**Supported Learning Assessment Support Material**

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| **Unit standard** | 29305 | | | | |
| **Title** | Set personal goals and carry out a plan designed to achieve personal goals | | | | |
| **Level** | 1 | **Credits** | 5 | **Version** | 3 |

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# 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 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)* [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 an 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 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. |
| 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:   * Setting specific and measurable goals * Breaking goals into achievable steps * Make a plan to achieve goals * Evaluating effectiveness of plans to achieve goals * Different contexts for wants and needs |
| 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 assists learners to relate the assessment task to a real and meaningful 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 1Set personal goals | |
| 1.1 Personal goals are set in terms of identified wants and needs.  Range: goals must be – specific, measurable;  contexts for wants and needs may include but are not limited to – social, practical, educational, physical, vocational needs;  evidence of two goals is required, each in a different context. | |
| Evidence for Achievement | Judgements for Achievement |
| **Part 1**  At least **two** personal goals are set, each in different contexts, based on ākonga/learners ’s needs and wants.  See sample answer for one personal goal. | Goals match ākonga/learners ’s realistic aspirations. Goals are achievable, specific, measurable, relevant, and appropriate to the ākonga/learners . |
| 1.2 Goals are broken down into achievable steps. | |
| Evidence for Achievement | Judgements for Achievement |
| **Part 2**  At least **two** goals are broken down into at least **three** achievable steps by the ākonga/learners . | Steps are practical and do-able for the ākonga/learners . |

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| Outcome 2Set personal goals and carry out a plan designed to achieve personal goals | |
| 2.1 Plan is carried out towards achieving goals, within a specified timeframe.  Range at least three steps are carried out for each goal. | |
| Evidence for Achievement | Judgements for Achievement |
| **Part 3**  At least **three** steps on the plan are carried out to achieve each of **two** goals. | Steps are carried out according to plan. Any deviation from the plan is appropriate and beneficial to achieving each of at least **two** goals. |
| 2.2 Plan is evaluated in terms of its effectiveness. | |
| Evidence for Achievement | Judgements for Achievement |
| **Part 4**  Evaluation includes identifying the benefits, disadvantages and possible improvements. | Evaluation accurately and honestly reflects the effectiveness of the plan for the ākonga/learner for each of at least **two** goals. |

**Set personal goals and carry out a plan designed to achieve personal goals**

**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 indoor, decorated    Description automatically generatedParts One and Two of the assessment will be done with the assessor. * Part Three of the assessment will be done by the ākonga/learner . * Part Four of the assessment will be done with the assessor. * 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 ākonga/learner ’s day-to-day living that may include but is not limited to workplace, educational setting or within the community. |

**Set personal goals and carry out a plan designed to achieve personal goals**

**Calendar

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Assessment Task

This assessment task has four parts. You need to:

Assessment – Part 1

Set at least two personal goals based on your wants and needs, each within a different context. Here are some contexts you can choose from:

|  |  |
| --- | --- |
| **Home** | **A group of people sitting at desks in a classroom  Description automatically generated with medium confidenceSchool** |
| **Work** | **A picture containing outdoor, person, water, person  Description automatically generatedOther contexts, like sports or music** |

\*Where necessary, the assessor may assist the ākonga/learner to ensure the personal goals they have set are appropriate and relevant to them, specific and measurable.

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

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| Context | Goal |
| **Example:**  Fitness | Be able to swim one length of the pool. |
| 1. School | I need to improve my reading. I want to go up one year in reading age, in just one or two terms. |
|  |  |

Assessment – Part 2 and Part 3

Break each goal into achievable steps and carry out your plan.

# EXAMPLE PLAN

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **My plan to compete in a bike race**  **Name: Atawhai Kingi** | | | | |
| Steps  (plan and write each step) | How will you do this step? | How long will it take? | Tick when completed | Get your helper to date and sign when you have completed it |
| **Step 1:**  Enter into the race | Go to the stadium and tell them I want to enter into the Weet-Bix Triathlon. | One hour | **✓** | **Chris Brain**  **31.01.22** |
| **Step 2:**  Get fit for riding my bike. | I will go on a bike ride every day. | When I go for a bike ride, I will go for at least an hour. | **x** | **Chris Brain**  **05.03.22** |
| **Step 3:**  Turn up for the race. | I will get mum to drop me off at the starting line before the race starts. | It takes 20 minutes to drive to where the race starts. | **✓** | **Chris Brain**  **19.05.22** |
| **Step 4:**  Complete the race. | I will bike in the race until I have finished it. | The race could take me 1–2 hours to finish. | **✓** | **Chris Brain**  **11.12.22** |

