

NZQA Assessment Support Material

Unit standard		29300			
Title	Maintain hauora – personal health and well-being (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:

- Hauora - Māori philosophy of health
- Hauora diagram which identifies areas of health and well-being
- The importance of maintaining hauora
- Strategies to improve and maintain hauora.

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.

FOR THE ASSESSOR:

Evidence and Judgement Guidance

Unit standard 29300

Title	Maintain hauora – personal health and well-being (Supported Learning)				
Level	1	Credits	4	Version	1

Outcome 1

Maintain hauora – personal health and well-being (Supported Learning).

Range: hauora may include but is not limited to – fitness, diet, personal conduct, personal presentation, hygiene, sleep, puberty/sexual, health, sexuality.

1.1 Strategies are identified to maintain hauora.

Range: evidence of at least one strategy for each of four different situations.

Evidence for Achievement	Judgements for Achievement
<p>Part 1</p> <p>At least one strategy for each of four different situations are identified as a way of maintaining hauora.</p> <p>See sample answers for one situation.</p>	<p>The strategies identified are appropriate to the situations, relevant to the candidate and potentially actionable.</p>
<h4>1.2 Strategies identified for hauora are maintained as appropriate to personal needs.</h4> <p>Range: evidence of strategies applied to four situations.</p>	
Evidence for Achievement	Judgements for Achievement
<p>Part 2</p> <p>Each of the strategies identified in the four situations is applied by the candidate to maintain hauora.</p> <p>See sample answers for one situation.</p>	<p>Application of the strategy for each of the four situations is appropriate to: the candidate's personal needs and the situation; and maintains the candidate's hauora as defined in APPENDIX 1 – page 13.</p>

Maintain hauora – personal health and well-being (Supported Learning)

HAUORA



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.
- The assessment 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 will be asked to:

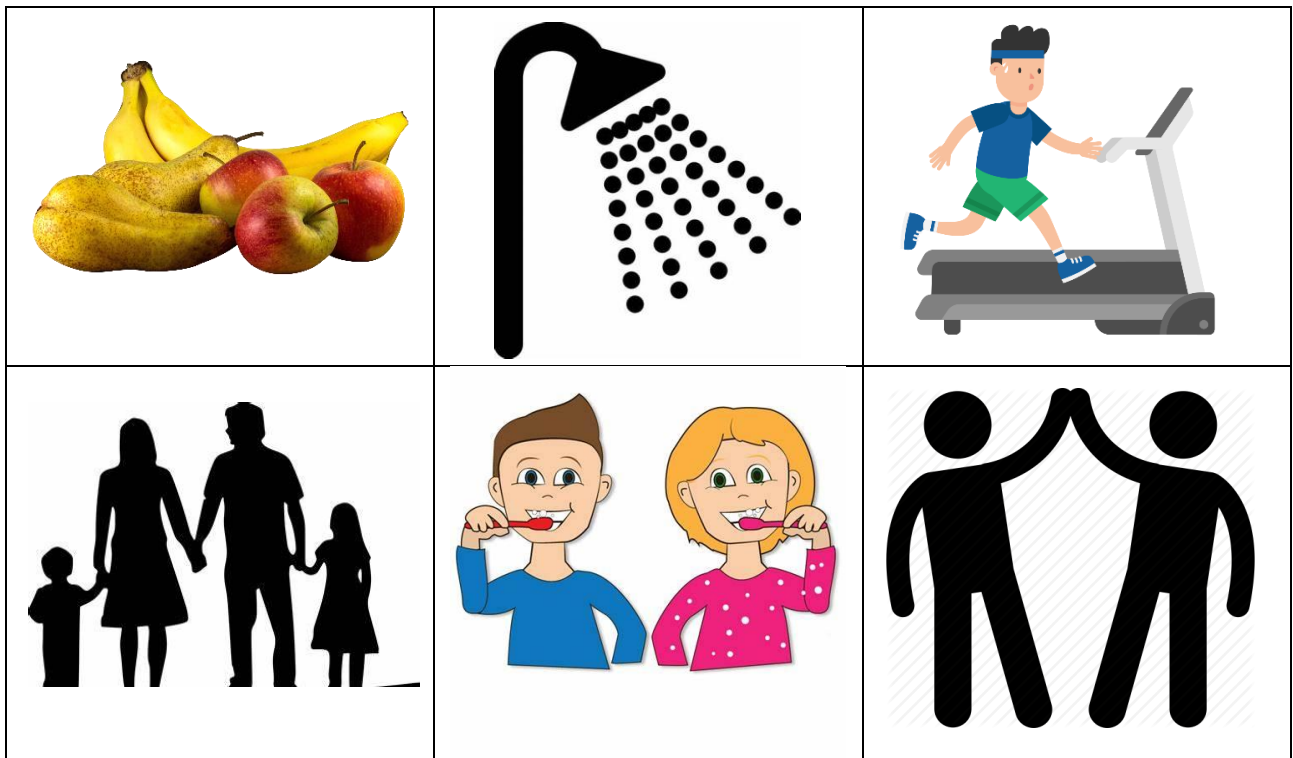
- 1 Identify one strategy that can be used to maintain hauora for four situations
- 2 Apply those strategies and provide evidence to show you have done so.

