

## NZQA Assessment Support Material

<b>Unit standard</b>		<b>29299</b>			
<b>Title</b>	<b>Access and use facilities and services in the community (Supported Learning)</b>				
<b>Level</b>	1	<b>Credits</b>	4	<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. 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 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:

- **Facilities** – buildings or equipment that are provided for a particular purpose e.g. public swimming pool, library, sports facilities, social clubs.
- **Services** – organisations or people that provide help or meet needs in the community e.g. medical services, income support, family planning, disability organisations, support groups.

## 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 29299

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#### Outcome 1

#### Access and use facilities and services in the community (Supported Learning)

Range: facilities may include but are not limited to – public swimming pool, library, sports facilities, social clubs;  
services may include but are not limited to – medical services, income support, family planning, disability organisations, support groups.

#### 1.1 Facilities and services in the community are described in terms of their purpose.

Range: evidence of two facilities and three services.

Evidence for Achievement	Judgements for Achievement
<p><b>Part 1</b></p> <p><b>Two</b> facilities and <b>three</b> services are described in terms of their purpose in the community.</p> <p>See sample answers for one facility and one service.</p>	<p>Purpose described, reflects the function of the community facilities and services, relevant to the candidate.</p>

#### 1.2 Community facilities and services are accessed and actively used to meet specified needs.

Range: evidence of three facilities/services;  
must include at least one facility and one service.

Evidence for Achievement	Judgements for Achievement
<p><b>Part 2</b></p> <p>Evidence of <b>three</b> facilities/services accessed and actively used to meet a specific need.</p> <p>See sample answers for one facility and one service.</p>	<p><b>Three</b> facilities/services were accessed independently by the candidate and used to meet their specified need/s.</p> <p>Evidence must show at least <b>one</b> facility and <b>one</b> service.</p>

**Access and use facilities and services in the community (Supported Learning)****ASSESSMENT**

Name: .....

Date: .....

**CONDITIONS OF ASSESSMENT**

- Part One of the assessment will be done in conjunction with the assessor.
- Part Two of the assessment will be carried out by the candidate.
- This 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 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 has two parts. You will be asked to:

- 1 Describe the facilities and services in your community.
- 2 Access and use facilities and services in your community to meet specified needs.

Here is a picture of a **facility** and a **service** that are available in a Polytechnic community.

**Facility**



**A library**

**Service**



**A health clinic**

## Part 1 Assessment



1. Name **two** facilities in your community and describe what they are used for.

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

*\*The assessor should encourage the student to select a range of facilities, noting that at least one of them will be used in Part 2 of this assessment.*

### Example

Facility: *Big Wave Aquatic Centre*

How is it used in my community?

- *for swimming lessons*
- *for swimming sports*
- *for fitness, for fun/leisure*
- *for parties*



### Facility 1: *My Town Library*

How is it used in my community?

- *to borrow books*
- *to study*
- *to find out information*
- *for a quiet and safe place to go*
- *to use the computer*
- *to read*

### Facility 2:

How is it used in my community?

2. Name **three** services in your community and describe what they are used for.

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

*The assessor should advise the student to select a range of services noting that at least one of them will be used in Part 2 of this assessment.*

**Example:**

Service: *My Town Family Clinic*

How is it used by my community?

- *for health advice*
- *for medications*
- *to see a doctor or a nurse*



**Service 1:** *My Town Citizens Advice Bureau*

How is it used by my community?

- *for advice about big decisions*
- *for legal advice*
- *for advice about right and responsibilities at work*
- *for advice about rights and responsibilities as a citizen*
- *for advice about rights and responsibilities as a tenant*

**Service 2:**

How is it used by my community?

**Service 3:**

How is it used by my community?



## Part 2 Assessment



For this part of the assessment you need to:

- ➔ a) Access and use **three** facilities and services in your community. You need to include at least **one** facility and **one** service.
- ➔ b) You will need to collect evidence to show that you have accessed these facilities and services.
- ➔ c) When you have accessed these facilities and services, complete the table below.

*\*Assessors need to ensure that the assessment tasks are done within the timeframe given.*

*\*For the assessor, a sample answer is provided below, in red.*

	A: Facility	B: Service
Name of facility or service	<i>My Town Library</i>	<i>My Town College Careers Service</i>
Date(s) accessed	<i>02/06/18</i>	<i>25/08/18</i>
How was the facility or service accessed?	<ul style="list-style-type: none"> <li>• <i>I filled out a form to join the library.</i></li> <li>• <i>I made sure that I had my library card with me.</i></li> <li>• <i>I asked for help to find the book that I wanted.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I made an appointment to see and advisor.</i></li> <li>• <i>Arrived at the service at the time and date of my appointment.</i></li> <li>• <i>I asked questions about how to write a C.V.</i></li> </ul>
What was the purpose of the visit?	<i>To borrow a book that gives information about travel to Italy.</i>	<i>To get help and advice when writing a C.V.</i>
What evidence of access to the service or facility have you included?	<ul style="list-style-type: none"> <li>• <i>Photocopy of my library card.</i></li> <li>• <i>Receipt for my book.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Photocopy of my appointment card</i></li> <li>• <i>Photocopy of the notes that the careers advisor gave to me.</i></li> </ul>

**To be completed by assessor:**

<b>Overall Performance Outcome:</b> <b>Achieved</b> <input checked="" type="checkbox"/> <b>Not Achieved</b> <input type="checkbox"/>			
<b>Overall comments:</b>  <i>Part 1</i> <i>Johnny was able to draw on his own experiences and class discussions to identify services and facilities in his community.</i>  <i>Part 2</i> <i>Facility: The visit to the pool was part of a group outing. However, Johnny paid the admission fee and used the changing rooms and the pool independently.</i> <i>Service: Johnny was able to recount his visit to the career counsellor, and the career career options the counsellor spoke to him about.</i>			
<b>Assessor's Attestation:</b> I confirm the following: <ul style="list-style-type: none"><li>• the learner has adequacy of knowledge and performance</li><li>• the assessment complied with relevant health and safety, and legislative requirements</li><li>• the learner's likely repeatable competence in the future.</li></ul>			
<b>Name:</b>		<b>Signature:</b>	
<b>Date:</b>		<b>Position Held:</b>	