their colleagues and be able to deal professionally with difficult/stressful situations.

This course will equip delegates to understand themselves and others better, and will give an insight into how to build effective and professional relationships at work. Through skill building exercises, and group discussion, this two-day course will provide you with the opportunity to identify your own challenges in maintaining positive environments and collaborative relationships as well as overcoming resistance and negativity.

On completion of this training, will be able to:

- Know and understand one's self, (i.e. personal strengths and weaknesses).
- Understand the five Dimensions of Intelligence
- Define different forms of Intelligence
- Appreciate the history of Emotional Intelligence
- Identify the benefits of EQ
- Appreciate the components of EQ
- Gender Differences in EQ
- Employ strategies to cultivate EQ in the workplace
- Apply techniques for responding to situations in an emotionally intelligent manner

Participants will receive workbook (resource file) that can aid them in the improving Emotional Intelligence in the workplace.

NB. The attendance is Certificate based, however attendees may request to be assessed at an additional fee. On successful completion of Portfolio of Evidence, the attendees will get a Statement of Results from the relevant SETA.

SALES MATE

AN ADVERTISING SALES TRAINING COURSE

[SOF011]

Aligned to SAQA Unit Standard: Not Aligned

Duration: ½ day

Course Participant:

Everybody else in the organisation must understand how the sales process works, and must play a part, however small, in that process.

This course will suit business practitioner who wants a broader and deeper understanding importance of the sales process and how it affects organisations.

OVERVIEW:

This course will afford participants valuable insight into selling media space through focusing on the following:

- What makes a professional media salesperson?
- The necessary attitudes, knowledge and skill required to deal with advertising buyers.
- The vital first two or three minutes of the sales call.
- Getting in to see the advertising buyer.
- Planning to make the sales call.
- Identifying the buyer's requirements to advertise.
- The benefits of including your medium in the buyer's sales plan.
- Using visual aids in the selling of advertising space.
- Listening to the buyers reasons why not to advertise.
- Dealing with and overcoming these objections.
- Looking for signals to close the deal and sell the advertising.
- The methods used to close this deal.
- Closing the deal and getting the buyer to commit to advertising with your medium.

WHOLE BRAIN LEARNING: [SOF12 & SOF13]

SAQA Unit Standard: Not aligned Credits: N/A

OVERVIEW:

This course facilitates the creative and intellectual awakening and teaches “Whole Brain Learning” and cognitive study methods. It is a program of true self-discovery, which facilitates individuals’ realization of their power and creative learning capacity by integrating the imaginative, problem solving, and understanding functions of the right-brain with the logical, practical, and strategic functions of the left brain. This right and left hemisphere integration is essential to learning, long-term memory, critical thinking and creative invention.

Benefits

- Improved self-belief & confidence
- Whole brain learning
- Realization of full creative potential
- Ignites a passion for learning
- Improved thinking and reasoning skills
- Improved listening & communication skills
- Improved problem solving skills
- Read with speed and understanding
- Indefinite retention of information
- Accurate recall of information

WHOLE BRAIN LEARNING- BEGINNERS [SOF012]

COURSE CONTENT

ONE DAY PROGRAMME

INTRODUCTION - DAY 1

- 10 Steps to success
- Understanding yourself better
- Whole Brain Learning explained
- Optical illusions
- Self - concept
- Brain puzzles

WHOLE BRAIN LEARNING- ADVANCE [SOF013]

COURSE CONTENT

THREE DAY PROGRAMME

DAY 1

MODULE 1. MEMORY SKILLS

DAY 2

MODULE 2. LEARNING SKILLS

MODULE 3. READING & COMPREHENSION SKILLS.

MODULE 4. LISTENING SKILLS

MODULE 5: WRITING

MODULE 6. COMMUNICATION SKILLS - DAY 3

DAY 3

MODULE 8: PLANNING

MODULE 9: APPLICATION OF SKILLS TAUGHT



ASSESSOR [ETD001]

Conduct Outcomes-Based Assessments

SAQA Unit Standard: 115753 Credits: 15 NQF level: 5

Duration: 3 days

OVERVIEW:

This generic Assessor unit standard is for those in-house trainers who assess people for their achievement of learning outcomes in terms of specified criteria in the workplace. The outcomes and criteria may be defined in a range of documents including but not limited to unit standards, exit level outcomes, assessment standards, curriculum statements, qualifications and organizational SOP's (Standards Operating Procedures).

This training looks at SAQA (South African Qualifications Authority) and the NQF (National Qualifications Framework) and it explains outcomes-based education in detail.

Those who achieve this unit standard will be able to conduct assessments within their fields of expertise. People credited with this unit standard are able to carry out assessments in a fair, valid, reliable and practicable manner that is free of all bias and discrimination, paying particular attention to the three groups targeted for redress: race, gender and disability.

Successful candidates will be recognised as Assessors in their field of expertise, after registering with the MICT or other relevant SETA.

For assessment against this unit standard:

- The Learner-Assessor will submit a Portfolio of Evidence. This PoE will consist of a variety of formative exercises to assess the candidate's knowledge, as well as a practical assignment that will assess their application of assessments in the workplace. Results will be submitted to the ETDP (Education Training Development Practice) SETA (Sector Education & Training Authority) for registration of Assessors.

