

Quality of life

Trainee assessment portfolio

20829 V2 Level 2 Credit 6

Support a consumer's wellbeing and quality of life 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:

- Describe factors that affect the quality of a consumer's lifestyle.
- Support a consumer to pursue interests and activities while recognising the consumer's freedom of choice and abilities.
- Demonstrate knowledge of the impact of culture on the support provided.

Special Notes

1 People seeking credit for this unit standard will be assessed in the workplace or a simulated environment.

2 Definitions

a Service delivery plan in the context of this unit standard is a generic term used to cover the individual plans that are developed by service providers with consumers and their families/whānau for service delivery. Different service providers may use different terms. A service delivery plan is interpreted and implemented in accordance with the requirements of the plan and will recognise the consumer as the central focus. A service delivery plan may specify such things as services to be provided to support activities of daily living, equipment used, food preferences, and instructions on maintaining a safe environment. The consumer's choices, rights, and how these determine the consumer's independence, rehabilitation, recovery, and support are paramount to the implementation of a service delivery plan. The service delivery plan will also provide an outline of the tasks to be performed by the support worker for the consumer in all health and disability settings.

b 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.

c 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.

d Holistic in the context of this unit standard is a term used to describe a consumer-centred approach to assessment and service provision that promotes well being and participation and is based on recognising the needs of the whole consumer—physical, mental, emotional and spiritual. A frequently used framework for a holistic Māori view of health is Te Whare Tapa Whā, which is based on four dimensions of health and well-being; taha wairua (spiritual health), taha tinana (physical health), taha hinengaro (emotional, psychological health) and taha whānau (family health). Health, as defined by the World Health Organization, (1946), is a state of complete physical, mental, and social wellbeing and not merely the absence of disease or infirmity. Additionally, clause 4 of the schedule of the Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996 defines 'optimises the quality of life' as taking a holistic view of the needs of the consumer in order to achieve the best possible outcome in the circumstances.

3 The following apply to the performance of **all elements of this unit standard**:

- a All support must comply with any policies, procedures, ethical codes and standards, and requirements of the service providers involved.
- b All support must comply with any relevant legislative and regulatory requirements including rights and responsibilities as outlined in
 - i The 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.
- c 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.
- d All support must be in accordance with the consumer's service delivery plan.
- e All support must focus on maintaining, improving, or restoring independence. This should be aimed at enabling a consumer's self-determined goals to be achieved and the improvement of functional status where possible.
- f People awarded credit for this unit standard are aware of the holistic components of supporting a consumer within their unique environment.
- g All interactions with a consumer recognise the consumer's fundamental right to exercise their choice regarding their support, and recognises the importance of this to the consumer.

Instructions

- 1 From approximately mid 2008 you will have the option of completing the assessment tasks online at www.careerforce.org.nz/assessment.
- 2 This assessment focuses on your knowledge, and therefore requires a considerable amount of written output. You may wish to dictate this to your assessor/verifier if you are not comfortable writing your response.
- 3 Attach all written material to this trainee assessment portfolio.
- 4 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.
- 5 Please give this trainee assessment portfolio to your assessor so feedback and comments can be provided.
- 6 On completion the results will be processed and sent to Careerforce for registering on the National Qualifications Framework.
- 7 Please provide your assessor/verifier with copies of the following documentation
 - a Your conditions of employment.
 - b Your job description.
 - c Any specific task lists you are required to follow.
 - d Your organisation's policies and procedures related to your role.

This trainee assessment portfolio contains

- Important information.
- Assessment tasks.
- Workplace verification.
- Feedback form.
- Assessment record sheet.

References

- Careerforce Workbook—20829v2 Quality of life and wellbeing.
- Organisation's policies or procedures.

Activity	Description	Unit Standard
Assessment tasks Task one (Blue)	Describe the factors that affect the quality of a consumer's lifestyle and the impact of culture on the provision of support.	Element 3
Workplace Verification Task two (Grey)	Demonstrate how you support a consumer to pursue interests and activities.	Element 2

Assessment tasks

Task one—Describing the factors that affect the quality of a consumer’s lifestyle and the impact of culture on the provision of support.

