



NZQA Assessment Support Material – Assessor Guidelines

Unit standard	9677				
Title	Communicate in a team or group which has an objective				
Level	2	Credits	3	Version	10

Vocational pathways	Construction and Infrastructure This resource has been developed for assessment in contexts relevant to the Construction and Infrastructure sector pathway. The objective should be relevant to the context.
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Note

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment.

Assessors must manage authenticity for any assessment from a public source, because people being assessed may have access to the assessment schedule or exemplar material. Use of this assessment resource without modification may mean that the work submitted is not authentic. The assessor will need to change the context or topic to suit the situation and the environment where assessment is occurring.

While this resource exemplifies observation and verification in a naturally occurring evidence assessment situation, there are other assessment activities and approaches that could be taken.

1. See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>

Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The evidence requirements and the explanatory notes contain information that is crucial when interpreting the standard and assessing people against it.

Unit standard 9677, *Communicate in a team or group which has an objective*, is about communicating with other people in a team or group, whilst working towards an objective, under direction or supervision. The emphasis is on the learner's ability to communicate effectively in their context.



While the unit standard does not actually require a construction or infrastructure context, this resource is intended to be relevant to the construction and infrastructure vocational pathway (VP).

Objectives relevant to this standard could be stand-alone or part of a bigger stream of work. They could be real objectives in real life contexts (possibly in a workplace) or objectives in a situation made-up just for this assessment – but must still be equivalent to a real-life one. In both cases all relevant health and safety and other requirements of the context will need to be observed.

The objectives that might be used would relate to the construction and infrastructure vocational pathway, but could be part of any context like:

- Applying road markings on a particular section of highway
- Setting up or dismantling scaffolding
- Shifting goods from one place to another (e.g. unloading a truck)
- Managing on-site health and safety to reduce risk in the workplace
- Building a removable house on a building course
- Arranging the staff Christmas party
- Or any specific result that involves communicating with others to achieve.

A 'real-life context' is a natural one which allows the candidate to demonstrate the performances required by the standard. A 'real-life context' (may be in a workplace) or a simulated one will have real-life requirements, such as health and safety, and operating procedures that are normal to that context.

For this standard in a VPs setting, a 'real-life context' could be an actual workplace where the person being assessed is employed (either full-time, part time or working regularly on a voluntary basis) or where they are on work experience; or part of a learner's everyday life. For students on work experience this will ideally occur on a regular, planned and sustained basis, for example as part of a Gateway programme.

Naturally occurring evidence is evidence collected from activities from a learner's actual performance. Examples may include contributing to team meetings/toolbox meetings, debriefings, oral reports; written communications between team members related to achieving the objective; photos/video recordings of the learner's performance.

Resource requirements

Documented policies and procedures or established protocols for workplace or other real-life context performance where appropriate.

AWARD OF CREDIT - ASSESSMENT EVIDENCE

This assessment requires the person being assessed to show that they can communicate effectively within a team or group which has an agreed objective.

This will include, under direction or supervision:

- identifying the purpose of the team or group and own contribution in terms of the objective
- communication (information, ideas and/or opinions) and responses to others being effective and respectful
- using questions to clarify and obtain information from other team or group members
- contributing effectively towards the objective.



While the objective should be generally agreed to be achievable, meeting the team or group objective is not a requirement for award of credit.

The person being assessed must provide their Assessor with evidence. This could be through:

- a video of all of their performance or
- a video of part of your performance and/or direct verified observation (including the completed observation record sheet) by their assessor or workplace supervisor/verifier when accompanied by evidence such as by feedback from other team or group members, and/or other examples from the learner's performance.

In the absence of video evidence, a verifier's checklist is acceptable if accompanied by evidence that includes authenticated examples from the learner's performance.



CONDITIONS OF ASSESSMENT

The learner must be assessed against this unit standard in a real-life context using naturally occurring evidence or in simulated conditions that demand performance equivalent to that required in the real-life context. Assessment may take place in an education organisation providing the workplace environment or other real-life context is realistically simulated.



