

Give and respond to feedback on performance

Level 3

Credits 3

Purpose People credited with this unit standard are able to give and respond to feedback on performance.

Subfield Communication Skills

Domain Interpersonal Communications

Status Registered

Status date 25 July 2006

Date version published 25 July 2006

Planned review date 31 December 2011

Entry information Open.

Accreditation Evaluation of documentation by NZQA.

Standard setting body (SSB) NZQA Communications Skills

Accreditation and Moderation Action Plan (AMAP) reference 0023

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Special notes

- 1 This unit standard can be assessed in the workplace using naturally occurring evidence or in simulated work situations designed to draw upon similar performance to that required in work. Evidence is required to show consistency of performance in at least two different situations.
- 2 Voice modulation for hearing impaired people will be demonstrated through a sign language interpreter voicing the message of the signer.
- 3 Organisation, as referred to in this unit standard, includes organisations based in work, and/or community, and/or cultural contexts.

- 4 Legislation relevant to this unit standard may include but is not limited to the Privacy Act 1993, and subsequent amendments. Where the context for this unit standard is the workplace, all current and relevant employment legislation will also apply to all activities associated with this unit standard.

Elements and performance criteria

Element 1

Give feedback on other people's performance.

Range feedback may be given to individuals and/or groups/teams.

Performance criteria

1.1 Feedback provided is on a basis that meets the needs of the individual and/or the group/team, and the organisation.

1.2 Feedback is provided in a planned manner, as agreed by the individual and/or group/team, and the organisation.

Range planned manner relates to – time, place, privacy.

1.3 Feedback given respects the rights of the receiver, is balanced and objective, uses appropriate language, modulation, and non-verbal signals.

Range rights may include but are not limited to diversity and cultural differences in terms of – preferred language, feedback type, culture, ethics, individual and community values, methods used to communicate feedback.

Element 2

Respond to feedback on own performance.

Performance criteria

2.1 Feedback is assessed in terms of own view of own performance.

2.2 Feedback is responded to in a manner that respects the rights of all parties.

2.3 Reflective comparison of feedback and own view of own performance identifies own behaviours.

Range quality of own behaviours, own behaviours for change.

Please note

Providers must be accredited by the Qualifications Authority, 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 the Qualifications Authority 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 the NZQA National Qualifications Services ngs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.