1 Cultural factors which might impact on the support provided (3.1):

For each scenario below, there is an appropriate cultural factor that can affect the quality of the consumer’s lifestyle. Some of the cultural factors may occur more than once. Read each scenario carefully and then match it with the letter for the cultural factor.

Factor		Factor	Letter	Is the support provided meeting their cultural needs?	
				yes	no
A	Age				
B	Ethnicity				
C	Gender				
D	Intimacy				
E	Religion				
F	Sexuality				
G	Spirituality				
		Mike identifies as Maori and attends the local marae to help with preparation and powhiri when he is well enough. Opportunities are made available for Mike to participate in these events.		<input type="checkbox"/>	<input type="checkbox"/>
		Jason’s same sex partner John visits him every night. An accepting and non judgemental environment is provided.		<input type="checkbox"/>	<input type="checkbox"/>
		When it is not raining Mrs Bowman uses her electric scooter to get herself to church. When it rains, her daughter takes her to church in the family car.		<input type="checkbox"/>	<input type="checkbox"/>
		When Mrs Rangihuna has her toenails cut by the podiatrist she wants to keep the trimmings and dispose of them herself. The podiatrist insisted on throwing them out.		<input type="checkbox"/>	<input type="checkbox"/>
		Mrs Kirby is very proud of her grandchildren and loves it when they visit her on their way home from school. A space has been made available for them to play.		<input type="checkbox"/>	<input type="checkbox"/>
		Mr Singh does not eat beef. The kitchen has been informed of this matter.		<input type="checkbox"/>	<input type="checkbox"/>
		Mrs Elsie Easterby does not like it when the younger staff members call her by her first name. All staff have been made aware of this in a staff meeting and it has been recorded in red on her SDP.		<input type="checkbox"/>	<input type="checkbox"/>
		Rangi enjoys the traditional bone carving workshop held on Tuesdays at 6pm. No staff are available to support him to attend at this time as it is the busy meal time.		<input type="checkbox"/>	<input type="checkbox"/>
		Mrs Bowman likes to sit with other women at the dining table in the facility where she resides. Sometimes there are not enough chairs with the women she wants to sit with in the dining room and she has to sit with men.		<input type="checkbox"/>	<input type="checkbox"/>

	Factor	Factor	Letter	Is the support provided meeting their cultural needs?	
				yes	no
A	Age	Mrs Hussein travels to the mosque on Wednesdays using the local taxi service. Transport is always arranged the evening before and checked up on in the morning.		<input type="checkbox"/>	<input type="checkbox"/>
B	Ethnicity				
C	Gender				
D	Intimacy				
E	Religion	Mrs Williams has established a quiet prayer time for herself in her room at 4.30 in the afternoon. All visitors respect this time and do not visit between 4.30pm and 5.00pm.		<input type="checkbox"/>	<input type="checkbox"/>
F	Sexuality				
G	Spirituality				

2 Communicating with people and recognising the impact of the culture on communication (3.2):

For each scenario below, there is an appropriate cultural factor that can affect the way in which support workers communicate with, and support, the consumer.

Read each scenario carefully and then match it with the letter for the appropriate cultural factor.