# Plan One – to achieve a personal goal

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| --- | --- | --- | --- | --- |
| **My plan is to…**  **Ākonga/learner’s name:** | | | | |
| Steps: | How will you do this step? | How long will it take? | Tick when completed | Assessor to sign and date when you have completed it |
| **Step 1:** |  |  |  |  |
| **Step 2:** |  |  |  |  |
| **Step 3:** |  |  |  |  |
| **Step 4:** |  |  |  |  |

**Plan Two - to achieve a personal goal**

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| --- | --- | --- | --- | --- |
| **My plan is to…**  Ākonga/learner’s name: | | | | |
| Steps: | How will you do this step? | How long will it take? | Tick when completed | Assessor to sign and date when you have completed it |
| **Step 1:** |  |  |  |  |
| **Step 2:** |  |  |  |  |
| **Step 3** |  |  |  |  |
| **Step 4:** |  |  |  |  |

Assessment – Part 4

Evaluate your plan.

Example:

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| Did you achieve your goal?  *(You do not have to achieve your goal to be awarded this standard)* |
| Yes |
| How did your plan help you with your goal? |
| My plan made me enter the race, train for it, and turn up to the race on time. |
| What did you like about your plan? |
| I liked that I entered the race before I started training. It helped me break down the race into steps that were easy to do. |
| How could you make your plan better? |
| I could plan to bike only three days a week. Planning to bike every day was too much work and I didn’t always do it. |

Evaluation of Goal 1:

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| --- |
| Did you achieve your goal?  *(You do not have to achieve your goal to be awarded this standard)* |
|  |
| How did your plan help you with your goal? |
|  |
| What did you like about your plan? |
|  |
| How could you make your plan better? |
|  |

Evaluation of Goal 2:

|  |
| --- |
| Did you achieve your goal?  *(You do not have to achieve your goal to be awarded this standard)* |
|  |
| How did your plan help you with your goal? |
|  |
| What did you like about your plan? |
|  |
| How could you make your plan better? |
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| **OUTCOMES AND PERFORMANCE CRITERIA**  **Outcome 1: Set personal goals.**  **Performance Criteria**  **1.1:** Personal goals are set in terms of identified wants and needs.  **Range**: Goals must be – specific, measurable; contexts for wants and needs may include but are not limited to – social, practical, educational, physical, vocational needs; **evidence of two goals are required, each in a different context.**  **1.2:** Goals are broken down into achievable steps.  **Outcome 2: Carry out a plan designed to achieve set goals.**  **Performance Criteria**  **2.1:** Plan is carried out towards achieving goals within a specified timeframe.  **Range:** **Evidence of at least three steps are carried out for each goal**.  **2.2:** Plan is evaluated in terms of its effectiveness.  **ĀKONGA/LEARNER EVIDENCE -** Name**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Outcome 1 -** Personal goals are set in terms of identified wants and needs.  *Goals must be – specific, measurable; contexts for wants and needs may include but are not limited to – social, practical, educational, physical, vocational needs****; evidence of two goals are required, each in a different context.*** | **Outcome 1 -**  Goals are broken down into achievable steps. | **Outcome 2 -**  Plan is carried out to achieve set goals.  ***Evidence that at least three steps have been carried out for each goal.*** | **Outcome 2 -**  Plan is evaluated in terms of its effectiveness. | Assessor Grade | | | | |
| **Overall Performance Outcome: Achieved  Not Achieved** | | | |
| **Overall comments:** Atawhai ensured that each goal was specific and measurable. The planning and reflection were very good. | | | |
| Assessor’s Attestation:  I confirm the following:   * the ākonga/learner has adequacy of knowledge and performance * the assessment complied with relevant health and safety, and legislative requirements * the ākonga/learner’s likely repeatable competence in the future. | | | |
| **Assessor Name:** |  | **Assessor Signature:** |  |
| **Date:** |  | **Position Held:** |  |