

Establish and facilitate a learning plan with a person requiring health or disability supports

Trainee assessment portfolio

23383 V1 Level 4 Credits 6

Trainee name _____

NZQA number

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Important information for trainees

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

- Participate in the development of a learning plan with a person in a health, disability or community setting.
- Facilitate the implementation of a learning plan with a person who uses health and/or disability support services.
- Facilitate the evaluation of a learning plan with a person who uses health and/or disability supports.

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 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: 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 A **learning plan** relates to aspirations and choices identified in the day-to-day support of a person in a health and/or disability context. Learning plans typically identify desired learning environments, styles and outcomes; physical, cognitive and sensory abilities; and resource requirements, timeframes and evaluation processes.
- b **Service delivery plan (SDP)** 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. An SDP is interpreted and implemented in accordance with the requirements of the plan and will recognise the consumer as the central focus. An SDP 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 and rights, and how these determine the consumer's independence, rehabilitation, recovery and support are paramount to the implementation of an SDP. The SDP 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.
- c **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.

References

- Careerforce workbook 23383 V1: Establish and facilitate a learning plan with a person requiring health or disability supports.
- Organisation's policies and procedures.

This trainee assessment portfolio contains

- Important background information.
- Assessment tasks.
- Details of workplace assessment, conducted by an assessor.
- Feedback form.
- Assessment record sheet.

Instructions

- Attach all your written evidence to this trainee assessment portfolio.
- Read through the checklists for the workplace assessment tasks; if you can confidently tick all the boxes you are ready to be assessed.
- All of the activities need to be completed in a manner which shows the assessor that you have a full understanding of the development, implementation and evaluation of learning plans.
- 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
Workplace Assessment Task One (Beige)	Developing, facilitating and evaluating a learning plan with a person who uses health and/or disability supports.	Element 1 Element 2 Element 3

Workplace assessment tasks

Task One – Participate in the development, facilitation and evaluation of a learning plan with a person who uses health and/or disability supports.

Notes

- 1 This workplace assessment needs to be completed in accordance with the organisation's policies and procedures.
- 2 This workplace assessment must be based on the learning plan of an actual person who the trainee is currently supporting or has supported.
- 3 The responses in this task will usually be made by the trainee in writing. Alternatively, the trainee may make an oral presentation to the assessor who will record the detail of the content for moderation purposes.
- 4 The trainee should include as much supporting evidence as possible. This evidence may include copies of a service delivery plan (SDP), case notes or similar. Identifying details must be removed from copies of documents presented. Evidence of consumer consent to use the information for this purpose should be included with these documents.

Assessment activity requirements

Identify someone you are currently supporting or have supported in the past in a health, disability or community setting, and with whom you have been involved in the development, implementation and evaluation of a learning plan.

For this assessment activity the written or oral evidence you present to your assessor will need to show the extent of your involvement in the process. If your involvement was as a member of a team your evidence will need to clearly show that you made a significant contribution to the process.

In writing or in an oral presentation, you will need to complete a case study for the person who you are supporting or have supported with a learning plan. You will need to:

- 1 Provide general background information about the person for whom the learning plan was developed.
- 2 Provide evidence of how you supported the **development** of the learning plan.
Include details of:
 - a How the learning aspirations (hopes and desires, goals or things that person wanted to achieve) and choices for learning outcomes were identified (including consultation undertaken with the person).
 - b These learning aspirations and the choices of how to achieve them.
 - c The outcomes or goals that were developed to meet the person's learning aspirations and choices.
 - d The strategies used to achieve the outcomes or goals. You will need to show that these strategies were based on the person's abilities and support needs as identified in the SDP.
 - e How those strategies aligned with the available resources.

- 3 Provide evidence of how you supported the **implementation** of the learning plan with the person who uses health and/or disability support services: Include details of:
 - a How you included the learning aspirations and choices of the person in the learning plan during the implementation.
 - b How the strategies you used met the learning aspirations and choices in the learning plan.
- 4 Provide evidence of the evaluation of the learning plan. Include details of:
 - a How the **evaluation** process was in accordance with the wishes of the person for whom the plan was developed.
 - b The outcomes achieved as a result of carrying out the learning plan.
 - c Changes, if any, which were put in place to improve the plan to better meet the desired outcomes. (If there were no changes, you will need to clearly show how the plan achieved the learning aspirations and choices.)

	Task	Tick when competent	
1	Provide general information about the person being supported for whom the learning plan was developed.	<input type="checkbox"/>	
2	Describe your participation in the development of the learning plan for the person involved. Include details about:	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • How the aspirations and choices of the person were identified (including consultation with the person). 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • Details of those aspirations and choices. 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • The outcomes or goals identified to meet the aspirations and choices. 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • The strategies which were involved based on the person's abilities and support needs as identified in the SDP. 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • How those strategies aligned with any/all of the available resources. 	<input type="checkbox"/>	
3	Describe the process followed to facilitate the implementation of the learning plan. Include details about:	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • How the implementation was in accordance with the aspirations and choices in the learning plan. 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • How the implementation strategies met the agreed aspirations and choices in the learning plan. 		<input type="checkbox"/>

	Task		Tick when competent
4	Describe the evaluation of the learning plan which was carried out. Include details about:		
	<ul style="list-style-type: none"> How the evaluation process was in accordance with the wishes of the person for whom the plan was developed. 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> The outcomes achieved as a result of the implementation of the learning plan. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> Changes, if any, which were made to improve the plan to better align with the desired outcomes. Where the plan did not involve modification it is essential that the reporting of the outcomes indicates how the plan was successful in achieving all outcomes. 	<input type="checkbox"/>		

Assessor confirmation form

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

The involvement of the trainee in the development, implementation and evaluation of the learning plan is considered to be appropriate for the person being supported.

I confirm that the level of performance and the evidence provided to the assessor by the trainee were sufficient and suitable for the level and credit value of this unit standard.

Assessor Name	Assessor Number
Signature	Date

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

Additional comments

Contact details (optional)

Name	Organisation
Telephone	Email

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