



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
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Applying for a micro-credential to be assessed for equivalency against the NZQF

A micro-credential **certifies achievement of a set of skills and knowledge**. It must meet the requirements of a training scheme as well as these additional requirements: have demonstrable evidence of need from employers, industry and/or community typically it does not duplicate current quality-assured learning approved by NZQA.

Any organisation which is not a New Zealand Tertiary Education Organisation can apply to have their micro-credential assessed for equivalency. This includes employers, government agencies, iwi, community organisations, professional associations and overseas education organisations.

What to submit with your application

When you submit your application, you will need to provide: this form, or equivalent documentation that meets the requirements described in this form.

How to submit your application form

Once completed send the application form and any other documentation to micro-credentials@nzqa.govt.nz. Payment must be made at the time that the application is submitted.

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| Name of organisation: | Oranga Tamariki |
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| Contact details Including telephone number and email address | <p>Juhee Sachdev Juhee.Sachdev@ot.govt.nz 0272397965</p> <p>James Price James.price@ot.govt.nz 0296501221</p> |
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| Title of micro-credential | Safe Tactical Approach and Response – 5 credits |
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Describe the purpose or aim of the micro-credential

Aim: To provide an introductory course for staff commencing work at Oranga Tamariki Youth Justice residences. The micro credential will support staff to work with youth justice young people who present with complex behaviours with empathy, care, and respect

The course will provide comprehensive learning in values and evidence-based verbal de-escalation skills with the aim of developing staff into more competent communicators. This will improve the ability for staff to manage crisis situations more effectively and reduce the need for use of physical force to manage risk, whilst providing safe effective techniques as a last resort.

The course will cover verbal de-escalation techniques, trauma, decision making along with physical techniques to safely and effectively manage risk in order to improve the safety of Rangatahi and staff.

~~This content will be delivered alongside teamwork, trauma and decision-making modules to ensure safest and most effective approach to managing high risk situations~~

Outcomes:

At the end of this course learners will be able to:

- Demonstrate knowledge of the Youth Justice residential safety framework and its practical application to safety of young people and staff in the residential environment
- Demonstrate and applying the context of crisis management the legal and regulatory boundaries they will be required to work within
- Describe understanding of trauma and its relationship to behaviour in the residential context
- Demonstrate and apply knowledge of how staff's behaviour can impact on young people's behaviour.
- Demonstrate and understand the importance of verbal de-escalation techniques and personal behaviour in the context of effective resolution of conflict and crisis
- Understand their own internal and external stress triggers and how they effect the ability to respond to crisis situations
- Develop coping strategies to maintain rationality and calm in high stress crisis situations within the youth justice environment
- Demonstrate and apply the TENR process in decision making when managing risk and responding to incidents
- Demonstrate application of verbal communication techniques to manage crisis situations
- Demonstrate application of physical tactics and techniques required to manage safety

Describe why there is a need for the micro-credential

This could include how you identified that there was a need for your employees to learn a new skill or knowledge.

This could include support from industry or employers for the proposed micro-credential: e.g. a request for the micro-credential from an employer to your organisation or identifying a gap in learning that they wanted for their employees.

Evidence of need:

The need for a comprehensive programme to manage risk and safety during crisis situations was identified through an analysis of the health and safety data collected up until late 2017 during the time that Oranga Tamariki then the Ministry for Vulnerable Children(MVCOT) was using the Managing Actual or Potential Aggression(MAPA) programme a product of the Crisis prevention institute(CPI) .

This analysis identified that on average there are 140 security related incidents recorded across the Youth Justice Residences each month. Of these incidents, 35% involved some form of physical force or restraint being applied to a young person. Injury and accident data from SOSHI (Incident reporting system) showed an average of six staff and two young people sustaining some form of injury stemming from a restraint related incident each month.

Incidents of assault had increased in 2017 (11 per month) compared with 2016 where the average was five per month. Many of the assault incidents resulted in serious injuries where staff and/or young people required hospitalisation or on-going treatment for the injuries sustained. Several residential staff at any given time were on long term sick leave due to the physical and/or psychological harm suffered because of being assaulted at work. The impact of these injuries meant that some staff did not return to work in the residences and so the Youth Justice team lost valuable experience and incurred the cost of recruiting and training replacement staff. Regular exposure to violence also had a negative impact on staff morale and their sense of confidence to control safety within the workplace.

The perception and feelings of safety and security for young people is compromised when exposed to situations where they see staff struggling to contain an unsafe situation or being hurt. Young people feel safer when they know staff are in control and can quickly and professionally resolve and incident

In addition to the above statistics, there was also process in place to raise the age for which young people could remain in the youth justice residences. In addition, the implementation of remand homes for young people on lower-level offences was being developed. These two factors were likely to have an effect on the youth justice cohort and residential environment. It was likely surmised that the residences would increasingly house a greater number of older, larger, and more volatile young people.

