

## NZQA Assessment Support Material

<b>Unit standard</b>	<b>29298</b>				
<b>Title</b>	<b>Maintain routines and commitments (Supported Learning)</b>				
<b>Level</b>	1	<b>Credits</b>	8	<b>Version</b>	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/>

## 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. The Student 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 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.

## 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:

- Routine - a task that a person does regularly, such as every day, every week, or every month
- Commitment – a responsibility involving others over a period of time
- 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 and commitments over an extended period of time: a minimum of a month to six months relevant to the routine or commitment.

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

**FOR THE ASSESSOR:**

**Evidence and Judgement Guidance**

**Unit standard 29298**

<b>Title</b>	<b>Maintain routines and commitments (Supported Learning)</b>				
<b>Level</b>	1	<b>Credits</b>	8	<b>Version</b>	1

<b>Outcome 1</b>	
<b>Maintain routines and commitments (Supported Learning).</b>	
<b>1.1 Routines and commitments are identified in terms of purpose and need.</b> Range: evidence of five routines and three commitments.	
<b>Evidence for Achievement</b>	<b>Judgements for Achievement</b>
<b>Part 1</b> Identification of <b>five</b> routines and <b>three</b> commitments in terms of purpose and need. See sample answers for one routine and one commitment	Candidate identified <b>five</b> routines and <b>three</b> commitments they have. For each routine and commitment, the candidate explained their purpose and necessity.
<b>1.2 Routines and commitments are demonstrated to meet the purpose in accordance with health and safety practices.</b> Range: evidence of five routines and three commitments in different situations.	
<b>Evidence for Achievement</b>	<b>Judgements for Achievement</b>
<b>Part 2</b> Demonstration of <b>five</b> routines and <b>three</b> commitments in a way that meets the purpose and complies with health and safety practices. See sample answers for one routine and one commitment	Candidate clearly demonstrated how they complete each of <b>five</b> routines and <b>three</b> selected commitments. Each routine and commitment was demonstrated in a way that meets the purpose of the routine/commitment and was compliant with health and safety practices.
<b>1.3 Strategies to maintain routines and meet commitments are identified to show time management.</b> Range: evidence of <b>one</b> strategy for each identified routine and commitment.	
<b>Evidence for Achievement</b>	<b>Judgements for Achievement</b>
<b>Part 1</b> Identification of <b>one</b> strategy to maintain routine/commitment for each of <b>five</b> routines and <b>three</b> commitments. See sample answers for one routine and one commitment	Candidate identified <b>one</b> suitable strategy to maintain a routine/commitment for each of <b>five</b> routines and <b>three</b> commitments. Identified strategies showed how the learner can effectively manage their time.

1.4 Routines and commitments identified are maintained over a period of time to show time management.	
Evidence for Achievement	Judgements for Achievement
<p><b>Part 2</b></p> <p>Maintenance of each of <b>five</b> routines and <b>three</b> commitments for a period of one–six months.</p> <p>See sample answers for one routine and one commitment</p>	<p>Candidate maintained each of <b>five</b> routines and <b>three</b> commitments for a period of one to six months to show they can effectively manage their time.</p>

## Maintain routines and commitments (Supported Learning)



### ASSESSMENT

Name: .....

Date: .....

#### CONDITIONS OF ASSESSMENT



- Part One of the assessment will be done in conjunction with the assessor.
- Parts Two and Three of the assessment will be carried out by the candidate.
- Each routine and commitment in the assessment will be maintained over a timeframe set by the assessor.
- Before the assessment tasks, an introduction to the assessment should be given, using the examples provided.
- 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 candidate's day-to-day living that may include but is not limited to workplace, educational setting or within the community.

## Assessment Task

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

**1**

Identify **five** routines and **three** commitments you have in different situations in terms of purpose and need; and one strategy to maintain each of them.

**2**

Demonstrate your **five** routines and **three** commitments and maintain them over an extended period (one-six months).

