

Workbook 4

Legal and reporting guidelines

National Diploma in Social Services (Level 6)

*"In matters of conscience, the law
of the majority has no place"*

- Mahatma Gandhi

US 7944, 7948

careerforce

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Tēnā koe

Welcome to this workbook on the topic of legislation and the social services. You should also have readings relevant to this topic and you are encouraged to seek out additional resources to support your learning. Remember that your assessor is available to guide you but you are responsible for the tasks in this workbook. The ITO acknowledges that every organisation is different and different terminology may be used. For the purposes of this workbook, 'clients' are referred to as the people who use your services.

Getting started

This workbook has the requirements of the following unit standard.

Standard	Title	Level	Credit
7944 v4	Explain legal structures and laws for social service practice	5	9
7948 v4	Prepare and Write social service reports	5	6

This workbook requires you to have a working knowledge of the legal system and the legal services in Aotearoa/New Zealand.

Social service workers are required to apply knowledge of professional legal responsibilities which are derived from statutes and the common law. They also require knowledge of laws that give effect to social policy and mandate the provision of social services. It is not essential for people credited with this standard to know all statutes and common law related to the social services, but it is necessary to understand the purpose of law and how to interpret the law in context.

Also for this workbook you will be required to prepare and write a social service report.

Your work will be treated confidentially by your assessor and the ITO. If your assessed work is selected for moderation, all identifying information will be removed.

To complete this workbook, enter the requested information in the blue highlighted fields and use the tab function to move to the next field. You can place the cursor over the field if you need to go back or edit/change an entry.

Complete the following information and read through the assessment process.

Name:	
Address:	
Telephone (day):	
Telephone (night):	
E-mail Address:	

Remember

Confidentiality

We need to protect the confidentiality of all people who use our services. When completing your answers to the questions in this workbook, please use alternative names and don't give any details that could identify the person you are working with.

Assessment process

Step 1 Preparation for assessment	<p>Your assessor will make sure that you understand the level and standard of performance required before starting the assessment.</p> <p>You can work with others as you prepare for your assessment but you will be required to demonstrate your personal understanding of all of the material you submit to your assessor.</p> <p>You may want to refer to the unit standards themselves for further clarification. They can be downloaded from the NZQA website.</p> <p>www.nzqa.govt.nz/qualifications-standards/standards/</p>
Step 2 Complete the workbook	<p>You must complete all activities in the workbook before submitting it to your assessor for marking. The workbook has provided you with space for your written answers.</p> <p>The workbook sets out the questions you have to answer and the tasks you need to complete to be awarded credit for both unit standards.</p> <p>It is recommended that you use all the space provided as it represents the length of response required.</p>
Step 3 Gather evidence and submit to assessor	<p>Evidence of prior learning, such as course materials, essays, assignments, etc can be used to strengthen your evidence.</p> <p>Additional evidence can be submitted (such as work-related documentation) to supplement your answers however, you must answer every question.</p> <p>Always source your evidence and include references in the space provided. Send your completed workbook to your assessor by the date agreed to at your pre-assessment meeting.</p>
Step 4 Assessment feedback	<p>Your assessor will determine whether the evidence presented in your workbook, and any other evidence supplied, meets the required standard, and will provide you with feedback.</p> <p>If you are deemed not yet competent (ie your assessor determines that the evidence presented is not sufficient) then you will be asked for further evidence. Whether it is additional tasks for you to complete, or a verbal submission to supplement the evidence already presented, your assessor will work this through with you.</p>
Step 5 Reporting of results	<p>If you are deemed competent, you will receive confirmation of this from your assessor.</p> <p>Your assessment results will then be forwarded to the ITO for adding to Record of Achievement (previously named Record of Learning).</p>

Resources

There are a number of resources provided for you in your book of readings. In addition to these we recommend that you consider purchasing the following books. We have also listed a number of useful websites for you to look at.

Printed

Lawrence, M. (2004). (7th ed.). *Legal studies: A first book on New Zealand law*. NZ: Dunmore Publishing.

Ludbrook, R. & New Zealand Assoc. of Counsellors. (2012). *Counselling and the law: A New Zealand guide*. NZ: Dunmore Publishing.

