

Supported Learning

Developing assessment for unit standards

This resource aims to assist assessors of Supported Learning unit standards to develop quality assessment. It is for assessors of learners who require some form of support with their learning either through additional resources, specialised equipment, or adapted teaching programmes.

These guidelines are designed to help assessors develop assessment materials rather than to provide actual tasks. They are intended to be relevant in a range of contexts and environments, including the workplace, an educational setting, or in the community.

Users of this resource are encouraged to give feedback to ngs@nzqa.govt.nz.

Unit standard assessment

Unit standards specify what the learner needs to know, do, and understand. They are not lesson plans or programmes but specify outcomes to be achieved:

- The title is the main outcome
- The elements identify the more detailed outcomes against which the learners are actually assessed
- Everything else in the unit standard is intended to assist the assessor in making a quality judgement about whether a person achieves the required standard.

Best practice in Supported Learning unit standards integrates teaching, learning, and assessment, with providers deciding what and how to teach, then selecting the unit standards which best meet the learning outcomes of their programme.

All Supported Learning unit standards are at level one. The level one descriptors are:

Process	Learning demand	Responsibility
Carry out processes that: <ul style="list-style-type: none">• Are limited in range• Are repetitive and familiar• Are employed within closely defined contexts	Employing: <ul style="list-style-type: none">• Recall• A narrow range of knowledge and cognitive skills• No generation of new ideas	Applied: <ul style="list-style-type: none">• In directed activity• Under close supervision• With no responsibility for the work or learning of others

Learners are assessed against the outcomes as expressed in the **elements**. **Performance criteria** do not express outcomes. They and any range statements indicate the kind of evidence that must be considered when making a judgement as to whether the learner has achieved the outcome.

A decision on competence should be based on the **wholeness** of the performance against the outcome. An assessor needs to decide whether, **overall**, the person has achieved the requirements of the element.

This is consistent with current best practice assessment where the element, rather than the performance criteria, is the basis of assessment judgements. Assessment activities provide evidence that determines the judgements at element level.

Assessment involves:

- collecting evidence and making judgements about a learner's performance
- assessing against specific standards
- using a variety of methods as appropriate that give the learner the opportunity to show competence
- being flexible.

Flexibility in assessment and gathering evidence is important. A wide range of assessment activities is possible, depending on the individual learner's circumstances, including:

- a reader/writer
- signed language
- braille
- enlarged print
- computer assistance
- video, audio tape
- physical rather than verbal evidence.

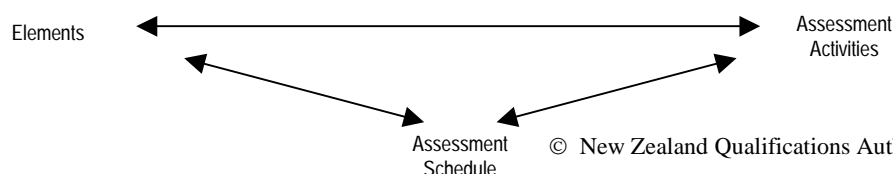
A learner needs to provide sufficient evidence demonstrating repeatable competence in the professional judgement of the assessor. Give learners as many opportunities as is reasonable to demonstrate competence, but be careful not to over-assess.

The purpose and title clarify what the unit standard specifies. It is necessary to consult the special notes because they include requirements specific to each unit standard.

The task of the assessor is to design an assessment that provides the evidence needed to make a judgement of competence. Where possible the environment/context for assessments should be the learner's natural environment/context, or a simulated one that closely resembles the real one. Also take into account evidence that is naturally occurring.

Assessment activity design

When designing assessment the assessor needs to link the elements of the unit standard being assessed, the assessment activity and the assessment schedule:



Elements

- Identify the outcomes to be achieved. Performance criteria and range statements identify the evidence to be considered.

Assessment Activities

- Assess against the elements by providing learners with the opportunity to present evidence of achievement related to the outcomes
- Provide instructions that are clear, complete, easily understood and give the learner the opportunity to meet the requirements of the unit standard(s).

Assessment Schedule

Specifies:

- The **evidence** expected from the learner for each element being assessed
- **Judgement statement(s)** which identify the standard to be achieved.

Assessment Schedule

TASK	ELEMENT	EVIDENCE	JUDGEMENT
		The answers or performance expected from the learner	<ul style="list-style-type: none">• Defines the standard expected for the task in relation to the element(s) being assessed• Can be quantitative and qualitative

A template of this Assessment Schedule is included after the unit standard-specific schedules.

Verification

Consider verification (documented and signed by verifier and/or assessor) as a method of gathering evidence. This is particularly valid where the assessment and gathering of evidence is based on demonstration of practical competence, or is naturally occurring over a period of time. Verification can be provided by any person who works closely with the learner and understands the requirements of the assessment. For example, a support person could be a verifier and the teacher/tutor the assessor. The assessor is responsible for the final judgement decision.

Assessor

Assessors wishing to develop their skills should be aware of these unit standards:

4098	Use standards to assess candidate performance
11551	Moderate assessment
11552	Design assessment
18203	Verify evidence for assessment for candidate

Accreditation and Moderation

Providers must be accredited by the Qualifications Authority before they can offer programmes of education and training assessed against unit standards. Once they are accredited, providers assessing against unit standards must carry out internal moderation and engage with the external moderation system that applies to those unit standards.

