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**A Vocational Pathways Learning programme example**

**NCEA Level 2 with a Vocational Pathway Award in Social and Community Services.**

**This Programme uses the context “Understand the health and community support services sector” \***

**Working party – Careerforce/Vocational Pathways team**

**This programme is only one example of a wide range of possible programmes specific to the Social and Community Services Sector. Its graduate profile is listed below.**

***\*Health and community support services sector – For students interested in a pathway into the health and wellbeing, disability, aged support or social services sectors.***

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| **Rationale – programme example includes:**   * A fulltime learning programme, based on the NZ Curriculum and the Social and Community Services sector *(with a notional value of up to 100 credits).* * An assessment programme with a value of a minimum of 60 level 2 credits (provided through a balance of unit and achievement standards) for an 80 credit NCEA qualification drawn from within the Social and Community Services Pathway. * A coherent blend of NZ Curriculum and industry knowledge, skills and contexts. * Allowance for different delivery arrangements between schools, PTE’s, tertiary and industry. * Embedded graduate capabilities[[1]](#footnote-1). | | | **Guidance for use of this programme:**  This learning programme should be tailored for each learner to support their direction and progression.  The assessment programme should also be tailored for each learner to support their direction and progression.  E.g.   * It is recommended that a learner planning to go directly to work and industry training in the Social and Community sector completes the National Certificate in Educational Achievement (NCEA) Level 2 and the New Zealand Certificate in Health and Wellbeing (40 credits)   (NZQA ref. 2469)[[2]](#footnote-2). Some workplaces will require learners to complete specific industry unit standards in the workplace to meet their Service Provision and Contractual requirements e.g. Service providers in the home, residential or community setting. These standards include: 23386, 23685, 26978, 28546 and 26979[[3]](#footnote-3). Learner’s programmes should be tailored to meet their sector interest and ensure that they meet the workplace’s (employment) requirements.   * A learner intending to progress to a degree or diploma qualification in the Social and Community sector should focus on foundational subjects that will enable progression to UE and Scholarship at Level 3 e.g. Biology, Chemistry, Physics, Health, English, Mathematics. The following industry unit standards would also be useful for gaining work experience in this sector 23686, 28518, 28548, 23451, 28545. * Should a learner want work experience in the Social and Community sector to support their career direction they would be advised before they go into the workplace to complete some work-ready standards in interpersonal skills, time management, generic computing and relevant code of conduct. * Column 5 “Summative – Assessment” provides planers with a list from which assessment standards can be selected for the context ‘Understand the health and community support services sector’. (It is assumed formative assessment will take place on a regular basis during the programme). * Resources: some resources may be available from Careerforce to support teaching and learning contexts. Refer page 4. * Partnerships with tertiary and industry may be required to deliver and assess, or moderate, industry unit standards in secondary schools. | | | |
| **Understand the health and community support services sector – an example of a contextualised learning programme context within the Social and Community Services Pathway**  **(NCEA Level 2 with Vocational Pathway Award)**  The following example provides a possible framework for joint planning between secondary and tertiary providers, and with available industry partners to develop a learning programme. Within this broad framework of guidance, an example of a specific context is identified – ‘Understand the health and community support services sector’.  Learning Programme Development: It is expected that a learning programme developed within the Social and Community Services Pathway will offer a balance of skills and knowledge which will be related directly to the workplace through work experience or other relationships or partnerships that will assist the student to transition into a career in this pathway. Partners will need to work together to make sure all the areas below are adequately covered.  Assessment Programme: Programme designers should select the assessment standards that meet the requirements of whatever particular context has been chosen. A list of **Preferred** and **Alternative** standards is provided for the specific context ‘Understand the health and community support services sector’ (see Column 5 below). This context is intended as **just** **one example of a wider range of contexts** that could be used as the basis for a programme within the Social and Community Services Pathway.  