

QUALIFICATION DETAILS

Qualification number/Te nama o te tohu mātauranga	2989		
English title/Taitara Ingarihi	New Zealand Certificate in Health and Wellbeing (Peer Support)		
Māori title/Taitara Māori			
Version number/Te putanga	32	Qualification type/Te momo tohu	Certificate
Level/Te kaupae	4	Credits/Ngā whiwhinga	120
NZSCED/Whakaraupapa	090511 Society and Culture>Human Welfare Studies and Services>Community Client Care		
Qualification developer/Te kaihanganga tohu	Toitū te Waiora Community, Health, Education and Social Services Workforce Development Council		
Review Date /Te rā arotake	30/09/2024 28/09/2029		

OUTCOME STATEMENT/TE TAUĀKI Ā-HUA

Strategic Purpose statement/ Te rautaki o te tohu
<p>The purpose of this qualification is to provide the health and wellbeing sector with people who understand and are able to use <u>their own</u> lived experience <u>to provide peer support to others</u> in mental health, addiction, disability or significant health conditions, and who display core principles of peer support; to facilitate learning, self-determination, wellbeing, change, and autonomy in others with similar experience.-</p> <p>This qualification is targeted at people who have gained learning, self-awareness and resilience from their own lived experience with mental health, addiction, disability or a significant health condition and aspire to support others with similar experience.-</p> <p>Graduates will be capable of working in a self-managed capacity under broad guidance.-</p>

Graduate Profile/Ngā hua o te tohu
<p>Graduates of this qualification will be able to:-</p> <ul style="list-style-type: none"> - • Engage and communicate with tangata, family and whānau accessing peer support services in a manner which respects their socio-cultural identity, experience and self-knowledge.- • Apply knowledge of the history and context of Māori as tangata whenua and knowledge of peer-whānau interconnectedness to own role and practice as a peer support worker.-

- Demonstrate self-awareness, reflective practice, personal leadership and self-care in the context of peer support to provide peer support services.-
- Apply knowledge of organisational, ethical, legal and professional boundaries to provide support as a peer support worker.-
- Critically draw on own lived experience to support tangata with similar experience, as a peer support worker.-
- Engage, build, maintain and complete mutual and authentic relationships for the wellbeing of tangata with similar lived experience, as a peer support worker.-
- Support tangata with similar lived experience to their own, in their wellbeing to maintain hope, develop resilience, self-determination, autonomy, goals and aspirations by using peer support tools and strategies.-
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Education Pathway/ Ngā huarahi mātauranga

This qualification may lead to further study in health and wellbeing, such as the [New Zealand Certificate in Health and Wellbeing \(Rehabilitation Support\) \(Level 4\) with strands in Brain Injury and Long Term Conditions \[Ref: 2991\]](#), [New Zealand Diploma in Rehabilitation Studies \(Level 5\) \[Ref: MY1068\]](#), New Zealand Certificate in Public Health and Health Promotion (Level 5) [Ref: 1865], [New Zealand Diploma in Addiction Studies \(Applied\) \(Level 6\) \[Ref: 2733\]](#), New Zealand Diploma [in Health and Wellbeing \(Practice/Applied Practice\) \(Level 5\) \[Ref: 3244\]](#), or higher level study in related health and wellbeing [and social services](#) subject areas.-

This qualification may lead to further study related to leadership and management [that can be applied to peer support and lived experience settings](#), such as [the New Zealand Certificate in Business \(First Line Management\) \(Level 4\) \[Ref: 2456\]](#), the New Zealand Diploma in Business (Level 5) [with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Marketing and Sales, and Project Management \[Ref: 2459\]](#), [and the New Zealand Diploma in Business \(Level 6\) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Māori Business and Management, and Marketing and Sales \[Ref: 2460\]](#), or higher level study in related leadership and management subject areas.-

Employment, Cultural, Community Pathway/ Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki

Graduates of this qualification will have the skills and knowledge to be employed in peer support roles [such as peer navigator, peer recovery coach, peer recovery guide, peer mentor, voice worker or peer support specialist, consumer advocates, consumer advisors, consumer, peer and service user educators, consumer and service user auditors, Lived eExperience Principal Advisors or managers, National Lived Experience Manager](#), in a range of settings within the [social services, community alcohol and drug services, gambling services and health and wellbeing](#) sector such as mental health, addiction, disability, [rehabilitation](#), or significant health conditions.-

QUALIFICATION SPECIFICATIONS/ NGĀ TAUWHĀITITANGA O TE TOHU

<p>Qualification Award/ Te whakawhiwhinga o te tohu</p>	<p>This qualification can be awarded by an organisation with an approved programme or accreditation to deliver an approved programme leading to the qualification. This qualification can be awarded by an organisation with an approved programme and/or an accreditation to deliver an approved programme leading to the qualification.</p> <p>This qualification may be awarded by any education organisation with an approved programme of study or industry training leading to this qualification.</p>
<p>Evidence requirements for assuring consistency/ Ngā taunaki hei whakaū i te tauritenga</p>	<p>Evidence may include:-</p> <p>Evidence may include the following:</p> <ul style="list-style-type: none"> • Analysis of feedback from employers and graduates which demonstrates how well graduates are meeting the graduate outcomes in the workplace. • Evidence of effective internal quality assurance systems to assure that graduates meet the graduate outcomes of the qualification. <p>Evidence may include the following:</p> <ul style="list-style-type: none"> • Analysis of employer and graduate surveys • Analysis of a range of workplace evidence • Evidence of effective internal and external quality assurance systems. <p>Feedback from employers and graduates which demonstrate how well graduates are meeting the graduate outcomes in the workplace.</p> <p>Evidence of effective internal quality assurance systems to assure that graduates meet the graduate outcomes of the qualification.</p> <p>Portfolio of work/workplace evidence and/or assessment samples demonstrating the range of student performance within a programme and that the graduate outcomes have been met.</p> <p>Any other relevant evidence.</p>
<p>Minimum standard of achievement and standards for grade endorsements/ Te pae o raro e tutuki ai, ngā paerewa hoki hei whakaatu i te</p>	<p>Achieved.</p>

<p>taumata o te whakatutukinga</p>	
<p>Other requirements for the qualification (including regulatory body or legislative requirements)/ Kō ētahi atu here o te tohu (tae atu hoki ki ngā here ā-hinonga whakamarumarū, ki ngā here ā-ture rānei)</p>	<p>Employees and volunteers working in the health and wellbeing sectors are required to undergo initial and ongoing checks to ensure they are a fit and proper person to provide support.</p> <p><u>Employees and volunteers working in the health and wellbeing and social services sectors may be required to undergo checks depending on the context they are working in to ensure the safety of vulnerable people and/or children/young people they may be supporting. This may include and is not limited to:</u></p> <ul style="list-style-type: none"> • <u>Police checks.</u> • <u>Drug and alcohol testing.</u> • <u>Character references.</u> • <u>Checks against the Children's Act 2014.</u> • <u>Checks against any other relevant legislation.</u> <p>Police checks.</p> <p>Drug and alcohol testing.</p> <p>Two references.</p> <p>Checks against the Children's Act 2014.</p> <p>Checks against any other relevant legislation.</p>
<p>General conditions for programme/ Ngā tikanga whānui o te hōtaka</p>	<p>Programmes must include a minimum of 200 hours for workplace practice and experience.</p> <p>Programme entry: Learners must have had personal lived experience from which they have gained self-awareness, developed resilience, and have the ability to demonstrate learning they have gained from their experience that <u>experience</u> to supports the strengths, goals, and aspirations in the wellbeing of the tangata they work with. Such life experiences are varied and can include , but are not limited to: ; experiences such as mental distress, addiction, significant health conditions, trauma, and disability, or engagement with services and the wider system.</p> <p>Programme competency will typically be demonstrated in a workplace environment.</p> <p><u>Competency should be demonstrated in a workplace environment and include a minimum of 200 hours of relevant work experience.</u></p> <p>Programmes must:</p> <ul style="list-style-type: none"> • I include the application of person-centred and directed, goal-centred and strengths-based approaches as inherent in the performance of the outcomes.

