

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED QUALIFICATION:**

National Certificate: Publishing

SAQA QUAL ID	QUALIFICATION TITLE		
58977	National Certificate: Publishing		
Originator		REGISTERING PROVIDER	
SGB for Publishing			
Quality Assuring ETQA			
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QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	Field 04 - Communication Studies and Language	Communication Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	143	Level 5	Regular-Unit Stds Based
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Registered	SAQA 0004/07	2007-10-18	2010-10-18

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is aimed at entry-level learners in the Publishing sector, who wish to pursue careers as publishers and commissioning editors. Qualified learners can assist publishers and commissioning editors and are able to contribute to all the processes involved in publishing, including identifying and developing content, and to a lesser extent adding value to content and delivering and making available content.

The qualification requires learners to be able to multi-task, and this competence can be transferred to any other field of learning and practice. It also provides options for learners who intend freelancing, would like to specialise in specific areas of publishing, including those with an interest in electronic publishing. This flexibility ensures that learners can compete in the market. Generally, people who thrive in the publishing sector are inquisitive, intuitive, innovative, passionate about books, reading and literature, ambitious and driven, rigorous in and accountable for their actions, professional, creative, well-read, resilient, assertive.

The qualification provides the opportunity for those who have been employed in the sector to obtain recognition for their competencies and credit on the NQF for the first time. Qualified learners also gain access to higher level, more specialised qualifications and can progress beyond the entry-level in the publishing sector to become publishers. Setting the minimum standard for education and training ensures that the outcomes of learning processes are better defined than in the past, and that learners retain their credits and qualification from a specific workplace to any other workplace in the publishing sector. Learners can enter the sector from NQF Level 4 rather than being required to enter with at least a higher level qualification, thus improving access and opportunities for employment and further learning. The qualification will also improve learner access to information and knowledge, and ensure their empowerment.

This qualification will ensure improved access to information and knowledge for South Africans, and the publication of good quality products will enhance literacy levels and a reading culture in South Africa. In addition, contributions can be made to the development of a multi-lingual society, and to increased credibility and readability of publications, for

improved communication.

Qualified learners are capable of:

- Collecting research data regarding publishing environments.
- Analysing research data and communicating findings within publishing contexts.
- Managing publication information, records and documentation according to organisation policies and procedures.
- Determining and communicating specific project requirements based on given specifications.
- Liaising with relevant resource people/potential stakeholders to enhance the publishing value chain.
- Coordinating publishing resource usage within given project parameters.
- Procuring resources for projects according to legal requirements and organisational policies and procedures.
- Performing tasks using methods appropriate to the requirements of a specific context/environment.

Rationale:

In South Africa, awareness of career options in publishing is limited, and publishing is perceived to be language-oriented, even though the industry can be accessed from various other fields (e.g. science and mathematics). Few institution-based training opportunities are available at this level as most learning takes place on-the-job and through informal mentoring. Such learning processes take a long time because of inexperience or a lack of prior learning, and do not result in formal recognition on the National Qualifications Framework. All of these factors create an image of elitism as access to learning and employment is difficult. Perceptions of elitism are exacerbated by poor accessibility of publications as a result of limited access points (e.g. book stores, libraries, etc.) and perceptions amongst product users that publishers are earning very high profits, primarily based on a lack of understanding of the costs (e.g. high printing costs) and processes involved in publishing.

Illiteracy, high poverty levels and a poor reading culture result in a limited South African market for publications. These factors create barriers to market entry for the publishing sector. The sector employs approximately 1,500 to 3,000 full-time employees and up to 22,000 contracted workers/freelancers, and most publications are for education purposes (i.e. approximately 60%). However, reports of the poor quality of outsourced and/or freelancing services are prevalent. Publishing, as is the case in all fields of knowledge and practice, requires the generation of new knowledge, and poor levels of competence result in less new content.

Various trends and changes in the publishing sector are impacting on both the quantity and quality of competent persons required to meet employment and market demands:

- Supply industry factors:
 - > Both specialists and people who can multi-task and are multi-skilled, are required in publishing.
 - > Integrated systems approaches are creating new challenges.
 - > Branding is becoming more important.
 - > There is a shortage of design competence.
 - > Employment models are changing to fewer full-time employment, and more outsourcing/freelancing opportunities.
 - > Increasing competitiveness in industry is requiring more innovative marketing and sales efforts.
 - > Copyright infringements in all sectors affect publishers' turnover negatively.
 - > Publishers are increasingly focusing on quality design, content, packaging, after sales service, etc. as result of the highly competitive, small market.
 - > The review of the Copyright Act, and the Library Information Services Act will impact on the industry.
 - > Authors are more willing to publish compilations of extracts, for example, chapters and peer-reviewed articles (i.e. smaller parts) instead of larger texts, especially within the current funding and subsidy structures.