It is important the person who verifies the work must be someone in a role with appropriate responsibility to confirm performance (e.g. a supervisor who works with the learner regularly) or is their tutor if in a simulated setting. Asking a work or classmate to carry out the verifier role is not acceptable.



The verifier must have the appropriate opportunity and responsibility to be able to observe the learner/ person being assessed and confirm how they perform. This is what is meant when a *Verifier/Supervisor's* sign off is required.

The measures that the learner's performance is to be observed or reviewed against are set out in a checklist which allows for '**Verification**' to be carried out on site where the assessor may not be present. Sample evidence/observation sheets are provided on the following pages which can be used to record and verify the learner's performance.



Assessment Schedule

NOTE:

A “Verifier” must be someone in a role with appropriate responsibility to confirm performance. e.g. a supervisor

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	Evidence for achieved	Judgements for achieved
Outcome 1 Communicate in a team or group which has an objective.		
<p>Evidence requirements</p> <p>1.1 Purpose of the team or group and own contribution are identified in terms of an objective.</p> <p>1.2 Own communication and response to others' communication are effective and respectful.</p> <p>Range: communication includes – information, ideas and/or opinions</p> <p>1.3 Questions are used to clarify and obtain information from other team or group members</p> <p>1.4 Own contribution is effective to the team or group's objective.</p>	<p>Completed 'Observation Record'.</p> <p>This may be supported by a video of performance and or other evidence of communicating in the team/group such as the completed 'Purpose and Role/Contribution' sheet and the 'Team or Group Member Feedback' form.</p> <p>(refer samples provided)</p>	<ul style="list-style-type: none"> The purpose/objective of the team or group and own contribution to achieving that purpose is briefly outlined and provides a context for the assessment. All items on the Observation Record Sheet are ticked off as being demonstrated (and in absence of a video, supported by appropriate examples/evidence for at least two of the four criteria. Observation Record Sheet is signed and dated by an appropriate Verifier. If used, the Purpose and Role/Contribution sheet must also be signed and dated by an appropriate Verifier. Team or Group member feedback (where supplied) indicates positive and effective communication has occurred, and is signed and dated by identified work or team member(s).

Sample evidence/observation recording sheets for unit standard 9677

This page is not compulsory but may be helpful to be used as part of the evidence for assessment. The inclusions are an example of possible responses, not model answers. Responses can be verbal with summaries recorded by the verifier/supervisor/assessor.

PURPOSE AND ROLE/CONTRIBUTION SHEET

Your name:

1. Identify briefly the purpose of the team or group and of the objective:

e.g. Manage on site health and safety and reduce risk when working on SH 2 to construct a new roundabout.

2. Briefly describe what you are expected to contribute towards meeting the objective.

e.g.

- Participate in daily toolbox meetings to help identify hazards and risks*
- Assist the Traffic Controller (TC) to set out the safe zones and access point signage and cones.*

The person being assessed has accurately identified the purpose/objective of the team or group and outlined their own expected role/contribution.

Verifier/Supervisor/Assessor's signature:

Anne Observer

Date:

x/x/xx

OBSERVATION RECORD

To be completed by the Verifier, Supervisor or Assessor as they observe the learner's performance. Where there is no video evidence, supporting examples are required for at least two of the four criteria. The supporting example need not be a verbatim record or even a lengthy summary - just enough to confirm the actual performance with some further illustrating detail.

The inclusions are an example of possible responses, not model answers.

