

No. 537

9 June 2006

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Government Communication and Information Systems**

Registered by Organising Field 04, Communication Studies and Languages, publishes the following qualification for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualification. The qualification can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate for Standards Setting and Development at the SAQA offices, **Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.**

Comment on the qualification should reach SAQA at the address below and *no later than 6 July 2006*. All correspondence should be marked **Standards Setting – SGB for Government Communication and Information Systems** and addressed to

The Director: Standards Setting and Development  
**SAQA**

**Attention: Mr. D Mphuthing**

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [dmpthuthing@saga.co.za](mailto:dmpthuthing@saga.co.za)

**S BHIKHA**  
**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



SAQA QUAL ID	QUALIFICATION TITLE		
50585	National Certificate: Public Service Communication		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Government Communication and Information Stms			
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
National Certificate	Communication Studies and Language	Communication Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined'	129	Level 6	Regular-Unit Stds Based

- > Communication strategists.
- > Speech writers.
- > Government communication analysts and policy developers.
- > Media liaison officers/press secretaries.
- > Government communication advisors.
- > Public journalists.
- > Public Relations officers.
- > Communication content developers and copywriters.
- > Developers/producers of multi-media communication products.
- > Elected office bearers.

Recipients of this qualification are able to initiate, design, develop, manage, implement, monitor and evaluate public service communication strategies, processes and products.

Rationale:

In a democratic system of government, it is vital that there be clear and open communication channels between the Public Service and different publics. This qualification will provide a mechanism for recognition of those who are able to engage in a variety of ways to meet the information needs of publics, provide leadership in government communication and promote the image of government. In particular, the qualification provides a mechanism to recognise the competence of those who are able to:

- > Develop, manage, implement and act as custodians of communication strategies within a government framework..
- > Facilitate joint planning and implementation of communication projects.
- > Identify, develop and oversee government information campaigns and products.

#### RECOGNIZE PREVIOUS LEARNING?

Y

#### LEARNING ASSUMED TO BE IN PLACE

- > FETC or equivalent

### Recognition of prior learning

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

### Access to the qualification

> FETC or equivalent.

> The National Certificate Public Service Communications (Level 5) is not an entry requirement for this qualification. However, those who hold the level 5 qualification will receive credits for part of this qualification.

### QUALIFICATION RULES

> Fundamental - all 12 credits.

> Core - all 87 core credits.

> Elective - at least 30 credits from any of the available 68 elective credits.

### EXIT LEVEL OUTCOMES

1. Develop and establish Public Service communication.
2. Provide leadership in Public Service communication.
3. Demonstrate knowledge of and apply principles and practices in the media.
4. Demonstrate understanding of and apply human rights practices and democratic governance.
5. Analyse marketing information and practices.

### Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- > Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- > Working effectively with others as a member of a team, group, organisation or community.
- > Organising and managing oneself and one's activities responsibly and effectively.
- > Collecting, analysing, organising and critically evaluating information.
- > Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- > Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- > Reflecting on and exploring a variety of strategies to learn more effectively.
- > Participating as responsible citizens in the life of local, national and global communities.
- > Being culturally and aesthetically sensitive across a range of social contexts.
- > Exploring education and career opportunities; and developing entrepreneurial opportunities.

### ASSOCIATED ASSESSMENT CRITERIA

1.
  - > Materials, products and policies are developed to meet Public Service Communication objectives.
  - > Relationships are developed and maintained so as to facilitate ease of communication.
  - > Relationships are developed and maintained with the media and communities in a way that promotes the policies and image of government.

**2.**

- > Resources, personnel and activities are utilised and led in a coherent and effective manner in dynamic and random situations.
- > Management of resources is effective and in line with strategic planning.
- > Evaluations of the methods and effects of communications identify strengths and weaknesses of communications, and provide recommendations for future practices.

**3.**

- > Data is accessed, processed, adapted and used from a wide range of texts in a manner that informs and communicates the required message.
- > Media principles and practices are applied in all activities related to government communication.
- > Media techniques used are appropriate for the audience and context.