- Electronic publishing and Internet-based publication:
 - > Electronic publishing, versioning and distribution, and print-on-demand are on the increase.
 - > Form vs. format changes: information that changes often is easily updated if accessible electronically (e.g. legislation).
 - > Including electronic knowledge repositories, such as Google, in the definition of publishing.
 - > Licensed internet-published books are being made available (e.g. Creative Commons™).
 - > High quality materials are being published on the internet, that can easily be corrected or updated, and the Internet is increasingly a means of making expert inputs accessible.
- Authoring and content:
 - > New open-access publishing models are being implemented.
 - > Models similar to that employed by Wikipedia, where anyone can publish content and anyone can correct or criticise such content, are developing, resulting in lower levels of accountability and authors not taking responsibility for what is published.
 - > Accessibility of information is increasing and can result in plagiarism going undetected.
 - > Curriculum innovation is reviving.
 - > Current shortages include mathematics and science experts.
- Market demand factors:
 - > Libraries are experiencing increased budgetary constraints.
 - > The demand for intellectual and professional publications is increasing.
 - > Cost and price pressures are increasing because of the literacy crisis in South Africa, although the low literacy levels also present an opportunity as a large market remains untapped.
 - > Publishing is competing with (other) entertainment industries, due to factors such as products and services in these industries requiring smaller outlays for people with less disposable income, marketing, accessibility, perceived value and status, etc.
 - > It is reported that in the United Kingdom, publications are discounted for the local market, but South African companies are buying at an escalated retail price that may be funding these discounting initiatives.
 - > Some markets in South Africa are very limited (e.g. academic titles), making importing expensive, and there is not enough local publishing for these markets.
 - > There is a growing emphasis on the need for publishing in indigenous languages.
 - > Government publishing initiatives may threaten the private sector.

This qualification is required to respond to challenges like those above. It should also open up access to the publishing sector by ensuring that learning is credited, leading to recognition of competence and improved status for competent persons, and ensuring promotion of the objectives and compliance with the requirements of the National Qualifications Framework. It is aimed at allowing inexperienced people to enter the sector with a defined, acceptable minimum level of competence without having to participate in inefficient learning processes with undefined outcomes. Setting a minimum standard for learning outcomes will also improve opportunities for attracting people into smaller, independent publishing organisations which do not have the resources to support/subsidise inefficient learning processes.

The target learners for this qualification include school leavers, language graduates and, in most cases, people who have been pursuing other careers, for example, teaching/education/training (e.g. mathematics and science), library and related services, language practice (e.g. translation), data capturing, design, art, photography, research (e.g. market, information and picture research), legal services (e.g. copyright lawyers), business management, marketing (e.g. public relations, customer service, sales, etc.), distribution and operations management, accounting and bookkeeping, information technology systems development and management, etc.

This qualification is set to provide entry into a career as publisher, editor, or production coordinator. Qualified learners will be employed mostly in commercial enterprises, but also in Not-for-Profit Organisations (NPOs), and government and parastatal enterprises. Successful publishing requires that market needs are identified/researched, ideas for publications are conceptualised, developed and validated, publishable materials are selected, the development of copyrighted materials is managed, value is added to materials, and materials are packaged and printed or disseminated, to ensure sufficient return on investment (i.e. financial and/or other returns) for sustainability. Publishing usually entails an investment in information products or knowledge and research, and delivering such products on mass scale in any medium for public consumption.

Competencies required for publishing are acquired from NQF Level 1 as learners achieve competence in communication and language, as well as various fields (i.e. subject areas) that underpin their application of knowledge in the publishing sector. Most learners enter this qualification having already achieved a Further Education and Training Certificate, or a Higher Education qualification in a specific content field or discipline. In the publishing learning pathway, this qualification is the first that is at Higher Education level, and allows for progression to a Diploma or first degree in Publishing.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The qualification is based on the assumption that the following competencies have already been achieved:

- Communication and language, NQF Level 4.
- Mathematic literacy, NQF Level 4.
- Computer literacy, NQF Level 3.