In addition to the statistical analysis there were also increasing concerns raised by residential staff and their Unions regarding the effectiveness of the MAPA programme. The general view was that MAPA(Managing Actual or potential Aggression) provided a reasonable model for identifying escalating behaviours and responding to low to medium level acting out. The physical interventions (disengagement and holding skills) taught in the programme did not provide a sufficient level of response for the more aggressive and assaultive behaviours young people were presenting.

Consistent feedback regarding MAPA was that

- The use of language that was Americanised and not entirely relatable to the New Zealand Audience and the New Zealand legal /regulatory context
- The vagueness in the physical techniques used and how to best implement them in the situations outside of a controlled classroom environment.
- No clear guidance regarding the use of force in terms of self-defence or in the defence or others.
- Minimal to no effective tactics/techniques for staff to protect themselves and others from assault.
- Physical interventions were not effective for managing larger more physically able young people
- No techniques to safely transition young people from the ground to their feet.
- No techniques to Safely engaging or disengaging with an assaultive client
- No techniques taught to exit a room safely and minimize the risk of assault.
- MAPA did not provide techniques for when the engagement ended up on the ground which led to many restraints becoming a prolonged physical struggle to gain control of acting out young people. The longer the time to successful restraint, the more likely the risk of positional asphyxia
- No safe transport techniques for extracting resistant young people from a volatile situation to a safe area
- No single person techniques to safely hold a young person when an immediate physical response is required to protect self or others.
- The MAPA programme did not support the use of force to make people go somewhere they do not want to go. This is because it is seen as this as enforcing compliance rather than supporting people in crisis. If the young person cannot be taken to a safer place easily (such as a quiet room) there is a greater risk of injury to young people in the general vicinity the authority to move a young person is contained in the residential regulation.
- Due to the MAPA course being an American course and being a packaged course, there was no ability to adapt technique or strategy to the presenting needs of the residence. To do this placed the MAPA trainers at professional risk as they would be teaching outside the course.

As a result, there were significant health and safety concerns in the use of MAPA and NVCI for the reasons mentioned above. Due to the above, a need was present to provide staff working in residential youth justice settings a comprehensive programme that aligned with the other training and frameworks within the youth justice environment, and which was comprehensive in providing both verbal and physical skills that could appropriately manage the health and safety risks within the youth justice environment. In addition, there was a need to have control over the content taught to be able adjust/amend or change in relation to presenting risks and safety hazards

Initial STAR programme

After reviewing various local and international “off the shelf” de-escalation and response programmes it was decided there was a need to develop a programme that was specific to the NZ residential context, and legal parameters. In April 2018 Two experienced staff who are also MAPA trainers completed the police tactical communications and tactical response course. They recommend discontinuation of MAPA as our primary de-escalation, response, and restraint system. In their opinion the Youth Justice Residences would be better served developing their own programme that combines the current residential components (engagement,

communication, and restorative practices), with aspects of the police tactical communications and response options.

By July 2018 the proposed programme was developed with the support of the police, who helped assist in content development and ensure the programme is evidence based, credible and defensible. The police also provided on-going support and refresher training for our instructors over the subsequent 2 years.

The intent was to embed the focus on de-escalation alongside providing residential staff with a greater range of tactical options when responding to high-risk violent situations. This developed into a 2 day Course for the residence known as STAR - Safe Tactical Approach and Response.

The commonality of the decision-making framework to other government agencies provided Oranga Tamariki with a body of evidence supporting their effectiveness and a defensible position for introducing them as part of our youth justice residential training.

STAR course content and delivery

The initial STAR content focussed on the following area's

- Residential Safety Framework
- Legal/Regulatory environment
- Power and responsibility
- Understanding ourselves
- TENR threat assessment model
- AWOCA verbal de-escalation model
- Defensive tactics and techniques
- Holds and escorting techniques
- Emergency procedures
- Restoring Mana – recovery and debriefing
- Reporting

Programme delivery

Starting In November 2018 Each youth justice residence had all staff trained in the 2-day STAR course, a pool of staff was also trained to be STAR trainers for each residence. They would be responsible for completing STAR training for all new staff being inducted into their residences.

On-going training and support was provided to all the trainers to ensure maintenance of a high level of consistency in training standards and programme delivery. Our Youth Justice Residential STAR Trainers in year 1 of the implementation of the course undertook a two-day training for trainers' course in October 2019 which was facilitated by the Ministry of Justice Security Practice Improvement Group and Oranga Tamariki Trainer James Price. This training was extended to 5-day training during March 2021 and was aimed at providing Oranga Tamariki with additional assurance that our trainers have the necessary skills to safely teach the physical aspects of the course material.

Training records were maintained at each residence including copies of the theory tests participants are required to complete (and pass) at the end of the course.

