

Safety and security

Trainee assessment portfolio

20830 V2 Level 2 Credit 5

Maintain a safe and secure environment in a health or disability setting.

Name

NZQA number

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Important information for trainees

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

- Maintain a safe environment.
- Demonstrate knowledge of maintaining a secure environment for the consumer.
- Demonstrate knowledge of abuse and neglect.

Special notes

1 People seeking credit for this unit standard will be assessed in the workplace or a simulated environment. Evidence is required to show consistency of performance across a range of situations, such as different times of the day.

2 Definitions

a Service delivery plan 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/whanau for service delivery. Different service providers may use different terms. A service delivery plan is interpreted and implemented in accordance with the requirements of the plan and will recognise the consumer as the central focus. A service delivery plan 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, rights, and how these determine the consumer's independence, rehabilitation, recovery, and support are paramount to the implementation of a service delivery plan. The service delivery plan will also provide an outline of the tasks to be performed by the support worker for the consumer in all health and disability settings.

b 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.

c Organisation's policies and procedures are the policies and procedures of the employing organisation of the candidate and include ethical codes, standards, and requirements of the organisation involved.

3 The following apply to the performance of **all elements of this unit standard**:

- a All support must comply with any policies, procedures, ethical codes and standards, and requirements of the service providers involved.
- b All support must comply with any relevant legislative and regulatory requirements including rights and responsibilities as outlined in the
 - i Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996 (the Code of Rights),
 - ii Health and Safety in Employment Act 1992,
 - iii Privacy Act 1993,
 - iv Health and Disability Services (Safety) Act 2001,
 - v Human Rights Act 1993, and
 - vi Any subsequent amendments.

- c NZ Standards relevant to this unit standard may include but are not limited to
 - i NZS 8134:2001 Health and Disability Sector Standards,
 - ii NZS 8142:2000 Infection control,
 - iii NZS 8141:2001 Restraint minimization and safe practice,
 - iv NZS 8143:2001 National Mental Health Sector Standard,
 - v NZS 8158:2003 Home and Community Support Sector Standard.
 - d All support must be in accordance with the consumer's service delivery plan.
 - e All support must focus on maintaining, improving, or restoring independence. This should be aimed at enabling a consumer's self-determined goals to be achieved and the improvement of functional status where possible.
 - f All interactions with a consumer recognise the consumer's fundamental right to exercise their choice regarding their support, and recognise the importance of this to the consumer.
- 4 Support workers need to recognise that home safety is dependent on the consumer's agreement and cooperation.

References

- Careerforce Workbook—28830v2 Safety and security.
- Organisation's policies and procedures.

This trainee assessment portfolio contains

- Important information.
- Assessment Tasks.
- Workplace Verification.
- Feedback form.
- Assessment record sheet.

Instructions

- From approximately mid 2008 you will have the option of completing the assessment tasks online at www.careerforce.org.nz/assessment.
- Attach all written material to this trainee assessment portfolio.
- Read through the checklists for the workplace verification tasks; if you can confidently tick all the boxes then you are ready to be assessed.
- Your performance of the activities needs to be completed in a professional manner which shows the assessor/verifier that you have a full understanding of all that is involved. The assessor/verifier 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 any assistance with any aspect of the assessment, please discuss this with your assessor.

Activity	Description	Unit Standard
Assessment tasks Task 1 (Blue)	Rights and responsibilities of a support worker, and knowledge of abuse and neglect.	Element 1 Element 3
Workplace Verification Task 2 (Grey)	Maintaining a safe and secure environment, indications and reporting of abuse, and reporting incidents, injury events (accidents) and hazards.	Element 1 Element 2 Element 4

Assessment tasks

Task one—Rights and responsibilities of a support worker, and knowledge of abuse and neglect.

In the following table there are statements which state your rights and responsibilities as defined by your organisation’s policies and procedures and the Health and Safety in Employment Act. There is only **one** tick required in each row of the table.

1 Rights and responsibilities (1.1)

Are the following statements a right or a responsibility?	Tick one correct response for each statement	
	Right	Responsibility
Provision of personal protective clothing.	<input type="checkbox"/>	<input type="checkbox"/>
Provide procedures to deal with emergencies that may arise while you are at work.	<input type="checkbox"/>	<input type="checkbox"/>
Keep a hazard register.	<input type="checkbox"/>	<input type="checkbox"/>
Do not create a situation where someone else may get hurt.	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that the equipment is safe to use.	<input type="checkbox"/>	<input type="checkbox"/>
Wear personal protective clothing as issued.	<input type="checkbox"/>	<input type="checkbox"/>

2 Indicators and types of actual or potential abuse or neglect (3.1) (3.2)

Put a tick in the box associated with the statement which indicates the type of abuse or neglect listed.		
Physical abuse	The person you support tells you that another support worker smacks her.	<input type="checkbox"/>
	The person you support is always smacking herself.	<input type="checkbox"/>
Psychological abuse	One of the people in the facility where you provide support is always being called "Darling".	<input type="checkbox"/>
	One of the people in the facility where you provide support is always being called stupid.	<input type="checkbox"/>
Financial abuse	The person whom you support has spent all of his money on chewing gum.	<input type="checkbox"/>
	The person controlling your consumer's finances refuses to make funds available for appropriate social activities.	<input type="checkbox"/>
Sexual abuse	A temporary support worker photographed your consumer while she was taking a bath.	<input type="checkbox"/>
	Two consumers in the facility where you work have started holding hands.	<input type="checkbox"/>
Active neglect	The person you support is unwell and incontinent and has been fitted with a catheter and urine drainage bag.	<input type="checkbox"/>
	The person you support is incontinent and has been forced to sleep in unwashed linen.	<input type="checkbox"/>
Passive neglect	The consumer has bruising on the arms where you hold on to her to give support while walking.	<input type="checkbox"/>
	The consumer has bruising on the arms caused by banging into doorways.	<input type="checkbox"/>
Self harm	The consumer has started scratching his arms until blood is drawn.	<input type="checkbox"/>
	The consumer has started bumping into the walls as he goes to the bathroom.	<input type="checkbox"/>

Trainee performance (completed by your assessor)			
Task one	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Reassessment	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Comments			

I have assessed the trainee and confirm the requirements have been met to achieve competency for
Task one—Rights and responsibilities of a support worker, and knowledge of abuse and neglect.

Assessor's name	Assessor number
Signature	Date

Workplace verification

Task two—Maintaining a safe and secure environment, indications and reporting of abuse, and reporting incidents, injury events (accidents) and hazards.

Notes

- 1 This workplace verification needs to be completed in accordance with the organisation’s policies and procedures.
- 2 There is opportunity for the trainee to complete this task either as an observation (demonstration) or provide a conversational response (description) for the items below.
- 3 For moderation purposes please ensure that:
 - a Where a conversational response is given a brief record of what was said needs to be recorded.
 - b It is important that evidence of observations is included when this task is completed and kept for moderation (eg diagrams, photographs, facility plan).

Assessor/verifier checklist		Tick when competent	
3	Identify two potential health hazards within the support setting (1.2).	Identification	Identification
	Setting 1: _____ Setting 2: _____	<input type="checkbox"/>	<input type="checkbox"/>
4	Demonstrate or describe the requirements detailed in your organisation’s policies and procedures to eliminate, isolate or minimise the two hazards identified in question three (1.2).	Demonstrate or describe	
		Hazard 1 Demonstration	Hazard 1 Description
		<input type="checkbox"/>	<input type="checkbox"/>
		Hazard 2 Demonstration	Hazard 2 Description
		<input type="checkbox"/>	<input type="checkbox"/>
5	Demonstrate or describe the correct use of a material to support, and/or care for your consumer. Examples of materials: cleaning product, personal care product (1.3). Material used: _____	Demonstration	Description
		<input type="checkbox"/>	<input type="checkbox"/>
6	Demonstrate or describe the correct use of a piece of equipment used to support and care for your consumer. Examples of equipment: visual aids, communication equipment, toilet seat, vacuum cleaner, electric wheelchair (1.3). Equipment used: _____	Demonstration	Description
		<input type="checkbox"/>	<input type="checkbox"/>
7	Demonstrate or describe the correct procedure for identifying yourself, as detailed in the organisational policies and procedures, when you arrive to support your consumer (2.1).	Demonstration	Description
		<input type="checkbox"/>	<input type="checkbox"/>

	Assessor/verifier checklist	Tick when competent		
8	Demonstrate or describe the procedures, required by your organisation's policies and procedures, for seven of the following to ensure that a home and/or facility is secure (2.2).	Demonstrate or describe		
		Demonstration	Description	
	Notes	Locks on doors	<input type="checkbox"/>	<input type="checkbox"/>
		Security bar(s) or chair(s)	<input type="checkbox"/>	<input type="checkbox"/>
		Drapes	<input type="checkbox"/>	<input type="checkbox"/>
		Call bell	<input type="checkbox"/>	<input type="checkbox"/>
		Visitor identification	<input type="checkbox"/>	<input type="checkbox"/>
		Lacking identification	<input type="checkbox"/>	<input type="checkbox"/>
		Intruder(s)	<input type="checkbox"/>	<input type="checkbox"/>
		Locks on windows	<input type="checkbox"/>	<input type="checkbox"/>
		Lights	<input type="checkbox"/>	<input type="checkbox"/>
		Security alarm	<input type="checkbox"/>	<input type="checkbox"/>
		Personal alarm	<input type="checkbox"/>	<input type="checkbox"/>
		Staff identification	<input type="checkbox"/>	<input type="checkbox"/>
		Unwelcome visitor(s)	<input type="checkbox"/>	<input type="checkbox"/>
	Other: (identify) _____	<input type="checkbox"/>	<input type="checkbox"/>	

Assessor/verifier checklist		Tick when competent	
9	Demonstrate or describe the procedures, you must perform as required by your organisation's policies and procedures, for four of the following to ensure the consumer's safety (2.3)	Demonstrate or describe	
		Demonstration	Description
	Notes		
	Fire	<input type="checkbox"/>	<input type="checkbox"/>
	Gas leak	<input type="checkbox"/>	<input type="checkbox"/>
	Adverse weather	<input type="checkbox"/>	<input type="checkbox"/>
	Structural collapse	<input type="checkbox"/>	<input type="checkbox"/>
	Consumer's condition	<input type="checkbox"/>	<input type="checkbox"/>
	Earthquake	<input type="checkbox"/>	<input type="checkbox"/>
	Flood	<input type="checkbox"/>	<input type="checkbox"/>
	Chemical spill	<input type="checkbox"/>	<input type="checkbox"/>
Electrical fault	<input type="checkbox"/>	<input type="checkbox"/>	
Other: (identify) _____	<input type="checkbox"/>	<input type="checkbox"/>	
10	Demonstrate or describe the evacuation procedures for a home and/or facility, as required by your organisation's policies and procedures, for four of the following (2.4).	Demonstration	Description
	Notes		
	Fire	<input type="checkbox"/>	<input type="checkbox"/>
	Gas leak	<input type="checkbox"/>	<input type="checkbox"/>
	Adverse weather	<input type="checkbox"/>	<input type="checkbox"/>
	Structural collapse	<input type="checkbox"/>	<input type="checkbox"/>
	Consumer's condition	<input type="checkbox"/>	<input type="checkbox"/>
	Earthquake	<input type="checkbox"/>	<input type="checkbox"/>
	Flood	<input type="checkbox"/>	<input type="checkbox"/>
	Chemical spill	<input type="checkbox"/>	<input type="checkbox"/>
	Electrical fault	<input type="checkbox"/>	<input type="checkbox"/>
Other: (identify) _____	<input type="checkbox"/>	<input type="checkbox"/>	

Assessor/verifier checklist		Tick when competent		
11	Demonstrate or describe the reporting requirements for all of the following according to your organisation's policies and procedures (3.2, 4.1).	Demonstrate or describe		
		Demonstration	Description	
		Abuse and/or neglect	<input type="checkbox"/>	<input type="checkbox"/>
		Incidents (not resulting in injury)	<input type="checkbox"/>	<input type="checkbox"/>
	Injury events (accidents)	<input type="checkbox"/>	<input type="checkbox"/>	
12	This workplace verification was completed in accordance with the organisation's policies and procedures.	<input type="checkbox"/>		

Trainee performance (completed by your assessor)			
Task two	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Reassessment	Date	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit
Comments			

Trainee demonstrated competent and consistent performance and the demonstrations were based upon ongoing observation of the trainee during the performance of normal duties.

Assessor's name	Assessor number
Signature	Date

20830 v2—Safety and security

Level 2 Credit 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)			
Assessment tasks			
Task one	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	
Reassessment	<input type="checkbox"/> No credit	<input type="checkbox"/> Credit	
Workplace verification			
Task two	<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 achieve competency in U/S 20830 V2.			
<input type="checkbox"/> Further evidence is required to achieve 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 their records and another copy sent to Careerforce so the credit can be registered on the NQF.

Quality Assurance Manager
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