Pawson, M. (2002). *Youth and the law: A comprehensive guide to the law relating to young people, from birth to adulthood*. Wellington, NZ: Educational Resources for Legal Resources Trust.

Ringer, J.B. (1991). *An introduction to New Zealand government*. (A guide to government in NZ, its structures and activities.) NZ: Hazard Press.

Aotearoa New Zealand Association of Social Work. (2008). (2nd ed.). *A summary of the Code of Ethics*. NZ: Xpress Printing house.

Coulshed, V. & Orme, J. (2006). (4th ed.). *Social work practice*. New York, USA: Palgrave.

Minichiello V., Aroni R., Timewell E. & Alexander L. (1991). *In depth interviewing: Researching people*. Melbourne, Australia: Longman, Cheshire.

Rubin, A. & Babbie, E. (1989). *Research methods for social work*. USA: Wadsworth Publishing Co.

Websites

Law Commission www.lawcom.govt.nz/ retrieved 28 May 2013

Te Aka Matua o Te Ture. 2001. Study Paper 9 - Māori Custom and Values in New Zealand Law. Wellington: Law Commission – Te Aka Matua o Te Ture. (in particular, Chapter 3)

New Zealand legislation www.legislation.govt.nz/ retrieved 28 May 2013

- Law related to confidentiality and privacy includes - Official Information Act 1982, Privacy Act 1993, Evidence Amendment Act (No 2) 1980, Health Information Privacy Code 1994.
- Other relevant Legislation: Children, Young Persons and Their Families Act 1989, Criminal Justice Act 1985, and Mental Health (Compulsory Assessment and Treatment) Act 1992.

A glossary of research terms for out-of school time program practitioners. Research to Results, 2006 Child Trends. www.childtrends.org retrieved 28 May 2013

Holding a Family Meeting. See www.caregiver.org/caregiver/jsp/content retrieved 28 May 2013

National Association of Social Workers www.socialworkers.org/research retrieved 28 May 2013

Practical suggestions on preparing social work reports. www.socialworker.com/writeon.htm retrieved 28 May 2013

Referencing

Use the table below to provide a reference list that acknowledges your information sources. You must use the APA referencing style. A guide of how to reference is included in your Getting it Write. Below are also several links which will lead you to websites which are useful.

<http://www.waikato.ac.nz/library/study/guides/apa.shtml>

<http://library.ucol.ac.nz/> and search for APA guide

<https://ilrb.cf.ac.uk/citingreferences/apatutorial/index.html> - This is an online tutorial

Referencing is an important professional skill which acknowledges rightful owners and creators of work. It supports your own written work and shows that you are researching information which underpins your own arguments. It also helps you avoid plagiarism, which is when people copy the work of others. This is often accidental but it's important that you can show that your work is your own. Like all skills this is one which you will probably need to practice before you feel completely comfortable with all the rules of referencing.

Reference lists include all the works you have used to complete your workbook. This includes any conversations or discussions you have had with people in order to complete this workbook. The reference list should be in alphabetical order and you should follow the guidelines of APA referencing style.

Reference list

For example:

Durie, M. (1998). *Whaiora. Māori Health Development. (2nd ed.)*. Auckland: Oxford University Press

GenoPro (n.d.). *Introduction to the Genogram*. Retrieved July 18, 2008, from <http://www.genopro.com/genogram/>

7944 Explain legal structures and laws for social service practice

Understanding legal terminology

Introduction

Legal terms are precise and are meant to cover complex legal issues clearly. Listed below are some common legal terms that you will come across in your reading as you complete your work book. As you learn new terms complete the glossary so you will then have a reference for use in the future. Add your own terms as you learn them.

Task 1 Complete the following table.

Term	Definition	Workbook reference
Balance of power		S2
Burden of proof		S2
Citizen initiated referenda		S3
Constitutional law		S3
Contract law		S3
Criminal law		S2 S3
Custom law		S2

Term	Definition	Workbook reference
Family law		S2 S3
Hierarchy of the courts law		S2
Natural law		S2
Precedent		S2
Rule of law		S2
Select committee		S2 S3
Lobbying		
Petitions		
Submissions		

Section One – Explain legal structures and laws for social services

Introduction

The purpose of this section is to lay the foundation for your understanding of legal structures and processes in Aotearoa/New Zealand.