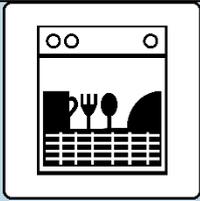
### Part 1 Assessment



1a. Think of **five** routines that you have in different situations.

*\*Where necessary, the assessor may assist the candidate to ensure the routines are identified in terms of purpose and need.*

Examples of some routines.

 <p><b>Making your bed each day</b></p>	 <p><b>Brushing your teeth each day</b></p>	 <p><b>Vacuuming the living room each week</b></p>
 <p><b>Mowing the lawns each week</b></p>	 <p><b>Attending a community or religious group each week.</b></p>	 <p><b>Emptying the dishwasher</b></p>
	 <p><b>Shopping for household items each month</b></p>	

In the tables below, describe each of your routines and identify your strategies for maintaining them.

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

**Example:**

What is the routine?	Taking the wheelie bin out. 
How often do you do it?	Once a week – every Tuesday morning at 9am.
What is the purpose of your routine?	So that the rubbish collectors can take the rubbish to the dump.
Why do you need to have this routine?	I need this routine so that my wheelie bin is emptied every week and doesn't overflow with rubbish and get smelly.
What is one strategy you have to maintain this routine and manage your time?	I write a note on the Tuesday pages of my weekly planner to 'take the bin out'. I always check my diary every morning, while I am eating my breakfast.

**Routine 1:**

What is the routine?	<i>Making my breakfast each morning.</i>
How often do you do it?	<i>I make my breakfast each day before work.</i>
What is the purpose of your routine?	<i>So that I have something in my stomach before I go to work.</i>
Why do you need to have this routine?	<i>Eating breakfast before going to work will give me energy to do my work tasks.</i>
What is one strategy you have to maintain this routine and manage your time?	<i>I set my alarm for 6.30am every morning. This gives me enough time to make and eat my breakfast before I go to work.</i>

**Routine 2:**

What is the routine?	
How often do you do it?	
What is the purpose of your routine	
Why do you need to have this routine?	
What is one strategy you have to maintain this routine and manage your time?	

**Routine 3:**

What is the routine?	
How often do you do it?	
What is the purpose of your routine	
Why do you need to have this routine?	
What is one strategy you have to maintain this routine and manage your time?	

**Routine 4:**

What is the routine?	
How often do you do it?	
What is the purpose of your routine?	
Why do you need to have this routine?	
What is one strategy you have to maintain this routine and manage your time?	

**Routine 5:**

What is the routine?	
How often do you do it?	
What is the purpose of your routine?	
Why do you need to have this routine?	
What is one strategy you have to maintain this routine and manage your time?	

1b. Think of **three** commitments that you have in different situations.

*\*Where necessary, the assessor may assist the candidate to ensure the commitments are identified in terms of purpose and need.*

Examples of some commitments.



In the tables below, describe each of your commitments and identify your strategies for maintaining them.

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

**Example:**

What is the commitment?	<p><i>Movie club</i></p> 
How often do you do it?	<i>On the last Friday of every month</i>
What is the purpose of this commitment?	<i>To watch a movie with my friends.</i>
Why do you need to have this commitment?	<i>To see my friends on a regular basis and to watch a new movie.</i>
What is one strategy you have to maintain this commitment and manage your time?	<i>I have a calendar in my kitchen, so on the last Friday of every month, I write 'Movie Club'. Every time I look at the calendar, I know when Movie Club is.</i>

### Commitment 1:

What is the commitment?	<i>Teaching Sunday School</i>
How often do you do it?	<i>Every Sunday morning</i>
What is the purpose of this commitment?	<i>To teach children about Jesus and the Bible</i>
Why do you need to have this commitment?	<i>I need to be committed to teaching Sunday school, so the children have a teacher each week.</i>
What is one strategy you have to maintain this commitment and manage your time?	<i>I set my alarm for 8am every Sunday morning so that after I have had breakfast, I can walk to church in time for it to start at 9.30am.</i>

### Commitment 2:

What is the commitment?	
How often do you do it?	
What is the purpose of this commitment?	
Why do you need to have this commitment?	
What is one strategy you have to maintain this commitment and manage your time?	



