



**TOITŪ TE WAIORA**  
Community, Health, Education  
and Social Services  
Workforce Development Council

# **New Zealand Certificate in Health and Wellbeing (Level 3) [Ref: 2470-4]: Guidance Notes**

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## **New Zealand Certificate in Health and Wellbeing (Level 3) [Ref: 2470]**

This document outlines recommended content for providers developing a programme of study leading to the New Zealand Certificate in Health and Wellbeing (Level 3) [Ref: 2470].

Note: where 'include' is indicated it should not be read as being exclusive. Other content relevant to learning outcomes may also be included within a programme.

Toitū te Waiora are required to consider provider programmes for endorsement before NZQA approval. For further information on this process visit: [Request programme endorsement - Toitū te Waiora \(toitutewaiora.nz\)](https://www.toitutewaiora.nz).

### **Qualification Definitions**

- **Culturally inclusive/safe support** (as referenced in Graduate Profile Outcome 3 (GPO3), GPO4, GPO8 and unit standard 25987 and defined within Ngā Paerewa Health and Disability Services Standard NZS 8134:2021):
  - to practise cultural safety, healthcare and support workers acknowledge and address their own biases, attitudes, assumptions, stereotypes, prejudices, structures and characteristics that may affect the quality of service provided (self-reflection)
  - requires workers to examine themselves and the potential impact of their own culture in their interactions with people using a service (self-reflection)
  - culture refers to more than ethnicity, it may reflect (but is not limited to) factors such as age, disability, spiritual beliefs, sexual orientation, ethnicity, beliefs or values
  - take the needs of different people into account by respecting a person's life choices.
  - tikanga practices may include but are not limited to – correct pronunciation of names, places, greetings, mana (demonstrate respect for other person), manaaki (kindness, respect, take care of) tapu (sacred) and noa (not sacred), use of te reo.
  
- **Relevant work experience** (as referenced within the general conditions for programme):
  - minimum 100 hours of relevant work experience (paid or unpaid) must be in a role where the skills and GPO outcomes can be applied to real work situations to demonstrate competence
  - must be in a role relevant to the strand for which the learner is completing i.e. support worker or healthcare assistant (see role descriptions below)
  - for learners completing the orderly, vision hearing or newborn hearing strands learners must be employed in these roles prior to entry into a programme.
  - cannot be completed in a simulated environment.
  - for off job programmes delivering to the healthcare assistant and support work strands it is recommended that the practicum component is completed towards the end of the programme.



- relevant roles must be in a health or wellbeing setting and work alongside others (external to organisation) to provide physical, social or emotional support.

**Programmes should consider reference to the following:**

- **Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996**
- Te Tiriti o Waitangi
- **Ngā Paerewa Health and Disability Services Standard**
- **Health and Disability Services (Safety) Act 2001**
- **Health and Safety at Work Act 2015**
- **Pae Ora (Healthy Futures) Act 2022**
- **Human Rights Act 1993**
- United Nations Treaties
- **Privacy Act 2020**
- Māori models of health - Te Whare Tapa Whā, Te Wheke, Te Pae Mahutonga
- Pacific models of health - Kakala model, Fa'afaletui model, Ta and Va model, Fonua model, Fonofale model, Te Vaka Atafaga, Tivaevae model
- **Enabling Good Lives** (EGL) principles
- Workplace policies and procedures.



### Role descriptions as per setting

Health Care Assistants (HCAs)  
*Aged Residential Care*

Develop respectful relationships with residents and whānau, to deliver individual care plan needs, support a safe environment and encourage independence. The role works under the delegation and direction of a registered nurse and alongside other clinical professionals to deliver basic care as directed.

Health Care Assistants (HCAs)  
*Hospital Settings*

Develop respectful relationships with patients and whānau, to deliver high quality support services and carry out some clinical and non-clinical tasks in a professional manner. The role works under the delegation and direction of a registered nurse and alongside other clinical professionals to deliver basic care as directed.

