

NZQA Assessment Support Material

Unit standard		29305			
Title	Carry out a plan to achieve personal goals (Supported Learning)				
Level	1	Credits	4	Version	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:

- Setting specific and measurable goals
- Breaking goals into achievable steps
- Make a plan to achieve goals
- Evaluating effectiveness of plans to achieve goals
- Different contexts for wants and needs

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 assists learners to relate the assessment task to a real and meaningful 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 29305					
Title	Carry out a plan to achieve personal goals (Supported Learning)				
Level	1	Credits	4	Version	1

Outcome 1	
Set personal goals (Supported Learning).	
1.1 Personal goals are set in terms of identified wants and needs. Range: goals must be – specific, measurable; contexts for wants and needs may include but are not limited to – social, practical, educational, physical, vocational needs; evidence of two goals are required, each in a different context.	
Evidence for Achievement	Judgements for Achievement
Part 1 At least two personal goals are set, each in different contexts, based on candidate's needs and wants. See sample answer for one personal goal.	Goals match candidate's realistic aspirations. Goals are achievable, specific, measurable, relevant, and appropriate to the candidate.
1.2 Goals are broken down into achievable steps.	
Evidence for Achievement	Judgements for Achievement
Part 2 At least two goals are broken down into at least three achievable steps by the candidate.	Steps are practical and do-able for the candidate.

Outcome 2

Carry out a plan to achieve set goals (Supported Learning).

2.1 Plan is carried out towards achieving goals, within a specified timeframe.

Range evidence of at least three steps are carried out for each goal.

Evidence for Achievement	Judgements for Achievement
Part 3 At least three steps on the plan are carried out to achieve each of two goals.	Steps are carried out according to plan. Any deviation from the plan is appropriate and beneficial to achieving each of at least two goals.
2.2 Plan is evaluated in terms of its effectiveness.	
Evidence for Achievement	Judgements for Achievement
Part 4 Evaluation includes identifying the benefits, disadvantages and possible improvements.	Evaluation accurately and honestly reflects the effectiveness of the plan for the candidate for each of at least two goals.

Carry out a plan to achieve personal goals (Supported Learning)



ASSESSMENT

Name:

Date:

CONDITIONS OF ASSESSMENT



- Part One and Two of the assessment will be done with the assessor.
- Part Three of the assessment will be done by the candidate.
- Part Four of the assessment will be done with the assessor.
- The assessment will take place over a timeframe set by the assessor.
- 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 four parts. You need to:







- 1 Set at least two personal goals in terms of your wants and needs.
- 2 Break each goal down into steps you can achieve.
- 3 Carry out a plan to achieve your set goals.
- 4 Evaluate your plan in terms of how useful it was.

Part 1 Assessment



Set at least two personal goals based on your wants and needs, each within a different context.

Here are some contexts you can choose from:

<p>Home</p> 	<p>School</p> 
<p>Work</p> 	<p>Other places, like your sports or music group</p> 

**Where necessary, the assessor may assist the candidate to ensure the personal goals they have set are appropriate and relevant to them, specific and measurable.*





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

Context	Goal
<p>Example:</p> <p><i>The outdoors</i></p> 	<p><i>I want to compete in a bike race.</i></p> 
<p>1. <i>School</i></p>	<p><i>I need to improve my reading.</i></p>
<p>2.</p>	

Parts 2 and 3 Assessment

Break each goal into achievable steps and carry out your plan.

EXAMPLE PLAN

My plan to compete in a bike race				
Name: Jane Doe				
Steps:	How will you do this step?	How long will it take?	Tick when completed	Get your helper to date and sign when you have completed it
Step 1: (write the step) Enter into the race	Go to the stadium and tell them I want to enter into the Surf to City race.	One hour		Angela Dalton 10.01.19
Step 2: Get fit for riding my bike.	I will go on a bike ride every day.	When I go for a bike ride, I will go for at least an hour.		Angela Dalton
Step 3: Turn up for the race.	I will get mum to drop me off at the starting line before the race starts.	It takes 20 minutes to drive to where the race starts.		Angela Dalton 16.02.19
Step 4: Complete the race.	I will bike in the race until I have finished it.	The race could take me 1–2 hours to finish.		Angela Dalton 16.02.19

Plan One - to achieve a personal goal

<i>My plan to</i>				
Name:				
Steps:	How will you do this step?	How long will it take?	Tick when completed	Get your helper to date and sign when you have completed it
Step 1:				
Step 2:				
Step 3:				
Step 4:				


Plan Two - to achieve a personal goal

<i>My plan to</i>				
Name:				
Steps:	How will you do this step?	How long will it take?	Tick when completed	Get your helper to date and sign when you have completed it
Step 1:				
Step 2:				
Step 3				
Step 4:				

Part 4 Assessment

Evaluate your plan.

Example:

Did you achieve your goal? Note: You do not have to achieve your goal to be awarded this standard.
Yes 
How did your plan help you with your goal? <i>My plan made me enter the race, train for it, and turn up to the race on time.</i>
What did you like about your plan? <i>I liked that I entered the race before I started training. It helped me break down the race into steps that were easy to do.</i>
How could you make your plan better? <i>I could plan to bike only 3 days a week. Planning to bike every day was too much work and I didn't always do it.</i>

Evaluation of Goal 1:

Did you achieve your goal? Note: You do not have to achieve your goal to pass this assessment.
How did your plan help you with your goal?
What did you like about your plan?
How could you make your plan better?

Evaluation of Goal 2:

Did you achieve your goal? Note: You do not have to achieve your goal to pass this assessment.
How did your plan help you with your goal?
What did you like about your plan?
How could you make your plan better?

To be completed by assessor:

Overall Performance Outcome: Achieved <input checked="" type="checkbox"/> Not Achieved <input type="checkbox"/>			
Overall comments: <i>The candidate set two personal goals, one based on a want, the other based on a need. The candidate ensured that each goal was specific and measurable. They developed a plan to implement each goal and then reflected on these goals in terms of effectiveness.</i>			
Assessor's Attestation: I confirm the following: <ul style="list-style-type: none">• the learner has adequacy of knowledge and performance• the assessment complied with relevant health and safety, and legislative requirements• the learner's likely repeatable competence in the future.			
Name:		Signature:	
Date:		Position Held:	