**NZQA**

**Approved**

Achievement standard: 91236 Version 2

Standard title: Evaluate factors that influence people’s ability to manage change

Level: 2

Credits: 5

Resource title: Farming support systems

Resource reference: Health VP-2.2 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-02-2015-91236-02-8180 |
| 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 evaluate factors that influence resilience - the ability to manage change for a person working in the dairy farming sector.

You are going to be assessed on how comprehensively you evaluate factors that influence resilience with regard to managing change. This means you must be able to explain the personal, interpersonal and societal factors that influence a person working in the dairy sector’s ability to cope with and manage change, and recommend personal, interpersonal and societal strategies that enhance their resilience for their particular situation.

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

In this activity you will interview a person from the dairy farming sector about a significant change experienced in their life (which can be positive or negative) and what the person has learnt about resilience.

You will evaluate comprehensively factors that influenced your interviewee’s ability to cope with and manage change, and recommend personal, interpersonal and societal strategies that enhance their resilience for their particular situation.

You will present your evaluation in a format agreed with your assessor/educator, for example it could be an oral presentation to a young farmers meeting, a radio show for the rural sector, an article in a farming publication or local newspaper or a visual display for a dairying field day.

When working in the dairy farming sector, there are many significant changes in people’s lives that require resilience, for example extreme weather events, loss of stock or vegetation, damage to property, financial effects of changing markets, a new job or promotion, moving property, major farm based accidents, changes in relationships and partnerships.

Select a person working in the dairy farming sector to interview, and use their story of coping with a significant life change as a basis to develop your evaluation.

## Conduct the interview

You will interview a person working in the dairy farming sector who has experienced a significant change in life, with a focus on what that individual has done or learnt about building resilience as a result of that change experience. Your interview is not assessed.

To complete your interview, you will need to:

* understand the concept of resilience (looking at risk and protective factors), and what the traits are to recognise resilience in an individual. See Resource A for definitions of resilience and risk and protective factors
* be familiar with the interview questions prior to the interview, and practise active listening techniques to ensure it goes smoothly and you get all of the details you require. See Resource B for examples of interview questions
* select a person from the dairy farming sector who has experienced a significant change in their life, that you think has role modelled resilience. It is important that the person you choose is not currently experiencing any emotional distress due to an existing change
* ask if the person is willing to be interviewed and have their story of resilience told through this activity. Your interviewee must sign the agreement slip contained in Resource C
* go through the interview questions and listen to their story of resilience. Take notes as necessary, or record the conversation to ensure you get the details correct.

## Prepare and present your evaluation

Your evaluation should include:

* background information on the meaning of resilience, with the change event of your interviewee clearly identified
* explanations of the personal, interpersonal and societal risk and protective factors that influenced your interviewee’s ability to cope with and manage the change

For each factor:

* + describe what the factor is, for example is it personal, interpersonal or societal; is it a protective or risk factor; what is the nature of it, what happened, and who or what was involved
	+ explain how or why the factor helped or hindered their ability to cope with and manage the change (their resilience)
	+ link to the relevant determinants of health, as appropriate
* recommended strategies from a personal, interpersonal and societal perspective that have been taken or could be taken to help manage the change situation and therefore build resilience

For each strategy:

* + describe the actions involved, for example who would be involved, what would people need to do, where would they need to go, what other resources would be required
	+ explain how/why the strategies will minimise the risk factors, and will develop and maintain the protective factors that have been previously discussed
* an explanation of the interrelationships between the strategies, i.e. how are the strategies connected to each other to help people working in the dairy farming sector manage change and build resilience?

# Resource A

## Definition of resilience, and risk and protective factors

A resilient person is someone who has the ability to bounce back (or cope) after experiencing stressful life events, despite any adverse conditions they may live in.

Riskfactors increase the likelihood of difficulties in life, and poor well-being.

Protectivefactors enhance life opportunities and promote good well-being. These factors can reduce the impact of unavoidable negative events.

Common risk factors(impairing the building of resilience) include:

* having low self-esteem and poor social or coping skills
* lack of social support from family, friends, community
* poor work attendance, academic failure, and dropping out of a course or training opportunity
* experiencing parental conflict and divorce
* low family income and family disadvantage.

Common protective factors(helping to build resilience) include:

* having a large social support network (family, friends, people in the community)
* having optimism, aspirations, hopes and plans for the future, and faith that life has meaning
* having at least one close friend
* having at least one supportive parent who shows warmth and caring, who sets clear limits and expectations
* staying longer on a course and achieving well
* having many personal interests and hobbies that are valued and recognised by others
* having meaningful employment
* living in a safe and supportive neighbourhood
* feeling connected to the community and one’s culture
* having the skills (and opportunity to use them) for leadership, autonomy (working independently), interpersonal communication and leisure activities
* having thinking skills for problem-solving and decision-making
* being able to see things from other people’s perspectives
* having positive interactions with other people.