	<ul style="list-style-type: none"> • Programmes must include a consideration of the specific capabilities, vulnerabilities and needs of children/<u>young people</u>, relevant to the context. Programmes that reflect the cultural and social needs and aspirations of Māori and Pacific Peoples, must include culturally appropriate resources and delivery methods. Programmes leading to this qualification must adhere to and be consistent with any ethical, legislative or contractual requirements to which the industry or role is subject. • <u>Honour Te Tiriti o Waitangi.</u> • <u>Recognise bi-cultural and multi-cultural responsiveness and safety.</u> • <u>Reflect the cultural and social aspirations of Māori, Pacific and Whaikaha learners.</u> • <u>Be accessible to all learners and include resources and delivery methods which support learner achievement, including the development of literacy and numeracy skills.</u> • <u>Where programmes have a focus on disability support work, they must focus on the social model of disability.</u> • <u>Maintain currency with, and any amendments or replacements to, relevant legislation, regulations and New Zealand Standards (NZS).</u> • <u>Refer to the guidance document available on the Toitū te Waiora website [www.toitutewaiora.nz]. Refer to the guidance document available on the Toitū te Waiora website [www.toitutewaiora.nz].</u>
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CONDITIONS RELATING TO THE GRADUATE PROFILE /NGĀ TIKANGA E HĀNGAI ANA KI NGA HUA O TE TOHU

Qualification outcomes/ Ngā hua		Credits/ Ngā whiwhinga	Conditions/ Ngā tikanga
1	Engage and communicate with tangata, family and whānau accessing peer support services in a manner which respects their socio- cultural identity, experience and self-knowledge.	15 credits	
2	Apply knowledge of the history and context of Māori as tangata whenua and knowledge of peer-whānau interconnectedness to own role and practice as a peer support worker.	15 credits	
3	Demonstrate self- awareness, reflective practice, personal leadership and self-	10 credits	

	care in the context of peer support to provide peer support services.		
4	Apply knowledge of organisational, ethical, legal and professional boundaries to provide support as a peer support worker.	15 credits	
5	Critically draw on own lived experience to support tangata with similar experience, as a peer support worker.	10 credits	
6	Engage, build, maintain and complete mutual and authentic relationships for the wellbeing of tangata with similar lived experience, as a peer support worker.	15 credits	
7	Support tangata with similar lived experience to their own, in their wellbeing to maintain hope, develop resilience, self-determination, autonomy, goals and aspirations by using peer support tools and strategies.	40 credits	

TRANSITION INFORMATION/ HE KŌRERO WHAKAWHITI

Replacement information/ He kōrero mō te whakakapi	N/A
Additional transition information/ Kō ētahi atu kōrero mō te whakakapi	<p>Version Information</p> <p>Version 32 of this qualification was published in XXXX 2024 <u>April 2020</u> <u>February 2025</u> following a scheduled review. Please refer to Qualifications and Assessment Standards Approvals for further information.</p> <p>The last date of assessment for programmes leading to version 24 of this qualification is 31 December 2027<u>30</u>25.</p> <p><u>Any person who considers they have been disadvantaged by these transition arrangements may appeal to Toitū te Waiora at the address below. Appeals will be considered on a case-by-case basis.</u></p> <p><u>Toitū te Waiora</u> <u>PO Box 445</u> <u>Wellington 6140</u> <u>www.toitutewaiora.nz</u> <u>Phone: 04 909 0356</u><u>Email</u> <u>qualifications@toitutewaiora.nz</u></p> <p><u>Any person who considers they have been disadvantaged</u></p>

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~~Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council~~

~~PO Box 445~~

~~Wellington 6140~~

~~Email: qualifications@toitutewaiora.nz~~

~~Web: www.toitutewaiora.nz~~

Republication Information

Version 2 of this qualification was republished in September 2023 to extend the last date of assessment for version 1 of this qualification from 31 December 2023 to 31 December 2025. Please refer to [Qualifications and Assessment Standards Approvals](#) for further information.