Recognition of Prior Learning (RPL):

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A qualification will be awarded should a learner demonstrate that the exit level outcomes of the qualification have been attained.

Access to the Qualification:

The qualification is open to all learners.

RECOGNISE PREVIOUS LEARNING?

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QUALIFICATION RULES

FUNDAMENTAL COMPONENT

All Fundamental Unit Standards (19 credits) are compulsory.

CORE COMPONENT

All Core Unit Standards (99 credits) are compulsory.

ELECTIVE COMPONENT

Learners are to choose one of the Elective specialisations listed below, and are to select Unit Standards from the Elective to total a minimum of 25 credits.

- Publishing:

ID Nr; Unit Standard Title; Level; Credits.

246516; Monitor publication back lists; 5; 5.

246526; Commission publishing project components; 5; 15.

116778; Develop quality plans and ensure overall quality of products or services in a small business or business unit; 5; 10.

242646; Conceptualise and present a project concept; 5; 15.

- Copy and Content Editing:

ID Nr; Unit Standard Title; Level; Credits.
246517; Proofread materials for publishing; 5; 15.
New; Edit manuscripts; 5; 15.

- Project Management (Editor):

ID Nr; Unit Standard Title; Level; Credits.
246516; Monitor publication back lists; 5; 5.
246526; Commission publishing project components; 5; 15.
115821; Apply business financial practices; 5; 4.
119176; Respond to a request for proposal; 5; 5.
120380; Evaluate and improve the project team`s performance; 5; 7.

- Book Production:

ID Nr; Unit Standard Title; Level; Credits.
246528; Coordinate book production processes; 5; 15.
246518; Interpret publishing product specifications; 5; 5.
116778; Develop quality plans and ensure overall quality of products or services in a small business or business unit; 5; 10.

- Marketing:

ID Nr; Unit Standard Title; Level; Credits.
10056; Analyse and interpret data and marketing information; 5; 8.
10068; Develop and implement customer activity plans to reach agreement; 5; 16.
10070; Develop and implement marketing plan in line with marketing strategy; 5; 20.
10067; Develop customer needs and relationships; 5; 16.
10066; Establish customer needs and relationships; 5; 16.
10048; Identify brand mix elements; 5; 8.
10045; Identify product features, advantages and benefits to the customer; 5; 10.
10053; Manage customer requirements and needs and implement action plans; 5; 8.
10024; Liaise with a range of customers of a business; 4; 4.

- Design:

ID Nr; Unit Standard Title; Level; Credits.
115154; Conceptualise a range of ideas to solve design problems; 5; 12.
115161; Identify elements and principles of a design message; 5; 8.
115163; Convey a specific design message; 5; 10.
115116; Create original design messages, forms and arguments; 5; 16.

- Language:

ID Nr; Unit Standard Title; Level; Credits.
115792; Access, process, adapt and use data from a wide range of texts; 5; 5.
115789; Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts; 5; 5.
115790; Write and present for a wide range of purposes, audiences and contexts; 5; 5.
115006; Analyse various texts in different contexts; 5; 10.

EXIT LEVEL OUTCOMES

1. Collect research data regarding publishing environments.
2. Analyse research data and communicate findings within publishing contexts.
3. Manage publication information, records and documentation according to organisation policies and procedures.
 - Range: Records can include electronic file management, administration, paperwork, version control, etc.
4. Determine and communicate specific project requirements based on given specifications.

- Range: Project requirements can be contained in a brief.
5. Liaise with relevant resource people/potential stakeholders to enhance the publishing value chain.
- Range: Liaising can include networking, and is probably focused on project-relevant activities.
6. Coordinate publishing resource usage within given project parameters.
- Range: Resources can include time, people, budgets, etc.
7. Procure resources for projects according to legal requirements and organisational policies and procedures.
8. Apply ethical standards and codes of practice in performing a range of publishing tasks.
- Range: `Ethical standards and codes of practice` refer to plagiarism, rights of individuals and respect for diversity.
- `Tasks` is used to refer to the specific elective achieved, that is, marketing, editorial, publishing, project management, book production or design; contexts can include education, academic, scholarly, trade, professional etc. Competence is required regarding the approaches used within one specific area of focus within the value chain.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- Research planning adheres to all given specifications.
- > Range: Specifications can include budgets, time frames, methodology (including approach, design, sampling, instruments, etc.), ethical procedures, etc.
- Data is collected from a variety of sources.
- Data organisation is cohesive and accessible for analysis.

