

<b>Title</b>	<b>Actively participate in spoken interactions</b>		
<b>Level</b>	<b>1</b>	<b>Credits</b>	<b>3</b>

<b>Purpose</b>	This is a unit standard to assess aspects of literacy in English or New Zealand Sign Language (NZSL). People credited with this unit standard are able to use their speaking and listening skills or NZSL skills to actively participate in spoken interactions.
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<b>Classification</b>	Core Generic > Work and Study Skills
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<b>Available grade</b>	Achieved
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### Guidance Information

- 1 For the purposes of this unit standard, *literacy* is defined as: the written and spoken/signed language people use in their everyday life, learning and work. It includes reading, writing, speaking/signing, and listening/attending. Skills in this area are essential for good communication, active participation, critical thinking and problem solving.

For the purposes of this unit standard, *spoken interactions* include the use of New Zealand Sign Language (NZSL) for signing used to convey meaning. It combines hand shapes, orientation and movement of the hands, arms or body, and facial expressions to express a speaker's thoughts in accordance with the conventions used in New Zealand.

*Listening* for users of NZSL means watching/visually attending.

Literacy standards are not the same as English, English Language, New Zealand Sign Language, or Communication Skills standards.

This is one of three unit standards for literacy. The other two are:

- Unit 26624, *Read texts with understanding*
- Unit 26622, *Write to communicate ideas for a purpose and audience.*

- 2 Evidence must be gathered on the basis of naturally occurring evidence from a range of real contexts. Natural, unscripted conversation-type interactions are likely to generate valid evidence. Therefore, assessment for this unit standard must not be one-off assessment events designed specifically for this purpose.

Naturally occurring evidence must be derived from activities within a learning programme and/or from a candidate's actual work performance and/or everyday life. It is important the candidate is made aware that evidence of competence may be gathered while undertaking their study or work and that this does not create undue stress for them. The assessor must be satisfied that the naturally occurring evidence can be attributed to the candidate. Evidence must specifically document what the learner said and did. Documentation may consist of observation notes including direct quotes and examples of behaviour and/or video recordings.

Real contexts are part of the candidate's everyday life and may include their classroom, their workplace, and other contexts.

Evidence gathered from:

- a candidate's classroom may be sourced from different subjects or courses, or from different topics or aspects of the same course
- a candidate's workplace may be sourced from an employment focus (i.e. relating to employment documentation and conditions) or from a job-performance focus (i.e. regular work tasks)
- other contexts may be sourced from a candidate's involvement with family, sport, leisure, or community.

- 3 The assessor must be satisfied that the candidate has demonstrated an ongoing transferable competency against the unit standard as a whole. The candidate must demonstrate the skills outlined at koru/step 4 of the *Interactive Listening and Speaking progression* within the *Listen with Understanding* and *Speak to Communicate* strands of the *Learning Progressions for Adult Literacy*, available at <https://ako.ac.nz/alnacc>. All performance criteria must be met in each of at least three interactions over a period of at least one month.
- 4 Interactions must be face-to-face and must include at least a one-to-one and a small group situation. Any two may be by an electronic medium. The interactions must be of sufficient length and complexity to provide adequate evidence of competence in listening and speaking. At all times the quality of the interactions, considered as a whole, is more important than length.
- 5 Assessors for this unit standard must take account of the cultural identity and norms of participants, which may influence how they participate in the interactions.

For participants from the deaf community, NZSL may be used between signing individuals and a signing group in order to demonstrate the requirements for this unit standard. A sign language interpreter must not be used in a group where all participants are using NZSL.

For mixed groups of hearing and deaf participants, an interpreter may be used to interpret spoken and signed language only when NZSL users are interacting with hearing participants.

## Outcomes and performance criteria

### Outcome 1

Actively participate in spoken interactions.

Range the topics for two interactions may be familiar to the candidate;  
the topic of at least one must be less familiar;  
all interactions must be unscripted.

### Performance criteria

1.1 Behaviours demonstrate participation in the interaction.

Range behaviours – verbal, non-verbal;  
participation – contributing ideas, sustaining dialogue;  
contributing ideas may include but is not limited to – initiating a new idea, adding details, giving feedback, responding to feedback, adding different viewpoints;  
sustaining dialogue may include but is not limited to – asking questions, agreeing, disagreeing, seeking clarification, responding to questions, responding to feedback, summarising/paraphrasing, acknowledging contributions, prompting, eye contact.

1.2 Participation in interactions is appropriate to intended purpose and participants.

Range appropriateness of – behaviour, language, tone;  
intended purpose may include but is not limited to – to persuade, to understand, to achieve consensus or to negotiate, to share ideas and information.

<b>Planned review date</b>	31 December 2025
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### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 August 2010	31 December 2014
Revision	2	15 April 2011	31 December 2014
Revision	3	15 January 2014	31 December 2019
Rollover	4	21 May 2015	31 December 2019
Review	5	18 May 2017	31 December 2019
Revision	6	28 September 2017	N/A
Rollover and Revision	7	27 January 2022	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>.

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### 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.