Schools wishing to assess Supported Learning unit standards for the first time should refer for further information to:

- their School Principal's Nominee
- Accreditation and Moderation Action Plan 0226
- NZQA Secondary Education Group's Schools Liaison.

All other providers wishing to assess Supported Learning unit standards for the first time should refer for further information to:

- their Provider Contact Person
- Accreditation and Moderation Action Plan 0142
- NZQA Tertiary Assessment and Moderation.

The National Certificate in Work and Community Skills (Supported Learning)

People credited with the National Certificate in Work and Community Skills (Supported Learning) [Ref: 853] have demonstrated that they have knowledge and skills that enable them to participate in work and in the community. This qualification recognises the achievement of people who require some form of support with their learning, either through additional resources, specialised equipment, or adapted teaching programmes.

This qualification will be awarded to people credited with a minimum of 40 credits, of which a minimum of 25 credits are from the domain: *supported learning – work and community skills*, and the balance (which may be from unit standards and/or from achievement standards) from anywhere on the National Qualifications Framework.

The qualification document can be found on the NZQA website:
www.nzqa.govt.nz

POSSIBLE ASSESSMENT TOOLS FOR GATHERING EVIDENCE

ORAL EVIDENCE

- Presentation
- Oral answers to questions
- Computer assistance
- Oral feedback
- Signed feedback
- Speech
- Interview

VERIFICATION

Feedback (usually documented and signed) from:

- Teachers
- Teacher aides
- Therapists
- Support staff
- Parents/caregivers
- Employers
- Peers

OTHER

- Cross referencing from other assessments
- RCC – recognition of current competency

WRITTEN EVIDENCE

- Computer assistance
- Workplace documentation
- Checklists
- Portfolio
- Goal achievement
- Worksheets
- Forms
- Diaries
- Tests - written assessment
- Booklets
- Letters
- Reports
- Charts
- Mind map
- Fill in gaps
- Match information
- Multi-choice
- Written questions

PRACTICAL EVIDENCE

- Observation
- Role play
- Real life situations
- Drama
- Demonstrations
- Video/Audio tapes
- Photography
- Posters
- Drawings
- Projects
- Visual representation
- Models
- Naturally occurring evidence

SOME USEFUL WORDS FOR LEVEL ONE ASSESSMENT

Refer to the level descriptor above.

Place	Recall	Write	Point	Make
Match	Tell	Sort	Place	Join
Circle	Draw	Select	Name	etc.

These guidelines will help you prepare assessment tasks and assessment schedules for Supported Learning unit standards.

Please note these are NOT assessment schedules.

11854 - Identify and locate organs in the human body

Level 1 Credits 2 Version 3 Domain supported learning - personal care skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Identify and locate organs in the human body.	Learner demonstrates knowledge of: <ul style="list-style-type: none"> • Name • Location • Function 5 of the brain, heart, lungs, kidney, skin, stomach, liver, intestines.	Oral responses e.g. naming Direct observation – verified Written response e.g. worksheet, questions, fill in gaps, matching information Drawing response Pointing to parts Using a model of a body Placing parts on a body outline.	Evidence is required for five organs in relation to their accurate name, location and function.

11855 - Outline ways of maintaining good health

Level 1 Credits 2 Version 3 Domain supported learning - personal care skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/COMPETENCY
Outline ways of maintaining good health.	Learner provides evidence of identifying: <ul style="list-style-type: none"> • 3 ways of maintaining good personal health that may include: vaccinations, diet, dental care, skin care, smears, medical check-ups, relaxation techniques, use of preventative medication (for example for asthma). 	Presentation Oral answers Verified feedback Speech Interview	3 ways accurately identified.
	<ul style="list-style-type: none"> • Benefits of good health in the 3 areas chosen for example: <ul style="list-style-type: none"> - Having good teeth - Having healthy skin - Preventing serious illness - Being unstressed and able to cope - Knowing what to do if unwell (for example using an inhaler for asthma); - Having energy to do things. 	Worksheets Booklet Report Match information Written assessment Audio tapes Poster Drawings Checklist	At least 2 realistic benefits for each of the three areas chosen.
	<ul style="list-style-type: none"> • Types of support agencies and/or health professionals in local area for example: family planning, dentist, physiotherapist, alcohol and/or drug advisory services, doctor, alternative health professional, practice or district nurse. 	Join accurate information Circle, tick, point to accurate information.	Three types accurately identified.

11861 - Demonstrate knowledge of personal hygiene

Level 1 Credits 3 Version 3 Domain supported learning - personal care skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Identify the need for daily personal hygiene routines.	Learners provide evidence of: <ul style="list-style-type: none"> • Effects of poor personal hygiene because of lack of daily routines • Effects on health of environment not being clean: beds, clothing, bathroom utensils, linen, kitchen, hair brush • Benefits of maintaining daily hygiene routines. 	Oral response to establish hygiene routine Questions and matching Observation Picture selection Drawing Checklists Diaries (verified).	At least 2 effects of poor personal hygiene are identified At least 2 effects of environment not being clean At least 2 benefits of maintaining daily hygiene routines.
Identify personal hygiene routines, in living arrangements and/or degree of independence in care.	Learner provides evidence of: <ul style="list-style-type: none"> • Daily routines for hygiene care • Weekly hygiene routines. 	Written response Checklist Diary Oral response Personal monitoring/verified Worksheets Workplace verification Naturally occurring evidence.	Daily and weekly hygiene routines are identified.
Set goals in relation to personal hygiene routines.	Learner provides evidence of: <ul style="list-style-type: none"> • How daily and weekly hygiene routines are examined • Areas for improvement are identified • Routines are modified and monitored to improve health. 	Self identification Checklist Worksheet Oral response Written response Naturally occurring evidence Drawing Picture identification Matching routines to improve health Self evaluation Workplace verification Video clips as monitoring tool.	Modification to routines and grooming.

