

Analyse personal and community values and attitudes and their impact on people with disabilities

Trainee assessment portfolio

1816 V5 Level 4 Credits 5

Trainee name _____

NZQA number

| | | | | | | | | | | | | | | | | | | | | |
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Important information for trainees

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

- Analyse own personal values and attitudes towards people with a disability.
- Analyse own values and attitudes in terms of how they impact on a working relationship with a person with a disability who requires support.
- Analyse values and attitudes that exist in one's community towards people with disabilities and their impact on the lives of people with disabilities.

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 (The Code of Health and Disability Services Consumers' Rights) Regulation 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 Definitions
 - a **Attitude** refers to a manner of thought, feeling or behaviour.
 - b **Values** refers to principles and philosophies.
 - c **Community** refers to the society, including neighbourhood, work and leisure environment, relevant to the person undergoing assessment.

d **People with disabilities** does not include those people experiencing short-term (i.e. fewer than six months) loss of ability caused by some form of trauma. The World Health Organization defines "disability" as any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being. People with a disability may have experienced a disability on a temporary or a permanent basis, leading to a mild or severe impairment of functioning.

- 4 Assessment evidence related to values must be presented for any three areas in which values are held from: ethnicity, culture, employment status, religion, age, political perspective, sexual orientation, gender, family/whānau circumstances, education.

Note to assessors and trainees

This unit standard is at Level 4, and requires the trainee to undertake analysis.

Analysis requires the trainee to examine the subject, break it up into its main ideas, point out important facts and evaluate them.

When carrying out this assessment, the assessor is to consider if in fact the trainee analysed his/her own values and attitudes towards people with disability.

Answers given by the trainee should demonstrate clearly that analysis has taken place throughout the tasks in this assessment.

The expectation of a Level 4 unit standard is that the trainee can:

Carry out processes that:

- Require the application of a wide range of technical or scholastic skills.
- Offer a considerable choice of procedures.
- Are employed in a variety of familiar and unfamiliar contexts.

Employing:

- A broad knowledge base incorporating some theoretical concepts.
- Analytical interpretation of information.
- Informed judgment.
- A range of sometimes innovative responses to concrete but often unfamiliar problems.

Applied:

- In self-directed activity.
- Under broad guidance and evaluation.
- With complete responsibility for quantity and quality of outputs.
- With possible responsibility for the quantity and quality of the outputs of others.

References

- Careerforce workbook – 1816 V5 Analyse personal and community values and attitudes and their impact on people with disabilities.
- Organisation's policies and procedures.

This trainee assessment portfolio contains

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

Instructions

- Attach all written material to this trainee assessment portfolio, including evidence of your research.
- In some 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 response.
- Your performance of the activities needs to be completed in a manner which shows the assessor that you have a full understanding of all that is involved. The assessor 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.

Overview of assessment

| Activity | Description | Unit Standard |
|-----------------------------------|--|-------------------------------------|
| Assessment Tasks Task One (Beige) | Analysing personal and community values and attitudes towards people with a disability including the impact upon working relationships with, and lives of, people with disabilities. | Element 1 Element 2 Element 3 |

Written assessment tasks

Task One – Analysing personal and community values and attitudes towards people with a disability including the impact upon working relationships with, and lives of, people with disabilities.

1 Analysing your own values and attitudes towards people with a disability (1.1)

In this part of the assessment you are required to analyse your values and attitudes towards people with a disability and explain some of the life experiences you have had that have contributed to the development of those values and attitudes.

Values are principles and philosophies which develop, that are based on – or influence – most or all of the following factors:

- Your ethnicity
- Your culture
- Your employment status
- Your religious or spiritual beliefs
- Your age
- Your political perspective
- Your family/whānau circumstances
- Your gender
- Your education

You will need to refer to this list to answer the questions.

Attitudes are the way in which we think, feel and/or behave in particular situations, and usually result from the values we hold, which have been shaped by the background factors listed above, and by our life experiences.

The focus for this assessment is for you to identify and analyse your values and attitudes towards people with a disability and the factors and life experiences which have been the basis for these values and attitudes.

To be able to analyse your own values appropriately you must first provide some information based on your life experiences.

In your own words describe your personal values and attitudes towards people with a disability.

You should refer to the information given under the headings “**Values**” and “**Attitudes**” on the previous page, and also to the “Note to assessors and trainees” in the introductory section. Your answer should not only **describe** your personal values and attitudes, but also provide a **reason(s)** for why and how these values and attitudes have developed. You should describe (explain and provide reasons for) and analyse a minimum of **three** sets of personal values and attitudes that you display towards people with a disability.

1.1

Describe **four** of your life experiences which you consider have shaped your values and attitudes towards people with a disability.

Your descriptions need to include reference to at least **three** of the factors which influence our values from the list provided on page 4.

Experience 1

Describe the life experience in detail (describe the situation and what actually happened).

What was/were the factor(s) which contributed to the shaping of your values in this situation (from the list of factors that influence our values)?

1.1

Describe the attitudes you developed towards people with a disability as a result of the life experience and values you have described.

Experience 2

Describe the life experience in detail (describe the situation and what actually happened).

What was/were the factor(s) which contributed to the shaping of your values in this situation (from the list of factors that influence our values)?

1.1

Describe the attitudes you developed towards people with a disability as a result of the life experience and values you have described.

Experience 3

Describe the life experience in detail (describe the situation and what actually happened).

What was/were the factor(s) which contributed to the shaping of your values in this situation (from the list of factors that influence our values)?

1.1

Describe the attitudes you developed towards people with a disability as a result of the life experience and values you have described.

Experience 4

Describe the life experience in detail (describe the situation and what actually happened).

What was/were the factor(s) which contributed to the shaping of your values in this situation (from the list of factors that influence our values)?

