**Supported Learning Assessment Support Material**

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| **Unit standard** | 32929 | | | | |
| **Title** | Maintain routines in a limited range of repetitive and familiar situations within defined contexts | | | | |
| **Level** | 1 | **Credits** | 5 | **Version** | 1 |

A person playing a guitar

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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 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. The Ākonga/learner Guidelines provide **one** example 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. |

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:

* Routine - a task that a person does regularly, such as every day, every week, or every month
* Strategy – a plan that helps get things done at the right time, on a regular basis
* Different situations may include –
* At home
* At work
* At place of learning
* With family or whanau
* Social life
* In the community

In the context of this assessment, *maintain* means to keep up routines over an extended period of time: a minimum of a month to six months relevant to the routine.

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** | 32929 | | | | |
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| **Level** | 1 | **Credits** | 5 | **Version** | 1 |

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| Outcome: Maintain routines to a limited range of repetitive and familiar activities within defined contexts | | |
| 1.1 Routines are identified in terms of purpose and need.  Range: evidence of five routines. | | |
| Evidence for Achievement | | Judgements for Achievement |
| **Part 1**  Identification of **five** routines in terms of purpose and need. | | Ākonga/learner identified **five** routines they have. For each routine, the ākonga/learner explained their purpose and necessity. |
| 1.2 Routines are demonstrated to meet the purpose in accordance with health and safety practices.  Range: evidence of five routines in different situations. | | |
| Evidence for Achievement | | Judgements for Achievement |
| **Part 2**  Demonstration of **five** in a way that meets the purpose and complies with health and safety practices. | | Ākonga/learner clearly demonstrated how they complete each of **five routines.** Each routine was demonstrated in a way that meets the purpose of the routine and was compliant with health and safety practices. |
| 1.3 Strategies to maintain routines are identified to show time management.  Range: evidence of **one** strategy for each identified routine. | | |
| Evidence for Achievement | Judgements for Achievement | |
| **Part 1**  Identification of **one** strategy to maintain routine for each of **five** routines. | Ākonga/learner identified **one** suitable strategy to maintain a routine for each of **five routines**. Identified strategies showed how the ākonga/learner can effectively manage their time. | |
| 1.4 Routines identified are maintained over a period of time to show time management. | | |
| Evidence for Achievement | Judgements for Achievement | |
| **Part 2**  Maintenance of each of **five** routines for a period of one to six months. | Ākonga/learner maintained each of **five routines** for a period of one to six months to show they can effectively manage their time. | |

Examples provided for ākonga/learners in the SG 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.

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| Maintain routines to a limited range of repetitive and familiar activities within defined 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 person washing their hair  Description automatically generated | You will complete Part One of the assessment (with support if required).  Part Two of the assessment will be carried out with the assessor.  The assessor will specify the timeframe each routine in the assessment needs to be maintained over.  The assessor will unpack examples provided before you start the assessment tasks.  The assessor will make sure assessments are carried out in authentic situations that are relevant to your day-today living, limited in range, repetitive, and within closely defined contexts. Settings could include workplace, educational setting or within the community. |

**Maintain routines to a limited range of repetitive and familiar activities within defined contextsA picture containing person, kitchen, indoor, preparing

Description automatically generated**

# Assessment Task

This assessment task as **two** parts. You will be asked to:

# Assessment – Part 1

**1a.** Routines are commonplace tasks, chores, or duties performed at regular intervals, e.g. daily or weekly. You might have these routines at home, work, school, with whānau/family, with your friends or out in the local community. Some examples of routines people might have include having a shower, making the bed, getting a haircut, shaving, training in the gym, sports practice, drama rehearsals, or going to a class or course regularly. There are more examples here:

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| **A person sitting on the floor next to a dog  Description automatically generated with medium confidenceDaily mindful meditation** | **Visit the library on Tuesdays** | **Eat a salad every day** |
| **Get to my classes on time** | **Youth group on Fridays** | **Wash the dishes each day** |
| **Brush my teeth twice a day** | **A picture containing outdoor  Description automatically generatedSwim two days a week** | **Text, letter  Description automatically generatedRead before bed each night** |

