

NZQA Assessment Support Material

Unit standard	29303				
Title	Demonstrate behaviours appropriate to different types of relationships (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 of 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:

- Relationship – the way two people are connected. Examples of relationships: friends, family/whanau, workmates/colleagues, girl/boy friends etc.
- Behaviours appropriate/inappropriate to different relationships and context in terms of: body language, personal space, personal conduct, verbal language etc.

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

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Level	1	Credits	4	Version	1

Outcome 1	
Demonstrate behaviours appropriate to different types of relationships and contexts. (Supported Learning)	
Range	behaviours may include but are not limited – body language, personal conduct, personal space; relationships may include but are not limited to – friends, family/whānau, professional relationships.
1.1 Relationships are identified and described in terms of personal situations. Range: evidence of four different types of relationships.	
Evidence for Achievement	Judgements for Achievement
Part 1 Four different types of relationships are identified and described in terms of candidate's situation. See sample answer for one relationship.	The four different types of relationships are sourced from candidate's own daily life. The relationships are described in terms of the way the candidate connects with these people.
1.2 Behaviours are identified and described in terms of personal relationships. Range: one behaviour for each of the four relationships.	
Evidence for Achievement	Judgements for Achievement
Part 1 Identification and description of one behaviour for each of four different relationships See sample answer for one behaviour, for one person	Description of behaviour for each of the four different relationships relates to one or more of the following: body language, personal conduct, personal space, and other.
1.3 Behaviours demonstrated are appropriate to the relationships and context. Range: evidence of one behaviour for each of the four relationships.	
Evidence for Achievement	Judgements for Achievement
Part 2 Demonstration of the identified behaviour for each of four relationships.	Behaviour demonstrated is appropriate to the relationship and context.

Describe behaviours appropriate to different types of relationships and contexts (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.
- 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 will be asked to:

1

Think of people you know, describe the type of relationship you have with them, and describe how you behave when you are with them.





2

Show that you can behave appropriately with these people.

Part 1 Assessment




1a. Name **four** people you know. They can be from your circle of friends, family/whanau, work or school, or from your community.

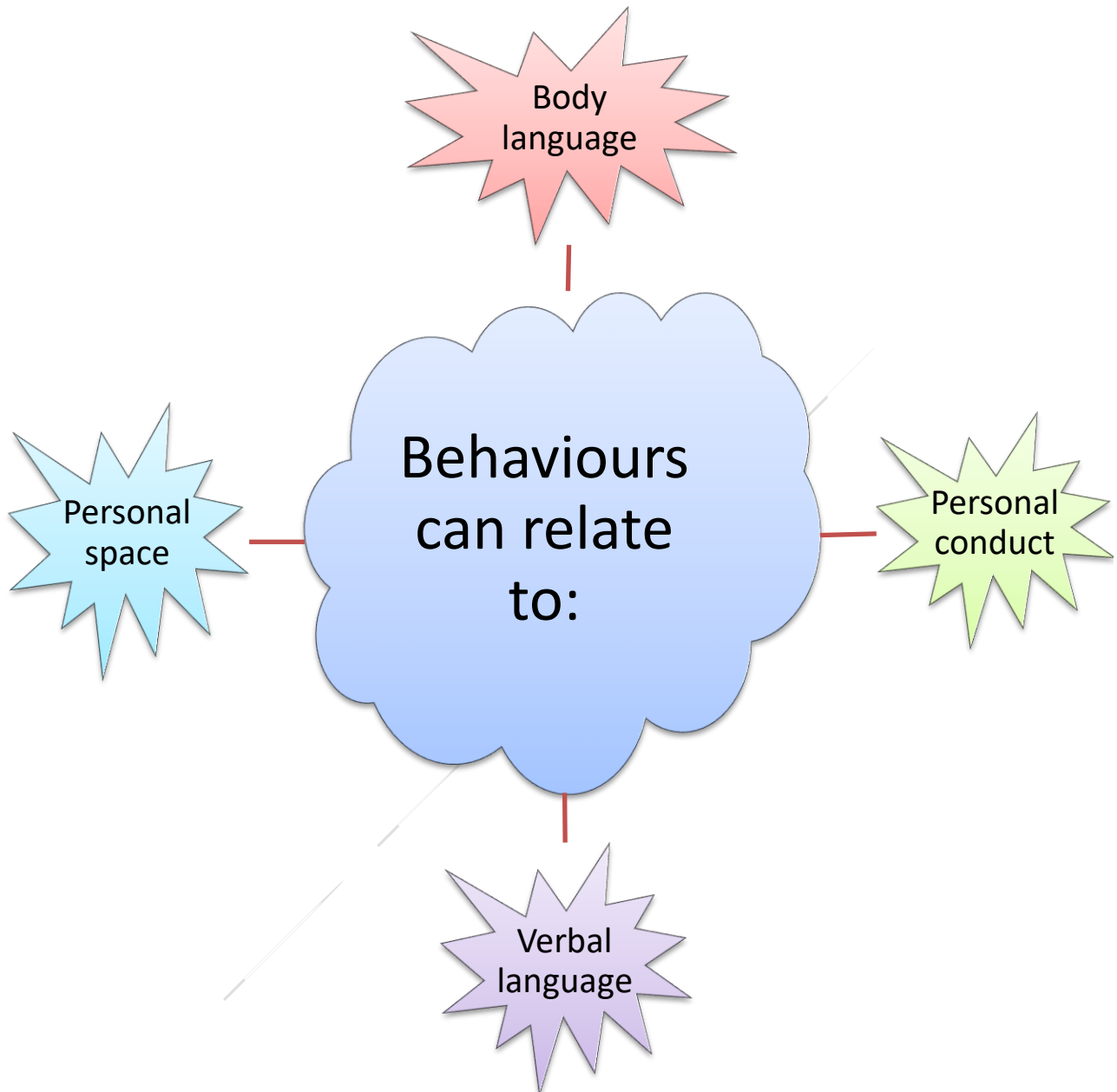
<p>Friends</p> 	<p>Family/whanau</p> 
<p>Work or school</p> 	<p>Community</p> 

