

Guidance notes for the Graduate Profile Outcomes

New Zealand Certificate in Health and Wellbeing (Level 3)

with strands in:

- Health Assistance
- Newborn Hearing Screening
- Orderly Services
- Support Work
- Vision Hearing Screening
- Whānau, Kin and Foster Care

Graduates of this qualification will be able to:		Guidance for Programme Developers
		The following guidance was provided by the sector during qualification review consultation.
1	<p>Apply knowledge of relevant legislation, regulations and codes in a health and wellbeing setting to provide health and wellbeing services in an ethical and professional manner.</p> <p>Credit 5</p>	<p>Programmes may include:</p> <ul style="list-style-type: none"> - application of relevant legislation, codes, policies and procedures - developing self-awareness - boundaries of the role <p>Where relevant, programmes may include the Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996 (or its equivalent) for those intending to work in the health or disability sectors.</p>
2	<p>Recognise and respond to signs of vulnerability and abuse in a health and wellbeing setting.</p> <p>Credit 5</p>	<p>Programmes may include:</p> <ul style="list-style-type: none"> - signs of vulnerability and abuse - when and whom to ask for help - reporting obligations
3	<p>Communicate effectively in a culturally appropriate manner to support a person's health or wellbeing.</p> <p>Credit 5</p>	<p>Programmes may include (within the context of the learner's role):</p> <ul style="list-style-type: none"> - communication - understanding and using workplace technology - leadership skills relevant to the role - self-reflection - report writing - challenging conversations

Health Assistance strand

4	Provide culturally appropriate person-centred care under the direction and delegation of a health professional. Credit 50	Programmes may include (within the context of the learner's role): <ul style="list-style-type: none">- values and principles of person-centred care- cultural safety and awareness- safety, risk assessment and risk management- personal plans- behaviour management- impacts of relevant conditions on function and support provided- support for personal needs- relevant models and approaches to care- personal limits and seeking support- working with whānau and family in support of the person- administration, data and record keeping requirements.- palliative and end of life care- dementia- Stock management (for the acute care programme)- Hearing impairment/deafness and the deaf community- Vision impairment blindness and the vision impaired/blind community- observing and responding to the needs of the <i>Aged Care</i> community
5	Recognise and respond to signs of functional, behavioural, environmental or other health or wellbeing change in a person, in a health or wellbeing setting. Credit 5	Programmes may include: <ul style="list-style-type: none">- signs, impacts, and responses to functional, behavioural, or environmental change- supporting people to manage change

Newborn Hearing Screening strand

6

Apply knowledge of nationally approved protocols to carry out hearing screening for newborns in a culturally appropriate manner.

Credit 45

It is intended that programmes will include:

- cultural safety and awareness
- screening protocols, tests and equipment
- steps in screening pathway
- policy and quality standards
- safety, risk assessment and risk management
- administration, data and record keeping requirements
- hearing impairment.
- deaf disability and deaf community
- vision disability and *Vision Impaired* community

Orderly strand

7

Apply knowledge of organisational procedures to provide orderly services in a culturally appropriate and safe manner to support the effective functioning of a healthcare facility.

Credit 35

Programmes may include:

- cultural safety and awareness
- transferring people equipment and supplies
- equipment management and fault reporting
- customer service and supporting other staff in their roles
- creating a welcoming environment
- safety and risk management
- security requirements, including de-escalation
- emergency response.
- Safety, risk assessment and risk management
- waste management
- laundry management
- security in a health and wellbeing setting
- management of cross-infection
- awareness of disability including vision and deaf disability

Support Work strand		
8	<p>Provide person-centred culturally appropriate health and wellbeing support to maximise a person’s independence.</p> <p>Credit 50</p>	<p>Programmes may include (within the context of the role)</p> <ul style="list-style-type: none"> - values and principles of person-centred support - cultural safety and awareness - personal plans - maintaining/building natural supports and facilitating community participation - behaviour management - advocacy - impacts of relevant conditions on function and support provided - personal cares and activities of daily living - medication assistance - safety, risk assessment and risk management - relevant models and approaches to care - personal limits and seeking support - working with whānau and family in support of the person - administration, data and record keeping requirements. - Deaf disability and deaf community - Vision disability and vision impaired community - palliative and end of life care - dementia - spinal care - observing and responding to the needs of the <i>Aged Care</i> community
9	<p>Recognise signs of functional and/or behavioural and/or environmental and/or other health or wellbeing change and respond as required by own organisation.</p> <p>Credit 5</p>	<p>Programmes may include:</p> <ul style="list-style-type: none"> - signs, impacts, and responses to functional, behavioural, or environmental change - supporting people to manage change

Vision Hearing Screening strand		
10	<p>Apply knowledge of nationally approved protocols to carry out vision and hearing screening for children in a culturally appropriate manner.</p> <p>Credit 55</p>	<p>It is intended that programmes will include:</p> <ul style="list-style-type: none"> - cultural safety and awareness - screening protocol and tests - steps in screening pathway - policy and quality standards - infection control - safety, risk assessment and risk management - behaviour management strategies - relevant impairments - interpretation of results and factors influencing accuracy - administration, data and record keeping requirements - educating and informing parents about risk factors and options. - follow-up and referral procedures - administrative requirements. - deaf disability and deaf community - vision disability and <i>Vision Impaired</i> community
Whānau, Kin and Foster Care strand		
11	<p>Work with appropriate organisations to promote the wellbeing of children in care, and support in a culturally appropriate manner the wellbeing and development of children who cannot live with their own parents.</p> <p>Credit 45</p>	<p>Programmes may include:</p> <ul style="list-style-type: none"> - child/young person-centred communication - cultural safety and awareness - physical and emotional safety - impact of past experiences - development theory - behaviour management - advocacy - managing change - recording/reporting suspected abuse - working with agencies to promote the wellbeing of children in their care - developing relationships with whānau and family for the benefit of the child. - safety, risk assessment and risk management - awareness of disability including vision and deaf disability

Source: CareerForce Guideline Documents