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| **1b.** Make notes (in words or pictures) of some of the routines you already have…   * *Brushing my teeth once in the morning and once at night.* * *Making my bed after I get up each morning.* * *Getting my books and pens out ready to start each class.* |

Some of the routines you have might just be patterns of behaviour that you have picked up for no particular reason. It might not matter if you changed those routines. For example, you might always put your left shoe on before your right shoe, but it probably wouldn’t matter if you switched them. Other routines are required because it is essential, for example you might always walk home the same way each day, and you have to do that because otherwise you might not remember the way.

For this assessment, you need to:

* Identify five routines which you have require or have a need for in different situations.
* Consider any health and safety risks, and how to address any of these issues.
* Identify at least one strategy per routine that would support you to manage your time well.
* Demonstrate that you can maintain (keep up) these routines for at least a month or up to six months, depending on the type of routine.
* Have evidence that you have demonstrated these five routines safely, using strategies to support you to manage time, and that the routines supported your needs in different situations.

**1b.** Since you need to identify routines in terms of purpose or need, start by thinking about your needs, and brainstorm ideas for routines that could help you to meet your needs.

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| *Catching the bus to school on my own, so that I can start to get used to using public transport.*  *Playing basketball at the park with my friends on a Friday after school then walking home with them to increase my independence.*  *Adding due dates, rehearsals, and practices to a calendar, so that I can see what is coming up and so I am better at meeting deadlines.*  *Riding my bike to school twice a week, to help me to prepare for our mountain biking camp.*  *Putting our classroom devices on to charge after using them, which would mean I would be less frustrated by them running out of battery.*  *Eating lunch every day because it would help me have energy for the rest of the day.*  *Going to sleep earlier so that I am able to get to school on time.*  Ideas for **ROUTINES** that would help me to meet my needs. |

**1c.** Review the ideas you came up with for 1b. (above) and **circle or highlight the five routines** you are going to demonstrate which will help you to meet your needs.

**1d.** Are there any health and safety risks you need take into consideration for your routines? Below are some of the health and safety risks that might need to be considered for different routines. Add your routines and any potential risks there might be and how you will address them.

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| **ROUTINE** | **POTENTIAL RISK** | **HOW TO ADDRESS RISK** |
| *Catch the bus to school.* | *Catch the wrong bus.* | *Nan to take me to the bus.* |
| *Playing basketball at the park.* | *Getting home late.* | *Set an alarm for leaving time.* |
| *Charging device after use.* | *Dropping device.* | *Put device down then plug it in.* |
| *Ride bike to school.* | *Accident.* | *Learn the road rules and practice with whaanau first.* |
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**1e.** Sometimes it is difficult to keep going with new routines. Korero/discuss with the people around you, the different strategies you could use to help you to maintain your routines. Use the kupu/words below to complete the cloze exercise. Fill in the gaps with some of the strategies people use to maintain routines.



*One strategy you can use to help you maintain routines is to make a \_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_ to keep track of your progress. Another thing you can do is to get someone to support you to limit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so you can stay focused. You might want to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ what order each of the steps should go in for some of the routines. You could also set some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and decide how you are going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your success. You could \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the most important tasks. For some routines, you might need to set a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so you know how long you have been working – or you might like to set an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so you know when to start or finish.*

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| ***PRIORITISE*** | ***PLAN*** | ***DISTRACTIONS*** |
| ***GOALS*** | ***CELEBRATE*** | ***TIMER*** |
| ***STAR-CHART*** | ***STEPS*** | ***ALARM*** |

You need to maintain these routines over a period of time and have evidence that you have demonstrated them in accordance with health and safety practice. You also need to show that you have used strategies to support effective time management. Consider how you will record this evidence, for example:

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| **A hand holding a phone  Description automatically generatedKeep 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 generatedRegular reporting to your teacher** | **A person taking a picture of a family dinner  Description automatically generatedPhoto or video evidence** |

**1f.** What are some other ways you can think of that you could use to collect evidence for this assessment?

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| * *Visual diary* * *Collage of photos* * *Signed note from home* |

# Assessment – Part 2

**2a.** **Plan the five routines you are going to maintain to help meet your needs in different contexts and situations** (a ‘situation’ is a set of circumstances or a location/place). For each of your chosen routines you need to think about whether there are any risks to health and safety that you would need to work around. You also need to identify strategies that you can use to help you to maintain your routines.

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| **FIVE**  **ROUTINES** | **PURPOSE/NEED MET BY ROUTINE** | **CONTEXT/SITUATION FOR THE ROUTINE** | **HEALTH & SAFETY CONSIDERATIONS** | **STRATEGIES TO MAINTAIN ROUTINE** | **EVIDENCE YOU WILL COLLECT** |
| ***Example:***  *Greeting classmates when I first see them each day.* | ***Purpose/Need:***  *Building better relationships with people in my class.* | ***Context/Situation:***  *Classroom at school.* | ***Health & Safety:***  *Might upset someone if I am too loud, so I will stand back from them.* | ***Strategies:***  *Stand by the door so I can greet people as they enter the classroom.* | ***Evidence:***  *The teacher aide can take a video clip of me greeting people.* |
| **Routine 1:**  *Adding due dates and rehearsals etc to a calendar.* | **Purpose/Need:**  *So that I can see what is coming up and be prepared for it.* | **Context/Situation:**  *Home and school.* | **Health & Safety:**  *Need to make sure I am not doing too much or that things don’t clash, which I stress about.* | **Strategies:**  *Check my calendar each day, and then get people to remind me when I need to add things.* | **Evidence:**  *I will have my journal with notes in it and my online calendar as evidence.* |
| **Routine 2:**  *Going to sleep earlier each night.* | **Purpose/Need:**  *Help me to wake up and get ready so I am at school on time.* | **Context/Situation:**  *Home and School.* | **Health & Safety:**  *I need to make sure that if I mess up that I am not too hard on myself about it. Mistakes are okay.* | **Strategies:**  *Set an automatic shut off time for my devices, then read for 20-30mins before going to sleep.* | **Evidence:**  *I can record a video diary each morning as I arrive at school, which will be time-stamped.* |
| **Routine 3:**  *Playing basketball with friends at the park.* | **Purpose/Need:**  *Increase my independence by walking home afterwards.* | **Context/Situation:**  *Community* | **Health & Safety:**  *It starts to get dark earlier and earlier, so I need to make sure I get home before dark.* | **Strategies:**  *Agree on a time I should leave and set an alarm so I know when it is time to go. Plus get someone to meet me at home.* | **Evidence:**  *Get my Nan to add a sticker to my star chart every time I get home on time.* |
| **Routine 4:** | **Purpose/Need:** | **Context/Situation:** | **Health & Safety:** | **Strategies:** | **Evidence:** |
| **Routine 5:** | **Purpose/Need:** | **Context/Situation:** | **Health & Safety:** | **Strategies:** | **Evidence:** |

**2b.** Now you need to put your plan into action. Your assessor will need to sign off the following:

* Five routines identified in terms of purpose and need.
* The five routines were demonstrated and maintained in accordance with health and safety practices.
* Strategies were identified to help manage time and maintain each of the routines.
* These routines were maintained over a period of time to show time management.