On completion of this training, participants would have learned how to:

- Demonstrate understanding of outcomes-based assessment
- Prepare for assessments
- Conduct assessments
- Provide feedback on assessments
- Review assessments
- Understand the importance of SOPs and Job Descriptions

NB. It is preferred that attendees first attend the 'Train the Trainer' workshop before attempting the Assessor training. This will ensure that all trainers are on the same level in terms of understanding Learner needs, and will allow the Assessor training to be presented at the highest standard.

FACILITATOR: Training Groups [ETD002]

Train the Trainer: Facilitate Learning Using a Variety of Given Methodologies

SAQA Unit Standard: 117871 Credits: 10 NQF level: 5

Duration: 4 - 5 days (5th day for assessments, if required)

OVERVIEW:

This workshop will provide recognition for those who facilitate or intend to facilitate training using a variety of methodologies, which includes explanations, demonstrations, questioning, lectures, role playing and practical activities. We take an outcomes based approach to learning and look at the psychology of group dynamics.

On completion of this training, participants would have learned how to:

- **Plan for facilitation**
Analysis of learners and learning needs reveals the key elements of learning required to achieve defined outcomes. Learning material is prepared to suit the purpose.
- **Prepare for facilitation**
Preparation of the facilitation process ensures the facilitator is ready to implement the process.
- **Facilitate learning**
Learning is facilitated in a coherent manner using appropriate methodologies in line with established principles. Facilitation promotes the achievement of agreed outcomes by individuals while maintaining an emphasis on the manner and quality of the learning experience.
- **Evaluation learning and Review facilitation**
Learner and Facilitator feedback is collected and critically analyzed against specified criteria and areas of improvement are identified and actioned.

For assessment against this unit standard:

- The facilitator will conduct a training session on a subject that they are deemed an expert on.
- The training process should involve combinations of explanations, demonstrations, lectures, role playing and/or some practical activities and the session is concluded with a review of the facilitation.

Portfolios of Evidence will be required to be completed and submitted in order for the candidate to be assessed. Thereafter a certificate will be issued to competent candidates.

NB. A certificate will be issued to all delegates. It is a recommendation that all those performing training, as well as training practitioners, is sent on this workshop.



TRAIN THE TRAINER: (Coaching on the Job) [ETD004]

Perform on-to-one-Training on the Job

SAQA Unit Standard: 117877 Credits: 4 NQF level: 3

Duration: 3 days

OVERVIEW:

This workshop will provide recognition for individuals who perform or intend to perform one-to-one training on the job. Formal recognition will enhance their employability and also provide a means to identify competent trainers or coaches.

The phrase "one-to-one training on the job", sometimes also referred to as "coaching", involves a process of working alongside individual learners/employees to improve their skills in a defined area of application (task). The trainer may provide training for any "task", in any performance area, but such training should be towards some defined performance standard. The performance standard could be in the form of internal company standards or unit standards. *"Task" refers to a clearly defined activity, with achievable steps requiring the application of a discreet set of skills in a particular area.*

For assessment against this unit standard:

- The trainer may provide training for any "task", in any performance area, but such training should be towards a defined performance standard. The performance standard could be in the form of internal company standards, SOPs or SAQA unit standards;
- The training process should involve combinations of explanations and demonstrations of practical activities.

On completion of this training, participants would have learned how to:

- Prepare for one-to-one training on the job
- Conduct training sessions, using a variety of methods
- Monitor and report on learner progress
- Review training

NB. Portfolios of Evidence will be required to be completed and submitted in order for the candidate to be assessed. Thereafter a certificate will be issued to competent candidates.

It is a recommendation that all regular 'Trainers' performing on-the-job training in the workplace, as well as training practitioners and ETD staff not familiar with SAQA and the NQF is sent on this workshop.

MENTORING [ETD005)

Workplace Mentoring

SAQA Unit Standard: Not aligned Credits: N/A

Duration: 1 day

OVERVIEW:

A mentorship training programme is designed and facilitated to form an integral part of the people development strategy of any organisation. The development of staff cannot be done effectively without a good understanding of what it means to be a mentor while ensuring performance through constructive feedback. The investment we make in initial and ongoing training of mentors will contribute to increased employment value, the retention and development of talent and positive career building.

This programme has been designed to set the stage for the relationship between mentor and protégé and to provide the mentor with the information and tools necessary to be effective as a mentor. The workshop will begin to prepare the mentor for the demands and realities of the mentoring experience.

On completion of the workshop participants will have a better understanding of:

- The concept of *mentoring* and related terms
- The characteristics and profile of a successful mentor and a good protégé
- The need for mentorship
- The role of as mentor, role of a coach and also the role of a mentee / protégé
- Differences between mentoring and coaching
- Stages of mentoring
- Developing of a trust relationship
- Benefits of mentoring
- Mentorship agreement
- Apply the skills and techniques required of a mentor

Participants will receive printed workbooks to complete in class.

DIVERSITY AND CHANGE MANAGEMENT [MAN001]

Understanding the importance of diversity and change management in creating a conducive working environment.

Aligned to SAQA Unit Standard: 116924

Credits: 14

NQF level: 5

Duration: 2 days

OVERVIEW:

Diversity and Change Management is conscious process of accepting and using certain differences and similarities as a stimulus for growth and development in an organization. Every employee has a key responsibility in transforming their organizational culture so that it respects, reflects and promotes the values of our different and diverse cultures within the context of a multicultural South Africa.

This two-day course will equip delegates to understand the issues of diversity and change and how they can build productive and professional relationships at work. Participants will explore perceptions about diversity and change and by using different tools, techniques and skills understand and experience how issues of diversity if left unresolved and not managed properly can negatively affect employee relations and ultimately affect the workplace adversely.