1.1

Describe the attitudes you developed towards people with a disability as a result of the life experience and values you have described.

Assessor/Verifier confirmation form for Section 1

I confirm that _____
has completed all of the requirements for this task:

| | |
|---------------|-----------------|
| Assessor Name | Assessor Number |
| Signature | Date |

2 Analysing how the values and attitudes you hold impact on a working relationship with a person with a disability (2.1 and 2.2)

For the first part of this task you must have analysed and identified the values and attitudes you have developed towards people with a disability based on your life experiences.

Using these values and attitudes, you are required to provide a description of the way in which your values and attitudes influence the way in which you support people. You need to describe **two** sets of values or attitudes and **two** situations.

Fill in all sections.

| | Identify and describe your own values or attitudes. | How do these values and attitudes influence the way in which you provide support to a person with a disability? |
|-----|--|--|
| 2.1 | 1 Value or Attitude | 1 |
| | 2 Value or Attitude | 2 |

In the second part of this task you are required to describe **two** situations in which your values and attitudes are **not the same** as those of a person you support, and explain how these situations impact on the working relationship you have with a person with a disability.

| Situation 1 | |
|---|-----------------|
| Question | Response |
| What is the support situation? | |
| What support do you provide for the person? | |
| What are the person's values and attitudes that impact on this situation? | |
| 2.2 What are your values and attitudes that impact on this situation? | |
| How do these differences impact on (influence) the support you provide? | |
| How do these differences impact on the working relationship? | |
| How did you carry out the required support while this situation existed? | |

| Situation 2 | |
|---|-----------------|
| Question | Response |
| What is the support situation? | |
| What support do you provide for the person? | |
| What are the person's values and attitudes that impact on this situation? | |
| 2.2 What are your values and attitudes that impact on this situation? | |
| How do these differences impact on (influence) the support you provide? | |
| How do these differences impact on the working relationship? | |
| How did you carry out the required support while this situation existed? | |

Assessor/Verifier confirmation form for Section 2

I confirm that _____
has completed all of the requirements for this task:

| | |
|---------------|-----------------|
| Assessor Name | Assessor Number |
| Signature | Date |

3 Analysing the values and attitudes that exist in your community towards people with disabilities, and the impact these values and attitudes have on those people (3.1 and 3.2)

Definitions

“Your community” is defined as the society, neighbourhood, work or leisure environment in which you carry out your support activities.

Community values and attitudes towards people with a disability should be considered in the context of consumer rights, responsibilities and respect for the individual.

Values and attitudes held by individuals and communities impact on the support available for a person with a disability in a variety of ways.

Gather some examples of commentaries made within your community which show how values and attitudes toward people with a disability are expressed.

Research historical and current values and attitudes towards people with a disability within your local community. The following are potential sources for this research: newspapers (local and nearest main centre), television, radio (local and national), advertising, internet, magazines and other publications, workplace policy statements, interviews with a person over 60 years old, researching what existed in the past in terms of hospitals and institutions etc.

(Attach relevant research material with your assessment portfolio).

Describe **two historical** values and attitudes towards people with a disability that were held within your local community which you identified from your research; and describe what you consider to be **two** positive or **two** negative impacts of these values and attitudes upon the support of people with a disability. (These impacts may include issues of inclusion or exclusion, encouragement, improved facilities and/or access, greater choice and opportunities etc.)

1

2

What are the impacts of these historical values and attitudes on the support for a person with a disability? (Some impacts may be negative, whilst others may be positive.)

1

2

Describe **two current** values and attitudes towards people with a disability that are held within your local community which you identified from your research; and describe what you consider to be **two** positive or **two** negative impacts of these values and attitudes upon the support of people with a disability. (These impacts may include issues of inclusion or exclusion, encouragement, improved facilities and/or access, greater choice and opportunities etc.)

1

2

What are the impacts of these current values and attitudes on the support for a person with a disability? (Some impacts may be negative, whilst others may be positive.)

1

2

What are some of the differences and similarities (at least **two**) between the historical and the current values and attitudes held by your community?

| Differences | Similarities |
|-------------|--------------|
| 1 | 1 |
| 2 | 2 |

Assessor/Verifier confirmation form for Section 3

I confirm that _____
has completed all of the requirements for this task:

| | |
|---------------|-----------------|
| Assessor Name | Assessor Number |
| Signature | Date |

1816 V5 – Analyse personal and community values and attitudes and their impact on people with disabilities

Level 4 Credits 5

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) | | | |
|---|------------------------------------|---------------------------------|--|
| Written Assessment Task | | | |
| Task One | <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 demonstrate competency in 1816 V5. | |
| <input type="checkbox"/> Further evidence is required to demonstrate 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 his/her 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

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Feedback form

Please help us to improve our trainee assessment portfolio.

Careerforce is always keen to review its materials to improve the quality of the learning experience. You can help us by telling us what you think of this assessment portfolio and by offering suggestions on ways it can be improved.

When you have answered the questions, please send this page to:

Quality Assurance Manager
Careerforce Ltd.
www.cssito.org.nz
PO Box 25 255
Christchurch
Fax (03) 371 9285

What I liked most about the portfolio and why?

What I liked least about the portfolio and why?

Please give your rating of the following topics by ticking the relevant yes, no, or maybe boxes.

| Topics or aspects of the content of this document | Yes | Maybe | No |
|---|-----|-------|----|
| Assessment record sheet is useful. | | | |
| Assessment questions are easy to understand. | | | |
| Verification tasks are appropriate. | | | |
| The assessment portfolio is well laid out and easy to follow. | | | |

Additional comments

Contact details (optional)

| | |
|-----------|--------------|
| Name | Organisation |
| Telephone | Email |

Quality Assurance Manager
Careerforce Ltd
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