



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 Communications and Information Systems

Registered by NSB 04, Communication Studies and Language, publishes the following unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards. The unit standards can be accessed via the SAQA web-site at www.saqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 5 April 2004*. All correspondence should be marked **Standards Setting – SGB for Government Communications and Information Systems** and addressed to

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Title: Identify products needed to communicate govt information

Level: 5

Credit: 4

Field: Communication Studies and Language

Sub-Field: Communication Studies

Issue Date:

Review Date:

Purpose: This unit standard is for people who have responsibility for identifying communication needs of government so as to contribute to the development of information products.

Persons credited with this unit standard are able to:

- describe communication situations,
- identify and recommend communication products, and
- prepare a brief for the development of communication products

Learning Assumptions: The credit calculation is based on the assumption that learners are already competent in the following areas of learning when starting to learn towards this unit standard:

- Communications, language or journalism at a minimum of NQF Level 4
- Basic computer and word processing skills

Range statement:

The term "information products" in this unit standard includes but is not limited to print, electronic and digital information products such as brochures and pamphlets, posters, radio programmes, videos and digital information products such as websites.

Candidates should be able to identify information products across the following range:

- Print – such as journals, magazines, posters, banners
- Electronic – such as website, internet, intranet
- Audio visual – such as video
- Broadcast – radio, television
- Interactive – community forums, meetings (including use of video)
- Other - T-shirts, caps, bill boards, taxis

Candidates assessed against this unit standard do not have responsibility for the development of a communication plan, but they may be involved in developing the plan through various inputs. They should at least have a grasp of the situation, the environment and elements of a communication strategy. Candidates will be given a need, a strategic framework, target audience, communication objectives, challenges, and the essential message to be communicated.

Specific Outcomes and Assessment Criteria**specific outcome 1: Describe communication situations**

Range: From a given communication brief and strategy

assessment criteria

- 1.1 Descriptions of the communication objectives and information to be communicated are in line with given communication briefs and strategy.
- 1.2 The target market and environment are described in terms of prevailing demographics, prevalent languages, their access to communication and the socio-economic environment.
- 1.3 Descriptions are provided of communication opportunities and challenges.
- 1.4 Situations are described in sufficient detail to facilitate the identification and selection of information products appropriate to the communication objectives and target market.

specific outcome 2: Identify and recommend communication products**assessment criteria**

- 2.1 Products identified are suitable for achieving the communication objectives.
- 2.2 Products identified are appropriate to the information to be communicated and the target market.
- 2.3 Communication products identified meet budgetary requirements in accordance with the given brief.
- 2.4 Products identified promote the image of government positively and are in line with government communication strategy, policies and regulations.
- 2.5 Recommendations provide justification for the selection of communication products in terms of the given communication objectives, target market, information and budgets.

specific outcome 3: Prepare a brief for the development of communication products**assessment criteria**

- 3.1 The brief provides sufficient detail for the effective development of the communication products.
Range: communication objectives, context, target market, challenges, opportunities, costing, nature of the product/s, and means of communicating
- 3.2 The brief meets departmental format requirements.
- 3.3 The brief observes relevant departmental protocols.

Accreditation Options: Providers of learning towards this unit standard will need to meet the accreditation requirements of the appropriate ETQA.

Moderation Option: The moderation requirements of the appropriate ETQA must be met in order to award credit to learners for this unit standard.

Notes:

1. Notes to assessors:
 - Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
 - Make sure evidence is gathered across the entire range, wherever it applies. 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 show the candidate is able to perform in the real situation.
 - Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
 - The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
 - The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
 - All assessments should be conducted in line with the following well documented principles of assessment: *appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent*

2. Definition of Terms:
Terms have been clarified as far as possible through the use of range statements.

3. Critical Cross Field Outcomes:
This unit standard promotes, in particular, the following critical cross-field outcomes:
 - Identify and solve problems: - *this will be particularly evident when identifying government information requirements and providing and following-up on solutions*
 - Work effectively with others and in team: - *this is mainly addressed when identifying communication needs and products*
 - Organise and manage oneself and one's activities responsibly and effectively – *this outcome is integral to the entire standard.*
 - Collect, analyse, organise and critically evaluate information: *the ability to gather and work with information is a key aspect of providing information solutions.*
 - Communicate effectively using visual, mathematical and/or language skills: *this is addressed throughout the standard.*

4. Embedded Knowledge:
 - Government communication strategies, policies and regulations
 - Mechanisms and products for communicating