



**New Zealand Certificate in Whānau Ora (Level 3) [Ref: 2877]**  
**Alignment of Whānau Ora unit standards to the Graduate Profile outcomes**



<i>Graduate Profile outcomes</i>	<i>Unit standard</i>	<i>Titles</i>	<i>Outcomes (see standards for range statements)</i>	<i>Evidence Requirements (see standards for range statements)</i>
<b>Build quality relationships to form a co-ordinated approach in the delivery of services for tangata Māori as an expression of whanaungatanga.</b>  <b>(Credits 10)</b>	<a href="#">30617 (NEW)</a> <b>Level 3, Credits 6</b>	Demonstrate knowledge of whanaungatanga and whānau ora.	1 Demonstrate knowledge of whanaungatanga in relation to whānau ora.	1.1 Explain personal relationships with whānau, hapū, iwi, and hāpori. 1.2 Explain whānau ora and its relationship to whānau, hapū, iwi, hāpori.
			2 Explain the connection between whānau and whakapapa.	2.1 The roles and responsibilities of whānau to whakapapa are explained. 2.2 The roles of Ranginui and Papatūānuku, and one other atua Māori are explained. 2.3 The connection between ngā atua Māori and tangata Māori is explained.
			3 Explain the connection whānau have to land, estates, forests and fisheries and other properties.	3.1 Land, estates, forests and fisheries and other properties are explained in terms of whānau connection. 3.2 Land, estates, forests and fisheries and other properties are explained in terms of whānau practices.
			4 Explain reciprocity in relation to hui.	4.1 One act of reciprocity relating to koha is explained. 4.2 One act of reciprocity relating to tau rourou, taku rourou is explained. 4.3 One act of reciprocity relating to ka tika a muri, ka tika a mua is explained.
	<a href="#">30618 (NEW)</a> <b>Level 3, Credits 8</b>	Identify and explain traditional and contemporary methods of effective communication used by whānau.	1 Explain traditional and contemporary methods of verbal and non-verbal communication used within whānau.	1.1 Traditional and contemporary Māori methods of verbal communication within whānau is explained. 1.2 Two traditional and two contemporary Māori methods of non-verbal communication within whānau, and iwi is explained.
			2 Explain effective communication processes with whānau, and iwi.	2.1 Communication media are explained in terms of their effectiveness. 2.2 Blended communication processes are explained in terms of their effectiveness. 2.3 Feedback processes is explained in terms of their effectiveness. 2.4 Explain tuakana and teina roles within whānau and iwi.
3 Demonstrate traditional and contemporary communication processes with whānau.			3.1 Two traditional and two contemporary Māori methods of communication within whānau are demonstrated.	
<b>Apply a range of standard processes and systems to assist Māori and whānau make well-informed decisions as an expression of kaitiakitanga and manaakitanga.</b>  <b>(Credits 20)</b>	<a href="#">30619 (NEW)</a> <b>Level 3, Credits 6</b>	Explain the significance of kaitiakitanga within a whānau ora context.	1 Define concepts of kaitiakitanga.	1.1 Mauri is defined. 1.2 Mana is defined. 1.3 Tapu is defined. 1.4 Noa is defined.
			2 Demonstrate knowledge of the significance of kaitiakitanga to you personally.	2.1 The significance of mauri is described. 2.2 The significance of mana is described. 2.3 The significance of tapu and noa is described.
			3 Demonstrate knowledge of the significance of kaitiakitanga to Whānau Ora.	3.1 The significance of mauri is described. 3.2 The significance of mana is described. 3.3 The significance of tapu and noa is described.
	<a href="#">30620 (NEW)</a> <b>Level 3, Credits 4</b>	Demonstrate manaakitanga in relation to whānau ora.	1 Describe the concepts of manaakitanga.	1.1 Define manaakitanga in relation to whakamā and whakamana. 1.2 Identify how whānau are enabled through manaakitanga. 1.3 Demonstrate ways that you enable whānau leadership through manaakitanga. 1.4 Identify an example of manaakitanga within your whānau.
			2 Describe ways that you would engage whānau to support mana-whānau.	2.1 Define mana-whānau in relation to manaakitanga. 2.2 Explain how mana-whānau applies to you and your whānau. 2.3 Explain ways to ensure the ongoing development of mana-whānau.
	<a href="#">30621 (NEW)</a> <b>Level 3, Credits 8</b>	Identify and apply tikanga and kawa within the home or workplace environment.	1 Explain tikanga and kawa in the home or workplace environment.	1.1 The practise of tikanga and kawa in whānau situations is explained. 1.2 Tikanga and kawa used by whānau in the home or workplace environment is explained 1.3 Tikanga and kawa that impact on whānau in the home or workplace environment is described.