11867 - Answer a telephone and refer a telephone call

Level 1 Credit 1 Version 3 Domain supported learning - work and community skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Answer a telephone.	<p>The learner demonstrates they:</p> <ul style="list-style-type: none"> • Can identify a telephone call by the telephone ringing, buzzing, light flashing, or siren • Can respond to a telephone call using a speaker button or a handpiece or other means • Know to pause to allow other person to speak • Know who is calling and why • Are able to use appropriate language for the call - formal or informal. 	<p>Role play Naturally occurring evidence Oral answers to questions Recall of information Observation.</p>	<p>Learner reacts appropriately when the phone rings. Answered accurately Learner pauses to listen Learner uses appropriate language Demonstrates they are aware who is calling and who for.</p>
Refer a telephone call.	<p>The learner:</p> <ul style="list-style-type: none"> • Refers the call to the accurate person and if the person is unavailable the action taken is appropriate • Uses language for greeting, conversation, and leave-taking which conforms to the context and social conventions. 	<p>Oral answers Observation Naturally occurring evidence.</p>	<p>Recipient confirms the call referred by learner is for them. Language is appropriate.</p>

11869 - Make a telephone call

Level 1 Credit 1 Version 3 Domain supported learning - work and community skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Make a telephone call.	The learner can: <ul style="list-style-type: none">• Identify through dial tone the availability of the line• Dial the accurate number or code• Identify engaged dial tone• Connect with the intended person• Use appropriate language within context of given situation for: greeting, conversation, leave-taking.	Simulated activity Workplace checklist Workplace verification Role play Peer and /or self assessment Video Audio tape Naturally occurring evidence.	The learner makes the call to the intended person.

11871 - Identify effective work practice

Level 1 Credits 4 Version 3 Domain supported learning - work and community skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Identify factors that contribute to positive working relationships.	Learner provides evidence of requirements of employers and colleagues, for example: <ul style="list-style-type: none"> • Punctuality • Attendance • Notifying absences as early as possible • Completion of tasks on time to required standards • Honesty • Personal presentation consistent with the job • Attention to workplace health and safety • Workplace routines • Following instructions • Interaction with work colleagues and management • Willingness to learn and work • Social acceptability • Teamwork. 	Verification Workplace documentation Written/oral responses Role play Video Feedback from employer, job coach, support person Observation Checklist Personal goal-setting for work.	Learner identifies at least 2 requirements of employers and at least 2 requirements of colleagues.
Identify factors that contribute to performance of duties.	Learner provides evidence of attitudes and interpersonal behaviours in terms of performance of duties, for example: <ul style="list-style-type: none"> • Courtesy • Adaptability • Accept ability to constructive criticism • Seeking information and clarification • Identifying and using channels and procedures for communication and support. 	Verification Observation Personal goals for work Feedback from employer, job coach, support person Checklist Diary entry.	Identify at least 2 factors.

11874 - Set goals, and identify and explore pathways to achieve them

Level 1 Credits 2 Version 3 Domain supported learning - work and community skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Set goals.	Learner provides evidence of: <ul style="list-style-type: none"> • Setting goals with a desired outcome, and • Breaking goals into small, achievable steps. 	Individual booklets, worksheets Feedback from verifier Explanation of steps and goals Charts.	At least 2 goals are set with a minimum of two achievable steps for each goal.
Identify and explore pathways to achieve goals.	Learner provides evidence of: <ul style="list-style-type: none"> • Identification and selection of pathways to achieve goals • Support to implement goals. 	Booklets, worksheets Feedback from possible support people Written/oral explanation of pathway chosen.	Learner identifies and explores relevant pathways and support.

11877 - Make decisions about dress

Level 1 Credits 2 Version 3 Domain supported learning - work and community skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Select and wear clothes.	Learner will demonstrate that clothes selected are: <ul style="list-style-type: none"> • Suitable for the occasion, for example - work, leisure, sport, formal, informal, social, outdoor; 	Booklets, worksheets Picture cut-outs and paste Drawing Checklists Oral questioning Workplace verification Photography Video.	Learner demonstrates understanding of suitable clothing for three contexts.
	<ul style="list-style-type: none"> • Suitable for weather conditions - wet, dry, wind, sun, temperature, changing conditions, for example; 	Paper doll concept Pictures Mix and match Oral questioning Observation.	Clothes selected are suitable for two different weather conditions.
	<ul style="list-style-type: none"> • Clean, fit the wearer, and are worn in the manner intended - buttons done up, ties, zips, worn round right way. 	Diary and verification Checklists Peer evaluation Oral questioning Observation Workplace verification Worksheet Video	Learner demonstrates through wearing clothes that are clean, that fit them, and that are accurately worn.