On completion of this training, will be able to:

- To define elements of Diversity and Diversity Management
- To explain Diversity and Diversity Management in the South African context.
- To identify the barriers for effective Diversity Management
- Develop an understanding of how race, sex and other factors are involved in power-hierarchies arising from ideologies of superiority.
- Demonstrate where and how group identity, stereotyping, discrimination, exclusion and cultural difference affect interpersonal relationships in an organisation.
- To highlight the business imperative of managing Diversity.
- To include employees in mapping a way towards creating an inclusive and values driven culture within the organization.

Participants will receive a workbook (resource file) that can help them to manage Diversity and Change in the workplace pro-actively.

NB. Attendees may request to be assessed at an additional fee. On successful completion of Portfolio of Evidence (PoE), the attendees will receive a Statement of Results from the relevant SETA.

MANAGEMENT DEVELOPMENT FOR NEW MANAGERS [MAN002]

Implementing Essential Skills for New Managers to be more effective in the Workplace

SAQA Unit Standard: Not aligned Credits N/A NQF level: N/A

Duration: 2 days

OVERVIEW:

The most important task a manager will face when dealing with the people under his direction is that of bringing out the best in them. Unlocking people potential is often seen as the key to any business's success. When an employee's talents are not channeled correctly, their behaviour can seriously compromise the success of an organization. He or she is required to lead, motivate, train, inspire, and encourage.

All management is people management. To be a good manager you need to understand the people who work for you as individuals and motivate them to do their best work. These tasks can include the following: compensation, hiring, performance management, organization development, safety, wellness, employee motivation, communication, administration and training.

The two day workshop is aimed at:

- Newly appointed Supervisors or Team Leaders who want to improve their skills
- First Line Managers or Support staff who want to improve their managerial competencies

On completion of this training, participants will be able:

- Have a clear understanding of people management
- Understand the qualities of an Effective Leader / Manager
- Understand Leadership styles for the new millennium
- Know the difference between a Leader and a Manager
- Implement key Roles and Responsibilities of a New Manager

NB. Participants will receive printed workbooks to complete in the workshop and a Portfolio of Evidence to be completed at the workplace.

Supervisors will be required to complete the following course documents:

1. Supervisors' Self-assessment Questionnaire

Supervisors are required to send a blank copy of the self-assessment questionnaire to at least two of their supervisees - and to their own supervisor/HOD. Completed forms will be sent to the facilitator for discussion with the supervisor.

2. Supervisee Information Form

To be completed by employees reporting to the Supervisor.

CERTIFICATE IN BROADCAST MANAGEMENT [MAN004, MAN005]

Management Development on Various Levels

Programme Duration: 12-24 months

OVERVIEW:

By improving the management knowledge, confidence and ability of individuals, the certificate can contribute to enhanced business performance. The growth of existing broadcasters relies solely on managerial competency. Although substantial progress has been made in developing entrepreneurial and new venture skills, industry needs the next step into the full range of managerial knowledge and skills.

The purpose of the qualification is to deliver and equip broadcast managers with the skills, expertise and knowledge to advance the capability of managers and leaders in the broadcasting industry.

Description.

There is a demand for managers with a broad range of skills, and expertise in specialised areas. They must be capable of operating in a multi-channel, fragmented audience and a media context that converges traditional broadcast with digital social and mobile media. They must be capable of facing and dealing with constant change, high risk factors and a media-saturated audience.

The context requires the broadcast manager to acquire a different set of skills, knowledge and expertise. In a rapidly changing environment, it is not advisable to train learner managers in a classroom when they are divorced from the workplace that is directly associated with their learning programme. The qualification endeavours to fast track and reinforce managerial programme learning with simultaneous practical experience.

Year 1 - Certificate Programme [MAN004]

- Programme divided into 2 Contact sessions of 5 days each - over period of 12 months

Year 1 of this qualification covers:

- People Management Development
- Emotional Intelligence
- Developing Operational Plans
- Conflict Management
- Interpersonal Skills
- Change and Diversity Management

Year 2- Certificate Programme [MAN005]

- Participants should have completed the Year 1 successfully.
- Programme divided into 2 contact sessions 5 days each - over period of 12 months

Year 2 of this qualification covers:

- Strategy and Budgeting
- Project Management
- Audience Science
- Principles of knowledge Management
- Customer Relations
- Motivating a team
- Building a Team

Please Note:

- 2 years part time
- 15 contact sessions year 1 as well as 15 contact sessions in year 2.
- Contact sessions divided into 5 days (week) to minimize operational disruptions.
- Year 2 -candidates eligible on successful completion of year 1.
- Each module work related assignment/s have to be signed off by the manager / supervisor.
- Broadcast Management Certificate **not yet accredited**, it is intended for the successful candidates to be eligible to pursue the Diploma in Broadcast Management (*this is in the process of being accredited by the Council of Higher Education*).
- Contact Sessions to be facilitated by the eAcademy and its appointed trainers.

The qualification involves a variety of assessment, teaching, training, instruction, and application methodologies. The qualification envisages strict adherence to a fixed programme and schedule, and/or planned and programmed integration with workplace activities.

MANAGEMENT ADVANCEMENT PROGRAMME [MAN 007]

This NQF Level 8 Aligned, Certificate of Competence programme comprises of seven courses of study.

