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**Title:** **Coordinate government communication activities**

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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, language or journalism at a minimum of NQF Level 4

**Purpose:** This unit standard is for people who have or seek responsibility for coordinating government communications activities within the context of broader communication programmes, to promote a positive image of government.

Persons credited with this unit standard are able to:

- prepare for coordination of activities;
- coordinate activities; and
- review and report on activities

**Range statement:** The coordination of activities will take place within the context of a given communication plan and a coordinated communication programme. In general, the programme will consist of a sustained process of communication involving many activities. This unit standard is limited to the coordination of a part of the programme.

This unit standard includes the coordination of people, resources and activities.

Activities to be coordinated include but are not limited to the following types:

- producing and distributing leaflets, calendars, T-shirts, newsletters
- coordinate information placards and organize displays
- promotions before an information product goes out, such as leaflets
- activities to get information from communities and report back to communities

## **Specific Outcomes and Assessment Criteria**

### **specific outcome 1:            Prepare for coordination of activities**

#### **assessment criteria**

- 1.1 The objectives of the activities are described in line with given programme plans.
- 1.2 Programme plans are analysed and assigned activities are identified within the context of the overall plan.
- 1.3 The activities are defined in terms of their purpose, coordination requirements, logistics, resource requirements, timing and contribution to the overall programme.
- 1.4 Human and physical resources and logistical arrangements required for successful implementation and review of the activities are ensured to be in place. The environment is ensured to be prepared for successful implementation of the activities.
- 1.5 Potential difficulties in implementing the planned activities are identified, and viable solutions are formulated in consultation with appropriate personnel. Deviations from the plan are ensured to be in line with the overall strategy of the programme.
- 1.6 Liaison and/or arrangements with related individuals or structures are carried out in accordance with the plan.
- 1.7 Records are maintained of the coordination in a manner that promotes meaningful review.

### **specific outcome 2:            Coordinate activities**

#### **assessment criteria**

- 2.1 Instructions for implementation of the activities are provided to relevant personnel, with clear indications of methods, media, resources and time frames.
- 2.2 Activities are co-ordinated in accordance with government media policy and regulations, and given plans. Deviations are justified by the context and contribute towards achieving the programme objectives.
- 2.3 Interactions with personnel are in line with public service code of conduct and facilitate the effective implementation of the activities.
- 2.4 Coordination of activities complements the implementation of other activities within or outside the programme.
- 2.5 Resources are mobilized optimally and in accordance with the plan.
- 2.6 Coordination is carried out in a manner that achieves the set objectives and promotes the image of government positively.

**specific outcome 3:            Review and report on the activities**

**assessment criteria**

- 3.1 The report is an accurate reflection of the implementation of the activities, and provides sufficient detail for the purposes of record keeping and further analysis.
- 3.2 The report identifies strengths and weaknesses in the implementation, with recommendations for future programmes. Such recommendations have the potential to enhance future programmes.
- 3.3 Reports are presented in a format consistent with departmental requirements and according to departmental protocols.
- 3.4 Reports are completed within agreed timeframes and distributed to relevant personnel, as per the plan.

**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: *problems will be encountered and need to be solved throughout the performance of these outcomes.*
- Work effectively with others and in team: - *co-ordination requires a team approach.*
- Organise and manage oneself and one's activities responsibly and effectively: *self-organisation and management is critical to developing and co-ordinating activities.*
- Collect, analyse, organise and critically evaluate information: *this outcome will be clearly in evidence throughout the standard.*
- Communicate effectively using visual, mathematical and/or language skills: *this is addressed throughout the standard.*
- Understand the world as a set of inter-related parts of a system: *this will be particularly in evidence as the impact of activities is monitored.*

4. Embedded Knowledge:

- Inter-personal interactions and group dynamics
- Government communication strategy, policy and regulations