	Learner is able to identify when clothing does not fit the occasion and make the change.	Peer evaluation Self evaluation Checklist Photograph Video Written assessment Worksheet Pictures Matching.	Identifies change is required, and changes in clothing are accurate.
Identify the need to care for clothes.	Learner is able to identify: <ul style="list-style-type: none"> • When clothes need washing • When they need repairing • Whether they should be folded in a drawer, or hung on a hanger • When clothes need changing because they are stained. 	Self evaluation Diary Checklist Naturally occurring evidence Photograph Drawing Video Observation Worksheet Picture identification.	Learner demonstrates over a period of time that they: <ul style="list-style-type: none"> • Know when clothes are dirty • Know when they need repairing • Can identify appropriate storage methods • Replace stained clothes without prompting.

11880 - Use safe hygiene practices with food

Level 1 Credits 2 Version 3 Domain supported learning - work and community skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Identify foods and surfaces at risk.	Learner provides evidence of contamination risk for: <ul style="list-style-type: none"> • Foods • Surfaces and utensils. 	Worksheets Matching Picture identification Oral questioning Written assessment Practical assessment Workplace verification Video Audiotape.	Learner is able to identify contamination risks for: <ul style="list-style-type: none"> • At least 2 foods • At least 2 surfaces and/or utensils used.
Ensure that food and surfaces are clean.	Learner provides evidence of safe hygiene practice in the: <ul style="list-style-type: none"> • Preparation and cooking of food • Cleaning of surfaces. 	Practical assessment Oral questions to support evidence collection Workplace assessment Video Checklists Worksheets.	Safe hygiene practices are demonstrated in preparing and cooking food, and in cleaning surfaces.
Store and handle food.	Learner provides evidence of: <ul style="list-style-type: none"> • Storing and handling food to appropriate standards and requirements. 	Practical Demonstrate Naturally occurring evidence Oral questioning Workplace checklists Workplace verification Real-life situations Video.	Food is stored and handled to appropriate standards and requirements.

11882 - Prepare and serve a light meal and clean up afterwards

Level 1 Credits 4 Version 3 Domain supported learning - work and community skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Prepare and cook a light meal (instructions may be from an educator, care giver, or the recipe).	Learner provides evidence that: <ul style="list-style-type: none"> • Recipe is selected to suit occasion and availability of ingredients • Ingredients are prepared according to recipe • Safety procedures and instructions are followed in the use of equipment • Hygiene and safety procedures are adhered to throughout given process. 	Practical assessment Workplace verification Checklists Oral questioning Video Naturally occurring evidence Peer evaluation Self-evaluation.	A light meal is prepared according to instructions, and appropriate to context and hygiene and safety practices.
Present and serve a light meal.	Learner is able to: <ul style="list-style-type: none"> • Set the table for the appropriate context and number of people • Present the meal as is appropriate to context and instructions. 	Product testing Photograph Video Peer evaluation Checklist Worksheet Oral questioning Oral feedback Naturally occurring evidence Observation.	Meal is presented and served for the accurate number and appropriate context.
Clean up after a light meal.	Within the given context, the learner is able to: <ul style="list-style-type: none"> • Clear tables when diners have completed meal • Dispose of left over foods in accordance with hygiene and safety standards • Rinse and stack dishes • Wash and dry dishes or stack in dishwasher • Replace clean dishes to appropriate storage position. 	Observation Practical assessment Checklist Naturally occurring evidence Workplace verification Worksheets Video Demonstration Recall.	Clean-up procedure is carried out, in accordance with context and health and safety guidelines.

11883 - Participate in the preparation and serving of a light meal, and in cleaning up afterwards

Level 1 Credits 2 Version 3 Domain supported learning - work and community skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Participate in the preparation and cooking of a light meal (instructions may be from an educator, care giver, or the recipe).	Learner provides evidence that: <ul style="list-style-type: none"> • Recipe is selected to suit occasion and availability of ingredients • Ingredients are prepared according to recipe • Cooking instructions are followed • Safety procedures and instructions are followed in the use of equipment • Hygiene and safety procedures are adhered to. 	Practical assessment Workplace verification Checklists Real-life situations Oral questioning Video Picture process followed Naturally occurring evidence Peer evaluation Self-evaluation.	Learner participates in the preparation and cooking of a light meal that is: <ul style="list-style-type: none"> • Appropriate to context chosen • Meets hygiene and safety practices.
Participate in presenting and serving a light meal	Learner is able to: <ul style="list-style-type: none"> • Set the table for the appropriate context and number of people • Present the meal as per instructions and context. 	Product testing Photograph Video Peer evaluation Checklist Worksheet Oral questioning Oral feedback Naturally occurring evidence Observation.	A light meal is presented and served accurately. Context is as per planning, and numbers are accurate.
Participate in cleaning after a light meal.	Within the given context, the learner is able to demonstrate participation by: <ul style="list-style-type: none"> • Clearing tables when diners have completed meal • Disposing of left over foods in accordance with hygiene and safety standards • Rinsing and stacking dishes • Washing and drying dishes or stacking in dishwasher • Replacing clean dishes to appropriate storage position. 	Observation Practical assessment Checklist Peer evaluation Workplace verification Worksheets Video Demonstration Recall.	The learner participates in clean-up procedure following completion of meal, and adheres to hygiene and safety standards.