Programme Duration: 20 days of class room content spread over a ten month period

Programme Description:

This programme has as its premise the development of individual and organisational capabilities that will lead to a sustainable competitive advantage in the media industry through the design and delivery of World Class Management and Leadership Programmes. The programme is designed to meet the need in South Africa for developing competent managers, and has a special focus on leadership skills and personal development through experiential learning. This programme is facilitated in partnership with the Wits Business School.

Learning Outcomes:

- Demonstrate an understanding of the functional responsibilities of management
- Demonstrate the ability to use theoretical knowledge and tools to exercise managerial responsibilities
- Show an awareness of own personal development needs as a manager & leader
- Enhance confidence as a manager
- Belong to a network of managers from different parts of the business

- **Programme Structure:**

Core Modules

- Group Dynamics
- Principles of HRM %IR
- Principles of Economics
- Principles of Accounting & Finance
- Principles of Marketing
- Principles of Operations Management
- Principles of Strategic Management

Electives

- Principles of Programme Management
- Broadcasting Regulatory Environment
- Principles of Editorial Independence and Ethics

Formal assessment will be completed as follows:

- On-boarding - Experiential learning
- Professional - Action Learning Projects
- Core - Individual, Syndicate assignments and Exams

FROM TECHNICAL PERSON TO MANAGER

[MAN 008]

SAQA Unit Standard: Not Aligned

Duration: 4 days

OVERVIEW: Moving from specialist or technical role to one which involves general and people management responsibilities comes with a lot of challenges. As a specialist or technical person, you have come to depend mostly on yourself for the effective delivery of job related objectives. As a manager, you are responsible for achieving results through others, managing workplace dynamics and diversity whilst still maintaining exceptional standards in the day to day operations of the business.

WHO SHOULD ATTEND:

- Specialists who have been promoted into a management or supervisory position.
- Engineers, technicians and other technical staff who have developed into management position.
- Professionals who have been promoted into first line management position.
- Anyone else wanting to develop their management skills

On completion of this training, participants will be able to:

- Understand the challenges faced in the transition from a specialist to a manager.
- Learn how people dynamics work and how this can help you with people management.
- Learn to be sensitive to individual differences and transform differences into a strength and not a weakness in a Department or organization.
- Awareness of labour relations risks.
- Exposure to current leadership trends and thinking.
- Practical guidelines which can be applied back in the workplace.

Participants will be supplied with a detailed manual, workbook and a CD.

Certificate of Attendance will be awarded to learners who attend the training session.

DISCIPLINARY SKILLS FOR MANAGERS [MAN 009]

SAQA Unit Standard:	10985	Credits: 5	NQF level: 6
SAQA Unit Standard:	11286	Credits: 8	NQF level: 5

Duration: 3 days

OVERVIEW:

This comprehensive course on disciplinary hearings enables managers to do the following:

- chair disciplinary hearings effectively
- initiate and prosecute disciplinary hearings effectively

Many organisations have costly compensation orders from the CCMA due to Line Managers and HR staff not complying with legislation regarding disciplinary matters. This comprehensive course gives detailed insight into issues of discipline and disciplinary procedures in the workplace. This course intends to expose line managers how to effectively chair a disciplinary hearing. The course further aims to demonstrate how to investigate a case and gather sufficient evidence to prosecute a case.

This course gives a practical hands-on approach for dealing with due process when it comes to discipline and disciplinary issues in the workplace. The course focuses on the principles of procedural and substantive fairness and equity as envisaged by the Labour Relations Act. Misconduct issues of absenteeism, intoxication on duty, theft and many other types of misconduct are dealt with from the perspective of relevant case law and the CCMA's Guidelines. The course also demonstrate how managers can deal with issues of poor performance such as tardiness, inefficiency, laziness and general below par performances. Medical incapacity and prolonged illness in the workplace is also becoming a common issue that line managers need to familiar with and to understand processes in relation to medical incapacity.

COURSE OUTLINE

- **Module 1**

Misconduct in the workplace

This module focuses on the nature and instances of misconduct in the workplace and how to handle these effectively. Misconduct issues of absenteeism, intoxication on duty, sexual harassment, poor time keeping, theft, insubordination, damage to company property and many other forms of misconduct are dealt with. Case studies and relevant case law are used as examples of how to correctly deal with various misconduct offences and appropriate sanctions for each.

- **Module 2**

Initiate a Disciplinary Hearing

Module affords delegates the knowledge and understanding of preparing for a disciplinary hearing as an Initiator. This module focuses on how delegates should investigate a potential

incident, what would be the challenges they will be faced with regarding the implementation of disciplinary action, and how to act on it with the correct procedure and preparation.

- **Module 3**

Chair a Disciplinary Hearing - Fair Procedure

This module enables delegates to conduct proper disciplinary hearings and to implement disciplinary principles in a fair and consistent manner. It will lead delegates through the required procedural and substantive aspects pertaining to disciplinary action.

- **Module 4**

Managing Poor Performance in the Workplace

This module focuses on how to deal with poor performance in the workplace.

- **Module 5**

Managing Medical Incapacity in the Workplace

Module focuses on what constitutes fairness of dismissal in cases of incapacity based on ill health. The module also looks into other factors to be considered, such as the nature of the incapacity, the cause of the incapacity, the likelihood of recovery, and the likelihood of improvement or indeed - recurrence. The period of absence and its effect on the employer's operations must also be considered as well as the effect of the employee's disability on other employees. The module affords delegates the opportunity to debate issues such as what kind of message would be sent out to the other employees if the employer consistently condoned the unhealthy employee's absences? The employees work record and length of service must also be considered.

