Trainee Assessment
Ageing process

<table>
<thead>
<tr>
<th>Unit standard</th>
<th>Version</th>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>23387 Demonstrate knowledge of the ageing process and its effects on a person’s lifestyle and wellbeing</td>
<td>3</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

Your name: 

Your workplace: 

Your date of birth: 

NSN number (if you know it): 

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:
Assessment summary (completed by assessor)

Trainee's performance summary

<table>
<thead>
<tr>
<th>Assessment tasks</th>
<th>Assessor signature</th>
<th>Date achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: The ageing process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task 2: Impact on lifestyle and wellbeing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit standard results

I have assessed the trainee and confirm the requirements have been met to demonstrate competency in:

<table>
<thead>
<tr>
<th>Unit Standard(s)</th>
<th>Version</th>
<th>Level</th>
<th>Credits</th>
<th>✔</th>
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</tbody>
</table>

Assessor name: 

Assessor number: 

Signature: 

Date:
Trainee information

Before you start:

- The assessor/observer will talk about what you need to do.
- You may have been observed doing some of these tasks already, or there may be workplace documents you have completed, such as a workplace incident report, which documents what you have done at work.
- You may bring evidence of what you have done already, such as your induction training log, or proof of competency from a course you have completed, eg a marked assessment or project. This may be recorded as evidence.

As you go:

- Follow instructions for each task.
- Answer all questions.

When you finish:

- Make sure you have completed any parts where the assessor/observer has said you need more work.

Appeals

If you wish to appeal against the assessment result or process, talk to your assessor. If you are still not satisfied, you can appeal to Careerforce by completing the assessment result appeal form that can be found online at 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
- email to info@careerforce.org.nz
Task 1: The ageing process

For this task, you need to show your understanding of the ageing process, including its impacts on a person’s body, their daily activities and their lifestyle.

1. What is the impact of the ageing process on the body’s systems?

Choose five body systems from the following list:

- musculo-skeletal system.
- reproductive system.
- urinary system.
- endocrine system.
- gastro-intestinal system.
- respiratory system.
- cardio-vascular system.
- nervous system.
- sensory system.
- immune system.

For each system chosen, describe at least one impact of the ageing process.

An example has been provided for you.

<table>
<thead>
<tr>
<th>Body system</th>
<th>What is the impact of the ageing process?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skin</td>
<td><em>Skin becomes more fragile and is more prone to breakdown.</em></td>
</tr>
</tbody>
</table>

1.

2.

3.
How does the ageing process impact a person on a daily basis?

Think about people you support. How has the ageing process impacted their everyday activities? Provide one impact for each activity that is listed in the table below.

<table>
<thead>
<tr>
<th>Everyday activity</th>
<th>What is the impact of the ageing process?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating and drinking</td>
<td></td>
</tr>
<tr>
<td>Mobility</td>
<td></td>
</tr>
<tr>
<td>Ability to perform personal cares</td>
<td></td>
</tr>
<tr>
<td>Elimination patterns</td>
<td></td>
</tr>
<tr>
<td>Sleeping patterns</td>
<td></td>
</tr>
</tbody>
</table>
3 What effect can age-related health conditions have on a person’s everyday activities?

Choose five different health conditions associated with the ageing process. The following are examples:

- osteoporosis.
- arthritis.
- stroke.
- Parkinson’s disease.
- heart failure.
- diabetes.
- a condition you identify yourself.

Describe how the condition may affect a person’s ability to carry out everyday activities. An example has been provided for you.

<table>
<thead>
<tr>
<th>Name of health condition</th>
<th>Potential effect on everyday activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic obstructive pulmonary disease</td>
<td>A person with chronic obstructive pulmonary disease (COPD) finds it difficult to breathe. The person may be limited in what activities they can do, be less physically active, will have reduced social contacts, and this can create social and emotional isolation.</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Name of health condition</td>
<td>Potential effect on everyday activities</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Task 1: 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 this assessment.
Task 2: Describe how the ageing process may affect lifestyle and wellbeing

1  How does ageing affect a person’s lifestyle and their support needs?

Choose **five** aspects of a person’s lifestyle and wellbeing. These might include:

- housing.
- work.
- income.
- recreation.
- relationships.
- family/whānau.
- learning.
- community participation.
- spirituality.
- Cultural identity.

Think about the people you work with and support and for each aspect chosen answer the following questions:

- What changes has the person had to make because of ageing?
- How has the person adapted to these changes?
- What additional support (if any) do they need?

An example has been provided for you. Think about both positive and negative changes.

<table>
<thead>
<tr>
<th>Aspect of lifestyle and wellbeing affected by ageing</th>
<th>How has the person adapted to these changes, has the adjustment had positive or negative impact on daily living, and what additional support is required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural identity</td>
<td><em>As Mrs R has got older she has become a respected kuia at her marae. She is often asked to attend events and represent her hapū at hui. She does needs extra support from her whānau to get to marae activities. Her mokopuna tend to share responsibilities.</em></td>
</tr>
</tbody>
</table>

Continued next page
**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 this assessment.