Careerforce is New Zealand’s health and community support services Industry Training Organisation. The industries that Careerforce represent include: **Aged Support, Disability, Health, Mental Health, Social Services, Youth Work, Cleaning and Pest Management** in the home, residential or community setting.  This programme includes standards from the New Zealand Certificate in Health and Wellbeing (Level 2) which recognises the entry-level skills and knowledge required to provide person-centred support as part of health and wellbeing services. Students may gain work experience with service providers in **Aged Support, Disability, Health and Social Services** sectors, providing them with valued transferrable skills and knowledge.  Students who may want to study at Diploma or Degree level in health and community support would also benefit from undertaking work experience in health, disability or social services sectors.  Other learning programmes that could be developed within the Social and Community Services Pathway that relevant and rich real-world contexts could be developed from include:   |  |  | | --- | --- | | * Police * Civil Defence * Recreation and Sport | * Security * Emergency Services, Fire and Rescue Services * Early Childhood | | | | | | | |
| **Graduate Profile**  A Level 2 graduate from **this specific** Social and Community Services Vocational Pathways programme (Understand the health and community support services sector) will have engaged in one or more of the following areas - **Aged Support, Disability, Health and Social Services**.  Typical career roles in these sectors at Level 2 include: Health Care Assistant (residential, hospital or community based), Community Support Worker, Caregiver, and Disability Support Worker.  Pathway opportunities could lead to a career as a: Therapy/Rehabilitation Assistant, Dental Assistant, Dietitian Assistant, Diversional Therapist, Newborn Hearing Screener, Vision Hearing Screener, Orderly, Social Services Worker, Youth Worker, Mental Health and Addiction Support Worker.  **Graduates will demonstrate introductory knowledge, skills and capabilities to:**   * participate as an entry level employee in aged support, disability, health or social services industries, with additional support; *OR* * progress to industry training and gain a Level 3 or 4 New Zealand Certificate; *OR* * progress to further study at NZQF Level 3 to access tertiary study at Level 4 or above in Social and Community Services Industries; *OR* * access NCEA Level 3 with University Entrance and pre-requisites to access degree level study from Level 5 and 6 and above in Social and Community Services industries.   **Notes:**  The main qualification outcome will be NCEA Level 2. If the student’s Record of Achievement includes 60 Recommended Level 2 credits from the Social and Community Services Pathway, of which **at least** 20 credits are from the Sector Related standards, then the student’s NCEA Level 2 will be Endorsed with that Pathway (NB: To gain NCEA L2, L1 literacy and numeracy must be achieved).  **Another qualification that may be achieved in this Programme is the New Zealand Certificate in Health and Wellbeing (Level 2), the content of which is foundational to many career roles in the Health and Community Support Services sector. This includes mental health and addictions support and youth work.** | | | | | | |
| **Broad Learning outcomes**  **A Level 2 graduate from this specific Social and Community Services Vocational Pathways programme (Understand the health and community support services sector) will demonstrate ability to:**   1. *Develop key foundational concepts, knowledge and skills relevant in the Health and Community Support Services sectors – through understanding such features as history, key roles, delivery mechanisms, and social/economic systems including funding, etc.* 2. *Understand the importance of identity, language and culture for Māori and all other cultures, and the use of effective, culturally appropriate communication skills to support clients, their families/whanau, and as a member of a responsible care team.* 3. *Understand vulnerability and its causes - through consideration of the impact of vulnerability upon a range of cohorts/groups across the wider community.* 4. *Understand and use health, sciences, English, social sciences, technologies and mathematics & statistics in contexts across the Social and Community Services sector.*   **Note 1 - These are generic outcomes to provide guidance from which schools and tertiary providers can develop more detailed learning programmes.**  **Note 2 - Educators will need to find ways to design programmes of learning and subsequent assessment programmes that meet the needs of learners as identified in Column 5.**  **Note 3 - Learning Outcomes 1, 2 and 3 must include practical tasks and activities which are completed *within an actual workplace (not simulated)* from at least one of the Social and Community Services Industries - Aged Support, Disability, Health and Social Services.** | | | | | | |
