NZQA Assessment Support Material

Unit standard	29306				
Title	Apply problem solving strategies to resolve day to day issues (Supported Learning)				
Level	1	Credits	5	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/

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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.

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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:

- Strategy – a plan to achieve something
- Situation – circumstance you find yourself in
- Context – the setting
- Personal problems – relating to own thoughts, body, the way they do things
- Social problems – relating to relationships, groups, social media
- Work problems – relating to issues the candidate may have at their work or place of study

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 must not lead the learner to the answers. Learners must still independently demonstrate their competency against this standard.

Evidence and Judgement Guidance

Unit standard 29306					
Title	**Apply problem solving strategies to resolve day to day issues (Supported Learning)**				
Level	1	**Credits**	5	**Version**	1

Outcome 1

Apply problem solving strategies to resolve day to day issues (Supported Learning).

1.1 Situations that could trigger issues are identified in terms of effect on self.
  Range: contexts for situations may include, but are not limited to – personal, social, work;
    evidence of one issue for each of two different situations.

Evidence for Achievement	Judgements for Achievement
Part 1 Identification of **two** situations that could trigger issues in **two** different contexts. See sample answers for one situation	Candidate clearly identified **two** situations that could trigger issues from **two** different contexts.

1.2 Strategies to solve issues are identified in terms of suitability for each situation.
  Range: evidence of two strategies for each of two situations.

Evidence for Achievement	Judgements for Achievement
Part 1 Identification of **two** suitable strategies to solve identified issues for each of **two** situations. See sample answers for two strategies for one situation.	Candidate identified **two** suitable strategies for each of the **two** identified issues in 1.1.

1.3 Selected strategies are applied in a manner appropriate to the identified issue.
  Range: evidence of one strategy for each of two issues.

Evidence for Achievement	Judgements for Achievement
Part 2 Application of **one** selected strategy to solve identified issues for each of **two** situations. See sample answers for application of one strategy.	For each of the **two** identified issues, the candidate applied **one** suitable strategy in a way that was appropriate to the issue.

1.4 Selected strategies are evaluated in terms of the outcome achieved.	
Evidence for Achievement	**Judgements for Achievement**
Part 2 Evaluation of selected strategies to solve identified issues for each of **two** situations. See sample answers for evaluation of one strategy.	For each of **two** identified issues, the candidate clearly and accurately evaluated the strategy applied to solve the issues in terms of the outcome achieved.

Apply problem solving strategies to resolve day to day issues (Supported Learning)

ASSESSMENT

Name: ……………………….   Date: ………………………………….

CONDITIONS OF ASSESSMENT

- Part One of the assessment will be done in conjunction with the assessor.
- Part Two of the assessment will be carried out by the candidate.
- The assessment will take place over a timeframe set by the assessor.
- Before the assessment tasks, an introduction to the assessment should be given, based on prior learning.
- 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.

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Assessment Task

This assessment has **two** tasks. Each task has two parts. For each task, you will be asked to:

1 Identify a situation that could cause problems for you.

2 Think of two strategies to deal with the problem.

Part 1 Assessment

Choose **two** situations that could trigger issues from **two** different contexts.

Where necessary, the assessor may assist the candidate to ensure the situations they have selected are appropriate and relevant to them.

Personal

Social

Work/place of study
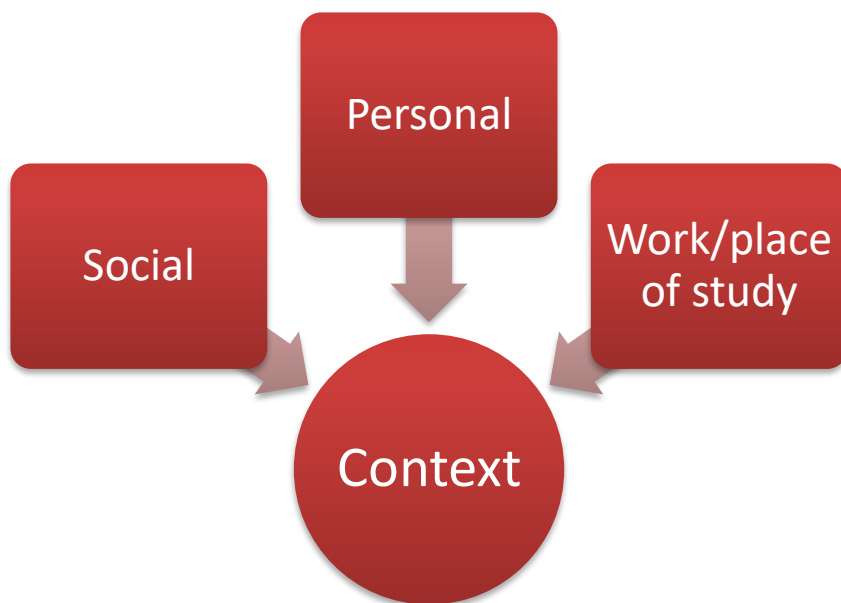
Context

1. Answer the following questions about each of your situations:

*For the assessor, an example is provided in red.

Situation 1

Context: *Personal Life*
a. What is a situation that causes (or could cause) problems for you?   *I can't sleep at night. I usually don't fall asleep until 3 or 4 in the morning.*
b. How does (or could) this situation affect your life?   *I feel tired all of the time and can't seem to stay awake when I at school and work.*

Situation 2

Context:
a. What is a situation that causes (or could cause) problems for you?
b. How does (or could) this situation affect your life?

2. Choose **one** of the situations that you have described above, and think of **two** strategies to solve the problem with this situation.

*For the assessor, an example is provided in red.

Situation: *I can't sleep at night. I usually don't fall asleep until 3 or 4 in the morning.*

	Strategy to help solve the problem	Why is this strategy suitable?
1.	*Stop drinking coffee after 3pm.*	*Coffee has caffeine, which helps us stay awake for longer. It always gives me lots of energy and makes me feel jittery and excited, which makes me not want to go to sleep.*
2.	*Do some exercise every day.*	*Exercise makes my body tired, so I will sleep better.*

Part 2 Assessment

1. For this part of the assessment, you need to:

    a) Choose **one** strategy from the table above.

    b) Use this strategy to help solve the problem with your situation.

    c) Explain how you used the strategy in the space below.

*For the assessor, an example is provided in red.

Strategy: I decided not to drink any coffee after 3pm to see if that helped me sleep better. Every time I felt like a cup of coffee after 3pm, I would have a glass of juice instead.

2. Think about the strategy that you used.

*For the assessor, an example is provided in red.

a) Did your strategy solve the problem with this situation?

    Why? / Why not?

Yes, it did. The first night, I didn't fall asleep until 3am, but on the second night I was in bed and asleep by 11pm! I have been asleep by 11pm every night for two weeks now, so I definitely think this strategy worked.

b) How could you change your strategy to make it better? Explain.

I think I could replace the juice with water. Juice has lots of sugar, so could make me more awake than water would. Also, water is better for me.

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To be completed by assessor:

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:**	