Home & Community Support Work

Provide quality, compassionate and strength-based assistance alongside people in their own homes. To provide personal, social, health and household support so people can maximise their independence and live the life they wish to live.

Disability Support

Providing support to enable good lives. This includes supporting people to lead meaningful lives and achieve their personal goals; to be safe, make informed choices, learn new skills, maintain and increase independence, stay healthy and well, and connect with community and family.



## **Graduate profile outcomes (GPOs)**

### **1: 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. (CORE)**

#### **Credit: 5**

Programme content can include:

- description and application of relevant legislation, standards and codes (see above)
- a person's rights
- Te Tiriti o Waitangi
- disability focus roles and programmes must also include Enabling Good Lives principles
- identify and demonstrate application of workplace policies and procedures
- identification of ethical issues and practical demonstration of ethical behaviour
- understanding personal values and how these may differ from others
- developing self-awareness and self-reflective practice
- professional role boundary and in relation to other roles within the workplace and what to do if those role boundaries are challenged
- building effective relationships with colleagues, whānau/family, professionals and other parties who support a person's wellbeing
- protecting confidentiality of person(s) supported, family/whānau, colleagues
- for home and community support worker programmes there must be consideration of the unique context of working alone and in people's homes.

Application of knowledge:

- learners/ākonga must demonstrate an understanding of their role and role boundaries, alongside their workplace policies and procedures
- learners/ākonga must demonstrate application of professional and ethical practices within their workplace or placement environment.



## **2. Recognise and respond to signs of vulnerability and abuse in a health and wellbeing setting. (CORE)**

### **Credit: 5**

Programme content can include:

- signs and factors that contribute to vulnerability
- recognise changes to a person including physical, emotional, environmental and mental
- recognise signs and types of abuse, neglect and violence
- recognise risks that may impact upon a person's wellbeing
- impacts of changes and abuse upon a person's wellbeing
- power imbalances in relationships
- where to go for help
- an employee's legislative obligations to disclose and report
- processes for reporting and recording changes, risk, and abuse in the workplace
- managing your own wellbeing.

Application of knowledge:

- learners/ākonga must demonstrate the ability to identify changes, risks, and possible abuse, and processes for reporting and recording issues as appropriate to their workplace.



### **3. Communicate effectively in a culturally inclusive manner to support a person's health and wellbeing. (CORE)**

#### **Credit: 5**

Programme content can include:

- effective workplace communication with colleagues, persons being supported and their whānau
- caring, respectful and empathetic behaviour
- understanding and using relevant technology to support wellbeing
- confidently communicate using a person's preferred method of communication, using language and terminology understood by a person, whānau, and other professionals
- maintain records on the person being supported
- understanding how own beliefs, values and culture may impact upon your interactions with others of different beliefs, backgrounds and values
- communication challenges/barriers and how they may impact on support
- strategies for managing challenging behaviour and reflecting on own response to behaviour
- de-escalation skills and how to overcome communication challenges.

Application of knowledge:

- learners/ākonga must demonstrate the ability to clearly communicate in the workplace with colleagues, service users and whānau and provide culturally safe support and appropriate within the boundaries of own role.



#### **4. Elective strand - Healthcare Assistance**

**Provide culturally inclusive person-centred care under the direction and delegation of a health professional.**

**Credit: 50**

Programme content can vary between different settings but can include:

- person-centred support, strengths-based support and goals-centred support
- working to a client plan
- respect, caring values, empathy and ethical behaviour
- safely maximising a person's independence
- infection prevention and control
- identification and minimisation of health, safety and security hazards
- dealing with an emergency, including procedures for reporting
- assisting with activities of daily living/personal cares
- safely moving and handling people
- use of assistive equipment
- falls minimisation, managing and reporting falls
- pre-packaged medication, delivery support and associated risks
- understanding of client's specific conditions or impairments and the impacts this will have on their provision of care
- responding to a death, managing own grief and loss in the workplace
- basic understanding of anatomy and physiology
- basic understanding of dementia
- basic understanding of mental health issues
- aging process
- incontinence
- pressure cares
- nutrition and feeding
- meaningful activities.