11884 - Identify potentially hazardous situations and action to be taken

Level 1 Credit 1 Version 3 Domain supported learning - work and community skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Identify potentially hazardous situations.	Learner provides evidence of: <ul style="list-style-type: none"> Identifying hazardous situations that are a risk to personal and others' safety, and to personal property, eg: those associated with fire, electricity, water, heat, spillage, earthquake, flood, obstructions. 	Oral feedback Written feedback Poster Drawing Placing accurate word in accurate column Worksheet.	At least 2 situations accurately identified, for each of: <ul style="list-style-type: none"> Personal safety Risk to others' safety Risk to personal property.
Identify action to be taken in potentially hazardous situations.	Learner provides evidence of: <ul style="list-style-type: none"> Identifying action to be taken in above situations that minimises the risk of potential hazards. 	Matching activity Drawing Demonstration Oral/written feedback Worksheet.	Accurate action for at least two situations.

11888 - Handle money

Level 1 Credits 3 Version 3 Domain supported learning - work and community skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Keep money secure.	Learner provides evidence of: <ul style="list-style-type: none"> • Where money can be stored in terms of security or saving • How to minimise the risk of theft and loss. 	Oral answers to questions Worksheets Naturally occurring evidence (for example eftpos card, wallet).	Places that keep money secure are identified. How to keep money secure is identified.
Recognise, give, and receive money.	Learner provides evidence of: <ul style="list-style-type: none"> • Knowing the value of notes and coins when giving and receiving money • Giving the amount required, up to \$100 • Knowing whether they are to receive change from a purchase • Checking the amount of change in relation to amount tendered. 	Observation Naturally occurring evidence Role-play.	Notes and coins are identified. Accurate amount offered, up to \$100. Waits for change, as appropriate. Checks for accurate change.

11890 - Use a calculator to assist with functional numeracy

Level 1 Credits 3 Version 3 Domain supported learning - work and community skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Identify the uses of a calculator.	Learner is able to: <ul style="list-style-type: none"> • Demonstrate times when a calculator may be useful in their personal life, for example: paying bills, shopping, bank accounts, budgeting, calculating scores/amounts, cooking. 	Written response/worksheets Written response/matching Oral answers to questions Match information Naturally occurring evidence Demonstration	Uses of a calculator are accurately identified.
	Learner is able to: <ul style="list-style-type: none"> • Demonstrate they are able to identify and select function on a calculator in terms of the task. 	Direct observation/verified.	For a specific task, learner accurately shows how the calculator can be used to perform that task.
Use two different functions on the calculator.	Learner provides evidence they can use the calculator for computation to assist with functional numeracy in terms of selected tasks.	Written response Test using a calculator Worksheets Demonstration Naturally occurring evidence.	Two computations using different functions are correct.

11899 - Use leisure time

Level 1 Credits 2 Version 3 Domain supported learning - work and community skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Identify different types of leisure activities.	Learner provides evidence of: <ul style="list-style-type: none"> Identifying these different leisure activities in terms of location, cost, accessibility, interest, own ability, and the need for assistance in relation to personal needs and requirements. 	Oral feedback Written feedback Checklist Drawings Booklet Worksheet Verified evidence Report Portfolio.	Three different leisure activities in relation to personal needs and requirements are identified.
Seek a leisure activity of personal interest.	Learner provides evidence of: <ul style="list-style-type: none"> Selecting a leisure activity that meets personal needs in terms of location, cost, accessibility, interest, own ability, and need for assistance. 		A leisure activity that meets personal needs is selected.
Select a provider of a leisure activity.	Learner provides evidence of: <ul style="list-style-type: none"> Seeking, contacting, and following through with a provider of the selected leisure activity. 		Provider of selected leisure activity is sought, contacted, and followed through in terms of individual circumstances and content.
Participate in the leisure activity.	Learner provides evidence of participation in the selected leisure activity.	Observation Video Verified evidence.	Participation is consistent with the activity chosen.

11901 - Identify situations that trigger stress and the symptoms it may create

Level 1 Credits 2 Version 3 Domain supported learning - interpersonal and social skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Identify situations that trigger stress and symptoms of stress.	Learner provides evidence of: <ul style="list-style-type: none"> • Personal symptoms of stress • Personal situations that trigger stress. 	Written/oral activities Individual booklet/worksheets Role-play.	Two personal situations and two personal symptoms are identified.
Identify how and when to seek assistance when stress is identified.	Learner provides evidence of identifying: <ul style="list-style-type: none"> • The appropriate person from whom to seek assistance, • When, in the situation, to seek assistance. 	Written/oral feedback Individual booklet/worksheet Matching relevant information.	Relevant person is appropriate and timeframe are identified.

11902 - Identify situations that trigger anger and the symptoms it may create

Level 1 Credits 2 Version 3 Domain supported learning - interpersonal and social skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Identify situations that trigger anger and symptoms of anger.	Learner provides evidence of: <ul style="list-style-type: none">• Personal symptoms of anger• Personal situations that trigger anger.	Written/oral activities Individual booklet/worksheets Role-play.	Two personal situations and two personal symptoms are identified.
Identify how and when to seek assistance when angry.	Learner provides evidence of identifying: <ul style="list-style-type: none">• The appropriate person from whom to seek assistance• When, in the situation, to seek assistance.	Written/oral feedback Individual booklet/worksheet Matching relevant information.	Relevant person and appropriate timeframe are identified.

20075 – Demonstrate knowledge of friendships or relationships

(unit standard 20075 replaces unit standard 11906)

Level 1 Credits 3 Version 1 Domain supported learning - interpersonal and social skills

A fully worked assessment schedule and task for unit standard 20075 appears after the assessment guidelines at the end of this document.