			2 Explain and apply tikanga and kawa that would enhance whānau in the home or workplace environment.	2.1 Tikanga and kawa associated with three areas of the home or workplace environment is explained and applied. 2.2 Tikanga and kawa associated with three areas of personal hygiene that would enhance personal hauora is explained and applied. 2.3 Tikanga and kawa associated with tapu o te tinana is explained and applied.
			3 Explain the impact of changing or absent tikanga and kawa on whānau in the home or workplace environment.	3.1 Personal attitude to the application of tikanga and kawa in the home or workplace environment is explained. 3.2 Attitudes of parents, peer groups, media, mentors, and role models to tikanga and kawa in the home or workplace environment is explained.
<b>Apply some operational and theoretical knowledge to design a whānau ora plan as an expression of pukengatanga.</b>  <b>(Credits 20)</b>	<a href="#">30622 (NEW)</a> <b>Level 3, Credits 6</b>	Develop a whānau ora plan that includes ngā pukengatanga a te whānau	1 Identify technology pūkengatanga within the whānau.	1.1 Identify communication tools and technologies used by whānau today. 1.2 Describe the importance of keeping abreast of new knowledge and technologies. 1.3 Explain how these communication tools and technologies support whānau ora.
			2 Explore whānau centred models.	2.1 Identify and describe the aspects and knowledge within each model. 2.2 Identify and describe how the delivery of services would be influenced by each model. 2.3 Compare models in terms of the knowledge and resources needed to provide and deliver these services.
			3 Identify ways to work collaboratively with whānau in drafting a whānau ora plan.	3.1 Explain the purpose of a whānau ora plan. 3.2 Describe the essential elements of a whānau ora plan.
			4 Draft a whānau ora plan	4.1 A whānau ora plan is drafted.
	<a href="#">30623 (NEW)</a> <b>Level 3, Credits 4</b>	Explain accountability by service providers to Māori	1 Explain the accountability process for service provider to whānau, hapū, iwi, and hapori.	1.1 Processes of accountability thorough hui ā-whānau, hui ā-hapū, hui ā-iwi, hui are explained. 1.2 Networking with appropriate iwi groups to achieve best outcomes accountability is explained.
			2 Explain accountability of workers (Māori and Non-Māori) within a service provider.	2.1 Accountability through workplace policies are identified. 2.2 Accountability are explained in accordance with workplace practices and procedures. 2.3 Accountability of employees to the employers are explained in accordance with workplace policies.

**HAUORA unit standards**

	<a href="#">18561</a> <b>Level 4, Credits 4</b>	Compile a database of whānau ora service providers, and identify and explain referral policies and processes.	1 Compile a database of hauora service providers.	1.1 Service provider details are included.
			2 Identify and explain referral policies.	2.1 Referral policies are explained in accordance with organisational practices and procedures.
			3 Identify and explain culturally appropriate processes for working with Māori.	3.1 Referrals processes are explained in relation to tikanga.
	<a href="#">15312</a> <b>Level 3, Credits 6</b>	Explain implications of legislation on hauora Māori.	1 Explain the background and foundation issues that lead to legislation and associated policies that impact on hauora.	1.1 Background and foundation issues that initiated legislation and associated policies are identified and explained in terms of the impact on whānau, hapū, and iwi. 1.2 The impact of legislation and associated policies on hauora is explained in terms of the background and foundation issues identified in evidence requirement 1.1. 1.3 The impact of legislation and associated policies on hauora is explained in terms of whānau, hapū, and iwi.
			2 Explain the effects of legislation on policies and service delivery to whānau in the health sector.	2.1 The effects of legislation on policies are explained in terms of service delivery to whānau, hapū, and iwi. 2.2 Legislation that impact on whānau is explained in accordance with tikanga Māori. 2.3 The effects of legislation on policies and service delivery for Māori are explained in terms of the hauora needs of whānau. 2.4 The effects of legislation on services delivered to Māori are explained within a hauora context.

<p><b>Reflect on practice and performance to develop own professional and personal attributes as an expression of rangatiratanga.</b></p> <p><b>(Credits 10)</b></p>	<p><a href="#">30624 (NEW)</a></p> <p><b>Level 3, Credits 4</b></p>	<p>Describe rangatiratanga and mana whenua as it relates to whānau ora</p>	<p>1 Describe, apply and evaluate rangatiratanga in relation to whānau ora.</p>	<p>1.1 Rangatiratanga is described in terms of self-management. 1.2 Rangatiratanga is applied in terms of self-management. 1.3 Rangatiratanga is self-evaluated in terms of self-management.</p>
			<p>2 Define mana whenua in terms of tikanga, kawa, and te reo, and explain how these influence you and your whānau.</p>	<p>2.1 Define mana whenua. 2.2 Explain how mana whenua relates to tikanga, kawa, and te reo. 2.3 Explain how tikanga, kawa, and te reo influence your whānau interactions.</p>
			<p>3 Identify tikanga, kawa and te reo that support the wellbeing of whānau.</p>	<p>3.1 Explain how tikanga, kawa, and te reo support the wellbeing of whānau.</p>
	<p><a href="#">30625 (NEW)</a></p> <p><b>Level 3, Credits 4</b></p>	<p>Explain and apply health and safety when working with whānau</p>	<p>1 Identify and explain organisational behaviours and policies, relating to tikanga and/or cultural practices, regarding personal safety in your workplace.</p>	<p>1.1 Organisational behaviours and policies are explained. 1.2 Tikanga and/or cultural practices or policy within an organisation are identified. 1.3 Tikanga and/or cultural practices relating to interactions with whānau are identified.</p>
			<p>2 Apply workplace practices and procedures relating to personal safety when working with whānau.</p>	<p>2.1 Personal safety is applied in accordance with workplace practices and procedures. 2.2 Potential workplace hazards and risk are identified and reported in accordance with workplace practices and procedures.</p>
	<p><a href="#">30626 (NEW)</a></p> <p><b>Level 3, Credits 4</b></p>	<p>Describe key concepts of whānau managing wellness</p>	<p>1 Explain wellness within the context of whānau.</p>	<p>1.1 Identify and explain three behaviours and actions that lead to whānau wellness. 1.2 Describe ngā kare ā-roto that affect whānau wellness.</p>
			<p>2 Demonstrate knowledge of ngā mātāpono to support whānau wellness.</p>	<p>2.1 Matapono that exist in your whānau wellness are identified and explained.</p>
			<p>3 Identify resources in your area that can support whānau wellness.</p>	<p>3.1 Resources shows contact details of local whānau ora services, Māori or non-Māori support agencies.</p>