

Title	Reflect on new learning to identify implications for own practice in a health or wellbeing context		
Level	4	Credits	5

Purpose	People credited with this standard are able to reflect on new learning to identify implications for own practice in a health or wellbeing context.
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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 Definitions

New learning refers to knowledge and underpinning theory related to health and wellbeing that is acquired through personal research and its application in practice.

Person refers to the individual (or linked group) accessing services in a health or wellbeing context. Other terms used may include – client(s), consumer(s), customer(s), patient(s), resident(s), service user(s), tūroro or tangata whai ora.

Practice refers to responses to a condition, impairment, a specific situation or social issue and includes who is involved, what their roles are, and the support and/or treatment that is provided.

Service philosophy refers to the model or approach to support that is applied within a health or wellbeing setting. A service philosophy provides an over-arching set of underlying principles, aims and objectives, operational parameters, and reviewable outcomes which direct the nature of support and the way in which it is provided.

2 *Health or wellbeing contexts* include but are not limited to – the acute care, aged care, community support, disability, mental health, social services and youth development sectors, in New Zealand.

3 *Natural supports* include but are not limited to the family/whānau of the person who is at the centre of support.

Outcomes and evidence requirements

Outcome 1

Reflect on new learning to identify implications for own practice in a health or wellbeing context.

Evidence requirements

- 1.1 New learning is analysed to identify how it has confirmed and challenged prior knowledge and experience.
- 1.2 Implications of new learning are identified in terms of potential changes to current practice.
- Range implications must include – actions of self when supporting a person who is at the centre of support and relating to their natural supports.
- 1.3 Implications of new learning for self are outlined in terms of current and future personal and professional development as a result.

Planned review date	31 December 2021
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	17 November 2016	N/A

Consent and Moderation Requirements (CMR) reference	0024
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This CMR 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, 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.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR 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 Careerforce, the Community Support Services Industry Training Organisation Limited, info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.