**NZQA**

**Approved**

Achievement standard: 91237 Version 2

Standard title: Take action to enhance an aspect of people’s well-being within the school or wider community

Level: 2

Credits: 5

Resource title: We’re all in this together

Resource reference: Health VP-2.3 v2

Vocational pathway: Services Industries

|  |  |
| --- | --- |
| Date version published | February 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91237-02-8184 |
| 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

Achievement standard: 91237

Standard title: Take action to enhance an aspect of people’s well-being within the school or wider community

Level: 2

Credits: 5

Resource title: We’re all in this together

Resource reference: Health VP-2.3 v2

Vocational pathway: Services Industries

Learner instructions

# Introduction

This assessment activity requires you to take action to enhance an aspect of people’s well-being within your local tourism sector by planning, implementing, and evaluating a plan for health promoting action.

You are going to be assessed on how you take comprehensive action to enhance an aspect of people’s well-being within the local tourism sector.

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

Choose an issue relating to the well-being of the people who stay in local backpacker accommodation.

Working together you will plan and use health promotion strategies to take positive action to bring about health-enhancing change in relation to this issue. You need to document individually the planning, implementation and evaluation of your health promoting action.

## Part 1: Plan your action

### Identify the issue

Briefly describe the issue relating to the well-being of the backpackers that you or your group have identified to be the focus for your health-promoting action. Include in your description:

* how the issue arose
* its importance (now and in the future) for your local community.

State clearly what the overall SMART (Specific, Measurable, Achievable, Realistic, and Time framed) goal of your health promotion action will be.

Explain how your planned action would enhance the well-being of people staying in local backpacker accommodation and other people in the community. In your explanation you should relate your answer to the concept of hauora by considering:

* short and long term positive effects
* positive effects for personal well-being of people staying in the local backpacker accommodation, other people they have relationships with and the community as a whole
* all/any of the dimensions of hauora and how the dimensions link to each other.

### Develop a detailed, workable plan of action

Develop a plan to enhance well-being in relation to your issue, which includes the following aspects, and relates to the concept of SMART goal setting:

* actions which are critical for addressing the issue and an explanation of why each of these actions is needed
* descriptions of potential barriers and enablers related to taking these actions
* explanations of how the barriers could hinder the plan’s implementation and how the enablers could assist with the plan’s implementation (you should also consider how the barriers could be overcome)
* an appropriate and realistic time frame for the actions.

## Part 2: Implement your plan

Carry out your planned health-promoting action.

Keep a log as you carry out your action that details your personal contribution. This will also help you in completing your evaluation. Include in your progress log:

* the date the action was taken
* the specific action taken
* what happened (self-reflection, feedback and comments from others)
* any enablers that arose
* any barriers/problems that arose.

Where possible, provide evidence that demonstrates the implementation of your plan of action, for example surveys, photographs, audio-video recordings, minutes of meetings, posters, written submissions, presentations made to stakeholder group/s, materials developed, public displays, seminars, copy of a letter and reply, stakeholder evaluation.

## Part 3: Evaluate the outcomes of implementing the plan of action

Critically reflect on the outcomes of the implementation of your plan for the well-being of people staying in the local backpacker accommodation and other people in your local community. Describe:

* the results of your actions – a summary of what actually happened, and to what extent you achieved your SMART goal
* actions that were successful, and how these actions resulted in a positive impact on people’s well-being as planned
* actions that were not successful, the reasons for this, and how this interfered with your ability to achieve positive impacts for people’s well-being
* whether the actions impacted on all, or only some, people and reasons for this
* alternative or additional actions needed to meet the overall goal if this health promotion was continued or repeated, and reasons why these changes would be needed
* what steps should be taken now to build upon the positive impacts for well-being achieved by the actions.

Support your evaluation with specific evidence from your implementation.