| **Develop content for contextualised curriculum and industry learning**  By engaging in a coherent learning programme, students demonstrate understanding of key skills, concepts and knowledge from sector knowledge domains and NZ Curriculum learning areas - embedded in relevant Social and Community Services contexts.   * *Note: It is recommended that prior to learners undertaking work placement that they be introduced to the relevant employability and work-ready skills valued by that workplace. These may include interpersonal skills, time management, generic computing and the relevant code of conduct. Learners planning to go directly to work and industry training in the Social and Community sector are recommended to check which industry unit standards are required by the specific sector to ensure that they meet the workplace’s (employment) requirements including Service Provision and Contractual requirements.*   **To meet the broad learning outcomes above, students need to demonstrate knowledge, skills and capabilities from the following areas:** | | | | | | |
| **Broad learning outcomes** | **1: Social and Community sector content.** (Knowledge, skills, capabilities and contexts) | **2: NZ Curriculum content.**  (Knowledge, skills, capabilities and contexts) | | **3: Embedded graduate capabilities**  **focus** | **4: Delivery arrangements** | **5: Summative Assessment**  (It is assumed regular formative assessment will be embedded in the learning programme) |
| **Knowledge and skill contexts and content**  The Social and Community Services sector is one of New Zealand’s largest employers.  Due to the diversity of the industries within the Social and Community Services Pathway, it is beneficial for a learner to focus on a single sector, rather than several industries ie police, early childhood, recreation and sport.  The sector chosen for this particular programme is ‘Understand thehealth and community support services sector’. Learners could focus on one or more areas within this sector such as aged support, disability, health (primary, secondary and public health) or social services. Some examples of where the workforce is found include hospitals, residential facilities, homes and communities.  Learners should develop understanding through investigating a range of case studies, gather information from government websites ie Ministry of Health, District Health Boards; interview a range of leaders in the health and community service sector, research key historical sources that provide a ‘high level, big picture’ understanding of New Zealand’s health and community support services sector.  The skills and knowledge gained by focussing on the health and community support services sector will provide a learner with core skills and experience that can be transferred to another sector within the wider Social and Community Services Industries. | **Learning area /subject contributions.**  The relationship of this Programme to Level 7 of the NZ Curriculum, including the relationship with ideas from within English, health and physical education, learning languages, mathematics and statistics, science, social sciences form the educational basis for this Programme.  NZ Curriculum informs the foundational learning needed for this Programme and establishes the relationship to the Key Competencies and literacy-numeracy requirements.  The Assessment component of this Programme draws on both NZ Curriculum-linked and Industry-linked assessment standards, which provide for the broad evaluation of the workplace-school continuum which this context represents | | **Develop these with a practical/applied focus**  Embedded graduate capabilities reflect values and behaviours that are identified by the sector as being desirable. These underpin the learning outcomes of Recommended and Sector-Related standards in the Social and Community Services Pathway.  Embedded graduate capabilities, which include the Key Competencies of the NZ Curriculum, reflect  the existing and future qualities demonstrated by the learner and provide the foundation for the various measures referred to as-   **‘employability skills’**  (personal behaviours);  **‘work-ready skills’** (related to specific broad competencies);  **‘Specialist skills’** (related to a specific sector or workplace). | **Collaboration between tertiary and secondary educational providers, and with industry/business**  Use flexible funding such as Gateway and STAR.  Use shared funding arrangements between schools and tertiary providers.  Employ a selection of delivery arrangements that reflect an authentic industry connection.  Tap into the willingness of industry to engage with the community through mentoring, Youth Guarantee Networks and Gateway. Also utilise industry presentations such as Just the Job etc.  Utilise facilities and tutelage opportunities in learning environments such as specialist departments within a school or tertiary provider.  