Source: (adapted) *The Youth Development Strategy Aotearoa*, Ministry of Youth Affairs, 2002 and *The Curriculum in Action − Making Meaning, Making a Difference*, Ministry of Education, 2004.

# Resource B

## Examples of interview questions

Tell me about the significant change experience you had in your life – what happened?

What was your life like when this change happened (how old, where were you living, family and friends support, etc.)?

What were your personal traits that influenced your ability to cope with this change? (What was it about you as an individual that made a difference?)

How did other people influence your ability to cope with this change?

What was society like at the time this change happened? What were the laws, cultural norms, etc.?

How did any of these influence your ability to cope with this change?

When this change happened, what did you do to cope? (What actions)

What did any of your family or friends do to help you cope? (What actions)

Can you think of any systems or support that existed within the community that helped you cope with the change? Identify them.

When you look back upon it now, what was the best thing about the change you experienced?

What is the biggest thing you’ve learnt from the experience?

If someone you knew was going to experience the same thing you did, what would you tell them to help them?

How do you think this change experience has influenced your life now?

How has the experience helped you to cope with other changes in your life?

Finish this sentence: My life is a good example of resilience because ...

# Resource C

## Interview Agreement Form

I agree to be interviewed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (learner) for the Health assignment on role models of resilience. I understand that my story of coping with a significant life change will be used as the basis to develop an evaluation to help explain the concept of resilience to a wider audience. By agreeing to take part in this interview, I understand that this assignment will be assessed for evidence towards Health Achievement Standard 2.2: *Evaluate factors that influence people’s ability to manage change*, worth 5 NCEA Level 2 credits.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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 comprehensively evaluate factors that influence a person working in the dairy farming sector’s ability to cope with and manage change.

Learners will present their evaluation in a format agreed with you.

Care should be taken before beginning this activity, to instruct learners how to use ethical research procedures when interviewing individuals in the community, and allowing them to remain anonymous, if they wish.

# Conditions

Learners could interview the person individually or in small groups. The interview is not assessed.

This is an open-book activity during which learners may refer to their interview, learning journal and notes.

The final evaluation will be individually assessed.

# Resource requirements

Learners will need access to interview responses and their notes/learning journal.

Learners may also need access to additional research material, for instance, access to the internet and/or reference books, in order to complete this assessment activity.

Suitable websites include:

<http://www.godairy.co.nz/>

<http://www.dairybase.co.nz/>

<http://www.fedfarm.org.nz/>

<http://www.dcanz.com/about-nz-dairy-industry>

<http://www.cias.wisc.edu/future-of-farming/starting-your-own-dairy-farm/>

<http://www.victimsupport.org.nz/get-help/victim-support-service-standards>

<http://www.moh.govt.nz>

[http://www.myd.govt.nz](http://www.myd.govt.nz/)

<http://depression.org.nz>

[http://www.headspace.org.nz](http://www.headspace.org.nz/)

[http://www.mentalhealth.org.nz](http://www.mentalhealth.org.nz/)

<http://www.thelowdown.co.nz>

<http://www.mentalhealth.org.nz/file/Media-Grants/PDFs/down-on-the-farm-in-the-rural-south.pdf>

# Additional information

None.

# Assessment schedule: Health 91236 – Farming support systems

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| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner evaluates factors that influence the ability of a person working in the dairy farming sector to manage change by:* explaining risk and protective factors that contribute to the interviewee’s ability to manage the change situation
* recommending a combination of personal, interpersonal and societal strategies to help maintain the protective factors and/or minimise the risk factors

For example, the learner explains:*Interpersonal protective factor: At the time when my interviewee’s partner had the accident, she was fortunate to have an established social support network of family and friends nearby. They immediately took over the running of the farm, organised a relief milker, provided her with meals and did housework so she could spend time in hospital with her partner. This is a protective factor because it meant she did not have to worry about the physical care of the animals, and her physical and emotional needs were also being supported and taken care of with the help in her household. This meant she could focus on supporting her partner in hospital without the worry about what was going on at home.**Personal strategy: A personal strategy that my interviewee used to support herself and help manage the change was that she allowed other people (friends and family) to help and support her, and she trusted them to do the right thing as far as looking after the farm went. She also could ask them for further help if she needed it. This enabled her to be resilient because she could focus on ensuring she was strong to support her partner and be there at the hospital and know she did not need to worry about what was going on at home.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner evaluates, in-depth, factors that influence the ability of a person working in the dairy farming sector to manage change by:* explaining, in detail, risk and protective factors that are clearly linked to the interviewee’s ability to manage the change situation and their effect on resilience
* recommending personal, interpersonal and societal strategies that are specific to the change situation to help maintain the protective factors and/or minimise the risk factors