## Useful websites

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

Health Promoting Schools (NZ): <http://hps.tki.org.nz/>

Local or central Government resources, publications and websites, such as: <http://www.beehive.govt.nz/>

Vocational Pathway Assessment Resource

Achievement standard: 91237

Standard title: Take action to enhance an aspect of people’s well-being within the school or wider community

Level: 2

Credits: 5

Resource title: We’re all in this together

Resource reference: Health VP-2.3 v2

Vocational pathway: Services Industries

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 people’s well-being within the local communities’ tourism sector, by planning, implementing and evaluating a plan for health promotion for people staying in local backpacker accommodation.

# Conditions

Although learners will likely work in a small group, each learner needs to document individually the planning, implementation and evaluation of his/her health promoting action.

Decide on the format of the final presentation. You may wish to take learners’ preferences into account in deciding on the format.

The issue and action plan should be assessed prior to the implementation.

You may need to alter the format and instructions about the progress logs if a different log format such as a blog or audio/video diary is used by the learners.

Assessors/educators could regularly view and sign off log entries to monitor progress and enable authentic evidence to be provided.

# Resource requirements

The resources that learners need to implement their health promotion action will depend on the action chosen. They might include, for example, access to a video and camera; computer, printing and internet access; community policies, proposals or laws; relevant community members.

Learners will need access to their documentation from Part 1 and 2 (plan, log and collected evidence) to complete Part 3 (evaluation of the outcomes).

# Additional information

Health promotion actions that could be taken in your learners’ local community include:

* Supporting local council or department of conservation centre to promote an aspect of well-being for tourists and people on holiday.
* Advocating that local food outlets provide food for people with specific dietary needs, or developing menu items/dishes yourself for a restaurant, café, tearoom or cafeteria.
* Organising and running a health promotion campaign as part of a community or nationwide action, such as drug and alcohol (ALAC – Alcohol Advisory Council of New Zealand), water (Water Safety New Zealand, Surf Lifesaving New Zealand) or road safety (NZTA – New Zealand Transport Agency), with messages specific to tourists and people on holiday.
* Developing health promotion materials for display in backpackers, motels, hotels and in the community, for example about beach and river safety, alcohol and drug issues, or personal safety.
* Organising a community meeting or community health expo on a specific well-being issue for tourists.

This assessment activity directs learners to engage with the local or wider community, rather than within a learning community. The local or wider community refers to the area proximal to the learning provider, for example the surrounding neighbourhood, suburb, town or city.

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).

Further information is available online at: <http://health.tki.org.nz/Teaching-in-HPE/Curriculum-statement/Underlying-concepts/Well-being-hauora>

Learners need to work within the established principles of health promotionas adopted by the Health and Physical Education Learning Area. For further reference, see *Curriculum in Action: Making Meaning, Making a Difference*, Years 11-13, Ministry of Education, Learning Media, 2004. This is available online at <http://www.tki.org.nz/r/health/cia/make_meaning/index_e.php>