Select the best approach to contextual learning:  **Industry -linked**  -work placement or  work experience  -practical workshops  -industry visits (two-way)  **School-linked**  -Classroom-based  **Tertiary-linked** -Tertiary Institute   programmes | **Assessment standards – unit and achievement**  *Use sufficient achievement and unit standards from Recommended and/or Sector-Related lists in the Social and Community Services Industries Pathway to meet the requirements for a Pathway award. Additional standards, where deemed appropriate, may be drawn from the NZQF.*    *Some standards may support achievement of a National or NZ Certificate within NCEA* ***e.g. The New Zealand Certificate in Health and Wellbeing (Level 2).***  **Preferred Standards**  These standards are considered central to the context for this specific Programme ‘Understand the health and community support services sector’ and contexts for learning (refer columns 1 and 2) have been provided from which assessment can occur.  **Alternative Standards**  These standards provide the flexibility to tailor the programme to support individual learner’s direction and progression.  **Additional Standards**  Additional standards may also be drawn from the current Social and Community Services Recommended and Sector-Related standards, if required. |
| **Links to sites and industry initiatives** | Youth Guarantee  Profile Builder  Youth Guarantee Networks  Careers NZ  Careerforce  Just the Job - Community Care and Support  Just the Job - Health  Just the Job - Public Health  Just the Job – Youth Work | [**http://youthguarantee.net.nz/**](http://youthguarantee.net.nz/)  [**http://youthguarantee.net.nz/vocational-pathways/profile-builder/**](http://youthguarantee.net.nz/vocational-pathways/profile-builder/)  [**http://youthguarantee.net.nz/archived-pages/networks/**](http://youthguarantee.net.nz/archived-pages/networks/)  [**http://www.careers.govt.nz/**](http://www.careers.govt.nz/)  [**http://www.careerforce.org.nz/**](http://www.careerforce.org.nz/)  [**http://www.justthejob.co.nz/social-and-community-servic/community-care-and-support.html**](http://www.justthejob.co.nz/social-and-community-servic/community-care-and-support.html)  **http://www.justthejob.co.nz/social-and-community-servic/health-2/**  [**http://www.justthejob.co.nz/social-and-community-servic/health.html**](http://www.justthejob.co.nz/social-and-community-servic/health.html)  [**http://www.justthejob.co.nz/social-and-community-servic/youth-work.html**](http://www.justthejob.co.nz/social-and-community-servic/youth-work.html) | | | | |

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| **Broad learning outcomes** | **1: Social and Community sector content** (Knowledge, skills, capabilities and contexts) | **2: NZ Curriculum content**  (Knowledge, skills, capabilities and contexts) | **3: Embedded graduate capabilities focus** | **4: Delivery arrangements** | **5: Summative Assessment**  (It is assumed regular formative assessment will be embedded in the learning programme) | | | |
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| ***1.***  ***Develop key foundational concepts, knowledge and skills relevant in the Health and Community Support Services sectors – through understanding such features as history, key roles, delivery mechanisms, and social/economic systems including funding, etc.*** | **Identify support services and resources within the community**  Context for learning may include:   * How do Social and Community services use and manage information? * Survey support services in the local community * How is information and data selected from a variety of sources, integrated and used confidently and appropriately?   **Describe a person’s rights in health or wellbeing setting**  Context of learning may include:   * What are your rights in a health or wellbeing setting? * What is the Code of Rights and why do we need it?   **Describe the role of a support worker in a health or wellbeing setting**  Context of learning may include:   * Consider what the role of a support worker is and how can they impact on a consumer’s quality of life. * What is a support worker’s role as part of a wider health and wellbeing team; in reporting, supervision, team meetings. * Maintaining boundaries in the role of a support worker. * Maintaining relationships with colleagues. | **Level 7 English**  **Speaking, Writing, and Presenting**  **Creating Meaning strand [writing]**  **Creating Meaning strand [presenting ]**  Processes and strategies   * Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.   Purposes and audiences   * Show a discriminating understanding of how to shape texts for different audiences and purposes.   Ideas   * Select, develop, and communicate sustained ideas on a range of topics.   Language features   * Select and integrate a range of language features appropriately for a variety of effects.   Structure   * Organise texts, using a range of appropriate, coherent, and effective structures.   