

# Learning Assessment Guide

## Unit Standard 8485 – Version 4

### Communicate government policies and priorities to public sector clients and interested parties

#### Level 6 – 10 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.

This Learning Assessment Guide is made up of:

- Task sheets for you to complete
- The summary Assessment Guide that the assessor will use to assess your competence
- Assessor Checklist
- A Manager Verification Form
- A Client Verification Form

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

- Identify and interpret government policies in relation to department, agency, or section operations.
- Recognise government priorities in relation to department, agency, or section operations.
- Communicate and clarify implications of government policies and priorities for clients and interested parties.

The tasks in this assessment will involve you providing a variety of evidence such as:

- a purchasing agreement with the Government and business plans
- a work plan
- communication documents for use with clients and interested parties
- discussion papers, memos, letters etc related to any or all of the above
- speech notes, audio visual and other communication resources used when addressing clients
- evaluation documents
- verification statements

These items are to be discussed with your assessor.

A learner in a national office position may have been involved in developing and writing a national business plan based upon a purchasing agreement with the Government. A learner who is a section manager in a region will likely be using his/her work plan, reporting information and regional office feedback as the basis of element 1 and 2 evidence.

The manager of a regional organisation purchasing services from providers may use the regional purchasing plan as the evidence for element 3, where a learner in a service delivery organisation may offer brochures, speech notes and minutes of meetings as evidence of communication of government policies and priorities to clients and interested parties.

A number of learners will wish to address elements 1 and 2 together. This is fine where it is appropriate. However they have been presented as separate tasks in this assessment to allow for those for whom workplace activity involves their treatment separately.

## Assessment Task One – Element 1

### Introduction

This assessment task is designed to assess your ability to:

- identify and interpret government policies in relation to department, agency, or section operations.

### Task Instructions

You will need to provide documentary evidence from your workplace relating to your:

- interpretation of government policy
- evaluation of existing policies and practices
- clarification and interpretation of impacts on operations and work programmes.

This could consist of:

- a business plan, if you had major input into its development
- policy documents, the original and/or interpretations
- web pages related to organisational policy written and designed by you
- communications such as memos and emails at an advisory or management level
- project development which involves working within and interpreting government policy.

Record the documents that you wrote or had major input into on the Manager Verification Form and have your manager sign to their authenticity and your involvement in their development.

Make an appointment to discuss your involvement in government policy interpretation activity with your assessor.

Your assessor will use the first section of the Assessor Checklist to document this assessment. You may like to use this checklist to help you to prepare for discussion with your assessor.

## Manager Verification Form

**To: Manager of learner**

\_\_\_\_\_ (name of learner) is currently being assessed toward Unit Standard 8485 Communicate government policies and priorities to public sector clients and interested parties. Your knowledge of the learner is sought to confirm that s/he is able to:

- Identify and interpret government policies in relation to department, agency or section operations
- Recognise government priorities in relation to department, agency or section operations
- Communicate and clarify implications of government policies and priorities for clients and interested parties

Comments:

You are also asked to confirm that the learner is the author of the following documents or had a major role in their development (learner to list):

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Please note: Unless you indicate otherwise, your signature on this form will be interpreted as confirmation of the above.

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

Dated: \_\_\_\_\_

Position: \_\_\_\_\_

Contact telephone number: \_\_\_\_\_

Thank you for your assistance.

## Assessor Checklist

### To: Assessor

Please indicate ✓ or x whether or not each of the criteria has been met. Use the 'comments' section to take notes for feedback and moderation purposes, and to add additional evidence gained during the interview.

#### **Identify and interpret government policies in relation to department, agency or section operations.**

- Consultation and assessment processes determine government policies that impact upon operations and work programmes.
- Evaluation of policies determines factors and issues relevant to operations and work programmes.
- Impacts of factors and issues are clarified and interpreted in relation to operations and work programmes.
- Interpretations made are consistent with the substance and intent of government policies, and processes implemented ensure that oral and written communications are factually correct.

### Comments:

Learner meets requirements: Yes / No

#### **Recognise government priorities in relation to department, agency, or section operations.**

- Consultation and assessment processes confirm government priorities.
- Analysis of priorities determines factors and issues that impact upon operations and programmes.
- Operations and work programmes are designed, implemented, and managed in accordance with priorities.

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- Evaluation of work programmes establish the extent to which priorities and associated targets have been met.

**Comments:**

Learner meets requirements: Yes / No

**Communicate and clarify implications of government policies and priorities for clients and interested parties.**

- Consultation and communication processes identify internal and external clients and parties who have an interest in government policies and priorities.
- Consultation and communication processes establish the nature of the interest and clarify details and implications of policies and priorities in relation to the interest.
- Interpretations made are consistent with the substance and intent of government policies and priorities, and processes implemented ensure that oral and written communications are factually correct.
- Processes implemented communicate information to clients and interested parties in a nature and form that enhance their understanding of the material and the government policy situation.
- Communication processes are open and accessible for internal and external clients and parties to seek further advice and clarification of information in relation to policies and priorities.

**Comments:**

Learner meets requirements: Yes / No

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

Dated: \_\_\_\_\_

## Assessment Task Two – Element 2

### Introduction

This assessment task is designed to assess your ability to:

- Recognise government priorities in relation to departmental, agency, or section operations.

You will need to provide evidence that the priorities you foster in your workplace are consistent with current government policy.

### Task Instructions

You will need to provide a combination of:

- (a) documents containing government policy and priorities
- (b) policy and operational documents you have written yourself or had involvement in writing that identify priorities

... which allow for comparison on the extent to which you recognise and are implementing government priorities in your workplace.

