

Title	Relate a researched service philosophy to the provision of support in a health or wellbeing context		
Level	4	Credits	4

Purpose	People credited with this standard are able to relate a researched service philosophy to the provision of support in a health or wellbeing context.
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Classification	Health, Disability, and Aged Support > Community Support Services
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Available grade	Achieved
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Guidance Information

1 Assessment conditions

Evidence for the practical components of this unit standard must be generated in a health or wellbeing setting. The service philosophy used as the focus for assessment must be agreed upon by the candidate and their assessor prior to assessment.

Explanatory notes

2 4—Definitions

Health or wellbeing contexts include but are not limited to – the acute care, aged care, community support, disability, mental health, social services, and youth development sectors, in New Zealand.

Service philosophy refers to the model or approach to support that is applied within a health or wellbeing setting. A service philosophy provides an over-arching set of underlying principles, aims and objectives, operational parameters, and reviewable outcomes which direct the nature of support and the way in which it is provided.

~~2—Health or wellbeing contexts include but are not limited to—the acute care, aged care, community support, disability, mental health, social services and youth development sectors, in New Zealand.~~

~~3—The service philosophy used as the focus for assessment of this unit standard must be agreed upon by the candidate and their assessor prior to assessment.~~

Outcomes and evidence requirements performance criteria

Outcome 1

Relate a researched service philosophy to the provision of support in a health or wellbeing context.

Evidence requirements **Performance criteria**

1.1 The service philosophy is outlined in terms of its historical development.

1.2 The service philosophy is described in terms of how it guides the provision of support for the holistic impacts of a specific condition, impairment, situation, or social issue.

Range description must include – key features and methodology and any underpinning theoretical basis.

1.3 Own role is described in terms of how it reflects the service philosophy.

Range description must include – purpose of own role, impact of the service philosophy on own role, and relevance of own role in responding to the holistic impacts of the condition, impairment, situation, or social issue.

Planned review date	31 December 202 <u>34</u>
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	-17 November 2016	N/A
<u>Revision and Rollover</u>	<u>2</u>	<u>MM 2021</u>	<u>N/A</u>

Consent and Moderation Requirements (CMR) reference	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 Careerforce, ~~the Community Support Services Industry Training Organisation Limited~~, info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.