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**Title:** Develop and maintain community relations to communicate government information

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**Level:** 5

**Credit:** 6

**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 communities.
- 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 communities in order to facilitate government communication.

Persons credited with this unit standard are able to:

- Profile communities
- Develop and maintain community relationships
- Monitor community-government relationships

**Range statement:** Candidates should have understanding across a variety of different kinds of communities, and be able to maintain relationships with communities appropriate to their field of operation. Communities may differ according to the following categories:

- Geographic
  - Urban
  - Semi-urban
  - Rural
- Socio-economic
- Political
- Cultural
- Literacy levels

## **Specific Outcomes and Assessment Criteria**

### **specific outcome 1:            Profile communities**

*Range: at least 3 distinct types of communities*

#### **assessment criteria**

- 1.1 Communities are defined in terms of priority needs, socio-economic situation, cultural mores and sensitivities, political awareness and perceptions of government.
- 1.2 Communities are defined in terms of leadership and communication structures.
- 1.3 Community resources are identified and classified in terms of their potential for harnessing to promote government information.  
*Range: people, buildings, leaders, functions, schools, community centres.*
- 1.4 Individuals within communities are identified in terms of their potential to develop and maintain good relationships between government communicators and the community.
- 1.5 Priority relationships are identified.

### **specific outcome 2:            Develop and maintain community relationships**

*Range: within the candidate's field of operation*

#### **assessment criteria**

- 2.1 Relationships with communities and individuals are open and contact is established easily. Contact is regular and consistent.
- 2.2 Interactions with communities are sensitive to cultural nuances and observe community protocols.
- 2.3 Cooperation levels with the community and community leaders provide for an environment that facilitates government communication.
- 2.4 Community queries are responded to timeously and in a way that promotes a positive image of Government.
- 2.5 Communities and government are kept informed about relevant issues and developments.
- 2.6 Relationships are developed in a manner that establishes trust and promotes a productive working relationship between Government and communities.

### **specific outcome 3:            Monitor community-government 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 community-government relations, including successes, failures, challenges and difficulties.
- 3.3 Records of the nature and quality of the relationships are understandable, reveal trends and allow for further analysis.
- 3.4 Monitoring activities and records facilitate the maintenance of community-government relationship profiles and help provide recommendations for future engagements with the communities.

**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. 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 community relationships, including the identification of problem relationships*
- Work effectively with others and in team: *Interacting with communities; maintaining good relations with the communities;*
- Organise and manage oneself and one's activities responsibly and effectively: *Ensuring contact lists are updated; planning to interact with communities; responding on time to negative messages.*
- Collect, analyse, organise and critically evaluate information: *Identifying and monitoring nature of relationships*
- Communicate effectively using visual, mathematical and/or language skills: *Interacting with the communities; reporting on nature and quality of 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 communities, government and public sector.*

3. Embedded Knowledge:

- Governance, democracy
- Government communication strategies, policies and regulations.
- Local government issues, community structures and dynamics
- Features and sensitivities of different kinds of communities