Application of knowledge:

- learners/ākonga must demonstrate the ability to carry out tasks as delegated by a health professional in a respectful and ethical manner.





## **5. Elective strand – Healthcare Assistance**

**Recognise and respond to signs of functional, behavioural, environmental or other health and wellbeing change in a person, in a health or wellbeing setting.**

**Credit: 5**

Programme content can include:

- changes to a person including physical, emotional, environmental and mental
- risks that may impact upon a person’s wellbeing
- types of abuse, neglect, and violence in a health and wellbeing setting
- impact of changes and risks on a person’s wellbeing
- impact of changes and risks on a support worker’s wellbeing
- processes for reporting and recording changes, risk, and abuse in the workplace
- self-care and ways to manage own wellbeing.

Application of knowledge:

- learners/ākonga must demonstrate the ability to identify changes, risks, and possible abuse, and processes for reporting and recording issues as appropriate to their workplace.

The elective GPOs reflect the practical component of working in a health or wellbeing setting. Roles and tasks will vary depending upon setting. The graduate should be able to understand and implement care plans as directed by a health professional in the workplace.

For provider-based programmes both the core and elective skills should be applied during the completion of placement tasks.

See appendix for level 3, unit standards.

## 6. Elective strand - Newborn Hearing Screening

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

**Credit: 45**

This programme can only be delivered as work-based training using the following unit standards.

Application of knowledge:

- learners/ākonga must demonstrate the ability to carry out tasks as detailed in their job description delegated by a health professional in a respectful and ethical manner.

GPO 1	GPO2	GPO3	See elective list below	
5 credits	5 credits	5 credits	50 credits	5 credits
28542 (5) Core	28521 (5) Core	28557 (5) Core 32418 (6)		27549 (4)
Elective Unit Standards				
9681 (3) Contribute within a team or group which has an objective				
11097 (3) Listen actively to gain information in an interactive situation				
25987 (6) Describe values and culturally safe principles for Pacific people in a health or wellbeing setting				
26735 (3) Demonstrate knowledge of the use and maintenance of hearing screening equipment for UNHSEIP				
26737 (8) Carry out newborn hearing screening for the Universal Newborn Hearing Screening and Early Intervention Programme				
26738 (4) Demonstrate knowledge of referral and habilitation for the UNHSEIP				
29547 (5) Demonstrate knowledge of causes of hearing loss in babies and risk factors for congenital and delayed hearing loss				
29548 (18) Demonstrate knowledge of the Universal Newborn Hearing Screening and Early Intervention Programme (UNHSEIP)				
32418 (6) Describe Te Tiriti o Waitangi, and a bi-cultural approach in a health or wellbeing setting				
32419 (4) Apply Māori values and evaluate their application, when supporting tangata whaiora in a health or wellbeing setting				



### 7. Elective strand – Orderly Services

**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**

This programme can only be delivered as work-based training. We recognise that some Orderlies work across multiple areas including but not limited to security and cleaning. Orderlies programmes should allow flexibility to incorporate standards in other domains when necessary.

Application of knowledge:

- learners/ākonga must demonstrate the ability to carry out tasks as delegated by a health professional in a respectful and ethical manner.

GPO 1	GPO2	GPO3	See elective list below	
5 credits	5 credits	5 credits	50 credits	5 credits
28542 (5) Core	28521 (5) Core 27459 (4)	28557 (5) Core 32418 (6)		27549 (4)
Elective Unit Standards				
23385 (4) Describe benefits of and demonstrate behaviours that support advocacy and self-advocacy in a health or wellbeing setting				
23388 (4) Provide support to a person whose behaviour represents challenges in a health or wellbeing setting				
25987 (6) Describe values and culturally safe principles for Pacific people in a health or wellbeing setting				
26977 (4) Move a person using equipment and care for equipment in a health or wellbeing setting				
26981 (3) Describe risks, impacts, and actions for falls and minimise risk of falls in a health or wellbeing setting				
27317 (3) Prepare a deceased person for viewing when working as an orderly in a health or disability context				
27459 (4) Observe, describe and respond to changes in a person in a health or wellbeing setting				
27833 (5) Support people to use assistive equipment and move in a health or wellbeing setting				



