

# Learning Assessment Guide

## Unit Standard 18510 – Version 2

### Process emergency service calls at an emergency response contact centre

#### Level 3 – 5 Credits

Assessment Summary			
Learner to complete			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

## Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

The tasks in this assessment are designed to show your assessor that you can:

- Receive emergency calls.
- Manage emergency calls.
- Enter details of emergency calls into recording system.
- Carry out emergency call follow-up procedures.

This Learning Assessment Guide is made up of:

- Task for you to complete.
- Team Leader/Manager Verification Form and Observation Feedback form.
- Assessment Guide that the assessor will use to assess your competence.

Special notes relating to this unit standard:

The following legislation must be considered where relevant:

- Civil Defence Emergency Management Act
- Fire Service Act
- Forest and Rural Fires Act
- Maritime Transport Act
- Police Act
- Privacy Act
- Radio communications Act

Definitions include:

- *Communication equipment/technology* can include such equipment as the telephone, radio, pager, cell phone, fax. Telephone can include conventional telephones, computer telephones and radio telephones.
- *Customer* refers to both internal and external customers.
- *Emergency* – an event where life and/or property is put at risk.
- *Organisational Requirements* – the policies and procedures of the organisation, including current guidelines.

## Assessment Task One – Element 2

### Introduction

The purpose of this task is to assess your ability to manage emergency calls.

### Instructions

Customers can exhibit a variety of behaviours that can cause difficulties in communication. Sometimes this is their emotional state, sometimes it is their situation e.g. age, language barriers etc.

For **three** of the following behaviours/situations, give an example of an occasion where a customer (either internal or external) has exhibited the behaviour and the communication skills you used to manage the situation and keep communication going. An example is provided for you.

Behaviours/situation:

- hysterical
- angry
- aggressive
- scared
- distressed
- timid
- passive
- controlled
- child
- English as a second language

### Example

<b>Behaviour/situation</b>	Child
<b>Circumstance</b>	Mother had tripped and injured leg, could not come to phone so child made call.
<b>How was the caller behaving?</b>	Very quiet and unsure, seemed bewildered.
<b>Communication Skills Utilised</b>	Used short sentences and simple words. Maintained calm tone of voice and gave clear instructions, taking control of the situation.

<b>Behaviour/situation</b>	
<b>Circumstance</b>	
<b>How was the caller behaving?</b>	
<b>Communication Skills Utilised</b>	

<b>Behaviour/situation</b>	
<b>Circumstance</b>	
<b>How was the caller behaving?</b>	
<b>Communication Skills Utilised</b>	

<b>Behaviour/situation</b>	
<b>Circumstance</b>	
<b>How was the caller behaving?</b>	
<b>Communication Skills Utilised</b>	

## Assessment Task Two – Element 1, 2, 3 and 4

### Introduction

The purpose of this task is to assess your ability to receive and manage emergency calls, enter details of the calls into the system, and carry out emergency call follow-up procedures.

### Instructions

You will be observed taking several emergency calls and carrying out the follow-up procedures by your assessor or an approved observer

Follow-up procedures will be those required by your organisation.

Your observer will complete an Observation Feedback form to confirm that you have completed the following tasks.

- Answering calls and greeting customers.
- Using active listening skills.
- Establishing the location of the emergency.
- Establishing the details of the emergency.
- Using communication skills to manage the customer's behaviour.
- Entering the location and details of the emergency, verifying it where possible.
- Passing emergency details to dispatch and to other agencies where required.
- Closing the call.
- Processing follow-up procedures promptly and accurately, using the correct communication equipment/technology.

Please also ask your team leader or manager to complete the Verification Form, to confirm that your work meets the requirements of the organisation.

## Assessment Guide

This is the assessment guide your assessor will use to assess your competence in unit standard 18510.

Element	Task	Evidence required	Judgement
Element 1	Two	Completed Observation Feedback Form. Verification Form.	<p><i>Over the course of several calls the learner successfully performs the following tasks in accordance with the guidelines of the organisation:</i></p> <p>Answers calls and greets customers. This may include giving the standard greeting, answering the calls quickly and using a calm tone with even voice modulation.</p> <p>Uses active listening skills to gain emergency details. This includes:</p> <ul style="list-style-type: none"> <li>• Giving the caller full attention.</li> <li>• Using open questions and prompts.</li> <li>• Clarifying.</li> <li>• Summarising.</li> <li>• Maintaining contact with the caller.</li> </ul> <p>Establishing details of the location of the emergency. This may include such information as:</p> <ul style="list-style-type: none"> <li>• street number</li> <li>• rapid number</li> <li>• street</li> <li>• suburb/town</li> <li>• city/location</li> <li>• nearest intersection</li> <li>• common place name</li> <li>• landmark</li> <li>• marine chart</li> <li>• latitude/longitude.</li> </ul> <p>Establishing details of the emergency itself.</p> <p>Closing the call. This may include confirmation of the response that is to be made, reassurance, pre-arrival instructions.</p>
Element 2	One	Answers to questions.	<p>The learner must provide three situations where they have used their communication skills to manage the customer's behaviour. Each type of behaviour must be correctly identified. Ensure that the description of how the customer was behaving matches the identified behaviour.</p>

