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| **1** | **Apply self-management and resilience strategies to organise personal life, maintain well-being, and continue learning** |

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| **Kaupae |** Level | 2 |
| **Whiwhinga |** Credit | 15 |
| **Whāinga |** Purpose | The purpose of this standard is to help people acquire basic learning and employability skills needed to pursue education or employment pathways.  This standard has been developed primarily for assessment within programmes leading to the outcomes of the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862].  People credited with this standard are able to apply self-management and resilience strategies to organise personal life, maintain well-being, and continue learning. |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment criteria

| **Hua o te ako |** Learning outcomes | **Paearu aromatawai |** Assessment criteria |
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| 1. **Organise own personal life by applying self-management and resilience strategies.** | 1. Apply self-management and resilience strategies for organising own personal life. |
| 1. Describe the impact(s) of the self-management and resilience strategies on organising own personal life. |
| 1. **Maintain own well-being/hauora by applying self-management and resilience strategies.** | 1. Apply self-management and resilience strategies for maintaining own well-being/hauora. |
| 1. Describe the impact(s) of the self-management and resilience strategies on maintaining own well-being/hauora. |
| 1. **Continue own learning by applying self-management and resilience strategies.** | 1. Apply self-management and resilience strategies for continuing own learning. |
| 1. Describe the impact(s) of the self-management and resilience strategies on continuing own learning. |

**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

* The requirements of this standard are consistent with the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862], and the *New Zealand Certificates in Foundation and Bridging Supporting Document*. Links provided below.

All activities, including assessment, must reflect the self-development needs of each learner and must be carried out in accordance with the requirements and conditions of the qualification, and should be informed by the Supporting Document.

The primary focus of learning for this standard is on the learner’s self-development.

* Content related to this standard may be of a highly personal nature. Full and clear consent of people should be obtained before they participate in any associated learning and assessment. All concerned with the teaching/learning and assessment relating to this standard need to be aware of, and respect, any issues of privacy and confidentiality.
* Learners may be assessed against this standard in a real-life context using naturally occurring evidence or in a realistic simulation. A verifier’s checklist is acceptable if accompanied by evidence that includes examples from the learner’s performance.
* An appropriate time frame is required for the consistent application of strategies to measure impact(s).
* All activities relevant to this standard must reflect ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi).
* All activities must, as relevant to candidates and/or this standard, reflect the peoples of the Pacific and other cultures, and their world views.

***Ngā momo whiwhinga |*** *Grades available*

Achieved

**Ihirangi waitohu |** Indicative content

Self-management and resilience strategies: refer Supporting Document.

Agency to select appropriate self-management and resilience strategies, as relevant to the individual.

Impact(s) of the self-management and resilience strategies as relevant to the individual.

Support, resources, and services available.

**Organise personal life**

Personal life can include, as relevant to the individual:

* responsibilities, commitments, wants and needs
* relationships, whānau, education, employment, and community.

Organising own personal life involves systematically managing:

* tasks
* time
* resources

to enhance efficiency and achieve a balanced and fulfilling lifestyle as relevant to the individual.

**Maintain well-being**

Maintaining own well-being/hauora involves sustaining and actively nurturing a state of health and promoting a balanced and harmonious equilibrium in various aspects of one’s life:

* physical / taha tinana
* mental and emotional / taha hinengaro
* social / taha whānau
* spiritual / taha wairua
* environment / Te taiao,

Possible factors contributing to personal well-being/hauora, as relevant to the individual:

* exercise
* sleep
* nutrition
* stress management
* relationships
* self-care practices
* barriers
* cultural identity
* physical environment
* participation in society
* opportunities.

**Continue learning**

Continuing own learning is the ongoing pursuit of knowledge and skills:

* in a variety of learning contexts, and
* needed to progress and succeed in their field of study or employment pathway.

Field of study is any group of knowledge, skills, and attributes, required for a personal goal or area of interest.

Factors affecting one’s learning, past, present and future, could include, as relevant to the individual:

* executive functioning
* metacognition
* learning contexts and environments
* barriers
* aspirations.

**Rauemi |** Resources

* New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862]: [Foundation and Bridging qualifications » NZQA](https://www.nzqa.govt.nz/qualifications-standards/qualifications/foundation-and-bridging-qualifications/)
* New Zealand Certificates in Foundation and Bridging Supporting Document: [Foundation and Bridging qualifications » NZQA](https://www.nzqa.govt.nz/qualifications-standards/qualifications/foundation-and-bridging-qualifications/)
* Te Whare Tapa Whā: [Te whare tapa whā and wellbeing | Healthify](https://healthify.nz/hauora-wellbeing/t/te-whare-tapa-wha-and-wellbeing/)
* Fono Fale: [Fonofale – Mycare](https://help.mycare.co.nz/hc/en-us/articles/115003500074-Fonofale#:~:text=Fonofale%20was%20created%20as%20a%20Pacific%20model%20of,used%20to%20represent%20the%20constructs%20of%20holistic%20health.)

* [Employability skills (careers.govt.nz)](https://www.careers.govt.nz/resources/tools-and-activities/employability-skills/)

**Pārongo Whakaū Kounga |** Quality assurance information

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| **Ngā rōpū whakatau-paerewa |** Standard Setting Body | NZQA National Qualifications Services |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Core Generic > Core Generic > Foundation Skills - Te Ara Tupu |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga |** CMR | 0113 |

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| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration | 1 |  | N/A |
| **Rā arotake |** Planned review date | 31 December 2028 | | |

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