**Supported Learning Assessment Support Material**

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| **Unit standard** | 29301 | | | | |
| **Title** | Demonstrate strategies to ensure personal safety | | | | |
| **Level** | 1 | **Credits** | 4 | **Version** | 3 |

A crosswalk in a city

Description automatically generated

Assessor Guidelines

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| 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 ākonga/ākonga/learner s 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. 2. This unit standard contributes to the *New Zealand Certificate in Skills for Living for Supported Learner s (Level 1)* [Ref: 2853].   ASSESSMENT   1. The assessments must be at Level 1 of the New Zealand Qualifications and Credentials Framework (NZQCF). For information go to The Level descriptors for the NZQCF - <https://www2.nzqa.govt.nz/qualifications-and-standards/about-new-zealand-qualifications-credentials-framework/level-descriptors-nzqcf/> 2. The assessors must be satisfied that the ākonga/learner can demonstrate competence against the unit standard, with minimal support towards increased independence. The assessor must sign an attestation in the Ākonga/learner Guidelines to confirm that all the work done is the ākonga/learner ’s own. 3. 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 ākonga/learner with gathering and verifying of evidence. 4. 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 ākonga/learners in their own social, cultural, family/whanau, community and/or work contexts. 5. 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 ākonga/learner. 6. Sample answers have been developed to guide assessors. However, it is important to note that ākonga/learners’ 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   1. 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 ākonga/learner and context. 2. All evidence such as videos, audio, pictures etc. must be attached to the ākonga/learner’s paper-based copy of the Ākonga/learner Guidelines, when moderation is required, thus verifying the ākonga/learner’s own work. If the ākonga/learner is unable to record the answers on their paper-based copy, their Supported Learning Teacher or Teacher aide must do so. If the ākonga/learner is part of a group when carrying out tasks, the assessment evidence must reflect the ākonga/learner’s ability to achieve each task independently. 3. Evidence collected for this assessment can be attributed to the ākonga/learner 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 ākonga/learner ’s performance. |

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| BEFORE THE ASSESSMENT  Over the weeks prior to this assessment, ākonga/learner s must have had sufficient teaching and learning opportunities to be familiar with the following:   * Personal safety – an individual’s ability to go about their everyday life free from the threat or fear of psychological, emotional, or physical harm. * A range of strategies to maintain personal safety across different contexts. |

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| PRE-ASSESSMENT ACTIVITY  To prepare ākonga/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 ākonga/learners to relate the assessment task to a meaningful, real context.  Ākonga/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 ākonga/learner to the answers. Ākonga/learners must still independently demonstrate their competency against this standard. |

**Evidence and Judgement Guidance**

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| **Unit standard** | 29301 | | | | |
| **Title** | Demonstrate strategies to ensure personal safety | | | | |
| **Level** | 1 | **Credits** | 4 | **Version** | 3 |

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| Outcome 1: Demonstrate strategies to ensure personal safety. Range: personal safety may include but is not limited to – ICT, community, environmental, financial, emotional. | |
| 1.1 Strategies are identified in terms of personal safety in specified situations.  Range: evidence of two strategies for each of four situations. | |
| Evidence for Achievement | Judgements for Achievement |
| **Part 1**  **Two** strategies for personal safety are identified, for each of the **four** situations.  See sample answers for one situation. | The strategies that are identified for personal safety are appropriate and actionable by the ākonga/learner in the context of each specified situation. |
| 1.2 Strategies for personal safety demonstrated are appropriate to specified situations.  Range: evidence of one strategy for each of four situations. | |
| Evidence for Achievement | Judgements for Achievement |
| **Part 2**  **One** strategy for personal safety is demonstrated by the ākonga/learner that are appropriate to each of the **four** situations.  See sample answers for one situation. | The strategies demonstrated are appropriate for the situations to avoid risks and ensure personal safety. Evidence supplied demonstrates that the strategies have been carried out appropriately. |

**Demonstrate strategies to ensure personal safety**

**Instructions for the ākonga/learner :**

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| 1. **Do ALL parts of this assessment.** 2. **Ask your assessor if you need help to understand something better.** 3. **Answer in a way that is easiest for you (e.g. drawing, recording voice memos, speaking to your helper, taking photos).** |

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| Conditions of Assessment | |
|  | * A person looking at his phone    Description automatically generatedPart One of the assessment will be done by the ākonga/learner (with support if necessary). * Part Two of the assessment will be verified by the assessor. * 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. * 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 ākonga/learner ’s day-to-day living that may include but is not limited to workplace, educational setting or within the community. |

**Demonstrate strategies to ensure personal safety**

A beach surrounded by trees

Description automatically generated with low confidence

Assessment Task

This assessment task has two parts. You need to:

Examples provided for ākonga/learners in the their guidelines are included in the AG in blue. Additional examples are provided in red in the AG for the assessor. These examples are not necessarily representative of the general expectation of ākonga/learner ability. They are designed to help explain the requirements of the task and provide ideas for planning and teaching.

Assessment – Part 1

**1a.** Below are examples of situations where personal safety can be an issue. You can use the pictures below to help you think of situations where your safety might be at risk.