Associated Assessment Criteria for Exit Level Outcome 2:

- Conclusions about markets and market segments are made based on specific evidence/data.
- > Range: Conclusions can include assumptions, predictions, inferences, recommendations, etc.
- Findings are contextualised based on specific evidence collected regarding markets, market segments and competitors within those segments.
- Trends are analysed to determine threats and opportunities.
- > Range: Trends include past and present trends.

Associated Assessment Criteria for Exit Level Outcome 3:

- Information, records and documentation are maintained, stored and archived securely according to given procedures.
- > Range: Procedures can include pre, during and post publication procedures.
- All materials are circulated to relevant persons as required.
- > Range: Materials include author copies, marketing materials, schedules, budgets, photographs and other illustrative material, etc.
- Selected materials are returned to relevant persons as required.
- > Range: Materials include manuscripts, photographs and other illustrative material, etc.

Associated Assessment Criteria for Exit Level Outcome 4:

- Project requirements adhere to all aspects of given specifications.
- Communication is appropriate to the target audience/group.
- > Range: Target audience can include internal and external role-players such as marketing teams, sales representatives, authors, editors and suppliers.
- Feedback is given to relevant role-players to ensure that publication objectives are met.
- > Range: Feedback can be about art work, layout, page proofs, performance, lacks in manuscripts, etc.

Associated Assessment Criteria for Exit Level Outcome 5:

- Contacts are identified that are relevant for specific publishing processes (i.e. current and future projects and/or reference).
> Range: Contacts include all stakeholders in the value chain, and can be a single contact or a group of contacts; contacts should not be limited to immediate needs; publishing processes include commissioning, marketing, production, editorial and design processes.
- Resource bases are developed that are relevant for securing required resources.
- Liaison activities contribute to the management of publishing processes against agreed objectives in consultation with all relevant team members.

Associated Assessment Criteria for Exit Level Outcome 6:

- Operational schedules and plans are drawn up, and adhere to and feed into strategies.
- Expenditure is tracked against project (working capital) and relevant operation (overheads) budgets and costs are monitored in line with estimates.
- Alterations or additions to contracts are suggested in consultation with and based on negotiations with all relevant persons, and all given requirements of and for contracts are adhered to.
- Schedules are tracked and adjustments are made to ensure that deadlines are met.
- Interactions with human resources enhance the achievement of objectives.
- > Range: Objectives include financial, quality and time objectives.
- Conflict is resolved by means of giving and gathering information, negotiating, and mediating according to the requirements of specific contexts.
- > Range: Conflict can include conflict between people, between an organisation and author/s, between own and organisation values/principles, and between teams.

Associated Assessment Criteria for Exit Level Outcome 7:

- Suppliers are selected for all relevant components of the publishing process as required, and resources are assessed and allocated according to organisation policies and procedures.
> Range: Resource allocation includes contracting and assessing when specific resources are required; contracts can include, for example, supply contracts, independent service provider contracts, copyright split, reprint rights, service levels, abbreviated letter of intent, author contracts and royalty split, non-standard contracts such as Joint Ventures, deadline contracts, etc.
- Given contracts are implemented as specified and alterations or additions to contracts are suggested in consultation with and based on negotiations with all relevant persons.
> Range: Implementation can include managing the royalty split process with a team of authors, ensuring delivery by suppliers, motivating and incentivising (internal and external) suppliers, etc.

Associated Assessment Criteria for Exit Level Outcome 8:

- Methodologies are selected and implemented according to the requirements of all relevant policy frameworks and plans and their implications for processes.
- Quality is controlled against specified organisation requirements and specifications, and according to relevant policies and procedures.
> Range: Specified organisation requirements can include house style, art work and cover specifications, page layout, page proof quality, accessibility of materials (e.g. information and layout accessibility) market needs, original brief, etc.; procedures can relate to checking Master sets, using copy editing symbols, checking page layout, checking page proof quality, manuscript review, checking page extent correctness, planning page extent, effecting cuts before typesetting, etc.
- Feedback is collected, information is synthesised and changes are decided, communicated to all relevant persons, and effected to ensure quality of products against specified organisation requirements and specifications.
> Range: Information includes market information; changes include cuts (before typesetting), re-print corrections; feedback includes author feedback; effecting changes can include communicating changes to editorial and/or production teams.