Part 1 Assessment



Choose **four** situations where you can maintain hauora. You can use the diagram in Appendix 2, on page 14, 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.*





In the table below, identify the strategies with which you can maintain hauora, in each of the four situations you have chosen.

- 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.*

**The assessor should encourage the student to select a range of strategies from which one will be applied in Part 2 of this assessment.*

Situation	Strategy
<p>Example:</p> <p>Oral Health</p>  <p><i>I want to keep my teeth strong and healthy, so I don't get rotten teeth. That would be very expensive to fix.</i></p>	<p><i>To keep my teeth healthy, I need to:</i></p> <ul style="list-style-type: none"> <i>• Clean teeth twice a day</i> <i>• Visit the dentist regularly</i> <i>• Avoid sugary drinks</i> 
<p>1. Sleep</p> <p><i>I've noticed that sometimes I find it difficult to concentrate in class as I often feel sleepy. I often have trouble sleeping at night and that may be the problem. Sometimes I stay up late watching movies or using my cell phone.</i></p>	<p><i>To get regular sleep to concentrate better, I need to:</i></p> <ul style="list-style-type: none"> <i>• Have regular bedtimes</i> <i>• Leave devices in a different room to my bedroom</i> <i>• Play calming music half an hour before bedtime.</i>
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	

Part 2 Assessment



For this part of the assessment you need to:

- ➔ a) Apply one strategy for each of the four situations that you have identified.
- ➔ b) Talk to your teacher about the best way to collect evidence to show that you have maintained hauroa.


For example, you could:

- ✚ video and/or take a photograph to show that you have maintained hauroa,
- ✚ get a printout of evidence, or
- ✚ get a testimony from someone.

- ➔ c) 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.*

**For the assessor, a further sample answer is provided below, in red.*

Situation	Demonstration of Strategy	Completed by:	Comments on candidate performance
Example: Oral health	<p><i>To keep my teeth healthy, I went to see a dentist and booked a follow-up appointment for 6 months' time.</i></p> 	<p>Evidence: <i>Confirmation of visit by teacher</i> <i>Appointment card for 6 months' time.</i></p> <p>Verified by: <i>Tony Brown</i> <i>(Teacher Aide)</i></p> <p>Date: 7 April</p>	<p>To be completed by the assessor:</p> <p><i>Johnny visited a local dentist with his support staff and together they made the appointment. He then brought the appointment card as evidence. I checked that the visit was made by calling the dentist.</i></p> <p><i>Johnny made a follow-up appointment for 6 months' time.</i></p>

