

NZQA Assessment Support Material

Unit standard	29302				
Title	Demonstrate interpersonal skills in familiar contexts (Supported Learning)				
Level	1	Credits	4	Version	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:

- 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.

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.

Evidence and Judgement Guidance

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Outcome 1	
Demonstrate interpersonal skills in familiar contexts (Supported Learning)	
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
<p>Observation 1</p> <p>At least two interpersonal skills are demonstrated by the candidate that are appropriate for the context and the desired outcome, for each of two situations when relating to a familiar person.</p> <p>See sample answer for one interpersonal skill.</p>	<p>The interpersonal skills observed are appropriate to the person the candidate is relating to and the context where the interaction takes place. The desired outcome of the interaction is met.</p>
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
<p>Observation 2</p> <p>At least two interpersonal skills are demonstrated by the candidate that are appropriate for the situation and the desired outcome, when relating to a group of familiar people.</p>	<p>The interpersonal skills observed are appropriate to the group of people the candidate is relating to and the situation where the interaction takes place. The desired outcome of the interaction is met.</p>

Demonstrate interpersonal skills in familiar contexts (Supported Learning)**ASSESSMENT**

Name:

Date:

CONDITIONS OF ASSESSMENT

- The assessment will be done by the candidate.
- 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 candidate's day-to-day living that may include but is not limited to workplace, educational setting or within the community.

Assessment Task

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

1 one familiar person on **two** occasions, and

2 a group of familiar people on **one** occasion.


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.



Observation 1 – Interaction with one familiar person

The following observation sheet will be completed by your assessor.


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

Interactions	Interpersonal Skills observed	Comments on candidate performance
<p>Example Discussing plans to go on a planned trip with a friend.</p> 	<p>1 Sharing of ideas</p> <p>2 Negotiating</p>	<p>Johnny was also able to plan a trip with his classmate by sharing ideas.</p> <p>They negotiated on aspects of the plan they would both enjoy.</p>
<p>1. <i>Baking with a classmate for a bake sale at the learning institution's kitchen.</i></p>	<p>1. <i>Listening skills</i></p> <p>2. <i>Working with others.</i></p>	<p><i>Johnny was able to listen to and follow the instructions his classmate gave to bake for the bake sale.</i></p> <p><i>Johnny worked cooperatively with his classmate to make a cake for the bake sale.</i></p>
<p>2.</p>	<p>1.</p> <p>2.</p>	

Observation 2 – Interaction with a group of familiar people

The following observation sheet will be completed by your assessor.

**The assessment contains an example for the candidate to follow.*

Interactions	Interpersonal Skills observed	Comments on candidate performance
<p>Example: Working with classmates to host an afternoon tea (with food and tea and coffee) for families of the class.</p> 	<ol style="list-style-type: none"> 1. Resolving conflict 2. Working with others. 	<p>Johnny 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, Johnny 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.</p>
<ol style="list-style-type: none"> 1. 	<ol style="list-style-type: none"> 1. 2. 	

To be completed by assessor:

Overall Performance Outcome: Achieved <input checked="" type="checkbox"/> Not Achieved <input type="checkbox"/>			
Assessor's Attestation: I confirm the following: <ul style="list-style-type: none">• 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.			
Name:		Signature:	
Date:		Position Held:	

Appendix 1

The diagram below shows some examples of skills that are used every day when interacting with others.

