
GOVERNMENT NOTICES

No. 536

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

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 System

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

This notice contains the titles, **fields**, sub-fields, **NQF** levels, credits, and purpose of the qualification. The qualification can be accessed via the **SAQA web-site** at www.saqqa.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

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| <p style="text-align: center;">SAQA Attention: Mr. D Mphuthing Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 – 431-5144 e-mail: dmpthuthing@saqa.co.za</p> |
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S BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Public Service Communication

| SAQA QUAL ID | QUALIFICATION TITLE | | |
|---|--|-----------------------|-------------------------|
| 50583 | National Certificate: Public Service Communication | | |
| SGB NAME | ORGANISING FIELD ID | PROVIDER NAME | |
| SGB Government Communication and Information Stms | 4 | | |
| QUAL TYPE | ORGANISING FIELD DESCRIPTION | SUBFIELD | |
| National Certificate | Communication Studies and Language | Communication Studies | |
| ABET BAND | MINIMUM CREDITS | NQF LEVEL | QUALIFICATION CLASS |
| Undefined | 120 | Level 5 | Regular-Unit Stds Based |

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification will be useful to a variety of Public Service Communicators, including but not limited to:

- > Communication officers.
- > Public Relation Officers.
- > Community development workers.
- > stringers.
- > Planners (at basic level).
- > Campaigners (at participation level).
- > Marketers and distributors of government services and products.
- > Political office bearers.
- > Members of civil society involved in Public Service-related communication, such as social workers, health workers, lawyers, volunteers, interns.

Recipients of this qualification are able to:

- > Identify and formulate communication needs.
- > Contribute to development of communication tools.
- > Communicate and disseminate information on government policy and services effectively, using a variety of media and tools.

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 is an entry level qualification to provide a mechanism for recognition of those who are able to engage in a variety of ways to meet the information needs of publics and promote the image of government. In particular, the qualification provides a mechanism to recognise the competence of those who are able to:

- > Carry out the national, provincial and local communication strategies, externally and/or internally.
- > Facilitate implementation of communication projects contribute to the development of government information products.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

A Further Education and Training Certificate (FETC).

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:

A Further Education and Training Certificate (FETC) or working experience at the level of **NQF 4**.

QUALIFICATION RULES

Fundamental:

> Candidates are required to achieve 15 credits for the Fundamental unit standards.

Core:

> Candidates must achieve all **85** core credits.

Elective:

> Candidates must achieve at least 20 credits of their choice from the available 66 elective credits.

EXIT LEVEL OUTCOMES

1. Engage in government communication activities.
2. Apply media principles and practices.
3. Demonstrate knowledge of human rights and democratic governance.
4. Demonstrate understanding of marketing.

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 an 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.

- > Activities are carried out in line with strategic objectives and organisational policy.

- > Activities are **carried** out in a manner that **promotes** government image.
- > Government communication processes are applied using appropriate mechanisms and products and in **line** with given protocols and principles.
- > Assessments identify the effect **of** communication in relation to the intended purposes **of** the communication.
- > **Media** and community relations are **developed**, monitored and maintained in a manner that communicates government information effectively.
- > Government communication campaigns and communication activities are implemented and coordinated according **to** agreed plans and principles.

2.

- > **Government** communications are **carried** out using appropriate media in line with established media **principles** and practices.
- > Common **Journalistic** techniques are employed effectively in the development and implementation of government communications.

3.

- > Human **rights** and democratic practices are described in ways that reveal their relevance to and impact **upon** South African **society**.
- > Human rights and democratic practices are described in terms of their foundational principles and **historical** development,
- > **Key** concepts **of** human rights and **democracy** are explained in terms of their application in society.

4.

- > Marketing communication is defined in **terms** of **its** nature, role and history.
- > Marketing communications are explained in terms of ethical, social, cultural and legal issues.
- > **Assistance** is provided related **to** marketing functions.

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 of internationally comparable qualifications led 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 NZQA 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: Public Sector Services - Level 4

This qualification is for people seeking a career or employment in the Public Service. The qualification is also relevant in the wider public sector, particularly in those agencies and organisations who are providing services to the public on behalf of the government. The qualification recognises the generic skills, knowledge, understandings, attitudes and values expected of a competent role holder in a wide range of contexts in the Public Service and the wider public sector. This qualification may be complemented by competencies related to the specific role (for example Business Administration) and/or Competencies relevant to the specific organisation (for example Inland Revenue). As well as recognising competencies in relation to the public sector context, this qualification also identifies information technology, communications, writing, and service delivery competencies.

> National Certificate: 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 complementary skills for their position.

ARTICULATION OPTIONS

This qualification can build on a **FETC**, and be used as a building block towards a Higher Certificate in Public Service Communications (Level 6), NLRD ID: 50585.

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 teaming 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 6 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.)

| | UNIT STANDARD ID AND TITLE | LEVEL | CREDITS | STATUS |
|-------------|---|---------|---------|--------------|
| Core | 10032 Demonstrate an understanding of and define the nature, role and history of marketing communication | Level 4 | 3 | Reregistered |
| Core | 10033 Demonstrate an understanding of ethical, cultural and legal issues in marketing communication | Level 4 | 3 | Reregistered |
| Core | 115409 Assist with tasks related to marketing, market research and promotions | Level 4 | 7 | Registered |
| Core | 119661 Demonstrate knowledge of the foundations of human rights and democracy | Level 4 | 7 | Registered |
| Core | 119662 Describe the relevance of human rights and democratic practices in South African society | Level 4 | 8 | Registered |
| Core | 12156 Apply government communication processes and assess communication effects | Level 5 | 5 | Reregistered |
| Core | 110360 Interview for a variety of journalistic purposes | Level 5 | 8 | Registered |
| Core | 114477 Develop and maintain community relations to communicate government information | Level 5 | 6 | Registered |
| Core | 114481 Develop, maintain and monitor media relations to communicate government information | Level 5 | 5 | Registered |
| Core | 114488 Coordinate government communication activities | Level 5 | 6 | Registered |
| Core | 114490 Implement government communication campaign activities | Level 5 | 5 | Registered |
| Core | 114987 Identify products needed to communicate government information | Level 5 | 4 | Registered |
| Core | 117546 Collect information for journalistic use | Level 5 | 6 | Registered |
| Core | 119665 Demonstrate understanding of the concept of human rights and democracy and its application in society | Level 5 | 12 | Registered |
| Elective | 10035 Demonstrate an understanding of creative principles of marketing communications | Level 4 | 4 | Reregistered |
| Elective | 115410 Perform support duties related to various types of PR events | Level 4 | 8 | Registered |
| Elective | 115414 Perform support functions for media liaison, publicity campaigns and corporate social investment programmes | Level 4 | 9 | Registered |
| Elective | 120375 Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget | Level 4 | 6 | Registered |
| Elective | 10041 Conduct a marketing situational analysis | Level 5 | 5 | Reregistered |
| Elective | 110357 Report for a variety of journalistic purposes | Level 5 | 12 | Registered |
| Elective | 117558 Write scripts for an audio visual medium | Level 5 | 10 | Registered |
| Elective | 110361 Write stories for a variety of journalistic purpose in print | Level 6 | 12 | Registered |
| Fundamental | 15093 Demonstrate insight into democracy as a form of governance and its implications for a diverse society | Level 5 | 5 | Registered |

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|-------------|--------|---|---------|---|------------|
| Fundamental | 115789 | Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts | Level 5 | 5 | Registered |
| Fundamental | 115790 | Write and present for a wide range of purposes, audiences and contexts | Level 5 | 5 | Registered |