On completion of this section you will be able to explain the role of law, know the law making bodies, their different roles and membership.

Question 1

Explain the purposes of having laws in society giving at least **five** reasons.

Question 2

Define the following terms: law, custom, ethics and morals and then explain the differences between them.

Law

Custom

Ethics

Morals

Differences

Question 3

Explain the main features of Māori custom law. Include in your answer how tikanga and Māori values are incorporated into custom law and comment on how the legal system since colonisation has impacted on custom law.

Question 4

Name the **four** law making bodies within the Westminster system and the types of law each body makes. Name the membership of the bodies and their relationship with each other.

Law making body One:

Functions

Type of laws made

Membership

Relationship to the other
three law making bodies

Law making body Two:

Functions

Type of laws made

Membership

Relationship to the other
three law making bodies

Law making body Three:

Functions

Type of laws made

Membership

Relationship to the other
three law making bodies

Law making body Four:

Functions

Type of laws made

Membership

Relationship to the other
three law making bodies

Question 5

Choose **one** of the law making bodies and analyse how representative the membership is of New Zealand society including gender, cultural and ethnic origins.

Question 6

The following legal definitions are important for understanding the roles of the above law making bodies. Define the following legal terms and briefly explain why they are important to the legal process.

Separation of powers

Hierarchy of the Courts and include a chart of the court system in your answer.

Doctrine of precedent

Section Two – Explain how laws are changed in Aotearoa/New Zealand and how social service workers can contribute to law change

Introduction

The purpose of this section is to lay the foundation for your understanding of legal structures and processes in Aotearoa/New Zealand.

On completion of this section you will be able to explain the role of law, know the law making bodies, their different roles and membership.

Question 1

Provide a brief overview of how government departments and ministries can influence the law making process. Give a recent example to illustrate your understanding of the processes.

Question 2

Provide a brief overview of one of the following law reform bodies that influence the law making processes. Give examples to illustrate your understanding of the processes.

- Law Commission.
- Public Law Division, Ministry of Justice.
- Crime Prevention and Criminal Justice Division, Ministry of Justice.
- Royal Commissions.
- Committees of Parliament (Select Committees).

Question 3

Provide an overview outlining the variety of ways that citizens can influence law changes that include using political, economic, cultural, religious and or social pressures. Use examples from recent law changes to illustrate your understanding of the processes citizens can use to bring about change. In your answer, include the reasons for the change, the effect of the law change on the people concerned and the implications the law change had on different sections of society. For example, the Prostitution Reform Act 2003.

Section Three – Explain how to locate laws related to social services and how to access legal services in Aotearoa/New Zealand

Introduction

This section explains where to find legislation, how to locate public and private legal services and an analysis of their accessibility and availability for different service users.

Question 1

Provide a brief overview of where legislation is available for purchase or reading by the public. Use examples from your own location.

Question 2

Complete the chart to demonstrate your knowledge of private and public funded legal services.

Legal Service	Publicly Funded	Privately Funded
Barristers/ Solicitors in private practice		
NZ and District Law Societies		
Duty Solicitor		
Criminal legal aid		
Civil legal aid		
Government department legal services		

Legal Service	Publicly Funded	Privately Funded
Citizens Advice Bureau		
Community law centres		