Context for learning may include:   * History of Nurse Maude, Plunket * Influenza pandemic * Arguments for and against vaccinations * Interview a health service provider * Interview a client in a health service provider   **Level 7 Social Sciences**  **Social Studies**  Students will gain knowledge, skills , and experience to:   * Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts. * Understand how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes.   Context for learning may include:   * Consider the effect of unemployment on communities and social issues/population health * Living wage – working poor | **Thinking**   * *Make sense of information, experiences & ideas* * *Construct knowledge* * *Show initiative* * *Deal with challenges* * *Reflect on learning*   **Students could apply this by:**   * Adapting to workplace, learn health & safety, learn and respect protocols including cultural protocols, recognise hazards (signage etc.), manage risks, respect confidentiality (IP, client information etc.) * Show intellectual curiosity, absorb knowledge and skills, be proactive, recognise & help solve problems   **Use language, symbols and text**   * *Be able to interpret information & instructions* * *Keep notes* * *Write reports* * *Use ICT (programmes & devices)*   **Students could apply this by:**   * Learn workplace terms/jargon/acronyms * Read instructions & signs * Learn cultural terms/language * Employ specific ICT skills * Read graphs & tables   **Managing self**   * *Be reliable & dependable* * *Strong work ethic* * *Grow communication skills* * *Plan ahead* * *Set high standards* * *Positive attitude* * *Posture & body language* * *Flexibility/Adaptability* * *Work well under pressure*   **Students could apply this by:**   * Keep a work diary or reflective journal * Ask for and take advice * Taking initiative * Interpersonal skills – do not criticize, - offer solutions to problems * Carry through with commitments * Smile; be appreciative of the opportunities being provided. * Keep healthy and well rested * Be courteous and humble * Present as clean & tidy * Respond positively to change, be open and look for opportunities * Manage their time, complete tasks given to them.   **Relating to Others**   * *Respect management & colleagues* * *Work as part of a team* * *Active listener* * *Be positive & proactive* * *Contribute ideas*   **Students could apply this by:**   * Find & utilise a workplace mentor /buddy * Seek guidance & feedback * Stand tall when someone is talking to them * Eye contact when culturally appropriate   **Participating & Contributing**   * *Respect the team* * *Respect the contributions of others* * *Be positive & proactive* * *Contribute ideas*   **Students could apply this by:**   * Learn about and be sensitive to the team * Know when to contribute * Know when to listen * Know when to seek advice | *(NB: Outcome 1 provides the context for learning about the social and community services sector. It should precede all other outcomes as it will provide students with a foundation to base their learning on.)*  Combination of classroom-based supported by work experience for the assessment of industry-based unit standards.  Students gaining work experience in the health, disability, or aged support sectors are required to complete US 23686 as part of Outcome 1.  US 23451 is compulsory for students intending on completing the NZ Cert.  Competence **must** be demonstrated in the context of the workplace for standards 23686 and 23451. | **Assessment Standard Key**  Recommended  Sector Related  External http://upload.wikimedia.org/wikipedia/commons/4/47/Hash.png  NZ Cert    **Preferred Standards**  *Select from:*  **English**  AS 91101 L2, C6  AS 91103 L2, C3  **Self-Management**  US 1827[[4]](#footnote-4) L2, C2  **Health and Disability Principles in Practice**  US 23686 L2, C1    US 23451 L2, C5  **Social Studies**  AS 91280 L2, C5  **Alternative Standards**  *Select from:*  **Tikanga Concepts**  US 27109 L2, C3  **Alternative Standards cont.**  *Select from:*  **English**  AS 91099 L2, C4  AS 91098 L2, C4  **Health**  AS 91235 L2, C5  **Health Education**  AS 91237 L2**,** C5  **Home Economics**  AS 91300 L2, C4  AS 91303 L2, C5  AS 91304 L2, C4  **Additional Standards**  Refer description p3. | | | |

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| ***2****.*  ***Understand the importance of identity, language and culture for Māori and all other cultures, and the use of effective, culturally appropriate communication skills to support clients, their families/whānau, and as a member of a responsible care team.*** | **Interact with people to provide support in a health or wellbeing setting**  Context for learning may include:   * Instructions received are checked for own understanding in accordance with organisational policies and procedures * Interactions with people to provide support may include family/whānau, colleagues, team members   **Identify the impact of culture on support in a health or wellbeing setting**  Context for learning may include:   * Consider the significance of the bicultural partnership of Aotearoa New Zealand in terms of the provision of culturally safe support * Tikanga practices such as tapu and noa, manaaki, mana | **Level 7 Social Sciences**  **Social Studies**  Students will gain knowledge, skills , and experience to:   * Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts. * Understand how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes.   