# Assessment schedule: Health 91237 – We’re all in this together

|  |  |  |
| --- | --- | --- |
| 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 people’s well-being within the local community’s tourism sector by:   * identifying an issue that affects an aspect of well-being for guests in the local backpacker accommodation * developing a workable plan to improve well-being, based on the concept of SMART goals * providing evidence of the plan’s implementation by completing log entries * evaluating the effectiveness of the action by reflecting on the implementation of the plan   For example:  The learner identifies the issue: *We’ve recently noticed reports in the newspaper about backpackers that have been assaulted and robbed after they have had a night out at bars and are returning to where they are staying. We ourselves know that there are certain areas of the city that we feel are not safe to be alone at night and also during the day. We wonder whether people visiting our city might not be aware of this and also with travelling on a limited budget they might not want to spend their money on a taxi so are willing to take the risk and walk back alone. This is an important issue because people visiting our city should be safe, looked after and have positive experiences which mean they will promote our city in the future.*  The learner describes a SMART goal: *Our goal is to develop backpackers’ awareness of the risks of being on the streets alone at night and develop strategies to improve the safety on our streets and ways for them to return safely to their accommodation after a night out. We will do this over the next seven weeks.*  The learner describes how implementing the goal would enhance well-being: *To develop awareness means the backpackers will know of the risks, and they will be empowered to alter their behaviour to enable them to return to their accommodation safely. We also will develop strategies to support their safe return. This will mean physically there is less chance of being assaulted, but also they will not have to experience the mental, emotional and spiritual consequences of being assaulted. They will also know that the community values their safety, is open about the problem and wants them to have positive experiences when visiting our city.*  The learner develops a workable plan of action to improve well-being based on the concept of SMART goals (one step only): *April 10: Talk to the police and find out more about the issue and about any strategies currently in place.*   * + Barrier: We may not be able to get time off to visit the police station and would need transport to get there.   + Enabler: *We could contact the police education officer and explain what we want to find out and if they could visit so we could talk to them.*   The learner implements the plan of action (one step only): *April 10: We got the email address of the police education officer and sent them a message about what we were trying to do and what we needed to find out. April 11: We have a reply and they are visiting next Tuesday and said they could meet us at lunch time. April 17: We meet with the police education officer; they had the statistics of the assaults, some ideas of what happens in some of the more touristy towns.*  The learner evaluates the effectiveness of the action by reflecting on the implementation of the plan: *We have worked with two providers of backpacker accommodation, developing a safety campaign ‘Out at Night’ for their clients. We have developed posters that are now displayed in the rooms and a display on the notice board where people book in. This is about raising awareness of the risks. When the backpackers book in they also get a quick briefing from the staff explaining that if going out at night, it’s best to be in a group and if they are alone and need transport they can ring the office if it is before 1.30 am and can be picked up. The accommodation providers were really helpful and supportive of what we were doing and liked our proposed posters and display. They gave us really good advice about including positive messages rather than being all about what goes wrong as that would not be a good look for our city (see evaluation sheet regarding the posters − guests and manager and notes from our visit re positive messages).*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner takes in-depth action to enhance an aspect of people’s well-being within the local community’s tourism sector by:   * identifying an issue that affects an aspect of well-being for guests in the local backpacker accommodation * developing a workable and detailed plan linked to the issue and based on the concept of SMART goals * evaluating the effectiveness of the action by reflecting on the implementation of the plan with evidence   For example:  The learner identifies the issue: *We’ve recently noticed reports in the newspaper about backpackers that have been assaulted and robbed after they have had a night out at bars and are returning to where they are staying. We ourselves know that there are certain areas of the city that we feel are not safe to be alone at night and also during the day. We wonder whether people visiting our city might not be aware of this and also with travelling on a limited budget they might not want to spend their money on a taxi so are willing to take the risk and walk back alone. This is an important issue because people visiting our city should be safe, looked after and have positive experiences which mean they will promote our city in the future.*  The learner describes a SMART goal: *Our goal is to develop backpackers’ awareness of the risks of being on the streets alone at night and develop strategies to improve the safety on our streets and ways for them to return safely to their accommodation after a night out. We will do this over the next seven weeks.