GPO 1	GPO2	GPO3	See elective list below
			28528 (3) Describe and apply a person-centred approach when supporting a person in a health or wellbeing setting
			28530 (7) Move and store equipment in a healthcare facility (core)
			28531 (5) Transport people in a healthcare facility (Core)
			28532 (5) Transport a deceased person in a healthcare facility
			28533 (5) Transport body parts in a healthcare facility
			28534 (5) Support the effective functioning of a healthcare facility as an orderly (Core)
			28535 (4) Demonstrate knowledge of procedures for infection control in a health or wellbeing setting
			28536 (5) Apply health, safety, and security practices in a health or wellbeing setting
			28544 (5) Support a person according to their cultural preferences in a health or wellbeing setting
			28549 (3) Collect and transport healthcare waste in a healthcare facility
			32419 (4) Apply Māori values and evaluate their application, when supporting tangata whaiora in a health or wellbeing setting



## **8. Elective strand – Support Work**

**Provide culturally appropriate, person-centred health and wellbeing support to maximise a person’s independence.**

**Credit: 50**

Programme content can vary between different settings but can include:

- person-centred support
- strengths-based support
- goals-centred support and working to a personal care plan
- working independently in homes and the community
- caring values and ethical behaviour
- safely maximising a person’s independence
- infection prevention and control
- identification and minimisation of health, safety and security hazards
- dealing with an emergency, including procedures for reporting
- the social model of disability and Enabling Good Lives (EGL) principles
- assisting with activities of daily living/personal cares
- moving and handling
- use of assistive equipment
- falls minimisation, managing and reporting falls
- pre-packaged medication, delivery support and associated risks
- basic understanding of dementia
- basic understanding of mental health issues
- understanding of a person’s specific conditions or impairments and the impacts this will have on their provision of care
- aging process
- incontinence
- pressure cares
- nutrition and feeding.

Application of knowledge:

- learners/ākonga must demonstrate the ability to carry out tasks as per a personal care plan in a respectful and ethical manner.



## **9. Elective strand – Support Work**

**Recognise and respond to signs of functional, behavioural, environmental or other health or wellbeing change in a person, in a home or community setting.**

**Credit: 5**

Programme content can include:

- changes to a person including physical, emotional, environmental and mental
- risks that may impact upon a person’s wellbeing
- types of abuse, neglect, and violence in a health and wellbeing setting
- impact of changes and risks on a person’s wellbeing
- impact of changes and risks on a support worker’s wellbeing
- processes for reporting and recording changes, risk, and abuse in the workplace
- self-care and ways to manage own wellbeing.

Application of knowledge:

- learners/ākonga must demonstrate the ability to carry out tasks as per a personal care plan in a respectful and ethical manner.

The elective GPOs reflect the practical component of working in a health or wellbeing setting. Roles and tasks will vary depending upon setting.

For provider-based programmes both the core and elective skills should be applied during the completion of placement tasks.

See appendix for level 3, unit standards.



## 10. Elective strand – Vision Hearing Screening

**Apply knowledge of nationally approved protocols to carry out vision and hearing screening for children in a culturally appropriate manner.**

**Credit: 55**

This programme is only to be delivered as work based with programmes using the unit standards below.

Application of knowledge:

- learners/ākonga must demonstrate the ability to carry out tasks as delegated by a health professional in a respectful and ethical manner.