Element	Task	Evidence required	Judgement
Two	Two	Completed Observation Feedback Form. Verification Form.	<p><i>Over the course of several calls the learner successfully performs the following tasks in accordance with the guidelines of the organisation:</i></p> <p>Uses communication skills to successfully manage the behaviours of the customers. This may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Maintaining calm tone of voice</li> <li>• Requesting specific information</li> <li>• Using closed questions</li> <li>• Giving instructions</li> <li>• Giving information</li> <li>• Taking control.</li> </ul>
Three	Two	Completed Observation Feedback Form. Verification Form.	<p><i>Over the course of several calls the learner successfully performs the following tasks in accordance with the guidelines of the organisation:</i></p> <p>Enters the location of the emergency into the recording system and verifies it where required. Verification may include:</p> <ul style="list-style-type: none"> <li>• use of mapping systems</li> <li>• charts</li> <li>• caller line ID</li> <li>• local knowledge.</li> </ul> <p>Learner enters details of the emergency into the recording system.</p> <p>Emergency details are passed to the dispatch system, and to other agencies where required.</p>
Four	Two	Completed Observation Feedback Form. Verification Form.	<p><i>Over the course of several calls the learner successfully performs the following tasks in accordance with the guidelines of the organisation:</i></p> <p>Learner processes follow-up procedures accurately and promptly, using the appropriate communication equipment/technology.</p> <p>Follow-up procedures usually consist of internal and/or external notifications, but may involve other tasks depending on the service and type of emergency.</p>

**Manager or Team Leader Verification Form**

<b>Name of Learner:</b>		
<b>Name of Verifier:</b>		<b>Phone:</b>
<b>Relationship to Learner:</b>		

\_\_\_\_\_ is currently being assessed toward Unit Standard 18510 Process emergency service calls at an emergency response contact centre.

Your signature below confirms that the learner receives and manages calls, enters details of the emergency calls into the recording system and completes follow-up procedures in accordance with the policies, procedures and guidelines of your organisation.

Comments

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The assessor may contact you to discuss the learner's performance.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Thank you for your assistance.

### Observer Feedback Form

<b>Name of Learner:</b>	<b>Learner's DOB:</b>
<b>Name of Observer:</b>	<b>Phone:</b>
<b>Relationship to Learner:</b>	

\_\_\_\_\_ is currently being assessed toward Unit Standard  
18510 Process emergency service calls at an emergency response contact centre.

#### ***Purpose of this form***

Learners use this form to gain feedback to support their assessment for this unit standard. This form should be completed by an approved observer or assessor who has observed the learner in a situation where they had the opportunity to demonstrate their competence in the performance criteria for this unit standard.

**Situation** (please give brief details of the situation in which you observed the learner's performance):

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In the situation you describe above, do you believe the learner has met the requirements of each of the following performance criteria for this unit standard?

Performance criteria	The Learner has met the criteria
<p>Answering calls and greeting customers. <i>This may include using the standard greeting, timeliness, tone and modulation of voice, calmness.</i></p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Using active listening skills. <i>This includes full attention, open questions and prompts, clarifying, summarising, maintaining contact with caller.</i></p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Establishing the location of the emergency. <i>This may include street number, rapid number, street/suburb/town/city, nearest location, common place name, landmark, marine chart, latitude/longitude.</i></p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Establishing the details of the emergency.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Closing the call. <i>This may include confirmation of response to be made, reassurance, pre-arrival instructions.</i></p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Using communication skills to manage the customer's behaviour. <i>Behaviours may include: Hysterical, distressed, angry, timid, aggressive, passive, scared, controlled, child, English as a second language. Communication skills may include maintaining a calm tone of voice, requesting specific information, using closed questions, giving instructions and information, taking control.</i></p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Entering the location and details of the emergency, verifying it where possible. <i>Verification may include use of mapping systems, charts, caller line identification, local knowledge.</i></p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

Performance criteria	The Learner has met the criteria
Passing emergency details to dispatch and to other agencies where required.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Processing follow-up procedures promptly and accurately, using the correct communication equipment/technology.	Yes <input type="checkbox"/> No <input type="checkbox"/>

**Comments** (you can use this section to elaborate on any special features of this activity, and to take notes for your own feedback to the learner. Continue on another sheet if necessary, and attach to this form. Note: The assessor will discuss your comments with the learner, so only record comments you are comfortable sharing.)

Thank you for your assistance.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_