STAR was aligned to the three week “Te Waharoa” residential induction programme that all new residential staff are required to undertake before “taking the floor” to work in a youth justice residence.

Data from residences was collected to be able to assess the effectiveness of the STAR course in comparison to the MAPA predecessor course

Sector Support

Prior to the development of the 2-day STAR course the Youth Justice Advisors from the Office of the Commissioner for Children (OCC) were consulted and advised of our intentions to develop a course to meet the needs of the residential environment. They understood the risks identified and recognised our intention to make the residential environments safer for staff and the young people.

A presentation of the STAR programme content was provided to the OCC advisory group on 8th April 2019. Initial feedback from this group was that they were comfortable the content and our approach.

PSA and NUPE unions were also consulted throughout development and delivery of STAR. Both Unions were very positive of the STAR course as they were very critical of the previous NVCI and MAPA programmes.

Evidence of Need for Development of STAR from 2 days to 5 days

The initial implementation of the 2-day STAR course was successful in being able to

- Reduce the number of staff injuries, the incidence of which was reduced by half compared to MAPA
- The number of injuries sustained by young people was kept at the same incidence compared to MAPA
- Staff feedback was positive, and many staff reported back generally that STAR was effective in mitigating many of the issues with the previous MAPA course
- Union feedback was supportive of the STAR programme in comparison to the MAPA course

The components of Verbal intervention, decision making and use of appropriate physical techniques when managing crisis situations are some if not the most heavily scrutinised areas of the youth justice residence. These crisis situations by their very nature are extremely volatile and stressful in part because of the high level of emotion usually anger involved. Staff are uniquely aware in these situations of the potential for abuse, threats, and physical violence toward them. Due to the above factors these situations are highly stressful for staff, stress is a risk factor for substandard, incorrect responses and decision making for staff. Complicating these situations is the trauma backgrounds of the young people in the youth justice environment. The organisation and staff working within the youth justice residences understand that young people need to be engaged with care, empathy and compassion as these approaches are best for building trust and

relationship with young people as well as reducing the potential for further trauma to be inflicted on young people while they are in the care of Oranga Tamariki.

The current 2-day STAR course is the main training staff receive for managing these situations, the need for the expansion to a 5-day course is to

- Understanding the importance of teamwork and appropriate teamwork responses
- Understanding the residential environment and factors the impact on the development of crisis situations
- Improve understanding of trauma and how it relates to crisis situations
- Understanding how staff behaviour impacts the behaviour of the young people
- Understanding staffs own behaviour, factors that may affect it and how this could impact the management of crisis situations
- Understanding best practice in responding to crisis situations
- Developing ability to communicate, make decisions appropriately under stress
- ~~— Develop the ability to make appropriate decisions under stress~~
- ~~— Develop the ability to perform physical techniques under stress~~

The above are complex skills in the residence environment and the importance of getting them correct have a large impact of the young people and the safety of staff. In the current 2-day STAR course there is not sufficient time to explore the factors above in sufficient depth to develop sufficient proficiency. The move to 5 days allows more time for staff to develop knowledge, apply and perform the components above and receive feedback and help in developing these skills.

The overall need of a 5-day micro credentialed STAR course is to

- Provide sufficient training for staff to perform their roles appropriately
- Provide assurance to external stakeholders that staff are sufficiently trained to perform their role
- Reduce the amount of physical intervention needed by improving nonphysical responses.
- Continue to improve the safety of staff and young people within the residence
- Provide a better service to the young people in the residence

Describe what types of skills the employee/student will have after they have completed the micro-credential

The employee will be able to:

- Demonstrate how to relate specific knowledge of trauma to create better outcomes for young people in the youth justice environment.
- Demonstrate how to relate specific knowledge of prosocial modelling to create better outcomes for young people in the youth justice environment.
- Demonstrate how to relate specific knowledge of Whakamana Tangata to create better outcomes for young people in the youth justice environment.
- Demonstrate ability to be aware of their own personal behaviour in the appropriate management of crisis situations.

- Demonstrate ability to know personal triggers and factor that may affect responses in crisis situations
- Demonstrate the ability to apply key legislation to decisions the decision-making processes relating to risk.
- Demonstrate ability to use evidence and principle-based communication strategies to manage crisis situations and create win-win outcomes.
- Demonstrate the ability to apply physical engagement techniques correctly, safely, and effectively.
- Demonstrate ability to perform in a team environment to manage risk using teamwork and early intervention strategies

Describe how many hours the employee/student will need to achieve the micro-credential. (A micro-credential is between 5 and 40 credits, ie 50 - 400 notional learning hours)

Note, the minimum size of a micro-credential is 5 credits i.e. 50 hours of learning, teaching and assessment time. It appears that training runs for 5 days), within one week i.e. maximum 40 hours. This falls 10 hours short of the required 50 hours.

