Title | Listen actively to gain information in an interactive situation
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Level | 3
Credits | 3

### Purpose
People credited with this unit standard are able in two different contexts; to use active listening techniques to gain information, and respond to information received.

### Classification
Communication Skills > Interpersonal Communications

### Available Grade
Achieved

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### Explanatory notes

1. This unit standard applies to listening in an interactive situation in an interpersonal communication context, and could include but is not limited to problem-solving situations and carrying out instructions. The situation must involve listening to and interacting with a live speaker. The same situation must be used for all assessment activities for this unit standard.

2. *Active listening techniques* may include but are not limited to – attending, paraphrasing, summarising, questioning, reflective listening, responding to non-verbal cues.

3. The assessment context for this unit standard must be suitable to meet the criteria for level 3 in the NZQF Levels Descriptors, which are available at (insert link).

4. Definition

*Culture* is defined as the world view and behaviours of individuals and groups which affect the way in which they interact. Culture may include beliefs, values, customary lore, language and idiom, verbal and non-verbal communication, protocol, music, ritual and beliefs in the origin and nature of knowledge, ethnicity, age, disability, gender.

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### Outcomes and evidence requirements

#### Outcome 1

Use active listening techniques to gain information in two different contexts.

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#### Evidence requirements

1.1 Non-verbal cues are responded appropriately to in terms of the context.

1.2 Information is clarified by paraphrasing, summarising, and questioning.
Outcome 2

Respond to information received in two different contexts.

Evidence requirements

2.1 Information is analysed to determine content and message is recalled to check for accuracy and meaning.

2.2 Responses, in terms of actions, match the purpose of the communication.

2.3 Feedback used is appropriate to the cultural context in terms of language and protocol.

2.4 Speaker’s emotions are responded to in a manner that fits the context and the subject matter.

Planned review date

31 December 2016

Status information and last date for assessment for superseded versions

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<tr>
<th>Process</th>
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<th>Date</th>
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<td>Registration</td>
<td>1</td>
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<td>Review</td>
<td>2</td>
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Consent and Moderation Requirements (CMR) reference

0023


Please note

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.
Comments on this unit standard

Please contact NZQA National Qualifications Services ngs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.