Context for learning may include:   * Conflicts/tensions arising from changing societal norms around caring for the elderly in residential care facilities compared to being supported by family carers ie Māori, Chinese * Physician assisted death * Choosing sex of a baby (IVF) * Privacy and the right to know * Public access to information * Protection of children * How do I feel about having my DNA (Guthrie card sample) kept on record indefinitely? (New scientific knowledge frequently generates ethical issues.)   **Level 7 Health and Physical Education**  **Personal Health and Physical Development**  **Relationships with Other People**  **Healthy Communities and Environments**  Educators can choose different contexts in response to local situation, community relevance, and students’ interests and needs  Context for *assessment* may include:   * + Physical or mental health problems, eg illness, disability   + Family separation, or relationship break up   + Bullying   + Changing house, school, and/or country   + Significant loss situations resulting in grief   + Drug use and misuse   + Experiencing significant failure, eg at school   + Repeated or ongoing pressured, risky, or stressful life situations at home, work or in the social environment.   Focusing on suicide or eating disorders is not appropriate. | As above | *(NB: This learning outcome* ***must*** *involve direct experience of working with a group or cohort of clients from one or more areas of the Social and Community Services sector.)*    Identify learner interests, available businesses and arrange work placement opportunities for learners to manage change and cultural adaptation.  Combination of classroom-based supported by work experience for the assessment.  US 28518 and US 28529 are compulsory for students intending on completing the NZ Cert. Competence for those standards **must** also be demonstrated in the context of the workplace. | **Preferred Standards**  *Select from:*  **Social Studies**  AS 91279 L2, C4 http://upload.wikimedia.org/wikipedia/commons/4/47/Hash.png  **Health and Disability Principles in Practice**  US 28518 L2, C5  US 28529 L2, C5  **Health**  AS 91236 L2, C5  **Alternative Standards**  *Select from:*  **Community Support Services**  US 26979 L2, C2  (NB: US 26979 is not in the SocComm Pathway; however it may be a required to meet Service Provision and Contractual requirements for a specific sector.)  **Tikanga Hauora**  US 15315 L2, C3  **Te Aho Wahine**  US 25762 L2, C3  **Te Ara Nunumi – Á-Mahara**  US 27131 L2, C2  **Pacific Indigenous Knowledge**  AS 17163 L2, C5  AS 26539 L2, C3  **Languages**  *Select from target language within Pathway* L2, C5  **Health Education**  AS 91239 L2, C5  **Home Economics**  AS 91301 L2, C5  **Additional Standards**  Refer description p3. |

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| ***3.***  ***Understand vulnerability and its causes - through consideration of the impact of vulnerability upon a range of cohorts/groups across the wider community.***  ***NB:*** *1:*  *In this context vulnerability refers to the link between people, their environment, social forces and cultural values that sustain and contest them.*  *Health disparities for vulnerable populations can also be defined by race/ethnicity, socio-economic status, geography, gender, age and disability status.* | **Describe infection control requirements in a health or wellbeing setting**  Context for learning may include:   * Describe the causes and transmission of infection * Explain the signs of infectious conditions that may require absence from work * Knowledge of infection control principles and infection control precautions   **Recognise and report risks and changes for a person in a health or wellbeing setting**  Context for learning may include:   * Observing, reporting and documenting changes in a person’s condition * Consider the impact of change in support services * Consider risks and risk reporting requirements * Consider types of abuse, neglect and violence – financial, self-harm, physical, psychological etc.   **Maintain a safe and secure environment for people and support workers in a health or wellbeing setting**  Context for learning may include:   * Describe techniques for managing personal wellbeing in a health or wellbeing setting – tools for managing own use of time, ways of dealing with personal stress, addressing unwelcome or offensive behaviour * Maintaining a safe and secure environment   **Describe techniques for moving equipment and people in a health or wellbeing setting**  Context for learning may include:   * Describe techniques for moving equipment – this may be bedding, furniture, outdoor equipment * Describe techniques for supporting people to move   **Support a person’s wellbeing and quality of life in a health or wellbeing setting**  Context for learning may include:   * Personal and/or financial circumstances, self-esteem, individual interests, health status, health care, community contacts and participation, family/whānau contacts, culture, friendship   **Apply personal plan requirements to meet the needs of people in a health or wellbeing setting**  Context for learning may include:   * Feedback, goals, change in a person’s condition, a person’s absence from facility or own home, health and safety accidents and/or incidents | **Level 7 English**  **Listening, Reading, and Viewing**  Processes and strategies   * Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.   