TRAINING METHODOLOGY

The course is facilitated in a participative way, by using simulations, role-plays, case studies, videos, workbook activities and plenary discussions. These are used to encourage participation and interaction among delegates

ASSESSMENT

An assignment and POE is submitted on completion of the course to ensure understanding and competence.

FINANCE FOR NON FINANCIAL MANAGERS [MAN 010]

SAQA Unit Standard: Not Aligned

Credits: 12

NQF level: 6

Duration: 2 days

OVERVIEW: This course is designed to introduce non-financial managers within the business and corporate to basic principles of financial management. The course intends to equip non-financial managers who have no financial background with the basic tools to grasp the concept of financial management.

On completion of this training, participants will be able to:

- Identify financial management cycles and systems
- Understand the need and importance of budgets and budgeting.
- Understand their role and value in effective financial management
- Understand the legislation related to financial management
- Interpret basic financial statements
- Draft a coherent financial plan for a department.
- Understand the principles of working capital management
- Interpret basic bookkeeping and accounting systems
- Identify risk managing needs for an organisation
- Differentiate between effective and ineffective corporate governance and
- Identify professional ethics

A **Certificate of Attendance** will be awarded to learners who attend the training session

BASICS OF AUDIO & VIDEO [TEC002]

Understanding how Audio and Video works in the Broadcast environment

SAQA Unit Standard: Not aligned Credits: N/A NQF level: 8

Duration: 2 days

OVERVIEW:

There are so many places of learning that teaches one about audio and video, and each has their own preference in terms of the 'language' of television. We take this knowledge with us into the workplace and we impart this knowledge on others, while still trying to make sense of the foreign language that everyone else is using around us. This workshop will explain the basics of how audio and video works and will also introduce you to some new names or terminologies for concepts and areas that you may already be familiar with.

This intense 2-day workshop is aimed at anyone who is keen to have a deeper understanding of the way things work in the audio and video environment. It covers a wide range of theoretical concepts such as:

1. Broadcasting: Analogue vs Digital, Commercial, Public & Pay TV
2. The physics of sound
3. Camera: lenses, aperture, shutter
4. Light: The physics of electromagnetic signals
5. Colour: Principles, colour temperature, white balance, lenses & filters
6. Lighting: The purpose of lighting, lights & fixtures
7. Electricity
8. Video Recording
9. Aesthetics: Rule of thirds, composition
10. Discipline: Safety, studio etiquette, production efficiency
11. Digital Television

Attendees are invited to complete an online assessment within 3 weeks after attending the training to evaluate the amount of knowledge they have retained. The facilitator will mark this assessment and notify the attendee via e-mail of their marks.

SOCIAL MEDIA -BEGINNERS

[TEC 003]

Course Duration: 1 day

Course Overview:

This course aims to equip practitioners with using the tools of Social Media to provide solutions to both common and complex business challenges. The course also focuses on giving you the know-how to navigate this digital world to create unique opportunities For communication to a target market, by giving your customers an interactive brand experience they will value, to assist you in the goals of customer and community engagement resulting in brand loyalty.

Course Participant:

This course would suit a business practitioner who wants an intricate understanding of Social Media on how best to apply Social Media to business communication practices. The only requirement is that attendance with an open mind is key.

Course Outline:

The Social Economy

- An all-encompassing introduction to the world of Social Media. Why Social media is the new economy
- Making sense of the history, the future, the jargon, the main players, & the myths...busted

Broad Spectrum Business Integration

- Customer Relationship Management in the Digital era : SRM is the new CRM
- Query and complaint resolution in real time...service excellence with a 😊
- Networking without leaving your office or home
- Project / Programme Management : who does it, who manages it, who budgets for it
- Understanding the role of a Social Media practitioner
- Determining success and failure : benchmarks, agreed terms of performance, reviews

The great Marketing Revolution

- Brand Positioning for a digi-generation : Awareness, Advertising, and Added Value
- Every marketer's 'Holy Grail' : Attaining brand advocacy
- Creating conversations for customer engagement & connecting with your audience
- Stronger brand relationships through online community building
- Social Media reinventing the PR and Media Relations playbook
- A perfect marriage made in Marketing Heaven - Social Media and Smartphone mobiles
- Crisis management in the age of Social Media



- Measurement and Monitoring : helping you achieve 1:4 Marketing ROI
- Building Social Equity : SEO meets Social Media
- Developing a Marketing Strategy for a new age

Social Media in the Workplace

- Employee engagement : no meetings required
- IT's new challenges
- Who 'owns' Social Media - IT or Marketing ?

Case Studies

- Case studies will be used in as many aspects of the course as possible to illustrate the power of Social Media when it's done well and also when it's done with detrimental effects

SOCIAL MEDIA ADVANCE [TEC 004]

Course Duration: 2 days

Course Overview:

This course aims to equip business practitioners with using the tools of Social Media to provide solutions to both common and complex business challenges. The course also focuses on giving you the know-how to navigate this digital world to create unique opportunities for your business from a management level, by giving your customers an interactive brand experience they will value, to assist the business in reaching the goals of customer brand loyalty, market share, and bottom line growth.

Course Participant:

This course would suit a management level business practitioner who wants a broader and deeper understanding of Social Media on how best to apply Social Media to business practices.

The only requirement is that attendance with an open mind is key.

