

NZQA Assessment Support Material

Unit standard	29309				
Title	Plan a personal work pathway (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:

- A work pathway – a set of goals towards desired employment. Employment can be voluntary or paid.

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 must 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

Plan a personal work pathway (Supported Learning).

1.1 Workplace goals are identified in terms of the desired outcomes, realistic and appropriate to candidate's own personal circumstances.

Evidence for Achievement	Judgements for Achievement
Part 1 Identification of at least two workplace goals.	Each goal is: <ul style="list-style-type: none"> • related to the candidate's desired outcomes • realistic and appropriate to the candidate's own personal circumstances.

1.2 Work pathway is informed by research.

Range: research may include but is not limited to – identification of personal attributes, skills and interest; exploration or aspirations; work experiences; onsite visits; internet search, face to face interviews; evidence of three different types of research for two goals.

Evidence for Achievement	Judgements for Achievement
Part 2 Three different types of research are completed for two goals in order to inform the candidate's work pathway. See sample answers for one type of research.	Findings from each type of research are relevant, appropriate and informs the career pathway.

1.3 Goals within planned pathway are broken down into achievable steps.

Range: evidence of at least three steps for each identified goal.

Evidence for Achievement	Judgements for Achievement
Part 3 Each of two goals within the candidate's work pathway are broken down into at least three achievable steps. See sample answers for one goal broken down into three steps.	The identified steps are appropriate to the candidate, relevant to the work pathway, and make the pathway potentially successful.

Plan a personal work pathway (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.
- 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 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 three parts. You will be asked to:

- 1 Identify at least two workplace goals.
- 2 Do at least three types of research to develop a work pathway.
- 3 Break the pathway into achievable steps.

Part 1 Assessment



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

1. Identify at least two goals that relate to a job that you want to do. This could be:

- a position you want to have at a workplace;
- something you want to learn at a workplace; and/or
- tasks you want to do in a workplace.

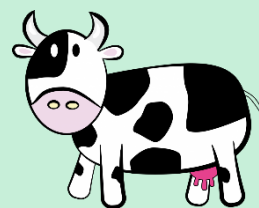
➤ Select goals that are:

- realistic and appropriate to who you are
- based on an actual workplace where you want to get a job.

Example:

My uncle is a dairy farmer. I want to work on a dairy farm too. I have two main goals:

1. *Getting permanent work as an assistant on a farm.*
2. *Learning how to drive a quad bike and a tractor.*





My workplace goals:

Goal 1

Goal 2:


Part 2 Assessment



Do at least **three** types of research to develop a work pathway for the goals you selected in **Part 1**.

Write the results of your research in the table below.

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

Name:	Research on work pathway
<p>Example</p> <p>Type of research 1:</p> <p>Talking to people face-to-face</p> 	<p>What did you find out from the research that you did?</p> <p><i>I decided to talk to my uncle who is a dairy farmer. He said that in order to work on a dairy farm, I should start of doing part time work on a farm. He said that after a few months of doing part time work, I should have the skills I need to apply for full time work as an assistant on a dairy farm.</i></p> <hr/> <p>How did the research help you with your work pathway?</p> <p><i>I now know that it would be better to do some part time work before I start to look for full time work as a farm assistant. My uncle has said I can do some part time work on his farm.</i></p>
<p>Type of research 1:</p> <p><i>Searching the internet</i></p>	<p>a. What did you find out from the research that you did?</p> <p><i>I found out that there was a Level 3 Barista course that runs at the local Polytechnic.</i></p> <hr/> <p>b. How did the research help you with your work pathway?</p> <p><i>I think that I would like to apply for this course. It will give me the coffee making skills that I need to get a job in a café.</i></p>

Part 3 Assessment



So far, you have:

- selected at least two goals that you want to achieve at a specific workplace
- researched each of these goals related to a job you want to do.


In this part of the assessment, you will need to break down the goals in your work pathway into three or more achievable steps. An achievable step is one that you can do easily.

Complete the following table for each of the goals that you selected in **Part 1**.

Use the research you did in **Part 2** to help you break each goal into achievable steps.

EXAMPLE:

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

Goal:	Getting permanent work as an assistant on a farm. 
Step 1:	Firstly, I will do some volunteer work on my uncle's farm for the next three months. I will work there every Saturday and Sunday so I can see what working on a dairy farm is like.
Step 2:	Next, I will make a CV. I will include the good qualities that I have and also include that I have worked on a farm for three months.
Step 3:	Lastly, I will apply for jobs using TradeMe Jobs and Seek. I will also ask my uncle if he knows anyone who needs a fulltime farm assistant.

Goal 1:	<i>I want to know how to make coffee using a coffee machine.</i>
Step 1:	<i>I will try to get more work experience in a café and watch the barista making coffees.</i>
Step 2	<i>I will apply for the barista course where I will learn to make coffee.</i>
Step 3:	<i>My sister has a coffee machine at her flat. I will ask if I can practice making coffees for her and her flatmates.</i>

Goal 2:	
Step 1:	
Step 2:	
Step 3:	

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.			
Overall comments <i>Joe had a very clear pathway and goals. He worked hard on his own research and the goals that he set were relevant and achievable. He is keen to put the steps into action to achieve the goals.</i>			
Name:		Signature:	
Date:		Position Held:	