GPO 1	GPO2	GPO3	See elective list below	
5 credits	5 credits	5 credits	50 credits	5 credits
28542 (5) Core	28521 (5) Core	28557 (5) Core 32418 (6)		27549 (4)
Elective Unit Standards				
23375 (5) Describe hearing impairment and support services that are specific to people with a hearing impairment (Comp)				
24895 (5) Describe the visual system and vision impairment and support services that are specific to people with vision impairment (Comp)				
25987 (6) Describe values and culturally safe principles for Pacific people in a health or wellbeing setting				
28526 (7) Carry out vision and hearing screening results for tamariki/children in a health or wellbeing setting (Comp)				
28544 (5) Support a person according to their cultural preferences in a health or wellbeing setting				
32418 (6) Describe Te Tiriti o Waitangi, and a bi-cultural approach in a health or wellbeing setting (Comp)				
32419 (4) Apply Māori values and evaluate their application, when supporting tangata whaiora in a health or wellbeing setting (Comp)				
28527 (25) Carry out vision and hearing screening tests for tamariki/children in a health or wellbeing setting (Comp)				



## Appendix

### List of current Level 3, unit standards

This table indicates how Level 3, unit standards could be mapped to GPOs

GPO 1	GPO2	GPO3	See elective list below	
5 credits	5 credits	5 credits	50 credits	5 credits
28542 (5) Core	28521 (5) Core 27459 (4)	28557 (5) Core 32418 (6)		27549 (4)
Elective Unit Standards			<i>Relevant Strands Key</i> Healthcare Assistance (HA) Support Work (SW) Orderly (ORD) Vision Hearing Screening (VHS) Newborn Hearing Screening (NHS)	
1810 (2) Provide information about resources and support services in a health or wellbeing setting				HA, SW
1818 (3) Describe the value of relationships and support for healthy relationships for a person in a health and wellbeing setting				SW
1828 (4) Identify services available to people with disabilities				
9681 (3) Contribute within a team or group which has an objective				NHS
9694 (4) Describe physical disability and support needs of a person with a physical disability				HA, SW
11097 (3) Listen actively to gain information in an interactive situation				NHS





GPO 1	GPO2	GPO3	See elective list below
	16870 (4) Demonstrate knowledge of intellectual disability and the support needs of a person with an intellectual disability		HA, SW
	16871 (4) Describe physical disability and support needs of a person with a physical disability		HA, SW
	20826 (3) Demonstrate knowledge of infection control requirements in a health or wellbeing setting		HA, SW
	20827 (3) Support a person to use prescribed medication in a health or wellbeing setting		HA, SW
	20965 (4) Describe epilepsy and the support needs of a person with epilepsy in a health or wellbeing setting		SW
	20966 (6) Describe brain injury and support needs of a person with a brain injury in an aged care, health or disability setting		SW
	23371 (5) Support a person with a disability to develop a personal plan to enhance their lifestyle		SW
	23372 (3) Describe law in relation to intellectual disability and high and complex needs and legal services available to people		SW
	23373 (3) Demonstrate knowledge of the impact of mental health on a person with an intellectual disability		SW
	23374 (3) Describe autism and support strategies to assist a person with autism		SW



GPO 1	GPO2	GPO3	See elective list below
		23375 (5) Describe hearing impairment and support services that are specific to people with a hearing impairment	HA, VHS (Comp)
		23377 (3) Use visual strategies for communicating with Deaf and hearing-impaired people	HA
		23382 (3) Support a person to participate as a member of the community in a health and wellbeing setting	SW
		23385 (4) Describe benefits of and demonstrate behaviours that support advocacy and self-advocacy in a health or wellbeing setting	HA, SW, ORD
		23386 (5) Support a person to meet personal care needs in a health or wellbeing setting	HA, SW
		23387 (7) Describe the ageing process and its effects on a person's lifestyle and wellbeing	HA, SW
		23388 (4) Provide support to a person whose behaviour represents challenges in a health or wellbeing setting	HA, SW, ORD
		23389 (3) Describe risk management planning in a health or wellbeing setting	HA, SW
		23391 (3) Respond to loss and grief in a health or wellbeing setting	HA, SW
		23452 (3) Demonstrate knowledge of techniques for moving equipment and people in a health and wellbeing setting	HA, SW
		23918 (4) Describe the philosophy, purpose, benefits of diversional therapy and the roles and skills of diversional therapists	HA