Question 3

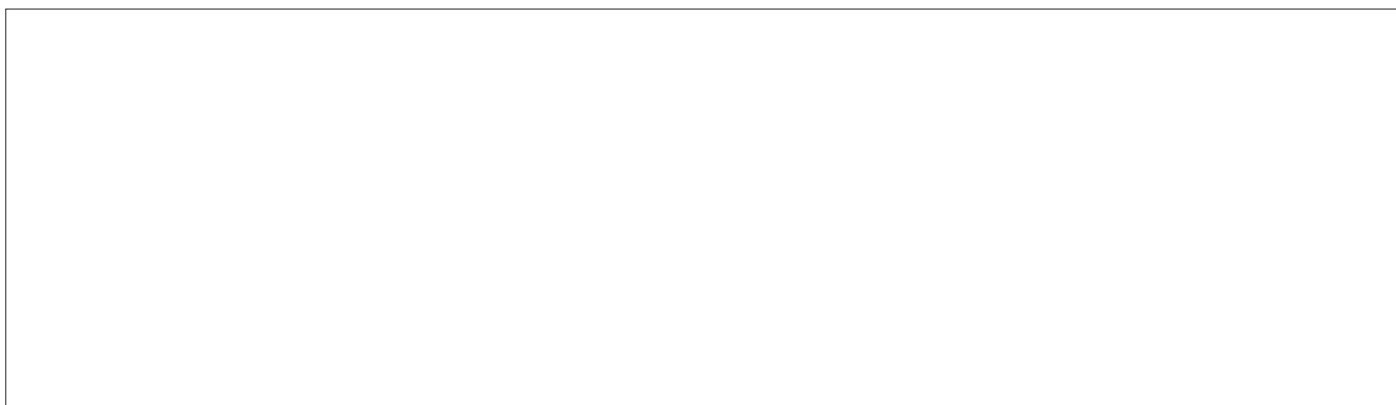
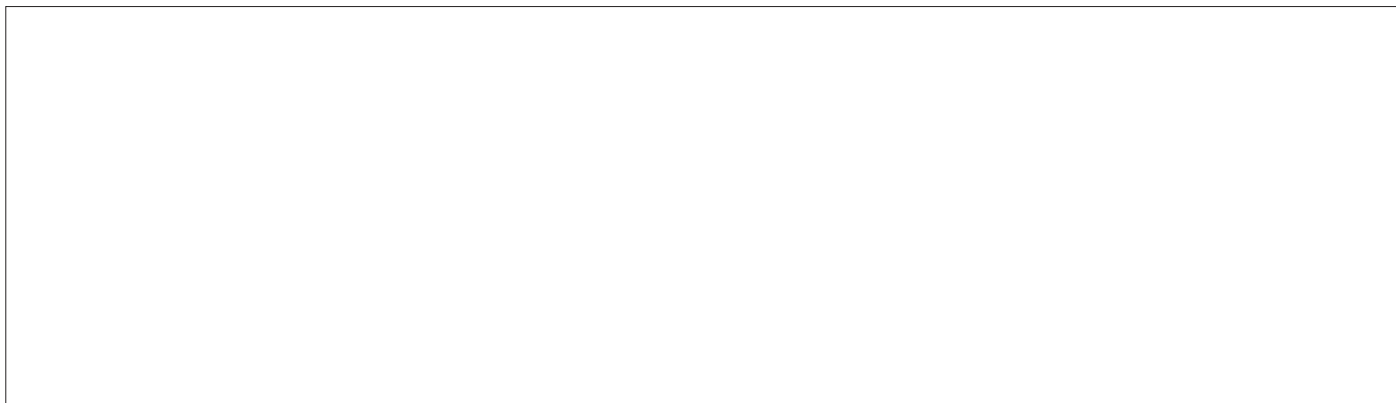
Choose **two** agencies from the above chart and analyse their accessibility for service users such as;

- geographical barriers.
- cultural or gender barriers.
- awareness of legal services.
- communication and language barriers, for example signs.

Use examples from your own area to illustrate your knowledge of accessibility.

Agency One

Agency Two



Section Four – Explain legal responsibilities of a social service worker in Aotearoa/New Zealand

Introduction

This section explains the legal responsibilities of social service workers under Acts that relate to care, protection, safety of children young persons and their families, people with mental health issues and criminal justice issues. This section explains the principles of managing the confidentiality and privacy of service users information correctly.

Question 1

The Acts listed below impact on the work of most social service workers in Aotearoa New Zealand. Summarise the key legal responsibilities of a social service worker for each of the listed Acts. If possible, give examples from your own work place to demonstrate your knowledge and understanding and quote the relevant section of the Act.

Children, Young Persons and their Families Act (1989)

Criminal Justice Act (1985)

Mental Health (Compulsory Assessment and Treatment) Act, (1992)

Question 2

Under the following Acts, explain the legal responsibility of social service workers to protect confidential and private information. Use examples from your own practice and organisation and quote the relevant section from the Acts to demonstrate your knowledge. Discuss the similarities and differences between public and private information, when information can and cannot be disclosed and to whom.