Integrated Assessment:

The assessment criteria in the unit standards are performance-based, assessing applied competence, rather than only underpinning knowledge, or only skills. The critical cross-field outcomes are also achieved in the unit standards. In addition to the competence assessed to achieve the unit standards, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to occupational and learning contexts, to qualify, and assessment approaches used should be appropriate for assessing applied competence. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this qualification.

Learners who qualify must be able to integrate concepts, ideas and behaviours across unit standards to achieve the purpose of the qualification. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and in an integrated way, and thus its purpose, at the time of the award of the qualification.

Evidence of integration may be presented by learners when being assessed against the unit standards, and separate assessment for integration may not be necessary. Workplace experience can be recognised when assessing towards this qualification. Integrated assessment should include observable performance as well as the quality of thinking behind such performance. Formative assessment can be employed during learning towards the unit standards and during integration to achieve exit level outcomes, to ensure that integration takes place when summative assessment is employed.

INTERNATIONAL COMPARABILITY

Comparisons were made with:

- The United Kingdom: An example of international best practice in publishing and publishing education and training, with a reputation for vibrancy and professionalism, and with a large book-buying and trade book market.
- The United States of America: A relatively mature book market with few players. Although the United States of America, therefore, does not lend itself to direct comparison with South Africa, their professional standards are high, and technologies and business models are innovative.
- New Zealand: One of the world`s most successful publishing industries, in terms of English language readers, and also implementing outcomes based education.
- Southern African Developing Countries: Comparison with the SADC countries did not yield many results, as no equivalent qualifications are offered.

Comparisons with India and China were considered, these being fast growing economies, and book production being inexpensive and efficient. However, piracy is a major challenge in these countries and, therefore, they were excluded from the comparison.

In the United Kingdom, a two year National Diploma in Publishing is at an equivalent level. The qualification includes research techniques, media skills, production management, professional brief, interview and presentation techniques, digital writing communication and imaging, photography and meaning, writing and editing copy, page and layout design, factual writing and marketing and public relations. These aspects are also included in the South African qualification, although some are in the Elective component, explaining the difference in notional hours.

An equivalent level programme is the University of Gloucestershire undergraduate programme in Publishing, although it requires more notional hours. The programme compares as follows with this South African qualification:

- University of Gloucestershire qualification; Year; South African qualification.
- Publishing and Publishers; 1; Core-Embedded knowledge.
- Stages of Publishing; 1; Core-Embedded knowledge.
- Publishing Skills (introductory editing, proof reading, and design); 1; Elective.
- Visual Culture; 1; Core, Elective.
- Writing Skills for Publishing; 1; Elective.
- New Project Development; 2; Fundamental, Core.

- Intermediate Design; 2; Elective.
- Understanding List Management; 2; Core-Embedded knowledge.
- Professional Writing; 2; Elective.
- Intermediate Editorial; 2; Elective.
- Digital Cultures: Theory and Practice; 2; Not included.
- Professional Practice: Work Placement; 2; Integrated, not prescribed.
- Editorial Design; 2; Elective.
- Publishing Law and Ethics; 2; Core-Embedded knowledge.
- Illustration for Publishing; 2; Not included.
- Dissertation; 3; Integrated, not prescribed.
- Independent Study; 3; Integrated, not prescribed.
- New Technology and Publishing; 3; Integrated-critical cross-field outcome.
- Magazine Publishing; 3; Core-integrated.
- Advanced Design; 3; Elective.
- Children`s Publishing; 3; Core-integrated.
- Educational Publishing; 3; Core-integrated.
- Trade and Mass Market Book Publishing; 3; Core-integrated.

The main difference between the South African and the above qualification is the inclusion of research and business competence in the South African qualification, and the inclusion of knowledge of digital cultures, and illustration competence in the United Kingdom qualification, as well as the fact that the South African qualification design requires various Elective unit standards that are achieved as core in the United Kingdom qualification. The difference in qualification design explains the difference in notional hours.

Similar programmes are offered at Middlesex University, the Robert Gordon University and Oxford Brookes University with its Oxford International Centre for Publishing Studies. Oxford Brookes University has the longest record of degree-level publishing education (with specialisations in book, magazine and electronic publishing) in the United Kingdom. Options are available to combine publishing with, for example, English, Marketing Management, Communications, Media and Culture, Music, History of Art or Film Studies. The Oxford Brookes University programme compares as follows with this South African qualification:

- Oxford Brookes University qualification; South African qualification.
- Publishing Today: Principles and Practice I and II; Core-integrated.
- Authorship and Creative Writing; Elective.
- Introduction to Publishing Technology; Core-integrated.
- Introduction to Magazine Publishing; Core-integrated.
- Production and Project Management; Core.
- Editorial Commissioning and Acquisition; Elective.
- Marketing for Publishing; Elective.
- Managing Public Resources; Elective.
- Magazine Publishing; Core-integrated.
- Electronic Publishing; Core-integrated.
- Marketing Management for Publishing; Elective.
- Content, Design and Technology in Publishing; Core, Elective.
- Print and Society; Embedded knowledge.
- Fiction and the Culture of Publishing; Embedded knowledge.