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| **ĀKONGA/LEARNER HAS IDENTIFIED FIVE ROUTINES  IN TERMS OF PURPOSE/NEED** | **ROUTINE CARRIED OUT  IN ACCORDANCE WITH  HEALTH & SAFETY PRACTICES** | **STRATEGIES IDENTIFIED  TO MANAGE TIME AND  MAINTAIN ROUTINE** | **EVIDENCE THAT ROUTINES MANAGED OVER A PERIOD OF TIME TO SHOW TIME MANAGEMENT** |
| **Routine 1**: ākonga/learner has identified routine in terms of purpose/need:  *Calendar was introduced to help keep track of due dates and rehearsals, which were often missed prior to this.* | Routine carried out in accordance with health & safety practices:  *Mindfulness has helped to manage frustration and outbursts. Calendar now used as a practical tool as well.* | Strategies identified to manage time and maintain routine:  *Struggled to remember to enter things to start with. Got the hang of it after a couple of weeks though.* | Evidence routines managed over a period of time to show time management:  *Online calendar used as evidence, and reflections in journal.* |
| **Routine 2**: ākonga/learner has identified routine in terms of purpose/need:  *Getting to school late had been an issue, so this routine was introduced to address that need.* | Routine carried out in accordance with health & safety practices:  *Mindfulness to address frustration and outbursts. Better sleep hygiene has helped self-regulation as well.* | Strategies identified to manage time and maintain routine:  *Getting caught up in online activities and games was an issue but setting them up to shut off has helped.* | Evidence that routines managed over a period of time to show time management:  *The video diaries have provided both evidence of the arrival time at school as well as a reflection tool.* |
| **Routine 3**: ākonga/learner has identified routine in terms of purpose/need:  *Thinking ahead to transition out of school, we had already identified increased independence as a goal.* | Routine carried out in accordance with health & safety practices:  *Whaanau had some concerns around safety, but everyone walked home together leaving when alarm went off.* | Strategies identified to manage time and maintain routine:  *First established how long it took to walk home, then agreed on time to be home by and set alarm.* | Evidence routines managed over a period of time to show time management:  *Sticker chart was helpful as it was motivating as well as a good way to monitor progress.* |
| **Routine 4**: ākonga/learner has identified routine in terms of purpose/need: | Routine carried out in accordance with health & safety practices: | Strategies identified to manage time and maintain routine: | Evidence routines managed over a period of time to show time management: |
| **Routine 5**: ākonga/learner has identified routine in terms of purpose/need: | Routine carried out in accordance with health & safety practices: | Strategies identified to manage time and maintain routine: | Evidence routines managed over a period of time to show time management: |

Assessor Name, Signature and Date:

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| **OUTCOMES AND PERFORMANCE CRITERIA**  **Outcome 1**: Maintain routines in a limited range of repetitive and familiar situations within defined contexts.  **Range**: Contexts for routines may include but are not limited to – home, work, study, family/whānau, social, community.  **Performance Criteria:**  **1.1** - Routines are identified in terms of purpose and/or need.  **Range**: **Evidence of five routines is required.**  **1.2** - Routines are demonstrated to meet the purpose in accordance with health and safety practices.  **Range**: **Evidence of five routines in different situations is required.**  **1.3** - Strategies to maintain routines are identified to show time management.  **Range**: **Evidence of one strategy for each identified routine.**  **1.4** - Routines identified are maintained over a period of time to show time management.  **ĀKONGA/LEARNER EVIDENCE** - Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  |  | | --- | --- | --- | --- | | **Purpose/Needs -** Routines are identified in terms of purpose and need.  ***Evidence that purpose and/or need established for each of the five routines****.* | **Health & Safety -** Routines are demonstrated to meet the purpose in accordance with health and safety practices.  ***Evidence of five routines established safely in different situations****.* | **Strategies -**  Strategies to maintain routines are identified to show time management.  ***Evidence at least one strategy used to manage time effectively for each of five routines****.* | **Routines demonstrated -**  Routines identified are maintained over a period of time to show time management.  ***Evidence that routines have been maintained over time.*** | | **Achieved  Not Achieved** | **Achieved  Not Achieved** | **Achieved  Not Achieved** | **Achieved  Not Achieved** | | | | |
| **Overall Performance Outcome: Achieved  Not Achieved** | | | |
| **Overall comments:** | | | |
| 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:** |  |