11907 - Identify and interact with people from a culture different from own

Level 1 Credits 2 Version 3 Domain supported learning - interpersonal and social skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Identify the origins of people from cultures different from own.	Learner provides evidence of origins of people from cultures different from own, in terms of their country of origin.	Oral feedback Written feedback: eg booklet, worksheet, multi-choice, checklist, ... Drawings	Two people from other cultures are identified in terms of their country and culture.
Identify differences between and similarities to people from cultures different from own.	Learner provides evidence of differences and similarities of the culture of people whose culture is different from own.	Poster Speech Match information Individual/group presentation Chart showing similarities/differences using pictures/words Points to similarities/differences.	Two differences and two similarities are identified.
Interact with a person from a culture different to own.	Learner provides evidence of: <ul style="list-style-type: none"> Interacting with a person from another culture, Demonstrating sensitivity to differences and acceptance of similarities. 	Observation Video Role play Naturally occurring evidence Verified evidence.	Interacts demonstrating sensitivity and acceptance.

11915 - Seek information and respond

Level 1 Credit 1 Version 3 Domain supported learning - interpersonal and social skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Ask questions to seek information.	Learner demonstrates: <ul style="list-style-type: none"> • They are able to ask questions which are specific to what they want to know • They are aware the answers are about the same subject as the information sought • Language appropriate to the occasion, subject matter and relationship to the person asked. 	Observation Role plays Demonstrations Naturally occurring evidence Checklist Video.	The learner appropriately: <ul style="list-style-type: none"> • Asks a question • Gets a suitable reply • Asks in accurate way.
Respond to information obtained.	Learner responds to answers: <ul style="list-style-type: none"> • In a manner consistent with the information obtained • Using language appropriate to the: occasion, subject matter, relationship to the person asked. 	Observation Role plays Demonstration Naturally occurring evidence Checklist Video.	The learner appropriately: <ul style="list-style-type: none"> • Responds to the answer • Uses appropriate language.

11917- Make requests

Level 1 Credit 1 Version 3 Domain supported learning - interpersonal and social skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/COMPETENCY
Initiate request in response to identified need.	Learner is able to provide evidence: <ul style="list-style-type: none"> • That person selected can either assist or provide the request • Time is appropriate • Request made when others not communicating • Mode of communication of request meets learners personal circumstances eg. verbal, non-verbal, use of communication aids • Emergency situation request conveys desired message. 	Role play Workplace practice Simulated assessment Video Sign language Real life situation eg. Doctor, Chemist, Caregiver, Teacher Audio tape Checklists (verified) Verification.	Learner's need is identified and request is made appropriate to person, situation, mode of communication and emergency on two different occasions.
Express request in a question.	Learner provides evidence for: <ul style="list-style-type: none"> • Request conveyed as question • Timing is appropriate to context/setting • Mode of communication meets learner's need and the request. 	Simulated assessment Video Workplace Real life Role play Checklists (verified) Verification.	Learners demonstrate request in a question that is communicated well in an appropriate context and meets learner's needs on two different occasions.

11918 - Receive, interpret, and follow instructions

Level 1 Credit 1 Version 3 Domain supported learning - interpersonal and social skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Receive and interpret instructions.	Learner demonstrates that they can: <ul style="list-style-type: none"> • Receive the instructions • Ask questions to clarify • Understand and could implement action/task. 	Oral questioning and/or feedback Video Naturally occurring evidence Audio tape Simulation/Role play observation Practical situations Checklist Worksheet.	Learner demonstrates that they received and interpreted instructions correctly.
Follow instructions.	Learner provides evidence of: <ul style="list-style-type: none"> • Carrying out the action or task • Following instructions accurately. 	Naturally occurring evidence Checklist Worksheet Video Role play observation Oral questioning Workplace assessment.	Learner carries out the action/task, following the instructions accurately.

11919 - Identify own culture and share a family history

Level 1 Credits 2 Version 3 Domain supported learning - interpersonal and social skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/COMPETENCY
Identify own culture.	<ul style="list-style-type: none"> • Personal relationships are identified – in learning situation or immediate environment. May include: siblings, parents, grandparents, aunts, uncles, teachers, caregivers • Demonstrates evidence of own culture in relation to: food, celebrations, places, language and religion. Range statement may include but not be limited to: Church, Community Centre, Hall, Marae, Cemetery, Urupa, Celebrations such as family occasions, Christmas, Easter, birthdays, cultural performances, traditional sharing of food, hui whanau. 	Written Picture selection Matching Presentation Genealogy outline Photos Drawing Wall Chart Timeline Magazine cut and paste Picture cards Oral assessment.	3 personal relationships are identified. 3 examples of cultural practice are identified as appropriate to the learner's own situation.
Share a family history. <ul style="list-style-type: none"> ▪ Family members may include but are not limited to: parents, siblings, aunts, uncles, cousins, pets, friends. 	Family history evidence is given for 3 people over two generations and their presentation in relation to the learner.	Genealogy outline Oral assessment Photo board Name cards Checklist Real life situation Presentation using aids Drawing Timeline Wall Chart Oral Presentation.	3 family members for two generations are identified. These six family members position or relationship to learner is given correctly.

