

Title	Demonstrate knowledge of challenges faced by, and related to working with, young people with specific physical needs		
Level	3	Credits	3

Purpose	<p>This unit standard is for those who intend to work, or are working, in education settings or organisations in a supporting role with young people.</p> <p>People credited with this unit standard are able to demonstrate knowledge of: challenges faced by young people who have specific physical needs; and challenges associated with supporting young people with specific physical needs.</p>
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Classification	Inclusive Education > Inclusive Education Intervention and Support
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Available grade	Achieved
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Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in Education Support and Care (Level 3) [Ref: 2962].
- 2 This unit standard should be interpreted in accordance with any relevant Ministry of Education inclusive education guidance, which can be accessed via the Ministry of Education's Learning Support webpage – <http://www.education.govt.nz/quick-links/special-education>.
- 3 This unit standard should also be interpreted in accordance with guidelines such as relevant education setting or organisation policy and procedures, job descriptions, charters, and/or strategic plans.
- 4 References

Ministry of Education. 2006. *Health Conditions in Education Settings*, available from <https://www.education.govt.nz/school/health-safety-and-wellbeing/student-and-staff-health/health-conditions-in-education-settings-supporting-children-and-young-people-2/>.

Ministry of Social Development. *New Zealand Disability Strategy*. The latest version of this publication can be accessed via the Office for Disability Issues' website <http://www.odi.govt.nz>.

Resources for teachers and teacher aides working together are available at <http://teachersandteachersaides.tki.org.nz>. Refer in particular to Module Four.

Resources for those interested in inclusive education in New Zealand are available at <https://www.inclusive.tki.org.nz>.

- 5 Legislation and conventions relevant to this standard include:
- Children’s Act 2014
 - Education Act 1989
 - Health and Safety at Work Act 2015
 - Health and Disability Commissioner Act 1994
 - Human Rights Act 1993
 - Oranga Tamariki Act 1989
 - Privacy Act 1993
 - United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) 2006
 - United Nations Convention on the Rights of the Child (UNCRC) 1989
 - Treaty of Waitangi Act 1975.
- 6 Candidates for this unit standard should be familiar with the intent of Te Tiriti o Waitangi, which informs guidelines, procedures, and practices in the learning support sector.
- 7 Range
Specific physical needs must include one for each of – eating and drinking, personal care, mobility and positioning, intimate care.
- 8 Definitions
Diverse backgrounds refer to ethnicity, religion, sexuality, gender, socio-economic status and first languages, as well as disability.
Education setting or organisation refers to where a young person is learning.
Education support worker may refer to teacher aides or other types of support workers found in education settings or organisations.
Intimate care may include but is not limited to the development of bowel and bladder control. It also includes skills associated with safe, hygienic, and socially and culturally acceptable practices for emptying bowel and bladder.
Mobility involves moving between places.
Personal care may include but is not limited to the following activities: dressing and undressing; personal hygiene including bathing, showering, and hand washing; menstrual care; teeth cleaning; hair care; and personal grooming.
Positioning involves static positions including, lying, sitting, and standing.
Young people or person refers to children and adolescents with learning support needs.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of challenges faced by young people who have specific physical needs.

Performance criteria

- 1.1 Challenges for young people in completing basic everyday tasks in an education setting or organisation are described in accordance with specific physical needs.

Range evidence of at least one challenge for each specific physical need.

Outcome 2

Demonstrate knowledge of challenges associated with supporting young people with specific physical needs.

Performance criteria

- 2.1 Challenges for an education support worker working with young people with specific physical needs are described in terms of the education support worker's role and responsibilities.

Range evidence of at least one challenge for each specific physical need.

- 2.2 Challenges for an education support worker supporting young people from diverse backgrounds are described in terms of the education support worker's role and responsibilities.

Range evidence of at least two challenges for each specific physical need.

- 2.3 Challenges in relation to safety are described in terms of the education support worker's role and responsibilities.

Range evidence of at least one challenge for each specific physical need.

- 2.4 Challenges in relation to hygiene are described in terms of the education support worker's role and responsibilities.

Range evidence of at least one challenge for each specific physical need.

Replacement information	This unit standard and unit standard 21225 replaced unit standard 7287.
Planned review date	31 December 2023

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	25 July 2006	31 December 2012
Review	2	22 October 2010	31 December 2021
Rollover and Revision	3	20 August 2015	31 December 2021
Review	4	24 October 2019	N/A

Consent and Moderation Requirements (CMR) reference	0100
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.