Name: <i>A Learner</i>	✓	Supporting evidence (if no video evidence)
The person being assessed has:		
1. Accurately identified the purpose and objective of the team or group and outlined their own expected contribution	✓	<i>May include</i> <ul style="list-style-type: none"> • <i>a completed purpose and role/contribution sheet</i>
2. Communicated information, ideas and/or opinions, and responded to others' communication, effectively and respectfully.	✓	<i>Must include:</i> <ul style="list-style-type: none"> • <i>observer confirmation that learner has done as specified (signing this sheet)</i> • <i>example of a situation in which this has been shown e.g. learner explained safety rules to a new colleague and answered questions effectively</i> <i>May include:</i> <ul style="list-style-type: none"> • <i>peer confirmation that learner has done as specified (completed team or group member sheet)</i>
3. Asked appropriate questions to clarify and obtain information from other team or group members.	✓	<i>Must include:</i> <ul style="list-style-type: none"> • <i>observer confirmation that learner has done as specified (signing this sheet)</i> • <i>example of this occurring e.g. learner asked for advice on heating and then checked they had the correct temperature</i> <i>May include:</i> <ul style="list-style-type: none"> • <i>peer confirmation that learner has done as specified (completed team or group member sheet)</i>
4. Effectively contributed to the team or group's objective in accordance with the practices and requirements of the real-life context or the situation made up for the assessment.	✓	<i>May include:</i> <ul style="list-style-type: none"> • <i>observer confirmation that learner has done as specified (signing this sheet)</i> • <i>example of the learner's contribution and how that meets the objectives and requirements of the context.</i> • <i>brief comment summarising what the learner has done to contribute to the team's objective, how effective that has been, and how they have met any context requirements.</i> • <i>peer confirmation that learner has done as specified (completed team or group member sheet)</i>

When this form is completed and signed, it confirms that the person being assessed has communicated effectively in a team or group with an objective, in a real-life context (or equivalent simulated conditions) according to real-life requirements, and that they could continue to perform in this way.

Verifier/Supervisor/Assessor's signature: *Anne Observer*

Name: *Anne Observer*

Position/Workplace: *Site Traffic Management Supervisor, XYZ Works*

Date: *xx/xx/xx*

DRAFT

TEAM OR GROUP MEMBER FEEDBACK (optional)

Can be completed by team or group member(s) to support their colleague's communication as they worked towards meeting the agreed objective.

Team or group member should complete the supporting evidence column to give an example of the required performance and/or explain why they believe the learner has satisfied the evidence requirements.

The inclusions are an example of possible responses, not model answers.

I/We can confirm that [Insert name]		Supporting evidence (with examples)
<ul style="list-style-type: none"> has contributed information, ideas and/or opinions, and responded to others' communication, effectively and respectfully. i.e. in accordance with the practices and requirements of the real-life context or the situation made up for your assessment 	✓	<ul style="list-style-type: none"> (the learner) has communicated information and ideas effectively and responded appropriately e.g. (the learner) explained safety rules to a new colleague and answered questions effectively suggested and organised a team of labourers to help clean the cones so that they were more visible and easy to see. I'm a newbie, and found XX took time to explain to me acronyms and technical terms in plain English.
<ul style="list-style-type: none"> has asked appropriate questions to clarify and obtain information from other team or group members. 	✓	<p>..... (the learner) has asked helpful questions at our team meetings and whilst out on the job e.g. (the learner) clarified with the traffic controller about moving the road safety cones as work progressed and then checked they had been placed correctly for the next section</p>
<ul style="list-style-type: none"> has effectively contributed to the team or group's objective in accordance with the practices and requirements of the real-life context or the situation made up for your assessment 	✓	<p>..... (the learner) has helped keep us on track and meet our team's objective. e.g. ... (the learner) kept notes from our briefings and meetings and was able to let us know next steps when we were unsure</p>
<p>When this form is completed and signed, it confirms that, in the opinion of other team or group member/s, that the person being assessed has communicated effectively in a team or group with an objective, in a real-life context (or equivalent simulated conditions) according to real-life requirements - and could continue to perform in this way.</p>		
<p>Signature of colleague (team or group member): <i>Joe Bloggs</i></p>		
<p>Name of colleague(s) (team or group member/s): <i>Joe Bloggs</i></p>		
<p>Position / Workplace: <i>XYZ Construction</i></p>		
<p>Date: <i>xx/xx/xx</i></p>		