

# Rights and responsibilities

## Trainee assessment portfolio

23686 V1 Level 2 Credit 1

Demonstrate knowledge of a consumer's rights and responsibilities in a health or disability setting.

Name

.....

NZQA number

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## Important information for trainees

People assessed as competent in this unit standard are able to:

- Demonstrate knowledge of a consumer’s rights and responsibilities in a health or disability setting.

## Special notes

- 1 This is one of two unit standards for support workers about the Code of Rights. The other is Unit 20824, Apply knowledge of a consumer’s rights and responsibilities in a health or disability setting, which is at level 3.
- 2 Definitions
  - a Consumer** in the context of this unit standard means someone accessing services in a health or disability setting in a residential care facility or in a private home—their own or a friend’s, group’s, or family member’s.
  - b Organisation’s policies and procedures** are the policies and procedures of the employing organisation of the candidate and include ethical codes, standards, and requirements of the organisation involved.
- 3 The following apply to the performance of **all elements of this unit standard**:
  - a Relevant legislative and regulatory requirements** include rights and responsibilities as outlined in the:
    - i Health and Disability Commissioner (Code of Health and Disability Services Consumers’ Rights) Regulations 1996 (the Code of Rights),
    - ii The Health and Safety in Employment Act 1992,
    - iii The Privacy Act 1993,
    - iv The Health and Disability Services (Safety) Act 2001,
    - v The Human Rights Act 1993, and any subsequent amendments.
  - b NZ Standards relevant to this unit standard** may include but are not limited to
    - i NZS 8134:2001 Health and Disability Sector Standards,
    - ii NZS 8142:2000 Infection control,
    - iii NZS 8141:2001 Restraint minimization and safe practice,

- iv NZS 8143:2001 National Mental Health Sector Standard, and
- v NZS 8158:2003 Home and Community Support Sector Standard.

- 4 People awarded credit for this unit standard are aware of the holistic components of supporting a consumer within their unique environment.

## References

- Health and Disability Commissioner (Code of Health and Disability Services Consumers’ Rights) Regulations 1996 (the Code of Rights).
- CareerForce Workbook—23686v1 Rights and Responsibilities.
- Organisation’s policies and procedures.

## Instructions

- From approximately mid 2008 you will have the option of completing the assessment tasks online at [www.careerforce.org.nz/assessment](http://www.careerforce.org.nz/assessment).
- Attach all written material to this trainee assessment portfolio.
- Your performance of the activities needs to be done in a professional manner which shows the assessor/verifier that you have a full understanding of all that is involved. The assessor/verifier may require you to perform the tasks on more than one occasion to ensure that you have demonstrated sufficiency of performance.
- Please give this trainee assessment portfolio to your assessor so feedback and comments can be provided.
- On successful completion the results will be processed and sent to Careerforce for registering on the National Qualifications Framework.
- Should you require assistance with any aspect of the assessment, please discuss this with your assessor.

## This trainee assessment portfolio contains

- Important information
- Written assessment task
- Workplace verification
- Feedback form
- Assessment record sheet

Activity	Description	Unit Standard
Assessment tasks Task 1 (Blue)	Explain a consumer’s rights and responsibilities in a health or disability setting.	Element 1
Workplace Verification Task 2 (Blue)	Accessing the Code of Rights and dealing with the complaints process.	Element 1

# Assessment tasks

Task One—Explaining a consumer’s rights and responsibilities in a health or disability setting.

## Purpose of the Code of Rights (1.1)

Below are some statements which may apply to the Code of Rights.

Read through the statements and decide which of these statements correctly identify the purpose of the Code of Rights for the consumer(s) you are supporting.

Tick the correct box for the following statements as they apply to the Code of Rights	True	False
Enables the support worker to treat people in any way they like.	<input type="checkbox"/>	<input type="checkbox"/>
Tells consumers how they can expect to be treated when they receive a health or disability service.	<input type="checkbox"/>	<input type="checkbox"/>
Allows support organisations to carry out research whenever needed without consumer consent.	<input type="checkbox"/>	<input type="checkbox"/>
Protects the consumer's rights when using health and disability services.	<input type="checkbox"/>	<input type="checkbox"/>
Tells organisations the things they need to do when they provide a health or disability service.	<input type="checkbox"/>	<input type="checkbox"/>

## Applying the Code of Rights in a health or disability setting (1.2)

For each scenario in the table below there is an appropriate right as listed in the Code of Rights. Read each scenario carefully and match the letters associated with the corresponding right.

