
Title: Develop, maintain and monitor media relations to communicate government information

Level: 5

Credit: 5

Field: Communication Studies and Language

Sub-Field: Public Sector Communications

Issue Date:

Review Date:

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 and language at a minimum of NQF Level 4
- Experience in dealing with the media.
- Knowledge and understanding of government policies and processes

Purpose: This unit standard is for people who have or seek responsibility for government communications programmes and need to develop and maintain working relationships with media organisations and representatives.

Persons credited with this unit standard are able to:

- Profile the media
- Develop and maintain media relationships
- Monitor media relationships

Range statement: The following scope and context applies to the whole unit standard:

- The term “media” in this unit standard refers to press, radio, television, film, and magazines, and encompasses print, graphic, electronic, computer, and telecommunications, in the following contexts: public, private and community.

Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria

specific outcome 1: Profile the media

assessment criteria

- 1.1 Media organisations relevant to government communications are identified and classified in terms of type of medium, political alignments where applicable and ownership.
- 1.2 Media organisations relevant to government communications are identified and classified in terms of their performance, exposure, standing among the public and track record.
- 1.3 Media operational culture is outlined in terms of the potential impact on government communication and the promotion of a positive image.
- 1.4 Individuals within media organisations are identified and classified according to niche area, quality of work, relationships with the government and accessibility.
- 1.5 Media timelines are identified.
Range: this includes details of operating hours, deadlines, pressure times, quiet periods, lead times.
- 1.6 Priority relationships are identified.

specific outcome 2: Develop and maintain media relationships

Range: to include situations where media may be hostile

assessment criteria

- 2.1 Relationships with media organisations and individuals are open and contact is established easily. Contact is regular and consistent.
- 2.2 Cooperation levels with media make it possible to use the media for government communication. The take up and regularity of reporting appearances is sufficient to maintain government communications through the media.
- 2.3 Opportunities are created to expand and follow-up on stories and events.
- 2.4 Media queries are responded to timeously and in a way that promotes Government image.
- 2.5 Media is alerted timeously concerning media events, breaking and other news.
- 2.6 Hostile situations are dealt with in a manner that promotes constructive engagement.
- 2.7 Relationships are developed in a manner that establishes trust and promotes a productive working relationship between Government and media.

specific outcome 3: Monitor media relationships

assessment criteria

- 3.1 Monitoring activities are regular and consistent.
- 3.2 Monitoring activities are sufficient to provide information on the nature and quality of media relations, including successes, failures, challenges and difficulties.
- 3.3 Records of the nature and quality of media relationships are understandable, reveal trends and allow for further analysis.
- 3.4 Monitoring activities and records facilitate the maintenance of media relationship profiles and help provide recommendations for future engagements with the media.

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

Moderation Option: The moderation requirements of the MAPPP SETA 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 happen primarily when determining the nature and quality of media relationships, including the identification of problem relationships*
 - Work effectively with others and in team: *Interacting with the media; maintaining good relations with the media;*
 - Organise and manage oneself and one's activities responsibly and effectively: *Ensuring contact lists are updated; planning to interact with media; responding on time to negative messages.*
 - Collect, analyse, organise and critically evaluate information: *Identifying and monitoring media ownership; monitoring nature of relationships*
 - Communicate effectively using visual, mathematical and/or language skills: *Interacting with the media; reporting on nature and quality of media relationships.*
 - Understand the world as a set of inter-related parts of a system: *Understanding the impact of communications on a variety of audiences; understanding the relationship dynamics between media, government and public sector.*

4. Embedded Knowledge:
 - Government communication strategies, policies and regulations.
 - Media environment