*  The learner describes how implementing the goal would enhance well-being: *To develop awareness means the backpackers will know of the risks, and they will be empowered to alter their behaviour to enable them to return to their accommodation safely. We also will develop strategies to support their safe return. This will mean physically there is less chance of being assaulted, but also they will not have to experience the mental, emotional and spiritual consequences of being assaulted. They will also know that the community values their safety, is open about the problem and wants them to have positive experiences when visiting our city.*  The learner develops a detailed plan of action (one step only): *April 10: Research more about the issue by making contact with the police and local backpacker accommodation to find out if there are any strategies currently in place and talk about the possible ideas we have. We need to do this step because we need to have the cooperation of the local backpacker who we will be working with and there already could be strategies that are already in place that we could develop further.*   * + Barrier: *We may not be able to get time off to visit the police station or the backpacker accommodation and would need transport to get there. It is important we make contact with both of these groups, so to overcome this we could contact the police education officer and explain what we want to find out. We could split up onto two pairs each phoning accommodation providers, introduce ourselves, explain what we are doing and organise a time off so that we could visit using the bus system to get us there.*   + Enabler: *We have met the police education officer before and on speaking to our assessor/educator we know they are coming to work with other staff over the next two weeks. If they do not have time to meet we can email them to find out what we need to know. If we cannot visit the backpackers we could make contact through skype or phone. It will be important to establish contact and talk to them personally.*   The learner implements the plan of action (one step only): *April 10: I got the email address of the police education officer from our assessor and sent them a message about what we were trying to do and what we needed to find out. April 11: We have a reply and they are visiting next Tuesday and said they could meet us at lunch time to discuss our ideas. April 17: We meet with the police education officer; they had the statistics of the assaults, some ideas of what happens in some of the more touristy towns. We will use these ideas to develop our safety campaign*  The learner evaluates the effect of the implementation of the plan on well-being, using evidence: *We have worked with two providers of backpacker accommodation developing a safety campaign ‘Out at Night’ for their clients. We have developed posters that are now displayed in the rooms and a display on the notice board where people book in. This is about raising awareness of the risks. When the backpackers book in they also get a quick briefing from the staff explaining that if going out at night best to be in a group and if they are alone and need transport they can ring the office if it is before 1.30 am and can be picked up. The accommodation providers were really helpful and supportive of what we were doing and liked the posters and our display and gave us really good advice about including positive messages rather than being all about what goes wrong as that would not be a good look for our city.*  *The biggest problem throughout the process was absences in the group. Two group members were away for several planning sessions – and one didn’t turn up to the first. This was a problem for all of us, as some of us had to do extra work, and we couldn’t rely on the others because we didn’t know if they would turn up. We made some changes to well-being, I believe. Now people staying at the backpackers are aware of the risk and because of this knowledge are going out together in groups, and if separated have a safe option to get home alone by ringing their accommodation to get a lift. This service was used twice during the month trial. Using this service means they were aware of the danger and felt confident to access this service. This means in the long run they feel safer and also have an appreciation that the accommodation provider cares for them as well.*  *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 people’s well-being within the local community’s tourism sector by:   * identifying an issue that affects an aspect of well-being for guests in the local backpacker accommodation * developing a workable and detailed plan linked to the issue and based on the concept of SMART goals that includes actions that are critical for addressing the issue, and explanations of these * critically evaluating the outcomes for people’s well-being within the local community through a detailed and relevant combination of:   + using evidence to show that the actions have resulted in a positive impact on people’s well-being as planned   + giving reasons based on evidence for the failure of actions to achieve the overall goal   + giving alternative or additional actions that would be required to meet the overall goal, and reasons for these   + commenting on whether the actions impacted on all or only some people, and reasons for this   + giving next steps for sustainability of the impacts of well-being achieved by actions   For example:  The learner identifies the issue: *We’ve recently noticed reports in the newspaper about backpackers that have been assaulted and robbed after they have had a night out at bars and are returning to where they are staying. We ourselves know that there are certain areas of the city that we feel are not safe to be alone at night and also during the day. We wonder whether people visiting our city might not be aware of this and also with travelling on a limited budget they might not want to spend their money on a taxi so are willing to take the risk and walk back alone. This is an important issue because people visiting our city should be safe, looked after and have positive experiences which mean they will promote our city in the future.