The design of the qualification is similar to this South African qualification, with a focus on the publishing process, key concepts and publishing in today`s culture, business and various specialist pathways, such as editorial, production and design, marketing, and management.

City University in London offers a nine month diploma that includes business, editorial, production, marketing and organisational aspects of publishing, and includes a dissertation or project and work placement within a publishing house. However, it is at a level above the level of the South African qualification.

Other training providers, such as The Publishing Training Centre at Book House, London, offer short courses, the content of which are included in the South African qualification:

- Book Publishing: An Introduction.
- Software courses.

- Advanced Writing and Editing for the Web.
- Book Production for Editors.
- Commissioning and List Management.
- Copy-Editing Skills.
- Editing Illustrated Books.
- Editing Scientific, Technical and Medical Texts.
- Editing Skills for Non-Publishers.
- Editorial Project Management.
- Effective Newsletter Editing.
- Getting into Grammar.
- Grappling with Grammar.
- Managing Editorial Freelances.
- Managing Publishing Strategy.
- Market Research for Educational Publishers.
- Picture Research.
- Proofreading for Editors.
- Proofreading for Non-Publishers.
- Publish and be Damned?: Staying Out of Court.
- Rewriting Workshop.
- Working with Authors.
- Write First Time.
- Writing and Editing for the Web.
- Electronic Publishing.
- Journals Publishing.
- Effective Communication.
- Effective Presentation.
- Engaging Leadership.
- Essential Numeracy for Publishers.
- Financial Management for Independent Publishers.
- Financial Planning and Decision Making.
- Managing Projects.
- Negotiating Skills.
- New Product Development.
- Presenting with PowerPoint.
- Publishing Finance: An Introduction.
- Time Management.
- Copywriting.
- Data Protection Act: the Impact on Publishing.
- Design in Publishing.
- Introduction to Publicity and Promotion.
- Marketing Using the Internet.
- PR in Publishing.
- Proofreading Promotional Material.
- What is Marketing?.
- Management of Production.
- Scheduling and Production Control.
- Publishing Contracts.
- Selling Rights.
- Copyright for Non-Publishers.
- Permissions for Profit.
- Staying Within the Law.
- Digital Licensing Agreements.

In the United States of America, Boston University offers a Certificate in Book Publishing, including custom publishing, academic and textbook publishing, book marketing and promotion, acquisitions and editorial direction, and author contact and negotiations. The Certificate compares as follows with this South African qualification:

- Boston University Certificate in Book Publishing; South African qualification.
- The Business of Publishing; Core, Elective.
- Publication Design & Print Production Strategies; Core, Elective.
- Editorial Principles & Practices; Elective.

- Book Publishing Overview; Fundamental, Core.
- Marketing & Publicity for Book Publishers; Elective.
- Book Workshop; Fundamental, Core.
- Electives:
- Book Editing; Elective.
- Publishing Law, Copyright & Literary Agents; Core-embedded knowledge.

The Columbia University Publishing Course (previously known as the Radcliffe Publishing Course, at Harvard), a six week `total-immersion` short course, compares as follows with the South African qualification:

- Columbia University Publishing Course; South African qualification.
- Types of publishing houses, publishing strategies, and career paths; Core-integrated.
- Evaluating ideas and manuscripts; Fundamental, partially.
- Editing; Elective.
- Developing leads; Elective.
- Interacting and communicating with authors/writers, agents, illustrators and advertisers; Core, Elective.
- Financial projections; Core, Elective.
- Design (e.g. book jackets) and layouts; Elective.
- Proposals; Core, Elective.
- Title development; Core, Elective.
- Editorial mission/voice identification; Core-integrated.
- Marketing, promotion, sales and publicity; Elective.
- Distribution; Elective.
- Subsidiary rights; Core-integrated.
- Setting production specifications; Core.
- New magazine concept development; Fundamental, partially.
- Audience research and identification; Fundamental.
- Competitor analysis; Fundamental.
- Advertiser identification (magazines); Elective.
- New media/Electronic publishing; Core-integrated.