Purposes and audiences   * Show a discriminating understanding of how texts are shaped for different audiences and purposes.   Ideas   * Show a discriminating understanding of ideas within, across, and beyond texts.   Language features   * Show a discriminating understanding of how language features are used for effect within and across texts.   Structure   * Show a discriminating understanding of a range of structures.   Context for learning may include:   * Draw conclusions about one health issue in   New Zealand – research attitude to and understanding of…as a health issue of New Zealand. Examples may include:   * + Alcohol & drug use   + Child obesity   + Poverty and effect on health of communities in New Zealand * Draw conclusions about a current world outbreak   eg Ebola   * Draw conclusions about a historical and current technologies and implementation practice. * Draw conclusions about a future focus area (including innovation) * Draw conclusions about abuse and neglect | As above | *(NB: This learning outcome* ***must*** *involve direct experience of working with a group or cohort of clients from one or more areas of the Social and Community Services sector.)*  Combination of classroom-based supported by work experience for the assessment.  US 28517 & 28519 are compulsory for students intending on completing the NZ Cert. Competence for those standards **must** be demonstrated in the context of the workplace.  Competence must be demonstrated in the context of the workplace for standards  20826, 28548, 28517, 28545, 28519, 23452.  First Aid - delivery arrangement with an accredited provider eg St Johns First Aid Course | **Preferred Standards**  *Select from:*  **English**  AS 91105 L2, C4  **Health and Disability Principles in Practice**  US 20826 L2, C3  US 28517 L2, C5  US 28519 L2, C6  **Community Support Services**  US 23452 L2, C3  US 28548 L2, C3  US 28545 L2, C5  **Core health**  US 6401 L2, C1 http://upload.wikimedia.org/wikipedia/commons/4/47/Hash.png  **First Aid**  US 26551 L2, C1 http://upload.wikimedia.org/wikipedia/commons/4/47/Hash.png  US 26552 L2, C1 http://upload.wikimedia.org/wikipedia/commons/4/47/Hash.png  **Alternative Standards**  *Select from:*  **Community Support Services**  US 23685 L2, C2  US 23386 L3, C5  US 26978 L2, C4  **Health and Disability Principles in Practice**  US 28546 L3, C5  (NB: Refer footnote 3 for  US 23685, 23386, 26978, 28546.  **English Writing Language**  AS 91100 L2, C4  **Legal Studies**  AS 8552 L2, C2  AS 27839 L2, C4  **Home Economics**  AS 91299 L2, C5  **Additional Standards**  Refer description p3. |

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| **Broad learning outcomes** | **1: Social and Community sector content.** (Knowledge, skills, capabilities and contexts) | **2: NZ Curriculum content.**  (Knowledge, skills, capabilities and contexts) | **3: Embedded graduate capabilities focus** | **4: Delivery arrangements** | **5: Summative Assessment**  (It is assumed regular formative assessment will be embedded in the learning programme) |
| ***4.***  ***Understand and use health, sciences, English, social sciences, technologies and mathematics & statistics in contexts across the Social and Community Services sector.*** |  | **Level 7 Mathematics and statistics**  Statistics investigation   * Carry out investigations of phenomena, using the statistical enquiry cycle * Make inferences from survey and experiments   Statistical literacy   * Evaluate statistically based reports   Context for learning may include:   * What do students know about the NZ health system? * Early childhood – evaluate New Zealand health statistics and New Zealander’s access to antenatal, post natural and early development support. * Adolescence/early adulthood – evaluate New Zealand statistics and New Zealander’s access to support for a range of health issues. * Elderly care – evaluate New Zealand statistics and New Zealander’s access to support for a range of health issues. * Care for the dying – evaluate NZ statistics and New Zealander’s access to support for a range of health issues.   **Level 7 Science**  **Nature of Science**  Understanding about science   * Understand that scientists have an obligation to connect their new ideas to current and historical scientific knowledge and to present their findings for peer review and debate.   Investigating in science   * Develop and carry out investigations that extend their science knowledge, including developing their understanding of the relationship between investigations and scientific theories and models.   