

<b>Title</b>	<b>Analyse feedback contexts and apply constructive feedback techniques</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>3</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to: analyse feedback contexts and/or situations; give constructive feedback; and respond constructively to feedback.</p> <p>This unit standard is for people who are using feedback in an interpersonal communication context.</p>
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<b>Classification</b>	Communication Skills > Interpersonal Communications
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<b>Available grade</b>	Achieved
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### Explanatory notes

- 1 Legislation relevant to this unit standard includes but is not limited to Privacy Act 1993 and subsequent amendments.
- 2 This unit standard could be assessed against in either written or oral contexts and could include but is not limited to – feedback on behaviour and attitude which may involve criticism and praise.
- 3 *Objectives* refers to the purpose and/or outcomes.

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### Outcomes and evidence requirements

#### Outcome 1

Analyse feedback contexts and/or situations.

Range evidence of two is required.

#### Evidence requirements

- 1.1 Issues related to providing feedback are identified in terms of context and/or situation.
- 1.2 Objectives are identified for specific feedback contexts and/or situations.
- 1.3 Consequences and/or anticipated reactions are identified for specific feedback contexts and/or situations.

1.4 Legal and organisational requirements that impact on the type and manner of feedback provided are identified.

Range includes but is not limited to – legislation, professional practice, organisational requirements for feedback.

## **Outcome 2**

Give constructive feedback.

Range includes one context and/or situation analysed in outcome 1.

### **Evidence requirements**

2.1 Medium for providing feedback is selected in terms of type and/or channel.

2.2 Language, content, and tone of feedback fit the situation, the subject matter, and the audience.

2.3 Feedback on the behaviour and/or event that is the focus of the feedback is described in neutral terms, with the absence of reference to character and/or personality of the recipient.

2.4 Legal and ethical requirements that impact on the time and place where feedback is provided are identified.

Range includes but is not limited to Privacy Act 1993.

2.5 Content of feedback meets the objectives set.

2.6 Listening, open questions, paraphrasing, reflecting on, and responding to receiver reactions are included in the feedback.

## **Outcome 3**

Respond constructively to feedback.

### **Evidence requirements**

3.1 Medium, language, content, and tone of response fit the situation, the subject matter, and the audience.

3.2 Feedback received is clarified in terms of the objectives and/or issues raised.

3.3 Feedback received is evaluated in terms of its applicability to the objectives and/or issues raised.

3.4 Responses to feedback incorporate identifying options and/or strategies for further action.

3.5 Outcome of the feedback is evaluated to determine if the objectives and/or issues are resolved or require further action.

<b>Planned review date</b>	31 December 2021
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#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	24 March 1998	31 December 2015
Revision	2	11 September 2001	31 December 2015
Rollover and Revision	3	25 July 2006	31 December 2015
Review	4	21 May 2010	31 December 2020
Rollover	5	18 June 2015	31 December 2020
Review	6	16 February 2017	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0113
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

#### Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR 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 [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.