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| <b>Title</b> | <b>Describe selected aspects of human development theory in a health or wellbeing setting</b> |                |          |
| <b>Level</b> | <b>3</b>  | <b>Credits</b> | <b>6</b> |

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| <b>Purpose</b> | <p><del>This unit standard is for people providing services in a health or wellbeing setting.</del></p> <p>People credited with this unit standard are able to describe selected aspects of human development theory in a health or wellbeing setting.</p> |
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| <b>Classification</b> | Health, Disability, and Aged Support > Health and Disability Principles in Practice |
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| <b>Available grade</b> | Achieved |
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**Explanatory notes**  
**Guidance Information**

1 Definitions

— *Development theories* may include but are not limited to the works of – Bronfenbrenner, Hall, Piaget, Erikson, Kohlberg, and Maslow.

~~— *Health or wellbeing setting* includes but is not limited to the aged care, acute care, community support, disability, mental health, social services, whānau ora providers, and youth development sectors.~~

~~*Health or wellbeing setting* includes but is not limited to – the aged care, acute care, community support, disability, mental health, social services, and youth development sectors.~~

— *Human development throughout the life span* – developmental stages, developmental tasks; contribution to development of societies.

— *Pacific nations* ~~refers~~refer to the main Pacific nations represented in Aotearoa New Zealand; ~~namely~~ – Samoa, Tonga, Cook Islands, Niue, Tokelau, Fiji, Tuvalu, Solomon Islands, Kiribati.

— *Tauīwi theories* ~~theory~~refer to theories or models from any perspective other than Māori.

*Te ao tūroa* ~~refers to~~ the environment, the natural world.

— *Te Aoa* hūrihuri ~~refers to~~ the modern world.

2 ResourcesResource

~~— Bird, Lise; Drewery, Wendy. (2003). (2nd ed.). *Human development in Aotearoa: A journey through life*. Auckland: McGraw-Hill.~~

- ~~World Health Organization. (2006). Constitution. (1946). Available online at of the World Health Organization (45th ed.). Retrieved from <http://www.who.int/governance/eb/constitution/en/> [https://www.who.int/governance/eb/who\\_constitution\\_en.pdf](https://www.who.int/governance/eb/who_constitution_en.pdf)~~

## Outcomes and ~~evidence requirements~~ **performance criteria**

### Outcome 1

Describe selected aspects of human development theory in a health or wellbeing setting.

#### ~~Evidence requirements~~

#### Performance criteria

1.1 The relevance of human development theory to own workplace is described.

1.2 ~~Māori concepts of human development are described in terms of Te Ao Māori.~~

Range hauora, ~~Te Ao Tūroa, Te Ao Hurihuri~~ te ao hurihuri, whenua.

1.2 ~~Māori human development is described in relation to the~~ 1.3 The significance of whānau, hapū and iwi systems for Māori human development is described.

Range ~~evidence is required of two examples of the significance of whānau, hapū, and iwi systems to Māori human development.~~

1.3 ~~Human~~ 4 Tauiwi theories of human development throughout the life span is/lifespan are described according to.

Range ~~two theories from Pacific nations or other Tauiwi theories.~~

1.4 ~~Human development theory is described in terms of its relevance to the candidate's health or wellbeing setting.~~

1.5 ~~The effects of trauma~~ Trauma in the first year of life ~~are described in terms of the , and its effects on the major parts of the brain, and their function.~~ is described.

1.6 ~~Abuse~~ The impact of abuse, neglect, and violence ~~are described in terms of their impact on human development.~~ is described.

Range impact may include but is not limited to – family ~~/ and~~ whānau; psychological; physical; spiritual; achievement of developmental stages; lack of attachment; trauma.

#### Replacement information

This unit standard replaced unit standard 16846.

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| <b>Planned review date</b> | 31 December <del>2019</del> <u>2025</u> |
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#### Status information and last date for assessment for superseded versions

| Process       | Version  | Date           | Last Date for Assessment               |
|---------------|----------|----------------|--|
| Registration  | 1        | 19 March 2015  | <del>N/A</del> <u>31 December 2022</u> |
| <u>Review</u> | <u>2</u> | <u>MM 2021</u> |  |

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| <b>Consent and Moderation Requirements (CMR) reference</b> | 0024 |
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This CMR can be accessed at ~~http~~<https://www.nzqa.govt.nz/framework/search/index.do>.

#### **Please note**

~~Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.~~

~~Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.~~

~~Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.~~

~~Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.~~

#### **Comments on this unit standard**

Please contact ~~the Community Support Services ITO Limited~~[Careerforce info@careerforce.org.nz](mailto:info@careerforce.org.nz) if you wish to suggest changes to the content of this unit standard.