

Title	Establish and facilitate a learning plan with a person requiring health or disability supports		
Level	4	Credits	6

Purpose	People credited with this unit standard are able to: participate in the development of a learning plan with a person in a health, disability, or community setting; facilitate the implementation of a learning plan with a person who uses health and/or disability support services; and facilitate the evaluation of a learning plan with a person who uses health and/or disability support services.
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Classification	Health, Disability, and Aged Support > Community Support Services
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Available grade	Achieved
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Explanatory notes

- 1 In the context of this unit standard, *support* should aim to maintain, improve, or restore a consumer's independence and/or interdependence; utilise the consumer's existing strengths; and – where possible – utilise the resources of the local community.
- 2 Legislation and codes relevant to this unit standard include:
Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996 (the Code of Rights);
Health and Disability Services (Safety) Act 2001;
Health and Safety in Employment Act 1992;
Human Rights Act 1993;
Privacy Act 1993.
- 3 New Zealand Standards relevant to this unit standard include:
NZS 8134.0:2008 *Health and disability services Standards – Health and disability services (general) Standard*;
NZS 8134.1:2008 *Health and disability services Standards – Health and disability services (core) Standards*;
NZS 8134.3:2008 *Health and disability services Standards – Health and disability services (infection prevention and control) Standards*;
NZS 8158:2003 *Home and Community Support Sector Standard*; available at <http://www.standards.co.nz/>.

- 4 This unit standard cannot be assessed against in a simulated environment. For assessment, candidates must demonstrate competence in the workplace through paid or unpaid employment, or in placements in a service provider workplace negotiated by an education provider.
- 5 **Definitions**
Consumer refers to a person accessing services in a health or disability setting in either a residential care facility or in a private home – the person’s own or a friend’s, group’s, or family member’s.
A learning plan relates to aspirations, goals, and choices identified in the day-to-day support of a person in a health and/or disability context. Learning plans typically identify goal setting; desired learning environments, styles, and outcomes; physical, cognitive, and sensory abilities; and resource requirements, timeframes, and evaluation processes.
Service plan is a generic term that covers the individual or group plans (which may also be referred to by other names) that are developed by service providers for people receiving support (and may include their family/whānau as appropriate).
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Outcomes and evidence requirements

Outcome 1

Participate in the development of a learning plan with a person in a health, disability, or community setting.

Evidence requirements

- 1.1 Learning plan is developed in consultation with the person.
- 1.2 Aspirations and choices for learning outcomes are identified and detailed with the person.
- 1.3 Learning plan includes outcomes that accord with the identified aspirations and choices of the person.
- 1.4 Learning plan includes strategies that accord with the person’s abilities and support needs as identified in the person’s service plan.
- 1.5 Learning plan includes strategies that match available resources.

Outcome 2

Facilitate the implementation of a learning plan with a person who uses health and/or disability support services.

Evidence requirements

- 2.1 Implementation accords with the identified aspirations and choices as outlined in the person’s learning plan.

- 2.2 Implementation strategies accord with the agreed aspirations and choices as outlined in the person's learning plan.

Outcome 3

Facilitate the evaluation of a learning plan with a person who uses health and/or disability support services.

Evidence requirements

- 3.1 Evaluation process accords with the wishes of the person who uses health and/or disability support services.
- 3.2 Evaluation focuses on the achievement of the learning plan outcomes.
- 3.3 Learning plan is reviewed and amended if appropriate to better align the actual outcomes with the desired outcomes.

Replacement information	This unit standard replaced unit standard 1838.
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Planned review date	31 December 2013
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 March 2008	N/A
Revision	2	21 January 2011	N/A

Accreditation and Moderation Action Plan (AMAP) reference	0024
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This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Consent requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact the Community Support Services ITO Limited enquiries@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.