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| A person riding a bicycle on the street  Description automatically generated |  | A blurry image of a keyboard  Description automatically generated with low confidence |
| A picture containing tree, outdoor, water, sky  Description automatically generated | Yellow lines painted on the road  Description automatically generated | A pot on a stove  Description automatically generated |
| A picture containing bag, car seat, leather  Description automatically generated | A picture containing indoor, wall, colorful  Description automatically generated | A close-up of grass on a beach  Description automatically generated |

**1b.** Identify four different situations where your personal safety might be at risk.

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| **Situation 1:** | **Situation 2:** |
| **Situation 3:** | **Situation 4:** |

**1c.** Complete the table below, where you need to **identify** **two strategies** or ways to maintain personal safety **in each of the four situations**.

* Identify strategies that are realistic and appropriate to you.

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| **Situation** | **Strategies** |
| **Example:**  *A day at the beach.* | **Strategy 1:**  *I will apply sunscreen and wear a hat to avoid getting sunburnt.*  **Strategy 2:**  *I will swim between the flags at the patrolled end of the beach, so I don’t get into trouble in the water.* |
| **Situation 1:** | **Strategy 1:**  **Strategy 2:** |
| **Situation 2:** | **Strategy 1:**  **Strategy 2:** |
| **Situation 3:** | **Strategy 1:**  **Strategy 2:** |
| **Situation 4:** | **Strategy 1:**  **Strategy 2:** |

**1d.** There are different ways you could record how you maintained personal safety, e.g.

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| **A hand holding a phone  Description automatically generated with medium confidenceKeeping notes on your device** | **A person writing on a piece of paper  Description automatically generatedKeep a journal or diary** |
| **A person writing on a paper  Description automatically generated with low confidenceRegular reporting to your teacher** | **A person taking a picture of a family dinner  Description automatically generated with low confidencePhoto or video evidence** |

Plan how you will record your efforts to maintain your safety:

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| ***Plan for recording evidence of you using safety strategies for Situation 1:*** | ***Plan for recording evidence of you using safety strategies for Situation 2:*** |
| ***Plan for recording evidence of you using safety strategies for Situation 3:*** | ***Plan for recording evidence of you using safety strategies for Situation 4:*** |

Assessment – Part 2

For this part of the assessment you need to **demonstrate one strategy** you used to maintain your safety for each of the **four** **situations**:

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| **Situation** | **Strategy used** | **Completed by:** | **Comments on ākonga/ākonga/learner performance** |
| **Example**  *A day at the beach.* | **Strategy:**  *I applied sunscreen and wore a hat to avoid getting sunburnt.* | **Evidence:**  *Photos and Teacher observation****.***  **Verified by:** *Natalie Adams**(Teacher)*  **Date:** *23/08/23* | **Assessor Notes.**  *Hone supplied photographs of him wearing a hat at the beach and applying sunscreen. His teacher aide observed him regularly reapplying sunscreen. They also noted that he kept his hat on during his time at the beach.*  *Hone supplied photographs taken of him swimming between the flags.* |
| **Situation 1.**  *Walking home from school safely.* | **Strategy used:**  *I looked up when I was walking around and didn’t look at my phone.* | **Evidence:**  *Hone’s brother took a video clip of him walking home and using the strategies he had identified to keep himself safe.*  **Verified by:** *Gary Belchamber*  **Date:** *16th June 2023* | **Assessor Notes:**  *Hone has been observed walking home from school. He used walkways through hazardous areas.*  *I observed Hone put his phone in his bag prior to walking home from school, to avoid distractions and keep safe.* |
| **Situation 2.** | **Strategy used:** | **Evidence:**  **Verified by:**  **Date:** | **Assessor Notes:** |
| **Situation 3.** | **Strategy used:** | **Evidence:**  **Verified by:**  **Date:** | **Assessor Notes:** |
| **Situation 4.** | **Strategy used:** | **Evidence:**  **Verified by:**  **Date:** | **Assessor Notes:** |

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| **OUTCOMES AND PERFORMANCE CRITERIA**  **Outcome 1**: Demonstrate strategies to ensure personal safety.  **Range**: personal safety may include but is not limited to – ICT, community, environmental, financial, emotional.  **Performance criteria:**  **1.1** - Strategies are identified in terms of personal safety in specified situations.  **Range**: **Evidence of two strategies for each of four situations.**  **1.2** - Strategies for personal safety demonstrated are appropriate to specified situations.  **Range**: **Evidence of one for each of four situations.**  **ĀKONGA/LEARNER EVIDENCE** - Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  | | --- | --- | | **Strategies identified -**  Strategies are identified in terms of personal safety in specified situations.  ***Evidence of two appropriate personal safety strategies identified for each of four situations.*** | **Strategies demonstrated-**  *Strategies for personal safety demonstrated are appropriate to specified situations.*  ***Evidence of one appropriate personal safety strategy used in each of four situations.*** | | Achieved  Not Achieved | Achieved  Not Achieved | | | | |
| **Overall Performance Outcome: Achieved  Not Achieved** | | | |
| Assessor’s Attestation:  I confirm the following:   * the ākonga/learner has adequacy of knowledge and performance. * the assessment complied with relevant health and safety practices. * the ākonga/learner ’s likely repeatable competence in the future. | | | |
| **Assessor Name:** |  | **Assessor Signature:** |  |
| **Date:** |  | **Position Held:** |  |