Face – to – Face Workshop = 40 hours (5 Days)

Self-Learning - 4 Hours

On the job training – Observations & Evidence (6 Hours)

Staff will also perform 6 hours of practical experience on the floor which will be observed by the line manager/STAR Trainers. These observations will be used to reflect on STAR and how the staff member has applied the learning to the workplace environment

Describe the structure of the micro-credential

The training is a part of a month-long training package. See attached document: *Te Waharoa Professional Development Pathway*.

It is broken up into two parts. The first being a training course over four consecutive days with a 5th day Assessment, covering

- Theoretical training in the morning session
- Tactical communication, Defensive tactics in the afternoon session

The final day concludes with a review of the content, and a three part assessment containing a presentation, classroom demonstration of techniques and scenario based assessment. This will assess knowledge and ability of the theoretical knowledge, practical application of physical techniques ,defensive tactics as well as the ability to perform in stressful situations.

In addition staff will perform 4 hours of extracurricular reading on several topics including trauma, prosocial modelling, restorative practice, and personal resilience skills.

Staff will also perform 6 hours of practical experience on the floor which will be observed by the line manager. These observations will be used to reflect on STAR and how the staff member has applied the learning to the workplace environment

Ongoing training

There is a significant need to provide ongoing training to staff for them to be able to perform their best throughout the year. In addition to the 5-day STAR course there are Further reinforcement lessons that will take place after the original 5-day training. These will take place throughout the year at 3 weekly intervals. Staff will be required to attend at minimum 9 of these sessions that cover all areas of the STAR course over the of a period of a year. This is continued learning and is designed to maintain and develop a high level of proficiency in STAR for staff throughout the year.

How will the employees/students learn?

Describe whether it's on-the-job training through practical experience or time with a trainer.

Training consists of 4 days of training and 1 day of assessment. Learning will take place through the mediums of lectures, group discussion, group activities, classroom demonstration of defensive tactics/skills and scenario-based role plays for practical application of defensive tactics and techniques. These will all be facilitated by a STAR trainer. This part of the training will make up 40 hours of learning.

After the initial 5 days of training this will involve on the job learning through

- 4 hours of extracurricular reading on several topics including trauma, prosocial modelling, restorative practice, and personal resilience skills. Learning from this part will be assessed in a supervision session with line manager or another delegated person
- 6 hours of practical experience on the floor which will be observed by the line manager. These observations will be used to reflect on STAR and how the staff member has applied the learning to the workplace environment

We are following a blended approach of learning through workshop, on the job - practical experience on the floor and self-learning. Line manager and/or STAR trainer will be observing the staff member and providing inputs/feedback on the learning and experience gained and how they have applied this to their role.

Describe how you will know that an employee/student has successfully completed the micro-credential

Successful completion is evidenced via 3 assessments consisting of:

- A presentation of a designated area of the Star curriculum, they will be able to articulate and present the content in a confident manner and show evidence of proficiency in the knowledge of the content. Presentation will be 10 mins in length

- A demonstration all of the physical skills in a classroom environment, Staff will be required to demonstrate critical components of the physical skills that relate to safety of the technique and effectiveness of the technique. Staff will need to meet a % of skills to demonstrate proficiency in the application of physical skills
- A scenario based assessment placing staff into practical scenario's similar to the workplace environment they will work in. The scenarios will test a variety of skills including teamwork, practical application of theory, staff performance under stress, practical application of defensive tactics and practical application of legislation in relation to actions taken. Staff will be required to

Comments:

Payment for one micro-credential

Payment for this service is a fee of \$900 (excluding GST) and must be paid at the time that the application is made.

An additional cost may be required if the application takes longer than four hours to process. This will be charged at the rate of \$190 per hour (excluding GST). This additional charge will be sent to you via an invoice for you to pay.

Payment can be made by direct credit to NZQA's bank account: 02 0536 0370579 00

Please use the following reference when making payment

Particulars: Micro

Reference: name of organisation

If payment can't be made by direct credit then contact NZQA (accountsreceivable@nzqa.govt.nz or 04 463 3178) to arrange payment by another means.

Payment for between two and a maximum of ten micro-credentials in an application

Payment for this service is a fee of \$1820 (excluding GST) and must be paid at the time that the application is made.

An additional cost may be required if your application takes longer than eight hours to process. This will be charged at the rate of \$190 per hour (excluding GST). This additional charge will be sent to you via an invoice for you to pay.

Payment can be made by direct credit to NZQA's bank account: 02 0536 0370579 00

Please use the following reference when making payment

Particulars: Micro

Reference: name of organisation

If payment can't be made by direct credit then contact NZQA (accountsreceivable@nzqa.govt.nz or 04 463 3178) to arrange payment by another means.