*  The learner describes a SMART goal: *Our goal is to develop backpackers’ awareness of the risks of being on the streets alone at night and develop strategies to improve the safety on our streets and ways for them to return safely to their accommodation after a night out. We will do this over the next seven weeks.*  The learner describes how implementing the goal would enhance well-being: *To develop awareness means the backpackers will know of the risks, and they will be empowered to alter their behaviour to enable them to return to their accommodation safely. We also will develop strategies to support their safe return. This will mean physically there is less chance of being assaulted, but also they will not have to experience the mental, emotional and spiritual consequences of being assaulted. They will also know that the community values their safety, is open about the problem and wants them to have positive experiences when visiting our city.*  The learner develops a detailed plan of action that includes critical actions and explanations of these (one step only): *We need to find out more information about the issue - how many people are affected, are there any strategies currently happening, do backpacker accommodation providers support us doing something about this, what could they do to help, could the police help us (information and strategies). We need to do this because it is important to build on any existing strategies, and we need to have the accommodation providers’ support because what we do will be based at the backpackers. We will do this by making contact and personally visiting local accommodation providers, and talking to the police education officer about who in the police we should contact.*   * + Barrier: *We may not be able to get time off to visit the police station or the backpacker accommodation and would need transport to get there. It is important we make contact with both of these groups so to overcome this. We could contact the police education officer and explain what we want to find out. We could split up into two pairs each phoning accommodation providers, introduce ourselves, explain what we are doing and organise a time that we could visit using the bus system to get us there.*   + Enabler: *We have met the police education officer before and on speaking to our assessor/educator we know they are coming in to work with the staff over the next two weeks. If they do not have time to meet we can email them to find out what we need to know and who might be better to talk to, if it is not their area. If we cannot visit the backpackers we could make contact through skype or phone. It will be important to establish contact and talk to them personally, because for our actions to be successful they need to be involved.*   The learner implements the plan of action (one step only): *April 10: I got the email address of the police education officer from our assessor and sent them a message about what we were trying to do and what we needed to find out. April 11: We have a reply and they are visiting next Tuesday and said they could meet us at lunch time to discuss our ideas. April 17: We meet with the police education officer; they had the statistics of the assaults, some ideas of what happens in some of the more touristy towns. We will use these ideas to develop our safety campaign*  The learner critically evaluates the outcomes for individual and community well-being: *We have worked with two providers of backpacker accommodation developing a safety campaign called ‘Out at Night’ for their clients. We have developed posters that are now displayed in the rooms and a display on the notice board where people book in. This is about raising awareness of the risks. When the backpackers book in they will also get a quick briefing from the staff explaining that if going out at night best to be in a group and if they are alone and need transport they can ring the office if it is before 1.30 am and can be picked up. The accommodation providers were really helpful and supportive of what we were doing and liked the posters and our display and gave us really good advice about including positive messages rather than being all about what goes wrong as that would not be a good look for our city (see evaluation sheet regarding the posters − guests and manager, notes from our visit re positive messages).*  *The biggest problem throughout the process was absences in the group. Two group members were away for several planning sessions – and one didn’t turn up to the first. This was a problem for all of us, as some of us had to do extra work, and we couldn’t rely on the others because we didn’t know if they would turn up. If I do this type of group action again, I think the group members need to be responsible about getting in contact if they are going to be away. We made some changes to well-being, I believe. Now people staying at the backpackers are briefed so are aware of the risks and because of this knowledge are going out together in groups and if separated have a safe option to get home alone which is by ringing their accommodation to get a lift. This service was used twice during the month trial. Using this service means they were aware of the danger and felt confident to access this service. This means in the long run they feel safer and also have an appreciation that the accommodation provider cares for* *them as well.* *The pick-up service was on trial for a month, for this to continue the two accommodation providers might be able to work together doing different weekends on ‘call’ so it would take up less of their time to provide the service for the backpackers. They were worried that the service could be abused − free ride home, but the guests seemed to take it seriously. The providers also seem to be more aware of the risks and their responsibility in terms of looking after their guests has been highlighted by us working with them. It would be important that when training new staff they were told to include the safety talk and services available. We also provided each of the accommodation providers with the poster document so they could make any changes and print them off in the future.*  *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.