

Demonstrate knowledge of the value of relationships in people's lives for disability support

Trainee assessment portfolio

1818 V5 Level 3 Credits 4

Trainee name _____

NZQA number

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Important information for trainees

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

- Describe the value of friendships for a person with a disability.
- Describe intimate relationships and support services that are available to promote healthy sexual relationships for a person with a disability.
- Describe the value of family/whānau relationships for a person with a disability.
- Describe the value of community and culturally-based relationships for a person with a disability.

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.

References

- Careerforce workbook 1818 V5 – Demonstrate knowledge of the value of relationships in people’s lives for disability support.
- 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.
- Your performance of the activities needs to be completed in a professional manner which shows the assessor that you have a full understanding of all that is involved.
- 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 (Blue)	Describing for a person with a disability: <ul style="list-style-type: none">• The value of friendships• Intimate relationships and support services that are available to promote healthy sexual relationships• The value of family/whānau relationships• The value of community and culturally based relationships	Element 1 Element 2 Element 3 Element 4

Written or oral assessment tasks

Task One – Describing for a person with a disability:

- The value of friendships
- Intimate relationships and support services that are available to promote healthy sexual relationships
- The value of family/whānau relationships
- The value of community and culturally based relationships

1 Describing the value of friendships for a person with a disability (1.1, 1.2)

Provide a written or oral response to the following three questions. If responses are given orally, the assessor must make and retain a brief record of what was said for moderation purposes.

1 **Where** might a person with a disability form friendships?

2 **How** might those friendships be formed?

3 Describe the role of friendships in fulfilling human needs. Human needs could include: comfort, support, security and warmth.

Assessor confirmation form

I confirm that _____

(the trainee) has completed all the requirements for

Task One – Describing the value of friendships for a person with a disability.

Assessor Name	Assessor Number
Signature	Date

2 Describing intimate relationships and support services that are available to promote healthy sexual relationships for a person with a disability (2.1, 2.2)

When discussing intimate relationships it is important that you, as a support worker, are able to define what is meant by an “intimate relationship”.

In terms of this unit standard for which you are being assessed, “intimate relationships” are deemed to be sexual relationships.

To successfully achieve this part of the assessment you are required to provide a written or oral response to all of the following questions. If responses are given orally, the assessor must make and retain a brief record of what was said for moderation purposes.

The rights and responsibilities associated with intimate relationships reflect the requirements of The Code of Health and Disability Services Consumers’ Rights Regulation 1996 (The Code).

What are the **seven** Rights in The Code that relate to relationships?

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Choose **two** Rights from The Code and describe how they relate/apply to a person with a disability who is in a sexual relationship.

1

2

List **two** responsibilities that a person has when he/she is in a sexual relationship.

1

2

Briefly describe **two** choices a person with a disability might make when he/she is in a sexual relationship, and **two** consequences that the person might experience.

Choices	Consequences
1	1
2	2

Select from the following list **three** agencies and/or support services which are available for a person with a disability: Family Planning, Youthline, general practitioners (GPs), medical specialists, counsellors, sexual health services, Gayline, local agencies, school support.

For each of the agencies and/or support services you have selected:

- Name the agency
- Briefly outline the function of the agency
- Identify how the service is accessed

Agency/ support service	Function of the agency/ support service	How to access the agency/ support service
1	1	1
2	2	2
3	3	3

Assessor confirmation form

I confirm that _____

(the trainee) has completed all the requirements for:

Task Two – Describing intimate relationships and support services that are available to promote healthy sexual relationships for a person with a disability.

Assessor Name	Assessor Number
Signature	Date

3 Describing the value of family/whānau relationships for a person with a disability (3.1, 3.2)

Provide a written or oral response to the following questions. If responses are given orally, the assessor must make and retain a brief record of what was said for moderation purposes. Your responses need to include sufficient detail to ensure that your assessor can confirm you have gathered an understanding of the issues through coursework material, personal experience or supporting a person with a disability.

1 Which **four** of the following statements describe how family/whānau relationships help to fulfil human needs of a person with a disability? Tick the appropriate boxes.

- Many, few or no brothers and sisters.
- Nurture and protect children and those who are vulnerable.
- One or many generations of people.
- One or more (or no) parents.
- Pass on culture, knowledge, values, attitudes, property rights and obligations from one generation to the next.
- People who are genetically related, related by marriage, or brought together by choice, circumstance or legal relationships.
- Provide material and emotional support.
- Provide wellbeing for their members.

2 There are many interpretations of what “family” is, and all families are unique. Choose a family/whānau in the community which includes a person with a disability, which is from a different culture to your own. Ask a member(s) of this family to describe:

a What family relationships mean to the family member(s) in relation to the person with a disability (**two** examples are required).

1

2

Please make sure that you maintain the family’s/whānau’s privacy and confidentiality by not using anyone’s real name.

b How does/do the family member(s) fulfil the human needs of the person with a disability? Human needs could include comfort, support, security or warmth (**two** examples are required).

1

2

Please make sure that you maintain the family's/whānau's privacy and confidentiality by not using anyone's real name.

Assessor confirmation form

I confirm that _____
(the trainee) has completed all the requirements for:

Task Three – Describing the value of family/whānau relationships for a person with a disability.

Assessor Name	Assessor Number
Signature	Date

4 Describing the value of community and culturally based relationships for a person with a disability (4.1, 4.2)

“Community is not a location – it is about groups of people and their lives, and includes a sense of belonging or being accepted... It’s an essential component of living a socially valued and ordinary life.”

Provide a written or oral response to the following questions. If responses are given orally, the assessor must make and retain a brief record of what was said for moderation purposes. Your responses need to include sufficient detail to ensure that your assessor can confirm that you have gathered an understanding of the issues through coursework material, personal experience or supporting a person with a disability.

- 1 Provide **one** example of where and how **community** and **culturally** based relationships or friendships have been formed for a person with a disability, and their value to the person with a disability.

	Where have they been formed?	How have they been formed?	What is the value to the person with a disability?
Community group relationships/ friendships			
Cultural group relationships/ friendships			

2 Choose **one** community and **one** culturally based relationship and describe how each of these relationships can contribute to fulfilling the human needs of the person with a disability.

Community based relationship	
Culturally based relationship	

Assessor confirmation form

I confirm that _____
(the trainee) has completed all the requirements for:

Task Four – Describing the value of community and culturally based relationships for a person with a disability.

Assessor Name	Assessor Number
Signature	Date

1818 V5 – Demonstrate knowledge of the value of relationships in people’s lives for disability support

Level 3 Credits 4

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

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 1818 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

1818 V5 – Demonstrate knowledge of the value of relationships in people’s lives for disability support

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.			
The assessment portfolio is well laid out and easy to follow.			

Additional comments

Contact details (optional)

Name	Organisation
Telephone	Email

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