For example, the learner explains:*Interpersonal protective factor: At the time when my interviewee’s partner was hospitalised with a back injury, she was fortunate to have an established social support network of family and friends nearby. Having a family member with her at the hospital after the accident meant there was someone there to support her. They could also take in what the medical staff were saying because she could have been in shock and might not remember later what she was being told.**On the day of the accident, her family and neighbours also took over the running of the farm, organised the milking and the care of the animals. They also found someone in the community who was available for relief milking and take over the farm work in the short term. In addition, they provided her with meals and did housework so she could spend time in hospital with her partner.**This is a protective factor that supported her, and developed her resilience because she was able to focus on being with him without having to look after the farm. She also was able to reassure him that he too did not need to worry about what was going on at the farm and at home. This protective factor meant that even though my interviewee was going through a stressful situation, some of the stresses of her life were removed and taken care of by others which enabled her to be resilient.**Personal strategy: A personal strategy that my interviewee used to support herself and help manage the change when the accident occurred was that she had the confidence and trust to allow other people (friends and family) to help and support her. This enhances the protective factor of having a large social support network. She also knew she could ask them for further help on the farm if she required it as time went on.**Assertively asking people to help and accepting their help when we need it, means they know we are genuine in our requests and that assistance is required. This allows people who are managing change to focus on what is most important, and in this situation it was being at the hospital and supporting her partner. This enabled her to be resilient because she did not need to worry about what was going on at home, enabling her to be less stressed and to be strong to support and be there at the hospital for her partner.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner evaluates, comprehensively, factors that influence the ability of a person working in the dairy farming sector to manage change by:* demonstrating critical understanding of personal, interpersonal and societal protective and risk factors influencing the interviewee’s ability to manage the change situation, and strategies for maintaining the protective factors and minimising the risk

Critical understanding will be shown by the learner through a relevant combination of:* + showing a conceptually sound understanding of resilience
	+ showing insight into the change situation beyond the immediate evidence
	+ explaining how the change situation could lead to many interrelated changes
	+ linking the risk and protective factors to the relevant determinants of health
	+ explaining interrelationships between the recommended strategies

For example, the learner explains:*Interpersonal protective factor: At the time when my interviewee’s partner had the ATV accident and was hospitalised with a back injury, she was fortunate to have an established social support network of family and friends nearby. Family met her at the hospital after the accident. Having a family member with her at the hospital meant there was someone to take in what the medical staff were saying because she could have been in shock and might not remember later what she was being told. In the hospital often there is a lot of waiting while they do tests, attend to injuries and complete operations. Having a family member there meant there was someone to talk to and provide comfort; she was not alone during that time and was able to cope with the unknown, being strong and resilient. On the day of the accident her family and neighbours also took over the running of the farm, organised the milking and care of the animals. They also found someone in the community who was available for relief milking and to take over the farm work in the short term. In addition, they provided her with meals, and did housework so she could spend time in hospital with her partner. This is linked to the social determinant of health because having the constant support of family and friends during the time of the accident and the period after was a protective factor that supported her, and developed her resilience. She was able to focus on supporting her partner without having to take over doing the physical work of looking after the farm, and she was able to reassure him that he too did not need to worry about what was going on at home. This protective factor meant that even though my interviewee was going through a very stressful situation, some of the stresses of her life were removed and taken care of, such as looking after her physical needs (food, housework and physical comfort) and emotional needs (not having to worry about the farm, knowing that contracts with the dairy company were being maintained with continued financial security, knowing her family and friends were there to support her) which enabled her to be resilient.**Personal strategy: A personal strategy that my interviewee used to support herself and help manage the change after the accident was that she had the confidence and trust to allow other people (friends and family) to help and support her. This enhances the protective factor of having a large social support network. She also knew she could ask them for further help on the farm if she required it. From the outside, a rural community could seem remote and distant. However, there are strong connections between the people, shared rural values of supporting each other, and inherently understanding that it is important to help each other. Both my interviewee and her partner would have come to the assistance of others in the community before, and would be able to accept help because of that.**Assertively asking people to help us means you are being clear in terms of what help you need. Accepting their help when needed means they know we are genuine in our requests and that assistance is required. It also means their help can be focused, rather than doing things that may not be of use for the person managing the change. This allows people who are managing change to focus on what is most important, and in this situation, it was being at the hospital and supporting her partner, and helping him to recover from the accident. This enabled her to be resilient because she did not need to worry about what was going on at home and with the farm, enabling her to be less stressed and to be strong to support and be there at the hospital for her partner.**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.