

40XXX**Determine safe working practices in a health and wellbeing setting**

Kaupae Level	2
Whiwhinga Credit	10
Whāinga Purpose	<p>People credited with this skill standard are able - in a health and wellbeing setting - to recognise health and safety practices, demonstrate awareness of duty of care, and recognise and respond to behaviours of concern.</p> <p>This standard aligns with the outcomes of the New Zealand Certificate in Health and Wellbeing (Level 2) [Ref: 2469].</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Recognise health and safety practices in a health and wellbeing setting.	a. Describe the purpose of the Health and Safety at Work Act 2015.
	b. Recognise and report workplace hazards and risks.
	c. Outline safe workplace practice, policies, and procedures.
2. Demonstrate awareness of duty of care in a health and wellbeing setting.	a. Describe the concept of duty of care.
	b. Identify duty of care responsibilities in own role.
	c. Recognise situations where duty of care may be compromised and outline appropriate actions.
3. Recognise and respond to behaviours of concern in a health and wellbeing setting.	a. Identify behaviours of concern and potential triggers.
	b. Respond safely to behaviours of concern.
	c. Report behaviours of concern.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

For assessment purposes:

- Assessment can be undertaken in a simulated environment and can use a variety of tools such as case studies and role play to demonstrate understanding.
- Learners must demonstrate clear application of the Code of Rights in their role – the right to: be treated with respect, to fair treatment; to dignity and independence; to appropriate standards; to

effective communication; to be informed; to choice and consent; to support; rights during teaching and research; for complaints to be taken seriously.

- Learning outcome 1B should consider the difference between hazards and risks relevant to the learner's workplace. This may include but is not limited to – wet floors, manual handling, spread of infections, disposal of sharps.
- Learning outcome 1C should consider safe work practices appropriate to the learner's workplace. This may include but is not limited to – workplace medication policy, workplace emergency procedures, safe moving of people, safe lifting and handling techniques, the purpose and use of Personal Protective Equipment (PPE), and infection prevention and control procedures.

Evidence provided for assessment against this skill standard must:

- Be acquired in a health and wellbeing workplace.
- Be acquired in accordance with workplace or organisational policies and procedures.
- Be acquired within the boundaries of the learner's role.
- Ensure that the Code of Rights are upheld in relation to undertaking practical tasks.

Definitions:

- *The Code of Rights for Health and Disability Services Consumers*, otherwise referred to as the 'Code of Rights', or simply as 'The Code', establishes the rights of people using health and disability services, and the obligations and duties of providers to comply with it.
- *Health and Wellbeing settings* include but are not limited to - aged care, hospital, home and community, residential care, disability services, social services, mental health and addictions, rehabilitation, hospice and youth development services.

Ngā momo whiwhinga | Grades available

Achieved.

Ihirangi waitohu | Indicative content

Health and safety practices

- Rights and responsibilities under the Health and Safety at Work Act 2015.
- Role of other government/crown agencies (e.g. WorkSafe).
- Differences between hazards and risks.
- Hazard and risk reporting.
- Safe and secure workplace practice relevant to the learner's workplace.

Duty of care

- Why duty of care matters.
- Examples of duty of care in everyday support tasks.
- Boundaries of own role.
- Importance of supervision.
- Basic reporting processes for risks and concerns.
- Consequences of not upholding duty of care to self, a person, or colleagues.

Responding to behaviours of concern

- Common examples of behaviours of concern – verbal, repetitive, withdrawn.
- Holistic factors that contribute to behaviours of concern.
- Workplace policies and procedures for responding to behaviours of concern.
- Personal safety when dealing with behaviours of concern.
- De-escalation techniques.

Rauemi | Resources

- Health and Disability Commissioner. (2022). *About the Act and Code*. Available at <https://www.hdc.org.nz/your-rights/about-the-code/>
- New Zealand Legislation. (2015). *Health and Safety at Work Act 2015*. Available at <https://www.legislation.govt.nz/act/public/2015/0070/latest/DLM5976660.html>
- New Zealand Legislation. (2015). *Privacy Act 2020*. Available at <https://www.legislation.govt.nz/act/public/2020/0031/latest/LMS23223.html>

Pārongo Whakaū Kouna | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Community and Social Services > Health, Disability and Aged Support > Health and Disability Principles in Practice
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0024

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	[dd mm yyyy]	N/A
Kōrero whakakapinga Replacement information	N/A		
Rā arotake Planned review date	31 December 2030		

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council at qualifications@toitutewaiora.nz to suggest changes to the content of this skill standard.