GPO 1	GPO2	GPO3	See elective list below
		23925 (6) Support, mentor and facilitate a person to maintain and maximise independence in a health or wellbeing setting	HA, SW
		24895 (5) Describe the visual system and vision impairment and support services that are specific to people with vision impairment	VHS (comp)
		25987 (6) Describe values and culturally safe principles for Pacific people in a health or wellbeing setting	HA, SW, ORD, VHS, NHS
		26735 (3) Demonstrate knowledge of the use and maintenance of hearing screening equipment for UNHSEIP	NHS
		26737 (8) Carry out newborn hearing screening for the Universal Newborn Hearing Screening and Early Intervention Programme	NHS
		26738 (4) Demonstrate knowledge of referral and habilitation for the UNHSEIP	NHS
		26801 (3) Describe the benefits of breastfeeding, available support services, and baby friendly initiatives	HA
		26802 (3) Describe information, interactions and strategies that support breastfeeding, and demonstrate breastfeeding care	HA
		26971 (3) Describe factors that contribute to mental health wellbeing and mental health challenges	HA, SW
		26972 (4) Describe interventions and models used when working with a person accessing mental health and addictions services	HA, SW
		26973 (4) Support a person accessing mental health and addiction services to engage with and review local services and resources	HA, SW



GPO 1	GPO2	GPO3	See elective list below
	26974 (8) Describe interaction, support and reporting for people with dementia in a health or wellbeing setting		HA, SW
	26977 (4) Move a person using equipment and care for equipment in a health or wellbeing setting		HA, SW, ORD
	26980 (3) Provide comfort cares, and report changes in the condition of a person with a life limiting condition		HA, SW
	26981 (3) Describe risks, impacts, and actions for falls and minimise risk of falls in a health or wellbeing setting		HA, SW, ORD
	26984 (5) Describe mental health and addiction issues, and the potential impact of co-existing issues.		HA
	27077 (6) Describe approaches to, and models of, addiction treatment, and explain and apply an approach for a selected model		HA
	27104 (2) Apply the Code of Rights when supporting people in an aged care, health, or disability context		HA, SW
	27141 (6) Demonstrate knowledge of cultural identities and culture-related issues in an aged care, health, or disability context		HA, SW
	27317 (3) Prepare a deceased person for viewing when working as an orderly in a health or disability context		ORD
	27448 (2) Allocate and record dental patient's appointments, and maintain dental patient's records		HA - Dental
	27457 (6) Describe the anatomy and physiology of systems and associated organs of the human body		HA - Dental



GPO 1	GPO2	GPO3	See elective list below
		27458 (3) Describe the development of a personal plan and support a person to achieve goals in a health or wellbeing setting	HA, SW
		27459 (4) Observe, describe and respond to changes in a person in a health or wellbeing setting	ORD
		27460 (3) Describe a person's nutritional requirements and feeding issues in a health or wellbeing setting	HA, SW
		27461 (5) Describe indicators of wellness, interventions, care, and support for people at different lifespan stages	HA, SW
		27463 (6) Describe the ICF and its impact on a health assistants role and on meeting the needs of clients	HA, SW
		27465 (5) Contribute to therapeutic programmes and/or groups in a health or wellbeing setting	HA, SW
		27466 (6) Apply modalities in physiotherapy as a health assistant	HA
		27468 (5) Apply safe swallowing strategies in a health or wellbeing setting	HA, SW
		27469 (4) Use specialised assistive and/or therapeutic equipment with people in a health or wellbeing setting	HA
		27504 (5) Describe tobacco use and dependence and evidence-based smoking cessation treatments	HA – Smoking Cessation
		27505 (6) Assess a person for tobacco dependence and support a person to develop a stop-smoking plan	HA – Smoking Cessation



