

<b>Title</b>	<b>Demonstrate behaviours appropriate to different types of relationships and contexts</b>		
<b>Level</b>	<b>1</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	<p>This unit standard is intended for ākonga/learners with learning disabilities, including those with intellectual disability. They are people who require support with their learning either through additional resources, specialised equipment or adapted teaching programmes.</p> <p>People credited with this unit standard are able to demonstrate behaviours appropriate to different types of relationships and contexts (Supported Learning).</p>
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<b>Classification</b>	Supported Learning > Supported Learning - Personal, Community and Work Skills
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<b>Available grade</b>	Achieved
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**Guidance Information**

- 1 This unit standard may contribute to the New Zealand Certificate in Skills for Living for Supported Learners (Level 1) [Ref: 2853].
- 2 This unit standard will be carried out in situations that are limited in range, meaningful, repetitive and familiar, and ākonga/learners will be engaged in activities within defined contexts.
- 3 The assessor must be satisfied that the ākonga/learner can demonstrate competence against the unit standard, with minimal support towards increased independence.
- 4 The pace of teaching and learning for ākonga/learners with disabilities, may take longer than 40 hours to achieve 4 credits.
- 5 This unit standard may be assessed in conjunction with other Supported Learning unit standards to allow for integrated assessment. The assessment should be integrated into a meaningful social, cultural, family/whānau, community and/or work context.
- 6 Assessments involve using a variety of methods that gives the ākonga/learner the opportunity to show competence. It is recommended that the collection of evidence is naturally occurring, in real life contexts, and collected over an extended timeframe. It may be oral or written, or practical evidence.

- 7 The assessor must be satisfied that the naturally occurring evidence can be attributed to the ākonga/learner. A verifier's checklist is acceptable if accompanied by evidence that includes examples from the ākonga/learner's performance.
- 8 Assessments and evidence may involve the use of digital technology – internet, laptop/iPad/tablet/cell phone, and augmentative communication, where appropriate for the ākonga/learner and context.
- 9 For the purpose of this standard, a reader and/or writer can be used to assist the ākonga/learner in assessment.

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## Outcomes and performance criteria

### Outcome 1

Demonstrate behaviours appropriate to different types of relationships and contexts.

Range behaviours may include but are not limited to – body language, personal conduct, personal space;  
relationships may include but are not limited to –family/whānau, intimate partner, friends, fellow students/teachers, social, clubs, teams, community, neighbours, professional relationships, colleagues, counsellors.

### Performance criteria

1.1 Relationships are identified and described in terms of personal situations.

Range evidence of four different types of relationships.

1.2 Behaviours are identified and described in terms of personal relationships.

Range evidence of one behaviour for each of the four relationships.

1.3 Behaviours demonstrated are appropriate to the relationships and context.

Range evidence of one behaviour for each of the four relationships.

<b>Planned review date</b>	31 December 2026
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### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 November 2015	31 December 2023
Rollover and Revision	2	26 November 2020	31 December 2023
Review	3	28 April 2022	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0113
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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**Comments on this unit standard**

Please contact NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.