

# Trainee Assessment

## Communicate and support personal cares

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23386 Support a person to meet personal care needs in a health or wellbeing setting (version 4, level 3, 5 credits)

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28557 Communicate to support people's health and wellbeing (version 1, level 3, 5 credits)

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**Your name:**

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**Your workplace:**

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**Your date of birth:**

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**NSN number (if you know it):**

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### Declaration

- I was told about and understand the assessment requirements and appeals process.
- I have prepared my answers myself.
- Any evidence I have provided as my own, I produced myself.
- I understand that this assessment may be used for moderation and quality control purposes.
- I understand that when I achieve this unit standard my result will be registered with the New Zealand Qualifications Authority.

**I confirm the above declaration:**    Yes     No     **Date:**

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## Assessment summary (completed by assessor)

### Trainee's performance summary

Assessment tasks	Assessor's signature	Date achieved
Task 1: Effective communication techniques		
Task 2: Communicate and support personal cares		

### Unit standard results

I have assessed the trainee and confirm the trainee has demonstrated competency in:

Unit standard	Version	Level	Credits	✓
23386 Support a person to meet personal care needs in a health or wellbeing setting	4	3	5	<input type="checkbox"/>
28557 Communicate to support people's health and wellbeing	1	3	5	<input type="checkbox"/>



Assessor's name:

Assessor's number:

Signature:

Date:

# Trainee information

Task 1 involves answering questions that are marked by the assessor, or by kōrero matanga recorded by the assessor.

Task 2 is a practical assessment where your observer/assessor will observe you in your work and complete the observation form.

## Getting started

- Contact your assessor or workplace observer to talk about what you need to do.
- You may have or be asked for evidence or workplace documents which record what you have already done, at work or through training.
- For practical assessments and kōrero mātanga speak to your workplace supervisor and/or assessor when you are ready to get started.

## As you do the tasks

- Answer all questions. Refer to real situations when answering questions.
- For knowledge assessment questions you can choose to write your answers or your assessor may record your verbal answers for you.
- Your assessor or observer will complete the observation form in this assessment when they observe your work. Sometimes they may ask you to do a specific task or ask a question about what you're doing.

## When you finish

- Make sure you have completed any parts where the assessor/observer has said you need to do more work.
- If your assessor requires more information, add your extra information to the bottom of your original answer, or on a separate sheet of paper with your name on it, date it, and answer any questions the assessor has asked you.

## Appeals

If you wish to appeal against the assessment result or process, talk to your assessor.

If you're still not satisfied, you can appeal to Careerforce by completing the assessment result appeal form. You can find this form online at [www.careerforce.org.nz/contact/forms](http://www.careerforce.org.nz/contact/forms)

## Feedback

Careerforce regularly reviews our assessment and learning resources. As a user, we would appreciate feedback on how you found it. Feedback can be provided to Careerforce via:

- our online feedback form at [www.careerforce.org.nz/contact/resource-assessment-feedback](http://www.careerforce.org.nz/contact/resource-assessment-feedback)
- email to [info@careerforce.org.nz](mailto:info@careerforce.org.nz).

# Definitions

The word **trainee** in this assessment refers to you, the person being assessed. Other terms that may be used are student, candidate or employee.

A **workplace assessor** or **assessor** is the person who will assess you.

An **observer** is someone who understands the assessment, works closely with you and can confirm that you have performed the task competently.

**Person** means a person accessing services. Other terms used for the person may include client, consumer, customer, patient, individual, resident, service user, tūroro or tangata whai ora.

A **Health or wellbeing setting** includes but is not limited to – the aged care, acute care, community support, disability, mental health, and social services sectors.

An **organisational policies and procedures** are the policies, procedures and methodologies of an organisation. They include legislative and regulatory requirements which may apply across a company, a specific site, or a workplace. Requirements are documented in the company's health and safety plans, contract work programmes, quality assurance programmes, policies and procedural documents.

**Personal cares** are the activities undertaken to maintain a person's dignity, comfort, or hygiene.

**Personal plan** is a generic term that covers the individual or group plans (which may also be referred to by other names) that are developed for people receiving support (and may include their family/whānau as appropriate).

**Boundaries of own role** includes but is not limited to – delegation and directives of a health professional, limits of own ability and training and ethical responsibilities.

**Culture** means the totality of socially transmitted beliefs, values, customs, behaviour patterns and/or practices, together with all other products of human work and thought that are common to – or characteristic of – a particular group or community. The concept of culture may reflect factors and indicators such as: age, disability, gender, ethnicity, group affiliation, occupation, organisational background, immigrant or refugee status, institutional care, religion or spiritual beliefs, sexual orientation, socioeconomic status and cultures within Māori, Pākehā, Pasifika, Asian groupings; including identification with a culture through birth, adoption, or genealogy or whakapapa.

**Preferred communication method** may include but is not limited to – verbal communication, pictures, symbols, signs, sign language and other communication devices, gestures.

**Functional ability** includes the physical, psychological, cognitive, and social ability required to carry on normal activities of life.

**Access to communication supports** includes access to physical, visual, and auditory resources needed to ensure that communication is responsive to the consumer's needs, values, and beliefs. Resources may include interpreter services, disability support groups, signers, and material written in Braille.

**Natural supports** means any assistance, relationships, or interactions provided to a consumer by family/whānau, friends, peers, co-workers, or community volunteers. In a specifically Māori

context, natural supports may include but are not limited to: kaumātua, kuia, tohunga, whānau, iwi, and hapū.

In the context of this assessment, **support** should aim to maintain, improve, or restore a person's independence and/or interdependence by utilising the person's existing strengths and appropriate resources; but may also include providing assistance to enable a person's health and wellbeing needs being met.

# Task 1: Effective communication techniques

Answer the following questions.

## Part 1: Barriers to communication

For this part of the task, you need to show your understanding of the barriers to effective communication and the supports available in your workplace.

### Q1 How do barriers prevent effective communication?

Choose **two** barriers and describe how each of them can prevent effective communication.

Barriers might include:

- |   |   |
|---|---|
| <input type="checkbox"/> Sensory impairments.         | <input type="checkbox"/> Dementia.                              |
| <input type="checkbox"/> Speech/language impairments. | <input type="checkbox"/> Cultural practices.                    |
| <input type="checkbox"/> Lack of health literacy.     | <input type="checkbox"/> Language.                              |
| <input type="checkbox"/> Use of jargon.               | <input type="checkbox"/> Another barrier you identify yourself. |

What is the **first** barrier you have chosen?

How can this barrier prevent effective communication?

What is the **second** barrier you have chosen?

How can this barrier prevent effective communication?

**Q2** What communication supports are available in your organisation to overcome these barriers?

**Q3** What is the procedure in your organisation for accessing these supports?

## Part 2: Why does the person need support, and what can you do to help them meet their needs?

For this part of the task, you need to describe a recent occasion where you had to work out the type and extent of the support you needed to provide.

For this task, you need to demonstrate that you know why and how to support a persons personal care needs. This may include communicating with the person you support and other people supporting that person, for example, their family/whānau or other support networks.

For a person the you support, you must:

- Consider the person’s functional ability.
- Refer to the personal plan for this task.
- Follow the organisation’s policies and procedures at all times.

For this part of the task you need to only answer the questions about **one** person, to show that you understand why you provide support.

### Q4 Why does the person need support?

*For example: they have difficulty bending.*

### Q5 What personal cares does this impact on?

*For example: dressing.*

### Q6 What support do you need to provide to meet the persons needs?

*For example: I need to help the person put on clothes such as socks and shoes.*

## Task 1: Assessor's feedback to trainee

When the assessor agrees that you have completed this task successfully, they will sign it off on the assessment summary page at the front of this assessment.

# Task 2: Communicate and support personal cares

## Part 1: Communicate to support a person's wellness

For this part of the task you need to demonstrate that you can communicate with other people to support a person's wellness. This includes communicating with the person you support and other people supporting that person, for example, their family/whānau or other support networks.

You need to provide details of observing, describing and responding to changes in a person's health or functional status for **two** situations.

The observer is likely to be your manager, supervisor or team leader. This must be a person who has observed your work over a period of time and can confirm that you complete the tasks to the standard required. Your assessor may contact your observer to discuss their comments.

For this practical assessment, your observer or assessor will observe you working over a period of time.

Read the observation checklist to make sure you know how you will be assessed.

Communication could include:

- Introducing yourself.
- Addressing a person by preferred name in a respectful manner.
- Selecting an environment that allows effective communication.
- Use of respectful body language and positioning.
- Supportive use of questioning.
- Responding to a person's questions.
- Use of plain language.
- Use of non-verbal responses such as facial expressions, gestures, nods or shakes of the head and use of eye contact.
- Providing and/or recording oral and written information.
- Any other communication that you have identified.

### Note to observer:

You have been asked to complete this observation as the supervisor/manager of the trainee. You must have observed the trainee working over a period of time.

The trainee has provided details of communicating with people they support and others, to support the person's wellness.

You need to be confident that the information they have provided is correct and that the trainee consistently communicates effectively with the people they support and others, to support the person's wellness.

If you agree that the trainee meets these standards please tick the boxes below and make comments in the spaces provided. If you do not agree please discuss the requirements with the

trainee. Please comment on the trainee’s performance. The assessor may wish to contact you to discuss this observation.

<b>Observation</b>			<b>Assessor/observer to complete</b>																									
<p><b>I confirm that the trainee has communicated effectively according to the standards below.</b></p>			 <b>1</b>	 <b>2</b>																								
<p>Briefly outline the two situations where the trainee demonstrated their communication skills with people to support their wellness.</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">                     Situation 1:                 </div> <div style="border: 1px solid #ccc; padding: 5px;">                     Situation 2:                 </div>			<input type="checkbox"/>	<input type="checkbox"/>																								
<p>The trainee initiates and maintains communication following the preferences of <b>two people</b> being supported.</p> <p>Identify the communication techniques used by the trainee:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: left;">Communication technique</th> <th style="text-align: center;">   <b>1</b> </th> <th style="text-align: center;">   <b>2</b> </th> </tr> </thead> <tbody> <tr> <td>Introducing themselves</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Addressing a person by preferred name in a respectful manner</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Selecting an environment conducive to effective communication</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Use of respectful body language and positioning</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Supportive use of questioning</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Responding to a person’s questions</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Use of plain language</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>			Communication technique	 <b>1</b>	 <b>2</b>	Introducing themselves	<input type="checkbox"/>	<input type="checkbox"/>	Addressing a person by preferred name in a respectful manner	<input type="checkbox"/>	<input type="checkbox"/>	Selecting an environment conducive to effective communication	<input type="checkbox"/>	<input type="checkbox"/>	Use of respectful body language and positioning	<input type="checkbox"/>	<input type="checkbox"/>	Supportive use of questioning	<input type="checkbox"/>	<input type="checkbox"/>	Responding to a person’s questions	<input type="checkbox"/>	<input type="checkbox"/>	Use of plain language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Providing and/or recording oral and written information	<input type="checkbox"/>	<input type="checkbox"/>		
or any other communication that you have identified	<input type="checkbox"/>	<input type="checkbox"/>		
Please comment.				
<p>The trainee communicates in a way that considers and addresses any barriers to effective communication, within the boundaries of their role.</p> <p>Please comment on any barriers identified by the trainee, and how the trainee considered and addressed them:</p>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>The trainee communicates information about a person they support to others following privacy, confidentiality and reporting requirements at all times.</p> <p>Please comment:</p>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>The trainee checks information communicated by others for comprehension, interpretation and clarity of intent.</p> <p>Please comment:</p>	<input type="checkbox"/>	<input type="checkbox"/>		

<p>The trainee consistently communicates effectively in the workplace. Please comment:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Observer</b> Please give the dates of the time period over which you observed the trainee's communication.</p>		
<p>Please add any further comments you wish to make.</p>		

If you are an observer, please give your details as the assessor may wish to contact you.

<b>Name:</b>		<b>Designation:</b>	
<b>Signature:</b>		<b>Date:</b>	
<b>Contact details (phone/email):</b>			

## Part 2: Support personal cares.

For this part of the task, you need to demonstrate that you can support **five** different personal cares while your observer or assessor observes you.

This might happen over several days with more than one person. Your assessor may also ask you questions as you work.

The observer is likely to be your manager, supervisor or team leader. This must be a person who has observed your work over a period of time and can confirm that you complete the tasks to the standard required. Your assessor may contact your observer to discuss their comments.

Read the observation checklist to make sure you know how you will be assessed.

### Observation

#### Note to observer:

You have been asked to complete this observation as the supervisor/manager of the trainee. You must have observed the trainee working over a period of time.

You need to be confident that the information they have provided is correct and that the trainee consistently provides support to people's personal care needs.

If you agree that the trainee meets these standards please tick the boxes below and make comments in the spaces provided. If you do not agree please discuss the requirements with the trainee. Please comment on the trainee's performance. The assessor may wish to contact you to discuss this observation.

I confirm that the trainee has completed these tasks effectively according to the standards below.	Assessor/observer to complete				
	✓ 1	✓ 2	✓ 3	✓ 4	✓ 5
Observer – please note down the personal care that was supported for each observation.					
The trainee supported the person's personal care needs by following their personal plan.  <i>Show your assessor where on the personal plan you identify information about personal cares.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>The trainee supported the person’s personal care needs by following your organisation’s policies and procedures.</p>	<input type="checkbox"/>				
<p>The trainee supported the person’s personal care needs by taking into account the person’s functional ability. This could include sensory or physical abilities.</p>	<input type="checkbox"/>				
<p>The trainee supported the person’s personal care needs by using their preferred name.</p>	<input type="checkbox"/>				
<p>The trainee supported the person’s personal care needs by encouraging the person to make choices, where possible.</p>	<input type="checkbox"/>				
<p>The trainee supported the person’s personal care needs by respecting the person’s privacy. Observer to note down an example of <i>how</i> the persons privacy was respected.</p>	<input type="checkbox"/>				
<p>The trainee supported the person’s personal care needs by keeping information about the person confidential.</p>	<input type="checkbox"/>				

<p>The trainee supported the person’s personal care needs by respecting the person's cultural identity.</p> <p>Observer to note down a brief description of the persons cultural identity.</p>	<input type="checkbox"/>				
<p>The trainee supported the person’s personal care needs by using their preferred communication method.</p> <p><i>Show your assessor where on the personal plan you identify information about preferred communication methods. For example, speaking slowly, using gestures or communication devices.</i></p>	<input type="checkbox"/>				
<p><b>Observation comments</b></p> <p>Use the area below to record detail about each observation.</p>					
<p><b>Observation 1</b>      Observer/Assessor: _____ Date: _____</p> <p>Personal care observed:</p> <p>Support for physical or sensory condition:</p> <p>Communication method(s) used:</p> <p>Rights and preferences:</p> <p>Any other Comments:</p>					
<p><b>Observation 2</b>      Observer/Assessor: _____ Date: _____</p> <p>Personal care observed:</p> <p>Support for physical or sensory condition:</p> <p>Communication method(s) used:</p> <p>Rights and preferences:</p> <p>Any other Comments:</p>					

**Observation 3**

Observer/Assessor:

Date:

Personal care observed:

Support for physical or sensory condition:

Communication method(s) used:

Rights and preferences:

Any other Comments:

**Observation 4**

Observer/Assessor:

Date:

Personal care observed:

Support for physical or sensory condition:

Communication method(s) used:

Rights and preferences:

Any other Comments:

**Observation 5**

Observer/Assessor:

Date:

Personal care observed:

Support for physical or sensory condition:

Communication method(s) used:

Rights and preferences:

Any other Comments:

If you are an observer, please give your details as the assessor may wish to contact you. If more than one observer has been used, please provide the details of each observer in the space above.

<b>Name:</b>		<b>Designation:</b>	
<b>Signature:</b>		<b>Date:</b>	
<b>Contact details (phone/email):</b>			

## Task 2: Assessor feedback to trainee

When the assessor agrees you have completed this task successfully, they will sign it off on the assessment summary page at the front of the assessment.