The components that are only partially addressed in the South African qualification are at a level of complexity below the level of the Columbia University course. The South African qualification compares well with the course, and goes beyond what is expected of the Columbia University Publishing Course learners.

New Zealand has a Diploma in Publishing offered over 32 weeks (the equivalent of this South African qualification in terms of notional hours) at a level equivalent to the level of this South African qualification, offered for the publishing industry by Whiteria Polytechnic. The Diploma in Publishing compares as follows with this South African qualification:

- New Zealand Diploma in Publishing; South African qualification.
- Manuscript assessment; Core, Elective.
- Editing; Elective.
- Proofreading; Elective.
- Typesetting and typography (Microsoft Word, typesetting with Adobe In Design, principles of book design and typography, electronic publishing and website development); Core, Elective.
- Project management (project systems and production management); Core, Elective.
- Marketing, promotion, publicity, distribution, and the book trade; Core-embedded knowledge, Elective.
- Contracts and royalties; Core.
- Research; Core.
- Costing; Core, Elective.
- Scheduling; Core.
- Supervision of design and print; Core.

All SADC countries were included for comparison. No equivalent or related programmes were found for Angola, Democratic Republic of Congo, Lesotho, Madagascar, Mauritius, Seychelles, Tanzania, and Zambia. For the remainder of the SADC countries, related but not similar or equivalent programmes were found, and comparison, therefore, was not feasible. For

example, although no equivalent programmes were found:

- Some qualifications relate to this qualification's Elective component, such as first degrees in Marketing, Finance, Management, Design, and Languages in Botswana and Namibia.
- The Bachelor of Media Studies offered at the University of Botswana focuses on print and electronic journalism, with no publishing component, as does the first degree in Journalism and Media Studies at the National University of Science and Technology in Zimbabwe, the Diploma in Information Studies (2 years) at the University of Namibia and the Diploma in Journalism and Mass Communication at the University of Swaziland.
- In Malawi Journalism and Media studies degree programmes are offered at, for example, the Malawi Polytechnic (part of the University of Malawi).
- UNESCO established a publishing course for the book industry in the mid 1980s in Mozambique, but no evidence of this course could be found.

The African Publishers Network (APNET) is a pan-African, non-profit network of which most SADC countries form part, except for Madagascar, Seychelles, and Swaziland. APNET's African Publishing Institute (API) conducted a study in 1991 to investigate training needs, opportunities and outlets in Africa, and found that only three countries were offering training at Higher Education level, and the programmes were not meeting industry needs. API aimed to take up the challenge of leadership regarding publishing training in Africa, by training publishers; liaising with publishing institutions; establishing partnerships with institutions, associations and professionals; making available training manuals, guides, reference and resource materials. The API Certificate course curriculum, developed in 1996, includes the following courses, compared to this South African qualification:

- API Publishing Certificate; South African qualification.
- Foundations in publishing (e.g. the publishing process; key roles and role-players; local and international publishing industry trends); Core.
- Professional skills for publishers (e.g. commissioning; project management; list building; editing; finances; marketing); Core-integrated.
- Editorial functions and procedures; Elective.
- Design and production (inc. application of new technologies); Elective.
- Electronic publishing; Elective, partially.
- Marketing, sales and distribution; Elective.
- Publishing management; Core.
- Growing your company; Fundamental, Core Elective.
- Legal aspects of publishing (inc. social, ethical and legal responsibilities); Core-integrated.

The API curriculum is implemented in collaboration with African universities whose curricula include publishing, for example, Kwame Nkrumah University (Kumasi, Ghana), Moi University (Eldoret, Kenya), University of Yaoundé II (Cameroon), and University of Pretoria (South Africa). These programmes run for up to 3 years.

Although the majority of programmes internationally (and currently in South Africa) are at a level above this South African qualification, it compares well with equivalent level programmes from the leaders in Publishing education and training internationally, with the only major difference being the design of the South African qualification having a larger Elective component.

ARTICULATION OPTIONS

Horizontal articulation on the NQF is possible with the following NQF Level 5 qualifications:

- 57612: National Certificate: Arts and Culture Enterprise.
- 48886: National Certificate: Business Advising.
- 48874: National Certificate: Business Consulting Practice (Enterprise Resource Planning).
- 49597: National Certificate: Paralegal Practice.
- 49793: National Certificate: Productivity.
- 58395: National Certificate: Project Management.
- 49419: National Diploma: Business Consulting Practice.
- 49692: National Diploma: Human Resources Management and Practices.