Course Outline

The Social Economy

- An all-encompassing introduction to the world of Social Media
- making sense of the history, the future, the jargon, the main players, & the myths...busted
- Why Social media is the new economy

Broad Spectrum Business Integration

- Customer Relationship Management in the Digital era : SRM is the new CRM
- Query and complaint resolution in real time...service excellence with a 😊
- Networking without leaving your office or home
- Project / Programme Management : who does it, who manages it, who budgets for it
- Understanding the role of a Social Media practitioner in your business
- Determining success and failure : benchmarks, agreed terms of performance, reviews

The great Marketing Revolution

- Brand Positioning for a digi-generation : Awareness, Advertising, and Added Value
- Every marketer's 'Holy Grail' : Attaining brand advocacy
- Creating conversations for customer engagement & connecting with your audience
- Stronger brand relationships through online community building



- Social Media reinventing the PR and Media Relations playbook
- A perfect marriage made in Marketing Heaven - Social Media and Smartphone mobiles
- Crisis management in the age of Social Media
- Online reputation management
- Measurement and Monitoring : helping you achieve 1:4 Marketing ROI
- Building Social Equity : SEO meets Social Media
- Developing a Marketing Strategy for a new age

Social Media in the Workplace

- Employee engagement : no meetings required
- Human Resource Management in the age of Social Media (Recruitment, Employee related policies, Time Management, Training and Development, reward & recognition, etc.)
- IT's new challenges
- Who 'owns' Social Media - IT or Marketing ?
- Mind the gap - Managing a generation that doesn't know a world without Social Media and being Managed by a generation who may not care about it

Monetising Social Media

- Social Media sales strategies : lead generation, Cross-selling & upselling
- Business Development : New media not so new anymore
- Getting the edge over Competitors
- Finding inspiration for product development innovation
- Customer database clean-ups a thing of the past
- Market segmentation, market analysis, market retention : statistics are just a click away

Case Studies

- Case studies will be used in as many aspects of the course as possible to illustrate the power of Social Media when it's done well and also when it's done with detrimental effects

TELEVISION PRODUCTION OPERATIONS [TEC005]

Further Education & Training Certificate in Television Production Operations

SAQA Qualification: 61450 Credits: 157 min NQF level: 4

Duration: 1 year

OVERVIEW:

This Qualification provides the learner with the necessary competence to enter the film and television industry by ensuring that they understand the context and that they are able to function within the context of film and television productions. Learners further understand the importance of the industry within the broader socio-economic context and can apply this in an employment situation. The competence attained by learners enables them to contribute in a meaningful way, through their use of the media, to the social and economic development of the nation at large through effective participation in film and television production.

Qualifying learners are able to follow the work ethic required in the film and television production sector. They can make an informed career choice based on knowledge of the industry, and provide a valuable support role in the industry. Qualified learners adhere to health and safety legislation, and can operate in a business, including maintaining productive interpersonal relations. Due to the high level of technology in the industry, learners are also required to be computer literate to be awarded this qualification.

Qualifying learners are capable of:

- Managing own film or television production activities.
- Delivering customer service with respect to all film or television production stakeholders.
- Gathering and processing information for film or television production specialisations.
- Administering film or television production office procedures according to organisation standards.
- Sourcing film or television production resources for film or television production operations.
- Using equipment, materials and tools in an area of film or television production specialisation fulfilling specific roles within film and television production teams.
- Using equipment, materials and tools in elected areas of film and television production specialisation.
- Processing information in elected areas of film and television production specialisation.

This qualification is aimed at learners who wish to enter the film and television industry with no prior competence in the area. Learning towards this qualification allows the learner to experience the various career options in the industry (technical, creative and production) and thereby make an informed choice. In addition, it allows learners to focus on and gain entry-level competence in a chosen area of specialisation. This qualification will equip learners with a minimum competence in all focus areas as well as providing an employable level of competence in their choice of focus area.

The qualification provides a basis for all further qualifications in the industry. Learners can progress from this qualification to increased, more complex levels of competence in their focus areas. In attaining the required fundamental and core components, the learner gains employment competencies that are transferable.

This qualification gives learners access to fast-tracked entry through recognised competence. This qualification encourages career choices in previously neglected areas of competence, increasing career opportunities by addressing competence across the sector rather than only competence in parts of the sector, as has happened in the past. Globally, innovation, cultural specificity, the demands of new media and collaboration are influencing the competence required in this sector.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The design of this Qualification is based on the assumption that learners embarking on learning towards this qualification are already competent in the areas of communication in one language, and mathematical literacy at NQF Level 3 of the Further Education and Training Band, and are competent vehicle drivers (not compulsory). In addition, competence in communication using a second language at NQF Level 2 is assumed. The Qualification credits are also based on the assumption that the learner is computer literate. Computer literacy has to be achieved before the learner can qualify, if learning is not in place when embarking on learning towards this qualification, contained in the following unit standards:

- ID 117867: Managing files in a Graphical User Interface (GUI) environment.
- ID 117902: Use generic functions in a Graphical User Interface (GUI)-environment.
- ID 116932: Operate a personal computer system.
- ID 117867: Managing files in a Graphical User Interface (GUI) environment.
- ID 117902: Use generic functions in a Graphical User Interface (GUI)-environment.

The fundamental and core components of the qualification are compulsory.

- ✓ Fundamental: 56 Credits.
- ✓ Core: 91 Credits.
- ✓ Electives: 10 Credits.