Privacy Act (1993)

Official Information Act (1982)

Section Five – Practical application of Te Tiriti o Waitangi

You are required to explain kawa and tikanga in Māori management situations in the law.

People awarded credit in this unit standard are able to explain the application of Te Tiriti o Waitangi in the social services with relation to the law, as an addition to the work covered in Unit 7927, Explain the application of Te Tiriti o Waitangi in the social services.

What are your observations of the relationship between Te Tiriti o Waitangi and legislative structures and laws in Aotearoa/New Zealand?

	Legislative structures	Aotearoa/NZ law
Article One Kawanatanga		
Article Two Tino Rangatiratanga		
Article Three Oritetanga		
Article Four Freedom of religions and customary rights		

Appendix One – Suggested activities to assist your understanding of the legal system

Take notes of your learnings against the activities you have done.

Attend a District Court session.

Attend Parliament if you are in the Wellington area.

There is an excellent free visitors programme held daily that is informative and would help you answer Section Two.

Listen to a Parliamentary Debate on the radio.

Attend a local Council meeting.

Talk to people who have participated in lobbying for law change.

They are usually very happy to talk about their experiences and how they thought about the strategies for change.

Talk to social workers from Children Young Persons and their Families Service about how they apply the law in their every day work and practice.

Talk to team members and ask how they apply the law in their everyday work.

Read and listen to comments that come out of current Select Committee hearings.

Read the preamble to a Royal Commission report on a social issue and note the way the commission went about preparing their information and the social conditions that existed at the time.

Visit your local Community Law Centre and note the information available to the public and for you to help with this assignment.

Any other relevant activity?

7948 Prepare and write social service reports

Section Six – Understanding professional terminology.

Understanding terminology related to social services can introduce you to complex language. Some of it may be new to you. This section requires you to seek and provide definitions for the terms that are used throughout this workbook. You are encouraged to add to this glossary as and when you come across new words.

Term	Definition and reference
Ethical standards	
Reliability	
Validity	
Target population	
Study sample	
Data analysis	
Evaluation research	
Meta analysis	
Experimental design	

Control group	
Experimental group	
Comparison group	
Cross sectional study	
Longitudinal study	
Observational study	
Random assignment	
Research sample	
Stakeholders	
Informed consent	
Community	

Section Seven – Prepare and write a social service report

Introduction

In this section you are asked to write a report for an authority meeting certain criteria and within a specified time frame.

You can if you wish use the literature review as the basis for your report. This could be a useful resource for your agency in the future.

There are many types of report: investigations, feasibility studies, research reports, progress reports and court reports. In some reports you will be expected to make a recommendation.

The authority asking for the report could be a social service agency, a government department, the family or district court or an iwi authority.

The subject of the report will usually focus on a client (service user(s)) or a social environment.

You will need to demonstrate a clear and competent writing style appropriate to the purpose and audience for the report; respect confidentiality and informed consent of the subjects of the report and write within the criteria established by legislation ethical practice and service provider guidelines.

Social service reports are expected to achieve a practical outcome. It is important to focus more on facts than on opinions and the latter should be clearly identified as such. Facts should be accurate and from relevant sources and described clearly.

The main features of a social service report are:

- factual objectivity.
- logical order.
- good coverage of relevant information.
- brevity.

Write the report

Think about the context in which it will be received and adapt your style and language accordingly. Bear in mind the points made in the introduction above about report writing.

- 1 To begin you need to identify the subject of your report. Who or what are you reporting on? Who is the report for and what are their expectations?
- 2 If you are interviewing people for this report; describe the style or technique of interviewing you will use and explain how this is appropriate to them and their needs. How do you expect to contact the subject(s) of the report and what do you need to consider in making this contact? Consider informed consent and any questions they might have about the process and the use of the report.
- 3 Identify any relevant legislation, ethical or service guidelines in respect of the report and summarise them.
- 4 Note all your sources of information for the report. These can include: written material, personal interviews with the subject and interviews with other relevant people.
- 5 In addition to the social service report containing the information and recommendations, and the style and language of the report meeting standard of clarity, describe the following:
 - turn around times for typing or printing the report.
 - time periods for completion and submission of final report to the body commissioning the report.
- 6 Describe the social service research theory or theories that have guided your development of a social service research proposal.
- 7 Give an explanation of the legislation, ethical practice and service provider guidelines that helped you formulate your plan.

