

40XXX**Evaluate and adapt person-centred support planning in a health and wellbeing setting**

| | |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kaupae Level | 4 |
| Whiwhinga Credit | 10/15 |
| Whāinga Purpose | <p>People credited with this skill standard are able - in a health and wellbeing setting - to evaluate factors influencing a person's health and wellbeing and their implications for support, assess and respond to risk of abuse, neglect or violence, and contribute to collaborative planning and adapt a plan to meet changing health and wellbeing needs.</p> <p>This standard aligns with the outcomes of New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) [Ref: 2989]; New Zealand Certificate in Health and Wellbeing (Primary Care Practice Assistance) (Level 4) [Ref: 2990]; New Zealand Certificate in Health and Wellbeing (Rehabilitation Support) (Level 4) [Ref: 2991]; New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) [Ref: 2992], and the New Zealand Certificate in Health and Wellbeing (Advanced Care and Support) (Level 4) [Ref: 4108].</p> |

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

| Hua o te ako Learning outcomes | Paearu aromatawai Assessment criteria |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1. Evaluate and enhance holistic and person-centred approaches in a health and wellbeing setting. | a. Assess how a person's life experience impacts wellbeing. |
| | b. Analyse the impact of stigma, discrimination and systemic barriers on wellbeing. |
| | c. Contribute to improvements in holistic and person-centred practice. |
| 2. Assess risk, respond and refer to indicators of abuse, neglect or violence. | a. Analyse risk indicators of abuse, neglect or violence. |
| | b. Explain how to respond to disclosures of harm. |
| | c. Examine referral pathways to specialist services. |
| 3. Contribute to collaborative planning and adapt plans to meet a person's health and wellbeing needs. | a. Analyse own role in collaborative planning. |

| | |
|--|-------------------------------------------------------------|
| | b. Evaluate plan milestones and adapt when required. |
| | c. Apply or adapt a plan to meet a person's evolving needs. |

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

For assessment purposes:

- 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, and for complaints to be taken seriously.
- Learners must demonstrate trauma informed and culturally responsive approaches along with adaption of plans.

Evidence provided for assessment against this skill standard must:

- Be acquired in a health and wellbeing setting.
- 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.
- *Holistic needs* include but are not limited to – physical, emotional, social, cultural, spiritual, mental, socio-economic, creative, environmental, occupational.
- *Plan* – a generic term that covers documentation which outlines individual, or group needs and sets out how care or support should be provided. Plans may be known by different names depending on the context.

Ngā momo whiwhinga | Grades available

Achieved.

Ihirangi waitohu | Indicative content

Holistic needs and person-centred approaches

- Holism, factors influencing wellbeing, models of holistic wellbeing.
- A person's perspectives and lived experiences.
- Systemic factors, stigma, discrimination, colonisation, inequity.
- Social and systemic barriers to delivery of support.
- Self-reflection of own practice and wider health service delivery systems, identify areas for improvement.
- Role of communication, relationship building, trust and in effective support.
- Working within professional boundaries.

Risk, abuse, neglect and violence

- Risk, signs, indicators and patterns of abuse, neglect and violence.
- Signs and indicators of person using abuse, neglect and violence.
- Concepts of power and control, and cycles of abuse, escalating risk.
- Impacts of abuse, neglect or violence, protective factors.
- Responding safely to disclosures, consent, sharing information, confidentiality.
- Specialist family violence services and referral pathways.
- Trauma informed care and cultural competence.
- Reflecting on own bias, emotional response and maintaining professional boundaries.

Collaborative planning

- Components and purpose of plans, use of plans in different settings.
- The role of different professionals, the person and whānau in collaborative planning.
- Collaborative planning processes, milestones, communication techniques and challenges.
- Cultural, spiritual and social considerations when contributing to planning.
- Adapting plans for complex and changing needs, effective communication to other professionals.

Rauemi | Resources

- Health and Disability Commissioner. (2022). *About the Act and Code*. Available at <https://www.hdc.org.nz/your-rights/about-the-code/>
- Te Puna Aonui (2025). *Family Violence Risk and Safety Practice Framework*. Available at [Risk-and-Safety-Practice-Framework-Web-Version.pdf](#)

Pārongo Whakaū Kounga | 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.

DRAFT