Specific choices are provided in the elective as follows:

- | | |
|---|------------|
| 1. Camera operations | 12 credits |
| 2. Lighting | 11 credits |
| 3. Grips | 14 credits |
| 4. Editing | 16 credits |
| 5. Sound | 11 credits |
| 6. Production administration | 17 credits |
| 7. Production accounting | 17 credits |
| 8. Production assistant directing/ floor managing assistant | 16 credits |
| 9. Art | 16 credits |

NB. Portfolios of Evidence will be required to be completed and submitted in order for the candidate to be assessed. Candidates are assessed on theory & practical components. A certificate will be issued to competent candidates, as well as a Statement of Results from the MICT SETA.

TELEVISION PRODUCTIONS [TEC006]

National Certificate in Television Productions

SAQA Qualification: 58394 Credits: 122 (min) NQF level: 5

Duration: 1 year

OVERVIEW:

The purpose of the qualification is to ensure specialist competence in all the disciplines related to film and television production, including camera, lighting, vision control, vision mixing, editing, recording, sound and captioning competence, with the elective component allowing for this specialisation. Although qualifying learners are not able to make creative choices, they are capable of working under direction, and to specification, making suggestions to those with creative decision making powers.

The qualification addresses competence for studio and outside broadcasts and film and television production, and single and multi-camera productions. There is a need for qualified learners who can work independently according to a given brief, which they often contribute to, without hands-on operational supervision.

Qualified learners can enhance film and television products through creativity, quality control, suggestions (e.g. regarding shots) and understanding the effect of their decisions on other people in film and television production process. They are capable of complex tasks within their specific contexts, and can make critical decisions in strenuous environment. They can critically evaluate their own area of responsibility within the context of the full process, and can identify problem areas. They understand their role in the overall context and the industry. They can operate the full functionality of equipment/machines, and can do this for a range of equipment/machines. Qualified learners apply their own methods and understand their area sufficiently to contribute to others.

Qualified learners are capable of:

- Organising and managing information about film or television production activities according to specified requirements.
- Determining film or television resource requirements for specific production processes.
- Planning film or television production activities to meet given requirements.
- Assessing film or television production processes against given quality requirements.
- Implementing film or television production processes as directed within an area of specialisation.
- Controlling film or television operations according to specified business principles.

This qualification sets the minimum standard for addressing the need for competence in film and television production. Various needs for competence exist in the South African television and film industry. The shortage of competence has resulted in inflated rates, and there is a need for a larger pool of competent practitioners. By achieving this qualification, learners can improve their employment opportunities and upward mobility, and qualified learners start on an equal footing, also as far as remuneration is concerned.

Target learners are typically from technical, computer, mathematical science or art backgrounds, or have been assisting with camera, lighting, sound, etc. They should have fast reaction times, pay attention to detail, have visual awareness and have physical dexterity. The qualification forms part of a learning pathway that starts with the achievement of a Further Education and Training Certificate: Film and Television Operations (NQF Level 4). Beyond NQF level 6, the learning pathway requires primarily general management and research competence.

Qualified learners can find employment as camera persons, sound producers, vision controllers, vision mixers, production coordinators/programme production managers, dolly grips, best boy lights, focus pullers, second assistant directors, art department buyers, boom operators, transport captains, unit and location assistants, casting coordinators, extras, content writers for genre scripts, continuity assistants, stunts persons, insert editors, etc.

It is assumed that the learner already has the following competencies:

- Mathematical literacy at NQF Level 4.
- Communication and language competence at NQF Level 4.
- Computer literacy at NQF level 3.
- Physical Science at NQF Level 4.
- Visual awareness.
- Can use equipment, materials and tools in an area of film and television production operations.
- Can process information in an area of film and television production operations.
- Can describe roles and responsibilities in film and television productions.
- Can schedule project activities to facilitate effective project execution.

Specific choices are provided in the elective as follows:

1.	2nd AD (film)/Floor Manager (video)	(20 credits)
2.	Art Department	(20 credits)
3.	Commissioning Editing	(22 credits)
4.	Editing and Post Production	(20 credits)
5.	Film Camera Operation	(20 credits)
6.	Lighting	(20 credits)
7.	Grips	(20 credits)
8.	Location Scouting and Assisting Location Management	(20 credits)
9.	Production	(28 credits)
10.	Production Accounting	(20 credits)
11.	Research	(20 credits)

12.	Script Supervision	(20 credits)
13.	Scriptwriting	(20 credits)
14.	Entrepreneurship	(40 credits)
15.	Sound Recording, Mixing and Operations in Studio	(20 credits)
16.	Transport Captaining	(20 credits)
17.	Unit Assisting	(20 credits)
18.	Video Camera Operation	(20 credits)
19.	Vision Controlling	(20 credits)
20.	Vision Mixing	(20 credits)

NB. Portfolios of Evidence will be required to be completed and submitted in order for the candidate to be assessed. Candidates are assessed on theory & practical components. A certificate will be issued to competent candidates, as well as a Statement of Results from the MICT SETA.

VIDEO EDITING: INTRODUCTION [TEC007]

Starting out as a Video Editor

SAQA Unit Standard: Not aligned Credits: N/A NQF level: N/A

Duration: 4 days

OVERVIEW:

This course will focus strongly on the common practice and the professional standard of video editing, utilizing the benchmark of video editing Final Cut Pro 7 (FCP7). FCP-7 is widely recognized as the industry standard, used by the majority of the production houses in the industry.

The course will focus on the broad overview and operation of the software and editing techniques, considered to be common practice in broadcast.

On completion of this training, participants would have learned:

- The interface, and relation between the different windows.
- How to assemble a rough cut
- How to refine a rough cut
- How to optimize the interface around your editing style and needs
- How to capture, ingest and media manage your assets
- How to apply effects and transitions
- How to add titles
- How to mix your audio tracks, balancing levels
- How to do a multicam edit
- How to manipulate and transform your images
- How to master for TX and social media platforms

Assessment:

There are no formal assessments (exams, tests, presentations etc.) for this course, however to earn a certificate of attendance, delegates will be required to participate actively and demonstrate ability to perform the following:

- how to tell a story
- How to cut a content driven story
- How to cut a music driven story
- How to add cutaways, titles, and music to create mood and pace
- How to manipulate an image in a video sequence
- How to adjust volume levels to create an overall audio mix
- How to master and output a story for a variety of output solutions

VIDEO EDITING: INTERMEDIATE [TEC009]

Stepping out beyond just a Video Editor

SAQA Unit Standard: Not aligned Credits: N/A NQF level: N/A

Duration: 4 days

OVERVIEW:

The course will focus on refinement techniques beyond the entry level scope of video editing. The course endeavours to take good editors/storytellers, and make the great storytellers and video editors, utilising keystrokes and refining skills, to make the video editor efficient, effective, and developing a competitive edge in a pool of editors.

Entry requirements:

Compulsory attendance of the Video Editing: Introduction [TEC007] course.

On completion of this training, participants would have learned how to:

- Create pace, rhythm in storytelling
- Utilize Advanced trimming techniques to be more efficient in your workflow
- In depth look Multi-camera editing techniques
- Nesting sequences
- Compositing
- Advanced compositing
- Understanding colour correction
- Advanced colour correction
- Speed manipulation and effects
- third party text and generator files

Assessment: There are no formal assessments (exams, tests, presentations etc.) for this course, however to earn a certificate of attendance, delegates will be required to participate actively and demonstrate ability to perform the following:

- Advanced story telling techniques, utilizing techniques such as pace, action, content, and voice driven content
- Use advanced trimming techniques such as ripple, roll, slip & Slide techniques
- Compile and perform a multi-cam cut
- Utilize a nested clip in a sequence
- Use of a blended filter, while being able to explain the reasoning for that particular blend mode over the other blend options
- Showcase advanced grading techniques, using tools such as RGB Parade, vector scope and post white balance techniques to improve the grade on a story
- Show the usage and understanding of a speed change to add to the mood in a story
- Create an advanced video output format for social media or other platform, other than traditional broadcast.

TELEVISION INTERVIEWS [TEC014]

Being Interviewed for Television

SAQA Unit Standard: Not aligned Credits: N/A NQF level: 6

Duration: 1 day

OVERVIEW:

Let's face it: Great leaders are great because they surround themselves with fantastic, talented people. But most leaders are not very skilled at interviewing. Making poor hiring decisions (and keeping bad hires) based on deficient interviewing skills costs companies millions of Rand every year.

A television interview can be more compelling than any other medium, purely because every facial expression, response and body language is captured by the camera.

It's important to convince viewers and your interviewer that:

- a) You are knowledgeable about your field.
- b) You are responding honestly (even when you are not)
- c) They know more about the subject matter after listening to you.

On completion of this training, participants would have learned how to:

- A basic understanding of camera's and its operation
- A basic understand of video editing
- Formulate short, sharp emotive answers that include the gist of the question
- Learning about 'cutaways' and 'noddies'
- Identify styles and types of interviews
- Plan an effective interview strategy
- Maintaining a single facial expression or eye line
- Develop good interview questions that will generate an emotive response rather than regurgitated quotes
- Successfully dodge difficult questions without losing composure
- Answer a question eloquently to which you don't know the answer
- Take precautions to prevent discrimination
- Plan for follow ups

NB. Attendees will be required to do an on-camera role play interview in the classroom environment and also in studio one-to-one. They will also be provided with a template to assist them with the interview process.

WRITING STANDARD OPERATING PROCEDURES [TEC015]

How to Write a Standard Operating Procedure

SAQA Unit Standard: Not aligned Credits: N/A NQF level: 6

Duration: 2 days

OVERVIEW:

Imagine your entire department is not able to report for duty on a specific day. You need to call in a group of freelancers. But they don't know your company - or how to operate your equipment... Do you have a set of instructions - a very detailed set of instructions - that will assist these freelancers to perform that job as per your company requirements?

A Standard Operating Procedure (SOP) is a document consisting of step-by-step information on how to execute a task. In other words, it tells you in very fine details what to do to get a specific job done. It sounds daunting, but it's really just a very, very, very thorough checklist. Do you have this in place at your organisation?

On completion of this training, participants would have learned the following in order to ensure the success of their department and team:

- The importance of meeting compliance standards
- How to use an SOP to maximize production requirements
- Including Health & Safety factors in an SOP
- How to ensure the SOP has no negative impact on the environment
- Ensuring the work process goes according to schedule
- Preventing failures
- Using an SOP as a training document
- Using an SOP as a recruitment assessment tool

Pre-requisites for Attendees:

- a) To be highly knowledgeable about the specific field/job
- b) To be fully prepared and willing to participate
- c) To bring the required documents* to the workshop

NB. Attendees will be required to bring a relevant Job Description* (JD) or Work Instruction* (WI) to the workshop. They also need to be Subject Matter Experts (SME's) in the particular field that they would be required to write the SOP for.