Section Eight – Practical application of Te Tiriti o Waitangi

People awarded the credits in these unit standard are able to explain the application of Te Tiriti o Waitangi in the social services (as in unit standards 7926-7928), and are able to apply this competence to the specific areas of social services.

Article	Relate to - Preparation and writing of social service reports
One: Kawanatanga	
Two: Tino rangatiratanga	
Three: Oritetanga	
Four: Freedom of religions and customary rights	

Marking Schedule Workbook Four – Explain legal structures and laws for social service practice 7944

Marking Schedule – Understanding legal terminology		
Assessment Task	Judgement	Comments
7944	<ul style="list-style-type: none"> Table is complete. Answers are accurate in the social services context. 	
7944	<ul style="list-style-type: none"> All references used in the workbook are included in the reference list. All references are according to APA. Bibliography includes a minimum of four text books, and/or journal articles and four web sites. 	

Marking Schedule Section One – Explain the role and operation of law and law making bodies in Aotearoa New Zealand		
Assessment Task	Judgement	Comments
Question One 7944 1.1	<ul style="list-style-type: none"> Five reasons given for the purpose of having laws. Range: conflict resolution, social order, protection of persons and property, legitimisation & admin of social policy and legitimising social services. 	
Question Two 7944 1.1	<ul style="list-style-type: none"> Differences between the four terms explained correctly. 	
Question Three 7944 1.2	<ul style="list-style-type: none"> Main features of Māori custom law explained and tikanga, Māori values and their effect on the legal system explained. 	

Question Four 7944 1.3 and 1.4	<ul style="list-style-type: none"> Four law making bodies named. Names all - legislature, executive, judiciary & local government. Types of laws made, functions defined. Includes - Statutes, statutory regulations, case law and by-laws. Relation to other law making bodies defined. Covers - Separation of powers, hierarchy of the Courts, doctrine of precedent. Membership of bodies accurately named. Names - G-G, MPs, Cabinet, political parties, PM, Leader of the Opposition, Speaker, public servants, Judges, local body councillors. 	
Question Five 7944 1,5	<ul style="list-style-type: none"> One law making body membership analysed for representation that includes gender, culture and ethnic origin. 	
Question Six 7944 1.4	<ul style="list-style-type: none"> Three terms defined accurately and court chart completed correctly. 	

Competency decision	
Section One: The role and operation of law and law making bodies in Aotearoa/New Zealand	
Achieved	More Evidence Required <input type="checkbox"/>
Notification to trainee <input type="checkbox"/> Credit reporting form to be submitted to ITO <input type="checkbox"/> Comments: Assessor signature: _____ Date: _____	Comments: Resubmission decision: <input type="checkbox"/> Achieved <input type="checkbox"/> More Evidence Required Assessor signature: _____ Date: _____

Marking Schedule Section Two – Explain how laws are changed in Aotearoa/New Zealand and how to contribute to law change

Assessment Task	Judgement	Comments
Question One 7944 2.1	Brief overview of how government departments influence law changes explained and examples given to illustrate knowledge.	
Question Two 7944 2.2	Brief overview of one law reform body given with examples to illustrate understanding of reform processes. Selects from Law Commission, Select Committees, law reform Div. of Min. Justice, Royal Commissions.	
Question Three 7944 2.3	Brief overview completed. Examples given to demonstrate knowledge of how citizens can contribute to law change.	

Competency decision

Section Two: Explain how laws are changed in Aotearoa/New Zealand and how to contribute to law change

Achieved <input type="checkbox"/>	More Evidence Required <input type="checkbox"/>
Notification to trainee <input type="checkbox"/> Credit reporting form to be submitted to ITO <input type="checkbox"/> Comments:	Comments:
Assessor signature: _____ Date: _____	Resubmission decision: <input type="checkbox"/> Achieved <input type="checkbox"/> More Evidence Required Assessor signature: _____ Date: _____

Marking Schedule Section Three – Explain how to locate laws related to social services and how to access legal services in Aotearoa/New Zealand

Assessment Task	Judgement	Comments
Question One 7944 3.1	Range of places to read and purchase legislation named and listed.	
Question Two 7944 3.2	List of private and public legal services completed correctly.	
Question three 7944 3.2 3.3	Accessibility barriers to legal services identified in two agencies.	

