

Community participation

Trainee assessment portfolio

23382 V1 Level 3 Credit 3

Support a person to participate as a member of the community 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:

- Support a person to identify their aspirations, choices, and abilities for community participation.
- Identify opportunities for participation in the community with a person in a health or disability setting.
- Contribute to the establishment and maintenance of supports for participation in the community with a person in a health or disability setting.

Special notes

- 1 The performance of all elements of this unit standard must comply with any relevant cultural or legislative requirements including the rights and responsibilities of people receiving services or supports as outlined in the Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996.
- 2 In this sector, support given to a person should be given in a manner that maximises the independence of that person. Support must be appropriate to the needs of the person and utilise existing strengths and, wherever possible, optimise the use of the local community. Performance of the elements of this unit standard must fit within these broad parameters.
- 3 This unit standard cannot be assessed against in a simulated environment. It is required that people seeking credit for this unit standard demonstrate competence and be assessed in the workplace. This can be through paid or unpaid employment, or in placements in a service provider workplace negotiated by an education provider.
- 4 An ability to integrate theory with practice in the workplace must be demonstrated. This will call for a variety of modes of assessment and forms of evidence to show consistency of performance across a range of situations.

5 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 provided by the support worker for the consumer in the residential or home care setting.
- 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 employee and include ethical codes, standards, and requirements of any other organisations involved.

References

- Careerforce workbook—23382v1 Community participation.
- Organisation’s policies and procedures.

This trainee assessment portfolio contains

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

Instructions

- From approximately mid 2008 you will have the option of completing the assessment tasks online at www.careerforce.org.nz/assessment.
- Attach all written material to this trainee assessment portfolio.
- In some work situations it may not be possible to carry out the practical application(s) required for observations. If that is the case, you are required to produce a written/oral response.
- Read through the checklists for the workplace verification tasks; if you can confidently tick all the boxes then you are ready to be assessed.
- Your performance of the activities needs to be completed 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 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.

Activity	Description	Unit Standard
Workplace verification Task one (Grey)	Supporting community participation of a consumer by: <ul style="list-style-type: none">• Identifying aspirations, choices and abilities.• Identifying opportunities.• Establishing and maintaining supports.	Element 1 Element 2 Element 3

Workplace verification

Task one—Supporting community participation of a consumer by:

- Identifying aspirations, abilities and choices.
- Identifying opportunities.
- Establishing and maintaining supports.

You will need to identify a consumer you are supporting to participate in the community in some way.

Demonstrate or describe in writing or orally how you support the consumer through the process of identifying their aspirations, choices and abilities for community participation. (1.1)

You are required to provide evidence of how you identified aspirations, choices and abilities with the consumer and to provide this evidence to the Verifier or Assessor.

The demonstration or description needs to include evidence of one or more of the following:

- The consultation process used by you with the consumer and relevant others (family/whanau, other support workers, staff or friends) to identify the consumer’s aspirations, their choices and their abilities for community participation.
- The name(s) of any people who were consulted.
- The consumer’s Service Delivery Plan and how you used this to assist with the process and for what purpose it was used.

	Assessor/verifier checklist	Tick when competent	
1	<p>Demonstrate or describe how you support/supported a consumer through the process of identifying their aspirations, abilities and choices for community participation (1.1).</p> <p>Demonstration or description needs to involve one or more of the following:</p> <ul style="list-style-type: none"> • The consultation process used by you with the consumer and relevant others (family/whanau, other support workers, staff or friends) to identify the consumer’s aspirations, their choices and their abilities for community participation. • The name(s) of any people who were consulted. • The consumer’s Service Delivery Plan and the way you used this to assist with the process. <p>Please attach any documentation that you have as evidence to support your demonstration or description.</p> <p>Assessor notes: Please record detail to act as evidence for this demonstration or description.</p> <p>The description may be of a person whom the trainee has previously supported with community participation, but evidence of this must be attached.</p>	<p>Demonstration</p> <p><input type="checkbox"/></p>	<p>Description</p> <p><input type="checkbox"/></p>