	Factor	Factor	Letter	Is the support provided meeting their cultural needs?	
				yes	no
A	Age	Mrs Soi'alo came to New Zealand from Samoa seven years ago and has some difficulty communicating with her support worker in English. Mrs Soi'alo and the support worker often use non verbal cues to communicate Mrs Soi'alo is happy with this.		<input type="checkbox"/>	<input type="checkbox"/>
B	Ethnicity				
C	Gender				
D	Religion	Rebecca's live-in partner Elaine assists with some of the personal care given for Rebecca which, on occasion, causes friction between Elaine and the support worker. This results in tasks being ignored.		<input type="checkbox"/>	<input type="checkbox"/>
E	Sexuality				
		Mr Williamson has difficulty accepting instructions from his female support worker. Cherrie, the support worker, has agreed to involve Mark, a male support worker, so that he can support Mr Williamson's communication needs.		<input type="checkbox"/>	<input type="checkbox"/>
		Noreen, who is 88, has great difficulty communicating with the younger support workers because she believes they do not value her points of view. A mature support worker is allocated to Noreen to maximise their ability to communicate with her.		<input type="checkbox"/>	<input type="checkbox"/>
		When the Pastor comes to visit Paddy O'Toole there are often some very heated discussions about the differences in their beliefs. The pastor often has heated discussions with people and does not accept their ideas and values.		<input type="checkbox"/>	<input type="checkbox"/>

3 Communicating with people (3.3):

Identify two consumers you have supported or currently support who have different cultural values, beliefs, and/or behaviours from you. Culture includes ethnicity, religion, spirituality, sexuality, intimacy, age, gender, behaviours.

Question	Answer
What is different between your culture and that of your consumers?	Response 1:
	Response 2:
What communication issues arise because of the identified differences in culture?	Response 1:
	Response 2:
How does this impact on the support you provide?	Response 1:
	Response 2:

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 confirm the requirements have been met to achieve competency for
Task one—Describing the factors that affect the quality of a consumer’s lifestyle and the impact of culture on the provision of support.

Assessor’s name	Assessor number
Signature	Date

Workplace verification

Task two—Demonstrate how you support a consumer to pursue interests and activities.

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 needs to be recorded.
 - b It is important that 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																								
	Choose a consumer you support and give an example of: <ol style="list-style-type: none"> a At least three factors that affect the consumer's ability to perform everyday tasks and activities. b At least three factors that affect the consumer's quality of lifestyle. c At least three factors that affect two holistic needs of the consumer. (1.1) 																									
4	Notes <div style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block; margin: 10px 0;"> Five from list required. </div> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;">Factors</th> <th style="width: 40%;">Example</th> </tr> </thead> <tbody> <tr> <td>Personal circumstances/situation</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Financial circumstances</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Self-esteem</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Individual interests</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Health status</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Healthcare</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Spiritual</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Community contacts and participation</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Family/whanau contacts</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Mental</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Culture</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Factors	Example	Personal circumstances/situation	<input type="checkbox"/>	Financial circumstances	<input type="checkbox"/>	Self-esteem	<input type="checkbox"/>	Individual interests	<input type="checkbox"/>	Health status	<input type="checkbox"/>	Healthcare	<input type="checkbox"/>	Spiritual	<input type="checkbox"/>	Community contacts and participation	<input type="checkbox"/>	Family/whanau contacts	<input type="checkbox"/>	Mental	<input type="checkbox"/>	Culture	<input type="checkbox"/>	
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	Assessor/verifier checklist	Tick when competent	
4	Factors	Example	
	Emotional	<input type="checkbox"/>	
	Friendship	<input type="checkbox"/>	
	Physical	<input type="checkbox"/>	
5	<p>Assessor confirmation: (1.2)</p> <p>The support worker has given three examples of:</p> <p>a Factors that affect the consumer's ability to perform everyday tasks and activities.</p> <p>b Factors that affect the consumer's quality of lifestyle.</p> <p>c Factors that affect two holistic needs.</p>	<p>Confirmed</p> <input type="checkbox"/>	
6	<p>Identify and list two interests and/or activities from a consumer's service delivery plan (2.1)</p> <p>Identify 1 _____</p> <p>Identify 2 _____</p>	<p>Identify 1</p> <input type="checkbox"/>	<p>Identify 2</p> <input type="checkbox"/>
7	<p>Demonstrate or describe the investigations undertaken to provide opportunities that can be created for the consumer to participate in the above identified interests and/or activities.</p> <p>The demonstration or description must reflect consideration of all of the following: (2.2)</p>	<p>Demonstrate or describe</p>	
	Notes	<p>Demonstration</p> <input type="checkbox"/>	<p>Description</p> <input type="checkbox"/>
	Individual interest	<input type="checkbox"/>	<input type="checkbox"/>
	Skill and motivation	<p>Demonstration</p> <input type="checkbox"/>	<p>Description</p> <input type="checkbox"/>
	Service delivery plan	<p>Demonstration</p> <input type="checkbox"/>	<p>Description</p> <input type="checkbox"/>

	Assessor/verifier checklist	Tick when competent	
8	<p>Demonstrate or describe two values (belief about what is right or wrong) you have, which support the consumer to achieve or enhance quality of lifestyle.</p> <p>The demonstration or description must reflect the service delivery plan, and the organisation's policies and procedures.</p> <p>A brief description of each value is recorded. (2.3)</p>	Demonstrate or describe	
	Value 1:	Value 1 Demonstration <input type="checkbox"/>	Value 1 Description <input type="checkbox"/>
	Value 2:	Value 2 Demonstration <input type="checkbox"/>	Value 2 Description <input type="checkbox"/>
9	<p>Demonstrate or describe two attitudes (behaviours toward a person) you have, which support the consumer to achieve or enhance quality of lifestyle.</p> <p>The demonstration or description must reflect the service delivery plan, and the organisation's policies and procedures.</p> <p>A brief description of each attitude is recorded. (2.3)</p>	Demonstrate or describe	
	Attitude 1:	Attitude 1 Demonstration <input type="checkbox"/>	Attitude 1 Description <input type="checkbox"/>
	Attitude 2:	Attitude 2 Demonstration <input type="checkbox"/>	Attitude 2 Description <input type="checkbox"/>
10	<p>Demonstrate or describe the process which is followed to identify and report both of the following factors in accordance with the service delivery plan and the organisation's policies and procedures (2.4).</p>	Demonstrate or describe	
	Notes	Demonstration	Description
	Memory loss	<input type="checkbox"/>	<input type="checkbox"/>
	Confusion	<input type="checkbox"/>	<input type="checkbox"/>

	Assessor/verifier checklist	Tick when competent	
11	Demonstrate or describe the process which is followed to identify and report five of the following factors in accordance with the service delivery plan and the organisation's policies and procedures. (2.4)	Demonstrate or describe	
	Notes	Demonstration	Description
	Personal circumstances	<input type="checkbox"/>	<input type="checkbox"/>
	Financial circumstances	<input type="checkbox"/>	<input type="checkbox"/>
	Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>
	Individual interests	<input type="checkbox"/>	<input type="checkbox"/>
	Health status	<input type="checkbox"/>	<input type="checkbox"/>
	Healthcare	<input type="checkbox"/>	<input type="checkbox"/>
	Community contacts and participation	<input type="checkbox"/>	<input type="checkbox"/>
	Family/whanau contacts	<input type="checkbox"/>	<input type="checkbox"/>
	Culture	<input type="checkbox"/>	<input type="checkbox"/>
Friendships	<input type="checkbox"/>	<input type="checkbox"/>	

	Assessor/verifier checklist	Tick when competent	
12	Demonstrate or describe to your workplace verifier how you have interacted and engaged with a consumer, when discussing their activities and interests, which is suitable to the situation. The three interactions which must be completed are: (2.5)	Demonstrate or describe	
	Notes	Demonstration	Description
	Verbal communication	<input type="checkbox"/>	<input type="checkbox"/>
	Non verbal communication	<input type="checkbox"/>	<input type="checkbox"/>
	Listening	<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

20829 V2—Quality of life

Level 2 Credit 6

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)			
Assessment tasks			
Task one	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	
Reassessment	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	
Workplace verification			
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 20829 V2.			
<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.

Quality Assurance Manager
Careerforce Ltd.
PO Box 25 255
Christchurch 8144