**NZQA**

**Approved**

EXPIRED

Achievement standard: 90966 Version 2

Standard title: Demonstrate interpersonal skills in a group and explain how these skills impact on others

Level: 1

Credits: 4

Resource title: Preparing for the police force

Resource reference: Physical Education VP-1.5 v2

Vocational pathway: Social and Community Services

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| Date version published | February 2015 Version 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90966-02-7279 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 90966

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Vocational pathway: Social and Community Services

Learner instructions

# Introduction

This assessment activity requires you to demonstrate interpersonal skills in a group, while working on developing your fitness level, and to explain how these skills impact on others.

You are going to be assessed on how effectively you demonstrate interpersonal skills as you work in a group to develop your fitness level and explain how these skills impact on others. You need to show that you can reflect on how well you are using your skills without relying on your assessor/educator for direction, and how these skills impact on others in your group.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You and a group of three friends want to join the New Zealand Police force. When viewing their website you see that you must pass two fitness entry tests and show that you can ‘work cooperatively with others to build partnerships and achieve desired outcomes’. The following two elements are part of one of the entry level tests for New Zealand Police force <https://www.newcops.co.nz>.

|  |  |  |
| --- | --- | --- |
| Element | Male (under 20 years) requirements | Female (under 20 years) requirements |
| 2.4 km run | 10 min 51 seconds | 12 min 54 seconds |
| Continuous press-ups | 34 or more | 20 or more |

## Part 1: Plan your fitness programme for a month

This assessment activity is to be done as a group to show how you will work together, and help each other improve your fitness.

Plan your fitness programme for the next month:

* try to meet or better the requirements given for the entry level fitness test
* make time to train together at least three times a week.

Your programme may include:

* running as a group (using fartlek, continuous or interval training)
* weight training and/or circuit training sessions with your group
* getting involved in fitness classes such as cross fit, spin and other cardio workouts.

Your group may also want to demonstrate the interpersonal skills in team sports such as touch rugby, ultimate frisbee, or beach volleyball to help improve aerobic fitness.

The choice of activities from the above list may vary each week, depending on what the group wants to focus on. This decision making may contribute towards the demonstration of your interpersonal skills, so must be recorded in your diary or blog.

## Part 2: Using interpersonal skills

Focus on using the following interpersonal skills as you and your friends strive to improve your fitness. Interpersonal skills include but are not limited to:

* effective communication
* cooperation
* giving and receiving feedback and feed-forward
* acceptance of diversity
* supporting and encouraging others
* inclusiveness
* problem solving
* negotiation
* conflict resolution.

## Part 3: Complete your diary or blog entries

Set up a diary or blog in a format agreed with the assessor/educator (e.g. electronic diary, wiki, blog entry, or paper-based diary), and outline your focus fitness activities for the week along with the interpersonal skills you are using to help achieve your goal.

Complete a reflective entry at least twice a week showing how you have demonstrated your skills.

The following questions may help you reflect and make changes:

* how have you contributed to the group’s goal of improving fitness?
* what were the positive impacts on others as a result of demonstrating your interpersonal skills?
* what were the negative impacts on others as a result of demonstrating your interpersonal skills?
* what can/will you do to improve your use of interpersonal skills to ensure that it has a positive impact on others in your group?

Demonstrate the use of your interpersonal skills as you work together to achieve your fitness. Consider how your skills impact on others by:

* being aware of what is going on around you, and making adaptations accordingly
* thinking independently and proactively, and not relying on the assessor/educator for direction.

Vocational Pathway Assessment Resource

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to effectively demonstrate interpersonal skills as they work in a group to achieve a fitness level suitable for entry into the New Zealand Police force, and to explain how these skills impact on others. Learners will reflect on how well they use their skills, and how these skills impact on others in the group.

The group size must be at least four people, and the group must develop a plan of fitness activities to focus on.

# Conditions

This assessment activity needs to be carried out over several weeks. Learners will work in small groups, but each learner needs to gather their own evidence, and will be assessed individually.

The entry level fitness requirements for the New Zealand Police force are available at <https://www.newcops.co.nz>. The fitness test is not part of this assessment.

Decide on the format. Learners can set up an electronic diary, wiki, blog entry, or a paper-based diary. You may wish to take learner preferences into account in deciding on the format.

# Resource requirements

The assessor/educator will need to ensure that learners have the electronic equipment or paper diary required to suit their chosen format of reflective diary or blog.

# Additional information

None.

# Assessment schedule: Physical Education 90966 – Preparing for the police force

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| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates interpersonal skills in a group and explains how these skills impact on others by: * demonstrating at least two interpersonal skills
* explaining, giving reasons, how and why interpersonal skills impact on others
* using ongoing reflection and making appropriate adaptations to them

For example, the learner:* + makes ongoing reflections in their diary or blog that explain how at least two interpersonal skills impacted on others, evidence is provided and includes positive and/or negative impacts on others, changes or adaptations made to improve the skills where needed
	+ explains: *When we were cross training, to add variety we took part in the invasion game unit and I found the interpersonal skills were used a lot more in the team situation. When we played ultimate frisbee, our movement off the frisbee was important. Not only where we were going, but communication and cooperation with others as we did this. An example of this was I called the team in and had a discussion about hand signals, and how we could use these to indicate where we are going, where we want the frisbee, and where we think our team mates should be heading. This had a positive impact on the team as we stopped yelling, and that was giving our position away so that the opposition found it easier to mark. We worked better and scored more often as we were more deceptive, and the opposition found us harder to read.*

*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner consistently demonstrates interpersonal skills in a group and explains how these skills impact on others by:* demonstrating at least two interpersonal skills
* explaining, giving reasons, how and why interpersonal skills impact on others
* maintaining a high standard in demonstration of these skills that varies little throughout the unit(s) of work

For example, the learner:* + demonstrates interpersonal skills throughout the period of this programme related to developing fitness
	+ explains: *When we were cross training, to add variety we took part in the invasion game unit and I found the interpersonal skills were used a lot more in the team situation. When we played ultimate frisbee, our movement off the frisbee was important. Not only where we were going, but communication and cooperation with others as we did this. An example of this was I called the team in and had a discussion about hand signals and how we could use these to indicate where we are going, where we want the frisbee and where we think our team mates should be heading. This had a positive impact on the team as we stopped yelling, and that was giving our position away so that the opposition found it easier to mark. We worked better and scored more often as we were more deceptive, and the opposition found us harder to read.*

*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner effectively demonstrates interpersonal skills in a group and explains how these skills impact on others by:* demonstrating at least two interpersonal skills
* explaining, giving reasons, how and why interpersonal skills impact on others
* using their interpersonal skills in a perceptive manner and not being reliant on the assessor/educator for direction

For example, the learner:* + thinks independently and proactively and does not rely on the assessor/educator for direction, e.g. regarding supporting and encouraging others, if one person in the group is struggling to complete even half the required number of press-ups, the learner would suggest possible smaller goals or targets to help his mate to achieve, such as increasing the number by one every three days
	+ explains: *When we were cross training, to add variety we took part in the invasion game unit. I found the interpersonal skills were used a lot more in the team situation. When we played ultimate frisbee, our movement off the frisbee was important. Not only where we were going, but communication and cooperation with others as we did this. An example of this was I called the team in and had a discussion about hand signals and how we could use these to indicate where we are going, where we want the frisbee and where we think our team mates should be heading. This had a positive impact on the team as we stopped yelling, and that was giving our position away so that the opposition found it easier to mark. We worked better and scored more often as we were more deceptive, and the opposition found us harder to read.*

*The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.