The qualification articulates vertically with the following NQF Level 6 qualifications:

- 20905: National First Degree: Marketing Communication.
- 20901: National First Degree: Marketing Management.
- 20897: National First Degree: Marketing Research.
- 48810: Bachelor of Design.

MODERATION OPTIONS

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Particular moderation and accreditation requirements are:

- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA accredited by SAQA.
- The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.
- Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification.
- Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.
- Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the qualification and any of the Unit Standards that make up this qualification.

To register as an assessor, the following are required:

- Detailed documentary proof of relevant qualification/s, practical training completed, and/or experience gained in the relevant field at a NQF level above the level of this qualification.
- Detailed documentary proof of relevant qualification/s, practical training completed, and/or experience gained in assessment at the appropriate NQF level (credit against the registered unit standard).

Assessors should keep the following general principles in mind when designing and conducting assessments:

- Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. The learner must be declared competent in terms of the qualification purpose and exit level outcomes.
- Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Make sure evidence is gathered across the entire range, wherever it applies.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of qualification.

All assessments should be conducted in line with the following well-documented principles:

- **Appropriate:** The method of assessment is suited to the performance being assessed.
- **Fair:** The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- **Manage:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- **Integrate into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- **Valid:** The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- **Direct:** The activities in the assessment mirror the conditions of actual performance as close as possible.
- **Authentic:** The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- **Open:** Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.
- **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

NOTES

N/A

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	115395	Apply and explain the generic business process and value chain model	Level 5	12
Core	246519	Assure own publishing project output quality	Level 5	5
Core	246530	Collect information for publishing processes	Level 5	5
Core	116779	Develop and implement specifications to achieve the desired product or service	Level 5	10
Core	246547	Develop publishing project resources	Level 5	15
Core	246513	Interpret publishing project specifications	Level 5	4
Core	246512	Monitor publishing budgets	Level 5	10
Core	246514	Schedule Publishing Project Activities	Level 5	10
Core	10148	Supervise a project team of a business project to deliver project objectives	Level 5	14
Core	120378	Support the project environment and activities to deliver project objectives	Level 5	14
Fundamental	246515	Analyse publishing research data	Level 5	7

Fundamental	246527	Coordinate publishing document and information flow	Level 5	7
Fundamental	115823	Gather and manage information for decision-making	Level 5	5
Elective	10024	Liaise with a range of customers of a business	Level 4	4
Elective	115792	Access, process, adapt and use data from a wide range of texts	Level 5	5
Elective	10056	Analyse and interpret data and marketing information	Level 5	8
Elective	115006	Analyse various texts in different contexts	Level 5	10
Elective	115821	Apply business financial practices	Level 5	4
Elective	246526	Commission publishing project components	Level 5	15
Elective	115154	Conceptualise a range of ideas to solve design problems	Level 5	12
Elective	242646	Conceptualise and present a project concept	Level 5	15
Elective	115163	Convey a specific design message	Level 5	10
Elective	246528	Coordinate book production processes	Level 5	15
Elective	115116	Create original design messages, forms and arguments	Level 5	16
Elective	10068	Develop and implement customer activity plans to reach agreement	Level 5	16
Elective	10070	Develop and implement marketing plan in line with marketing strategy	Level 5	20
Elective	10067	Develop customer needs and relationships	Level 5	16
Elective	116778	Develop quality plans and ensure overall quality of products or services in a small business or business unit	Level 5	10
Elective	246546	Edit manuscripts	Level 5	15
Elective	10066	Establish customer needs and relationships	Level 5	16
Elective	120380	Evaluate and improve the project team`s performance	Level 5	7
Elective	10048	Identify brand mix elements	Level 5	8
Elective	115161	Identify elements and principles of a design message	Level 5	8
Elective	10045	Identify product features, advantages and benefits to the customer	Level 5	10
Elective	246518	Interpret publishing product specifications	Level 5	4
Elective	10053	Manage customer requirements and needs and implement action plans	Level 5	8
Elective	246516	Monitor publication back lists	Level 5	5
Elective	246517	Proofread materials for publishing	Level 5	15
Elective	119176	Respond to a request for proposal	Level 5	5
Elective	115789	Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts	Level 5	5
Elective	115790	Write and present for a wide range of purposes, audiences and contexts	Level 5	5

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE