**NZQA**

**Approved**

Achievement standard: 90971 Version 3

Standard title: Take action to enhance an aspect of personal well-being

Level: 1

Credits: 3

Resource title: Ship-shape for work and life

Resource reference: Health VP-1.1 v2

Vocational pathway: Primary Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90971-02-7247 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to take action to enhance an aspect of your personal well-being so you will be better prepared to work in the fishing industry. You will implement and evaluate a specific, measurable, achievable, realistic and time framed (SMART) health-related action plan.

You are going to be assessed on how comprehensively you take action to enhance an aspect of your personal well-being. You are required to describe a SMART personal health-related goal, and develop a coherent and well-connected action plan, implement the plan, and show critical insight in your evaluation.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

Work is an important and rewarding part of life. Not only does work enable you to pay your day to day bills, it gives you more choices in life: where to live, what to buy, how to enjoy yourself. However, all types of work can present challenges to your personal well-being.

Working on a fishing vessel or in a land-based fish processing factory can be physically, mentally, and emotionally demanding, and potentially have an impact on your work attendance and performance, health, and enjoyment of life.

## Part 1: Plan

### Identify challenges to your well-being

First consider the aspects of your well-being that can be enhanced to enable you to be more employable and successful in your future career.

Consider the possible challenges of working in the fishing industry. Read the examples of challenges provided in Resource A.

Brainstorm how these challenges could affect your personal well-being.

### Choose a goal

Using information from your brainstorm, choose a health-related goal to help you enhance your personal well-being, so you are better prepared for working in the fishing industry. Health-related areas about which you might develop a goal include:

* improving your physical fitness, for example through healthy eating patterns, regular exercise, requirements for sleep and rest
* increasing your use of effective interpersonal communication skills so that when working you will be able to confidently and assertively communicate with workmates and management
* developing strategies to cope with stress
* improving your relationships with others.

Check with your assessor/educator that the goal you have chosen and your action plan will provide you with the opportunity to achieve the standard.

### Describe a SMART goal and develop an action plan that will enable you to achieve your goal

In your action plan, include descriptions of the following:

* a SMART goal (the timeframe is a minimum of three weeks)
* how aspects of your well-being will be enhanced by achieving this goal (you should include at least two dimensions of hauora)
* possible barriers that could hinder the achievement of your goal and how you will overcome these barriers
* possible enablers (resources) that could help you achieve your goal
* three or more important and essential actions to be taken (these will make use of enablers and help to overcome barriers) in order to achieve your SMART goal (the actions should be placed in a logical order)
* what you will monitor or measure as you implement your action plan to ensure you are on track to achieve your goal.

For Excellence you need to provide a coherent and well-connected plan that includes critical steps for achieving the health goal.

## Part 2: Implement

You must implement your action plan for a minimum of three weeks.

Record the implementation of your action plan. Keep a progress log as you work through your action plan. Make regular entries in a log that outlines your progress towards your goal. Remember to record any deviations or changes that occurred from your initial plan.

Assessor/educator note: You might need to alter this format and instructions about the progress log if a different log such as a blog or audio/video diary is used by the learners.

In your progress log, record the following details:

* date of the action
* description of what happened
* who or what helped (enablers)
* what problems arose (barriers)
* your thoughts and/or feelings about progress towards your goal.

## Part 3: Evaluate the implementation of your action plan

Using your log entries, present an evaluation that shows critical insight in explanations of:

* actions that were successful and reasons why
* actions that were not so successful and reasons why
* enablers that arose during the implementation process and how you made use of them, or how you made better use of them
* barriers that arose during the implementation process and how they hindered you achieving your goal and/or how you overcame them
* whether you achieved your goal partially, fully, or not at all, and why
* recommendations for future action: what would you do differently or what would you repeat and why
* what you learnt about yourself by taking this action that will help you in the future
* how your well-being has been enhanced by taking this action
* how you will be better prepared to work in the fishing industry.

Submit all of your completed materials to your assessor/educator including your SMART goal and action plan, progress log and evaluation.

# Resource A

## Challenges for fishing industry workers

Examples of challenges faced by workers in a land-based fish processing factory:

* an occupation that is physically demanding, for example repetitive, fast, includes heavy lifting, and requires workers to be on their feet throughout the shift
* a potentially dangerous environment, for example machinery, tools
* the possibility of work-related injuries, for example cuts, muscular-skeletal damage (repetitive strain injury, damage to back or wrists)
* early starts, possibility of extended shift work especially during periods of high volumes of fish, for example in the hoki season
* fatigue, for example fatigue-related injuries
* factory conditions, for example noise, sterile environment, white protective clothing, mass production, multiple rows of workers, high volume of product
* impact of work consisting of repetitive, unstimulating tasks, for example loss of concentration and subsequent injury to self or others, decrease in work performance and/or job satisfaction
* limits placed on lifestyle, for example family commitments/responsibilities, leisure activities, socialising
* stress.

Examples of challenges faced by fishing vessel workers:

* an occupation that is physically demanding, for example repetitive, fast, includes heavy lifting, and requires workers to be on their feet throughout the shift
* a potentially dangerous environment, for example moving platforms, machinery, tools
* the possibility of work-related injuries, for example cuts, muscular-skeletal damage (repetitive strain injury, damage to back or wrists)
* long hours: 6 weeks on/off, continuous shift work 6 hours on/off, kick shifts
* fatigue and fatigue-related injuries
* conditions, for example weather, noise, heat, seasickness, factory conditions (as above)
* limited living conditions, for example shared cabins
* living with people you might not like or have much in common with
* maintaining ‘land’ relationships while at sea
* re-adjusting to shore life, for example changed sleep patterns/activities; reconnecting with family/friends/community
* stress.

These questions will help you to determine if your goal is SMART:

* Is it specific? Who is involved? What is to be achieved? When? Where? Why? How? A specific goal will answer all of those questions. Can you describe your goal simply and clearly to your assessor/educator?
* Is it measurable? A goal is measurable if you can measure the results. How will you measure your progress toward your goal? How will you know when you have accomplished that goal?
* Is it achievable and realistic? Do you have the knowledge, skill set, ability, time, resources, or genuine desire and motivation to achieve your goal?
* Is it time-framed? Does your goal have milestones/target dates, including a completion date?

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to take comprehensive action to enhance an aspect of their personal well-being. The learner is required to describe a SMART personal health-related goal, and develop a coherent and well-connected action plan, implement the plan, and show critical insight in their evaluation. The goal they select is to prepare them to better cope with the challenges of working on a fishing vessel or in a land-based fish processing factory, which might affect their work attendance and performance, health, and enjoyment of life.

# Conditions

All work will be undertaken individually.

Provide guidance to ensure that the learner’s choice of aspect, health-related goal, and possible actions are appropriate, and that the goal reflects the features of SMART goal setting.

The action must be sustained over a minimum of three weeks (21 days).

Regularly view and sign off log entries to monitor progress.

# Resource requirements

Access to the internet (if applicable).

# Additional information

The concept of hauora is used to explore the inter-related aspects of well-being. In health education, hauora is related to the Te Whare Tapa Wha model:

* taha whānau (social well-being)
* taha hinengaro (mental and emotional well-being)
* taha wairua (spiritual well-being)
* taha tinana (physical well-being)

## Well-being/hauora

<http://health.tki.org.nz/Teaching-in-HPE/Curriculum-statement/Underlying-concepts/Well-being-hauora>

## Helping New Zealanders stay well

<https://www.healthed.govt.nz/>

## Healthy work: managing stress in the workplace

<http://www.business.govt.nz/healthandsafetygroup/information-guidance/all-guidance-items/healthy-work-managing-stress-and-fatigue-in-the-workplace-1/stressfatigue.pdf>

# Assessment schedule: Health 90971 – Ship-shape for work and life

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner takes action to enhance an aspect of personal well-being to be better prepared to work in the fishing industry by:   * developing and documenting a health-related SMART goal and a workable action plan * implementing the plan where the action is sustained for a minimum of 3 weeks * providing supporting evidence of implementation for aspects of the plan * reflecting on the implementation of the action plan in the evaluation   For example, the learner:   * + Describes a goal: *To eat more healthy lunches for at least 3 weeks so I am stronger, fitter and more alert for when I work the next season in the fishing industry.*   + Develops a plan of action: *Eliminating energy drinks and fast food from my daily intake, making my lunch each day, not going to the dairy or takeaway shop at lunchtime.*   + Describes possible barriers: *Being tired and in a rush in the morning, no food at home to make my lunch.*   + Describes possible enablers: *My flatmate reminding me to make my lunches, not taking money or my eftpos card to my course.*   + Provides evidence of implementation: *I told my flatmate about my goal and she will help me. My flatmate reminded me at breakfast and told me to make my lunch, I felt over eating rolls today so binned it and got a pie.*   + Reflects on the implementation: *Having my lunches made the night before really helped me get off to a good start … I still hate getting up but it’s worth it to know it is organised … My skin looks better too … I learnt that getting organised and sticking to a plan actually works.*   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner takes detailed action to enhance an aspect of personal well-being to be better prepared to work in the fishing industry by:   * developing a plan that is coherent, connected, and contains actions/steps that are clearly related to the health goal * providing supporting evidence of implementation of the plan * evaluating the implementation related to the plan   For example, the learner:   * + Describes a goal: *To eat at least five healthy lunches each week made up mostly of foods from the bottom of the food pyramid, and some lean or low fat options from the middle of the food pyramid for at least 4 weeks to feel stronger, fitter and more alert for when I work the next season in the fishing industry.*   + Develops a detailed plan of action including actions that are important to attend to and ordered logically: *Find out information about healthy lunch choices: go online, talk to my flatmate as she likes cooking, pick up brochures at the supermarket or health clinic, are there cooling and re-heating facilities I can use during the day, talk to my flatmate about the goal I have set because she does the shopping for the week for us, plan the week’s lunches ahead and make a shopping list so I have everything I need, either make and pack my lunch the evening before or in the morning.*   + Describes possible barriers: *Not getting up early enough in the morning to make my lunch, my flatmate going shopping when I am at my course because it suits her better.*   + Describes possible enablers: *Using my cell phone and setting the alarm each night, my flatmate letting me know when she will shop and having my list of what I need ready and put on the fridge, in case I am not around.*   + Provides evidence of implementation: *Today I did my shopping for the week’s lunches – bought bread rolls, cheese, ham, tomatoes, bananas, apples and some fruit bars things. I did it after the course although just wanted to have a snooze, 8.30 pm made filled rolls during ad breaks, got everything packed up and in the fridge, 6 am I turned the alarm off and nearly slept in but my flatmate banged on my door and woke me up. At least I had made lunch …, I decided to move my cell phone away so I couldn’t turn it off … I am feeling more energetic with eating good lunches each day.*   + Evaluates the implementation: *Having food in the house to make a good lunch plus bananas, apples or fruit bars at breaks really kept me going during the day. Normally I would be hanging out for a V by 11 am. My goal was just to feel better and fitter during the day but I ended up losing a bit of weight and I had more energy for sport. I had planned to have five healthy lunches and for most weeks I managed to do four and maybe I could have done a bit better. Sometimes my flatmate had to remind me to sort the lunches out the night before and wake me up in the mornings, but using the alarm on my phone worked pretty well. My plan worked pretty well until Fridays when I sometimes had pies or chips with mates because I felt I deserved it and it was a good to hang out with them.*   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner takes comprehensive action to enhance an aspect of personal well-being to be better prepared to work in the fishing industry by:   * developing a plan that is coherent, well-connected and contains critical actions/steps for achieving the health goal * providing extensive supporting evidence of implementation for all aspects of the plan * showing critical insight in their evaluation of the implementation   For example, the learner:   * + Develops a coherent, well-connected plan that contains critical actions/steps for achieving the health goal. To maximise chances of success key barriers have been included and it has been made clear how the barriers will be overcome. Also details have been included of how enablers will be effectively used to support the goal being achieved. Within the plan, details of resources (human and non-human) that are required are provided. Milestones might be set to be achieved at certain points during implementation.   + Provides detailed and extensive supporting evidence of implementation for all aspects of the plan. The learner shows how reactive he/she is in terms of what is happening and the plan that has been made. For example, if actions/steps are not being effective in terms of achieving the goal then modifications will be made. This could include modifying the set goal and/or actions/steps, finding new enablers to support the actions, or new ways to overcome barriers they encountered.   + Evaluates the implementation showing critical insight*: It was really interesting to see how habit and being a bit of a slacker can have an impact on your physical health. I made really basic changes to my diet and my physical health improved (e.g. energy at my part-time job and sport). I learnt that it’s easy to make a decision to change, but it’s hard at the start to get organised and stick to a plan until it becomes a new habit. It’s like a lot of the work has to be done in your head, even though you are doing practical stuff to improve yourself physically. To continue my health improvements I can see if I could eat breakfast more often and improve my diet outside course hours (e.g. when socialising under peer pressure). It would have been interesting to see if there had been any changes to my cholesterol level like with that guy in the documentary* Supersize Me*, but I would have needed to get tests done before I started implementing my plan.*   *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.