Competency decision

Section Three: Explain how to locate laws related to social services and how to access legal services in Aotearoa/New Zealand

Achieved ☐

More Evidence Required ☐

Notification to trainee ☐

Credit reporting form to be submitted to ITO ☐

Comments:

Comments:

Resubmission decision: ☐ Achieved ☐ More Evidence Required

Assessor signature:

Date:

Assessor signature:

Date:

Marking Schedule Section Four – Explain legal responsibilities of a social service worker in Aotearoa/New Zealand

Assessment Task	Judgement	Comments
Question One 7944 4.1	Key responsibilities of social services workers completed for each of the listed Acts and the correct sections of the Act quoted. Range: CYPF Act 1989, Criminal Justice Act 1985, Mental Health Act 1992.	
Question Two 7944 4.2	Key responsibilities of social service workers explained correctly for; personal and official information, confidentiality and privacy and the correct sections of the Acts quoted. Range: Privacy Act 1993, Official Information Act 1982.	

Competency decision Section Four: Explain legal responsibilities of a social service worker in Aotearoa/New Zealand

Achieved <input type="checkbox"/>	More Evidence Required <input type="checkbox"/>
<p>Notification to trainee <input type="checkbox"/></p> <p>Credit reporting form to be submitted to ITO <input type="checkbox"/></p> <p>Comments:</p> <p>Assessor signature: _____ Date: _____</p>	<p>Comments:</p> <p>Resubmission decision: <input type="checkbox"/> Achieved <input type="checkbox"/> More Evidence Required</p> <p>Assessor signature: _____ Date: _____</p>

Marking schedule Section Five – Practical application of Te Tiriti o Waitangi

Assessment Task	Judgement	Comments
Question one 7944 Special notes and overall	Each Article of Te Tiriti O Waitangi (TTOW) discussed with regards to a) legislative structures and b) laws.	

Competency decision Section Five: Practical application of Te Tiriti o Waitangi

Achieved <input type="checkbox"/>	More Evidence Required <input type="checkbox"/>
<p>Notification to trainee <input type="checkbox"/></p> <p>Credit reporting form to be submitted to ITO <input type="checkbox"/></p> <p>Comments:</p>	<p>Comments:</p>
<p>Assessor signature: _____</p> <p>Date: _____</p>	<p>Resubmission decision: <input type="checkbox"/> Achieved <input type="checkbox"/> More Evidence Required</p> <p>Assessor signature: _____</p> <p>Date: _____</p>

**Marking Schedule –
Appendix 1 Demonstrates learning of law through activities.**

Assessment Task	Judgement	Comments
7944 Overall	Activities notes demonstrate learning.	

Competency decision Appendix 1: Demonstrates learning of law through activities.

Achieved <input type="checkbox"/>	More Evidence Required <input type="checkbox"/>
<p>Notification to trainee <input type="checkbox"/></p> <p>Credit reporting form to be submitted to ITO <input type="checkbox"/></p> <p>Comments:</p>	<p>Comments:</p>
<p>Assessor signature: _____</p> <p>Date: _____</p>	<p>Resubmission decision: <input type="checkbox"/> Achieved <input type="checkbox"/> More Evidence Required</p> <p>Assessor signature: _____</p> <p>Date: _____</p>

7948 Prepare and write social service reports

Section Six - Understanding professional terminology

Assessment Task	Judgement	Comments
Section 1 7948	All descriptions are correct. All references are listed. References are according to APA.	

Competency decision Section Six: Understanding professional terminology

Achieved <input type="checkbox"/>	More Evidence Required <input type="checkbox"/>
Notification to trainee <input type="checkbox"/> Credit reporting form to be submitted to ITO <input type="checkbox"/> Comments: Assessor signature: _____ Date: _____	Comments: Resubmission decision: <input type="checkbox"/> Achieved <input type="checkbox"/> More Evidence Required Assessor signature: _____ Date: _____

Section Seven - Prepare and write social service reports

Assessment Task	Judgement	Comments
Question One 7948 1.1	The subject of the report, matters to be reported on, and contact procedures with the subject of the report are confirmed with the body that is commissioning the report.	
Question Two 7948 1.2	Matters to be reported on are clarified with the subject of the report, and requests for information by the subject of the report are met.	
Question three 7948 1.5	Gathering of information is according to criteria established by legislation, ethical practice, and service provider guidelines.	

