

<b>Title</b>	<b>Compare the key attributes of service philosophies used in health or wellbeing settings</b>		
<b>Level</b>	<b>4</b>	<b>Credits</b>	<b>2</b>

<b>Purpose</b>	People credited with this unit standard are able to compare the key attributes of service philosophies used in health or wellbeing settings.
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<b>Classification</b>	Health, Disability, and Aged Support > Community Support Services
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<b>Available grade</b>	Achieved
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### Explanatory notes Guidance Information

#### 1 Definitions

*Health or wellbeing settings* may include but are not limited to – the acute care, aged care, community support, disability, mental health, social services, and youth development sectors.

*Holistic needs* include physical, emotional, social, cultural, spiritual, mental, socio-economic, creative, and occupational.

*People* refers to those accessing services in a health or wellbeing context and includes the family, whānau and natural supports of the person who is at the centre of support. Other terms used for this person may include client, consumer, customer, patient, individual, resident, service user, tūroro or tangata whai ora.

*Service philosophies* refer to the models or approaches of support that may be applied within a health or wellbeing setting. A service philosophy provides an overarching set of underlying principles, aims and objectives, operational parameters, and reviewable outcomes which direct the nature of consumer support and the way in which it is provided.

### Outcomes and evidence requirements performance criteria

#### Outcome 1

Compare the key attributes of service philosophies used in health or wellbeing settings.

Range- evidence is required for three service philosophies.

**Evidence requirements**Performance criteria

- 1.1 The underlying principles and application of each model are outlined in terms of how it intends to support health and wellbeing outcomes for people.
- 1.2 The strengths and limitations of each philosophy are compared in terms of supporting people's holistic needs.
- 1.3 Contexts in which each philosophy could be used are identified in terms of why it is suitable for the people supported or the type of support.

<b>Planned review date</b>	31 December 202 <u>31</u>
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**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	16 June 2016	N/A
<u>Revision and Rollover</u>	<u>2</u>	<u>MM 2021</u>	<u>N/A</u>

<b>Consent and Moderation Requirements (CMR) reference</b>	0024
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This CMR can be accessed at <http://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.