<p>1.</p> <p><u>Sleep</u></p>	<p>To get enough sleep I'm going to bed at 9:30pm every night. I am using my fitbit too.</p>	<p>Evidence: My fitbit monitor</p> <p>Verified by: Anne Smith (Assessor)</p> <p>Date: 27 April</p>	<p>When looking at the strategies for sleep, Johnny picked regular bedtimes as a strategy that he could try. I noticed that he wears a fitbit and that could be used as evidence.</p> <p>I looked at his fitbit over two weeks and noticed that he went to sleep at between 9:30pm and 10:00pm during that time. Johnny noticed that he is beginning to feel less tired in the afternoons.</p> <p>We used the readings from Johnny's fitbit to print out as evidence.</p>
<p>2.</p> <p>_____</p>	<p>To ...</p>	<p>Evidence:</p> <p>Verified by:</p> <p>Date:</p>	
<p>3.</p> <p>_____</p>	<p>To ...</p>	<p>Evidence:</p> <p>Verified by:</p> <p>Date:</p>	
<p>4.</p> <p>_____</p>	<p>To ...</p>	<p>Evidence:</p> <p>Verified by:</p> <p>Date:</p>	

Overall Performance Outcome: **Achieved** **Not Achieved**

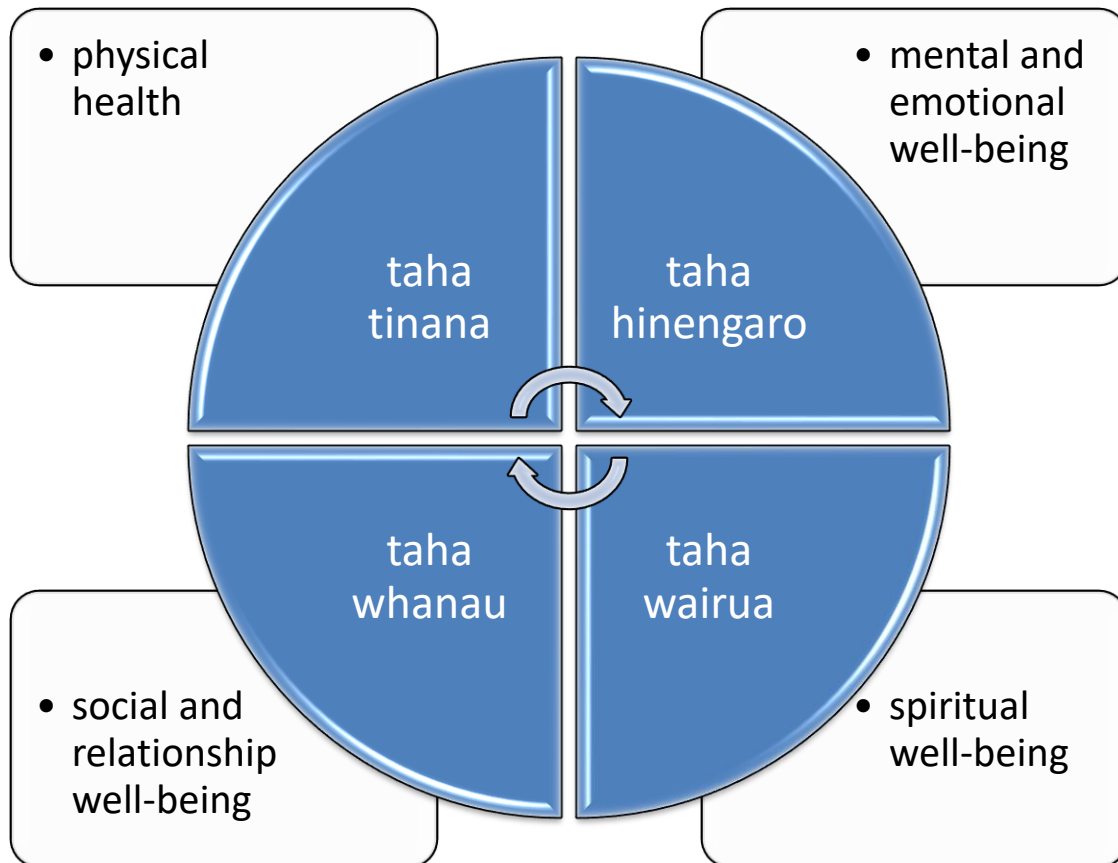
Assessor's Attestation:
I confirm the following:

- 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:	

APPENDIX 1

Hauora is the Maori philosophy of health. It has of four parts.



These parts are not separate but are connected to each other.

APPENDIX 2

The diagram below shows some of the situations where you can maintain hauora. You maybe able to think of some other situations yourself.

