

## NZQA Assessment Support Material

<b>Unit standard</b>	<b>29301</b>				
<b>Title</b>	<b>Demonstrate strategies to ensure personal safety (Supported Learning)</b>				
<b>Level</b>	1	<b>Credits</b>	4	<b>Version</b>	1

## ASSESSOR GUIDELINES

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

1. See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>

## GENERAL

1. This unit standard is intended for learners who require some form of support with their learning either through additional resources, specialised equipment, or adapted programmes. It is important to note that they are people with learning disabilities and include those with intellectual disability.
2. This unit standard contributes to the *New Zealand Certificate in Skills for Living for Supported Learners (Level 1) (with an optional strand in Skills for Working)* [Ref: 2853].

## ASSESSMENT

3. The assessments must be at Level 1 of the NZ Qualifications Framework. For information about the Level 1 NZQA level descriptor, go to *The New Zealand Qualifications Framework- page 30*: <https://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf>
4. The assessors must be satisfied that the candidate can demonstrate competence against the unit standard, with minimal support towards increased independence. The assessor must sign an attestation in the Student Guidelines to confirm that all the work done is the candidate's own.
5. To ensure assessment conditions and assessor judgement are consistent and fair, assessors must be Supported Learning teachers who understand the assessment requirements. Learning support and/or teacher aides may be used to support a candidate with gathering and verifying of evidence.
6. This resource exemplifies assessment of learning for one unit standard. However, it is highly recommended that this standard be assessed in conjunction with other Supported Learning unit standards to allow for a thematic approach. This would make the learning more meaningful to candidates in their own social, cultural, family/whanau, community and/or work contexts.
7. This assessment resource provides examples of how assessments could be presented. These assessment tasks may need to be altered to suit the learning styles and additional needs of the learner.
8. Sample answers have been developed to guide assessors. However, it is important to note that candidate's answers will vary depending on the individual. Assessors should also be aware that sample answers are not provided for all questions, and that they may need to develop their own examples for some assessment parts.

## **GATHERING OF EVIDENCE**

9. A variety of approaches should be considered for the gathering of evidence, which may involve the use of digital technology – internet; laptop/ tablet e.g. iPad/cell phone, and augmentative communication; and use of a reader/writer or enlarged print, where appropriate for the learner and context.
10. All evidence such as videos, audio, pictures etc. must be attached to the candidate's paper-based copy of the Student Guidelines, when moderation is required, thus verifying the candidate's own work. If the candidate is unable to record the answers on their paper-based copy, their Supported Learning Teacher or Teacher aide must do so. If the candidate is part of a group when carrying out tasks, the assessment evidence must reflect the candidate's ability to achieve each task independently.
11. Evidence collected for this assessment can be attributed to the candidate through its natural occurrence, in real life contexts and collected over an extended timeframe. A verifiers checklist is acceptable if accompanied by evidence that includes examples from the candidate's performance.

## **BEFORE THE ASSESSMENT**

Over the weeks prior to this assessment, candidates must have had sufficient teaching and learning opportunities to be familiar with the following:

- Personal safety – an individual's ability to go about their everyday life free from the threat or fear of psychological, emotional, or physical harm.
- A range of strategies to maintain personal safety across different contexts.

## **PRE-ASSESSMENT ACTIVITY**

To prepare learners for the assessment, an activity immediately before the assessment task is recommended. This could be setting the scene and providing a scenario which assist learners to relate the assessment task to a meaningful, real context.

Learners may also need terminology or concepts unpacked for them so they have a better understanding of what is required. However, pre-assessment activities tasks may not lead the learner to the answers. Learners must still independently demonstrate their competency against this standard.

Evidence and Judgement Guidance

Unit standard 29301					
Title	Demonstrate strategies to ensure personal safety (Supported Learning)				
Level	1	Credits	4	Version	1

<p><b>Outcome 1</b></p> <p><b>Demonstrate strategies to ensure personal safety (Supported Learning).</b></p> <p>Range: personal safety may include but is not limited to – ICT, community, environmental, financial, emotional.</p>	
<p><b>1.1 Strategies are identified in terms of personal safety in specified situations.</b></p> <p>Range: evidence of two strategies for each of four situations.</p>	
<b>Evidence for Achievement</b>	<b>Judgements for Achievement</b>
<p><b>Part 1</b></p> <p><b>Two</b> strategies for personal safety are identified, for each of the <b>four</b> situations.</p> <p>See sample answers for one situation.</p>	<p>The strategies that are identified for personal safety are appropriate and actionable by the candidate in the context of each specified situation.</p>
<p><b>1.2 Strategies for personal safety demonstrated are appropriate to specified situations.</b></p> <p>Range: evidence of two strategies for each of two situations.</p>	
<b>Evidence for Achievement</b>	<b>Judgements for Achievement</b>
<p><b>Part 2</b></p> <p><b>Two</b> strategies for personal safety are demonstrated by the candidate that are appropriate to each of <b>two</b> situations.</p> <p>See sample answers for one situation.</p>	<p>The strategies demonstrated are appropriate for the situations to avoid risks and ensure personal safety. Evidence supplied demonstrates that the strategies are carried out appropriately.</p>

**Demonstrate strategies to ensure personal safety (Supported Learning)****ASSESSMENT**

Name: .....

Date: .....

**CONDITIONS OF ASSESSMENT**

- Part One of the assessment will be done with the assessor.
- Part Two of the assessment will be done by the candidate.
- The assessment will take place over a timeframe set by the assessor.
- Before the assessment tasks, an introduction to the assessment should be given, based on prior learning.
- Assessments must be carried out in situations that are limited in range, repetitive, and familiar and employed within closely defined contexts. They must be conducted in authentic situations that are relevant to the candidate's day-to-day living that may include but is not limited to workplace, educational setting or within the community.

## Assessment Task

This assessment task has two parts. You need to:

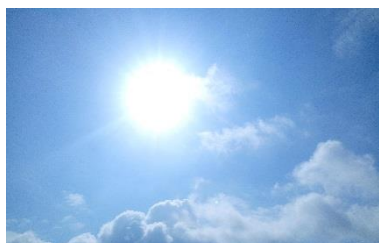
- 1 Identify strategies for personal safety.
- 2 Apply those strategies and provide evidence to show you have done so.

### Part 1 Assessment



Choose four situations where personal safety can be maintained. You can use the pictures below or think of your own.



*\*Where necessary, the assessor may assist the candidate to ensure the situations they have selected are appropriate and relevant to them.*



Complete the table below, where you need to identify strategies to maintain personal safety. You need to include two strategies for each of the four situations.

- Select strategies that are realistic and appropriate to you.

*\*The assessment contains an example for the candidate to follow. For the assessor, a further example is provided.*

Situation	Strategies
<p><b>Example</b></p> <p>A day at the beach.</p> 	<p><b>Strategy 1:</b></p> <p>I will apply sunscreen and wear a hat to avoid getting sunburnt.</p>  <p><b>Strategy 2:</b></p> <p>I will swim between the flags at the patrolled end of the beach, so I don't get into trouble in the water.</p>
<p><b>1.</b></p> <p>Walking around campus</p>	<p><b>Strategy 1:</b></p> <p>I used the paths and walkways around campus and didn't take the shortcuts across the car park to stay safe and avoid getting lost.</p> <p><b>Strategy 2:</b></p> <p>I looked up when I was walking around and didn't look at my phone. I made sure that I was careful in blind-spot areas like corners of buildings to avoid an accident, like walking into a tree!</p>



<b>2.</b>	<b>Strategy 1:</b>          <b>Strategy 2:</b>
<b>3.</b>	<b>Strategy 1:</b>          <b>Strategy 2:</b>
<b>4.</b>	<b>Strategy 1:</b>          <b>Strategy 2:</b>



## Part 2 Assessment



For this part of the assessment you need to:



- Apply **two** strategies for each of the **four** situations that you have identified.
- Collect evidence to show that you have demonstrated personal safety. Talk to your teacher about the best way to do this.

*Note to assessor: If caregiver is providing evidence, this need to be in writing and signed by caregiver. If oral evidence is collected, this needs to be recorded. If for example, the group went to the beach and a picture of students having fun in the water – will not be considered as evidence – unless it demonstrates a safety aspect/strategy and the appropriate student is identified in the visual*

- When you have applied these strategies, complete the columns shaded in orange, in the table below.

*\*Assessors need to ensure that the assessment tasks are done within the timeframe given.*

*\*The assessment contains an example for the candidate to follow. For the assessor, a further example is provided.*

Situation	Demonstration of Strategy	Completed by:	Comments on candidate performance
<b>Example</b>  A day at the beach.	<b>Strategy 1:</b> I applied sunscreen and wore a hat to avoid getting sunburnt.   <b>Strategy 2:</b> I swam between the flags at the patrolled end of the beach, so I didn't get into trouble in the water. 	<b>Evidence:</b> Photographic evidence and carer testimony.  <b>Verified by:</b> Anne Smith (Teacher aide)  <b>Date:</b> 12/06/18	<b>To be completed by the assessor.</b>  Johnny supplied photographs of him wearing a hat at the beach and applying sunscreen. His carer testified that he regularly reapplied sunscreen and kept his hat on during his time at the beach.  Johnny supplied photographs of him swimming between the flags.





**To be completed by assessor:**

<b>Overall Performance Outcome:</b> <b>Achieved</b> <input checked="" type="checkbox"/> <b>Not Achieved</b> <input type="checkbox"/>			
<b>Assessor's Attestation:</b> I confirm the following: <ul style="list-style-type: none"><li>• the learner has adequacy of knowledge and performance</li><li>• the assessment complied with relevant health and safety, and legislative requirements</li><li>• the learner's likely repeatable competence in the future.</li></ul>			
<b>Name:</b>		<b>Signature:</b>	
<b>Date:</b>		<b>Position Held:</b>	