	Scenario	Right	Letter
<b>A</b>	Christine practices a different religion to the support worker, but it does not affect the way the support worker supports Christine.	The right to be treated with respect.	
<b>B</b>	Christine has a communication impairment and the support worker always makes sure that Christine has understood what has been said.	The right to freedom from discrimination, coercion, harassment and exploitation.	
<b>C</b>	While supporting Christine to shower the support worker ensures the bathroom door is closed while she is in the shower.	The right to dignity and independence.	
<b>D</b>	The support worker asks Christine if she would like a family/whanau member present at the review of her service delivery plan.	The right to services of an appropriate standard.	
<b>E</b>	It is important to call a consumer by the name they prefer. Christine likes to be called Christine, not Mrs Bellows.	The right to effective communication.	
<b>F</b>	The support worker has read Christine's service delivery plan and carries out the tasks according to the plan.	The right to be fully informed.	

	Scenario	Right	Letter
<b>G</b>	The support worker ensures Christine has enough information to be able to make her own decisions.	The right to make an informed choice and give informed consent.	
<b>H</b>	The support worker gives Christine information about all her choices for the art course she wants to go to at the community centre. Christine tells the support worker to go ahead and enrol her in the course.	The right to support.	
<b>I</b>	Christine's support worker introduces Sally, a student at the local Polytechnic. She asks Christine if it is alright if she teaches Sally how to bed sponge her correctly.	The right to respect in teaching and research.	
<b>J</b>	The support worker helps Christine to make a complaint when she feels that she hasn't been spoken to in a polite manner by another support worker.	The right to complain.	

Trainee performance (completed by your assessor)			
Task one	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Reassessment	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Comments			

I have assessed the trainee and confirm the requirements have been met to achieve competency for **Task One—Explaining a consumer's rights and responsibilities in a health or disability setting.**

Assessor's name	Assessor number
Signature	Date

# Workplace verification

## Task two—Accessing the Code of Rights and dealing with the complaints process

### Notes

- 1 This workplace verification needs to be completed in accordance with the organisation's policies and procedures.
- 2 The trainee must demonstrate awareness of the holistic components involved in supporting a consumer in their unique environment.
- 3 There is opportunity for the trainee to complete this task either as an observation (demonstration) or provide a conversational response (description) for the items below.
- 4 For moderation purposes please ensure that:
  - a Where a conversational response is given a brief record of what was said is recorded.
  - b Evidence of observations is included when this task is completed and kept for moderation (eg diagrams, photographs, facility plan, etc).

Assessor/verifier checklist		Tick when competent	
3	Demonstrate <b>or</b> describe the organisation's policies and procedures which must be followed to access (make available) the Code of Rights for both: <ul style="list-style-type: none"> <li>• The consumer.</li> <li>• The support person (1.3).</li> </ul>	Demonstrate or describe	
		Consumer Demonstration	Consumer Description
		<input type="checkbox"/>	<input type="checkbox"/>
		Support person Demonstration	Support person Description
		<input type="checkbox"/>	<input type="checkbox"/>
4	Demonstrate <b>or</b> describe the organisation's policies and complaints procedure followed if a consumer's right(s) are infringed (1.4).	Demonstration	Description
		<input type="checkbox"/>	<input type="checkbox"/>

Trainee performance (completed by your assessor)			
Task two	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Reassessment	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Comments			

Trainee demonstrated competent and consistent performance and the demonstrations were based upon ongoing observation of the trainee during the performance of normal duties.

Assessor's name	Assessor number
Signature	Date

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# 23686 v1—Rights and responsibilities

Level 2 Credit 1

## Assessment record sheet

Trainee information			
Name			
Employer			
NZQA/NSI number (ROL)		Date of birth	

Trainee statement of authenticity			
I hereby state that the evidence submitted for assessment is my own work.			
Signature		Date	

Trainee performance summary (completed by assessor)			
<b>Assessment tasks</b>			
Task one	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	
Reassessment	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	
<b>Workplace verification</b>			
Task two	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	
Reassessment	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	

Comments/Feedback to Trainee			

Assessment result (completed by assessor)			
I have assessed the trainee and confirm			
<input type="checkbox"/> The requirements have been met to achieve competency in U/S 23686 V1.			
<input type="checkbox"/> Further evidence is required to achieve competency.			
Name	Assessor number		
Signed	Date		

On completion of the unit standard one copy of this assessment record sheet must be given to the trainee for their records and another copy sent to Careerforce so the credit can be registered on the NQF.

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