Describe your relationship and say what you do with them. Complete the table below.


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

People I know	My relationship with them
<p>Example: Leon</p> 	<p><i>My boss at Countdown supermarket. He tells me how to do my job. I can go to him when I need time off.</i></p>
<p>1. Penny</p>	<p><i>My friend from soccer. We met at school two years ago. We usually hang out together on Saturdays, after our soccer game. Sometimes Penny and I go to the movies together. I can tell Penny anything.</i></p>
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	

1b. Describe the type of behaviour you use with the **four** people you know. You can use the diagram below to help you think of ideas.



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

People I know	My behaviour with them
<p>Example: Leon – my boss at Countdown</p> 	<p><i>I am very polite and respectful. I follow what he tells me to do at work.</i></p>
<p>1. <i>Penny, my soccer friend</i></p>	<p><i>Penny and I are close friends, so we often hug when we meet each other, especially if we have not seen each other for a long time. It is okay to hug each other because we are close friends. We joke a lot.</i></p>
<p>2.</p>	
<p>3.</p>	
<p>4.</p>	

Part 2 Assessment



For this part of the assessment you need to:

- Show how you behave appropriately when you are with four of the people you have identified in Part 1 of the assessment.
- Talk to your teacher about the best way to collect evidence of your conversation.

For example, you could:


- ✚ video and/or take a photograph of the conversation with the person,
- ✚ get a testimony from the person who you have the relationship with, or
- ✚ get your assessor to watch you talk to the person.

Step 1: Decide on the reason for meeting e.g. to make plans for an outing; to go shopping; play cards.



Step 2: Prepare for this activity. Decide on a time and a place to meet with the person you have chosen. Invite this person to meet.

Step 3: Meet this person and complete the activity you have chosen. Remember to collect evidence of your interaction.

Activity	Completed by:	Comments on candidate performance
<p>Example: I asked Leon for some time off work to go to the doctor.</p> 	<p>Evidence: Assessor contacted Leon for proof of the meeting.</p> <p>Verified by: Anne Smith (Teacher aide)</p> <p>Date: 10/05/18</p>	<p>To be completed by the assessor.</p> <p><i>Johnny approached Leon when he was in his office and had the information, he needed to show Leon to ask for some time off to go to the doctor. Johnny was polite and used eye contact when making his request.</i></p>

Complete the table below.

Activity	Completed by:	Comments on candidate performance
1.	Evidence: Verified by: Date:	
2.	Evidence: Verified by: Date:	
3.	Evidence: Verified by: Date:	
4.	Evidence: Verified by: Date:	

To be completed by assessor:

Overall Performance Outcome: Achieved <input checked="" type="checkbox"/> Not Achieved <input type="checkbox"/>			
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:	