Some of these may be the same documents presented as evidence for Task One. If so, it will be helpful if you highlight those statements that identify priorities.

Use a highlighter on areas of prioritising and targets in your work programmes, providing copies also of any progress tracking and achievement records that provide additional evidence of their significance to the organisation.

Provide copies of any emails, memos, notes of discussions or meetings related to consultations over government and organisational priorities.

Also provide evaluations of work programmes for which you are responsible that show the extent to which priorities and associated targets have been met. Your last performance review document is an additional independent document that would contribute evidence of your implementation and management in the context of priorities.

Discuss the above evidence with your assessor, who will use section two of the Assessor Checklist to document this assessment. You should familiarise yourself with the requirements of this checklist prior to presenting your evidence.

The Manager Verification Form addresses the performance criteria of element two also. As with Task One, record any documents that you wrote, or had major input into, on the form so that your manager can confirm their authenticity.

## Assessment Task Three – Element 3

### Introduction

This assessment task is designed to assess your ability to:

- communicate and clarify implications of government policies and priorities for clients and interested parties.

### Task Instructions

As with the two previous tasks, provide your assessor with copies of communication material you use to communicate government policy and priorities and the targets and other implications which result from their being operationalised. There is likely to be a mix of documents prepared by you, and resources prepared by others.

Communication material may include audio visual resources, website material, brochures, speech notes, etc in addition to emails, memos, business planning and implementation documents used to communicate with both internal and external clients. It may also include performance agreements and minutes of staff meetings.

You will need to identify some of the key people and groups, both internal and external, with whom you communicate on policy and priority issues. Make a list of these people and groups and identify their interest in government policy and priorities.

Be prepared to discuss your communication *processes* also when you meet with your assessor.

Your assessor will use the third section of the Assessor Checklist to document this discussion.

Additionally you will need to have two clients verify the quality and usefulness of your communications. It is preferable that one be an external client, the other an internal client of your department or agency, such as a team member. Discuss with your assessor who will make the approach and have them complete the Client Verification Form.

As with the previous two tasks, record any of the documents that you were the author of on the Manager Verification Form for your manager to authenticate.



4. How does the learner's method(s) of communication enhance your understanding of the material and the government policy position?

5. How open and accessible are the communication processes used by the learner to further advise and clarify information in relation to processes and priorities?

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

Dated: \_\_\_\_\_

Position: \_\_\_\_\_

Contact telephone number: \_\_\_\_\_

Thank you for your assistance.

## Assessment Guide

The following guide will be used to assess your competence in unit standard 8485 version 4:  
Communicate government policies and priorities to public sector clients and interested parties.

| <b>Task / Element</b>   | <b>Evidence Required</b>  | <b>Judgment</b>  | <b>Checklist</b>                |
|---|---|--|---------------------------------|
| <p><i>Task 1 / Element 1</i></p> <p>This task involves the learner in presenting evidence that s/he can identify and interpret government policies in relation to department, agency, or section operations.</p> <p>The learner provides relevant documents from the workplace and discusses these with the assessor.</p> | <p>The learner provides documentary evidence from the workplace demonstrating his/her identification of government policy.</p> <p>Learner enters documents into which s/he had input on the Manager Verification Form.</p> <p>The assessor documents documentary evidence and discussion on the Assessor Checklist.</p> | <p>The Manager Verification Form authenticates documents written by the learner and confirms the learner's ability to identify and interpret government policy.</p> <p>Documentation and discussion with the assessor result in completion of the first section of the Assessor Checklist.</p>         | <p>Yes / No</p> <p>Yes / No</p> |
| <p><i>Task 2 / Element 2</i></p> <p>This task involves the learner in presenting evidence that s/he can recognise government priorities in relation to departmental, agency, or section operations.</p> <p>As with Task One, the learner provides documentation, complemented by discussion with the assessor.</p>        | <p>The learner provides workplace documentation that demonstrates his/her ability to recognise and operationalise government priorities.</p> <p>Learner lists documents written by them on the Manager Verification Form.</p> <p>The assessor uses the Assessor checklist to document evidence and discussion.</p>      | <p>The Manager Verification Form authenticates the documents written by the learner and confirms his/her ability to recognise and implement government priorities.</p> <p>Documentation and discussion with the assessor result in the completion of the second section of the Assessor Checklist.</p> | <p>Yes / No</p> <p>Yes / No</p> |

| Task / Element  | Evidence Required   | Judgment   | Checklist   |
|---|---|--|---|
| <p><i>Task 3 / Element 3</i></p> <p>This task requires the learner to present evidence that s/he can communicate and clarify implications of government policies and priorities for clients and interested parties.</p> <p>Clients include both internal and external clients and parties who have an interest in government policy and priorities.</p> | <p>The learner provides copies of communication material related to his/her communication of government policies and priorities.</p> <p>Learner provides a list of clients and their interest in government policy and priorities.</p> <p>Documentary evidence is discussed with the assessor, who uses the Task Three Assessor Checklist to document this assessment.</p> <p>Two Client Verifications are obtained from users of the information.</p> <p>Material written by the learner is listed on the Manager Verification Form.</p> | <p>The completed Manager Verification Form authenticates evidence, and confirms the ability of the learner to communicate and clarify government policy.</p> <p>List of clients identifies the interest of each in government policy and priorities.</p> <p>The two Client Verifications are supportive of the learner's ability to communicate and clarify government policy.</p> <p>Documentation and discussion results in completion of section three of the Assessor Checklist.</p> | <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> |