11920 - Identify and share own whakapapa

Level 1 Credits 2 Version 3 Domain supported learning - interpersonal and social skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/COMPETENCY
Identify the purpose of whakapapa.	Learner provides evidence of application to self – that includes: belonging, relationships, kinship.	Picture board Oral presentation Video Written Matching.	Learner identifies whakapapa giving one example each of belonging, relationship, kinship.
Share some aspect of own whakapapa.	Evidence of: <ul style="list-style-type: none"> • Own name must be communicated in mode appropriate for learner • Turangawaewae is named in communicating whakapapa as appropriate to learners' personal circumstances and environment. May include but not limited to: maunga, moana, awa, waka, marae • Whanau name is stated in whakapapa in accordance with personal circumstances. May be: written, spoken, sung. 	Oral presentation Wall Chart Photos Maps and pinned evidence Verbal assessment Song Written Historical evidence: books, photos etc Personal verification eg. Marae.	Whakapapa is communicated through Turangawaiwai and includes – maunga, moana, awa, waka, marae, own name, whanau name, according to learners' personal circumstances.

11923 - Participate in the pōwhiri process

Level 1 Credits 3 Version 3 Domain supported learning - interpersonal and social skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Participate in the pōwhiri process.	Learner provides evidence that participation is consistent with cultural protocols, especially in relation to karanga, whakaeke, whaikōrero, hongi, koha, whakanoa, and especially in terms of: <ul style="list-style-type: none">• Dress code• Personal behaviour• Participation in group waiata.	Observation Demonstration Verification of participation Video/Photography (with permission) Naturally occurring evidence Checklist.	Participation is consistent with requirements of pōwhiri protocol.

11925 - Demonstrate behaviour in accordance with Māori values

Level 1 Credits 4 Version 3 Domain supported learning - interpersonal and social skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/COMPETENCY
Participate in Māori occasions and practices.	Learner will provide evidence of knowledge and participation in: <ul style="list-style-type: none"> • Karakia appropriate to context • Sharing of kai that are consistent with principles and context • Waiata in accordance with Māori principles and context • Whaikōrero as appropriate for context • Whanaungatanga is consistent with Māori principles • Rongoa usage is consistent with Māori principles and context • Kōrero in accordance with Māori principles and context. 	Marae visit (Kaupapa to learn about Rongoa (Māori medicine)) Video evidence where permission sought in context (resource future learning) Matching – words – explanation Card sort Speaker invited in learning environment Checklist and verification Oral presentation Audio tape Oral assessment Poster (post occasion) Wall chart (post occasion) Photos (eg. Mana Magazine) RCC Written.	That participation is demonstrated as consistent with Māori principles and context for: Karakia Waiata Sharing of kai Kōrero Whaikōrero Whanangatanga Use of Ronga.
Demonstrate adherence associated with Maori values at Maori occasions.	Learner will provide evidence of participation and adherence to Maori value. <ul style="list-style-type: none"> • Manaaki demonstrated is consistent with Maori values and context • Aroha and Aroha kite tangata is appropriately demonstrated as being consistent with Maori values and context. • Recognition of people's mana is demonstrated appropriately. Adherence to Maori values is demonstrated in context of tapu,	<ul style="list-style-type: none"> • Tangi • Marae visit • Oral presentation • Written assessment • Guest speaker • Video evidence • Matching - context, values and behaviours • Poster • Wall chart • Card sort - pictures/words • Knowledge differentiation 	That knowledge of Maori values are demonstrated as appropriate context for: <ul style="list-style-type: none"> • Manaaki • Tapu situations • Mana • Aroha • Aroha kite tangata

11933 - Move about in an educational or training establishment

Level 1 Credits 4 Version 3 Domain supported learning - perceptual awareness skills

ELEMENT	KEY EVIDENCE	POSSIBLE ASSESSMENT TOOLS	JUDGEMENT/ COMPETENCY
Locate rooms and features of an educational or training establishment.	Learner can locate: <ul style="list-style-type: none"> • Three rooms • Front and back doors • The telephone in an educational or training establishment. 	Observation Role play Naturally occurring evidence Demonstration.	Three rooms, front and back doors, and the telephone are located.
Identify storage places, objects, and amenities in an educational or training establishment.	Learner can identify: <ul style="list-style-type: none"> • Storage places in own classroom • Objects, eg: furniture, windows • Amenities, eg: light switches, power points, taps, toilets, basin. 	Observation Demonstration Naturally occurring evidence Role-play.	At least 2: <ul style="list-style-type: none"> • Storage places • Objects • Amenities are identified.
Identify routes of travel in an educational or training establishment.	Learner provides evidence of being able to find and travel between three rooms in the educational or training establishment.	Naturally occurring evidence Demonstration Real-life situations Observation Role-play.	Three rooms are identified, and the learner can travel between them.

ASSESSMENT SCHEDULE TEMPLATE

Unit Standard No: _____ Title: _____

Level: _____ Credit: _____ Version: _____ Domain: _____

TASK	ELEMENT	EVIDENCE	JUDGEMENT

20075 – Demonstrate knowledge of friendships or relationships

(unit standard 20075 replaces unit standard 11906)

Level 1 Credits 3 Version 1 Domain supported learning - interpersonal and social skills