**Commitment 3:**

What is the commitment?	
How often do you do it?	
What is the purpose of this commitment?	
Why do you need to have this commitment?	
What is one strategy you have to maintain this commitment and manage your time?	

## Part 2 Assessment



2a. Carry out each of the **five** routines and **three** commitments in different situations and record them in the table below.

*\*For the assessor, sample answers are provided below, in red*

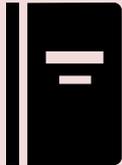
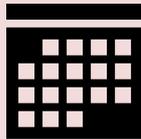
### Observation checklist

Routine/Commitment	Name and position of observer	Date observed	Observer's signature to confirm that routine/commitment was completed in accordance with purpose and health and safety practices.
<b>EXAMPLE:</b> Taking the wheelie bin out.	Anne Smithers	07/07/19	<i>A.M.Smithers</i>
Routine 1: <i>Making my breakfast each morning.</i>	<i>Johnny Dodds</i>	<i>05/07/19</i>	<i>J.P.Dodds</i>
Routine 2:			
Routine 3:			
Routine 4:			
Routine 5:			
Commitment 1: <i>Teaching Sunday School</i>	<i>Ian Lange</i>	<i>11/08/19</i>	<i>Ian John Lange</i>
Commitment 2:			
Commitment 3:			

2b Maintain your **five** routines and **three** commitments for an extended period of time (one-six months).

*\*Where necessary, the assessor may assist the candidate to decide how they will record the way in which they maintain their routines and commitments to show they can effectively manage their time*

You can record how you maintain your routines and commitments in a number of ways.

 <p><b>Keeping a journal</b></p>	 <p><b>Using video evidence</b></p>
 <p><b>Reporting to your teaching or another person regularly</b></p>	 <p><b>Keeping a diary</b></p>

Use the following table to outline how you will keep records of how you will maintain your routines and commitments.

*\*For the assessor, sample answers are provided below, in red*

Routine/Commitment	How you will record evidence of maintaining routines and commitments	How long you will record evidence of maintaining routines and commitments
<b>EXAMPLE:</b> <i>Taking the wheelie bin out</i>	<i>I will write it on my calendar every week and cross it off each time I take it out.</i>	<i>Three months.</i>
Routine 1: <i>Making my breakfast each morning.</i>	<i>I will keep a daily food diary</i>	<i>One month</i>
Routine 2:		
Routine 3:		
Routine 4:		
Routine 5:		
Commitment 1: <i>Teaching Sunday School</i>	<i>I will take a picture every week of my Sunday School class.</i>	<i>One month</i>
Commitment 2:		
Commitment 3:		

Once you have maintained each of routines and commitments for a period of time, your assessor will complete the following checklist.

### Assessor's checklist

Routine/commitment	Maintained for required period of time (✓ or x)	Evidence provided by candidate (✓ or x)
Routine 1:		
Assessor Comments:		
Routine 2:		
Assessor Comments:		
Routine 3:		
Assessor Comments:		
Routine 4:		
Assessor Comments:		
Routine 5:		
Assessor Comments:		
Commitment 1:		
Assessor Comments:		
Commitment 2:		
Assessor Comments:		
Commitment 3:		
Assessor Comments:		
I confirm that the learner has maintained each of their five identified routines and three identified commitments for a period of at least one month to six months.		
Assessor name:		Date:
Signature:		

Overall Performance Outcome:      **Achieved**       **Not Achieved**

**Overall comments:**

*The candidate identified, demonstrated, and maintained each of five routines and three commitments over a period of time. They identified one strategy for each routine and commitment.*

**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.

<b>Name:</b>		<b>Signature:</b>	
<b>Date:</b>		<b>Position Held:</b>	