Communicating in science   * Use accepted science knowledge, vocabulary, symbols, and conventions when evaluating accounts of the natural world and consider the wider implications of the methods of communication and/or representation employed.   Participating and contributing   * Use relevant information to develop a coherent understanding of socio-scientific issues that concern them, to identify possible responses at both personal and societal levels.   **Living World**  Context for learning may include:   * Why do the cells lining the small intestine have microvilli, while cells lining the mouth do not? (Scientists ask questions to extend their understanding.) * How are stem cells different from other cells? How could stem cells be used to improve human health? (Exploring the socio-scientific issues concerning the use of stem cells.) * Use a microscope to examine and compare the vessel walls of veins and arteries in terms of the specific function of each tissue. (Using scientific conventions to communicate via biological drawings.) * Predict the possible effects of a base mutation in DNA on the resulting protein – for example, the CF mutation in humans. (Scientists make predictions based on their current understanding.) * Research the role of New Zealander Maurice Wilkins in the discovery of the structure of DNA. (Science is a collaborative effort and new evidence leads to changes in science ideas.) * A health nurse explains the Guthrie card test for newborn babies. (New scientific knowledge can be applied to human problems.) * What is meant by “essential” amino acids and how do they feature in a healthy human diet? * Investigate the incidence of lactose intolerance in different ethnic groups. * Nature versus nurture: explore the data from identical-twin studies.   **Level 7 Science**  **Nature of Science**  **Physical World**  **Using Physics**   * Use physics ideas to explain a technological or biological application of physics   Context for learning may include:   * Investigate a telecommunications device in operation (in the health and community support services sector)   **Level 7 Science**  **Nature of Science**  **Material World**  **Chemistry and society**   * Apply knowledge of chemistry to explain aspects of the natural world and how chemistry is used in society to meet needs, resolve issues, and develop new technologies   Context for learning may include:   * How were nicotine patches developed? * How safe is SPF 30? * Can antioxidants really prevent aging? | As above | Contextualised, classroom-based learning | **Preferred Standards**  *Select from:*  **Mathematics and Statistics**  AS 91263 L2, C3  AS 91264 L2, C4  **Biology**  AS 91153 L2, C4  AS 91154 L2, C3  **Physics**  AS 91169 L2, C3  **Chemistry**  AS 91163 L2, C3  **Alternatives**  *Select from:*  **Mathematics and Statistics**  AS 91265 L2, C3  AS 91266 L2, C2  (NB: Although AS 91266 is not in the SocComm Pathway, the above two achievement standards 91265 & 91266 would allow students to understand and interpret reports in the health sector and to make informed decisions when dealing with challenges)  **Alternative Standards**  *Selection from:*  **Physics**  AS 91169 L2, C3  **Psychology**  AS 27689 L2, C6  **Additional Standards**  Refer description p3. |

1. **Embedded graduate capabilities** refer to the range of skills and attributes valued across industry and education. These must be embedded in programmes. It is a catch-all phrase to include key competencies, core capabilities, employability skills, work-ready skills, and specialist skills valued across industry and education. [↑](#footnote-ref-1)
2. The New Zealand Certificate in Health and Wellbeing (Level 2) consists of a Compulsory requirement (26 credits) and an Elective requirement (14 credits). (NZQA ref. 2469). Compulsory: Unit standards 23451, 28519, 28529, 28517, 28518. For learners wanting a career pathway into the health and wellbeing sectors (including: health, home & community, aged support, and disability support) will also need to complete US 23686. Elective: A minimum of 14 credits from a defined group of unit standards. It is recommended that learner’s programmes include a minimum of 80 hours of work experience. Although it is recommended, for students to achieve the qualification through this pathway, work placement is required. [↑](#footnote-ref-2)
3. Although this group of standards are not included in the Social and Community Services Vocational pathway, students will gain credit towards the NZ Cert in Health and Wellbeing L2 on completion of them. Unit standard 26978 may not be able to be obtained through some home and community providers. [↑](#footnote-ref-3)
4. The moderator’s interpretation for the assessment of US 1827 Identify support services and resources within the community, Performance criteria 2.2 Information obtained is from a wide range of material and resources, can be covered by *one* example of each resource in the range statement. [↑](#footnote-ref-4)