GPO 1	GPO2	GPO3	See elective list below
		27506 (6) Support a person to implement a stop-smoking plan and provide ongoing support to assist a person to remain smoke free	HA – Smoking Cessation
		27507 (5) Describe tobacco control and health promotion as ways of enhancing health through smoking cessation	HA – Smoking Cessation
		27833 (5) Support people to use assistive equipment and move in a health or wellbeing setting	HA, SW, ORD
		28520 (9) Demonstrate knowledge of specific conditions and their impacts when providing support in a health or wellbeing setting	HA, SW
		28521 (5) Describe responses to vulnerability and abuse in a health or wellbeing setting	Compulsory
		28522 (6) Describe selected aspects of human development theory in a health or wellbeing setting	HA
		28523 (2) Describe community values and attitudes and their impact on people with disability	SW, NHS
		28524 (5) Describe a person’s holistic needs and their impact on a person’s health and wellbeing, and provide support to meet them	HA, SW
		28526 (7) Carry out vision and hearing screening results for tamariki/children in a health or wellbeing setting	VHS (Comp)
		28527 (25) Carry out vision and hearing screening tests for tamariki/children in a health or wellbeing setting	VHS (Comp)
		28528 (3) Describe and apply a person-centered approach when supporting a person in a health or wellbeing setting	HA, SW, ORD



GPO 1	GPO2	GPO3	See elective list below
		28530 (7) Move and store equipment in a healthcare facility	HA, ORD (core)
		28531 (5) Transport people in a healthcare facility	HA, ORD (Core)
		28532 (5) Transport a deceased person in a healthcare facility	HA, ORD
		28533 (5) Transport body parts in a healthcare facility	HA, ORD
		28534 (5) Support the effective functioning of a healthcare facility as an orderly	ORD (Core)
		28535 (4) Demonstrate knowledge of procedures for infection control in a health or wellbeing setting	HA, SW, ORD
		28536 (5) Apply health, safety, and security practices in a health or wellbeing setting	HA, SW, ORD
		28542 (5) Demonstrate knowledge of, and apply professional and ethical behaviour in a health or wellbeing setting	Compulsory
		28544 (5) Support a person according to their cultural preferences in a health or wellbeing setting	HA, SW, ORD, VHS, NHS
		28546 (5) Demonstrate knowledge of incontinence and interventions to assist a person in a health or wellbeing setting	HA, SW
		28547 (3) Support a person with diabetes in health or wellbeing setting	HA, SW
		28549 (3) Collect and transport healthcare waste in a healthcare facility	HA, ORD



GPO 1	GPO2	GPO3	See elective list below
		28550 (3) Support a person with chronic obstructive pulmonary disease (COPD) in a health or wellbeing setting	HA, SW
		28557 (5) Communicate to support a person's health and wellbeing in a health or wellbeing setting	Compulsory
		28563 (8) Provide person-centred care when supporting a person with early stage dementia in a health or wellbeing setting	HA, SW
		28737 (4) Demonstrate knowledge of pressure injuries and pressure area care, and preventative care	HA, SW
		28738 (3) Describe key principles of palliative care and a support worker's role in a palliative approach to care	HA, SW
		29389 (10) Demonstrate specialised knowledge of infection control and contamination when working as a cleaner	HA
		29395 (10) Apply infection prevention and control in dentistry	HA - Dental
		29453 (7) Describe tooth notation and anatomy, dental caries, and periodontal disease, and chart teeth and restorations	HA - Dental
		29454 (10) Assist with oral health care procedures	HA - Dental
		29547 (5) Demonstrate knowledge of causes of hearing loss in babies and risk factors for congenital and delayed hearing loss	NHS
		29548 (18) Demonstrate knowledge of the Universal Newborn Hearing Screening and Early Intervention Programme (UNHSEIP)	NHS





GPO 1	GPO2	GPO3	See elective list below
	32418 (6) Describe Te Tiriti o Waitangi, and a bi-cultural approach in a health or wellbeing setting		VHS (Comp) NHS (Comp)
	32419 (4) Apply Māori values and evaluate their application, when supporting tangata whaiora in a health or wellbeing setting		HA, SW, ORD, VHS (Comp) NHS