**4.**

- > Principles and practices related to democratic governance are integrated into all communication practices.
- > Concepts related to human rights and democracy are explained in terms of their origin and relevance to South African Society and Public Service communications.

**5.**

- > Principles of marketing are applied in the development and leadership of communication activities.
- > Analysis of marketing information contributes to the effective development and implementation of communication programmes and processes.

**Integrated assessment**

Assessment is to take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome. Over and above the achievement of the specified unit standards, evidence of integration will be required as per the broad assessment criteria specified above, all **Within the** context of everyday public communication activities, dealing with divergent and random demands related to public communications.

Assessors should note that the evidence of integration could well be presented by learners when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments, including formative and summative, should make it possible to gain evidence against **each** unit standard while **at the same time** gaining evidence of integration.

Assessment should be in accordance with the following general and specific principles:

- > The initial assessment activities should focus on gathering evidence in terms of the exit level **outcomes** and the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can **focus** on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or **role-plays** are used, there should be supporting evidence to prove that the candidate is able to perform **in the** real situation.
- > All assessments should be conducted in accordance with the following universally accepted principles of assessment
  - > Use appropriate, fair and manageable methods that are integrated into real work-related or learning situations.
  - > Judge evidence on the basis of its validity, currency, authenticity and sufficiency.
  - > Ensure assessment processes are systematic, open and consistent.

**INTERNATIONAL COMPARABILITY**

An extensive search for qualifications and learning programmes related to public service communications was carried out in Botswana, Egypt, England, Scotland, Ireland, New Zealand and Australia. The search revealed that there were no international qualifications that focus primarily on Public Service Communications.

The search for internationally comparable qualifications lead to the NZQA National Diploma in Marketing with an elective strand in public relations. The South African Public Service Communications Qualifications

were informed by many of the unit standards contained in this NZQA, qualification, and the unit standards **are** hence comparable. The relevant unit standards in the NQZQA qualification are as follows:

- > **11603** Apply communication processes, and assess communication effects for public relations programmes.
- > **11604** Formulate and **coordinate** public relations communications.
- > **11591** Formulate and produce communication strategies for public relations programmes and activities.
- > **11607** Review and evaluate public relations programmes and services.
- > **10355** Identify and advocate news for publication or broadcast.
- > **10356** Research print and electronic sources for journalism.
- > **10376** Demonstrate knowledge of media ethics.
- > **9694** Analyse and apply principles of communication process theory.
- > **11587** Identify the **role** and functions of the New Zealand public relations industry.
- > **11588** Establish social, ethical, legal, and regulatory parameters for public relations activities.
- > **11593** Plan and manage public relations programmes.
- > **11595** Establish, develop, and manage public relations media relationships.
- > **11589** Direct and coordinate research of public relations issues and activities.
- > **9674** Facilitate a group and/or team to gather ideas and information.
- > **9684** Collaborate in a group to deliver an oral presentation.
- > **9692** Present information orally to an audience.

The search identified qualifications in New Zealand that have a broader focus on public sector services, and **comparisons** were carried out in relation to these qualifications. Despite the lack of comparable qualifications internationally, there remains a definite need in the South African context for qualifications that are aimed at **those** involved specifically in communications within the public service, and the competencies thus **revolve** around communication and related competencies. The area of public service communications **is** a **most** important and growing one within the South African context. For comparison purposes, the **following** qualifications from New Zealand may be considered, although they are not directly comparable in terms of level and scope:

- > National Certificate in Public Sector Services (Field/Community Advisors) (Level 5)  
This qualification **is** for people who are employed in the public sector as field or community advisors. People employed in **these** roles undertake a wide variety of **tasks** in diverse contexts for a significant number of public sector agencies,

The qualification recognises that in addition to the agency specific knowledge and understanding, advisors **require** a range of skills to perform activities that are relatively standard across the agencies. These include: **liaising** with community or business groups or individuals; interpreting and translating Government policy to users; providing advice and support in relation to government funding and policy or project work; facilitating meetings and workshops; and giving presentations.

