

<b>Title</b>	<b>Demonstrate and apply knowledge of communication process theory</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	People credited with this unit standard are able to demonstrate knowledge of communication process theory and examine two communication situations in terms of communication process theory.
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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 Definition  
*Paralanguage* refers to how something is said rather than what is said.
- 2 For assessment the confidentiality and privacy of all persons concerned must be respected at all times.

**Outcomes and evidence requirements**

**Outcome 1**

Demonstrate knowledge of communication process theory.

**Evidence requirements**

- 1.1 Elements of communication process theory are identified and explained in terms of their function.

Range at least six elements are required.

- 1.2 For each identified element of the communication process, a barrier is described and a mitigating solution proposed.

Range barriers may relate to – cultural background, gender, age, ethnicity, family background, socio-economic factors, educational factors, ethical values.

- 1.3 Factors affecting cross-cultural communication are described in terms of their significance in the communication process.

Range factors may include but are not limited to – proximity, language, time, age, gender, status indicators, paralanguage, pace of speech, eye contact, gesture; evidence of four is required.

- 1.4 Non-verbal communication is described in terms of its significance in communication process theory.

Range non-verbal communication includes but is not limited to – gesture, open and closed body language, eye contact, status indicators, nods, beckoning, use of space, paralanguage, personal presentation, posture; evidence of four is required.

## Outcome 2

Examine two communication situations in terms of communication process theory.

Range evidence is required of two different communication situations. These situations must be real to the candidate, and may relate to but are not limited to – the workplace, family, socialising.

## Evidence requirements

- 2.1 Situations are examined in terms of the effectiveness and efficiency of the communication process.
- 2.2 Barriers to communication processes within the situations are identified and solutions that are relevant and practical are suggested to overcome them.

<b>Replacement Information</b>	This unit standard replaced unit standard 1313.
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<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	28 February 1997	31 December 2012
Revision	2	18 March 1998	31 December 2012
Revision	3	8 June 1999	31 December 2012
Revision	4	22 January 2003	31 December 2012
Review	5	25 July 2006	31 December 2013
Review	6	17 November 2011	31 December 2020
Rollover	7	24 October 2014	31 December 2020
Review	8	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.

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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.