ASSESSMENT TASK	Element and Performance Criteria	EVIDENCE (answers or performance expected from the students)	JUDGEMENT (a statement that defines adequacy of evidence required to meet the standard)
One	Identify the significant components of friendships or relationships.	<p>A.</p> <p>Learner identifies components of friendships or relationships which may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shared interest (eg. Sport, movies, horse riding, church) <input type="checkbox"/> Mutuality (eg. Liking same TV programmes, lunching together, sit together, travel) <input type="checkbox"/> Visual appeal <input type="checkbox"/> Caring (eg. Looking out for each other) <input type="checkbox"/> Sharing (eg. Interests, pens, paper, time) <input type="checkbox"/> Pleasure derived from companionship (eg. Laughter, jokes, fun). 	<p>A.</p> <p>3 components are identified correctly.</p>
		<p>B.</p> <p>Learner identifies different types of personal friendships or relationships which may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work or education colleague (eg. Workmate, classmate, supervisor, teacher) <input type="checkbox"/> Family <input type="checkbox"/> Slight acquaintance (eg. Bus driver, dairy owner, librarian, shop assistant) <input type="checkbox"/> Close friend <input type="checkbox"/> Sexual relationship. 	<p>B.</p> <p>3 types of friendships are identified correctly</p> <p>OR</p> <p>3 types of relationships are identified correctly.</p>
Two	Demonstrate knowledge of factors affecting the development and maintenance of friendships or relationships.	<p>A.</p> <p>Learner identifies potential factors which may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Special occasions (eg. Birthdays, Christmas, weddings, tangi) <input type="checkbox"/> Conflict (eg. Arguments, violence, abuse, not sharing, not communicating, jealousy, back stabbing) <input type="checkbox"/> Crossing boundaries (eg. Not respecting others privacy, space and belongings, not respecting No!, cultural differences). 	<p>2 special occasions are identified correctly.</p> <p>2 areas of conflict are identified correctly.</p> <p>2 crossing of boundaries are identified correctly.</p>
		<p>B.</p> <p>Learner identifies potential effects of identified factors which may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive effects (eg. good personal well being, having a close or special friend, being in a good relationship, having good communication, having someone to share with, having someone who cares about you) <input type="checkbox"/> Negative effects (eg. poor self esteem, lonely, stressed, angry, sad, fearful, no-one to share wit, no-one to talk to, no-one to go out with). 	<p>At least 4 effects are required in total; 2 positive and 2 negative effects stated correctly.</p>

SUPPORTED LEARNING – Interpersonal and social skills

20075 - Develop and maintain friendships or relationships

(Unit standard 20075 replaces unit standard 11906)

Name: _____ Date: _____

Element 1: Identify the significant components of friendships or relationships.

Assessment One

Task 1 A

Instructions:

Write down three things that are important for you in a friendship or relationship.

1. _____

2. _____

3. _____

Assessor: _____ Date: _____

C/NYC

Assessment One

Name: _____

Task 1 B:

Indicate with a tick 3 people you have a friendship with, and 3 people you have a relationship with.

Person	Friendship	Relationship
Boss		
Mother		
Bus driver		
Close friend		
Wife		
Aunty/Uncle		
Doctor		
Minister		
Work mate		
Brother/sister		
Supervisor		
Shopkeeper		
Girlfriend/boyfriend		
Husband		
Classmate		
Father		
Teacher		
Neighbour		
Grandparent		
Partner		
Other		

Learner: _____

C/NYC

Assessor: _____ Date: _____

Verifier: _____ Date: _____

Assessment Two:

Name: _____

Element 2: Demonstrate knowledge of factors affecting the development and maintenance of friendships or relationships.

Task 2 A.

To complete this task you will need to identify special occasions, situations of conflict and times when personal boundaries are crossed.

Instructions:

Select by drawing a line from Box 1 to the correct factor in Box 2 for each of the headings.

BOX 1
Special Occasion
Special Occasion
Conflict
Conflict
Crossing Boundaries
Crossing Boundaries

BOX 2
Not respecting belongings
Not communicating
Tangi
Violence
Not respecting No!
Wedding
Abuse
Cultural differences
Back stabbing
Christmas
Not sharing
Not respecting privacy
Jealousy
Arguments
Birthday
Not respecting space

Assessor: _____

Date: _____

Verifier: _____

Date: _____

Assessment Two

Name: _____

Task 2 B.

Instructions: This task is about positive and negative effects that affect friendships or relationships. You will need to place each of the individual cards under the correct heading.

Positive effects of friendships or relationships	Negative effects of friendships or relationships

Verifier: _____ Date: _____

Assessor: _____ Date: _____

Cards for Task 2 B.

Good personal well being	Being close to or having a special friend
Being happy	Being in a good relationship
Having good communication	Having someone to share with
Having someone who cares about you	Poor self esteem
Lonely	Stressed
Angry	Sad
Fearful	No-one to share with
No-one to talk to	No-one to go out with

INTERPERSONAL AND SOCIAL SKILLS

Demonstrate knowledge of friendships or relationships.

Assessment Task:

Assessor instructions.

This assessment task and schedule is a guideline offering various types of assessment. The variety of assessment options allows for a number of different learning-style needs to be met as part of fair assessment.

In this unit standard we have selected the following forms of assessment:

- Written: Gives learners the opportunity to use their own words to describe their friendship or relationship.
- Knowledge differentiation: Using a tick the learner selects the correct options indicating their understanding of friendship or relationship.
- Matching: Matching words with an example of personal occasion.
- Card Sort: The learner sorts the cards indicating knowledge of both positive and negative aspects of friendships or relationships.

Students being assessed for this unit standard are able to access support where necessary in completing the assessment tasks.

Support may be in the form of:

- Having a reader/writer
- Using sign language
- Braille
- Help where dexterity needs support
- Oral assessment

However, it is important that the learner is not assisted with answering.