Section Seven - Prepare and write social service reports

<p>Question four 7948 1.3</p>	<p>Gathering of information identifies with the subject of the report and the body that is commissioning the report all sources from which relevant information can be gathered.</p> <p>Range: sources from which relevant information can be gathered may include but are not limited to - written sources, personal interviews with the subject of the report, interviews with other interested parties.</p> <p>Interviews are conducted using methods that acknowledge the characteristics and needs of the subject of the report and other people being interviewed.</p>	
<p>Question Five 7948 2.1, 2.2, 2.3, 2.4</p>	<p>The social service report contains the information, recommendations, and opinion required by legislation, ethical practice, and service provider guidelines.</p> <p>The style and language in which the social service report is written meets the need for clarity and understanding by the subject of the report and the body commissioning the report.</p> <p>The social service report is submitted for typing or printing within the turn around time specified by the body commissioning the report.</p> <p>The social service report is completed and submitted to the body commissioning the report within the specified time period.</p>	
<p>Question Six 7948 Special note 6</p>	<p>Trainee shows a valid social service theory (or theories) that is derived from an authoritative sources, which may include but are not limited to: body of knowledge related to social service work; cultural theory; practice research.</p>	

Section Seven - Prepare and write social service reports

Question Seven
7948
Special notes 4
and 5

Trainee identifies criteria established by legislation, ethical practice, and service provider guidelines from range:

Official Information Act 1982, Privacy Act 1993, Adoption Act 1955, Children, Young Persons and Their Families Act 1989, Criminal Justice Act 1985, Family Proceedings Act 1980, Guardianship Act 1968, Mental Health (Compulsory Assessment and Treatment) Act 1992, Alcoholism and Drug Addiction Act 1966, , Domestic Violence Act 1995, Health and Disability Services (Safety) Act 2001, Health and Disability Services Act 1993, Injury Prevention, Rehabilitation, and Compensation Act 2001, Protection of Personal and Property Rights Act 1988, Evidence Amendment Act (No 2) 1980, specific provisions in legislation governing confidentiality in reports to courts, committees, and statutory agencies, service provider codes of conduct, codes of practice issued by the Privacy Commissioner, social service codes of ethics, and service provider guidelines, protocols, staff manuals, strategic plans, kawa, or tikanga.

Competency decision Section Seven: Prepare and write social service reports

Achieved ☐

More Evidence Required ☐

Notification to trainee ☐

Credit reporting form to be submitted to ITO ☐

Comments:

Comments:

Resubmission decision: ☐ Achieved ☐ More Evidence Required

Assessor signature:

Date:

Assessor signature:

Date:

Section Eight – Practical application of Te Tiriti o Waitangi in social service research

Assessment Task	Judgement	Comments
Question one 7948 Special notes 1 and overall	Each Article of Te Tiriti O Waitangi discussed with regards to social services.	

Competency decision Section Eight: Practical application of Te Tiriti o Waitangi in social service research

Achieved <input type="checkbox"/>		More Evidence Required <input type="checkbox"/>	
Notification to trainee <input type="checkbox"/> Credit reporting form to be submitted to ITO <input type="checkbox"/> Comments:		Comments:	
Assessor signature:		Resubmission decision: <input type="checkbox"/> Achieved <input type="checkbox"/> More Evidence Required	
Date:		Assessor signature:	
		Date:	

IMPORTANT:
ON WORKBOOK COMPLETION THIS PAGE IS TO BE SIGNED BY BOTH ASSESSOR AND TRAINEE
AND RETURNED TO CAREERFORCE

Assessment Task	Assessed as Competent	Assessor Signature / Comments Assessor Name:	Trainee Signature / Comments Trainee Name:	Date
Section 1				
Section 2				
Section 3				
Section 4				
Section 5				
Section 6				
Section 7				
Section 8				