	Assessor/verifier checklist	Tick when competent																	
2	<p>Using the information about the consumer’s aspirations, choices and abilities for community participation please identify opportunity(ies) for this to take place in the consumer’s local community. (2.1) (2.3)</p> <p>You must complete the table in writing, or orally tell your Assessor/ Verifier the following:</p> <ul style="list-style-type: none"> Identify any existing links with opportunities for participation. Identify new opportunities for participation. (2.2) <p>Note: The opportunities to participate in the community need to be available within the consumer’s local community, provide opportunities to maintain existing ties (with friends, sports clubs, organisations, Church etc.) and/or to provide the consumer with new opportunities.</p> <p>These opportunities must be the choice of the consumer and their abilities must be considered by you.</p> <p>Please record, including detailed information, the opportunity(ies) identified. Please tick the appropriate box to show whether it is an existing or new opportunity:</p> <table border="1" data-bbox="191 920 816 1111"> <thead> <tr> <th>Opportunity</th> <th>Existing</th> <th>New</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> </tr> </tbody> </table>	Opportunity	Existing	New	Location		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<p>Opportunity(ies) identified</p> <p><input type="checkbox"/></p>	<p>Detail of opportunities included in the table</p> <p><input type="checkbox"/></p>
Opportunity	Existing	New	Location																
	<input type="checkbox"/>	<input type="checkbox"/>																	
	<input type="checkbox"/>	<input type="checkbox"/>																	
	<input type="checkbox"/>	<input type="checkbox"/>																	
3	<p>You need to contribute to the establishment, maintenance and review the support or supports needed to ensure that the consumer can participate in their community. (3.1) (3 .2) (3 .3) (3.5)</p> <p>Note: you may be contributing and participating as part of a team who are supporting the consumer and you do not have to carry out all the support(s) yourself. Your role is to support the total process.</p> <p>As you contribute to establishing, maintaining and reviewing the support(s) make sure that all actions and decisions fit with your organisation’s policies and procedures as well as meeting the consumer’s aspirations, abilities and choices. (3.2) (3.3) (3.4)</p> <p>Complete the following table by explaining what and how you contributed to the process.</p> <p>You must complete each area in the table. An example is given: (Two examples must be given.)</p>	<p>Support(s) established</p> <p><input type="checkbox"/></p>	<p>Support(s) maintained</p> <p><input type="checkbox"/></p>																
		<p>Support(s) reviewed</p> <p><input type="checkbox"/></p>	<p>Support(s) at appropriate level</p> <p><input type="checkbox"/></p>																
		<p>Support(s) meets organisation’s policies and procedures</p> <p><input type="checkbox"/></p>																	

Community participation opportunity	Support(s) established	Support(s) maintained	Support(s) reviewed	Support(s) at an appropriate level	Support meets policies and procedures
<p>Jenny used to be a Girl Guide. She wants to be a Ranger Guide. Local Ranger Guide Company, meets each Wednesday 6pm–8.30pm at St. Marks Church Hall, Brides Avenue.</p>	<p>The team have supported Jenny to meet everyone in the Company already. Car pool driver organised by Fran Webster will collect Jenny at 5.45pm and will bring her home after the meeting.</p> <p>The staff member working with Jenny on Wednesdays will ensure she is in her uniform, has her purse with her and is picked up at the right time.</p>	<p>Fran Webster's phone number is recorded in diary. Jenny needs \$5.00 each week for subscription, Jenny's mother to support her to withdraw this as part of her weekly spending money.</p>	<p>Telephone Liz Grant who runs the meeting once a month, and also talk to Jenny each week to make sure she is still enjoying the meetings.</p> <p>Record on SDP goal sheets.</p> <p>Review with all parties after six months.</p>	<p>Jenny is very active and has very mild intellectual disability. The other Ranger Guides are all of her age.</p> <p>Jenny has the abilities, physical and intellectual to participate in all activities, but may need her peer support at times.</p>	<p>Permission form needs to be signed by Jenny's mother (policies and procedures requirement).</p> <p>Record any issues or feedback ie Jenny's membership of Rangers in the diary. Report any issues to the supervisor.</p>
<p>Example 1</p>					
<p>Example 2</p>					

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			

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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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 23382 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.

Quality Assurance Manager
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