The compulsory **section** is designed to reflect the key theme of advisors work, which is to provide an interface between government policy and community action. Holders of this qualification are able to **demonstrate** a high level of understanding of the roles of the individuals and public servants in community development as required by the New Zealand Public Service Code of Conduct. The elective section allows advisors to select the most appropriate complimentary skills for their position.

- > National Certificate in Public Sector Services (Leadership Development - Middle Management) (Level 5)  
This qualification is for people employed in the public sector who hold, or seek to hold, positions of **leadership**. An understanding of the public sector ethical context is a key component of developing future leaders, and this competency is reflected in the qualification. The importance of interpersonal communication skills in team leadership and facilitation **is** also reflected.

This **qualification** is part of a series of leadership qualifications planned for the public sector. It shares **credits** with and may lead on from the National Certificate in First Line Management (Level 4) [Ref: 06491] although **the** structure of the qualifications differ. Candidates who do not already hold that qualification will complete its requirements as part of this qualification.

#### **ARTICULATION OPTIONS**

This qualification can build on a FETC or the National Certificate in Public Service Communications Level 5 ID 50593.

People with this **qualification** could also move into areas of study related to qualifications in Marketing, Public Relations, Diplomacy, Journalism, Drama and Arts, Advertising, and Audio Visual/Broadcasting.

**MODERATION OPTIONS**

- > Providers offering learning towards this qualification or the component unit standards must be accredited by the appropriate ETQA.
- > Moderators must be registered as assessors with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Moderation of assessment will be overseen by the appropriate ETQA according to moderation principles and the agreed ETQA procedures.

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

- > Assessors must be registered in terms of the requirements of SAQA and the appropriate ETQA.
- > Registered assessors must have a relevant qualification at NQF level 7 or equivalent and/or be a subject matter expert in this learning area.

**NOTES**

N/A

**UNIT STANDARDS***(Note: A blank space after this line means that the qualification is not based on Unit Standards.)*

	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREW</b>	<b>TAWS</b>
Core	12156 Apply government communication processes and assess communication effects	Level 5	5	Reregistered
Core	114477 Develop and maintain community relations to communicate government information	Level 5	6	Registered
Core	115792 Access, process, adapt and use data from a wide range of texts	Level 5	5	Registered
Core	119665 Demonstrate understanding of the concept of human rights and democracy and its application in society	Level 5	12	Registered
Core	12157 Develop and produce information products for government	Level 6	4	Reregistered
Core	12158 Formulate and coordinate government communications programmes	Level 6	5	Reregistered
Core	12605 Interview and lead discussion for radio broadcast purposes	Level 6	12	Registered
Core	114493 Manage interactive communication between public and government	Level 6	7	Registered
Core	12160 Direct, coordinate and conduct research into government communication	Level 6	3	Reregistered
Core	12161 Establish, develop and manage media relationships to promote the image of Government	Level 6	5	Reregistered
Core	12163 Manage government communication processes and strategies	Level 6	5	Reregistered
Core	12435 Develop Government communication policies, strategies and processes	Level 7	6	Reregistered
Core	12436 Develop and manage government communication campaigns	Level 7	6	Reregistered
Core	12437 Establish, develop and manage media relationships to promote the policies of Government	Level 7	6	Registered
Elective	10056 Analyse and interpret data and marketing information	Level 5	8	Registered
Elective	110358 Sub-edit non-specialist text	Level 5	10	Registered
Elective	117558 Write scripts for an audio visual medium	Level 5	10	Registered
Elective	119659 Examine law and structures in terms of their promotion of human rights and democracy	Level 5	8	Registered
Elective	119664 Conduct an assessment of human rights and democracy practices in communities	Level 5	12	Registered
Elective	10096 Monitor and evaluate a strategic marketing plan	Level 7	20	Reregistered
Fundamental	110361 Write stories for a variety of journalistic purpose in print	Level 6	12	Registered