**Supported Learning Assessment Support Material**

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| **Unit standard** | 29302 | | | | |
| **Title** | Demonstrate interpersonal skills in familiar contexts | | | | |
| **Level** | 1 | **Credits** | 4 | **Version** | 3 |



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/learners 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 Learners (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/learner’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   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/learners must have had sufficient teaching and learning opportunities to be familiar with the following:   * Interpersonal skills – the ability to interact or communicate well with other people. Examples of interpersonal skills that are used every day when interacting with others can be found in Appendix 1. * A range of strategies for appropriate interpersonal interactions. |

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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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| Outcome 1Demonstrate interpersonal skills in familiar contexts | |
| 1.1 Interpersonal skills demonstrated are appropriate to the desired outcomes and the context, when relating to one other familiar person  Range: evidence of two interpersonal skills for each of two situations | |
| Evidence for Achievement | Judgements for Achievement |
| **Observation 1**  At **least** **two** interpersonal skills are demonstrated by the ākonga/learner that are appropriate for the context and the desired outcome, for each of **two** situations when relating to a familiar person.  See sample answer for one interpersonal skill. | The interpersonal skills observed are appropriate to the person the ākonga/learner is relating to and the context where the interaction takes place. The desired outcome of the interaction is met. |
| 1.2 Interpersonal skills demonstrated are appropriate to the desired outcomes and the context, when relating to a group of familiar people.  Range: evidence of two interpersonal skills in one group situation. | |
| Evidence for Achievement | Judgements for Achievement |
| **Observation 2**  At least **two** interpersonal skills are demonstrated by the ākonga/learner that are appropriate for the situation and the desired outcome, when relating to a group of familiar people. | The interpersonal skills observed are appropriate to the group of people the ākonga/learner is relating to and the situation where the interaction takes place. The desired outcome of the interaction is met. |

**Demonstrate interpersonal skills in familiar contexts**

**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 picture containing person, indoor, crowd    Description automatically generatedThe activity will be done by the ākonga/learner and 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, using the examples provided. * Assessments should be carried out in situations that are limited in range, repetitive, and familiar and employed within closely defined contexts. They should 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 interpersonal skills in familiar contexts**

A picture containing person, indoor

Description automatically generated

Assessment Task

For this assessment, in class time, your teacher will observe you talking to:

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| Your teacher will observe your use of interpersonal skills. Interactions occur naturally, and you may not know you are being observed. Your teacher will discuss the observation with you after it has taken place. |

**Interpersonal Skills**

Interpersonal skills include actively listening, sharing ideas, resolving conflict, negotiating. The diagram below shows some examples of skills that are used every day when interacting with others.

Think back over the last few days and write down some of the interpersonal skills you have used (including who you used them with and where you were).

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The skills needed for interpersonal communication also includes messages which are expressed through non-verbal behaviours. Non-verbal communication includes facial expressions, the tone and pitch of the voice, gestures displayed through body language and the physical distance between the people communicating. These non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication.

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|  | A person shaking hands with another person  Description automatically generated with medium confidence | A picture containing person  Description automatically generated |
|  |  | A person and person sitting on a bench  Description automatically generated |

Make a note of some of the non-verbal behaviours that the people in these photos are using to help them with their interpersonal communication.

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Assessment/Observation 1 – Two interactions with one familiar person

**The following observation sheet will be completed by your assessor:**

| Interactions | Interpersonal Skills observed | Comments on ākonga/learner performance |
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| ***Example:***  *Discussing plans to go on a planned trip with friend (Chris).* | * *Sharing ideas.* * *Negotiating.* * *Nodding in agreement.* | *Tama was also able to plan a trip with his classmate by sharing ideas.*  *They negotiated on aspects of the plan they would both enjoy.* |
| **Interaction 1 with…** |  |  |
| **Interaction 2 with…** |  |  |

**Assessment/Observation 2 – Interaction with a group of familiar people**

**The following observation sheet will be completed by your assessor:**

| Interactions | Interpersonal Skills observed | Comments on ākonga/learner performance |
| --- | --- | --- |
| **Example:**  *Working with classmates to host an afternoon tea (with food and tea and coffee) for families of the class.* | * *Resolving conflict.* * *Working with others.* | *Tama had to work with his class to host an afternoon tea for families. He had a disagreement with his classmates over his role on the day; however, Tama was able to resolve this by talking through an alternative role he could take and the sharing of responsibilities on the day. He worked closely with others which ensured the success of the event.* |
| **Interaction 1 with a group of familiar people…** |  |  |
| **Interaction 2 with a group of familiar people…** |  |  |

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| **OUTCOMES AND PERFORMANCE CRITERIA**  **Outcome 1**: Demonstrate interpersonal skills in familiar contexts.  **Range**: Interpersonal skills may include but are not limited to – actively listening, sharing of ideas, resolving conflict, negotiating.  **Performance criteria:**  **1.1** - Interpersonal skills are appropriate to the desired outcomes and the context, when relating to one other familiar person.  **Range**: **Evidence of two interpersonal skills for each of two situations.**  **1.2** - Interpersonal skills are appropriate to the desired outcomes and context, when relating to a group of familiar people.  **Range**: **Evidence of two interpersonal skills in one group setting.**  **ĀKONGA/LEARNER EVIDENCE** -Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  | | --- | --- | | **Situation 1 -**  Interpersonal skills are appropriate to the desired outcomes and the context, when relating to one other familiar person.  ***Evidence of two interpersonal skills issue for each of two situations.*** | **Situation 2 -**  Interpersonal skills are appropriate to the desired outcomes and context, when relating to a group of familiar people.  ***Evidence of two interpersonal skills in one group setting.*** | | **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:** |  |